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**EMP 8191: EPIGENETICS AND HEALING RESPONSE**  
(3 Credits)

### **Overview of Course:**

Students will be introduced to epigenetic healing pathways and how to establish and facilitate such a functional neural/perineural network.

### **Course Topics:**

- Psychoneuroimmunology and healing response.
- Living matrix and dual neural network.
- Epigenetics of healing response.
- Cognitive-Behavioral switching of healing response
- Bioenergetic switching and healing codes.
- The principles of Epigenetic Healing.

### **Learning Objectives:**

- Intro to Psychoneuroimmunologic (PNI) pathway of healing.
- Intro to Living Matrix pathway of healing.
- Define Epigenetic and Functional pathways.
- Distinguish behavioral and bioenergetic manners of activating salutogenesis.
- Explain healing phenomena on the basis of epigenetic programming.

### **Audience:**

This course is open to Master, Doctorate and non-degree students who pass BEE I program.

### **COURSE PREREQUISITES**

The on-campus and off-campus components of BEE Trainership/Healership program.

### **COURSE DESCRIPTION**

Healing pathways are the most important evolutionary responses which protect mankind from extinction and disabilities. Several biological studies demonstrate that most of the psychoneuroimmunologic self-healing pathways are constructed and organized genetically. But each therapist or healer knows that there are some potential salutogenic pathways which can be activated, behaviorally (Conditioning) and/or energetically (Attunement). After switching these salutogenic pathways, and of course, sufficient training of the neural pathways will be facilitated. The activation of these functional neural networks renders human organism more efficacious and adaptive, so these epigenetic evolutionary pathways can be selected and generalized.

Our activities in the field of healing promotion could be evaluate as adaptive measures which are selected naturally because of their advantages in terms of survival and quality of life.

### **BRIEF NEED STATEMENT**

For establishing a more humanistic paradigm we need to extend interdisciplinary health studies and also finding the biological based of psychosocial phenomena like healing experience.

Healing response cannot be reduced to an adaptive response to environment but epigenetics like energy medicine could be a good framework for explanation of these responses.

#### FACULTY-STUDENT COMMUNICATION

- **Telephone Contact:** Students should arrange all telephone communications with the instructor by email beforehand. An initial phone contact to clarify course objectives and develop a schedule should be made prior to beginning the course. This contact should be scheduled within the first few weeks of commencement of the semester. After this, periodic telephone communication can be arranged with instructor. All telephone calls will be at student's expense.
- **Email Contact:** Reflection on and questions about the coursework papers and field placement internship should be addressed via email monthly or as needed. Students are always encouraged to contact the instructor via email whenever a problem arises.

- **Communications**

It is requested that students stay in weekly or every other week correspondence with the instructor using e-mail. The student should also set up periodic telephone conversations, at their expense, to discuss problems, concerns, or determine the direction of their course work. Students are always encouraged to contact the instructor by e-mail, fax, or telephone whenever a major concern may arise. It should be understood that as mature students, it is the responsibility of the students to stay in contact with their instructors. The instructor may be able to set up one-on-one discussions with the student using Skype. Students should check e-mail frequently for professor and EMU messages.

Students will normally send communications via email and submit papers as MSWORD format files attached to email messages. Synchronous Internet sessions may be used for "chat sessions" using Yahoo Messenger Chat or Skype. Check with your instructor on the type of communications s/he uses.

**Internet Threaded Discussion:** There is also an on-going Internet threaded discussion among the students and faculty for the entire semester which creates a larger feedback mechanism of communication. It may be accessed anytime. The thread page is located at: [http://groups.yahoo.com/group/Energy\\_Medicine](http://groups.yahoo.com/group/Energy_Medicine)

#### COURSE DELIVERY STYLE

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are

also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

**Length of Course:**

Length of this Energy Medicine course is five (5) months or one (1) semester.

**DISTANCE LEARNING COMPONENT**

Required reading, Scholarly papers and Multimedia reports are designed to deepen students' understanding of the materials.

Required practice sessions and experiential assignments will facilitate student's ability to use the BEE skills. The assignments are as follow:

1) Reading Assignments

*Students will read the course assignments and text materials during the first two months.*

2) Course Paper/Project

Students will conduct research based on secondary and primary source materials and the required texts. From this research, students will write four papers consisting of BEE specific topics (approved by the instructor) and provide a twenty-minute film of their training experiences. Students may also elect to do a graduate level project.

3) Final Interview (on skype)

Students are issued a set of topic assignments, readings and explorations, in preparation for final interview. Before the deadline, students schedule with the instructor the time and date for the face-to-face, telephone or Skype conference. During the examination, the instructor will make notations of the effectiveness, qualities, and weaknesses of the student's replies.

**COURSE ASSIGNMENTS**

Assignments #1:      Grade Count: 30%      DUE: During the first two months

Read: Chapters 5&6 of "The placebo response", Chapters 1,2,7,8,12,15 and 16; "Epigenetic Medicine ...", and A review article; " Epigenetic Modulation ...".

Write: A 5-10 page scholarly paper for each text (3 personal reviews).

Assignments #2      Grade Count: 30%      DUE: Before 3<sup>rd</sup> month of study

Research: at least 10 original and/or review article on Epigenetics and Healing.  
Write: A 10-15 page scholarly paper.

Assignment #3      Grade Count: 10%

Contact: by telephone or skype monthly and by email weekly with BEE instructors during the course, and a final interview on skype after the course.

Assignment #4      Grade Count: 10%      DUE: Before final interview

Write: at least a 4-session of individual or group psychoeducation or therapy program on the base of Epigenetic healing procedures.

Assignment #5      Grade Count: 10%

Write: a 10-15 page final report including following items:

- 1- Describe their changings in their knowledge, attitude, practice (KAP).
- 2-Describe their goal setting and programs in relation with personal and professional application of Epigenetic approach methods for higher health and quality of life.

#### INDIVIDUALIZATION OF STUDENT ASSIGNMENTS

Each research project will be chosen by the student to best support their individual professional goals, yet each student will also benefit from seeing the fruits of all fellow students' research and providing professional criticism of each others work.

Each student will be afforded the opportunity of writing on a subject that is related to his or her field of interest. This will assist the student in making each paper individualized. Also the student is encouraged to go outside the field and obtain research data from other interdisciplinary areas. Each student, based on his or her background, will be encouraged to transfer that theoretical information which the course provides into a practical format in the final paper or project.

#### COURSE EVALUATION

*The course grade will be based upon the quality of the research papers and reports, participation and promptness of postings, and the final interview.*

#### COURSE GRADING DETERMINANTS

Grades are based on the mentioned elements of a student's participation and accomplishment. In determining a grade for this course, the following formula will be used:

92-100 points = A range

86-91 points = B range  
80-85 points = C range  
70-80 points = D range  
Under 70 points = F

#### SPECIAL NOTES AND INSTRUCTIONS

All coursework must be completed in a timely fashion. Students are encouraged to phone or e-mail the instructor whenever they need advice, comments, or instruction.

#### **Texts:**

- Church, Dawson; *The Genie in Your Genes: Epigenetic Medicine and the New Biology of Intention*, Elite Books, Australia, 2007.
- Kradin, R., *The Placebo Response and the Power of Unconscious Healing*, Routledge, New York, 2008.
- Crews, *Epigenetic Modifications of Brain and Behavior: Theory and Practice, Hormones and Behavior*, [www.elsevier.com/locate/yhbeh](http://www.elsevier.com/locate/yhbeh), 2010.

#### **Further Readings:**

- Dreher, H., *Mind-Body Unity: A New Vision for Mind-Body Science and Medicine*, The John Hopkins University Press, London, 2003.