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**EMP 859: CONTROLLED REMOTE VIEWING: Advanced Level  
(3 Credits)**

## **Overview of Course:**

### **Pre-requisite:** EMP 759 & 759A: CONTROLLED REMOTE VIEWING

This course will review the fundamental principles and structure of the CRV protocol. Students will be given practice sessions from Phase 1 through 4 and will learn Phase 5 and Phase 6 with practice sessions through Phase 6. Phase 5 is a tool to explore session issues and Phase 6 offers others creative tools such as clay and dowsing to further express impressions from the target. The course will reiterate the importance of practice sessions to reach a higher level of accuracy and it will give students the opportunity to identify and strengthen their areas of weakness. Weekly practice sessions will be assigned and focus on reviewing each of the Protocol Phases. In parallel, students will be asked to explore and research the big picture of CRV: applications of CRV work, the implications, and the concepts of time/space/events. Students will be given specific reading assignments and will write a research paper on a CRV aspect or application of their choice.

Please note that CRV practice sessions are done free-hand on paper. Students will need to either scan, or digitally photograph their session work, or fax them to the Professor. Practice sessions will be due on a weekly basis.

## **Course Topics:**

- Review of fundamental concepts of CRV
  - Developing ideograms
  - Structure and purpose of Phases 1 – 4
  - Review of the terms and meaning
  - Developing the sensories
  - Practice sessions: Phases 1 - 4
- Introduction to Phase 5
  - Using Phase 5 as a tool
  - Structure of Phase 5
  - How and when to use Phase 5
  - Practice sessions: focus on Phase 5
- Readings written by original military viewers
  - Readings of de-classified CIA reports
  - Reflections on implications of CRV and the concept of remote viewing
- Introduction to Phase 6
  - Purpose and nature of Phase 6: spatial and temporal relationships
  - Tools and techniques
  - Relationship with Phase 4
  - Maps, graphs, timelines, modeling, dowsing
  - Practice sessions: Phases 1 – 6, focus on Phase 6

- Applications  
Operational work  
Issues of Frontloading, and learning from feedback  
Practice sessions: Phases 1 - 6
- CRV implications  
Reflections on time/space/event and personal development  
Practice sessions: Phases 1 -6

### **Learning Objectives:**

Students will obtain a much deeper understanding of the implications and applications of CRV and will learn how to enhance their accuracy during session work by developing their *sensories*, ideograms, and learning how to use creative methods of expression in Phase 6. Students will learn how to use Phase 5 as a tool to clarify issues in their session work, Specific reading material written by some of the original military viewers will guide students to reflect on the big picture of CRV and the implications at a holistic level from applications work to the phenomenon of working with non-local information. Students will be asked to do research on a specific aspect of CRV and present insights or further questions for future research.

### **Audience:**

Open to all students in the distance Certificate or Doctoral program.

### **COURSE DESCRIPTION**

This course will review the fundamental principles and structure of the CRV protocol. Students will be given practice sessions from Phase 1 through 4 and will learn Phase 5 and Phase 6 with practice sessions through Phase 6. Phase 5 is a tool to explore session issues and Phase 6 offers others creative tools such as clay and dowsing to further express impressions from the target. The course will reiterate the importance of practice sessions to reach a higher level of accuracy and it will give students the opportunity to identify and strengthen their areas of weakness. Weekly practice sessions will be assigned and focus on reviewing each of the Protocol Phases. In parallel, students will be asked to explore and research the big picture of CRV: applications of CRV work, the implications, and the concepts of time/space/events. Students will be given specific reading assignments and will write a research paper on a CRV aspect or application of their choice.

### **NEED STATEMENT**

Controlled Remote Viewing (CRV) is a powerful methodology used to access non-local information using one's *psychoenergetic* functions. The CRV protocol is powerful but because it takes time and effort to learn it, short-cut methods are being taught as the CRV

method. These other methods offer a basic structure but use the person's natural psychic skills as the focus and source. CRV was designed for non-psychics and therefore elicits one's natural psychic skills and offers a specific method to develop the psychic skills by working directly with the unconscious and developing communications with the conscious. Developing these functions without a profound understanding of the technique can oftentimes trigger strong emotional reactions from the learner if he/she is not guided through a journey of self-reflection while learning the method. This course will ensure that the student is monitored and guided through his/her self-development. Students will be asked to contribute insights or raise issues related to CRV work through a research paper.

## **FACULTY-STUDENT COMMUNICATION**

- **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 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 she uses.

Please note that CRV practice sessions are done free-hand on paper. Students will need to either scan, or digitally photograph their session work, or fax them to the Professor. Practice sessions will be due on a weekly basis.

## **COURSE DELIVERY STYLE**

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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.

### 1) Reading Assignments

Students will read the course assignments and text materials as assigned each week.

### 2) Course Papers

Weekly practice sessions will be assigned and delivered to the Professor by scanning, digitized photo, or faxed.

Students will conduct research based on secondary and primary source materials and the required texts but the focus will be on learning Phase 5 & 6 of the CRV protocol. From the research and the practice sessions, students will be assigned short papers throughout the course that will demonstrate their understanding of the topic. In the conclusion part of each paper, the student will note his/her reflections and any specific concerns or issues he/she anticipate. These papers should be approximately five double spaced typewritten pages, in Arial or Times Roman 12 font. The first part of each paper that addresses the student's understanding of the topic should be written in a scholarly style while the second part, the student may express his/her anticipated concerns in a personal commentary style. Grades will be given on content, use of source material, organization, grammar, spelling, and depth of thought and reflection. Students should use the APA Style Manual.

### 3) Final Research Paper

Students will write a scholarly research paper on a previously approved aspect of CRV of their interest, and will conduct qualitative and/or quantitative research. This paper will be based on the student's research and will be written in a scholarly style following the APA Style. The paper should be at least 20 pages double-spaced in Arial or Times Roman 12 font. Grades will be given on content, use of references, organization, conclusions, as well as grammar, spelling, and depth of thought and reflection. Students should use the APA Style Manual.

## COURSE ASSIGNMENTS

***CRV sessions are done free-hand on paper. Students will need to either scan, or digitally photograph their session work, or fax them to the Professor. Practice sessions will be due on a weekly basis.***

Assignment #1

Practice sessions Phases 1 – 4

Assignment #2:

Paper: write about your understanding of Phase 5. How you think Phase 5 can help you enhance your session work

Assignment #3:

Paper: write about your reflections on readings written by original military viewers and de-classified CIA reports. Implications on personal development.

Assignment #4:

Paper: write about your understanding of Phase 6. Which tools in Phase 6 do you prefer to use and why. Relate your personal experience, emotions, gestalts, etc... in working with P6 tools.

Assignment #5:

Select a research topic for your final paper for approval

Assignment #6:

Practice sessions Phases 1 – 6 with self-critique

Assignment #7

Update on research paper

Assignment #8: **Final paper:**

Research paper: submit a scholarly research paper on an aspect of CRV.

## 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, practice sessions, participation and the quality of substantive postings.

## 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:

Reading required texts and on-line readings – 15%  
Threaded Discussion Postings – 10%  
Course papers – 20%  
Practice sessions – 25%  
Research paper – 30%

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

*Practice sessions will be due weekly*

- Assignment#1 - Week 2
- Assignment#2 - Week 4
- Assignment#3 - Week 6
- Assignment#4 - Week 8
- Assignment#5 – Week 10
- Assignment#6 – Week 13
- Assignment#7 - Week 15
- Assignment#8 - Week 20

## 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

Morehouse, D. (1998). *Psychic Warrior*. New York, NY: St. Martin's Paperbacks

Swanson, C. (2005). *The Synchronized Universe: New science of the paranormal*. Tucson, AZ: Poseida Press.

#### ADDITIONAL RECOMMENDED SOURCES

Atwater, F.H. (2001). *Captain of My Ship, Master of My Soul*. Charlottesville, VA: Hampton Roads Publishing Company.

Buchanan, L. (2003). *The Seventh Sense: The secrets of remote viewing as told by a "psychic Spy" for the U.S. military*. New York, NY: Paraview Pocket Books.

McMoneagle, Joseph. 2000. *Remote Viewing Secrets: A Handbook*. Charlottesville, Virginia: Hampton Roads Publishing Company.

Millay, J. (1999). *Multidimensional Mind: Remote Viewing in Hyperspace*. Berkeley, CA: North Atlantic Books, Universal Dialogues

Puthoff, Harold E. 1996. CIA-Initiated Remote Viewing Program at Stanford Research Institute. *Journal of Scientific Exploration*, 10(1), 63-76.

Schmidt, M. (2005). *Remote Viewing: A theoretical Investigation of the State of the Art*. Tucson, AZ: Fenestra Books.

Schnabel, James. 1997. *Remote Viewers: The Secret History of America's Psychic Spies*. New York: Dell.

Sinclair, Upton. 2001(1930). *Mental Radio*. Charlottesville, Virginia: Hampton Roads Publishing Company.

Targ, Russell. 1999. Comments on 'Parapsychology In Intelligence: A Personal Review and Conclusions.' *Journal of Scientific Exploration*, 13, 87-90.

Targ, R., Katra, J. (1998). *Miracles of Mind*. Novato, CA: New World Library.

Utts, Jessica M. 1996. An Assessment of the Evidence for Psychic Functioning. *Journal of Scientific Exploration*, 10(1), 3-30.

Utts, Jessica M. 1991. Replication and meta-analysis in parapsychology (with discussion). *Statistical Science*, 6(4), 363-403.

Utts, Jessica M. 1999. The Significance of Statistics in Mind-Matter Research. *Journal of Scientific Exploration*, 13(4), 615-638.

Warcollier, René. 2001. *Mind to Mind*. Charlottesville, Virginia: Hampton Roads Publishing Company.