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**EMP 827: RESEARCH IN WHOLISTIC SPIRITUAL HEALING (3 Credits)**

**Overview of Course:**

Students will explore a spectrum of research in wholistic spiritual healing, including individual case reports, observational reports, qualitative studies and randomized controlled trials to understand and explain wholistic spiritual healing.

**Course Topics:**

I. DEFINITION of Wholistic Spiritual Healing, including Energy Medicine within Complementary/ Alternative Therapies

II. RESEARCH

- A. Personal experience
- B. Observational studies
- C. Qualitative studies
- D. Randomized controlled studies

**Learning Objectives:**

- Students will understand wholistic healing – addressing body, emotions, mind, relationships (with people and environment) and spirit.
- Students will understand a spectrum of research approaches that clarify and define aspects of wholistic healing.
- Students will be able to assess evidence for the efficacy and effectiveness of complementary/ alternative medicine (CAM) therapies.

**Audience:**

Open to all students in the Doctorate program. This course requires language and writing skills adequate to analyzing technical research reports. (Students who are lacking in these skills could bring their work up to the required levels with the help of a hired editor. Submitted papers must clearly indicate if this option is engaged.)

**Course Description**

The course of study will explore the advantages and limitations of various research methods, and of a spectrum of theories to understand and explain wholistic spiritual healing.

Study will be through reading of source papers and books, student papers that review and critically analyze research reports and theories, and critiques of classmates' papers.

**Need Statement**

Students will:

- 1) Develop an in-depth appreciation and understanding of the multi-faceted elephant that is the spectrum of wholistic spiritual healing. The world can appear very different when we perceive it through one part or another of this animal. No one perception explains all of the pachyderm. Putting together a coherent picture from its various parts, as perceived from various research perspectives, will be the outcome of the course.
- 2) A graduate student in a healing profession needs to understand the assumptions and values at the core of their knowledge – in order to fully communicate their own knowledge, critically assess the work of other professionals, and extend their own research and therapeutic methods.

- 3) Develop skills needed in identifying essential factors pertaining to wholistic spiritual healing
- 4) Be able to assist clients in performing a personal cost-benefit analysis of therapeutic approaches that will be appropriate to their needs, for dealing with their problems in a responsible manner, for optimal wholistic healing
- 5) Develop the critical skills needed to think as a responsible clinician and researcher in wholistic spiritual healing

### **Faculty-Student Communication**

- Personal introductions

All students should send instructors and classmates a short bio (10 sentences) and photograph for their files

- Telephone Contacts

It is important that the students arrange by email beforehand for all telephone communications. Periodic telephone interaction, as required, at student's expense, can most easily be arranged through email contact.

- Communications

It is requested that students stay in bi-weekly correspondence with the instructor using e-mail. The student should also set up bi-monthly 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 is also willing to set up one-on-one discussions with the student via audio & video Internet exchange using a variety of Net programs. Check your e-mail frequently for messages.

Students will normally send communications via email and submit papers as MSWORD Format files attached to email messages.

### **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](mailto:lessons@energymedineuniversity.org) from both the student and professor.

- 1) Reading Assignments

Students will read the course assignments and text materials in a timely manner.

- 2) Course Paper/Project

Students will post their required papers on a website by the dates due.

Classmates are required to post on the website, under each of their classmates'

papers, comments and 2 constructive criticisms of each of their classmates' papers as soon as they are posted or, at the latest, within 1 week of the due date of each paper. Detailed observations on points the reviewer approves, and respectful suggestions for improvement are expected. Simple praises (e.g. "I like this") or unexplained disagreements with the content of the paper (e.g. "This is erroneous") are not acceptable. Points raised may not be simple replications of points posted by other classmate reviewers of a paper, but must add further reasons for the comments/criticisms.

### 3) Essay Examination

The course assignments, readings and explorations will prepare students for the written essay final examination on the materials.

## Course Assignments

### Assignment #1: **WHOLISTIC HEALING AND SINGLE CASE ANECDOTAL REPORTS**

Read the following materials:

#### a. Wholistic healing

<http://wholistichealingresearch.com/wholisticintegrativecare.html>

b. Two published articles of your choice that discuss a therapeutic intervention within a single complementary/alternative medicine (CAM) modality (e.g. Therapeutic Touch or other spiritual healing modality, Homeopathy, Acupuncture, etc.). Each will be a single case study.

(See skeleton outline for analyzing research reports at

<http://www.wholistichealingresearch.com/research#coah.html>

Read the required articles in (b) and write a 3-4 page critique (single spaced, total for this assignment) of each of these two journal articles you chose in the light of the assigned article (a). Emphasize the strengths and weaknesses of the articles. Submit this to your classmates and instructor for comments.

### Assignment #2: **OBSERVATIONAL STUDIES AND SURVEYS**

Read the following materials:

Two studies (see specifications below) of your choice that discuss a therapeutic intervention within a single complementary/alternative medicine (CAM) modality. Both of the studies must focus on the same CAM modality. e.g. of Massage or of any other single modality (different from the modality chosen in Assignment #1). One must be an observational study (summarizing treatment observations made by clinicians about a group of people) and the other a survey study (summarizing the reports of a group of treated people). Write a 3-4 page critique (single spaced) of each of these two journal articles you chose. Emphasize the strengths and weaknesses of the articles and of the two methodologies. Submit this to your classmates and instructor for comments.

### Assignment #3: **QUALITATIVE STUDIES**

Students will choose two complementary/alternative medicine (CAM) qualitative studies. Both of the studies must focus on the same CAM modality. e.g. two qualitative studies of Massage or of any other single modality (different from the modality chosen in Assignment #1 and #2).

Read the required articles and write a 2-3 page critique (single spaced, total for this assignment) of each of these two journal articles you chose in the light of the assigned article (1a) and in the light of criteria for qualitative studies. (See skeleton outline for analyzing research reports at

<http://www.wholistichealingresearch.com/research.html#qs>

Emphasize the strengths and weaknesses of the articles. Submit this to your classmates and instructor for comments.

#### **Assignment #4: RANDOMIZED CONTROLLED STUDIES/ TRIALS (“RCTs”).**

Students will choose two complementary/alternative medicine (CAM) RCTs. Both of the studies must focus on the same CAM modality. e.g. two RCTs of Osteopathy or of any other single modality (different from the modality chosen in Assignment #1 - #3).

(See skeleton outline for analyzing research reports at

<http://www.wholistichealingresearch.com/Research/RschTop.asp#RCTe>)

Read the required articles and write a 3-4 page critique (single spaced, total for this assignment) of each of these two journal articles you chose in the light of the assigned article (1a). Emphasize the strengths and weaknesses of the articles as well as what you learned personally from your reading. Submit this to your classmates and instructor for comments.

#### **Assignment #5 DESIGNING A RESEARCH STUDY**

Students will select a subject of their choice and present a research proposal for a randomized controlled study of this subject.

(See skeleton outline for analyzing research reports at

<http://www.wholistichealingresearch.com/Research/RschTop.asp#RCTe>)

#### **Assignment #6: SUMMARIZING ESSAY**

The final examination will be a 20-page scholarly paper, submitted in a manner similar to previous assignments and will cover the materials in the class assignments.

#### **Individualization of Student Assignments**

The topics within each assignment will be chosen by the students to best support their individual professional goals, yet each student will also benefit from seeing the fruits of all fellow students' research reviews and evaluations and providing constructive criticism of each other's work.

Each student will be afforded the opportunity of writing on a subject that is related to his or her field of interest. The student is also 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 the theoretical information which the course provides into a practical format in the final paper.

#### **Course Evaluation**

The course grade will be based upon the quality of the assigned papers, the comments and criticisms on classmates' papers, participation and promptness of postings, and the final examination.

Extra credits will be given for relevant references incorporated in the students' papers from sources outside the specific required (with asterisk) readings.

#### **Course Grading Determinants**

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

Required assignments and on-line readings – 75%

Critiques of classmates' papers – 10%

Essay examination – 15%

Using this technique, there will be 100 points assigned to the course. Final semester grades will be calculated as follows:

- 92-100 points = A range
- 86-91 points = B range
- 80-85 points = C range
- 70-80 points = D range
- Under 70 points = F

### **Course Completion Timetable**

- Week 1-2 assigned reading #1, complete paper on wholistic healing and single case reports
- Week 3 Post critiques of classmates' papers
- Week 4-6 assigned reading #2, complete paper on observational studies and surveys
- Week 7 Post critiques of classmates' papers
- Week 8-10 assigned reading #3, complete paper on qualitative studies
- Week 11 Post critiques of classmates' papers
- Week 12-14 assigned reading #4, complete paper on RCTs
- Week 15 Post critiques of classmates' papers
- Week 16-18 assigned reading #5, complete research design
- Week 19 Post critiques of classmates' papers
- Week 20-22 Summarizing paper

### **Special Notes and Instructions**

All students should send instructors and classmates a short bio (10 sentences) and photograph for their files.

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.

### **Suggested Sources** (\* asterisk indicates required reading)

#### ***Wholistic healing***

\* Benor, Daniel J. *Wholistic integrative care*

<http://www.wholistichealingresearch.com/wholisticintegrativecare.html>

Dienstfrey, Harris, *Where the Mind Meets the Body*, New York: HarperPerennial 1991

Dossey, Larry, *Space, Time and Medicine*, Boulder, CO: Shambala 1982. Holistic medicine, basis and theory

Shannon, Scott (ed), *Handbook of Complementary and Alternative therapies in Mental Health*, San Diego, CA:Academic/Harcourt 2001

#### ***Anecdotal reports***

\* <http://www.wholistichealingresearch.com/Research/Studies.asp#co>

Barasch, Marc Ian, *The Healing Path: A Soul Approach to Illness*, New York/ London: Arkana/ Penguin 1993. *A personal experience of dealing with cancer through wholistic approaches*

\* Chapter 1, Benor, Daniel J, *Healing Research: Volume I*, (popular edition) *Spiritual Healing: Scientific Validation of a Healing Revolution*, Southfield, MI: Vision Publications, 2001

### **Observational Studies and Surveys**

- \* <http://www.wholistichealingresearch.com/Research/RschOutlines.asp#os>
- \* Observational reports of Craig Brown, Michael Dixon and surveys of Attevelt, Boucher, Krippner, Pattison, Riscalla, Westerbeke in Chapter 5 of Benor, Daniel J, *Healing Research: Volume I*, (professional supplement) *Spiritual Healing: Scientific Validation of a Healing Revolution*, Southfield, MI: Vision Publications, 2001.
- \* Black, N. Why we need observational studies to evaluate the effectiveness of health care, *British Medical Journal* 1996, 312, 1215-218
- Fowler, F. J. *Survey Research Methods* (3rd ed.), Newbury Park, CA: Sage 1993.
- Ware, J.E. et al, SF-36 Health Survey Manual and Interpretation Guide, Boston, MA: New England medical Center, The Health Institute, 1993.

### **Qualitative studies**

- \* <http://www.wholistichealingresearch.com/research.html#qs>
- Bowling, A, *Measuring Disease: A Review of Disease-Specific Quality of Life Measuring Scales*, Buckingham, UK: Open University Press 1996.
- Leininger, M. M. (ed), *Qualitative research methods in nursing*, Orlando, FL: Grune & Stratton 1985.
- Strauss, Anselm/ Corbin, Juliet, *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*, Newbury Park, CA/ London: Sage 1990.

### **Randomized controlled studies**

- \* <http://wholistichealingresearch.com/wholisticintegrativecare.html>
- Benor, Daniel J, *Healing Research: Volume I*, (professional edition) *Spiritual Healing: Scientific Validation of a Healing Revolution*, Southfield, MI: Vision Publications, 2001.
- Rosenthal, R and Rubin, DB. Interpersonal expectancy effects: the first 345 studies, *Behavior and Brain Sciences* 1978, 3, 377-415. *Clinical suggestion, including suggestion within research studies*
- \* Rosenthal, R and Rubin, DB. Interpersonal expectancy effects: the first 345 studies, *Behavior and Brain Sciences* 1978, 3, 377-415. *Clinical suggestion, including suggestion within research studies*
- \* Meta-analyses <http://www.wholistichealingresearch.com/research.html#MAe>