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EMP 8194: PSYCHOSOMATIC HEALING
(3 Credits)

Overview of Course:

Students will be introduced to biosychosocial model and how to organize several levels of organization in order to facilitate healing responses.

Course Topics:

- Biopsychosocial model of health (Hierarchy of life, Emergency, Embodiment).
- Clinical principles of psychosomatic medicine.
- Health belief/behavior change
- Integrative psychosomatic management for major frequent psychosomatic problems. Basic Concepts of Psychoncology, Psychocardiology, Psychoimmunology, Psychoderatology).
- Resource-based approach to treatment and healing.

Learning Objectives:

- Intro to Biopsychosocial model
- Intro to Psychosomatic Medicine
- Define bio, psycho, social keys of salutogenesis
- Explain health and illness on the basis of adaptive changes of the levels of organization.
- Explain psychosomatic healing programs for psychosomatic illnesses (e.g. cancer, CHD, Hypertension, Pain, IBS, Asthma, Autoimmune disorders) and psychologic disorders (e.g. Depression, Anxiety).

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

Systemic approach to human being addresses a non-dualistic, non-reductionistic and non-individualistic framework which represents health and illness in several levels of organization. Healing responses are formed in a biopsychosocial multilevel network. Healing could be switched at infrapersonal (subatomic, atomic, molecular and/or cellular), personal (cognitive-behavioral) and/or ultrapersonal (two-person, family, subculture, culture, biosphere) levels.

Having a systemic attitude and considering all of the levels of organization provide a more effective and coordinating healing practice.

For providing a proper condition for health we need a healing orchestration which can organize biopsychosocial modalities and to integrate alternations of the levels of organization.

Healing systems basically are not disease-oriented, and pathology-based, so in this health-oriented approach we focused on changing of lifestyle, health beliefs and behaviors, and psychodynamic and bioenergetic modifications.

In this course we learn that for a sustainable health development we need to mention all of the biopsychosocial parameters and we can motivate and stabilize healing responses in more reliable an interdisciplinary health delivery system.

BRIEF NEED STATEMENT

For integrating healing systems into the biomedical health delivery system we need a systemic and multidimensional model which can coordinate biological, mental, spiritual and social aspects of human life and clinical experience.

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.yahoocom/group/Energy_Medicine

Length of Course:

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

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@energymedineuniversity.org from both the student and professor.

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

On-Campus COMPONENT:

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

Read: Chapters 1&3 and 6 of "Health Psychology", Chapters 1,3,4; "Divided Mind ...", and chapter 5 of "Bioenergy Economy".

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

Assignments #2 Grade Count: 20% DUE: Before 3rd month of study

Research: at least 10 original articles and/or systematic review on health belief, health/illness behavior, psychosomatic approach to chronic disease and/or psychosomatic healing and salutogenesis.

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: 20% DUE: Before final interview

Write: at least a 10-session program on psychosomatic healing on the basis of the client's individual, familiar and social resources, catharsis and releasing the tensions, psychoneuroimmune modulation, and lifestyle modification.

Note: The case could be imaginary, real or from casebook of psychosomatic medicine.

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 psychosomatic healing 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:

- Sarafino, EP., *Health Psychology: Biopsychosocial Interactions*, Wiley, New York, 2010.
- Sarno, JE., *The Divided Mind: The Epidemic of Mindbody Disorders*, Harper Paperbacks, Washington DC, 2007.
- Goli, F., *Bioenergy Economy; A Methodological Study on Bioenergy-Based Therapies*, Xlibris Pub., 2010.
- Turp, M., *Psychosomatic Health: The Body and the World*, Palgrave, New York, 2001.
- Rotan, L. W. & Ospina-Kammerer, V., *MindBody Medicine. Foundations and Practical Applications*, Rutledge, New York, 2007.