

Academy of Intuition Medicine[®] & Energy Medicine University

School Catalog

Effective October 1, 2018

Mail: PO Box 1921 Mill Valley, California 94942 USA

Campus: 2400 Bridgeway Suite 290, Sausalito, California 94965

www.IntuitionMedicine.org



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Introduction

The Academy of Intuition Medicine® founded in 1984, is globally recognized for its vocational education program, especially created for professional Intuitives and for those interested in developing intuition as a pragmatic skill. In 2006 the School was expanded to include a distance learning arm distinguished as Energy Medicine University and the school became formally, the Academy of Intuition Medicine® & Energy Medicine University, which is a division of Intuitive Development, Incorporated. The faculty of the School includes Francesca McCartney, founder and director; an Advisory Board; and a dedicated and highly professional group of teachers, mentors and practitioners. The acronym AIMEMU is used interchangeably for the Academy of Intuition Medicine® & Energy Medicine University throughout this School Catalog and for purposes of clarity, AIM is used to distinguish the campus vocational program, while EMU is used to denote the distance learning program.

Purpose

Our purpose is to fill the need for a quality program which educates students to be fluent in the art and science of Holistic Health and Energy Medicine. Our professors are among the most highly qualified instructors in their respective area of expertise. The Academy of Intuition Medicine® & Energy Medicine University is a fully distance learning institution with respect to the certificate program, and the vocational program is by classroom attendance at the School campus in Sausalito, California, USA.

People

Advisory Board

The following members comprise the Academy of Intuition Medicine® & Energy Medicine University Advisory Board. Their biographies may be accessed at: <https://intuitionmedicine.org/advisory-board/>

- Debra Bellings-Kee, MIM, MFT, JD
- Daniel J. Benor, MD
- Richard A. Blasband, MD
- Pamela Bradley, PhD, MIM
- Laurence Brahm, JD
- Ralph Bunje, CPA, MBA, MS, CES
- Donna Eden
- Marcia Emery, PhD
- David Feinstein, PhD
- Shakti Gawain
- Ben Goertzel, PhD
- Gloria Horsley, PhD

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- Peter Howard, MIM, PhD
- Linda Lea, PhD, CPCC
- Beth McDougall, MD
- Judith Orloff, MD
- Fred Pockrass, DDS, PhD
- Peace Mother Geeta Sacred Song
- John H. Reed, MD, MBA, MPH
- Salma Salimi, DDS
- Len Saputo, MD
- Norman Shealy, MD, PhD
- Isaac Sibleman, MD
- Judith Tolson, MIM, MA
- Garret Yount, PhD
-

Staff

PRESIDENT, CEO & COO
FOUNDER & DIRECTOR

Francesca McCartney, PhD

Francesca@EnergyMedicineUniversity.org
Francesca@IntuitionMedicine.org

REGISTRAR

Anna Haight, BA, MIM

Anna@EnergyMedicineUniversity.org

ADMINISTRATIVE ASSISTANTS

Zena McCartney, MIM

Zena@EnergyMedicineUniversity.org

DEAN OF ACADEMICS - CAO

Pamela Bradley, MIM, PhD

Pamela@EnergyMedicineUniversity.org

DEAN OF FACULTY & STUDENTS

Dominique Surel, MBA, PhD

Dominique@EnergyMedicineUniversity.org



Affiliations

The Academy of Intuition Medicine® & Energy Medicine University is an approved provider of continuing education courses by the California Board of Registered Nursing, approval number CEP13046. In addition, the School is a CEU provider through the Associated Bodywork and Massage Professionals, provider number 507723 as well as the State of California Acupuncture Board, provider number CEU 1402.

Board of Registered Nursing

California registered nurses have been required to document continued competency by completing a minimum of 30 contact hours every two years in subjects relevant to the practice of nursing. Courses must be taken from providers approved by the Board of Registered Nursing or other entities recognized by the Board. The BRN approves continuing education providers, not individual courses.

Associated Bodywork and Massage Professionals

Associated Bodywork and Massage Professionals is a membership organization serving the massage, bodywork, somatic and esthetic professions. ABMP competes effectively for members by providing the best value and most responsive, knowledgeable service.

State of California Acupuncture Board

The Academy is pleased to be an approved provider of continuing education courses for this Board (provider number CEU 1402).

Professional Memberships

Society for the Study of Subtle Energy and Energy Medicine, Colorado, USA
Institute of Noetic Sciences, California, USA
Institute for Health & Healing, California, USA
Institute for Intentional Healing, California, USA
IPSI Scientific Forum, Belgrade, Serbia
Society for Scientific Exploration, Virginia, USA
California Association of Private Postsecondary Schools, California, USA
Academy of Spirituality and Paranormal Studies, Connecticut, USA
Health Medicine Institute, California, USA
Council for Healing, New Jersey, USA

Affiliations

Institute of Noetic Sciences, California, USA
Academy of Religion and Psychical Research, Connecticut, USA
American College of Traditional Chinese Medicine (ACTCM), USA
Society for the Study of Subtle Energy & Energy Medicine, USA
International Association for the Study of Dreams. USA

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Institute for Intentional Healing, California, USA

Institute for Naturopathy, Ayurveda & Alternative Medicine, New Delhi, India & Italy

Society for Scientific Exploration, Virginia, USA

Kundalini Research Network, USA

IPSI Scientific Forum, Belgrade, Serbia

Location and Facilities

The campus is located at 2400 Bridgeway, Suite 290, Sausalito, California 94965 where non-distance courses are held. Sausalito is a picturesque town bordered by the Pacific Ocean and located at the North end of the San Francisco Golden Gate Bridge. The physical facility consists of classroom spaces, offices and bathrooms with outdoor decks. Markets and restaurants are within walking distance and the School can easily be reached by public transportation. Street and lot parking is available. Most campus students are local commuters.

For distance education programs coursework is completed at a location determined by the student. As a distance learning university most of our contact and communication with distance students is by telephone, Internet, video-in, text chat and email. Students are also encouraged to contact us by facsimiles, and postal mail, and by personal visit to instructors and the School.

Library

The Academy of Intuition Medicine® & Energy Medicine University houses a campus research library that is maintained by two librarians. The library contains around 2000 books, plus journals and periodicals. The campus research library may be accessed during normal business hours and by appointment with the Registrar. A current list of research library resources is available to all students at:

<http://www.energymedicineuniversity.org/docs/students/EMU-Library-Catalogue.pdf>

Our School library resource and support services provides wider and more comprehensive access to information via extensive web resources and websites.

The School has an array of resources to students. The web portal contains lists and links to professional journals, associations, libraries, online journals, online newsletters, resource websites, magazines, online free book libraries, and online databases available to students.

The School's campus research library is continually adding to its collection of books and materials offered. And our digital resources are updated to give students the best access to subjects matter covered in its courses.

The Academy of Intuition Medicine® & Energy Medicine University program of study in Holistic Health and Energy Medicine is not well represented in traditional libraries. We have found that traditional libraries Effective October 1, 2018



generally lack a good collection of books in our specialized field, and the same applies to the typical digital mainstream digital library subscriptions. In addition to housing one of the best collections of specialized materials, the School has provided access to a set of online materials most likely to yield research results in our field to assist our students in their research endeavors.

General Policies

Admissions and Entrance Policies

The Academy of Intuition Medicine® & Energy Medicine University welcomes diversity and admits students without regard to race, creed, color, sex, age, national origin, handicap, political or religious affiliations or beliefs. All School admissions require a high school diploma or GED diploma. For specific procedures to enter the campus vocational program, see the “Campus Vocational Programs” section of our Catalog; for distance non-degree certificate programs see the “Distance Learning Programs”, or “Distance Learning Non-Degree Programs” section of our Catalog.

Provision of Catalog

Prospective students are directed to download the current School Catalog from the School website. Prior to admission prospective students are to sign a document stating that they have received and read the School Catalog as to be considered for admission. Prospective students and current students are invited to contact the Registrar with any questions about the School Catalog.

International Students

The School does not offer VISA services for international students, nor does it vouch for student status. The School’s Distance Certificate programs are designed so that students may complete it where ever they may be physically located without the necessity of traveling to campus.

English Requirement

The School does not offer English-as-a-Second Language instruction nor provide English language services. All instruction is taught in English. The University seeks students from all regions of the United States, and English-speaking students from around the world. All courses are presented in the English language. Students are expected to be proficient in the English language prior to enrollment.

For the campus vocational programs English language is assessed in two parts, 1) as evidenced in the written application and 2) conversational English will assessed during the admissions interview. English must be deemed sufficient to complete the vocational program successfully.



International students applying to the Distance Certificate Program for whom English is not their native language are required to pass the Test of English Foreign Language (TOEFL) with a score of 500 on the paper-based examination (TOEFL®PBT) or 100 on the computer-based exam (TOEFL®iBT).

Housing

The School does not assume responsibility for student housing, does not have dormitory facilities under its control, nor offers student housing assistance. According to rentals.com for Sausalito, CA rental properties start at approximately \$1911 per month.

Financial Aid

Academy of Intuition Medicine® & Energy Medicine University currently does not have available federal or other government sponsored programs.

A list of publications and a few scholarship and loan sources are listed below to assist you in your search for financial aid. This is not an exhaustive list and it is recommended that students research their own financial aid sources.

Publications:

The Back to School Money Book: A Financial Aid Guide for Mid-Life & Older Women
The Complete Scholarship Book
Directory of Financial Aid for Minorities
Directory of Financial Aid for Women
The Financial Aid Book
The Grants Register

The Higher Education Money Book for Minorities and Women
How to Find out About Financial Aid
The Scholarship Book

Scholarships and Loans:

Scholarships Website: FastWeb.com
North American Society of Acupuncture and Alternative Medicine
Women's Opportunity Awards Program
Jeannette Rankin Foundation

Job Placement

The School does not offer job placement assistance.

The School does not guarantee employment for its graduates. Although the School does not offer job placement assistance several courses offered in the distance learning curriculum are focused on the creation of career and business ventures and strategies.

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Student's Right to Cancel

If the program in which you are enrolling is distance education-not offered in real time. The institution will transmit the first lesson and materials to you within seven days after the execution of the enrollment agreement.

You have the right to cancel this enrollment agreement and receive a full refund, less the registration fee of up to \$250.00 at any time prior to receiving the first lesson and materials.

Cancellation is effective on the date the written notice of cancellation is sent to the institution at Academy of Intuition Medicine® & Energy Medicine University, PO Box 1921, Mill Valley, California 94942 or registrar@EnergyMedicineUniversity.org. Refunds will be paid within 45 days of cancellation unless the cancellation occurs after the institution has mailed the first lesson and materials, but prior to your receipt of those documents, in such cases the institution shall make the refund within 45 days after your return of the materials.

This Institution shall transmit all of the lessons and other materials to the student if the student (a) has fully paid for the educational program; and (b) after having received the first lesson and initial materials, requests in writing that all of the material be sent. If the Institution transmits the balance of the material as the student requests, the Institution shall remain obligated to provide the other educational services it agreed to provide, such as responses to student inquiries, student and faculty interaction, and evaluation and comment on lessons submitted by the student, but shall not be obligated to pay any refund after all of the lessons are material are transmitted.

Withdrawal from the Program

You may withdraw from the School at any time and receive a pro rata refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$250.00, and less any deduction for books and materials not returned in good condition, within 45 days of withdrawal.

For the purpose of determining the amount of the refund, the date of the student's withdrawal shall be deemed the last date of recorded attendance. The amount owed equals the daily charge for the program (total institutional charge, minus non-refundable fees, divided by the number of days in the program), multiplied by the number of days scheduled to attend, prior to withdrawal. For distance education students scheduled days is based on a five day week, which does not include Saturday or Sunday, or any defined holiday as stated below.



School Holidays

New Year's Day	Labor Day
Dr. Martin Luther King Jr. Day	Veterans Day
President's Day	Thanksgiving Day
Memorial Day	Day after Thanksgiving
Independence Day	Christmas Day

For programs beyond the current "payment period," if you withdraw prior to the next payment period, all charges collected for the next period will be refunded. If any portion of the tuition was paid from the proceeds of a loan or third party, the refund shall be sent to the lender, third party or, if appropriate, to the state or federal agency that guaranteed or reinsured the loan.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student has received federal student financial aid funds, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

Other scheduled class breaks or holidays will be announced.

Confidentiality and Access to Student Records

Students are advised and cautioned that State Law requires this educational institution to maintain school and student records for a five-year period from the last date of a student's attendance. Transcripts are maintained permanently. Student records are protected from unauthorized access. Requests for release of information by the student or from outside agencies must be made in writing. This ensures that only authorized individuals have access to specific information requested.

Student records are protected from unauthorized access. Requests for release of information by the student or from outside agencies must be made in writing. This ensures that only authorized individuals have access to specific information requested.

Privacy Act for Students

The Family Educational Rights and Privacy Act of 1974 entitle all students to review their records, including grades, attendance and advising reports. The school must permit a student to examine such records within



45 days after the school receives a written request from the student. The school will also permit the student to obtain a copy of such records upon payment of a reproduction fee.

A student may request that the school amend his or her education records on the grounds that they are inaccurate, misleading or in violation of the student's rights or privacy. In the event the school refuses to so amend the records, the student may, after complying with the Student Complaint Procedure, request a hearing. If the outcome of a hearing is unsatisfactory to the student, the student may submit an explanatory statement for inclusion in her education record.

A student has the right to file a complaint with Family Policy Compliance, U.S. Department of Education, Washington, D.C. 20202-4605, concerning the school's alleged failure to comply with the Act. Student records are confidential and only such agencies or individuals authorized by law are allowed access without written permission of the student.

Bankruptcy

The school does not have a pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Transferability of Credits and Credentials

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Academy of Intuition Medicine® & Energy Medicine University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the any degree, diploma, or certificate you earn at this School is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Academy of Intuition Medicine® & Energy Medicine University to determine if your credits, degree, diploma or certificate will transfer.

Academy of Intuition Medicine® & Energy Medicine University has entered into a transfer agreement with an affiliate university that provides for select credits to be transferred.

Approval Disclosure Statement

This institution is a private institution approved to operate by the California Bureau for Private Postsecondary Education. Approval to operate means the institution is compliant with the minimum standards contained in the California Private Postsecondary Education Act of 2009 (as amended) and Division 7.5 of Title 5 of the California Code of Regulations.



Consumer Disclosures

Academy of Intuition Medicine® & Energy Medicine University is not accredited by an agency recognized by the United States Department of Education (USDE) and students are not eligible for federal financial aid programs.

The School is unaware of any applicable licensure exam for graduates of our programs. Students enrolled in our programs are not required to sit for licensure exams in California or other states.

A degree program that is unaccredited or a degree from an unaccredited institution is not recognized for some employment positions, including, but not limited to, positions with the State of California.

Students enrolled in an unaccredited institution are not eligible for federal financial aid programs.

Student Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the

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institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Rules of Conduct

Students must adhere to high standards of scholarship and conduct. Those whose conduct reflects discredit upon himself or herself or the school will be subject to termination. The student must adhere to conduct that will not interfere with the learning process of any other student, the classroom presentation by the teacher, or the progress of the class in general. The administration of the school reserves the right, in the exercise of their judgment, to dismiss a student. Examples of misconduct include:

- a. Non-conformity with the rules and regulations of the school.
- b. Conduct that reflects unfavorably upon the school and/or its students.
- c. Excessive absences or tardiness.
- d. Failure to pay charges when due.
- e. Demonstrating poor judgment or inability to function properly that could put patient/student safety in jeopardy.
- f. Entering the school classes while under the influence or effects of alcohol, drugs, or narcotics of any kind.
- g. Disorderly conduct that interferes with the learning process of any other student, the classroom presentation by the teacher, or the progress of the class in general.



A student dismissed for unsatisfactory conduct may be readmitted into the program only at the discretion of the Director in the case of campus vocational programs, or administrative office in the case of distance learning programs.

The consequences for violating of the rules of conduct presented in the school catalog are 1) verbal warning 2) academic probation or suspension or 3) dismissal from the school. All disciplinary matters will come before the administration, which will review the complaint, interview the person(s) involved and make a determination of the action. Results may include: dismissal of the charge, dismissal of the student, probation or suspension for a specified period of time. The finding will become part of the student's permanent file, possibly affecting a recommendation to future employers. Name of School reserves the right to dismiss any student for whom it feels continuation would be a detriment to the student, fellow students and/or the school.

Rules of Academic Probation

Students may be placed on Academic Probation for the following violations. Students will be given a written notice that they are on probation, with the terms and consequences for each violation as well as a written notice when they are removed from probation.

1) Violation: Receiving a letter grade below a C, or P in the case of P/F.

Students must pass each course with a minimum grade of C and must maintain a GPA of 2.0. Anything below C or 70% is a failing grade and students must either petition to retake the course or they will be dropped from the program.

Terms of Probation: Students will be placed on Academic Probation when their course grade falls below 70%. Students will not pass the course or continue to the next semester and/or program until they have successfully made up the necessary course work to raise their grade above 70%. Students with a course grade below 70% at the end of the course will be dismissed or they will be required to repeat the entire course. Only one course per program can be repeated to stay within the maximum allowable timeframe.

Consequence: If a student fails to make up the necessary coursework within the maximum allowable timeframe, the student will be dropped from the program. Students may petition to repeat a course in which they received a letter grade of D or F but they must receive a letter grade of C or better in the repeated course(s) to be able to continue to the next semester or program.

Removal from Probation: Students will be removed from probation and given a written notice when they have made up the necessary course work to increase the non-passing grade. Their grade report will reflect the new passing grade.

Drug and Alcoholic Beverage Policy

Use of alcoholic beverages or nonprescription drugs by the School staff or students while on campus is specifically prohibited. Students found violating this policy will be counseled individually and appropriate



action taken. Staff members or students who violate this policy are subject to dismissal. Any student not complying with school procedures and policies may be terminated.

Student Complaint/Compliance

Students are our first priority, and the school believes the student's education is of primary importance. However, should there be any complaints or a problem concerning the educational process or school matters, the first step is to consult this catalog and/or your course policies and procedures, and discuss the problem with an instructor. The instructor will attempt to resolve the matter. In the event that this proves unsatisfactory or the student does not wish to discuss the matter with an instructor, the student may address the problem to the academic office. In the case of campus vocational programs, the student may either make an appointment to see the Director, or write the School Director a communiqué describing the issue and/or concern/complaint. In the case of distance degree and non-degree certificate programs, the student may either make an appointment to communicate with the Dean of Faculty, or write the administrative office a communiqué describing the issue and/or concern/complaint. For students who convey their complaint in writing, the School will, within 10 days of receiving the complaint, provide the student with a written response, including a summary of the school's investigation and disposition of it. Students may convey a complaint by communicating in writing to the administration office. If the complaint or relief requested by the student is rejected, the reasons for the rejection will be provided.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number (888) 370-7589 or by fax (916) 263-1897.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet web site www.bppe.ca.gov.



Campus Vocational Programs - AIM

Dear Prospective Student:

Welcome to the Academy of Intuition Medicine® the vocational program of the Academy of Intuition Medicine® & Energy Medicine University. The School is a private postsecondary education institution whose central mission is the development, cultivation and enrichment of the human mind and spirit. The Academy of Intuition Medicine® is dedicated to onsite vocational education instruction.

The Academy of Intuition Medicine® founded in 1984, is a globally recognized academic school for professional Intuitives and for those interested in developing intuition as a pragmatic skill. The faculty of the Academy includes Francesca McCartney, founder and director; an Advisory Board; and a dedicated and highly professional group of teachers, mentors and practitioners. Academy of Intuition Medicine® offers the following programs:

Certificate Programs

❖ Master Certification in Intuition Medicine® (MIM) – 1000 Hours

❖ Intuition Medicine® Certification – 150 Hours

California statute requires that a student who successfully completes a course of study be awarded an appropriate diploma or certificate verifying the fact. Prospective enrollees are encouraged to discuss personal educational goals with school personnel prior to enrolling or signing enrollment agreements. All information in the contents of this school catalog is current and is so certified as true by the Founder/Director.

Francesca McCartney, PhD
Founder/Director



General Information

Institution Name

Academy of Intuition Medicine® & Energy Medicine University

A Division of Intuitive Development, Inc.

Physical Address

2400 Bridgeway Boulevard Suite 290
Sausalito, California 94965 USA

Mailing Address

P.O. Box 1921
Mill Valley, CA 94942 USA

Contact Numbers

415. 331-1011 Office
415. 381-1010 Office of the Director
415. 331-9293 Office Fax
415. 381-1080 Fax of the Office of the Director

Email Address

Registrar@EnergyMedicineUniversity.org

Website

www.IntuitionMedicine.org

Hours of Operation

Administrative Office hours: 10am to 4pm

Class hours vary with courses



Mission Statement

The mission of the campus vocational program of the Academy of Intuition Medicine® & Energy Medicine University is to teach and empower individuals to discover and use their natural intuitive sense in all endeavors of life. The philosophy of the Academy is that everyone has innate intuitive abilities that can be developed and utilized as a natural human sense.

Campus Vocational Program Admission and Entrance Policies

Academy of Intuition Medicine® admits students without regard to race, creed, color, sex, age, national origin, handicap, political or religious affiliations or beliefs.

The School documents completion of all components of its Master Certification in Intuition Medicine®. Though we recognize that you may have had similar training in the past, the campus vocational programs cannot accept previous educational experience as credit toward any of this course. Each module and component has been carefully planned.

Admission Requirements

In reference to California Education Code §94872, each new student is administered an entrance examination the Myers-Briggs Type Indicator (MBTI). The Academy has also developed a Self-Assessment Questionnaire that is qualitative and provides the Academy Director and instructors a better understanding of applicants and their expectations of the course.

The Academy requires a high school diploma level of education for admission into the Master Certification in Intuition Medicine® Program (MIM). To apply for entry into the MIM program, applicants are required to write a letter of intention describing their personal goals, intentions and expectations of the Academy in addition to a Self-Assessment Entrance Questionnaire. These materials are reviewed with the applicant during a personal interview with the Director. Students who are deemed better served by another school are provided with referrals.

The Academy begins one Master Certification program per calendar year in May. The core classes pre-required for MIM are offered in September and January each year. For other programs and seminars see the Schedule of Classes section. Our website maintains all current dates.

General Admission Requirements for Campus Vocational Programs

1. Complete admissions application. [Please see course descriptions section for prerequisite requirements.]
2. Schedule an Academy orientation
3. Personal interview with the Academy Director.
4. Completion of MBTI Entrance Exam and Self-Assessment Questionnaire.
5. Complete enrollment agreement.
6. Complete financial arrangements.
7. Report to class per instructions.



Hours or credit earned through challenge examinations, achievement tests, or experiential learning are not accepted in the campus vocational programs.

The Academy of Intuition Medicine® & Energy Medicine University does not admit ability-to-benefit students.

The Academy of Intuition Medicine® & Energy Medicine University has entered into transfer agreements with Akamai University and the California Institute for Human Science.

CLOCK HOURS OF INSTRUCTION

COURSE/PROGRAM NAME	CLOCK HOURS
Master Certification in Intuition Medicine®	1000
Certification Program - Intuition Medicine®	150

SCHOOL OPERATIONS and POLICIES

Certificate of Completion

Upon satisfactory completion of campus vocational course requirements and satisfying financial obligations, the School will issue a certificate of completion. Instructors are not authorized to issue completion certificates. All completion certificates must have the signature of the Director to be valid. Any additional requests for certificates/ transcripts must be done in writing. Course completion records will be provided to students within two weeks of course completion.

Withdrawal/Termination

Upon withdrawal from a course, the school requests the student state in writing the reason for leaving. If a student's course is terminated by the school, official notification via certified mail or Federal Express delivery will be made.

Attendance Policies

The Academy attendance policy is designed to ensure that students maintain satisfactory progress. Students are expected to attend all classes, be on time, remain in class for the entire duration of the class, and be an active participant in their classes. If a student misses a class, the student is required to listen to the lecture tape of the missed class and then participate in a tutoring session with an Academy faculty member. In addition, students are required to take the missed class the next date it is offered.

Students must complete all classes. Students, who miss a class and do not make up the class within a six-month period, will be dropped from the program.

Effective October 1, 2018



Grading Standards

For campus vocational programs, the Pass/Fail qualitative standard best measures a student's success. Qualitative assessments are based on consultations between faculty, the Academy Director, and the student's self-assessment.

Evaluation of student progress is ongoing. During the school's weekly pre-class preparation hour, the student's progress is discussed. When the student successfully integrates the material, the student is then advised to continue onto the next level of training.

Leave of Absence

A leave of absence shall be reasonable in duration not to exceed one calendar year. A leave of absence may be granted for military leave, pregnancy, personal difficulties, and medical reasons. Return from a leave of absence will be at the time the same course is offered again, and the schedule must be approved by the Academy Director.

A written request for a leave of absence must be formally presented to the school by the student. The Director will approve or deny the request and contact the student in writing. If a student fails to return from a leave of absence on the scheduled return date, he/she will be automatically terminated.

Tutor Program

Tutor Program for Students

The Tutor program was established to provide MIM students with support and technical assistance during the MIM program. People have gained immensely from working with this diverse network of advanced Academy of Intuition Medicine® practitioners and mentors.

The tutor is someone to ask questions of regarding class topics or learning issues. This person serves as both an energy healer and facilitator in your personal work and education. Every fifth month, tutors are rotated. This gives the student an opportunity to experience and learn from practitioners of differing perspectives.

This program is a way for the student to extend his/her spiritual community of friends, and to affirm and expand reality with people of like mind and contribute to the greater good of self and others.

Tutor Program Student Guidelines

The objective of the program is for a student to facilitate his or her practitioner ability. There are three five-month rotations during each of which students work with a different tutor. Each tutor relationship is unique. Respecting individual personality and unique skills enhances the student's learning possibilities with each tutor.



The tutor is prepared to give an average of one hour per week depending upon need. This may take the form of:

- *Coaching:* A skills check for what is being taught in MIM class.
- *Q&A:* Answering questions regarding issues experienced as energy-related, you may be given an energy session and a recommendation for further work.
- *Consultation:* During the rotation, you will receive a full energy-systems consultation.
- *Reports:* Tutor discusses weekly assessment report which is given to the instructors for review.

Tutor Program for Graduates

The Tutor Program was established in order for Academy graduates to return support to the new Master Certification in Intuition Medicine students. As graduates know from their own experience as an MIM student, it is important to have a network of graduate level practitioners to communicate with. The following clarifies protocol regarding the expectations of graduate tutors. Basic guidelines are established and tutors are welcome to give more time and counsel.

The Tutor Program for Graduates is a way for graduates to extend their spiritual community of friends, affirm and expand your reality with people of like mind, and contribute to the greater healing of self and others.

For additional information, contact the Director.

Practicum

Practicum is an Academy member time to work with Alumni and Faculty as tutors. Practice includes: meeting with a tutor; lab sessions to hone meditation and healing skills; review of class lecture CDs; quiet personal meditation; exchange of ideas with peers and faculty.

Students can also spend quiet time in the research library reading our extensive collection of books, journals and listening to audio lectures and watching instructional video programs. Members' skill levels benefit through practicum mentoring and research library participation. Library research and Practicum by appointment with tutor or registrar.



Intuition Medicine® Certification Program

Course Statement

This vocational certificate course is designed for students who are interested in pursuing professional careers as Medical Intuitives, Intuition Medicine® Practitioner, Spiritual Coaches or integrating advanced intuitive skills into their existing careers. Students who take the course for their own healing and personal growth discover great improvement in their creativity, relationships, career, and all aspects of their lives.

Course Overview

The Intuition Medicine Certification consists of 85 hours lecture, 18 hours lab, 47 practicum hours for a total of 150 hours, over a period of 25 weeks, for 11 semester credits. Diploma and transcript provided upon completion.

Course Descriptions

The following core courses provide the framework for intuitive development. Through guided visualization, lecture, meditation, lab sessions, practicums and required text reading, each student's innate intuitive abilities are strengthened and integrated into a practical and contemplative life practice. A holistic approach within these courses allows for body, mind and spirit integration. Each new student is administered an entrance examination the Myers-Briggs Type Indicator (MBTI). Program completion certification is attendance in all five courses; practicums; lab sessions; and required reading materials.

Intuition Medicine: Healing I

Prerequisite: Application and entrance interview.

Course Completion: 6 weeks class work, practicums with TAs and required texts

Course Textbooks: See Class Text List

In this course basic energy concepts and systems are introduced of Intuition Medicine practice of healing. Students learn diagnostic techniques for self-healing utilizing personal Life Force and Earth healing energies. Through meditation and hands-on exercises students work with: Grounding: our natural connection with the Earth; Aura: our natural protective force; Chakras: our energy anatomy focal points; Intuition Center; and Spiritual Guidance and Guides.

Intuition Medicine: Healing II

Prerequisite: Completion of Healing I

Course Completion: 6 weeks class work, practicums with TAs and required texts

Course Textbooks: See Class Text List



Using the tools introduced in Intuition Medicine: Healing I, students learn to diagnose and heal the basic energy systems of others. Diagnostic and healing modalities are taught and practiced include: Boundaries, Protection and Compassion; Spiritual Guidance and Guides; Universal Consciousness, Energy of Contracts; Cellular Healing Energy; and Protocol of Energy Healing with a Client.

Intuition Medicine: Meditation III

Prerequisite: Healing I & II

Course Completion: 5 weeks class work, practicums with TAs and required texts.

Course Textbooks: See Class Text List

Through meditation and lab sessions students experience the basic energetic systems of Grounding, Aura, and Chakras and gain an understanding of their functions within the practice of Intuition Medicine. Self diagnostic and healing techniques utilizing Kundalini energy taught include: Spiritual Healing with Light and Color; Emotional Boundaries; Cross- Cultural Reference of Kundalini Healing Energy; and Synchronicity, Prosperity and Intention Meditations.

Master Certification in Intuition Medicine® (MIM)

Course Statement

Francesca McCartney, PhD is the primary teacher along with senior faculty. Dr. McCartney is creator of the Intuition Medicine specialty which is a sub-set of Energy Medicine This course of studies is a specific concentration path within the field of Energy Medicine. All course material is the copyright of Francesca McCartney. Academy of Intuition Medicine is a registered trademark owned by Francesca A. McCartney. The Master Certification in Intuition Medicine (MIM) Program is a vocational experiential course of study in the science and practice of Intuition Medicine.

Intuition Medicine is a system of expanded perception of the world through the development of the human sense of intuition. This system, developed by Dr. McCartney, includes an integrated study of subtle energy systems and their connection to the physical anatomical systems. This model of Intuition Medicine and its hypotheses have been synthesized from Francesca's intuitive counseling of thousands of people and her study of science, spirituality, education and holistic medicine. This material and theory are not intended to be used in place of a doctor's advice. Rather, Intuition Medicine is intended to be used to increase the effectiveness of conventional diagnosis and treatment of body, mind and spirit.

This course offers in-depth exploration of advanced intuitive skills, energy healing and spiritual consultation concepts. Graduation requirements are: participation in practicums; lab sessions; a mid-term and final paper; and required reading texts. Weekly tutorial and assessments are given by the master students' graduate student tutor. Award of diploma is based on the completion of all requirements and a final assessment by the faculty instructors and director of the program.

Effective October 1, 2018



Course Overview

The Master Certification in Intuition Medicine® Program consists of 50 formal 3-hour classroom lectures; 60 1-hour tutor sessions (see “Tutor Program” description); regular participation at practicums (see “Practicum” description); a mid-term exam and paper; a final exam and paper. The student is expected to practice and integrate the information into his/her daily life awareness. This program is offered once each year in May.

Hours for the Master in Intuition Medicine certification include 174 hours lecture, 67 hours lab, 371 practicum hours for a total of 612 hours, over a period of 92 weeks, for 33 semester credits. Extra-curricular study hours of 177 hours are expected. Prerequisite courses total 211 hours (see Prerequisites). Total hours to receive Master in Intuition Medicine certification are 1000 hours. Diploma and transcript provided upon completion.

Master Certification Program Work

Each classroom meeting consists of an intention meditation; a lecture on the module topic; panel work with a facilitator; discussion and homework assignments.

Prerequisites

High School Diploma or GED required. Students complete the short-term prerequisite courses before admissions into the Master Certification program: Intuition Medicine: Healing I, II and Meditation III; and California Psychological Inventory. No prior learning credit can be transferred into this program.

Also required are an application, letter of intention and interview with program instructor. On advisement of Dr. Pamela Bradley, our faculty psychologist, a therapeutic course of work may be required for final acceptance into this program. The MIM diploma is awarded after 1000 hours is completed which usually takes two and a half to three years of study depending on your schedule.

Anatomy and Healing & Healer Heal Thyself

Prerequisite: Two quarters of MIM

Completion: 7 weeks class work, practicums with TAs

Course Textbooks: See Class Text List

This course will combine the energetic and intellectual understanding of how the body works with Intuition Medicine tools. An understanding of the anatomical and physiological landscape from an intuitive perspective allows a deeper and more holistic perception to arise when working with self and clients. Students are encouraged to learn from both an intellectual and experiential perception, and to discover their own unique intuitive perception of how they “see” the inner layout and functioning of the body. The modalities of nutrition, botanical medicine, homeopathy, and Academy of Intuition Medicine will be cross-referenced. A holistic perspective is taught with respect to all aspects of body, mind, emotions, energy, and spirit as complementary to the healing process.



MIM Course Textbooks: See Class Text List

MIM Course Description

The MIM program is taught as nine course modules with required texts:

Module 1: Anatomy of the Grounding, Aura, Chakra Systems.

Module 2: Energy Contracts: Lessons, Personal Path.

Module 3: Reincarnation: Personal Cycles and the Present Now

Module 4: Male/Female Energy Anatomy System.

Module 5: Astral Body System: Lucid Dreams

Module 6: Physio-Psychic System™: Epigenetics

Module 7: Spiritual Incarnation System™: Soul Retrieval

Module 8: Prosperity and Spiritual Abundance

Module 9: Anatomy and Physiology

Module 10: Internship: Ethics in the Practice of Energy Medicine

Mid-Term Examination

The mid-term exam is administered to each student in a classroom session by the assigned MIM tutor. A final, written evaluation of the student's exam results is completed by the MIM instructor. Course evaluation is in the form of a complete or incomplete determination.

Final Examination

The final exam is administered to each student in a classroom session by the assigned MIM tutor. A final, written evaluation of the students' exam results is completed by the MIM instructor. Course evaluation is in the form of a complete or incomplete determination.



Campus Vocational Class Schedule

Our website maintains current dates: www.IntuitionMedicine.org

Master Certification in Intuition Medicine® Program:

Begins each year in May through June of the following year. With Internship through September.

Tuesdays/Thursdays, 7:00pm-9:30pm

Anatomy and Healing & Physician Heal Thyself

Mondays/ Tuesdays/Thursdays 7pm-9:30pm

Intuition Medicine: Healing I

Tuesdays/Thursdays 7pm-9:30pm

Intuition Medicine: Healing II

Tuesdays/Thursdays 7pm-9:30pm

Intuition Medicine: Meditation III

Tuesdays/Thursdays 7pm-9:30pm

Personality and Intuition—California Psychological Inventory

Saturdays, 1pm-5pm

Practicum

Wednesdays, 7pm-8:30pm

Research Library

Scheduled in accordance with administrative hours. Contact office for days/times.



Campus Vocational Program Faculty

The campus vocational program faculty credentials and biographical description located under AIMEMU Professors Section.

Jacqueline Chan, DO, MIM

Faculty Instructor

- Healer Heal Thyself
- Doctoring the Chakras: Medical and Intuitive Physiology of the Seven Chakras

Francesca McCartney, PhD

Founder, Faculty Instructor

- Master Certification in Intuition Medicine®
- Intuition Medicine® Program

Melissa Patterson, CMT, MIM, ND

Faculty Instructor

- Anatomy and Healing
- Anatomy: Medical Intuition and Quantum Healing



Campus Vocational Program Course Costs

Program	Registration Fee Non-Refundable	Books Non-Refundable	Tuition Payment Period 1 Quarter1	Tuition Payment Period 2 Quarter 2	Tuition Payment Period 3 Quarter 3	Tuition Payment Period 4 Quarter 4	STRF \$0.00 per \$1000	Total Cost
MIM	\$100	\$70	\$1500	\$1500	\$1500	\$1500	\$0	\$6170
IMC	\$100	\$70	\$580	\$580	\$480	\$0	\$0	\$1810

Tuition Payments

At the student's option payment may be made in full for the program tuition and fees including any institutional loans after the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement.



COURSE TEXTBOOKS

See the complete listing of course books at our online bookstore on our website:

<http://astore.amazon.com/academyofintuitionmedicine-20>

Intuition Medicine® : Healing I:

Gawain, Shakti. *Creative Visualization*.

Leadbeater, C. W. *The Chakras*.

Leadbeater, C. W. *Man Visible and Invisible*.

McCartney, Francesca. *Intuition Medicine®: The Science of Energy*.

McCartney, Francesca. *Body of Health: The New Science of Intuition Medicine® for Energy
& Balance*.

Intuition Medicine® : Healing II:

Bruyere, Rosalyn L. *Wheels of Light: Chakras, Auras, and the Healing Energy of the Body*.

Leadbeater, C. W. *Clairvoyance*.

McCartney, Francesca. *Intuition Medicine®: The Science of Energy*.

McCartney, Francesca. *Body of Health: The New Science of Intuition Medicine® for Energy & Balance*.

Intuition Medicine® : III

Bentov, Itzhak. *Stalking the Wild Pendulum: On the Mechanics of Consciousness*.

Bentov, Itzhak. *Brief Tour of Higher Consciousness: A Cosmic Book on the Mechanics of Creation*.

Lieberman, Jacob. *Light: Medicine of the Future*. .

McCartney, Francesca. *Intuition Medicine®: The Science of Energy*.

Sannella, Lee. *The Kundalini Experience*.



MIM Modules:

Module #1: Energy Anatomy: Grounding, Aura, Chakra Systems and Past Lives

Brennan, Barbara Ann. *Hands of Light: A Guide to Healing Through the Human Energy Field.*

Cayce, Charles Thomas. *Edgar Cayce You Can Remember Your Past Lives.*

Module #2: Energy Contracts: Lessons, Personal Path

Myss, Caroline. *Anatomy of the Spirit..*

Myss, Caroline. *Sacred Contracts.*

Module #3: Past Lives: Karma and the Present Now

Cayce, Edgar Evans. *Edgar Cayce's Story of Karma.*

Dossey, Larry. *Reinventing Medicine.*

Leadbeater, C. W. *Soul's Growth through Reincarnation.*

Tolle, Eckhart. *The Power of Now: A Guide to Spiritual Enlightenment.*

Module #4: Male/Female Systems

Bolen, Shinoda. *Goddesses in Everywoman: A New Psychology of Women.*

Bolen, Shinoda. *Gods in Everyman: A New Psychology of Men's Lives and Loves.*

Johnson, Robert A. *He: Understanding Masculine Psychology.*

Johnson, Robert A. *She: Understanding Feminine Psychology.*

Johnson, Robert A. *We: Understanding the Psychology of Romantic Love..*

Module #5: Astral Body

Leadbeater, C. W. *The Astral Plane: Its Scenery, Inhabitants & Phenomena.* Theosophical

Monroe, Robert A. *Far Journeys.*

Monroe, Robert A. *Journeys Out of the Body.*

Monroe, Robert A. *Ultimate Journeys.*

Module #6: Spiritual Incarnation System™

Klimo, Jon. *Channeling: Investigations on Receiving Information from Paranormal Sources.*

Naparstek, Belleruth. *Your Sixth Sense.*

Reed, Henry and Charles Thomas Cayce (Editor). *Edgar Cayce on Channeling Your Higher Self.*

Effective October 1, 2018



Module #7: Physio-Psychic System™

Barbour, Julian B. *The End of Time: The Next Revolution in Physics.*

Hunt, Valerie V. *Infinite Mind: Science of Human Vibrations of Consciousness.*

Pert, Candace. *Molecules of Emotion: Why You Feel the Way You Feel.*

Bruce Lipton, *Biology of Belief.*

David Feinstein, *The Promise of Energy Psychology.*

Jeffrey Satinover, *The Quantum Brain.*

Module #8: Synchronicity, Intention and Spiritual Abundance

Chopra, Deepak. *How to Know God: The Soul's Journey into the Mystery of Mysteries.* Three

Dossey, Larry. *Healing Words: The Power of Prayer and the Practice of Medicine.*

Hayes, Louise. *Self-Healing: Loving Affirmations for Achieving and Maintaining Optimum Health*

Module #9: Internship

Feinstein, David, *Ethics Handbook for Energy Healing Practitioners*

Anatomy and Healing:

Myss, Caroline. *Anatomy of the Spirit.*

Clayman, Charles. *The Human Body.*

Personality and Intuition: California Psychological Inventory:

Hammer, Allen L. *Introduction to Type and Careers.*

Hirsh, Sandra Krebs and Kummerow, Jean. *LifeTypes.*

Kroeger, Otto and Thuesen, Janet M. *TypeTalk.*

Kroeger, Otto and Thuesen, Janet M. *TypeTalk at Work.*

Myers, Isabel Briggs. *Gifts Differing: Understanding Personality Type.*

Myers, Isabel Briggs. *Introduction to Type.*



ACKNOWLEDGEMENT AND RECEIPT OF SCHOOL CATALOG

Academy of Intuition Medicine® & Energy Medicine University

Campus Vocational Programs

Campus: Bridgeway Boulevard, Sausalito, CA 94965 USA

Postal: PO Box 1921 Mill Valley, CA 94942 USA

- ✓ I have received a copy of the school catalog that contains the rules, regulations, course completion requirements, and costs for the specific course in which I have enrolled.
- ✓ I have read the School Performance Fact Sheet provided by the School.

Print Name: _____

Signature: _____

Enrolled by: _____ Date: _____



Distance Learning Programs – Energy Medicine University

Dear Prospective Student:

Welcome to **Energy Medicine University the Distance Learning Program of the Academy of Intuition Medicine® & Energy Medicine University**. The School is a private higher education institution whose central mission is the development, cultivation and enrichment of the human mind and spirit. The distance education arm of the school, Energy Medicine University is dedicated to distance education instruction reaching students across the nation and around the world.

Energy Medicine University distance education was established in 2006 as the graduate degree school of the Academy of Intuition Medicine® & Energy Medicine University, and a division of Intuitive Development, Incorporated. The Academy was founded in 1984.

The faculty of Energy Medicine University offers students a highly professional, specialized group of professors. EMU offers the following programs:

Distance Education Programs

Certificate Program in Integrative Holistic Health

Concentrations

Bioenergetics, Biophysics, Bioenergy Economy & Psychosomatic Health, Chinese Medicine: Ancient & Traditional Theory, Consciousness and Nature, Consciousness and the Creative, Controlled Remote Viewing, Energy Psychology, Energy Medicine, Hermetic Disciplines, Intuitive Counseling, Holistic Leadership in Organizations, Integral Psychology, Medical Intuition, Organizational Transformation, Spirituality & Health

California statute requires that a student who successfully completes a course of study be awarded an appropriate diploma verifying the fact. Prospective enrollees are encouraged to discuss personal educational with school personnel prior to enrolling or signing enrollment agreements.

All information in the contents of this school catalog is current and is so certified as true by the Founder/President.

Francesca McCartney, PhD
Founder/President



FACULTY PROFESSORS and COURSES

William F. Bengston, PhD

- ✚ Sociology of the Paranormal
- ✚ Research Methods
- ✚ Applied Statistics

Daniel J. Benor, MD, ABHM

- ✚ Phenomenology Research of Wholisitic Spiritual Healing
- ✚ Phenomenology Theory of Wholisitic Spiritual Healing
- ✚ WHEE: Wholistic Hybrid – EMDR and EFT - Theory and Clinical Practice

Richard Blasband, MD

- ✚ Functional Medicine and Research

Pamela Bradley, MIM, PhD

- ✚ Personality and Intuition in Psychology

Mali Burgess, CMT, PhD

- ✚ Consciousness and Nature - Concentration
- ✚ Consciousness and the Creative - Concentration
- ✚ Literature Survey
- ✚ Ethics in Energy Medicine

Catherine Crawford, LMFT, ATR

- ✚ The Spiritual Life of Children

Jacqueline Chan, DO, MIM

- ✚ Soul Anatomy

York Dobyys, PhD

- ✚ Survey of Statistical Methods and Reasoning
- ✚ Literature Survey



Donna Eden, CMT

- ✚ A Hands-On Introduction to Energy Medicine

Mahboubeh Farzanegan, MD

- ✚ Bioenergy Economy & Psychosomatic Health - Concentration

David Feinstein, PhD

- ✚ A Hands-On Introduction to Energy Medicine
- ✚ Introduction to Energy Psychology

Farzad Goli, MD

- ✚ Bioenergy Economy & Psychosomatic Health – Concentration

Gloria Horsley, RN, MIM, MFT, PhD

- ✚ Working with Bereaved Clients
- ✚ Extended-Family Therapy

Heidi Horsley, LMSW, MS, PsyD

- ✚ Working with Bereaved Clients
- ✚ Extended-Family Therapy

Stanley Krippner, PhD

- ✚ Extraordinary Dreams

Chuck R. Laurenson, MIM, MS

- ✚ Mentorship in Statistical Analysis

Francesca McCartney, PhD

- ✚ Intuition Medicine®: Energy Anatomy
- ✚ Intuition Medicine®: Healing Systems
- ✚ Kundalini Energy: Investigations in Transcendence Healing



James Oschman, PhD

- ✚ Biophysics in Energy Medicine
- ✚ Energy Medicine in Therapeutics

Harry Owens, MD, MIM

- ✚ Organizational and Personal Transformation
- ✚ Creating Environments that Heal

Melissa Patterson, MIM, ND

- ✚ Medical Intuition: Physiology and Subtle Energy
- ✚ Medical Intuition: Physiology and Chakra System
- ✚ Anatomy and Healing
- ✚ Anatomy: Medical Intuition and Quantum Healing

Beverly Rubik, PhD

- ✚ The Biofield: Toward a Scientific Foundation for Energy Medicine
- ✚ The Science of Bioelectromagnetics and Its Clinical Applications
- ✚ Heart Rate Variability in Research and Clinical Practice
- ✚ Research Design and Methodology

Barbara Stone, PhD, LISW, DCEP

- ✚ Invisible Roots of Illness
- ✚ Clearing Past Life Trauma and Other Intuitive Level Disturbances

Dominique Surel, DM, MBA, PhD

- ✚ Controlled Remote Viewing - Concentration
- ✚ Holistic Leadership in Organizations - Concentration

Lucia Thornton, RN, MSN, AHN-BC

- ✚ Whole-Person Caring



Liqi Tian, MBA, PhD

- ✚ The Art of War: Space-Time and Nature Philosophy
- ✚ Study Chinese Character Art with Exploring Meridian Energy System
- ✚ Understanding Huangdi Neijing and TCM Theory with Space-Time Energy
- ✚ Relationship and Life Energy Geometry
- ✚ Space-Time Holography
- ✚ Traditional Chinese Medicine Theory with The Art of War

Yunqiu (Rachel) Wang, MS

- ✚ Dao Energy Medicine with Natural Qi Healing

EMU Professor

- ✚ Special Topics
- ✚ Internship in Energy Medicine
- ✚ Explorations in Holistic Health



Mission Statement

Energy Medicine University is dedicated to providing higher education of academic excellence for study and research in the field of Energy Medicine. Energy Medicine encompasses alternative, bioelectric, complimentary, holistic, indigenous, integrative, intuitive, spiritual, and traditional modalities.

Furthermore Energy Medicine University strives to offer unique opportunities world-wide for adults to enter flexible, self-paced programs of higher education which are challenging and achievable, and which provide access to qualified faculty in a joint commitment to individualized distance learning.

Philosophy

Our purpose is to fill the need for a quality program which educates students at a higher degree level to be fluent in the art and science of the vocational and institutional field of Holistic Health and Energy Medicine. Our professors are among the most highly qualified instructors in their respective area of expertise. Energy Medicine University is a fully distance learning institution.

As an institution of higher learning, Academy of Intuition Medicine® & Energy Medicine University fulfills its mission by providing vocational, undergraduate and graduate learners from throughout the world opportunities to engage in a process-centered curriculum where learners become actively involved in organizing their own knowledge and experiences, rather than merely storing content put together for them by someone else. The educative process is based on an epistemological rationale that the way a learner organizes knowledge has a great deal to do with the role that knowledge plays in future thinking and the use that is made of it later on. The Academy and University does the things that most other universities do, but it does them as a fruition of commitment to a process-centered curriculum.

The University addresses the needs of a wide range of learners who are both academically qualified for and genuinely interested in the type of education it offers.

The University serves adult learners who are passionate about Integrative and Holistic health and wish to deepen their knowledge by pursuing academic learning and gain a credential.

Meeting the needs of the wide diversity of adults from a variety of world cultures requires a corresponding diversity of educational programs and instructional strategies.

This Institution seeks to encourage and enable each learner to learn as much as possible. To this end promotes intellectual excellence in four complementary ways. Instruction and learning are designed to convey that: there are no single right answers; there are limited appropriate ways to obtain answers;



there are limited criteria by which to judge the appropriateness of answers; and deriving answers is a process rather than a product.

In striving toward recognized excellence, the University continues to recruit, support, and nurture teacher-scholars who are distinguished for their intellectual competence and ability to develop and deliver distance learning which addresses the mission of the University.

In keeping with its philosophy, the University is committed to the following institutional goals:

To provide an open door to students who exhibit a sincere interest in continuing their education through independent guided study.

To provide an opportunity for self-inquiry, collaborative research, exploration and innovation as a result of interaction between students and faculty.

To maintain high standards of quality in the selection of faculty, requirements for completion, and evaluation of students.

To promote a learning environment which takes advantage of both traditional and non-traditional sites, and multiple human and technical resources throughout the world.

Admission and Entrance Policies

Energy Medicine University welcomes diversity and admits students without regard to race, creed, color, sex, age, national origin, handicap, political or religious affiliations or beliefs.

The School does not admit ability-to benefit students.

PROGRAM AUDIENCE

The Distance Program is designed to serve the needs of adult learners; professionals currently in a health care practice; those seeking a Certificate in the growing field of Integrative Holistic Health and Energy Medicine specialties; as well as those individuals seeking an education in states of Human Consciousness.

The program audience includes:

- Psychologists and Practitioners whose career or personal interests move them into the fields of Consciousness, Intuition, Spirituality, Complementary, Integrative or Alternative Healing, or Transpersonal Studies and Counseling.
- Practitioners of mind/body relationship modalities interested in the nature of Consciousness and Healing.



- Teachers and Counselors who wish to add to their current understanding of Consciousness, Healing and Transpersonal Relationships.
- Professionals who wish to incorporate a greater understanding of the Human Condition onto their practice.
- Organizational Psychologists, Consultants, and Business People interested in adding the perspective of the nature Human Consciousness into their profession.
- Spiritual Psychologists, Spiritual Counselors and Pastoral Counselors interested in building their understandings and skills.
- Experimental or Research Psychologists, Practitioners of contemporary non-traditional research design and qualitative studies in alternative psychology.
- Individuals interested in areas such as: Spiritual Psychology, Metaphysics, Divinity, Parapsychology, Noetic Studies, Gnostic Studies, Shamanic Studies, Mysticism, Alternative Psychologies, Expressive States, the Death-and-Dying Process, or other Transformational Processes.

Distance Certificate Program Admissions Requirements List

Admission Requirements for the Level 1 Program, Single Course and Certificate Programs:

1. If applying for the distance certificate program: High School diploma or GED or a Bachelor degree from: a United States Department of Education (USDE) regional or national accrediting body; or a degree granting institution approved by the Bureau of Private Postsecondary Education (BPPE); or from a recognized International College or University. All official transcripts delivered to our administrative office directly from applicant's degree institutions. Transcripts created in languages other than English must be submitted as literal translations prior to admission and must be sent for evaluation to the American Association of Collegiate Registrars and Admissions Officers (see page 35 for more information).
2. A narrative letter of introduction describing your academic and/or career goals as well as your personal interest in the field of Holistic Health/Energy Medicine. Or a description of your established competency in a Health/Energy Medicine specialty as a professional career, educational study, or mentorship/internship program. Admission determined by portfolio and interview.
3. Fluency in computer, email and Internet usage and current Microsoft Word program. Fluency in the English language.
4. Access to college-level library resources for the period required for completion of the degree program.



Admission Requirements for the Level 2 Program:

1. All of the above requirements plus a Masters degree from an International, USDE or BPPE recognized University or College. All official transcripts must be sent to our administrative office directly from applicant's degree institutions.

Application for Admission Requirements Checklist for Program:

Note: All official transcripts and documents as well as letters of recommendation and prior internship verification must be sent to the University's administrative office directly from applicant's degree and internship institutions.

1. Submit completed admissions application (see last pages) with \$100 check or money order. This is a non-refundable application fee.
2. Submit current resume or curriculum vita.
3. Submit Distance Learning Self-Assessment
4. Submit a digital headshot photograph.
5. Fulfillment of admission requirements.
6. Interview with admissions committee.
7. Complete all admissions requirements paperwork.
8. Complete enrollment agreement.
9. Complete financial arrangements.

CERTIFICATE PROGRAM CONCENTRATIONS

Certificates are available to both matriculated and non-matriculated/non-degree-seeking students in any of the Concentrations listed below. To earn a certificate, students need to complete the six 3-credit certificate courses in one of the Concentrations. Students will earn 18 semester units with completion of the certificate program.

Concentrations: See Degree Program section for listing of courses within these Concentrations.

- ❖ Bioenergetics
- ❖ Bioenergy Economy & Psychosomatic Health
- ❖ Biophysics
- ❖ Chinese Medicine: Ancient and Traditional Theory
- ❖ Consciousness and the Creative
- ❖ Consciousness and Nature
- ❖ Controlled Remote Viewing
- ❖ Hermetic Disciplines
- ❖ Holistic Leadership in Organizations
- ❖ Integral Psychology
- ❖ Intuitive Counseling
- ❖ Medical Intuition



- ❖ Organizational Transformation
- ❖ Spirituality & Health
- ❖ Energy Medicine - This concentration is comprised of any six EMU course offerings

Tuition Payments

Tuition must be paid in full before each semester commences. Option of monthly payments is available with an additional administrative fee of \$25 per payment incurred. Late charge of \$25.00 is incurred if optional monthly payment is not received by the tenth of the month. Visa and MasterCard; checks, money orders and bank transfers are accepted. See tuition chart for payment plan schedule. Semester does not commence until tuition is received. Instruction is halted if student fails in tuition payment. Instruction resumes upon financial responsibility fulfillment.

Distance Learning Operations & Policies

Certificates and Transcripts

Upon satisfactory completion of course requirements and satisfying financial obligations, Energy Medicine University will issue a Certificate in Integrative Holistic Health diploma and final transcript. Professors are not authorized to issue diplomas. All diplomas must have the signature of the President to be valid and the University seal. Any additional requests for certificates/transcripts must be done in writing. Course transcript records will be provided to students within two weeks of certificate completion.

Withdrawal/Termination

Upon withdrawal from a course, the school requests the student to state in writing the reason for leaving. If a student's course is terminated by the school, official notification will be made via email, certified mail or Federal Express delivery.

Course Completion and Communication Policies

Course completion policy is designed to ensure that students maintain satisfactory progress. Students are expected to complete all required coursework within the five-month semester in which they are enrolled; satisfactorily pass the essay or oral exam; and be an active participant in their course. Students must complete all courses within the allotted five-month semester which is calculated from the commencement of the first course. Students who do not complete a course and do not complete the course with permission from their instructor, within the following five-month period, will be given an unsatisfactory for that course and will be required to reenroll and pay full tuition in order to fulfill completion of that course. Options: A student may request from instructor a 30 day grace period to Effective October 1, 2018



complete course with no additional tuition fee charged. Or, student may request from instructor a 3-month or 6-month course continuation option in order to complete the course. An additional tuition fee will be charged for course continuation option. The fee charged will be according to the University's fee schedule.

Faculty-Student Communication

In regard to lessons and projects, , the student must agree in writing to respond to all telephone or other electronic communications with the faculty and the University Administration within 3 days of receipt and within 10 days of receipt of written correspondence.

It is essential that all parties respond quickly to correspondence from students, faculty or administration. Reply to a written communication within one week of receipt. A message by telephone, email and fax should be acknowledged within three days of receiving the message. If an answer cannot be given immediately to a communication, at least indicate that the message has been received and give an idea as to when the request will be addressed in greater detail. When faculty will be away for a period of time it is expected that they communicate the dates of their absence to their student and also to the administration by contacting the Administration.

Evaluations Reports

Midway through each semester, the Registrar will send a Mid-Term Progress Report by email to you and your supervising faculty instructor(s). You are required to return this within thirty days for, if there are any matters that require attention, the Registrar will follow up the matter with the appropriate person. We want to be sure that your program is matching your expectations and that you are mastering the organizational skills required to study at a distance. You are also required to submit your Course Completion Evaluation Form within two weeks from the end of semester in order to have your grades recorded for that semester work.

Attendance Policy

Regular and punctual attendance at all scheduled classes and during externship is expected of all students and is regarded as integral to course credit. When a student registers, that student accepts the responsibility of attending all classes on campus and Internet convened sessions; as well as, completing all class work assigned by the instructor. Beginning with the first class period, instructors will record absences at each class meeting and this information is entered in the student's permanent record.

To maintain satisfactory attendance a student may not miss in excess of 20% of the scheduled class sessions of a grading period. At the end of the grading period, if a student has missed in excess of 20% of the grading period, he / she will be placed on attendance probation beginning with the next grading period.



While on attendance probation a student may not miss in excess of 20% of the scheduled class sessions of the grading period. If at the end of the grading period for which a student is on attendance probation the student has violated the terms of probation, the student will be immediately withdrawn.

If a student on attendance probation does not exceed the 20% rule during the grading period, the student will be removed from attendance probation.

The institution reserves the right to sever its relationship with any student who incurs excessive absences. A student who misses an announced test, any examination, or class work shall receive a "0" on the test, examination, or class work unless the instructor deems the absence to be of a justifiable nature; then the student will be allowed to make-up the work.

Each student is directly responsible to the individual instructor and registrar for absences and for making up work missed.

Any student who misses ten (10) consecutive scheduled class sessions and does not return on the 11th session will be withdrawn, regardless of their attendance status. Students on externship must adhere to the 10-day attendance rule.

A student who has excessive absences and is terminated has the right to appeal in writing to the institution. For more information about the appeal process, contact the CEO or the Office of the Registrar.

Grading Standards for Distance Learning Courses

Course grades are based on the following elements of a student's participation and accomplishment. In determining grades the instructors generally use the following formula:

- Reading required texts and on-line readings – 25%
- Email and Internet Discussions – 25%
- Course Paper or Project – 30%
- Essay or Oral examination – 20%

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
- 80-80 points = D range
- Under 80 points = F
- 0 points Incomplete = I



Leave of Absence

A leave of absence shall be reasonable in duration not to exceed one calendar year. A leave of absence may be granted for military leave, pregnancy, personal difficulties, and medical reasons. Return from a leave of absence will be at the time the same course is offered again, and the schedule must be approved by the academic office.

A written request for a leave of absence must be formally presented to the school by the student. The academic office will approve or deny the request and contact the student in writing. If a student fails to return from a leave of absence on the scheduled return date, he/she will be automatically terminated.

Leave Registered

If a student wishes to accomplish work on incomplete courses during a leave of absence they must pay a registered fee during those semesters of leave. The fee charged according to the University's fee schedule.



HISTORY of HOLISTIC and ENERGY MEDICINE

In the 1960s Humanistic Psychology became the first major "alternative" movement in modern Health Care. In the 1980s Holistic Medicine was introduced; soon thereafter, the terms Complementary, Integral, Quantum, Integrative, and Alternative Medicine became synonyms for concepts of Health Care that did not fit into the allopathic convention that has dominated American Medicine for almost a century. In 1989, Dr. Elmer Green and colleagues substantiated the comprehensive and inclusive term, "Energy Medicine" by founding The International Society for the Study of Subtle Energies and Energy Medicine (ISSSEEM). A few years later, Congress mandated the National Institutes of Health Office of Alternative Medicine, later converted into the Institute of Complementary and Alternative Medicine, and most recently designated as the National Center for Complementary and Alternative Medicine. NCCAM currently identifies five fields of complementary and alternative medicine:

- Alternative Medical Systems
- Mind-Body Interventions
- Biological-based Therapies
- Manipulative and Body-based Methods
- Energy Therapies

Energy medicine as it is practiced and studied is not restricted to what NCCAM includes in Energy Therapies, but also overlaps with practices in the other four NCCAM fields, such as the Alternative Medical Systems of Ayurvedic Medicine and Traditional Chinese Medicine.

During this forty-five year evolution, Americans and Canadians have embraced the many therapeutic approaches offered by the proponents of these movements. Now, each year almost half of Americans use some alternative therapy. Medical schools and hospitals are tentatively offering a few courses and programs which barely scratch the surface of the rich resources of Humanistic, Holistic, Complementary, Integral, Quantum Integrative, Alternative, and Energy Medicine.

The Field of Energy Medicine

Energy Medicine includes all concepts of energy: light, sound, electro-magnetism, body, mind and spirit. In addition to concepts central to electro-chemical physiology, older traditions of "life force" or "élan vital" are commonly found in the discourses of Energy Medicine. From Taoist alchemy and Chinese Medicine comes the principle of Chi, with its Cosmic and Microcosmic cycles and flows through the channels or meridians in the physical body. From Yogic Hinduism comes the breath or Prana, and the principles of multiple energy vortices in the body – the Chakras, and especially the concepts of multiple bodies beyond the flesh and blood physiological body, conceived in various systems as layers such as the etheric body, the astral body, the emotional body, the mental body, and the spirit bodies.



Many roots and paths have contributed to these ecumenical and syncretic endeavors that are loosely allied around the concept of energy. The psychology of Carl Jung, with his conception of the collective unconscious and especially his emphasis of myth and Kundalini Yoga is a major root. Another main stream is Christian mysticism in its many forms. Christian Science and the spiritual healing practices of both conventional religious denominations and the

"New Thought" churches such as Unity and Science of Mind are also threads that underlie various practices in energy medicine. Recent studies on the healing efficacy of prayer are contributing to the resurgence in spiritual healing. Northern European folk healing traditions have come in through Naturopathy and the teachings of skilled healers such as Olga Worrall and Hanna Kroeger. On the more intellectual side, the emphasis on Spirit also has roots in American Transcendentalism and from Northern Europe, in German Idealism, which was heavily influenced both by the Hermetic Alchemical tradition coming via the Arabs in the fourteenth century from late Alexandrian Greek culture, and by Chinese Alchemical traditions coming into Continental Europe in the seventeenth century via the Jesuits, such as in the work of Athanasias Kircher. The Hindu Yogic revival in Europe comes in the Nineteenth century such as through the Theosophy of Madam Blavatsky and the later Anthroposophy of Rudolph Steiner, and then again in the second half of the Twentieth century in both Europe and America, as part of the enthusiasm for meditative disciplines and consciousness studies.

The work of Dr.'s Elmer and Alyce Green in the 1960s with their colleagues at the Menninger Clinic in Topeka, Kansas, pioneered investigations in biofeedback studies and what they preferred to call voluntary control of autonomic physiological processes. The Green's world view and research questions were influenced by their own exposure to traditions of psychic healing in the early Twentieth century and their researches in India in the 1960s, studying the physiology of Yogic adepts and Tibetan Tantric trance meditators.

Dr. Green and associates founded ISSSEEM as an interdisciplinary association for the study of energetic and informational interactions, to explore the concepts of subtle energies in the experience of consciousness, healing, and human potential. ISSSEEM is intended as a bridging organization for scientists, clinicians, therapists, healers, and any other interested people. This is an interdisciplinary professional organization representing the entire field of Energy Medicine. (Williams, 2004).



Specialties in Holistic and Energy Medicine

Acupuncture/Acupressure	Literature reviews, systematic reviews and meta-analyses research
Anthroposophy	Massage
Aromatherapy	Meditation
Ayurveda	Medical Acupuncture
Bioelectromagnetic therapy	Mind-body therapies (including behavioral and educational aspects)
Biofeedback	Naturopathy
Botanical medicine	Nonlocal therapies
Chiropractic	Osteopathic medicine
Craniosacral therapies	Orgonomy
Creative therapies (including art, dance, drama, and music)	Qigong
Flower and gem essences	Polarity Therapy
Diet/Nutrition/Nutritional supplements	Psychoneuroimmunology
Environmental medicine	Psychotherapy
Five Element Chinese Medicine	Reflexology
Health promotion	Reiki
Homeopathy	Relaxation/stress reduction
Hypnotherapy	Spiritual/transpersonal healing/prayer
Healing Touch	Therapeutic Touch
Imagery	Tibetan Medicine
Indigenous medical practices	Traditional Chinese Medicine
Intuition practices	Yoga



Recently holistic/energy medicine has come under increasing study by the scientific community. While holistic/energy medicine has existed in various forms for centuries, the current field does not have one absolute definition. The answer to the question "What is holistic/energy medicine?" varies according to the practitioner. There is no standard scientific understanding or precise meaning of these ideas in the Western scientific paradigm, although various explanations are offered for holistic/energy medicine in terms of a vital force or life energy. A new paradigm for researching biology and medicine based on energy information is required to define holistic/energy medicine. (Rubik, 1995) Today, holistic/energy medicine is practiced in many forms. The following is a brief list of holistic/energy medicine specialties.

Meditation, Prayer

Guided visualization, deep breathing, focusing on a word or sound, and being mindful of your thoughts are some of the current applications of the ancient arts of meditation and prayer. Some benefits researched by Western scientists include lowered blood pressure, stimulation of the body's immune system, and stress release.

Acupuncture/Acupressure

Acupuncture is an ancient form of Chinese medicine. The acupuncturist identifies blockages to the energy flow and opens up the pathways to increase circulation. This is done by inserting small needles into the skin at specific energy points along the meridians. Electro-acupuncture uses the same method with the addition of a regulated low-voltage electric current sent through each needle into the meridians. Acupressure uses no needles, the trained hands of a therapist applies pressure to the nodal points on the meridians.

Chi Gung/Qi Gong

The movement meditation of Chi Gung sprouted the Western version called, Tai Chi Chaun; this practice is a dance like movement of the hands, body, and feet aligned with breathing techniques. The practitioner focuses on feeling and moving the Chi energy through the meridians of the body. Medical Qi Gong is the root from which many hands-on healing techniques branched out into the West.

Reiki/Therapeutic Touch

Reiki is a Japanese practice that trains practitioners to access the "Buddha/Christ universal healing energy." This ancient modality is passed on from master teacher to student and involves specific symbol and energy transference. It is an easily accessible form of energy healing to people of all walks of life. This is a hands-on healing modality where a practitioner touches specific locations in a patient's body. In the early 1980s, Dolores Krieger, R.N., created an American version called Therapeutic Touch. She learned some basics of spiritual healing from theosophy. She introduced this concept of spiritual healing energy, which she referred to as "prana," to thousands of nurses. (Goldner, 1999)



Homeopathy

Homeopathy was formulated 200 years ago by Samuel Hahnemann, a German physician. Remedies are prescribed according to the classical Greek Law of Similars, namely “that which makes sick shall heal.” This means that the symptoms caused by an overabundance of a substance can be cured with a small dose of that substance. The homeopathic remedies are diluted so greatly that no chemical trace of the original substance remains. This process apparently imprints the energy pattern into a container of water in which it is diluted. (The Society of Homeopaths, 1998)

Biofeedback

Developed at the Menninger Clinic in Kansas, by Elmer Green, the biofeedback machine operates via electrodes connected to a patient’s head and fingers. People learn to control muscle tension, skin temperature, brain wave activity, and blood pressure. A widely used modality and accepted in many medical institutions for its proven efficacy in treating migraines, high blood pressure and other illness.

Intuition Medicine®

Intuition Medicine® is based on the premise that all matter, including human bodies, is comprised of energy. Physics has taught this for years, and it is now considered a scientifically proven fact. Intuition Medicine® focuses on the energy and spirit of a person. Our cells are meticulously organized into systems that doctors use as a basis for diagnosis and healing, and it is the same for our energy. Intuition Medicine® practitioners have many diagnostic and intervention tools to heal these energy systems. All cellular and chemical matter has energy as its base component, so when you shift the energy, you also physically heal the body. Because it works with energy, the basic element of matter, Intuition Medicine® offers a healing modality that can be both an alternative and a complement to our traditional methods of healing. (Laurenson-Shipley, 2000)

Kinesiology

Kinesiology interfaces between subtle energy and physical medicine. Basically it is the testing of muscle power at its simplest physical level. Physical therapists and exercise specialists have very detailed manual techniques for evaluating muscle strength. A wide variety of tests may be done ranging from placing an unknown substance in the mouth, to colors, to thoughts that affect the muscle energy.

Flower Essences

Flower essences are vibrational preparations which were originally created by Dr. Edward Bach, a British physician, early in the 20th century. Many practitioners believe that the Bach flower remedies or flower essences are among the most popular of the homeopathic approaches. Rescue remedy is perhaps the most popular of all and is said to be of great use in both emotional and physical shocks.

Magnetic Therapy

Studies in the application of magnets to the body have reported significant reduction of pain with applications of 11,000 gauss magnets to specific areas of the body. These magnets, which have been demonstrated to be of some benefit physiologically and psychologically, produce an electromagnetic field which creates a differing electromagnetic response in the area of the body where it is placed.



Research has been done with 2500 gauss magnets placed six inches above the top of the head which results in increasing Delta activity deep inside the brain.

Color and Light Therapy

Color therapy has scientific evidence to support that the application of different colored lights can markedly change body chemistry, including oxytocin, prolactin, beta endorphins, etc. Flashing red lights have been used successfully to treat migraine headaches. The Lucia Color Test is a psychological diagnostic based upon one's preferences of up to 156 colors.

Sound, Music and Tone

The brain can be entrained by sound frequencies just as it can be by light frequencies. The late Robert Monroe has done the best work in this field at his Monroe Institute in Virginia. The Institute has reports of research of marked reduction in pain, as well as many health improvements using pulse frequencies of sound. Music is well documented as an emotional calming agent, as well as can be used in psychotherapy to assist with emotional catharsis.

Electro-Physiological Measures

Another technique was discovered by Reinhold Voll, MD. Dr. Voll is a German doctor who found in 1940 that the electrical resistance of the skin decreases dramatically at the acupuncture points when compared to the surrounding skin. This led the Western founders of the current approach to energy medicine. These discoveries created a new field of energy medicine instruments (e.g., Voll Meter, Meridian Stress Analyzer) that have been developed both for assessment and treatment.

The Burton Goldberg Group (1993) reported the following:

Franz Morrel, MD, a colleague of Dr. Voll, created another treatment instrument called the Mora. Dr. Morrel believed that all biological processes are essentially a matter of electromagnetic signals that can be described by a complex waveform. Health can be considered as a smooth wave, while disease is identified by unwanted variations on this wave, both higher and lower. Dr. Morrel had the idea of taking the electromagnetic signals directly from the body and manipulating the aberrant waveforms by raising or lowering them to create normal waves. These corrected waves are then fed from the device back into the patient at the corresponding acupoints. The signals can be taken from any area of the body, modified, and then returned to the specific area (p. 195).

The Future of Energy Medicine in Holistic Health

There are prominent and influential Western leaders emerging in the field of energy medicine. The Rev. Rosalyn Bruyere, founder of the Healing Light Center Church in California has influenced most of the healers in the United States including many of the nurses who have studied therapeutic touch as well as Barbara Brennan, PhD who directs a school for healing science in Florida (Goldner, 1999).

Other Western leaders in holistic medicine include: Deepak Chopra, MD, an advocate of meditation; Dr. Jon-Kabat Zinn, founder of a stress-reduction clinic at the University of Massachusetts; and, cardiologist



Dr. Dean Ornish, an expert on reversing heart disease through diet, yoga and meditation. They found that calmness and self-knowledge gained through meditation may have therapeutic biological effects.

In the 1990s, three mainstream doctors published books on the interaction of the human energy field and medicine. Christine Northrop, MD, wrote about energy anatomy in her best-selling book, *Women's Bodies, Women's Wisdom*. Judith Orloff, MD, wrote about clairvoyance in the practice of psychiatry in her book, *Second Sight*. Psychiatrist and neuroscientist Mona Lisa Schultz, MD wrote, *Awakening Intuition*, which explains how to use the mind-body network for insight and healing.

In the 1980s, C. Norman Shealy, MD, grounded holistic and energy medicine into mainstream acceptability with his study and training of medical intuitives. His groundbreaking research with clairvoyant Caroline Myss, PhD, created the accepted definition of the term "medical intuitive." In the 1970s Dr. Shealy was one of the prime founders of the American Holistic Medical and Nurses Associations. Dr. Shealy created the first degree granting Energy Medicine Program within Greenwich University. This program participated in a new academic paradigm for the study of biology and medicine based on energy-information.

Holistic Medicine in Mainstream Health Care

In the past decade, holistic medicine has become a recognizable presence in the healthcare field. Holistic medicine modalities are being taught to hospital staff at California Pacific Medical Center, Health and Healing Clinic in San Francisco. Medical Intuitives are sitting in surgery rooms at Stanford Medical Center in Palo Alto, California. Energy medicine documentation forms for medical insurance claims have been available on the Internet since January 1999 (Henderson, 1999).

Hospitals, surgery rooms, medical clinics, insurance companies, and burgeoning academic programs have grounded holistic/energy medicine into the present. Courses on the role of religious devotion and prayer in healing are currently being taught in approximately 50 U.S. medical schools. This is an historic development, a stunning reversal of the exclusion of these factors from medical education for most of the twentieth century. In addition, conventional medical journals, such as the *Journal of the American Medical Association (JAMA)*, are increasingly willing to publish studies involving unconventional therapies. JAMA's issue of November 11, 1998, was devoted exclusively to the field of alternative medicine.

National Statistics:

- The National Center for Complementary & Alternative Medicine (NCCAM) reports that more than 42% of Americans use alternative medicine to address their health and wellness concerns.
- The budget for the NCCAM rose from \$2 million in 1993 to \$50 million in 1999.
- In addition, Americans spent more than \$28 billion on these therapies in 1998, exceeding out-of-pocket spending for all USA hospitalizations.
- The Journal of the American Medical Association reports a 48.3% increase in total visits to alternative medicine practitioners between 1990 and 1998.
- A 1994 published survey revealed that more than 60% of doctors from a wide range of specialties recommended alternative modalities to patients at least once. The same study also reported that 48% of those doctors used alternative modalities themselves.



- Nearly 85% of USA medical schools offer elective courses in alternative and complementary medicine or include it in required courses.
- In 1993, the New England Journal of Medicine reported that more than 34% of all Americans have used some form of alternative medicine. A 1998 follow-up study showed that this figure increased to 42% of all Americans.

Holistic Medicine Meets Western Medicine

A groundbreaking move was made by the American Board of Holistic Medicine (ABHM) in December, 2000; the first ABHM board review of holistic medicine “The Art, Science, and Practice of Holistic Medicine” was presented in Denver, Colorado. Approximately 200 MD’s sat for the first ABHM certification examination.

The opening statement of the Art, Science, and Practice of Holistic Medicine course included this statement:

Holistic medicine is based on the core belief that unconditional love is life's most powerful healer. At its essence, the practice of holistic medicine embraces a spirit of interdisciplinary and physician-patient cooperation; balances the mitigation of causes with relief of symptoms; integrates conventional and complementary therapies; and facilitates the experience of being fully alive.

It is at present not possible to fully academically test candidates for these core issues in holism. It has been the intent of the directors of the ABHM, however, to carefully structure the testing for skills in complementary medicine, the interview and the required paper for candidates for the board examination, in the content of this review course itself, to be a total learning experience for those in attendance to foster the enhancement of the practice of holistic medicine.

The review course and the board certification examination will begin to incorporate reasonable standards into American medical practice and education, health planning, and research, regarding the application of the body of knowledge which encompasses the field of holistic medicine. The ABHM founders envisioned a paradigm shift in the direction of incorporating holistic principles into the practice of medicine in the United States. Standardization of the curriculum and the certification examination will help the public demand and professional interest in the inclusion of “alternative” medical practices in the integrated delivery of the best possible medical care.

This board certification examination opened a new chapter of holistic/energy medicine in the history of science. The ABHM board of trustees established twelve principles of holistic medical practice; twelve areas of the science of holistic medicine were approved; and three components of holistic health – body, mind, and spirit – were defined. During the first board review course intensive, thirty-two specific holistic

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courses were presented by thirty medical and osteopathic doctors. Each physician presented a course designed to introduce his or her specialty, and taught a complementary allopathic to holistic approach. The learning objective of this intensive review course of holistic medicine was that the participants should be able to, "...describe the areas encompassed by holistic medicine; and implement a personalized program for creating a condition of optimal health" (*The Art, Science, and Practice of Holistic Medicine*, 2000).

The twelve ABHM principles of holistic medical practice are:

1. Unconditional love is life's most powerful healer.
2. Optimal health is much more than the absence of sickness
3. Illness is viewed as a manifestation of the whole person, not as an isolated event.
4. Holistic physicians embrace a variety of safe, effective options in diagnosis and treatment, including:
 - a. education for lifestyle changes and self-care
 - b. complementary approaches; and
 - c. conventional drugs and surgery.
5. Searching for the underlying cause of disease is preferable to treating symptoms alone.
6. Holistic physicians expend as much effort to establishing what kind of patient has a disease as they do establishing what kind of disease a patient has.
7. Prevention is preferable to treatment and is usually more cost-effective. The most cost-effective approach evokes the patient's own healing capabilities.
8. A major determinant of healing outcomes is the quality of the relationship established between physician and patient, in which patient autonomy is encouraged.
9. The ideal physician-patient relationship considers the needs, desires, awareness and insight of the patient as well as those of the physician.
10. Physicians significantly influence patients by their example.
11. Illness, pain, and the dying process can be learning opportunities for patients and physicians.
12. Holistic physicians encourage patients to evoke the healing power of love, hope, humor and enthusiasm, and to release the toxic consequences of hostility, shame, greed, depression, and prolonged fear, anger, and grief.

The American Board of Holistic Medicine took an enormous leap for Western medicine putting aside the rationalistic/scientism model for understanding the human condition moving into the current transitional approach in holistic medicine research by stating that, "The primary objective of the practice of holistic medicine is the experience of optimal or holistic health. Optimal health is the unlimited and unimpeded

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free flow of life force energy through body, mind, and spirit.” The statements continued further with an expression of, “Holistic physicians believe the essence of this energy is unconditional love. It is also called and chi (Chinese), ki (Japanese), prana (Sanskrit), and chai (Hebrew). The art of practicing holistic medicine lies in healing/loving ourselves; and our work is to help our patients by identifying and committing to mitigate and remove the restrictions and obstructions that cause dis-ease to prevent us from fully experiencing and enjoying life. It is a process of facilitating growth and maximizing human potential.” (ABHM, 2000)

History by the word itself implies an event which occurred *in the past*, and in examining this recent historic movement in medical science we are observing history in the making – or maybe in the remembering of ancient principles of holism. The ABHM also created their definition for the science of holistic medicine and in part stated, “... this science has been evolving for the past three decades...”

A regimented course of “areas of study” is required for board certification in holistic medicine, in addition to a written exam, an essay, interview, holistic health self-assessment, and recommendations. The twelve topics which comprise the core curriculum for certification are in themselves a current history of the science of energy medicine. The ABHM areas of study are:

The Science of Holistic Medicine

BODY: Physical and Environmental Health

1. Nutritional Medicine
2. Environmental Medicine
3. Exercise Medicine

MIND: Mental and emotional health

4. Behavioral Medicine (including Psychoneuroimmunology)

SPIRIT: Spiritual and Social Health

5. Spiritual Medicine
6. Social Medicine

The six specialized areas are:

1. Biomolecular Medicine
2. Botanical Medicine
3. Energy Medicine
4. Ethno- Medicine
5. Homeopathic Medicine
6. Manual Medicine

The introductory talk in the The Art, Science, and Practice of Holistic Medicine conference included statements more akin to ancient principles of spirituality rather than the modern science of medicine. In



addressing the conference of physicians Dr. Ivker used phrases like: “Path of self-nurturing; Listening to your heart; Guiding our patients” and presented a list of components of holistic health which reads like a powerful list of greater-good affirmations. The ABHM compiled a list for:

Components of Holistic Health

Loving your BODY:

Physical Health

- high energy and vitality
- freedom from or high adaptability to pain, dysfunction, and disability
- a strong immune system
- a body that feels light, balanced, and has good aerobic capacity
- ability to meet physical challenges
- full capacity of all five senses and a healthy libido

Environmental Health

- harmony with your environment (neither harming nor being harmed)
- awareness of your connectedness with nature
- feeling grounded
- respect and appreciation for nature, the earth at all of her inhabitants
- contact with the earth; breathing healthy air; drinking pure water; eating uncontaminated food; exposure to the sun, fire, or candlelight; immersion in warm water (all on a daily basis)

Loving your MIND:

Mental Health

- peace of mind and contentment
- a job that you love doing
- optimism
- a sense of humor
- financial well-being
- living your vision



Emotional Health

- self-acceptance and high self-esteem
- capacity to identify, express, experience, and accept all of your feelings, both painful and joyful
- awareness of the integral connection between your physical/emotional bodies
- confronting your greatest fears
- fulfilling your capacity to play
- peak experiences on a regular basis

Loving your SPIRIT:

Spiritual Health

- experience of unconditional love/absence of fear
- soul awareness with a personal relationship with God or spirit
- trust in your intuition and a willingness to change
- gratitude
- creating a sacred space on a regular basis through prayer, meditation, walking in nature, observing a Sabbath day, or other rituals
- sense of purpose
- being present in every moment

Social Health

- intimacy with the spouse, partner, relative, or close friend
- forgiveness
- sense of belonging to a support group or community
- touch and/or physical intimacy on a daily basis
- selflessness/altruism

Reinventing Ancient Healing Wisdom

Holistic physicians are listening to their patients, as well as their own hearts and spirits, and changing the practice and the science of medicine by the complementary inclusion of the art and science of energy medicine. Holistic practitioners are being educated in the protocol of integrating their ancient practice of healing arts into the current western model of medicine. Greenwich University granted the first Master and PhD degrees in energy medicine until closure in 2002. Many universities and medical schools in the US are offering courses in energy medicine and holistic health as part of their complementary and alternative medicine program. Presently Energy Medicine University is one of five higher learning institutions offering Certificates in Holistic Health.



We are in a renewed era of energy medicine. We are embracing a renewed belief in holism and spiritually as part of medicine thus re-embracing ancient healing wisdom. The future of Holistic/Energy Medicine is in the education of compassionate, humanistic practitioners (McCartney, 2002).

If a man empties his purse into his head no one can take it away from him. An investment in education pays the best interest.

~ Benjamin Franklin

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What Graduates Do with the Integrative Holistic Health Certificate

- Establish and direct healing centers
- Consult and facilitate workshops on wellness in the corporate world
- Produce television programs on health
- Raise funds in health-related charities
- Teach yoga, meditation or stress-relief courses
- Practice an integrative healing art
- Conduct wellness classes for seniors
- Establish and work in nonprofits
- Facilitate cancer support groups
- Practice as an holistic/energy medicine practitioner in hospitals/clinics
- Practice as a medical intuitive in hospitals/clinics
- Serve on relief teams utilizing PTSD healing tools and other holistic arts skills
- Conduct a private practice as a holistic health coach
- Conduct a private practice as an energy medicine practitioner
- Conduct a private practice as a medical intuitive
- Teach related courses at the university level
- Broaden and deepen their understanding of holistic medicine and of the human condition as a complement to their more conventional training
- Provide health education in a hospital or HMO wellness program
- Conduct research in the field of Holistic Health and Energy Medicine.
- Author books, write articles and papers in the field of Holistic Health and Energy Medicine
- Found publication houses which promote books in the field of Energy Medicine and Holistic Health.



University Overview

Energy Medicine University is a distance learning university offering an exciting global classroom without boundaries. We live in an energetic non-local universe, and with the entrance of cyberspace communications our minds can now transmit messages (via the Internet) nearly as fast as our spirits.

Our Distance Education in Integrative Holistic Health Program has been created to meet the needs of people globally. Our program courses have been taught in Universities, Academies and Medical Clinics and via distance education courses by the respective professors as far back as 1984. Our Professors collectively have a total of over 700 years of teaching experience. Notably, our Professors have a combined wisdom of teaching, practicing, researching and writing in the field of Holistic/Energy Medicine at a collective total of over 900 years. We offer to our global students Professors who are prominent and respected specialists in the field of Holistic/Energy Medicine.

The Energy Medicine University Distance Education Program is open to individuals interested in the field of holistic health, energy medicine, complementary and alternative medicine, intuition, spirituality and the betterment of humankind through the academic study of these subjects. Energy Medicine University serves the educational needs of students, licensed professionals, educators, entrepreneurs, and holistic, complementary, alternative practitioners, and those interested in pursuing the study of Integrative Holistic Health as a career or to compliment an already existing career or simply as an avocation.

Format of Distance Learning

Our program is designed for the independent adult learner. Our program is mentored by dedicated teachers and is not a paper-correspondence course program. We have designed our Distance Program courses to include the use of syllabi that allow the professors to work with students so that they learn the material in a supervised, independent course of study. Professors work one-on-one with each student by telephone, fax, email, and Internet conferences. The Program Planning and some of the research courses have the option of campus instruction. Professors welcome meeting you in person if the opportunity presents itself.

Course Materials

Course materials may include texts, course packs, Internet links to lectures, audio and videotapes and online research databases, online university libraries, and so forth. Specific books and materials requirements will be communicated upon enrollment and within each course syllabus. You may buy your books via the EMU Online Bookstore found on the website. Gathering of and payment for course materials is the responsibility of the student.

Course Communication Venue

Students must be email and computer literate and write papers in the current Microsoft Word format. Research thesis requires literacy in Microsoft Excel format. All papers are submitted to instructors electronically via the Internet. All coursework is conducted in English.



Students' lessons, quizzes and exams will be evaluated within ten business days of receipt. Final projects will be graded within fifteen business days of receipt.

Computer communication skills will be evaluated by the instructor during the Program Planning course whereupon students will receive computer protocol instruction needed to operate within the curriculum requirements. If needed, additional instruction in computer technology skills will be suggested for the student to resource at his or her own expense at a local venue.

Course Length –Semester Dates

Our programs are offered as five-month semesters. Two semesters commence each year on September 1 and March 1. The September 1 semester ends January 31 and March 1 semester ends July 31. Plan your schedule so that you have ample time to complete the registration, interview and tuition payment before your initial semester begins and thereafter at each successive semester. All admissions paperwork must be completed at least by August 1 and February 1 which is 30 days before the September 1 and March 1 semester commencements. All coursework must be completed two weeks before the end of each semester to be recorded into that semester's certificate of grades.

Rolling Admissions – you may be admitted into the University at any time during the year. You may also enroll in and complete your first required Program Planning course at any time during the year via distance. Formal semesters begin March 1 end July 31 and September 1 end January 31 of each year.

Transfer Credit Hours

EMU courses are unique and specialized to the field of Integrative Holistic Health. **Transfer credit is not accepted.**

Accepted Transfer Equivalencies from the Academy of Intuition Medicine®

Students who have earned a Master in Intuition Medicine® diploma (MIM) and completed equivalent EMU courses at the Academy of Intuition Medicine®, which is our vocational school division, may petition to transfer up to (three) 3-6 credit hours of MIM equivalency courses toward a transfer Certificate

No transfer course fee for MIM equivalency credits is incurred for MIM alumni students. These MIM transfer credits are recorded in the student's transcript when a request to transfer to an affiliate university is received.

Accepting Transfer Credits from Accredited Schools

Transfer credit is not accepted towards the distance program.

Course Grades

Upon completion of each semester the student receives a certificate of grades. An official transcript is given at the completion of the program or by request.



Program Educational Objectives

Our certificate level programs are created to provide the student with information that can be acquired, analyzed and synthesized into a grounded construct of knowledge.

Each Level 1 course:

- Focuses learning outcome on the process of knowledge formulation emphasizing: Demonstrable comprehension, measurable verbal and written communication mastery level in area of study, as well as integrated professional career skills.

Each Level 2 course:

- Focuses learning outcome on a balance of theory, research and experimentation. Experimental Portion: Students conduct experimental work in relationship to their courses and in conference with their respective professor.

Program Course Numbering System

Level 1 courses:

- All 700-799 numbered courses are open to all students.

Level 2 courses:

- All 800-879 numbered courses are open to most all students. Permission from the instructor may be required.



PROGRAM

CERTIFICATE IN INTEGRATIVE HOLISTIC HEALTH

Program Statement

A growing consensus among scientists, scholars, health-care practitioners and visionaries is that our understanding of the world is being transformed at an unprecedented evolutionary pace. From this transformation is evolving a renewed approach in these disciplines that recognizes the causative centrality of consciousness, an approach which grounds us in a holistic understanding of our world and our role as human beings.

Program Overview

Students focus on the nature of consciousness and healing in historical and contemporary context. Relationships are explored between the conscious and unconscious mind, health and harmony of the body, and spiritual and religious nature of the person. Students distinguish experiences and ways of being that transcend the limits of psychological, philosophical and social paradigms. Transformative approaches to spiritual and holistic counseling are examined. Students receive an integral education that honors scholarly texts and the wisdom voice of the person.

Program Modules

Students may choose a Concentration in Holistic Health in conference with the academic office. Specific Concentration modules are offered however the student may upon advisement of the academic office create a Concentration which supports the student's chosen Integrative Holistic Health focus. The Concentrations offered are: Biophysics, Chinese Medicine: Ancient and Traditional Theory, Consciousness and Nature, Consciousness and the Creative, Integral Psychology, Organizational Transformation, Medical Intuition, Spirituality & Health, Bioenergetics, Energy Psychology, Hermetic Disciplines, Holistic Leadership in Organizations, Controlled Remote Viewing, Energy Medicine, and Intuitive Counseling.



Certificate Concentrations

Students choose six courses from one Concentration to fulfill credit hours for Certificate award of:

“Integrative Holistic Health with a Concentration in _____”

- ❖ **Bioenergy Economy & Psychosomatic Health**
 - Bioenergy Economy
 - Bioenergy Economy Tutorship
 - Bioenergy Economy Leadership
 - Epigenetics and Healing Response
 - Biosemiotic Medicine
 - Psychosomatic Healing

- ❖ **Bioenergetics**
 - Biophysics in Energy Medicine
 - Energy Medicine in Therapeutics
 - Energy, Integrity & Eternity
 - Creative Awareness & Self Healing
 - The Subtle Body and the Rainbow Lights
 - Phenomenology Theory of Wholisitic Spiritual Healing
 - Phenomenology Research of Wholisitic Spiritual Healing

- ❖ **Biophysics**
 - The Biofield: Toward a Scientific Foundation for Energy Medicine
 - Electromagnetic Fields and Their Clinical and Research Applications
 - Heart Rate Variability in Research and Clinical Practice
 - Biophysics in Energy Medicine
 - Functional Medicine I
 - Functional Medicine II

- ❖ **Chinese Medicine: Ancient and Traditional Theory**
 - The Art of War: Space-Time and Nature Philosophy
 - Study Chinese Character Art with Exploring Meridian Energy System
 - Understanding Huangdi Neijing and TCM Theory with Space-Time Energy
 - Relationship and Life Energy Geometry
 - Space-Time Holography
 - Traditional Chinese Medicine Theory with The Art of War

- ❖ **Consciousness and the Creative**
 - The Architecture of Space
 - Creative and Visionary Processes
 - Creative Awareness and Self Healing
 - Relationship, Patterns and Dynamics of Consciousness
 - Dreams, Death and the Divine
 - The Subtle Body and the Rainbow Lights
 - Evolutionary Aesthetics: Education, Imagination and Social Transformation



- ❖ **Consciousness and Nature**
 - The Art and Architecture of Consciousness
 - Energy, Integrity and Eternity
 - Connection, Communication, Creation and Communion
 - Chaos, Eros and Nomos
 - Consciousness Cosmologies and Maps
 - Sensitivity and the Sublime
 - Women, Wisdom & the World

- ❖ **Controlled Remote Viewing (CRV)**
 - Controlled Remote Viewing
 - CRV-Part II
 - CRV-Part III
 - CRV-Advanced
 - CRV-Monitor
 - CRV-Accuracy & Details
 - Radiesthesia: Vibrational Physics
 - Special Topics-CRV Research Institute: Internship

- ❖ **Hermetic Disciplines**
 - Radiesthesia: Vibrational Physics
 - The Subtle Body and the Rainbow Lights
 - Controlled Remote Viewing
 - Intuitive Intelligence
 - Sociology of the Paranormal
 - Extraordinary Dreams
 - Introduction to Scientific Feng Shui
 - Controlled Remote Viewing

- ❖ **Holistic Leadership in Organizations**
 - Intuitive Intelligence
 - Intuitive Intelligence - Part II
 - Spiritual Leadership
 - Spiritual Leadership - Part II
 - Critical Thinking
 - Critical Thinking - Part II

- ❖ **Integral Psychology**
 - Personality and Intuition in Psychology
 - Jung, Intuition, and the Personal Quest for Wholeness
 - Relationships, Patterns and the Dynamics of Consciousness
 - Working with Bereaved Clients
 - Extended-Family Therapy
 - Critical Thinking
 - WHEE: Wholistic Hybrid derived from EMDR and EFT
 - Introduction to Energy Psychology



❖ **Intuitive Counseling**

- The Subtle Body and the Rainbow Lights
- Invisible Roots of Illness
- Soul Anatomy
- Clearing Past Life Trauma and Other Intuitive Level Disturbances
- Intuition Medicine®: Energy Anatomy
- Intuition Medicine®: Healing Systems
- Medical Intuition I: Physiology and Chakra System
- Medical Intuition II: Physiology and Subtle Energy

❖ **Medical Intuition**

- Functional Medicine
- Functional Medicine Research
- Soul Anatomy
- Energy Medicine in Therapeutics
- Medical Intuition I: Physiology and Chakra System
- Medical Intuition II: Physiology and Subtle Energy
- Intuition Medicine®: Energy Anatomy
- Intuition Medicine®: Healing Systems

❖ **Organizational Transformation**

- Organizational and Personal Transformation
- Creating Environments That Heal
- Whole-Person Caring
- The Architecture of Space
- Evolutionary Aesthetics: Education, Imagination, Social Transformation
- Critical Thinking

❖ **Spirituality & Health**

- Invisible Roots of Illness
- Clearing Past Life Trauma and Other Intuitive Level Disturbances
- Kundalini Energy: Investigations in Transcendence Healing
- Phenomenology Theory of Wholisitic Spiritual Healing
- The Spiritual Life of Children
- Medical Intuition I: Physiology and Chakra System
- Medical Intuition II: Physiology and Subtle Energy
- The Subtle Body and the Rainbow Lights
- Soul Anatomy

❖ **Energy Medicine**

- Students choose a mix of six three-credit courses to fulfill this Concentration.



Level 1 Integrative Holistic Health Courses

Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 7001	3	Program Planning	D. Surel
EMP 706	3	Energy Medicine Internship - Level 1	EMU Professor
EMP7081	3	Ethics in Energy Medicine	M. Burgess
EMP 7101	3	Literature Survey	Y. Dobyms
EMP 7101	3	Literature Survey	M. Burgess
EMP 712	3	Personality and Intuition in Psychology - Clinical	P. Bradley
EMP 715	3	Medical Intuition I: Physiology and Chakra System	M. Patterson
EMP 716	3	Medical Intuition I: Physiology and Subtle Energy	M. Patterson
EMP 7171	3	Energy, Integrity and Eternity I	M. Burgess
EMP 7181	3	Women, Wisdom & the World I	M. Burgess
EMP 719	3	Intro to Whole-Person Caring	L. Thornton
EMP 720	3	Working with Bereaved Clients – Clinical Application	G. Horsley
EMP 721	3	Extended-Family Therapy –Clinical	G. Horsley
EMP 7221	3	Soul Anatomy	J. Chan
EMP 724	3	Intro to Energy Medicine in Therapeutics	J. Oschman
EMP 725	3	Intro to Biophysics and Energy Medicine	J. Oschman
EMP 731	3	Intro to Organizational and Personal Transformation	H. Owens



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 732	3	Intro to Creating Environments that Heal	H. Owens
EMP 733	3	Intuition Medicine® I: Energy Anatomy	F. McCartney
EMP 734	3	Intuition Medicine® I: Healing Systems	F. McCartney
EMP 735	3	Introduction to Sociology of the Paranormal	W. Bengston
EMP 736	3	Functional Medicine I	R. Blasband
EMP 740	3	Introduction to Energy Psychology	D. Feinstein
EMP 741	3	A Hands-on Introduction to Energy Medicine	D. Eden D. Feinstein
EMP 742	3	Introduction to the Human Biofield: Scientific and Philosophical Concepts	B. Rubik
EMP 745	3	Kundalini Energy: Experiential Methods in Transcendence Healing	F. McCartney
EMP 746	3	Invisible Roots of Illness	B. Stone
EMP 747	3	Clearing Past Life Trauma	B. Stone
EMP 754	3	The Spiritual Life of Children	C. Crawford
EMP 755	3	Spiritual Leadership - A Transformational Process	D. Surel
EMP 755A	3	Spiritual Leadership – Part II	D. Surel
EMP 756	3	Intuitive Intelligence – 21 st Century Thinking	D. Surel
EMP 756A	3	Intuitive Intelligence - Part II	D. Surel
EMP 757	3	Principles and Applications of Radiesthesia	D. Surel
EMP 758	3	Critical Thinking	D. Surel
EMP 759	3	Controlled Remote Viewing	D. Surel
EMP 759A	3	Controlled Remote Viewing- Part II	D. Surel

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Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 759B	3	Controlled Remote Viewing- Part III	D. Surel
EMP 761	3	The Architecture of Space I	M. Burgess
EMP 763	3	Consciousness, Cosmologies & Maps I	M. Burgess
EMP 764	3	Sensitivity and the Sublime I	M. Burgess
EMP 765	3	Creative and Visionary Processes I	M. Burgess
EMP 7671	3	The Art of War: Space-Time and Nature Philosophy	L. Tian
EMP 7672	3	Study Chinese Character Art with Exploring Meridian Energy System	L. Tian
EMP 7673	3	Understanding Huangdi Neijing and TCM Theory with Space-Time Energy	L. Tian
EMP 7674	3	Relationship and Life Energy Geometry	L. Tian
EMP 7675	3	Space-Time Holography	L. Tian
EMP 7676	3	Traditional Chinese Medicine Theory with The Art of War	L. Tian
EMP 771	3	Explorations in Holistic Health	EMU Professor
EMP 772	3	Special Topics	EMU Professor
EMP 775	3	Research Writing and Mentorship	M. Burgess



Level 2 Integrative Holistic Health Courses

Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 8001	3	Program Planning	D. Surel
EMP 806	3	Energy Medicine Internship – Level 2	EMU Professor
EMP 8101	3	Literature Survey	Y. Dobyns
EMP 8101	3	Literature Survey	M. Burgess
EMP 812	3	Personality and Intuition in Psychology – Research Approach	P. Bradley
EMP 819	3	Bioenergy Economy	F. Goli M. Farzanegan
EMP 8191	3	Bioenergy Economy Tutorship	F. Goli M. Farzanegan
EMP 8192	3	Bioenergy Economy Leadership	F. Goli M. Farzanegan
EMP 8193	3	Epigenetics and Healing Response	F. Goli M. Farzanegan
EMP 8194	3	Biosemiotic Medicine	F. Goli M. Farzanegan
EMP 8195	3	Psychosomatic Healing	F. Goli M. Farzanegan
EMP 820	3	Working with Bereaved Clients –Research Applications	G. Horsley
EMP 821	3	Extended-Family Therapy – Research Applications	G. Horsley
EMP 822	3	Extraordinary Dreams	S. Krippner
EMP 824	3	Energy Medicine in Therapeutics	J. Oschman
EMP 825	3	Biophysics in Energy Medicine	J. Oschman
EMP 826	3	WHEE: Wholistic Hybrid derived from EMDR and EFT - Theory and Clinical Practice	D. Benor

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Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 827	3	Phenomenology Research of Wholistic Spiritual Healing II	D. Benor
EMP 828	3	Phenomenology Theory of Wholistic Spiritual Healing II	D. Benor
EMP 831	3	Organizational and Personal Transformation	H. Owens
EMP 832	3	Creating Environments that Heal	H. Owens
EMP 835	3	Sociology of the Paranormal - Research Applications	W. Bengston
EMP 836	3	Functional Medicine –Clinical Applications	R. Blasband
EMP 837	3	Functional Medicine - Research	R. Blasband
EMP 839	3	Connection, Communication, Creation and Communion II	M. Burgess
EMP 840	3	Clinical Practice of Energy Psychology	D. Feinstein
EMP 841	3	The Hands-on Practice of Energy Medicine	D. Eden D. Feinstein
EMP 842	3	The Biofield: Toward a Scientific Foundation for Energy Medicine	B. Rubik
EMP 843	3	The Science of Bioelectromagnetics and Its Clinical Applications	B. Rubik
EMP 844	3	Heart Rate Variability in Research and Clinical Practice	B. Rubik
EMP 845	3	Kundalini Energy: Investigations in Transcendence Healing	F. McCartney
EMP 846	3	Invisible Roots of Illness: Clinical Practice	B. Stone
EMP 847	3	Clearing Past Life Trauma : Soul Detective	B. Stone
EMP 855	3	Spiritual Leadership - Toward Evolving the Human Species	D. Surel



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 856	3	XQ Intuitive Intelligence™: Toward a Higher Cognitive Paradigm	D. Surel
EMP 857	3	Advanced Principles and Applications of Radiesthesia	D. Surel
EMP 859	3	Controlled Remote Viewing -Advanced	D. Surel
EMP 859C	3	Controlled Remote Viewing: Accuracy & Details	D. Surel
EMP 859D	3	CRV: Exploring the Nonlocal Realm	D. Surel
EMP 860	3	Art and Architecture of Consciousness	M. Burgess
EMP 861	3	The Architecture of Space	M. Burgess
EMP 862	3	Relationship, Patterns of Consciousness	M. Burgess
EMP 866	3	Creative Awareness and Self Healing II	M. Burgess
EMP 867	3	Dreams, Death and the Divine II	M. Burgess
EMP 8671	3	The Subtle Body and the Rainbow Lights	M. Burgess
EMP 8672	3	The Subtle Body and the Rainbow Lights-Advanced	M. Burgess
EMP 868	3	Evolutionary Aesthetics: Education, Imagination and Social Transformation II	M. Burgess
EMP 869	3	Chaos, Eros and Nomos II	M. Burgess
EMP 871	3	Explorations in Holistic Health	EMU Professor
EMP 872	3	Special Topics	EMU Professor
EMP 873	3	Research Design and Methodology	B. Rubik
EMP 874	3	Survey of Statistical Methods and Reasoning	Y. Dobyms
EMP 875	3	Research Writing and Mentorship	M. Burgess
EMP 877	3	Research Methods	W. Bengston



Semester			
Course Number	Credit Hours	Course Title	Instructor
EMP 878	3	Applied Statistics	W. Bengston
EMP 879	3	Mentorship in Statistical Analysis	C. Laurenson



INTEGRATIVE HOLISTIC HEALTH PROGRAM
COURSE DESCRIPTIONS

See EMU website “Online Bookstore” for the complete listing of all course textbooks and links to purchasing. <http://astore.amazon.com/intuitionmedi-20>

EMP 7001 & 8001: Program Planning (3 credit)

DESCRIPTION

During the first period of enrollment, students who are planning to transfer credits to a degree program must participate in the Program Planning course with the Dean of Students.

OBJECTIVES

The expected outcomes of the course are the achievement of greater clarity on the part of the students concerning all program expectations and the development of the course choices of the student's program. Students explore ideas relative to internship, research, and scholarly writing. Students are guided in selecting the major focus of their program, including the optional choice for a concentration, and in developing a tentative topic for their research project which will be further explored with the student's Thesis or Dissertation committee toward the end of their degree program. Students will be familiar with the process of transferring to the Energy Medicine University /Akamai University degree phase for their degree completion. Students demonstrate the ability to write a scholarly paper in APA style. Students demonstrate an ability to use the computer and internet for the distance-learning aspects of their courses.

TEXTS

Current version of the Publication Manual of the American Psychological Association.

Loehr, Jim & Schwartz, Tony *The Power of Full Engagement: Managing Energy, Not Time, is the Key to High Performance and Personal Renewal*, The Free Press, New York, 2003.

EMP 706 & EMP 806: Energy Medicine Internship (3 credits)

DESCRIPTION

The majority of Programs at the University are conducted by 100% distance learning and do not require field or practical studies. However the retention of field studies within the curriculum was deemed essential to retain program completeness and integrity thus the Energy Medicine



Internship is a vital component of the program. Enrollment in these courses is therefore dependent upon the student obtaining prior comprehensive insurance coverage, which protects the student, the University, and any outside institution from liability claims.

PROCEDURE

- The student will, in consultation with the faculty advisor, submit an application to an appropriate insurance company in his or her region, requesting comprehensive insurance coverage for proposed field or practical activities. This coverage must protect the student, the University, and any host institution in which field studies are to be conducted.
- Insurance is to be at the student's expense.
- Documentation must be approved and signed by the student's Committee Chair, and then a copy forwarded to the School office for approval with a copy added to the student file.

The range of specialties in Integrative and Holistic Health practice are arrayed across a broad spectrum of methods and disciplines. Examples of practice in which a student may choose to study with an internship include, but are not limited to Acupuncture, Acupressure, Apometrics, Aroma Therapies, Biofeedback, Color Diagnosis and Therapy, Electromagnetic Therapies, Herbology, Homeopathy, Kinesiology, Medical Intuition, Meditation & Stress Reduction, Music Therapy, Naturopathy, Psychometry, Reiki, Therapeutic Touch, Qigong, etc.

Evaluation of locations and organizations in which student internships are appropriate is based on the standards of good practice that are particular to the specialty field. The professional societies or associations active in the field serve as community arbiters of good practice and these standards are used to evaluate candidate internship sites. In addition, either active faculty with education and experience in the practice, or consulting faculty with education and experience in the practice, serve as program and location evaluators of candidate internship sites.

Internship course faculty includes both the supervising faculty member and a field-site supervisor. The field-site supervisor will provide monthly student performance reports to the course supervising faculty member, and also provide a semester final assessment of student performance. Assessments by the on-site supervisor will provide evaluation of the student's integration and demonstration of professional competence, and accomplishment of program goals and objectives.

The student will provide to the course supervising faculty member an assessment of their own learning and performance, and also a scholarly paper investigating the tools, techniques, knowledge, and practices experienced during the specialty internship.

Course grading is determined by a final oral exam, the coursework papers, field-site supervisor and instructor assessment of integration and demonstration of professional competence during the Energy Medicine internship.



TEXTS

A 30-page reference book list in subset categories of Energy Medicine is provided.

EMP 709 Introduction to Scientific Feng Shui (3 credits)

OVERVIEW OF COURSE

Feng Shui is an ancient culture of China, still being practiced today at almost all corners of the world. Feng Shui studies the harmony between heaven, earth and men. In modern terms, it is a study of the relationship between human beings, the natural environment and the built environment. There was no such term as architecture in ancient China, Feng Shui being the appropriate terminology for such area of study. So, in a modern sense, Feng Shui could be regarded as a combination of architecture and environmental science, though there are elements within whose principles and effectiveness are still unclear to us. The western interpretation of Feng Shui (Skinner 2006) is “To be in the right place facing the right direction doing the right thing at the right time” (p. 4). Scientific Feng Shui means the adoption of a scientific way to study Feng Shui. In this course, the fundamental principles of Feng Shui related Chinese philosophy will be introduced, followed by a discussion on modern physics and various scientific methods that could be used to study Feng Shui. Then, the two Schools of Feng Shui, namely Form School and Compass School, will be presented in more details with a hope that students could make use of the rules of the Form School learnt to select a good cave, (i.e.) the spot, somewhere and then design the general layout, the orientation in particular, of a good house based on the rules of the Compass School.

TEXTS

Michael Y. Mak and Albert T. So, Scientific Feng Shui for the Built Environment – Fundamentals and Case Studies, City University of Hong Kong Press, 2011. Every student is expected to have or buy one copy. Kindle version is available.

EMP 7101 & EMP 8101: Literature Survey (3 credits)

DESCRIPTION

A literature survey of Integrative Holistic Health and Energy Medicine. An exploration study of the recent research in this field and the cross-cultural comparisons of health, healing and energy medicine.

OBJECTIVES

Students will research chosen topics of interest within the EMU Concentrations and areas suggested by the instructor. Discussion, text reading and writing of scholarly papers is the focus of this survey course.

TOPICS

- Learn literature survey techniques.

Effective October 1, 2018



- Develop writing skills that communicate the multi-level areas of holistic health and energy medicine.
- Understand the range of modalities within the field of alternative, complementary and integrative health.

TEXTS

Assigned by instructor.

EMP 712 & EMP 812: Personality and Intuition in Psychology (3 credits)

DESCRIPTION

The *California Psychological Inventory (CPI)* and the *Myers-Briggs Type Indicator (MBTI)* in combination are a powerful tool for psychological assessment. The information you receive through the CPI and MBTI will provide new insight into your personality to assist you in dealing with the emotional material that inevitably comes up in the practice of Energy Medicine. In professional practice one finds that looking at the combination of CPI and MBTI results together greatly enhances human personality discovery.

The *Myers-Briggs Type Indicator* is a wonderful instrument, non-judgmental in its constructs, which takes into account the ways in which we perceive the world (including intuitive processes), and the ways in which we make decisions about what we perceive. The results are more complex than they seem at first blush.

OBJECTIVES

The CPI looks at personality types in a detailed way and you learn the importance of learning about one's own type for empathic self-knowledge and for understanding client-centered relationships. You will be administered the CPI at the start of this course. You will be presented with an introduction to the history of the CPI, the purpose and psychology of the instrument, how the CPI measures "level of psychological integration," and why this is so important. The information presented will greatly assist you in understanding your own CPI results. The CPI is a comprehensive psychological assessment instrument, the interpretation of which requires professional training and intuitive skills. The patterns and configurations making up the CPI profile will depict the unique personality of each individual. The information you receive will be based on sound empirical research combined with intuitive perceptions, offered in a supportive, grounded atmosphere of neutrality. You will receive a personal narrative report with information about the test results and their meaning.



Further Course Information

URL for CPI information: <http://cpp.com/images/reports/smp219250.pdf>

URL for MBTI information: <http://cpp.com/images/reports/smp261148.pdf>

EMP 715 Medical Intuition I: Physiology and Chakra System (3 credits)

DESCRIPTION

In this course students will learn basic anatomy and physiology and how they connect to the chakra system of the body. They will receive an understanding of the energy of the body from a scientific, medical intuitive and eastern perspective. We will review in-depth the connection the chakra system inter-links to the creation of health or dis-ease. The connection to emotional, psychological and spiritual responses that create or disempower health and healing will also be reviewed. Lastly, the students will learn and refine how to use energetic diagnosis within the systems of the body.

TOPICS

- Introduction to the concepts of medical/energetic correlations
- Patterns that produce disease
- Traditional medicine vs. intuitive diagnosis
- The holistic perspective
- Historical perspectives of intuitive diagnosis
- Life issues reflected in the chakras
- The three principles of the human energy field
- How we heal
- Understanding the Seven Chakras and their correlation to the physical body
- Introduction of anatomy and physiology of the seven main chakras.
- Understand how our actions and attitudes create health or disease
- Review case studies of common illnesses and their correlation to emotional, psychological, and spiritual perspectives
- Perspectives on how to create health and stay healthy

OBJECTIVES

Each student at the end of course should have a deeper understanding of health/healing and the correlation to our energetic systems. Also, each student should be able to do a basic assessment of energy fields and their correlation to the anatomy/physiology of the body.



TEXTS

Dr. Patterson's Course Packet of Information.

Myss, Caroline, PhD, Shealy, C. Norman, MD, PhD, *The Creation of Health: The Emotional, Psychological and Spiritual Responses that Promote Health and Healing*

Clayman, Charles, MD, *The Human Body, An Illustrated Guide to Its Structure, Function and Disorders*

EMP 716: Medical Intuition II: Physiology and Subtle Energy (3 credits)

DESCRIPTION

In this course students will learn basic anatomy/physiology and how it connects to the subtle energy systems of the body. They will receive an understanding of the energy of the body from a scientific, medical intuitive and eastern perspective. Connection to the physical systems and it's inter-links to the creation of health or dis-ease will be reviewed. As well as, the connection to emotional, psychological and spiritual responses that creates or disempowers health and healing. Lastly, the students will learn and refine the use of energetic diagnostic tools within the systems of the body.

TOPICS

- Advanced concepts of medical/energetic correlations
- More patterns that produce disease
- Traditional medicine vs. intuitive diagnosis
- How to integrate a holistic perspective
- Life issues reflected in the physiology
- How we maintain health
- Review case studies of your choice illnesses and research their correlation to emotional, psychological, and spiritual perspectives
- Attitudes on how to create and stay healthy

OBJECTIVES

Each student at the end of course should have a deeper understanding of health/healing and the correlation to our subtle energetic and physical systems. Also, each student should be able to do a basic health assessment of energy fields and its correlation to the anatomy/physiology of the body.



TEXTS

Dr. Patterson's, Course Packet of Information
Charles Clayman, *The Human Body*.
Caroline Myss, *Anatomy of the Spirit*.
W. Kapit, L. M. Elson, *The Anatomy Coloring Book*.

EMP 7171: Energy, Integrity & Eternity (3 credits)

DESCRIPTION

This course is an exploration of energy, integrity, and eternity. The course explores psychophysiological and phenomenological aspects of energy including physical, emotional, mental, and subtle energy, creative, spatial, and natural energy, and healing and life energy. The course explores sensitive, sustainable, and ethical ways of working with energy. Explorations include research, practicum, written reflection, and dialogue.

OBJECTIVES

Students will:

- Develop and deepen their awareness of the integral aspects of energy.
- Be able to utilize the knowledge that energy is integral to extend their own research and therapeutic methods in a healing profession.
- Develop skills needed in identifying essential factors pertaining to energy.
- Be able to assist clients using the understanding of energy they have gained.
- Develop the critical skills they need to apply their knowledge of energy wisely and effectively.

TEXTS

Becker. Robert O. M.D. and Gary Selden. *The Body Electric. Electromagnetism and the Foundation of Life*

Braden, Gregg. *The Spontaneous Healing of Belief. Shattering the Paradigm of False Limits*

Brahm. Ajahn. *Who Ordered This Truckload of Dung? Inspiring Stories For Welcoming Life's Difficulties*

Callahan, Phillip S. Paramagnetism. *Rediscovering Nature's Secret Force of Growth*

Dale, Cyndi. *The Subtle Body: An Encyclopedia of Your Energetic Anatomy*

Mookerjee, Ajit. Kundalini. *The Arousal of the Inner Energy*

Pogacnik, Marko. *Nature Spirits & Elemental Beings. Working with the Intelligence in Nature*



Worrall, Ambrose A. with Olga N. Worrall. *The Gift of Healing, A Personal Story of Spiritual Therapy*

EMP 7181: Women, Wisdom & the World (3 credits)

DESCRIPTION

This course is an exploration of women, wisdom, and the importance of the wisdom of women in the world today. The course explores the lives of women visionaries and women of wisdom, and the ways women contribute to the collective wisdom of the world in education, the arts and sciences, culture, and social, economic, political, and spiritual life. The course explores the feminine and creativity, healing, intuition, emotion, nature, sustainability, and global transformation. Explorations include research, practicum, written reflection, and dialogue.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of women and their wisdom in the world; they will have experienced the wisdom of women in new ways; and they will have developed and expanded their ability to work with women and wisdom in their personal and professional lives.

TEXTS

Martin, Katherine. Ed. *Women of Courage*.

Megre, Vladimir. Anastasia. Ringing Cedars Press.

Mookerjee. Ajit. Kali. *The Feminine Force*.

Neal, Viola Petitt, and Shafica Karagulla. *Through the Curtain*.

Oliver, Mary. *New and Selected Poems*.

Shinn, Florence Scovel. *The Wisdom of Florence Scovel Shinn*.

EMP 719: Whole-Person Caring (3 credits)

DESCRIPTION

This course will offer students the opportunity to understand, explore, and integrate a model of care designed and proven to facilitate personal and organizational transformation. The Model of Whole-Person Caring is energetically and spiritually based and is interdisciplinary in nature. Originally designed and implemented for healthcare practitioners and hospitals this model is useful for any profession or organization. A hospital that fully integrated the WPC model was



transformed into a place for healing, significantly improved its patient care and staff retention and was awarded the 2004 Norman Cousins Award for excellence in relationship-based care.

OBJECTIVES

The essential elements of theory formation will be analyzed and the utility and application of theories reviewed and discussed. Key concepts and definitions within the Model of Whole-Person Caring will be explored and participants will have the opportunity to integrate selected concepts into their lives and work. The key concepts of the model are: Sacredness of Being, Therapeutic Partnering, Self-Care & Self-Healing, Whole-Person Well Being, Transformational Leadership, and Caring as Sacred Practice. Students will be presented with a variety of readings to stimulate their inquiry into theories that underpin and impact their practices and ways of Being. This course will provide participants with tools to enhance their own well-being and to create healthier environments in which to live and grow.

Fields of Inquiry:

- Theory Formation
- Transdisciplinary Exploration of Concepts and Theories
- Key Concepts and Definitions of Whole-Person Caring
- Synthesis and Integration

TEXTS

A sampling of texts:

Nightingale, F. *Notes on Nursing*.

Macrae, J. *Nursing as a Spiritual Practice: A contemporary application of Florence Nightingale's Views*.

Thornton, L., Gold, J., & Watkins, M. *The art and science of whole-person caring: an interdisciplinary model for health care practice, International Journal for Human Caring*.

Thornton, L. *The Model of Whole-Person Caring: Redefining our way, Bridges, International Society for the Study of Subtle Energy and Energy Medicine*.

EMP 819, 8191, 892, 8193, 8194, 8195: Bioeconomy and Psychosomatic Health-Concentration (3 credits)

DESCRIPTION

This course combines on-campus and off-campus components. In addition to reading and written assignments, students will be required to attend four 2-day courses, taught by the instructors, at a residential location of their choice in the USA, Canada, Germany, Iran or Turkey. Registration for



the workshops requires additional fees beyond the EMU tuition for the course. Students must register for the workshop separately with the instructor through - www.bioee.org

This Concentration Certificate course is for non-degree and postgraduates especially for health professionals. The word of Economy etymologically indicates that we need to manage (nomy) our home (Eco) and find reasonable ways to connect resources to deficiency (D) and being (B) needs.

The 6 courses in this concentration are: Bioenergy Economy (BEE), BEE Healership, BEE Trainership, BEE Leadership, Epigenetics and Healing Response, Biosemiotic Medicine, Psychosomatic Healing.

OBJECTIVES

1- Promote Personal development via:

Extending body awareness, settling in the Center of gravity (being), developing biofield perception, Increasing biofield resonance, Releasing, Motivating, Reprocessing and Opening the Bioenergy flow. Providing more reasonable and proactive cathexis.

2- Healing skills:

Begin to enhance healing servomechanisms for themselves and others via:

- Cognitive-Behavioral modulations
- Physical stimulators (movement & manipulation)
- Bioenergetic attunements

3- Training skills:

Begin to perform:

- Basic communication skills (verbal/nonverbal)
- Basic relaxation techniques (applied relaxation)
- Tensegrity training (posing the body in balance)
- Biofield Attunement:
- *Hara* activating (intrapersonal biofield)
- Aura activating (interpersonal biofield)
- Scientific Explanation of bioenergetic phenomena.

TEXTS

Goli, Farzad; *Bioenergy Economy: A Methodological Study on Bioenergy-Based Therapies*.

Oschman, James L; *Energy Medicine: The Scientific Basis*.



Reich, W; *The Function of the Orgasm: Discovery of the Orgone (Discovery of the Orgone, Vol1)*,
Jung, C. G.; *On the Nature of the Psyche*.

EMP 720: Working with Bereaved Clients (3 credits)

DESCRIPTION

This course examines the specific application of assessment, intervention, and evaluation strategies to families confronting a major loss. Assessment and differential treatment selection within the context of this particular vulnerable population will be explored. This course will focus on understanding the impact of anticipated and traumatic loss and grief on individuals, and the family system, and will look at the development of continuing bonds. The evolution of current theories of trauma and bereavement will be explored as they reflect more general social and psychological theories and social and political trends tasks of the grief process including anticipatory grief, symptoms of uncomplicated and complicated grief, the interface of trauma and grief, and associated risk and protective factors will be explored.

OBJECTIVES

Students will become familiar with:

- Learning engagement and assessment skills with individuals and families confronting both anticipated and traumatic loss
- Managing our own responses to loss and threat of loss
- Understanding theories underlying current practice models
- Developing competence with culturally diverse expressions of trauma and grief
- Empowering clients through knowledge and social connection
- Managing practice constraints: e.g. time, resources etc, identifying relevant outcome measures

TEXTS

A three-page required text will be provided and a course packet of relevant articles.

Worden, W. *Grief Counseling and Grief Therapy*.

Bonanno, G. and S. Kaltman. *The varieties of grief experience*.

Horsley, G., "Baggage From The Past," *American Journal of Nursing*.

Stroebe, M.S., Stroebe, W., Hansson, R.O. *Handbook of bereavement*



EMP 721 & EMP 821: Extended-Family Therapy (3 credits)

DESCRIPTION

This course will provide an overview of the field of family therapy. The leading figures in the field will be identified and their theories and techniques compared and contrasted to each other. Students will learn how to evaluate clients using a family systems perspective and how to intervene using family therapy techniques.

OBJECTIVES

Students will participate in the:

- Study and mapping the process of a Genogram (generational information gathering) to include at least three generations.
- Documentation of present clinical intervention strategies and concepts.

Fields of Inquiry:

- Structural Family Treatment
- Strategic Family Treatment
- Experiential Treatment: PsychoEd.
- Solution-Focused Therapy/Questioning as Intervention
- Language as Intervention
- Families Living with Young Troubled Children
- Families Living with Physical Illness
- Asthma, power, and the therapeutic conversation

TEXTS

Goldenberg, I. & Goldenberg, H. *Family therapy. An overview.*

McGoldrick, M., Gerson, R. & Shellenberger, S. *Genograms in family assessment.*

Horsley, G. C. *In-laws: A Guide to Extended-Family Therapy.*

Anne Fadiman. *The Spirit Catches You and You Fall Down.*



EMP7221: Soul Anatomy (3 credits)

Description

Discover how to strengthen your subtle energy field and align with your soul's purpose. This course is designed to ultimately enhance your ability to harness your intuitive healing capacities. When you heal yourself, gain a clearer understanding of your own subtle energy anatomy and access your intuition in your daily life, you will be able to bring an even deeper transformation to the people you serve. This course is foundational to all other courses as it elucidates the basic principles from which all other intuitive energetic work stems.

This course is for the student who would like to embody the core principles of Intuition Medicine as founded by Francesca McCartney, applying them to their own personal lives. By learning in a live on-line group class format with meditations, embodied practices and live mentorship this course offers a pathway to directly strengthen one's subtle energy field and align with one's soul purpose. This course includes 3 different learning styles: experiential, reading, and reflective writing. This course provides a required foundation for further courses developed and designed to harness intuitive healing capacities for a deeper transformation in one's personal life as well as in the lives of those we serve.

Objectives

Students of this course will receive an understanding of the history of the Western World of Energy Medicine, the scientific underpinnings of Energy Medicine and an expansion upon the key foundational principles of Intuition Medicine involving energetic grounding, life force energy, the auric field, the meditation sanctuary, the endocrine system and the chakra system.

Audience: This course is perfect for you if you are a nurse, physician, therapist, health care worker, healer, give a lot to those in need, or are energetically sensitive and empathic.

Open to all students in the EMU Distance program.

Texts

- Francesca McCartney PhD, Body of Health, The new Science of Intuition Medicine for Energy and Balance. Nataraj Publishing A division of New World Library, Novato, CA. 2005. ISBN 1-57731-488-3
- Michael Talbot, The Holographic Universe: The Revolutionary Theory of Reality that Explains the Latest Frontier of Physics, the paranormal abilities of the mind , the unsolved Riddles of the brain and body. HarperCollins Publishing, New York, 1991. ISBN 978-0-06-201410-8 (2011 edition)



- Penny Peirce, Frequency, the Power of Personal Vibration. Atria Paperback, New York 2009. ISBN: 978-1-58270-212-4 (hc)
- Cyndi Dale, Energetic Boundaries, How to stay protected and connected in Work, Love and Life. Sounds True, Boulder, Colorado. 2011. ISBN: 978-1-60407-561-8.
- Clint Ober, Stephen T. Sinatra, M.D., Martin Zucker, Earthing, the most important health discovery ever? , Basic Health Publications, Inc., Laguna Beach, CA. 2010. ISBN 978-1-59120-283-7.
- Anodea Judith, Revised Eastern Body Western Mind, Psychology and the Chakra System as a Path to the Self. Celestial Arts, Berkeley. 1996. ISBN 978-1-58761-225-1.
- David Abram, Becoming Animal An earthly Cosmology. Pantheon Books, New York. 2010. ISBN 978-0-375-42171-6.
- Eckart Tolle, The Power of Now. A Guide to Spiritual Enlightenment. New World Library, October 2010.
- Judith, Anodea, Wheels of Light, A User's Guide to the Chakra System, Llewellyn Publications, St. Paul, MN, 1996, Chapt. 8.

EMP822: Extraordinary Dreams (3 credits)

Description

The course will focus on dreams so unusual they can be described as "extraordinary." But to understand extraordinary dreams, one must first understand ordinary dreams. Therefore, the neuropsychological and cultural basis of all dreams will be studied. Then the research will be surveyed on lucid dreams, problem-solving dreams, creative dreams, and dreams that do not conform to mainstream science's understanding of time and space (for example, precognitive dreams, telepathic dreams, dreams about past lives, and dreams about distant times and places). The course will include a section on the remembering, recording, and application of extraordinary dreams.

Objectives

1. To provide students with an evidence-based approach to the study and application of extraordinary dreams.



2. To provide students with an understanding of the neuropsychological and cultural basis of all types of dreams.

3. To provide students with practical skills they can use to remember their dreams and to learn something from them.

Texts

- Krippner, S., Bogzaran, F., & de Carvalho, A. P. (2002). *Extraordinary dreams and how to work with them*. Albany: State University of New York Press.

EMP 724 & EMP 824: Energy Medicine in Therapeutics (3 credits)

DESCRIPTION

Energy Medicine in Therapeutics and Human Performance explores the human body's potential by drawing on an extraordinary range of sources from physiology and biophysics, to examples from the realms of spontaneous healing, cutting-edge athletic and artistic performance, the martial arts, and various contemplative and spiritual practices. This course presents clues that make no sense by themselves, but reveal a logical pattern when taken together. With new perspectives and theoretical models, this course offers ways to apply these concepts directly, practically and clinically. Applications include treating traumas of all kinds as well as movement disorders, including paralysis. The concepts open up new maps of the unconscious, intuition, and insight--subjects previously considered too difficult or imprecise for scientific exploration.

OBJECTIVES

Are there limits to the human body's potential for healing and physical performance? The body employs regulatory circuitry to maintain a high level of functioning for healing or obtaining optimal performance. Diseases and injuries compromise the regulatory circuitry. This course studies a high-speed communication system in the human body that senses and responds to the energetic environment. This communication system is the substrate for systemic cooperation. Learning how to achieve more as a therapist, performer or team involves increasing the cooperative interactions within the network that reaches all parts of the body and affects all systems.

Fields of Inquiry within Course:

- Provide an understanding of the nature of energy medicine by exploring science and common experience.
- Explain complex scientific concepts in ways that are both vivid and easy to grasp.
- Connect abstract theories with practical applications.



- Address technical detail in a manner that allows readers from different backgrounds and with different depths of experience to choose their own level of access.
- Include detailed references to cutting-edge research and time-tested studies for the most well rounded perspective on the subject.

TEXTS

Oschman, J.L. *Energy Medicine in Therapeutics and Human Performance*

A course packet of relevant articles written by Dr. Oschman.

EMP 725 & EMP 825: Biophysics in Energy Medicine (3 credits)

DESCRIPTION

Modern research science is validating and explaining the beneficial effects of a wide range of Biophysics and Bioenergy therapies, both those used in conventional medicine and those used in alternative therapy settings. This course brings together the science and the experience of a wide range of energy therapies.

There is growing interest world wide in the field of mind-body medicine and the effect which the natural "energy forces" within the body play in the maintenance of normal health and wellbeing. This in turn has led to interest in how these energies or forces may be channeled to assist in healing and restoration to health. This course brings together evidence from a wide range of disciplines which is beginning to provide an acceptable explanation for the energetic exchanges that take place in all therapies.

OBJECTIVES

The focus of this course is the understanding of what has implemented alternative and complementary therapies as the fastest growing sector of our health care system. Fundamental to many of these techniques is an appreciation of energetics that has long been deemed unacceptable and unapproachable from the scientific perspective. Modern research is rapidly changing this picture by revealing a plausible basis for therapies that predate our current biomedical paradigms. We now know that measurable energy fields exist within and around cells and organisms. The sources of these fields are understood and we know that they have physiological importance. A common denominator to the artful and medical application of this information is the remarkable sensitivity of cellular and molecular processes to tiny electromagnetic fields, whether produced by therapists or by therapeutic devices. Medical research and the experiences of energy therapists are converging on this point, with profound implications for healthcare and biomedical research.



Fields of Inquiry:

- Historical Background
- Acupuncture and related methods
- Measuring the fields of life
- Polarity, therapeutic touch, magnet therapy, and related methods
- Therapeutic entrainment
- Vibrational medicines
- Homeopathy and related vibrational medicines
- Gravity, structure, and emotions
- Structural integration (Rolfing), osteopathic, chiropractic, Feldenkrais, Alexander, myofascial release, and related methods
- Energy circles
- Is energy medicine the medicine of the future?

TEXTS

Oschman, J.L. *Energy Medicine: The scientific basis*

A course packet of relevant articles written by Dr. Oschman.

EMP 826: : WHEE: Wholistic Hybrid derived from EMDR and EFT - Theory and Clinical Practice (3 credits)

DESCRIPTION

WHEE: Wholistic Hybrid derived from EMDR and EFT is an easily learned, rapidly and deeply effective method for self-healing. WHEE is elegantly simple, enabling people to address physical and emotional pains, stress and distress, and to clear blocking beliefs and core beliefs that make it difficult to release the vicious circles of stress - > anxiety - > tension - > spasm - > pain - > anxiety - > etc. WHEE also enables people to install positive feelings and cognitions with equal ease and rapidity, to replace whatever has been released. WHEE includes a philosophy in addition to the technical methodology, addressing spirit, relationships (with other people and the environment), mind, emotions and body. Students will explore the component methods of WHEE experientially in addition to learning to understand their theoretical basis.

OBJECTIVES

- Students will understand wholistic healing – addressing body, emotions, mind, relationships (with people and environment) and spirit.
- Students will understand a spectrum of theories to explain how mind-body problems develop.
- Students will understand how mind-body problems can be treated through self-healing.



TOPICS:

I. THEORIES of Wholistic Self-Healing – addressing body, emotions, mind, relationships (with other people and the environment) and spirit – through intent to make changes, affirmations and mind-body connections as demonstrated in WHEE

- A. How mind-body problems develop
- B. How mind-body problems can be treated through self-healing

II. CLINICAL APPLICATIONS OF WHEE

- A. Fears and phobias
- B. Pains – physical and psychological
- C. post-traumatic stress disorders
- D. Depression and grief
- E. Craving

TEXTS

Benor, Daniel J. *Seven Minutes to Natural Pain Release: WHEE for Tapping Your Pain Away*

Benor, Daniel J. *WHEE workbook*.

EMP 827: Phenomenology Research in Wholistic Spiritual Healing (3 credits)

DESCRIPTION

Wholistic spiritual healing addresses the many levels of a person's being, including spirit, relationships (with other people and the environment), mind, emotions and body. Many therapists, using a variety of healing interventions, claim they are helping people to deal with disease and disease, as well as to grow in psychospiritual awareness – personally and professionally. This course will give participants tools to understand and assess the research evidence that supports claims for efficacy and effectiveness of the various Complementary and Alternative (CAM) therapies. Students will explore a spectrum of research, including: individual case reports, observational reports, qualitative studies and randomized controlled trials to understand and explain wholistic spiritual healing. The strengths and weaknesses of each of these research approaches will be clarified.

In the course of studying methodologies, students will also learn some of the advantages and limitations of various CAM therapies. Study will be through reading published research studies, writing student papers that review and critically analyze research reports and their underlying theories, and critiques of classmates' papers.

TEXTS

Benor, Daniel J, *Healing Research: Volume I, (Professional Supplement) - Spiritual Healing: Scientific Validation of a Healing Revolution*.

Benor, Daniel J. *Healing Research, Volume II: Consciousness, Bioenergy and Healing*.



EMP 828: Phenomenology Theories of Wholistic Spiritual Healing(3 Credits)

DESCRIPTION

Wholistic spiritual healing addresses the many levels of a person’s being, including spirit, relationships (with other people and the environment), mind, emotions and body. A graduate student in the healing professions 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. Students will explore a spectrum of theories to understand and explain wholistic spiritual healing. No single theory encompasses or explains the entire spectrum of CAM and spiritual approaches to healing. Students will appreciate the over-all combination and balance of explanations that together begin to make spiritual healing understandable. Study will be through reading of source books and published papers, writing student papers that review and critically analyze research reports and theories, and critiques of classmates’ papers.

TEXTS

Benor, Daniel J, *Healing Research: Volume I, Spiritual Healing: Scientific Validation of a Healing Revolution*

Benor, Daniel J. *Healing Research, Volume II: Consciousness, Bioenergy and Healing.*

EMP 731 & EMP 831: Organizational and Personal Transformation (3 credits)

DESCRIPTION

This course will examine: Personal growth—potentiation—of employers and employees; and how to provide a service/product that will benefit humanity. Inclusion of these items in the organization/corporation’s mission, vision, values, goals, and objectives expands the mission plan to benefit the greater good.

OBJECTIVES

This course will focus on: How to create projects to concisely develop and engage the employees in their personal growth curves. And the inclusion of information/training on how to employer/employee will touch into transformative lifestyles that give them:

- Increased personal energy,
- Increased ability to work with coworkers of like mind in a synergistic way
- Increased ability both individually and (especially) in groups to work far more creatively, and in many cases to tap into a bigger collective energy.



TEXTS

Course Packet of Information provided.

EMP 732 & EMP 832: Creating Environments that Heal (3 credits)

DESCRIPTION

Creating Environments that Heal has been intentionally designed to not only bring documented information to the clinical professional, but to move the participant into understanding their clinical and ethical accountability for the clinical environment. This involves looking at interpersonal relationships between patients and caregivers, between caregivers themselves, and between physicians-patients-and families. It addresses behavioral issues that impact how the patient perceives the quality of care, and offers strategies for pro-active changes in the current setting on both a short-term and long-term basis. This course also includes processes, which offer a direct understanding of the physiological and psychological symptoms generated by a healthcare setting.

AUDIENCE

Students i.e. nurses, therapists, volunteers, and anyone else involved in patient/client care and with patients/clients families.

COURSE PURPOSE

This course discusses the issues of healing environments, what is at stake in the patient/client experience, and how perceptions shape the quality and effectiveness of healthcare. Exploring how the environment must be intentionally designed to have a positive function, rather than be inconsistent and precarious in nature. For example, while the environment is experienced on all sensory levels, the auditory environment is by far the most invasive and has been most dramatically impacted by technology.

COURSE OBJECTIVES

- Students will understand the term “Healing Environment” and the epistemology of the environment in healthcare.
- Students will distinguish subjective experience from empirical evidence regarding the impact of the healthcare environment on patient/client outcomes.
- Students will be able to identify environmental stressors and their symptoms.
- Students will become aware of the environment as it impacts attitudes, relationships, disease, and recovery.
- To design the environment of care to function as a therapeutic protocol.



- To investigate environmental tools that will facilitate the realization of the healthcare that heals as well as cures.
- To positively impact the quality of healthcare and healing delivery on an institutional and a practitioner basis providing a continuous therapeutic presence.
- To provide environment that will serve the needs of multiple generations.

TOPICS

- The impact of the environment, both physiologically and psychologically, and strategies for
- Designing a healing environment
- Research in the use of music and medicine is reviewed
- Research in the use of nature, lighting, sound, and other environmental factors on health
- In addition, students have the opportunity to evaluate the current status of their work and community environments and become cognizant of their short and long-term impact.

TEXTS

Reinhold VanNostrand, *Innovations in Healthcare Design*.

VanNostrand, *Sound Choices: Using Music to Design the Environments in which We Live, Work, and Heal*

Course Packet which includes many journal articles.

EMP 733: Intuition Medicine®: Energy Anatomy (3 credits)

DESCRIPTION

This course provides learning of a specific healing modality which is used in the Energy Medicine specialty of Intuition Medicine®. This energy-anatomy practice was designed in 1984 by Dr. McCartney and has been incorporated into vocational practices by thousands of people certified in Intuition Medicine®. Only offered in the Fall semester.

TOPICS

This course covers three specific energy anatomy systems. The modules are:

- Grounding to the Earth System
- Aura, Life Force & Earth Energy Healing
- Chakra System



OBJECTIVES

The ability for an Energy Medicine practitioner to communicate, coach and facilitate healing is a valuable, professional skill. The cornerstone of this skill is the study of the human subtle energy field. At course completion the student will have a subtle energy coaching modality to put into a professional practice.

TEXTS

Francesca McCartney, *Body of Health: The New Science of Intuition Medicine® for Balance & Energy*

Francesca McCartney, *Intuition Medicine®: The Science of Energy*.

Eckhart Tolle, *The Power of Now*.

Barbara Brennan, *Hands of Light*.

Roselyn Bruyere, *Wheels of Light*.

EMP 734: Intuition Medicine®: Healing Systems (3 credits)

DESCRIPTION

This course provides learning of a specific healing modality which is used in the Energy Medicine specialty of Intuition Medicine®. This energy-anatomy practice was designed in 1984 by Dr. McCartney and has been incorporated into vocational practices by thousands of people certified in Intuition Medicine®. Only offered in the Fall semester.

TOPICS

This course covers three specific energy anatomy systems. The modules are:

- Color in Healing and Meditation
- Intention and Affirmation in the Healing Process
- Male/Female Energy Healing

OBJECTIVES

The ability for an Energy Medicine practitioner to communicate, coach and facilitate healing is a valuable, professional skill. The cornerstone of this skill is the study of the human subtle energy field. At course completion the student will have a whole subtle energy coaching modality to put into a professional practice.

TEXTS

Francesca McCartney, *Body of Health: The New Science of Intuition Medicine® for Balance & Energy*.



Francesca McCartney, *Intuition Medicine®: The Science of Energy*.
Shakti Gawain, *Creative Visualization*.

Larry Dossey, *Healing Words: The Power of Prayer and the Practice of Medicine*.

Louise Hay, *Self-Healing: Affirmations for Achieving and Maintaining Optimum Health*

Jean Bolen, *Goddess in Everywoman: A New Psychology of Women*.

Gods in Everyman: A New Psychology of Men's Lives and Loves.

Robert A. Johnson, *He: Understanding Masculine Psychology*.
She: Understanding Feminine Psychology.
We: Understanding the Psychology of Romantic Love.

EMP 735 & EMP 835: Sociology of the Paranormal (3 credits)

DESCRIPTION

This course offers a critical analysis of the methodology of parapsychology and other approaches to the study of psychic phenomena. The importance of the current interest in paranormal phenomena will be sociologically interpreted.

OBJECTIVES

- To critically analyze the methods and perspectives of parapsychology.
- To analyze the theoretical implications and practical consequences of paranormal research for scientific inquiry.
- To sociologically interpret the importance and relevance, both for the individual and society as a whole, of the current interest in paranormal phenomena.

TOPICS

- Approaches to Paranormal Beliefs
- The Field of Parapsychology
- Anomalous Healing
- Human Energy Systems
- Altered States of Consciousness
- The Sociology of Psi
- Practical Applications of Psi
- The Implications for Science
- The Social Implications of Paranormal Research



TEXTS

Daniel J. Benor, *Healing Research: Spiritual Healing:*
Edge, Hoyt, Morris, Palmer, Rush, *Foundations of Parapsychology.*
Paul Kurtz, *The Skeptics Handbook of Parapsychology.*
Edgar Mitchell, *Psychic Exploration: A Challenge for Science.*
Michael Murphy, *The Future of the Body:*
Benjamin Wolman, *Handbook of Parapsychology.*
Erich Goode, *Paranormal Beliefs: A Sociological Introduction.*
Dean Radin, *The Conscious Universe.*
William Bengston, *The Energy Cure.*

EMP 736 & EMP 836: Functional Medicine (3 credits)

DESCRIPTION

From about 3000 BC to the 1600's a mode of thought originally named "perennial philosophy" by the philosopher Leibniz and later resurrected by Aldous Huxley, was a major, if not the principle, way of understanding Man and nature. According to Woodhouse, "Perennialism encompasses two relatively independent traditions whose main principles converge. One tradition springs from the experiences of both Eastern and Western mystics and spiritual leaders, supplemented at times with substantial philosophical insight and argument. The other tradition, which I shall term the 'Occult Wisdom' centers around the teachings of psychically gifted individuals or groups whose connection with recognized religious traditions is marginal. Both traditions stress the existence of irreducible and interpenetrating dimensions beyond the physical, a Godhead, spiritual evolution, and the interconnectedness of all things." With the Renaissance and the work of Galileo, modern science has, however, with a few exceptions, pursued an increasingly mechanistic direction eschewing all explanatory causes of action except for the movement of atoms within a void. This reductionistic philosophy and practice has held sway in mainstream science until the present day.

Perennialism, did manage to survive, however, although mostly "underground" into our present age, carried forward by independently thinking scientists, philosophers, and physicians. While mechanism maintains that the investigator's subjective states must be discounted in order to obtain an accurate understanding of reality free of the distortions of the thought processes of the scientist, those operating with the perennial point-of-view hold that subjectivity not only must not be eliminated from the scientific equation, but must necessarily be included, indeed must be paramount. It is not that objectivity and objectification through experimentation should be ignored, but objectification should only be conducted after one has a deep subjective appreciation of the object under investigation. Scientists who espoused perennialism or something akin to it, without necessarily naming their practice as such, included scholars such as Goethe and Rudolph



Steiner and in our modern era the physician and scientist, Wilhelm Reich. In this course we will focus primarily on Reich's work, but include the writings of other perennial thinkers, some who pre-dated and influenced Reich, and others who arrived at their point-of-view after Reich and independently of him.

OBJECTIVES

To study the processes of conscious and unconscious intention of human beings in the natural biological realm, in medical pathology, and in the Earth's environment. To research and estimate the effect of human consciousness on biological and physical systems.

TOPICS

- Examine results of consciousness healing and health in the anatomy and physiology of diseased tissue and organs on the physical level.
- To study the process of the subtle bodies function in unity with the physical body to provide information and energy and act as repositories of thought and emotion.
- Document states of health of the physical and subtle bodies working in balance and harmony to facilitate the development and realization of the potential of man's spirit.

TEXTS

Course packet with more than 50 articles published by Dr. Blasband and other experts on therapy, cancer, orgonomic biophysics, consciousness, and healing. Articles include:
The Significance of the Eye Block in Psychiatric Orgone Therapy, *The Journal of Orgonomy*, 1:1&2, 1967

The Ordering of Random Events by Emotional Expression, *Journal of Scientific Exploration*.

Two Case Reports of Distant Healing: New Paradigms at Work? *Alternative Therapies*, 8:1, Jan/Feb, 2002

EMP 837: Functional Medicine - Research (3 credits)

AUDIENCE

Level 2 students with an honors level of completion of Functional Medicine for enrollment in this research course. Optional residencies: Research study can be conducted at The Center for Functional Research is a non-profit 501(c)(3) scientific research and literary organization in Sausalito, California. Research study can also be conducted at The Orgone Biophysical Research Laboratory, in Ashland, Oregon.



DESCRIPTION

This research course investigates a continuation of those same principles of Functional Medicine I at a deeper level. The focus is on integration of the material into a research study as well as a functional practice.

This course will support, conduct, and disseminate information on research involving the natural energetic processes in living and non-living matter, and the distorted or pathological transformations and variations of natural processes. Fundamental premises at the center of this course is that the same basic processes are operating at the microscopic and macroscopic level, in living and non-living systems, and that these processes are essentially energetic in nature and often co-function with the conscious and unconscious intention of human beings.

OBJECTIVES

The goal of the course is to provide the student with a mode of thought and investigation that is a viable, potentially more productive alternative to mechanism, an alternative that can provide a truer, deeper understanding of Man and nature. To explore participatory realms in order to test the concept: that in disease there is imbalance and disharmony and the spirit cannot flourish.

Of critical importance in this process is the establishment of harmony and balance:

- Between damaged organ systems and organ systems that co-function with them in maintaining homeostasis in the body
- Between organ systems and the brain and between organ systems and their subtle bodies.

TEXTS

Course packet with more than 50 articles published by Dr. Blasband and others on therapy, cancer, ergonomic biophysics, consciousness, and healing. Articles include:

"Two Case Reports of Distant Healing: New Paradigms at Work?"

Barbara Koopman, MD, PhD and Richard A. Blasband, MD

"Psychic Healing and the Anisotropic Universe", Barbara Koopman, MD, PhD and Richard A. Blasband, MD

EMP839 Connection, Communication, Creation, and Communion (3 credits)

DESCRIPTION

Many of the most pressing interpersonal, community, and international issues revolve around communication, or the lack thereof. This course explores the process of connection, communication, creation, and communion: internal and external, verbal and nonverbal, interpersonal and international, subtle and intuitive, local and nonlocal. Course explorations include thoughts, words, and actions, social

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networks, global dynamics, subtle and natural systems, and communication processes including Bohmian dialogue, Nonviolent Communication, wisdom councils, Self-Reflective Dialogue, and self-inquiry. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Connection, communication, creation, communion, consciousness, nature, and energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of connection, communication, creation, and communion; they will have experienced ways of connecting, communicating, creating, and communing in new ways; and they will have developed and expanded their ability to work with connection, communication, creation, and communion in their personal and professional lives.

TEXTS

Berger, John,

John Christie. *I Send You this Cadmium Red*

Buchanan, Mark. *Nexus. Small Worlds and the Groundbreaking Science of Networks*

Katie, Byron, with Stephen Mitchell. *A Thousand Names For Joy*

Lipton, Bruce. *The Biology of Belief. Unleashing the Power of Consciousness, Matter and Miracles*

Nhat Hanh, Thích. *Creating True Peace.*

Nichol, Lee, Ed. *The Essential David Bohm*

Rosenberg, Marshall B. *Speak Peace in a World of Conflict.*

EMP 740 & EMP 840: *An Introduction to Energy Psychology and Clinical Practice (3 credits)

DESCRIPTION

This class is organized around a 5-day intensive workshop that introduces students to the fundamental principles and procedures of meridian based Energy Psychology. Energy Psychology draws from ancient spiritual practices and healing traditions, yet it is a thoroughly modern approach that is consistent with current scientific understanding of how emotion and psychological treatments affect the brain.

Using acupuncture points and related energy systems, maladaptive emotional responses can rapidly be uncoupled from their triggers, providing greater freedom to live one's life more effectively and joyfully. This class is a hands-on introduction that will teach you the basic principles and enough technique that you can immediately begin using Energy Psychology in your own life and, if you are a psychotherapist, to consider how to integrate it into your practice.



TOPICS

1. History and current uses of Energy Psychology.
2. Protocols for applying Energy Psychology.
3. Working with fear and trauma.
4. Working with other psychological concerns.
5. Working toward goals and peak performance.
6. Back-home applications

OBJECTIVES

By the end of this course, students shall be able to:

1. Discuss the role of Energy Psychology (EP) in clinical and non-clinical settings.
2. Perform a basic EP protocol for working with psychological issues.
3. Adapt the protocol to working with psychological concerns with self and others.
4. Adapt the protocol for reaching goals and peak performance with self and others.
5. Discuss limitations and cautions in using the technique.
6. Present a plan for using the approach in their back home setting.

TEXT

The Promise of Energy Psychology, David Feinstein, Donna Eden, & Gary Craig.

EMP 741 & EMP 841: A Hands-on Introduction to Energy Medicine (3 credits)

DESCRIPTION

The core of this class is a lively 5-day intensive workshop that introduces students to the fundamental principles and procedures of energy medicine. Energy medicine recognizes energy as a vital, living, moving force that determines much about health and happiness. Drawing from a wide range of health systems and spiritual traditions, energy medicine heals body and spirit both by activating the person's natural healing energies ("energy as the healer") and by restoring energies that have become weak, disturbed, or out of balance ("energy as the patient"). Energy medicine is both a complement to other approaches to medical care and a complete system for self-care and self-help. It can address physical illness and emotional or mental disorders, and can also promote high-level wellness and peak performance.

The class will show participants how to increase their vitality, effectiveness, and joy in life by attending to their body's energies. It will also provide a set of techniques that can be readily adapted to a professional health care practice for overcoming physical and emotional problems by shifting stagnant, blocked, or scrambled energies. Participants will receive clear instruction and hands-on experience with over half the topics introduced in Donna Eden's book, *Energy Medicine*. The class is fun, spiritually uplifting, and offers a wealth of useful tools.



TOPICS

- An overview of energy medicine principles and practice
- Assessing and balancing the meridians
- Assessing and balancing the chakras
- Working with the aura, Celtic weave, and strange flows
- A five-minute daily energy routine
- Addressing physical pain
- Triple warmer and the immune system

OBJECTIVES

By the end of this course, students shall be able to:

- Perform—to the level of being able to teach others—a basic “daily energy routine,” and related techniques, which are designed to increase vitality, improve health, and enhance mental clarity and state of mind.
- Perform a “general indicator test,” a spleen test, a self-test, a surrogate test, a pulse test, and a chakra test for determining how energy is flowing through each of the major systems of the body.
- Identify and have basic knowledge about assessing, clearing, and rebalancing each of the eight major energy systems in the body.
- Begin to apply energy techniques for improving physical concerns, including pain, chronic stress, allergies, vision problems, and illness.
- Begin to apply energy techniques for improving psychological concerns, including fear, anger, anxiety, emotional stress, and dysfunctional habits.

TEXTS

Required for all class participants:

Energy Medicine by Donna Eden .

Vibrational Medicine (3rd Ed.) by Richard Gerber, M.D.

Required for doctoral-level students, recommended for all class participants:

Energy Healing by Donna Eden (6-hour DVD training program).

Recommended for all class participants:

The Energy Medicine Kit by Donna Eden.

EMP 742 & EMP 842: The Biofield: Scientific and Philosophical Concepts of the Human Energy Field in Health and Healing (3 credits)

DESCRIPTION

Living systems are complex, nonlinear, dynamical, self-organizing systems of ionic, molecular, intracellular, cellular, and extracellular components, structures, patterns, and processes in continual
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interaction and transmutation through the mediating effects of energy fields imbued with information. The living system continually exchanges mass, momentum, and energy-with-information within and across multiple levels of organization to heal, maintain, or—in the case of humans—advance themselves. This course will provide a philosophical and scientific overview of holistic biotonic principles that are central to the organism, including the vital force or bioenergy field, also called the biofield. Such holistic field concepts have played central roles in the traditional worldviews and healing systems of all indigenous cultures on earth. Both Eastern and Western biofield concepts will be covered in this course. Although such holistic field concepts generally have been frowned upon in conventional Western science and medicine for over a century, their resurrection may be essential to building an appropriate scientific foundation for energy medicine. The most recent work in biofield science and its future prospects will also be discussed.

TOPICS

Concepts of energy and information in philosophy, physics, and biophysics; the élan vital, chi, prana, and other bioenergy and biofield concepts; the role of self-organizing dynamical systems theory in biology and medicine; homeodynamics; the biofield in embryology and cognitive neurophysiology; East-West theories of the acupuncture system, including the meridians, acupuncture points, and dantians; East-West views of the chakra system; holistic biotonic principles in relation to the dominant biomedical paradigm; recent progress in biofield theory and experiment; the possible relationship between biofields and consciousness; directions for future research.

OBJECTIVES

- Define energy and information, as well as energy-with-information
- Elucidate at least four different concepts of vital force or vital energy in Eastern and Western culture and explore the differences among them.
- Explain self-organizing (or “far-from-equilibrium”) dynamical systems theory and homeodynamics and how they are related to health and healing.
- Explain how biofield concepts have been used in developmental biology and cognitive neurophysiology.
- Explain the anatomy of the acupuncture system and its function from a biofield perspective.
- Elucidate the chakra system from a biofield perspective.
- Compare and contrast the dominant biomedical paradigm with a biofield perspective.
- Explain how the biofield may provide a scientific foundation for energy medicine.
- Explore the possible relationship between the biofield and consciousness in the context of various theories and views emerging from the scientific and medical community.



- Analyze some recently published research that is at the forefront of biofield science, both experimental and theoretical.
- Assess the key areas for future research that are likely to further the development of a scientific basis for energy medicine.

TEXTS

Benor, D. *Spiritual Healing: Scientific Validation of a Healing Revolution*.

Rein, G. "Bioinformation within the biofield: beyond bioelectromagnetics." *Journal of Alternative and Complementary Medicine*, 10(1):59-68.

Rubik, B. "The Biofield Hypothesis: Its Biophysical Basis and Role in Medicine." *Journal of Alternative and Complementary Medicine*, December 2002, 8(6), 703-718.

Rubik, B. "The unifying concept of information in acupuncture and other energy medicine modalities." *Proceedings of the 1996 Medical Acupuncture Research Foundation Symposium on the Physiology of Acupuncture*. *Journal of Alternative and Complementary Medicine*, Vol. 3, Suppl. 1, pp. S-67 - S-76.

Rubik, B. "The Perennial Challenge of Anomalies at the Frontiers of Science." In: Bastide, M. (ed.) *Signals and Images*, Amsterdam: Kluwer Academic Publishers, pp. 15-28.

Rubik, B. "Information, Energy, and the Unpredictable Whole." *Advances: The Journal of Mind-Body Health*. vol.13 (2), Spring, 1997, pp. 67-70.

Rubik, B. "Energy Medicine and the Unifying Concept of Information." *Alternative Therapies in Health and Medicine*, March, vol. 1(1): pp. 34-39.

Rubik, B., Pavek, R., Greene, E., Laurence, D., Ward, R. "Manual Healing Methods." In Rubik, B. (11-member editorial review board), *NIH Report: Alternative Medicine: Expanding Medical Horizons*. U.S. Government Printing Office, Washington, D.C., pp. 113-157.

EMP 843: The Science of Bioelectromagnetics and Its Clinical Applications (3 credits)

DESCRIPTION

Bioelectromagnetics (BEM) is the science that involves the interrelationship of low-level nonionizing electromagnetic fields and life. There is evidence for a variety of biological effects following the application of extremely low-level electromagnetic fields to the human body, including accelerated healing and regeneration associated with certain field parameters. The course will touch upon the history and basics of BEM, the hazards of certain BEM fields, and mostly address the use of therapeutic fields for health and healing. Several promising areas of medical application considered include the treatment of nonunion bone fractures, wound healing, tissue regeneration, pain management, and neuroendocrine regulation. BEM medical devices typically emit pulsed magnetic or electric fields, or electromagnetic fields such as microwaves. Some notable examples from the growing number of BEM



medical devices on the market such as the trans-cranial electrical stimulator will be shown and discussed, along with clinical data and case studies. The scientific controversies that remain concerning the modus operandi and difficulties in reproducing effects in BEM studies will also be presented. The future prospects of BEM medical applications will be outlined.

TOPICS

The electromagnetic spectrum; ionizing and nonionizing radiation; wave parametrics; narrow “windows” of biological response to EM fields; geophysical fields & life; positive, neutral, and life-thwarting EM fields; early discoveries in tissue regeneration; bone growth stimulators; neuroendocrine applications including trans-cranial electrical stimulation; soft-tissue regeneration; low-level laser stimulation; static magnets for pain control; scientific theories of BEM interactions with living systems, including chaos and biofield theories; scientific controversies in BEM.

OBJECTIVES

- Describe the electromagnetic spectrum. What regions have life-positive effects? Life-thwarting effects? What are the relevant wave parametrics for BEM medicine?
- Describe the geomagnetic field, its fluctuations, and its relationships to the rhythms of life.
- Explain three key discoveries in BEM that launched clinical applications.
- Describe five BEM medical applications on the market and their medical claims. Describe five BEM consumer health applications (nonmedical) and their health claims.
- What are the medical applications of BEM presently approved by the FDA?
- What is the position of various inventors and their corporations on clinical studies and FDA approval of BEM medical devices?
- How do BEM fields interact with living systems? Contrast and compare three main scientific theories and state the evidence pro and con for each.
- What are some scientific controversies that remain in this area?
- What are the prospects for the future of BEM medicine?

TEXTS

Becker RO, Seldon G. *The Body Electric: Electromagnetism and the Foundation of Life.*

Burr HS. *Blueprint for Immortality: The Electric Patterns of Life.*

Gandhi OP. *Biological Effects and Medical Applications of Electromagnetic Fields.*

Gerber R. *Vibrational Medicine: New choices for healing ourselves.*



Oschman JL. *Energy Medicine: The Scientific Basis*.

Rubik, B. "Bioelectromagnetics and the Future of Medicine." *Administrative Radiology Journal*, Vol. XVI, No. 8., August 1997, pp. 38-46.

EMP 844: Heart Rate Variability in Research and Clinical Practice (3 credits)

DESCRIPTION

Heart Rate Variability (HRV) is the marker of the heart's response to the autonomic nervous system activity. It measures the range of heart rate across different phases of the breathing cycle (inhalation and exhalation). When properly interpreted in the context of respiratory and cardiac challenges, it serves as an indicator of heart health as well as the "tone" of the sympathetic and parasympathic nervous systems. As monitored noninvasively through a finger pulse, it can reveal information about psychophysiological stability and/or distress in response to various external and internal stimuli, with implications for treatment strategies in energy medicine and other holistic interventions. Recently it has gained popularity in the clinic as well as in research. HRV is affected by many factors including breathing behavior, nutrition, obesity, circadian rhythms, hormones, certain pharmaceutical drugs, and many chronic diseases. Conditions and disorders such as diabetes, obesity, multiple sclerosis, cancer, depression, chronic anxiety, and cardiovascular disease greatly narrow the dynamic spectrum of heart function, which is readily seen in HRV parameters. On the other hand, holistic interventions, including biofeedback and relaxation exercises, respiratory training, qigong, other mind-body therapies, and biofield therapies have been shown to improve HRV parameters. Consequently, HRV may become a new vital sign in medicine and especially in holistic care. Acceleration photoplethysmography (APG), which uses the same device as HRV, along with other software and parametrics, and CapnoBreath training, which integrates heart rate and respiratory monitoring with real-time software analysis, will also be discussed. APG is an indirect measure of arterial elasticity and vasodilation. Student has option to work with instructor in her lab. This course requires eight classroom hours of experience using the Medicore SA-3000p HRV/APG equipment and the CapnoBreath device at the Institute for Frontier Science laboratory in Emeryville, California. Or similar equipment that may be available to the student elsewhere as provided by the instructor.

TOPICS

SDNN (standard deviation node-to-node); Fourier spectrum analysis of HRV; the breath and pranayama in HRV; mind-body modalities and their effect on HRV; energy medicine interventions and their effect on HRV; HRV in psychophysiological research; systematic evaluation of HRV and some pitfalls in measurement; comparisons of HRV devices and their software; HRV, the FDA, and Medicare; HRV as a new vital sign in the clinic; specific and nonspecific effects on HRV; the autonomic nervous system and physiological regulation; stressors and distress; HRV biofeedback;



parasympathetic and sympathetic exercises; APG as a measure of biological age; effects of various holistic lifestyle choices and interventions on HRV and APG.

OBJECTIVES/KEY QUESTIONS

- Define HRV or SDNN (standard deviation from node-to-node); what it reveals about the health of the heart; and its typical healthy ranges of values.
- How is it measured?
- What is the frequency (Fourier) analysis of HRV, and what does it tell us about the autonomic nervous system function?
- What does autonomic nervous system balance mean, and how does it relate to stressor, distress, physiological regulation? To fatigue and exhaustion?
- What are some key factors that determine the values of SDNN?
- What is “functional wellness” and how are the assessments of HRV and autonomic nervous system balance related to it?
- What is the most important FDA-approved parameter in HRV measurement that predicts mortality due to myocardial infarction?
- Why is HRV measurement important for the holistic health practitioner? Is an improvement in HRV parameters always a positive outcome for an intervention? Can HRV be used as a tool in prognosis and tailored therapy?
- Define acceleration photoplethysmography (APG) and explain what it reveals about the health of the circulatory system.
- How is arterial elasticity related to atherosclerosis and biological age? What holistic interventions can be used to improve the APG parameters?
- How are HRV and APG useful in research on integrative health studies?

TEXTS

Gorman JM et al. (2000) HRV in depressive and anxiety disorders. *Am Heart J* 140 (4 suppl):77-83.

Horst, Gert J Ter (2000). *The Nervous System and the Heart*. New Jersey: Humana Press.

HRV and APG Operation Manual (2003). Medcore SA-3000p,

Stein, PK et al. (1999) Insights from the study of HRV. *Annual Rev Med* 50:249-61.

EMP 745 & EMP845: Kundalini Energy: Experiential Methods in Transcendence Healing (3 credits)

DESCRIPTION

Within Intuition Medicine® a sub-set system of energy medicine which Dr. McCartney has researched and created Kundalini energy is approached from a Western body/mind model. With a focus to bring the information of this cell based energy into a healing meditation practice this researcher has studied

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Kundalini from an intuitive perspective. In working with thousands of people over three decades many commonalities have been observed, such as, Kundalini energy stimulates specific physical changes; awakens creativity and inspiration and experiences of spirituality and unity. As well, consistent with most references to Kundalini, the meridian pathway which this energy follows is noted as upward through the spinal channel from the base of the spine and continuing to the top of the head.

Prerequisite: Enrollment in this course requires completion of the EMP 733 or 833: Intuition Medicine®: Energy Anatomy. Only offered in the Spring semester.

TOPICS

- Kundalini Energy as a catalyst for change.
- Kundalini anatomy system – concept and structure.
- How to use Kundalini to improve health.
- Spiritual and transcendent healing aspects of Kundalini.

OBJECTIVES

- Achieve health and functionality of Kundalini anatomy system.
- Effective ways to activate Kundalini energy.
- Recognize symptoms associated with activated Kundalini.
- Understand beneficial uses of this energy.
- How to modulate Kundalini and turn the energy off and on.

TEXTS

Kundalini: Psychosis or Transcendence , Lee Sanella

Body of Health, Francesca McCartney

Intuition Medicine®:The Science of Energy(Book+CD-set), Francesca McCartney

EMP 845: Kundalini Energy: Investigations in Transcendence Healing (3 credits)

DESCRIPTION

This is a qualitative research project course. Enrollment in this course requires completion of the EMP 745 Kundalini Energy: Experiential Methods in Transcendence Healing course; and completion of, or concurrent enrollment in a research design or research methodology course.

The student will be doing readings in comparatives systems and practices of Kundalini Energy and writing scholarly papers. As the final project the student will conduct a qualitative research project with subjects using a self-assessment questionnaire provided by the instructor. A doctoral level research report is the final objective of this course.

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TOPICS

- Comparative readings of multi-modality approaches on Kundalini Energy
- Eastern and Western cross-references on the usage, practice and integration of this energy
- Writing of papers demonstrating objective analysis of Kundalini Energy

OBJECTIVES

- Conduct a qualitative research project
- Write a publishable research report

TEXTS

<i>Kundalini: Psychosis or Transcendence</i>	Lee Sanella
<i>Stalking the Wild Pendulum</i>	Itzhak Bentov
<i>A Brief Tour of Higher Consciousness</i>	Itzhak Bentov
<i>Energies of Transformation</i>	Bonnie Greenwell
<i>A Farther Shore</i>	Yvonne Kason
<i>Body of Health</i>	Francesca McCartney
<i>Intuition Medicine®:The Science of Energy(Book+CD-set)</i>	Francesca McCartney

EMP 746 & EMP 846: Invisible Roots of Illness (3 credits)

DESCRIPTION

Many emotional, mental, and even physical problems have roots in the outer layers of the human energy field. When a symptom is unresponsive to standard treatments for that disorder, we need to look deeper into the energy matrix to find the invisible root that keeps regenerating the problem. This course presents an assessment method using five levels of healing and a treatment method from energy psychology that rebalances the flow of energy through the meridian system.

TOPICS

- Centering the Human Energy Field
- Using Clinical Kinesiology to identify the root of a problem

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- The Five Levels of healing:
 1. Physical
 2. Etheric
 3. Emotional/Mental
 4. Intuitive
 5. Spiritual
- Emotional aspects connected with the Meridian System
- Mastering customized meridian treatment sequences

OBJECTIVES

1. Be able to identify and treat improper polarity in all three vectors of the human energy field: up-down, front-back, and left-right.
2. Employ an anchoring technique to quickly center the energy field.
3. Use the Five levels of healing to identify the root cause of an emotional disturbance.
4. Correlate the 14 energy meridians delineated by Oriental Medicine with the positive and negative emotions that ride on each one.
5. Master the process of building customized meridian treatment sequences.

TEXTS

Dennison, P. & Dennison, G. *Brain Gym: Simple Activities for Whole Brain Learning*

Diamond, J. *Life Energy: Using the Meridians to Unlock the Hidden Power of Your Emotions.*

Hawkins, D. R. *Power vs. Force: An Anatomy of Consciousness: The Hidden Determinants of Human Behavior.*

Stone, B. *Invisible Roots: How Healing Past Life Trauma Can Liberate Your Present.*

Bender, S. & Sise, M. *The Energy of Belief: Psychology's Power Tools to Focus Intention.*

Benziger, I. K., and Sohn, A. *The Art of Using Your Whole Brain.*

EMP 747 & EMP 847: Clearing Past Life Trauma and Other Intuitive Level Disturbances (3 credits)

DESCRIPTION

Sometimes problems keep recurring in therapy—unexplained phobias and negative reactions to other people. Whether the therapist believes in the theory of reincarnation or not, if the client communicates a belief that the origin of the problem lies in the ancestral realm or in another lifetime, then treating the problem as if it were a past life successfully resolves the issue. This workshop teaches a way of using clinical kinesiology (also called muscle testing) to access the client's deepest wisdom to find this information, and then clear the trauma with

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meridian-based therapies which center the energy field and then delete the trauma by rebalancing the energy flow. This workshop elaborates the protocols Dr. Stone developed for treating past life trauma and earthbound spirit attachment in her book *Invisible Roots: How Healing Past Life Trauma Can Liberate Your Present*.

TOPICS

1. Past Life Trauma
2. Curses and Hexes
3. Ancestral Wounds
4. Soul Loss
5. Energetic Cords
6. Vows
7. Earthbound Spirit Attachments

OBJECTIVES

- A. Identify diagnostic indicators of cases appropriate for past life therapy
- B. Identify symptoms of earthbound spirit attachment
- C. Practice the Soul Detective 15-step protocols for clearing past life trauma and earthbound spirit attachments
- D. Practice the step-by-step protocol in *Invisible Roots* to remove curses and hexes
- E. Identify and treat ancestral trauma, soul loss, energetic cords, and vows

TEXTS

Hill, G. L. *People Who Don't Know They're Dead*.

Luthke, M., and Stein-Luthke, L. *Beyond Psychotherapy: Introduction to Psychoenergetic Healing*.

Ritchie, G. *Return from Tomorrow*.

Newton, M. *Journey of Souls*.

Newton, M. *Destiny of Souls: New Case Studies of Life Between Lives*.

Snow, R. *Looking for Carroll Beckwith: The True Story of a Detective's Search for His Past Life*.

Weiss, B. *Through Time Into Healing*.

EMP 753: Introduction to Shamanism: Practices and Beliefs (3 credits)

DESCRIPTION

Shamanism is the oldest healing practice known on the planet. Petroglyphs found in France may prove that shamanism was practiced as far back as Paleolithic times. But what is shamanism? This course gives the student a thorough overview, as well as in depth study of the ancient to modern day traditional shaman. This course will invite students to consider controversial topics such as the survival of shamanic traditions through incorporating Christianity, modern culture's bias towards male shamans, and spiritual consumerism's co-opting of shamanism. Students will be asked to consider their own calling to follow the

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path of the healer and how their journey compares and contrasts to a traditional native shaman's life experience.

Students will engage with research on shamanic cultures, traditions and practices from around the world through a reflective writing practice, concluding the semester with a final paper inviting the student to dive deeper into the life of one specific traditional shaman, and then a final integrative oral exam.

TOPICS

- Shamans Past and Present
- The Life of a Traditional Shaman
- Shamanic Culture Clash and Assimilation with Christianity
- Women and Shamanism
- False Shamanism
- The Value of Shamanism in our Modern World

OBJECTIVES

After completing this course students will have a broader knowledge of shamanic cultures, traditions and practices from around the world. They will also have acquired a thorough knowledge of the history of shamanism, how shamanism is the ancestor of modern healing arts, and they will have formed their own opinion on shamanism's relevance today.

TEXTS

Film: *Brujo*; directed by Georges Payrastre, Claudine Viallon, 1977.

Spirit & Reason: The Vine Deloria, Jr., Reader by Vine Deloria; Fulcrum Publishing, 1999.

Shamans Through Time: 500 Years on the Path to Knowledge edited by Jeremy Narby and Francis Huxley; Tarcher/Penguin, 2004.

The Strong Eye of Shamanism: A Journey Into the Caves of Consciousness by Robert F. Ryan; Inner Traditions International, 1999.

The Woman in the Shaman's Body by Barbara Tedlock; Bantam Books, 2005.

The Bowl of Light: Ancestral Wisdom from a Hawaiian Shaman by Hank Wesselman; Sounds True Inc., 2011

EMP 7531: Indigenous Medicine: Multi-dimensional Ways of Healing (3 credits)

DESCRIPTION

Indigenous science has been recorded for thousands of years, by ancient astronomers, healers, shamans and wisdom keepers, through oral tradition mostly, but also through scribing on stone, wood or woven materials. Today, Western trained physicists, doctors and anthropologists are



sharing notes with traditional indigenous wisdom keepers and finding that modern science has finally caught up to the wisdom held by native societies.

Traditional native societies around the world perceive reality from an animist, dynamic viewpoint, where human beings are in constant relationship with other non-human intelligences, such as the ancestors, elements, supernatural beings, cosmic forces, animals, plants and minerals. It was through tending to these sacred relationships that native healers were able to heal. During the five month semester students will engage in research of many different indigenous modalities for healing. Indigenous Medicine includes working with many forms of consciousness and in many dimensions of reality to find the cause of disease or imbalance in a person, a community or a place. The goal of indigenous medicine technologies is to “uplift” or “awaken” into health and balance, or to remind the organism of its true nature of harmony. Students will explore these diverse indigenous medicine ways through academic research and integrate their learning through reflection papers, a final paper, and a final oral exam.

TOPICS

- Native North American mysticism and science
- The Mayan calendar and mathematics
- The shamanic traditions of Mongolia
- The dream incubation tradition of ancient Greece and Italy
- The use of community ritual by the Dagara people of Burkina Faso, Africa.
- Final project topic focuses on the student’s own ancestral indigenous culture and healing sciences

OBJECTIVES

After completing this course students will have a broader knowledge of indigenous medicine practices from around the world; they will understand the contemporary uses of indigenous medicine ways and have a deeper comprehension of the role of the traditional doctor/healer. Students will also gain insight into the traditional healing ways of the native people within their own ancestry.

TEXTS

Blackfoot Physics by F. David Peat; Weisner Books, Boston, 2002.

Riding Windhorses: A Journey into the Heart of Mongolian Shamanism by Sarangerel; Destiny Books, Vermont, 2000.

Sacred Vine of Spirits by Ralph Metzner; Park Street Press, Vermont, 1999, 2006.

In the Dark Places of Wisdom by Peter Kingsley; Gerald Duckworth & Co. Ltd, London, 2001.



Welcoming Spirit Home: Ancient African Teachings to Celebrate Children and Community by Sobonfu Some; New World Library, Novato, 1999.

EMP 7532: Dao Energy Medicine with Natural Qi Healing (3 credits)

DESCRIPTION

In the words of ancient philosophy of Chinese medicine, the best doctors should be the ones who can cure “future diseases” that means to find potential issues of human health to prevent diseases in future. This course introduces an energy medicine - Dao Energy Medicine (DEM) for individuals to practice natural Qi techniques for the prevention of future diseases and improvement of their state-of-health.

In this course, the ancient wisdom, philosophies and principles will be addressed in order to understand DEM and learn how to practice correctly. The course will focus on different types of Chinese ancient wisdom such as: Laozi’s Dao De Jing, Yellow Emperor’s Yin Fu Jing, etc. Also, the seven basic principles of nature explained in Kybalion of ancient Hermetic Philosophy of Ancient Egypt and Greece are introduced in order to develop a deeper understanding of life energy.

In this course, the procedures and practicing rules are introduced to guide students to practice DEM with natural Qi healing. For evaluations of health status and healing effectiveness of practicing Dao Energy Medicine, a few techniques are introduced such as Pulse Balance Measurement (PBM) method and life energy measurement of the gas discharge visualization (GDV) method.

TOPICS

- Introduction to ancient Chinese wisdom of life philosophy;
- Introduction to Dao Energy Medicine and its guidance;
- Introduction to ancient energy systems and modern theories;
- Practicing Dao Energy Medicine and variability of individuals’ practicing;
- Understanding the procedures and natural Qi healing of Dao Energy Medicine;
- Introduction to the imagination skills for practicing;
- Setting up a goal and point out the components of health improvement and solving issues;
- Introduction to evaluation method of Pulse Balance Measurement (PBM);
- Introduction to evaluation for human energy field with the technique of Gas Discharge Visualization (GDV).



TEXTS

Yellow Emperor Huang Di, Yi Fu Jing 《黄帝阴符经》 轩辕黄帝

ISBN: 978-7-5117-0652-2

Korotkov, Energy Fields Electrophotonic Analysis in Humans and Nature.

ISBN -13 978-1499216264/ ISBN 1499216962, 2014

Three Initiates, The Kybalion - A Study of The Hermetic Philosophy of Ancient Egypt and Greece, ISBN 978-1-60386-478-7

EMP 754: The Spiritual Life of Children (3 credits)

DESCRIPTION

This course will explore the spiritual life of children within the context of healthy human development. It will focus in depth on the roles of intuition and empathy in a child's life. Focus will span from how to support children at home, school and interpersonally, to how indigenous cultures support the inner life of the child. This course will support students in their current and future work with children, as well as in building more understanding of how childhood disturbances in healthy development may be impacting adult client fulfillment. Personal reflection on student's own childhood experiences is a valued component of this course of study.

The spiritual life of children is an often overlooked or misunderstood part of childhood. This course is designed to explore, celebrate and understand the rich inner life of children, especially as it relates to intuitive and empathic development.

This class is grounded in holistic theory in child development and incorporates modern psychology, neurobiology research, art therapy, spirituality, intuitive abilities, indigenous wisdom traditions and life-span theory. Students will come away with practical skills to incorporate in their future work with children, families and adults healing from the psycho-spiritual wounds of childhood. This class encourages thinking outside of the traditional box of viewing children as well as your own creativity in the process.

TOPICS

- The life of a highly intuitive child at home, school and interpersonally
- How to support the spontaneous inner life of a child through play, art and nature
- Review of attitudes within the family of origin, extended family and culture at large that support or thwart a child's healthy spiritual development
 - Explorations in multi-cultural support of children's intuition
 - Energy hygiene practices for children
 - Spotting an intuitive or empathic child in distress; how to help
 - Supporting boundary setting in intuitive and empathic children

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- 10 Skills for Success for Intuitive Children
- Reflections on students own spiritual development (including intuitive)

OBJECTIVES

- Know how to identify intuitive empathy in children
- Cultivate ways of supporting the psycho-spiritual health of intuitive and/or sensitive children in their family systems and communities
- Learn how to spot disturbances in the psycho-spiritual growth of adult clients that likely began in childhood, assess for these challenges and plan for how to support healing and integration
- Commit to an honest exploration of your own experiences as a child-- as pertains to this subject matter-- to assist you in being an effective, compassionate witness to your future clients

TEXTS

The Highly Intuitive Child: A Guide to Understanding and Parenting Unusually Sensitive and Empathic Children by Catherine Crawford, MFT, ATR

The Secret Spiritual World of Children: The breakthrough discovery that profoundly alters our conventional view of children's mystical experiences . Tobin Hart, PhD.

EMP 755 & 855: Spiritual Leadership – A Transformational Process

DESCRIPTION

This course will explore the meaning of leadership which starts with the individual and his/her level of consciousness. In order to understand the nature and value of spiritual leadership, students will learn about the historical evolution of leadership styles and models throughout the ages. In order to acquire a grounded understanding of leadership students will learn about the importance of environment and different organizational systems such as rational systems, natural systems, and open systems. Because the essence of spiritual leadership resides in the consciousness of the individual, the course will examine character elements such as power, ego, influence, authenticity, empathy, and humility. Emotional intelligence will also be studied to understand the role of emotions and relationships in how the leader communicates and can inspire others. Ethics and values will be addressed as an integral part of spiritual leadership. The topic of spirituality will be addressed specifically and in parallel to the other topics. The students will be guided through analysis and reflection to create their own model for spiritual leadership.

TOPICS

- Defining leadership
- Defining Spirituality
- Historical evolution of leadership styles

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- Organizational environments
- Emotional Intelligence
- Ethics
- Becoming a spiritual leader

OBJECTIVES

Students will explore through readings and their own research the meaning and value of Spiritual Leadership as it applies to the challenges of the 21st Century. Students will learn about the latest scientific paradigms in neuroscience and quantum physics that relate to spirituality and consciousness. The research project will provide grounding in the real world so that students will learn how to apply the concepts and skills involved in spiritual leadership. At the end of the course students will have the skills and tools necessary to sustain their transformational process and to know how to inspire others to their own higher selves. The course will also encourage students to pursue research in the future by identifying topics that need to be further elucidated.

TEXTS

Csikszentmihalyi, M . *Flow: The psychology of optimal experience*.

Talbot, M. *The Holographic Universe*.

Zohar, D., Marshall, I. *Spiritual Intelligence: The Ultimate Intelligence*.

EMP 755A: Spiritual Leadership - Part II

DESCRIPTION

Enrollment in this course requires completion of EMP 755: Spiritual Leadership - A Transformational Process - Part I which examined the historical development of leadership with its different models and schools of thoughts. The element of spirituality was studied and integrated into the basic attributes and qualities that make a leader. Students explored their own meaning of spirituality and how it relates to the responsibility of leadership. The focus of this course, Spiritual Leadership Part II, will be to prepare the student for the unexpected leadership challenges of the 21st Century.

Instead of operating solely through the use of models, students will learn how to fortify their own character structure and develop critical thinking skills and tools to become a competent spiritual leader.

This course will encourage the students to demonstrate their developing leadership skills by giving them some freedom on two levels: selecting outside reading material of their choice and suggesting writing exercises that contribute to their transformational process. A list of reading materials will be offered with specific writing exercises assigned, but the student will have the opportunity to suggest alternative readings and assignments with the approval of the professor. The guidelines are that readings and writing must be of scholarly level and have a relevance to the course topics.



As students take a more global and holistic view of reality and context of reality, critical issues emerge such as values. Different cultures and social groups believe in different sets of values. This course will address the topic of ethics and the values that compose ethics.

TOPICS

- Elements of Spirituality and Leadership
- Major transformational criteria supporting development of spiritual leadership
- Knowledge & Wisdom
- Ethics and Values
- Unexpected and challenging issues

OBJECTIVES

The goal of this course is to open the student's mind by exploring and synthesizing diverse concepts related to spiritual leadership. Students will learn how to break away from models and build self-confidence in their mode of thinking while remaining grounded and rational in the real world.

This course will encourage the students to demonstrate their developing leadership skills by giving them some freedom on two levels: selecting outside reading material of their choice and suggesting writing exercises that contribute to their transformational process. This relative freedom of choice will have two learning purposes: 1/ discernment and appreciation for scholarly level work and 2/ opportunity to focus on what is meaningful to the student. These two learning criteria support the integration of theory and applications. At the end of the course students will be prepared to manage 21st Century leadership issues by having developed a critical thinking process and holistic approach to assess situations and create consciously evolved win/win solutions.

TEXTS

Hartman, L. *Perspectives in business ethics*.

Nierenberg, R. *Maestro: A surprising story about leading by listening*.

Vaill, P.B. *Learning as a way of being: Strategies for survival in a world of permanent white water*.

EMP 756 & 856: Intuitive Intelligence – 21st Century Thinking (3 credits)

DESCRIPTION

Students will learn the components that are involved in intuitive thinking and how to apply intuitive intelligence as a competitive advantage in their profession. The course will explore the historical background of intuition throughout the ages and the different theories and paradigms. Students will discover that developing one's intuitive thinking goes beyond meditation and dream analysis. It is a

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transformational process. They will learn the roles of the conscious and unconscious minds and how to identify their own intuitive triggers and how to recognize true insights. The purpose of this course is to provide a comprehensive understanding of intuitive intelligence so that the student can apply the new skills in his/her professional and personal life.

TOPICS

- Historical background of intuition-definitions, myths
- Developing Your Intuitive Skills
- Intuitive Intelligence – a transformational process to higher cognitive level Components
- Business applications of Intuitive Intelligence: decision-making, innovation, R&D, forecasting
- Thinking beyond Models: Understanding Systems, Models, Paradigms
- Understanding how and why history repeats itself
- The Holographic Concept – understanding the big picture
- Exploring Time-Space Dynamics – Non-locality, intuitive insights
- Flow Channels

OBJECTIVES

At the end of the course the students will have acquired comprehensive knowledge in the basic components that are involved in developing one's intuitive intelligence: identification of intuitive signals, reception of insights and developing a communications language between the unconscious and the conscious. Students will acquire the skills to differentiate between analytical conscious thoughts and a clear intuitive insight. Students will be asked to apply their intuitive skills in their business and personal life as part of the course exercises.

TEXTS

Doidge, N. *The brain that changes itself*.

Hunt, V. V. *Infinite mind: Science of the human vibrations of consciousness*.

Radin, D. I. *Entangled Minds*.

EMP 757 & 857: Radiesthesia: Vibrational Physics (3 credits)

DESCRIPTION

Radiesthesia, or vibrational physics is the name given to ancient science that is traced as far back as 6,000 BC in many areas of the world to include China, Europe, and Egypt. The term radiesthesia comes from the Latin word *radius*, or *ray* in modern terms, and the Greek word *aesthesis* or *sensitivity*. By understanding the root of the word we begin to understand the depth and scope of ancient science. It not only Effective October 1, 2018



encompassed the physical aspects of science but also the invisible or other side of physical science where subtle energies and other forces such as alchemy operate.

The basic concept of radiesthesia is that all things, living, inert, shapes, etc. emit some type of form waves, or frequencies, and that humans can develop their unconscious with their physical sensories and mental capacities to detect, measure, and manage these forces or energies. A pendulum is used as an indicator for accurate and specific measurements. This introductory course will cover, in general terms, the broad spectrum of radiesthesia and some of the correlations, correspondences, and applications. The course will be a combination of reading material with practical exercises in how to use a pendulum to obtain accurate information. Students will be issued a standard pendulum and will learn why certain shapes and materials will not give accurate readings. They will learn how to hold a pendulum and the scanning protocol necessary to follow in order to obtain accurate information. Students will learn about resonance and how to develop our mental and physical sensitivities.

TOPICS

- Historical background to Radiesthesia
- General principles - Vibrational fields and Frequencies
- Telluric and Cosmic rays - Geobiology
- Selection and Use of a Pendulum – to obtain maximum accuracy
- Exercises- Developing sensories
- Correlations & Correspondence-Sound, music, & colors
- Conscious, Unconscious minds, & the Heart

OBJECTIVES

In this introductory course, Students will learn the macro and micro concepts of Radiesthesia, as well as practice how to use the pendulum. The macro aspect is about the forces that operate in our universe: the visible and invisible realms, and correlations with present day quantum physics. The micro concepts are about how we as an individual can develop our human potential to interact in both the visible and invisible realm. Students will learn from both ancient and modern texts.

TEXTS

Hall, M. (2011). *The secret teachings of all ages*. Los Angeles, CA: Pacific Publishing Studio
Swanson, Claude (2010). *Life force, the scientific basis: Breakthrough physics of energy medicine, healing, Chi and Quantum Consciousness*. Tuscon, AZ: Poseidia Press.

Three Initiates (2012). *The Kybalion: A study of the Hermetic philosophy of Ancient Egypt & Greece*. USA: Merchant Books

Additional required readings will be provided by the Professor with the bi-weekly Notes.



EMP 758: Critical Thinking (3 credits)

DESCRIPTION

Critical thinking is about using and developing our cognitive skills to their deepest levels. Critical thinking is about questioning: not only information but our whole intellectual environment as well as our way of approaching and analyzing issues. Because critical thinking goes beyond the simple and oftentimes mechanical logical and rational processes, it provides a wider and scope to our perception of reality.

In this course we refer to the term critical thinking as a mere label describing how we can develop our intellect and cognitive skills so that we are able to break through our visible and invisible walls of assumptions, opinions, and all the other filters and boundaries that we may or may not be aware of that prevent us from creating a more objective and clear view of reality.

This course will introduce the concept of critical thinking with its various elements and how to apply them to one's personal and professional lives. The course will establish a foundation of different types of thinking processes to include, for example, the difference between the Socratic method of teaching and Sophism, and address intellectual pitfalls such as logical fallacies, inferences, and assumptions. Students will stretch their minds by learning to look at the *unthinkable* and identify some events and social behaviors today that were once thought to be impossible, and to be aware of other *unthinkable*, or impossible, events that might manifest in the future.

TOPICS

- What is thinking, introduction to the concept of critical thinking, and of the intellect
- Three basic elements of the mind: create meaning; feeling, and desire; and what fuels them
- The role of the intellect and of the emotions
- Elements of thought process: purpose, issues, assumptions, information, concepts, inferences, implications, conclusions
- Clarity of thought: precision, relevance, superficial approaches, breadth, significance
- Points of view, frame of reference
- Guidelines for intellectual standard
- Socratic thinking, Sophism

OBJECTIVES

The objective of the course is for the student to initially explore his/her present process of thinking, and by learning the different components of critical thinking, to develop his/her own style of critical thinking. Students will be given weekly or bi-weekly written exercises based on reflection so that they can implement and apply their new knowledge to their professional and/or personal lives.



TEXTS

Paul, R., Elder, L. *Critical Thinking: Learn the Tools the Best Thinkers Use*

ARTICLES TO BE PROVIDED

Outlook 2011: Recent forecasts from World Future Society for the Decade Ahead.

Mitroff, I., Alpasian, M. Coping with a crisis century.

Mitroff, I., Alpaslan, Preparing for Evil.

EMP 759: Controlled Remote Viewing [CRV]: Basic and Intermediate Level (3 credits)

DESCRIPTION

CRV is a specific protocol that enables an individual to obtain psychoenergetic perceptions, or specific and accurate non-local information from the time/space matrix by using the mind. CRV is a comprehensive and effective method that was developed and used by the military. This course will cover the history of CRV to include its Soviet origin and the investment made by the US government to develop the protocol. The differences between CRV and remote viewing in general will be addressed. This course will teach the original CRV protocol which is powerful but demands focus and repetitious practice to learn it correctly. Students will develop their sensories and a language to communicate with their unconscious. Learning CRV can be a transformational process and working within the time/space matrix for the first time can be life-changing. Only serious students should consider taking this course. Students will be asked to reflect on the issues of ethics, purpose, and personal development while learning the protocol. The course will cover four of the six Phases of the CRV Protocol. Phases five and six are taught in the Advanced CRV course and are not critical to obtain basic and accurate information from a target.

TOPICS

- Background and History
- Understanding differences between remote viewing techniques
- Fundamentals of accessing non-local information
- Overview of CRV methodology and protocol
- CRV Protocol – Phase 1 through 4
- Conclusions

OBJECTIVES

At the end of this course students will have learned and practiced four out of the six Phases of the CRV protocol. Students will learn how to develop their sensories and create a language to communicate with their unconscious. The course will enable students to learn the intricacies of the protocol and have enough Effective October 1, 2018



guided practice sessions to continue on their own. Students acquire not only an understanding of the concept of space/time/event but, through the practice sessions, will have the opportunity to actually remote view targets. This experience can be transformational and students will also learn to reflect on their process and moral responsibilities.

TEXTS

Buchanan, L. *The Seventh Sense: The Secrets of Remote Viewing as Told by a “Psychic Spy” for the U.S. Military*

Millay, J. *Multidimensional Mind: Remote Viewing in Hyperspace*

Schnabel, James *Remote Viewers: The Secret History of America’s Psychic Spies*

EMP 759A: Controlled Remote Viewing - Part II (3 credits)

DESCRIPTION

Controlled Remote Viewing (CRV) is a specific protocol that enables an individual to obtain *psychoenergetic* perceptions or specific and accurate non-local information from the time/space matrix by using the mind. CRV is a comprehensive and effective method that was developed and used by the military. In *Controlled Remote Viewing: Basic and Intermediate Level – which is the Part I course (CRV-Part I)* students familiarized themselves with the basic protocol and learned the importance of remaining in structure. Many questions come up in *CRV-Part I* as the student becomes more involved in the process and experiences some of the transformational changes. In this course, *Controlled Remote Viewing - Part II (CRV- Part II)*, students will continue to develop their proficiency in generating accurate sessions but they will also monitor the changes they experience in their psychic skills and how these skills transfer into their everyday lives.

The course will cover the more technical aspects of CRV session work such as Summaries and Monitoring. The course will offer a combination of CRV session work, developmental exercises, and readings that explain and support the development of remote viewing skills.

TOPICS

- The focus of the course will be to work on CRV sessions in order to develop accuracy and the communication language with the unconscious which accesses non-local information
- In-depth review of the principles of CRV and Phases I – IV.
- The importance of remaining in structure and of detoxing at the end of sessions
- Review of analogies and the concept of developing the unconscious
- Practice ideograms



- Review of Ambiance exercise and other exercises to develop sensories. Focus will be on physical impressions: temperature, color, texture, luminescence, etc...; and on emotional aspect or purpose of a target: historical, social, economic, motives, plans, etc...
- Refining the communication language with unconscious
- Developing vocabulary to express impressions at the target.
- Introduction of possible phenomena such as synaesthesia and other unusual types of gestalts from the unconscious
- Summaries – learn how to write summaries
- The role of the monitor: monitoring a CRV session and how to remain objective
- Ethics and moral responsibilities
- Updates about what is happening in the CRV/RV community today

OBJECTIVES

Students entering this course will have had an initial experience with Controlled Remote Viewing and will have learned the basics to generate good session work. They are now ready to embark on serious and in-depth session work. This course will give students the tools and practice time to refine their sensories, develop communication with their unconscious, and work on their weaknesses. The more one learns about CRV through experience, the more questions arise and the learning curve accelerates. In the *CRV - Part I*, students experience the time/space/event matrix and the emotional ramifications it can have. In this course students will learn how to travel in this matrix and be in control of their session. The core work will be practice sessions with proper summaries and in-depth discussions with analysis of CRV sessions. The transformational process continues and will be addressed throughout the course.

TEXTS

Millay, J. *Multidimensional Mind: Remote Viewing in Hyperspace*.

Schmidt, M.I. *Remote Viewing: A theoretical investigation of the state of the art*.

EMP 759B: Controlled Remote Viewing - Part III (3 credits)

DESCRIPTION

This course will take the student to the next level of controlled remote viewing. The course will focus on session work but the targets will be more defined and complex so that the student will learn how to obtain detailed impressions and information. The course will include in-depth practice into the time/space dimension by using cues that take the student to a determined date in time. Students will have the opportunity to explore different tools in the Phase VI and identify their forte in using them. The issue of *Stray Cats* and *AOLs* will be addressed. Writing proper summaries will be covered. Students will also learn how to monitor other viewers. Monitoring another viewer is a good way of learning the intricacies of controlled remote viewing. Some of the other methods of remote viewing will be explored such as Associative Remote Viewing.

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TEXTS

Textbook written by an MIT physicist will provide students with scientific research findings about CRV related topics.

EMP 859: Controlled Remote Viewing - Advanced (3 credits)

DESCRIPTION - Pre-requisite: EMP 759 & 759A: Controlled Remote Viewing

In this course 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. 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.

TEXTS

Morehouse, D. (1998). *Psychic Warrior*.

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

EMP 859C: Controlled Remote Viewing: Accuracy & Details (3 credits)

DESCRIPTION - Pre-requisite: Having completed all previous Controlled Remote Viewing courses

Through the previous required CRV courses, the student has become proficient in the science and art of Controlled Remote Viewing. The student is aware of his/her strengths and weaknesses and has acquired knowledge as to how to safely navigate in the nonlocal realm. The student will have had extensive experience in viewing different types of targets as well as developing their skills for specific types of targets.

This course is for students who cannot seem to quench their thirst for more knowledge and who want to continuously refine their skills. At this point students have acquired a high-level of dexterity in exploring the nonlocal realm using CRV. Along the way, students discover that they access maximum amount of nonlocal information in different Phases of the CRV Protocol. With guidance, they begin to develop their own version of the CRV Protocol and this course will also address this aspect: how to maximize the use the powerful CRV components in order to increase accuracy.

TEXTS

None required

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EMP 860: The Art and Architecture of Consciousness (3 credits)

DESCRIPTION

This course is an exploration of patterns and dynamics of relationship reflected in the foundational processes of life and the deep structures of consciousness. The course explores the ways these dynamics embody the essence and beauty that simultaneously describe the most basic and most complex of living systems, from fundamental patterns embodied by the natural world to complexity, social networks, sacred structures, psyche and soma, the subtle body, and processes and structures of consciousness. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Art and architecture of consciousness, processes, structures, patterns and dynamics of relationship, geometric dynamics, sacred geometry, nature, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of the art and architecture of consciousness; they will have experienced patterns and dynamics of relationship in new ways; and they will have developed and expanded their ability to work with foundational processes of life and deep structures of consciousness in their personal and professional lives.

TEXTS

Abbott, Edwin A. *Flatland*.

Banchoff, Thomas F. *Beyond the Third Dimension. Geometry, Computer Graphics, and Higher Dimensions*.

Burgess, Mali. *Geometric Dynamics. The Art and Architecture of Consciousness*.

Lawlor, Robert. *Sacred Geometry. Philosophy and Practice*.

Lundy, Miranda. *Sacred Geometry*.

Michell, John. *The Dimensions of Paradise*.

Khanna, Madhu. *Yantra. The Tantric School of Cosmic Unity*.

Neal, Viola Petitt, and Shafica Karagulla. *Through the Curtain*.

Seife, Charles. *Zero. The Biography of a Dangerous Idea*.



EMP 761: The Architecture of Space (3 credits)

DESCRIPTION

This course is an exploration of space: internal, external, and subtle space; cosmological, sacred, creative, healing, and natural space; physical, emotional, mental, and spiritual experiences of space; and the power of place. The course explores space as a construct of consciousness, the ways one is shaped by and shapes space, the internal and external architecture of space, and the psychophysiological effects of the structure of space. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Space, consciousness, the creative, energy medicine.

OBJECTIVE

After completing this course participants will have gained an expanded understanding of internal and external space; they will have experienced internal and external space in new ways; and they will have developed and expanded their ability to work with internal and external space in their personal and professional lives.

TEXTS

Gallagher, Winifred. *The Power of Place. How Our Surroundings Shape Our Thoughts, Emotions, and Actions*

Callahan, Phillip S. *Nature's Silent Music*

Carlson, Richard, Ed. *Healers On Healing*

Hale, Susan Elizabeth. *Sacred Space, Sacred Sound. The Acoustic Mysteries of Holy Places*

Lusseyran, Jacques. *And There Was Light. Autobiography of Jacques Lusseyran*

Michell, John and Christine Rhone. *Twelve Tribe Nations, and the Science of Enchanting the Landscape*

Schul, Bill. and Ed Pettit. *The Psychic Power of Pyramids*

Swan, James A. *The Power of Place and Human Environments*

EMP 861: Teachings on Nondual Awareness (3 credits)

COURSE DESCRIPTION

This course explores nondual teachings and nondual awareness. It includes explorations of nondual awareness from philosophical, spiritual, ontological, and phenomenological perspectives, and in



contemporary neurological and health research. The course includes self-reflection, self-inquiry, and the deepening of awareness.

NEED STATEMENT

Students will:

- 1) Develop an in-depth awareness of nondual teachings.
- 2) A graduate student in a healing profession needs to understand the assumptions and values at the core of their knowledge. Understanding nondual teachings and nondual awareness can assist them in more fully communicating their own knowledge, assessing the work of other professionals, and extending their own research and therapeutic methods.
- 3) Develop skills needed in identifying essential factors pertaining to nondual teachings and nondual awareness.
- 4) Be able to assist clients based on their understanding of nondual teachings and nondual awareness.
- 5) Apply their understanding of nondual teachings and nondual awareness in their professions.

TEXTS

Adyashanti. *True Meditation. Discover the Freedom of Pure Awareness*. Sounds True. Louisville, CO. 2006

Blofeld, John, Trans. *The Zen Teaching of Huang Po on the Transmission of Mind*. Grove Weidenfeld, New York. 1958

Gangaji. *The Diamond in Your Pocket. Discovering Your True Radiance*. Sounds True. Boulder, CO. 2005

Katie, Byron, and Stephen Mitchell. *A Thousand Names for Joy: Living in Harmony with the Way Things Are*. Three Rivers Press. New York. 2008

Klein, Jean. Emma Edwards, Ed. *I Am*. Non Duality Press. Salisbury, UK. 2006

Komito, David Rose, Geshe Sonam Rinchen, Tenzin Dorjee, *Nagarjuna's Seventy Stanzas: A Buddhist Psychology of Emptiness*. Snow Lion Publications. Ithaca, N.Y. 1987

Osborne, Arthur. *Ramana Maharshi and The Path of Self-Knowledge*. Century Hutchinson. Ltd. London. 1970

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Poonja, H. W. L. *Wake Up and Roar*. Satsang with H.W.L. Poonja, Pacific Center Press. Kula, Maui, HI. 1992

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Effective October 1, 2018



EMP862 Relationship, Patterns and Dynamics of Consciousness (3 credits)

DESCRIPTION

This course is an exploration of relationship, patterns, and dynamics of consciousness. The dynamics of the personality, interpersonal relationships, cosmological and natural cycles, and soul development are explored through astrological patterns and cycles of life, energy fields, past lives, and the deepening of awareness through self-inquiry. The course reviews medical astrology and relationship dynamics. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Relationship, patterns, dynamics, astrology, medical astrology, self inquiry, awareness, consciousness, the creative, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of relationship dynamics, astrological patterns, soul development, and self inquiry; they will have experienced relationship dynamics, astrological patterns, soul development, and self inquiry in new ways; and they will have developed and expanded their ability to work with relationship dynamics, astrological patterns, soul development, and self inquiry in their personal and professional lives.

TEXTS

Adyashanti. *True Meditation. Discover the Freedom of Pure Awareness.*

Adyashanti. *Emptiness Dancing*

Cramer, Diane L. *Managing Your Health & Wellness. A Guide To Holistic Health*

Hellinger. Bert. *Supporting Love How Love Works in Couple Relationships*

Hickey, Isabel M. *Astrology. A Cosmic Science*

Mindell, Arnold. *The Dreambody in Relationships*

Nhat Hanh, Thich. *Teachings on Love*

Ruiz, Miguel. *The Mastery of Love. A Practical Guide to the Art of Relationship*

Schulman. Martin. *Karmic Relationship*

Weiss, Brian. *Only Love Is Real*



EMP 763: Consciousness, Cosmologies and Maps (3 credits)

DESCRIPTION

This course is an exploration of consciousness, cosmologies, and maps. The course explores collective and personal cosmologies, the evolutionary architecture of individual lives, subtle energy, the mapping process, and consciousness. The mapping process effectively illustrates and illuminates repetitive patterns and habitual behaviors, relationship, group, and organizational dynamics, the subtle body, and personal cosmologies. It can be used for healing, life transitions, dreams, meeting facilitation, and self-reflection for insight, change, and growth. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Consciousness, cosmologies, maps, mapping, nature, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of consciousness, cosmologies, and mapping; they will have experienced their own consciousness, cosmology, and maps; and they will have developed and expanded their ability to work with consciousness, cosmologies and mapping in their personal and professional lives.

TEXTS

Abbott, Edwin A. Flatland

Banchoff, Thomas F. Beyond the Third Dimension. Geometry, Computer Graphics, and Higher Dimensions

Burgess, Mali. Geometric Dynamics. The Art and Architecture of Consciousness. eBook

Lawlor, Robert. Sacred Geometry. Philosophy and Practice

Lundy, Miranda. Sacred Geometry

Michell, John. The Dimensions of Paradise

Khanna, Madhu. Yantra. The Tantric School of Cosmic Unity.

Neal, Viola Petitt, and Shafica Karagulla. Through the Curtain

Seife, Charles. Zero. The Biography of a Dangerous Idea



EMP 764: Sensitivity and the Sublime (3 credits)

DESCRIPTION

This course is an exploration of the sublime sensitivity inherent in the nature of being. The course explores sensitivity and the sublime: the experience of sensitives; the deepening of sensitivity and intuition with awareness; sensitivity to subtle energy; sensitivity in creativity and healing; sensitivity to and the sensitivity of nature; and sensitivity to the sublime. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Sensitivity, sensitivity to the sublime, subtle energy, consciousness, nature, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of sensitivity, and sensitivity to the sublime; they will have experienced their own sensitivity and sensitivity to the sublime; and they will have developed and expanded their ability to work with sensitivity and sensitivity to the sublime in their personal and professional lives.

TEXTS

Aron, Elaine. The Highly Sensitive Person. How to Thrive When the World Overwhelms You

Atwater, P.M.H. Future Memory

Gelder, Dora van. The Real World of Fairies. A First-person Account

Leadbeater, C. W. The Chakras. A Monograph

Maclean, Dorothy. To Hear the Angels Sing

Nhat Hanh, Thich. Arnold Kotler, Ed. Peace Is Every Step. The Path of Mindfulness in Everyday Life

Schull, Bill. The Psychic Power of Animals

Steiner, Rudolf. Theosophy. An Introduction to the Supersensible Knowledge of the World and the Destination of Man

Weiss, Brian L. Through Time Into Healing

EMP 765: Creative and Visionary Processes (3 credits)

DESCRIPTION

This course is an exploration of creative and visionary processes and their importance in personal and cultural evolution. The course explores creative and visionary processes in art, health and healing, self-expression, spiritual practice, social and natural systems, and in the lives of creatives and visionaries.



Explorations include research, practicum, written reflection, and dialogue. The course includes immersion in, and reflection on, a creative and visionary process.

TOPICS

Creative and visionary processes, art, nature, health, healing, spiritual practice, self-expression, consciousness, the creative, and energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of creative and visionary processes; they will have experienced creative and visionary processes in new ways; and they will have developed and expanded their ability to work with creative and visionary processes in their personal and professional lives.

TEXTS

Barron, Frank, Alfonso Montuori, and Anthea Barron. *Creators On Creating. Awakening and Cultivating the Imaginative Mind*

Borges, Jorge Luis. *The Book of Sand*

Furth, Gregg M. *The Secret World of Drawings*

Kumar, Satish, Freddie Whitefield. Eds. *Visionaries. The 20th Century's 100 Most Inspirational Leaders*

Ladinsky, Daniel. *The Gift. Poems by Hafiz*

Olwell, Carol. *Gardening From the Heart, Why Gardeners Garden*

Rocca, Alessandro. *Natural Architecture*

Tharp, Twyla. *The Creative Habit. Learn It and Use It For Life*

EMP 866: Creative Awareness and Self Healing (3 credits)

DESCRIPTION

This course is an exploration of creative awareness and self healing. The course explores fundamental principles and processes of self healing that support and develop creative awareness, facilitate the release of habitual patterns and chronic pain, balance familial and interpersonal energy fields, enliven healing potential, honor and support the wisdom of the body, mind, emotions, and spirit, and deepen awareness of the physical, mental, emotional, and subtle bodies, nature, and the consciousness of health. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Creative awareness, self healing, nature, consciousness, the creative, and energy medicine.

Effective October 1, 2018



OBJECTIVES

After completing this course participants will have gained an expanded understanding of creative awareness and self healing; they will have experienced creative awareness and self healing in new ways; and they will have developed and expanded their ability to work with creative awareness and self healing in their personal and professional lives.

TEXTS

Begley, Sharon. *Train Your Mind, Change Your Brain. How a New Science Reveals Our Adyashanti*. True Meditation. Discover the Freedom of Pure Awareness

Bach. Edward. M.D. and F.J. Wheeler. M.D. *The Bach Flower Remedies*

Begley, Sharon. *Train Your Mind, Change Your Brain. How a New Science Reveals Our Extraordinary Potential to Transform Ourselves*

Dale, Cyndi. *The Complete Book of Chakra Healing. Activate the Transformative Power of your Energy Centers*

Hellinger, Bert, with Gunthard Weber and Hunter Beaumont. *Love's Hidden Symmetry. What Makes Love Work in Relationships*

Lieberman. Jacob. *Take Off Your Glasses and See. A Mind/Body Approach to Expanding Your Eyesight and Insight*

Schneider, Meir. *Self Healing, My Life and Vision*

Weil, Andrew. *Spontaneous Healing. How To Discover and Embrace Your Body's Natural Ability To Maintain and Heal It*

Weiss, Brian L. *Same Soul, Many Bodies. Discover the Healing Power of Future Lives through Progression Therapy*

EMP867: Dreams, Death and the Divine (3 credits)

DESCRIPTION

This course is an exploration of dreams, dreaming, death, and the divine. The course explores the many forms of dreams and dreaming: in daily life; creativity and revelation; lucid dreaming, near-death, out-of-body, and transcendent experiences; reincarnation; the subtle body and states of awareness; and the experience of the divine. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Dreaming, lucid dreaming, dreams, near death, reincarnation, out-of-body, revelatory and transcendent experiences, the divine, consciousness, the creative, energy medicine.

Effective October 1, 2018



OBJECTIVES

After completing this course participants will have gained an expanded understanding of dreaming, death, and the divine; they will have experienced dreaming and the divine in new ways; and they will have developed and expanded their ability to work with dreams, dreaming, death, and the divine in their personal and professional lives.

TEXTS

Atwater, P. M. H. Coming Back To Life. The After-Effects of the Near-Death Experience

Delaney, Gail. All About Dreams

Mindell. Arnold. Coma, Key To Awakening

Mindell. Arnold. Dreaming While Awake

Monroe, Robert. Ultimate Journey

Neal, Viola Petitt, and Shafica Karagulla. Through the Curtain

Newton, Michael. Destiny of Souls: New Case Studies of Life Between Lives

Norbu, Chogyal Namkai. Dream Yoga and the Practice of Natural Light

EMP 7671: The Art of War: Space-Time and Nature Philosophy (3 credits)

DESCRIPTION

The Art of War is one of well-known ancient Chinese wisdom works. Since the archaeological discovery of Yin Que Mountain (银雀山) in 1972, the significant changes of study on The Art of War has taken place around the world. But behind the Art of War, there is more valuable mystery exists.

The course is designed based on the systematically research of Sun Tzu's The Art of War and Sun Bin's The Art of War, we called these two ancient works with one name of the Art of War in this course. The philosophy of the Art of War can guide the research and understanding energy systems. This course will introduce the research results by introducing a new system to understanding space-time energy.

OBJECTIVES

- Student will learn the main theories and philosophy of The Art of War.
- Students will understand the nature laws and space and time energy.
- Students will explore the relationships and applications of Space-Time energy.

TOPICS

- Background Research on The Art of War.
- Study the Military Dao (兵道) and core concepts of Sun Tzu's The Art of War 《孙子兵法》
- Study the structures of Sun Bin's The Art of War 《孙臆兵》
- Time energy with nature laws through Sun Tzu's and Sun Bin's The Art of War.
- Space energy with nature law through Sun Tzu's and Sun Bin's The Art of War.
- Study Military Yin/Yang (兵阴阳) and explore space-time energy and applications.

Effective October 1, 2018



- The holographic philosophy in *The Art of War*.
- Explore the application for individual's life through their experiences.
- Space-time energy applications.

TEXTS

- Sun Szi, *The Art of War*
- Sun Bin, *The Art of War*
- BaiTuJing, *Traditional Chinese Medicine with The Art of War*

EMP 8671 & 8672: The Subtle Body and the Rainbow Lights (3 credits)

DESCRIPTION

The subtle body is a dynamic system unique to each individual yet universal in nature. This course is an exploration of the dynamics of the subtle body system and the rainbow lights, the essential role the subtle body plays in health and healing, subtle fields, the soul and the supersensible, and the subtle world of nature. Explorations include the complex yet fundamental way subtle systems illuminate the forms and functions of all living things from cells to celestial bodies. The course explores the subtle senses of clairvoyance, clairvoyance, clairaudience, and claircognizance; subtle realms, planes, and dimensions of awareness; and subtle sensory ethics. The course focuses on personal experience and the development of awareness.

TOPICS

The subtle world of nature, subtle realms of awareness, subtle energy ethics, awareness.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of the subtle body and the subtle senses; they will have experienced the subtle body and the subtle senses in new ways; and they will have developed and expanded their ability to work with the subtle body and the subtle senses in their personal and professional lives.

TEXTS

Bruce, Robert. *Astral Dynamics. The Complete Book of Out-of-Body Experiences.*

Karagulla, Shafica, and Dora van Gelder Kunz. *The Chakras and the Human Energy Fields.*

Leadbeater, C. W. *The Devachanic Plane, or, The Heaven World, Its Characteristics and Inhabitants.*

Leadbeater, C. W. *The Astral Plane.*

Leadbeater, C. W. *Clairvoyance.*

Neal, Viola Petitt, and Shafica Karagulla. *Through the Curtain.*
Effective October 1, 2018



Norbu, Chogyal Namkai. John Shane, Ed. *The Crystal and the Way of Light. Sutra, Tantra and Dzogchen.*

Tompkins, Peter. *The Secret Life of Nature. Living in Harmony With the Hidden World of Nature Spirits From Fairies to Quarks.*

EMP7672: Study Chinese Character Art with Exploring Meridian Energy System (3 credits)

DESCRIPTION

The Chinese characters have more meanings which can be used as decoding tools to understand traditional Chinese medicine and ancient philosophy. The study aims to understand the functional meanings and the art of the Chinese characters used in ancient works.

The course is based on Chinese characters used in Meridian systems. The study extends to use Chinese characters to decode the human energy system by space-time structures. This course goes beyond the limitations of characters themselves and literature meanings. Deeper understanding of Chinese character Art can be linked to ancient philosophy.

OBJECTIVES

- Students will learn basic Chinese characters in Meridian systems of TCM theories.
- Students will study Chinese characters that will be used in the human energy systems and space-time energy structures.
- Students will understand the ancient health wisdoms and basics of TCM concepts through decoding of Chinese characters.

TOPICS

- Chinese Character Art.
- Understanding the relationships of Chinese Characters structures.
- The basic Chinese Characters terminology in TCM theory.
- Learning characters of time, space, nature and their energy meanings.
- Understanding health wisdoms through decoding Chinese characters.

EMP7673: Understanding Huangdi Neijing and TCM Theory with Space-Time Energy (3 credits)

DESCRIPTION

Huangdi Neijing is the foundation of Traditional Chinese Medicine (TCM). Through the development of energy medicine, there are more interests and studies for *Huangdi Neijing*. The mystery meridian systems attract research around the world for finding scientific truths. Until now, there are no satisfied results found.



Meridian systems do provide a channel to understand energy medicine. *Huangdi Neijing* shows solid foundation and various experiences for holistic health. TCM theories show the energy systems following nature laws. All ancient wisdom of *Huangdi Neijing* and its philosophy demonstrate the art of nature. The theories will provide the guidance for practicing holistic health. This course will use our research results to explore *Huangdi Neijing* by space-time energy and systematically introduces the space-time structure of TCM theory.

OBJECTIVES

- Students will understand the key structures of *Huangdi Neijing* – the relationship with universe, earth and life of human-beings.
- Student will learn the main theories and philosophy of TCM.
- Students will study space-time energy and increase their understanding of energy medicine and holistic health.

TOPICS

- Introduction on Huangdi Neijing and TCM theory.
- Yin/Yang, Five elements theory and nature laws.
- TCM Zhang Fu (藏腑) theory and their relationships.
- Introduction on human meridian systems.
- Introduction on life energy cycles, four seasons and space-time energy.
- Emotion, behavior, time and space structure of individuals.
- Introduction on TCM exterior-interior relation(表里关系) and space-time holography.
- Space-time energy with Zi Wu Liu Zhu(子午流注) and Wu Yun Liu Qi (五运六气).
- Introduction on philosophy and art of Huangdi Neijing (天人合一).

TEXTS

Huangdi Neijing Vol. Su Wen and Vol. Ling Shu 《黄帝内经》

BaiTuJing, *Traditional Chinese Medicine with The Art of War*

EMP7674: Relationship and Life Energy Geometry (3 credits)

DESCRIPTION

Relationship plays an important role in our life. Behind the relationship, energy and nature law are big players. This course will offer simple tools to analyze complex relationships. In this course, the relationship covers the scope among nature, time, space, events and human life. This course uses basic geometry shapes to demonstrate complex relationships. The energy geometry comes from ancient wisdoms. Time and space are tools to study the energy geometry. Space-time energy helps us understand the nature law and relationships. In this course various kinds of geometry energy are analyzed, which are useful for life. Effective October 1, 2018



After study, the students will learn how to use the relationship to manage events with right time, right space and right person using space-time energy geometry.

OBJECTIVES

- Students will understand of energy geometric structures and their relationship.
- Students will learn the key points of relationship with time, space, events and people.
- Students will recognize geometric relationship and space-time energy.
- Students will understand their own energy characteristics and enjoy a journey of self-cognition and confidence with art of relationships.

TOPICS

- Overview of energy geometric structures and their relationship.
- Time, time energy and time geometry energy.
- Space, space energy and space geometry energy.
- People, geometric energy and relationships.
- Geometric relationship and space-time energy.
- Whole pictures of relationship with time, space, events and human life.
- Life relationship with energy geometry structures.
- Case study with space-time energy geometry.
- The art and applications of the relationship.

TEXTS

BaiTuJing 《中医兵法百图经》, *Traditional Chinese Medicine with The Art of War*

EMP7675: Space-Time Holography (3 credits)

DESCRIPTION

Space-Time Holography is specially designed for the students who interest in ancient Chinese wisdoms. This course will help students understand connections between classical wisdoms and modern science.

Through Huangdi Neijing 《黄帝内经》, students will deeply understand holography from the relationship between heaven and human-beings. From diagnosis and meridians, students will understand the space-time holography. From The Art of War 《孙子兵法》 《孙臆兵法》, students will understand nature laws and earth energy. From Daodejing 《道德经》 students will understand the relationship between space-time holography and philosophy of Dao(道). From I Change 《易经》 students will understand the basis: holographic structures and its relationship. Meridian and human energy system will also help students to understand holography.

Modern science and concept, such as wave, frequency, fields, fracture and image, will fully support space-time holography theory. Space-Time Holography is the powerful tool for energy medicine and holistic health application.

Effective October 1, 2018



OBJECTIVES

- Students will deeply understand holography and nature laws.
- Student will understand the link between modern science and ancient wisdoms.
- Students will understand relationship between wave and space-time holography.
- Students will explore energy, meridians, holography and space-time energy.
- Students will extend their views of energy medicine and holography.

TOPICS

- Introduction on space, time and space-time holography.
- Modern science, nature laws and ancient wisdom Huangdi Neijing 《黄帝内经》.
- Modern science, nature laws and ancient wisdom The Art of War 《孙子兵法》 《孙臆兵法》.
- Philosophy, holography, nature laws and Daodejing 《道德经》.
- Modern science, holography systems with I Change 《易经》.
- Holography systems with ancient concept Taiji(太极), mystery totems of Hetu (河图) and Lushu (洛书).
- Understanding meridians, human energy systems and holography.
- Discovering modern science and holographic systems- Wave, fields, fracture and imaginary.
- Self-cognition – exploring the resources of energy and holography applications.
- Understanding energy medicine and holistic health with space-time holography.

TEXTS

BaiTuJing 《中医兵法百图经》, *Traditional Chinese Medicine with The Art of War*

EMP7676: Traditional Chinese Medicine Theory with The Art of War (3 credits)

DESCRIPTION

The Traditional Chinese Medicine (TCM) is an ancient science and philosophy that gives deep influence in Chinese culture and human life. This course will explore the ancient wisdoms through the study of Sun Tzu's theory and Sun Bin's theory with The Art of War, especially for the relationship among Yin/Yang, the Five Elements and Ziwu Liuzhu. The study will help individuals to understand the laws of nature - the time, space, energy and their relationship with every individual through The Art of War works.

The course aims to let students improve their abilities for self-cognition of energy, understand the relationship of universe, earth and human life with space-time energy through the key points of TCM theory and the core techniques of The Art of War to solve the energy imbalance problems. The course will



provide practical techniques and special tools for energy recognition and application that open a different way to observe health and life to let individuals manage their time along with space-time energy.

OBJECTIVES

- Students will understand the key structures of *Huangdi Neijing* – the relationship with universe, earth and life of human-beings.
- Student will learn the main theories and philosophy of The Art of War.
- Students will understand the relationship between TCM theory and The Art of War.
- Students will explore the relationship and application of space-time energy for human life and health improvement through mastering practical techniques and special tools.

TOPICS

- Chinese most important ancient works - *Huangdi Neijing*.
- Sun Tzu's and Sun Bin's theory with The Art of War.
- The theory and of traditional Chinese medicine and military wisdom.
- Foundation of the nature law based on the classical wisdom.
- The key of reading and understanding of *Huangdi Neijing* and *The Art of War*: natural law and space-time energy.
- Philosophy of Traditional Chinese Medicine: relationship between heaven and human-beings.
- The nature law used in *The Art of War*: right time, right space, right people and event.
- Self-cognition – explore the resources of energy and essence through the individual's life experiences.
- Practicing theories and principles for space-time energy application.

TEXTS

Huangdi Neijing Vol. Su Wen and Vol. Ling Shu 《黄帝内经》

Sun Szi, *The Art of War*

Sun Bin, *The Art of War*

Traditional Chinese Medicine Theory 《中医理论》

BaiTuJing, *Traditional Chinese Medicine with The Art of War*

EMP868: Evolutionary Aesthetics: Education, Imagination and Social Transformation (3 credits)

DESCRIPTION

This course is an exploration of evolutionary aesthetics: education as a living process, creativity as a learning process, and social transformation as an evolutionary process. The course explores the importance of creativity in education, of education in social transformation, and of aesthetic beauty in life, nature, the arts and sciences, health and healing, creativity, culture, and evolution. Explorations include research, practicum, written reflection, and dialogue.

Effective October 1, 2018



TOPICS

Evolutionary aesthetics, education, imagination, social transformation, nature, consciousness, the creative, energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of evolutionary aesthetics, education, imagination, and social transformation; they will have experienced evolutionary aesthetics, education, imagination, and social transformation in new ways; and they will have developed and expanded their ability to work with evolutionary aesthetics, education, imagination, and social transformation in their personal and professional lives.

TEXTS

Cameron, Brent. *Self Design. Nurturing Genius Through Natural Learning*

Fukuoka, Masanobu. *The One-Straw Revolution, An Introduction to Natural Farming*

Hart, Tobin. *The Secret Spiritual World of Children*

Jensen, Derrick. *Walking On Water. Reading, Writing, and Revolution*

Lieberman, Jacob. *Light, Medicine of the Future. How We Can Use It to Heal Ourselves Now*

Rosenberg, Marshall B. *Speak Peace in a World of Conflict. What You Say Next Will Change Your World*

Schneider, Michael S. *A Beginner's Guide to Constructing the Universe. The Mathematical Archetypes of Nature, Art, and Science: A Voyage From 1 to 10.*

Semler, Ricardo. *The Seven-Day Weekend. Changing the Way Work Works*

Or - Maverick. *The Success Story Behind the World's Most Unusual Workplace*

EMP 869: Chaos, Eros and Nomos (3 credits)

DESCRIPTION

While Chaos refers to the original state of existence or void from which creation emerged, and Eros refers to new life, love, and beauty, Nomos refers to the ordering of experience and values. This course is an exploration of emergence, the healing power of love and reconciliation, the energetic fields of individuals, families, and communities, values, self-organization, and the spirit of reciprocity. The course explores subtle energies, participatory processes, engaged economics, governance, sustainability, creativity, and

Effective October 1, 2018



the health and evolution of social and natural systems. Explorations include research, practicum, written reflection, and dialogue.

TOPICS

Values, exchange, reciprocity, engaged economics, self-organization, governance, community, sustainability, health, consciousness, nature, and energy medicine.

OBJECTIVES

After completing this course participants will have gained an expanded understanding of values, reciprocity, self-organization, nature, and the health of individuals and communities; they will have experienced values, reciprocity, self-organization, nature, and the health of individuals and communities; and they will have developed and expanded their ability to work with values, reciprocity, self-organization, nature, and the health of individuals and communities in their personal and professional lives.

TEXTS

Alarcon, Francisco X. *Snake Poems. An Axtec Invocation.*

Atlee, Tom. *The Tao of Democracy. Using Co-Intelligence to Create a World That Works for All*

Buchanan, Mark. *Ubiquity. Why Catastrophes Happen*

Hubbard, Barbara Marx. *Conscious Evolution: Awakening the Power of Our Social Potential*

Megre, Vladimir. *Anastasia. Ringing Cedars Press*

Mindell, Arnold. *The Year I: Global Process Work. Community Creation from Global Problems, Tensions and Myths*

Payne, John L. *The Language of the Soul: Healing with Words of Truth*

Villoldo, Alberto. *Shaman, Healer, Sage. How to Heal Yourself and Others with the Energy Medicine of the Americas*

EMP 771 & EMP 871: Explorations in Holistic Health (3 credits)

DESCRIPTION

Students pursue advanced readings in a sub-set specialty of Holistic Health/Energy Medicine, as assigned by the faculty, conduct further library survey and reading of the research literature, conduct field exploration and prepare a scholarly paper suitable for publication.



EMP 772 & EMP 872: Special Topics (3 credits)

DESCRIPTION

Students pursue advanced readings in specialty topics of Holistic Health/Energy Medicine, as assigned by the faculty, conduct further library survey and reading of the research literature, conduct field investigation and prepare a scholarly paper suitable for publication.

EMP 873: Research Design Methodology (3 credits)

DESCRIPTION

This course will address the issues pertaining to quantitative and mixed method (quantitative and qualitative combined) research design and implementation, to assist doctoral level students in their dissertation research. Areas addressed include the following: identifying the research problem; formulating a testable research question; selecting an appropriate research design; choosing appropriate instruments; collecting data; and evaluating results. This course does not cover statistical methods; note that this topic is covered in another course. Specific examples of research designs will be drawn from social science, psychology, biology, business, and health science. In addition, the spectrum of issues in research on human subjects, including safety, ethics, recruitment, retaining subjects, confidentiality, informed consent, and the review process, will also be covered. Students are encouraged to bring their doctoral research issues into the course for online discussion with the instructor and other students.

TOPICS

- Conceptualizing a project aim or research problem into an appropriate research question
- Developing testable hypothesis(es)
- The Scientific Method
- Research designs--including surveys; randomized controlled and parallel-group studies; outcome studies; cross-over study designs; pilot studies; field studies; surveys; and polling
- The use of human subjects in research: recruitment, safety, ethics, confidentiality, informed consent, and other issues
- Identifying and/or designing data collection instruments including Likert scale questionnaires
- Measurement issues including reliability and validity
- Creating study designs with attention to power analysis
- Independent and dependent variables; additional parameters including confounding parameters
- Daily operations of data collection in research, including use of instruments
- Encoding the data and preparing it for statistical analysis
- Probability concepts and theory as related to hypothesis testing.
- Strategies for data presentation in tables and graphs

OBJECTIVES

- Formulate focused research question(s) that is (are) clear, concise, and central to the specific aims of a project.



- Understand hypotheses testing, and how to formulate testable hypothesis(es) from research question(s).
- Explain the various types of quantitative and mixed methodology research designs and how to select a strategy to best fit all aspects of a proposed study.
- Identify existing instruments to address a specific question and/or develop new instruments for testing.
- Understand the issues of validation or confirmation and reliability of research instruments.
- Understand what is involved in conceptualizing, setting up quantitative research, and collecting data, toward completion of the doctoral dissertation.
- Critique research designs and methods provided in research proposals and/or published research.
- Understand how to present and comprehend quantitative data in tables and graphs.
- Design research plan involving human subjects.
- Formulate well-considered subject inclusion and exclusion criteria.
- Construct tasks and/or instruments for human subjects that address the research questions.
- Write and administer a human subject informed consent form.
- State the requirements for handling human subjects in federally sponsored research.
- Critically review and analyze research involving human subjects.

TEXTS

Creswell, J.W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

Dunn, CMD and Chadwick, GL. *Protecting Study Volunteers in Research*.

Katrak, P; Bialowcerkowski, AF. "A systematic review of the content of critical appraisal tools." *BMC Medical Research Methodology* 4(22). Web-based journal article available at:
<http://www.biomedcentral.com/1471-2288/4/22>

Marczyk, G.R.; DeMatteo, D.; Festiger, D. *Essentials of Research Design and Methodology*.

Nardi, P.M. *Doing Survey Research: A Guide to Quantitative Research Methods*.

Yeager, J.; Sommer, L. "How linguistic frames affect motivational profiles and the roles of quantitative vs. qualitative research strategies." *The Qualitative Report* 10(3); 463-511.

EMP 874: Survey of Statistical Methods and Reasoning (3 credits)

DESCRIPTION

This course is intended to give the student a basic grounding in both the theory and practice of a wide variety of statistical methods. Introductory material will be available for students who have had no experience at all with probability and statistics, but the course as a whole will proceed from the assumption that students are familiar with at least some basic concepts of the field. The students are expected to gain

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at least basic familiarity with a wide toolkit of standard statistical tests and the types of data for which they are appropriate, and will be required to install and learn how to use a free, open-source statistical analysis package (PSPP). In addition to basic analysis tools students will be introduced to the topics of Bayesian statistical inference, meta-analysis, statistical power analysis, and basic concepts of experimental design.

OBJECTIVES

Students successfully completing this course will know and understand:

- The meaning of standard statistical terminology such as Z and T statistics, chi-squared values, F statistics, mean, median, effect size, confidence intervals.
- How to construct an appropriate statistical test given a particular hypothesis to be examined and a type of data collected for it.
- The distinction between a p-value and a Bayesian odds ratio or posterior probability, and what each of them implies.
- How to compute statistical power and estimate whether an experiment is adequate to test a particular hypothesis.
- How to make statistical inferences across multiple experiments
- How to use a standard, widely available general-purpose statistical analysis software system.

TEXTS

Probability and Statistics for Engineering and the Sciences, Enhanced Review Edition, by Jay L. DeVore

Meta-Analytic Procedures for Social Research (Applied Social Research Methods), by Robert Rosenthal

EMP 775 & EMP875: Research, Writing and Mentorship (3 credits)

DESCRIPTION

This course provides individualized support, guidance, instruction, and mentorship for general research and writing. The course is available to those refining their writing skills, researching topics of interest, in need of conceptual organization and formatting guidance, and seeking mentorship support.

TEXTS

Texts will be determined on an individual basis.

EMP 877: Research Methods (3 credits)

DESCRIPTION

This course will give you experience in formulating a research problem and designing the appropriate method by which to gather and evaluate data relevant to the specific research questions flowing from your problem statement. You will design a project up to but not including

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the actual data gathering. This component includes the process of moving from a general idea of interest to a specific, empirically observable research problem statement.

OBJECTIVES

- To present the interrelationships between theory and data in the research process;
- To provide an understanding of the major issues and basic techniques of social science research;
- To provide opportunity to delve into the research venture first-hand by completing individual and group projects.

Student Competencies

- Ability to read and interpret research articles;
- Ability to use qualitative and quantitative methods of data collection;
- Ability to measure variables and variable relationships;
- Ability to develop a formal research project, including:
 - a) formulation of problem statement;
 - b) construction of theoretical framework;
 - c) operationalization of concepts;
 - d) construction of relevant hypotheses;
 - e) procedures of data collection;
 - f) procedures of data analysis.

TEXTS

Babbie, Earl. *The Practice of Social Research*

Miller, Delbert. *Handbook of Research Design and Social Measurement*

Pan, M. Ling. *Preparing Literature Reviews*.

Patten, Mildred. *Proposing Empirical Research: A Guide to the Fundamentals*.

Pyrzack, Fred. *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences*.



EMP 878: Applied Statistics (3 credits)

DESCRIPTION

This course is an examination of statistical principles and techniques in the analysis of social science data. Application of computer software packages for statistical analysis will be emphasized.

OBJECTIVES

- Address conceptual/theoretical understanding of the uses of statistics in addressing social science problems;
- To enable the student to select appropriate statistical procedures which address specific data analysis problems;
- To enable the student to analyze statistical data on computer software packages.

Student Competencies

Given a selection of research data problems, students will be able to: a) decide on the most appropriate statistical procedure to address the problem; b) analyze the data, including hypothesis and significance testing, utilizing statistical software packages;

Students will have exposure to univariate, bivariate, and multivariate analyses of data, including: measures of central tendency; cross tabulation; chi-square; t-tests; correlation; simple and multiple regression; analysis of variance.

EMP 879: Mentorship in Statistical Analysis (3 credits)

DESCRIPTION

This Mentorship in Statistical Analysis course is designed to be taken concurrently with the Doctoral Proposal and Writing course in order to complete a research project that requires the design, collection, analysis and presentation of original field data. PhD students who are working on a research project requiring statistical analysis may also enroll in this course. Participants are mentored through all aspects of proper statistical analysis (including design of the project and data collection, data collection, data analysis, and presentation of the results) using their research project as the guiding vehicle and teaching example. All of the statistical principles and techniques taught will be immediately applied to their research project. University guidelines, the research parameters of the Energy Medicine field, and the guidelines for acceptable statistical practice govern all aspects of the data analysis completed in the research project.

PREREQUISITE

Level 2 students must be concurrently working on a research project that requires the collection and analysis of data.

Effective October 1, 2018



OBJECTIVES

Course objective is to support the student in the statistical analysis portion of the requirements of a research project representing original work by the student; and in the design, collection, and analysis of data collected from research subjects (field data). The purpose of this course is to mentor the participant through the process of properly designing the study, collecting and analyzing the data, and presenting the findings. That is, the purpose of this course is to guide the participant through all statistical aspects of their research project to ensure that their quantitative analyses are sound and conform to the standards set forth by the Holistic Health field, and the statistics profession.

Using their specific research project as the teaching example, the participants will learn:

- The role statistics plays in quantitative research.
- The difference between analytical and enumerative research.
- The relationship between the field of statistics and intuitive insight.
- Some key principles of variation and their impact in inference.
- The difference and relationship between data and information..
- How to clearly define the objective of their project, study or experiment.
- How to clearly formulate a research hypothesis.
- How to statistically design how the project, study or experiment is conducted.
- How to determine what data to collect and how to effectively collect it.
- How to effectively analyze the collected data and transform it into information.
- How to effectively present the findings.
- To identify both the extent and the limitations of their research.

TOPICS

- Understanding research as a system, and the role of statistics in that system.
- The difference between analytical and enumerative research.
- Statistical integrity. The relationship between intuition and statistics.
- Elementary principles of variation – a key to effective research and analysis.
- The difference and relationship between data and information.
- The relationship between sample and population.
- Research objectives and hypotheses.
- Statistical design of experiments, studies or projects.
- Data collection methodologies. Elementary metrology.
- Elementary survey (questionnaire) design – if appropriate to the research project.
- Handling errors and omissions in data.
- Graphical analyses of data.
- Numerical analyses of data.
- Graphical, numerical and other presentations of the findings.
- The limitations of research or a study. What the findings say and don't say.

TEXTS

Effective October 1, 2018



D. Huff, *How to Lie with Statistics*

G. Bhattacharyya & R. Johnson, *Statistical Concepts and Methods*.

G. Box, W. Hunter, J. Hunter, *Statistics for Experimenters*

William Cleveland, *The Elements of Graphing Data*.



Distance Education Program Costs

Program	Registration Fee* Non-Refundable	Student Tuition Recovery Fund \$0.00 per \$1000 Non-Refundable	Books <i>estimated-book purchase is solely student responsibility</i> Not purchased from School, Non-Refundable	Application Fee <i>One time</i> Non-Refundable	Tuition	Total Cost (Excludes *books, **Semester Registration Fee)
Single Course Program	\$100	\$0	\$100	\$100	\$1200	\$1300
Certificate Program	\$100	\$0	\$250	\$100	\$7,200	\$7,300

*Books are estimated and not purchased from school (non-refundable)

**Registration Fee \$100 per semester, total depends on students choice of number of semesters (non-refundable)

Tuition Payments

At the student's option payment may be made in full for the program tuition and fees including any institutional loans after the student has been accepted and enrolled and the date of the first class session is disclosed on the enrollment agreement.



SEMESTER CREDIT HOURS	SEMESTER REGISTRATION FEE	TUITION	TOTAL COST Paid in Full
Note: returned check fee: \$75			

15 credit hours	\$100	\$6000	\$6100
12 credit hours	\$100	\$4800	\$4900
9 credit hours	\$100	\$3600	\$3700
6 credit hours	\$100	\$2400	\$2500
3 credit hours	\$100	\$1200	\$1300



SEMESTER MONTHLY
PAYMENT PLAN
OPTION

SEMESTER MONTHLY PAYMENT PLAN OPTION	Non- Refundable Semester Registration Fee to be paid in full at each semester enrollment	FULL TUITION	Add \$25 Administrative Fee to each monthly payment	Five (5) monthly payments: Due the 10th day of each month. Late fee (\$25) incurred past due date.	TOTAL EACH MONTH
Note: returned check fee: \$75					
15 credit hours	\$100	\$6000	\$25	\$1200	\$1225
12 credit hours	\$100	\$4800	\$25	\$960	\$985
9 credit hours	\$100	\$3600	\$25	\$720	\$745
6 credit hours	\$100	\$2400	\$25	\$480	\$505
3 credit hours	\$100	\$1200		No payment plan offered	-



ADMISSION REQUIREMENTS CHECK LIST

Postal mail all admission items. Include the non-refundable application fee of \$100 USD as a check or international money order. No credit card payment accepted for the application fee.

Postal Mailing Address: For EMU documents

Academy of Intuition Medicine® & Energy Medicine University
Post Office Box 564
Mill Valley, California 94942 USA
Phone: 415-331.1011
Fax Number: 415-331-9293
Website: www.EnergyMedicineUniversity.org

- Submit completed admissions application found on the following pages.
- If applying for certificate program: evidence of H.S. diploma or GED Diploma for distance education certificate program; and for all distance programs transcripts of all prior post-high school study (Vocational, AA, Bachelors, Masters) sent directly from the degree-granting institutions to EMU.
- Personal introduction/biographical letter which also addresses the five questions asked in the application for admissions form – this is given to each of your professors.
- Submit your current resume or curriculum vita.
- Submit two recent digital photo headshot.
- Enclose the non-refundable application fee of \$100 USD check or international money order. No credit card payment accepted for the application fee.
- Read required documents, then print out, sign and enclose the EMU “Signature Form” found on the last page.
- Initial all pages and sign in two places the School Performance Fact Sheet (SPFS) and submit
- Complete, score and submit the “Distance Education Questionnaire”.

- NOTE: All official transcripts and documents and prior internship verification must be sent to the University’s administrative office directly from applicant’s sponsors and degree and internship institutions.

- NOTE: If it is close to the start of a semester and you would like to expedite your admissions also email the “Application for Admission”, your Curriculum Vitae, and other supporting documents to email address: Registrar@EnergyMedicineUniversity.org

- To Rapid-Start Application online, use the registration link at www.energymedicineuniversity.org.



EMU APPLICATION FOR ADMISSION

PERSONAL

Print Full Name _____

_____ Last First MI Maiden

Mailing Address _____

_____ Street Address Apt. # City State Zip

Telephone-Home (____) _____ E-Mail Address _____

Telephone-Work (____) _____ Fax (____) _____

Website _____

Cell Phone (____) _____ SSN _____

In case of emergency, please notify: _____

_____ Name Relationship Telephone

_____ Street Address Apt. # City State Zip

If not a US Citizen or a Permanent Resident, will you require a Student Visa? Yes No **EMU does not provide student visas.**

If a Permanent Resident, given your Alien Registration Number as shown on your Immigration Form 1-551 _____

EMPLOYMENT HISTORY (if more room is needed, please provide attachment).

EMPLOYER	ADDRESS Street, City, State, Zip	Date Began	Date Ended	Position Held	Describe Duties
Name Phone Website					
Name Phone Website					
Name Phone Website					
Name Phone Website					



Academy of Intuition Medicine® & Energy Medicine University

EDUCATION: Attach your current Curriculum Vitae.

Please list below all schools attended (if more room is needed, please provide attachment).

High School _____ Year of Graduation _____ GED _____

Street Address _____ City _____ State ____ Zip _____ Telephone _____ Website _____

College _____ Last Grade Completed _____ Did you graduate? Yes No Degree/Major _____

College _____ Last Grade Completed _____ Did you graduate? Yes No Degree/Major _____

SPECIALIZED TRAINING

Please list below all schools attended (if more room is needed, please provide attachment).

School (Trade, Vocational) _____ Date Completed Studies _____

Courses _____

Street Address _____ City _____ State ____ Zip _____ Telephone _____ Website _____

School (Trade, Vocational) _____ Date Completed Studies _____

Courses _____

Street Address _____ City _____ State ____ Zip _____ Telephone _____ Website _____

INTRODUCTION PAPER: Write full responses in narrative form on a separate sheet of paper addressing these six questions:

1. Explain why you want to enter or further your training in this field.
2. What prompts your application at this time?
3. How did you become interested in this field?
4. What are your planned career goals - short and long term?
5. Are there any obstacles that may hinder your starting and completion of this program? Please explain.

Which program are you applying to? ____ Single Course ____ Certificate ____ Transfer credits to Degree

If applicable, which Concentration are you pursuing? _____

I DECLARE THAT THE INFORMATION ON THIS APPLICATION IS TRUE AND CORRECT, TO THE BEST OF MY KNOWLEDGE, AND COMPOSED WHOLLY BY MYSELF. THE ABOVE INFORMATION IS CONSIDERED PRIVATE AND IS FOR INTERNAL USE BY ACADEMY/UNIVERSITY ONLY. THE ACADEMY/UNIVERSITY MAY USE ANY PORTION OF THE ABOVE INFORMATION IN CONSIDERING THE ADVISABILITY OF MY ADMISSION. ANY WILLFUL MISREPRESENTATION IN THESE ANSWERS MAY DISQUALIFY ME EVEN AFTER ACCEPTANCE FOR ADMISSION. PHOTOGRAPHS ARE OCCASIONALLY TAKEN IN THE SCHOOL SHOWING STUDENTS AT WORK AND BECAUSE I MAY APPEAR IN SUCH PHOTOGRAPHS, I HEREBY GIVE PERMISSION FOR THEM TO BE USED FOR SCHOOL PUBLICITY AND ADVERTISING.

✓ Student Print Name _____

✓ Student Signature _____ Date _____

FOR ADMISSIONS USE ONLY

Enrollment Date _____ Test _____ Score _____

Comments _____

Admissions Representative _____ Approved by _____



Academy of Intuition Medicine® & Energy Medicine University Signature Form *Academic Programs*

Please read, sign and mail with your admissions paperwork to:

Academy of Intuition Medicine® & Energy Medicine University
PO Box 564, Mill Valley, California 94942 USA

School Catalog

I have read both the School Catalog found on its website and the contents of the website which have informed me of the rules, regulations, course completion requirements, and costs for the specific course/program in which I am applying. The information I have supplied on my application is true and accurate. I give the School permission to verify my records and information for entrance into the program.

✓ **READ AND SIGN:**

Print Name: _____

Student Signature & Date: _____

NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Academy of Intuition Medicine® & Energy Medicine University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of any diploma, or certificate you earn at this School is also at the complete discretion of the institution to which you may seek to transfer. If the credits, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Academy of Intuition Medicine® & Energy Medicine University to determine if your credits, diploma or certificate will transfer.

Academy of Intuition Medicine® & Energy Medicine University has not entered into any transfer agreement with other colleges or universities that provide for credits earned in any program of instruction.

✓ **READ AND SIGN:**

Print Name: _____

Student Signature & Date: _____

School Performance Fact Sheet

I have read the School Performance Fact sheet.

✓ **READ AND SIGN:**

Print Name: _____

Student Signature & Date: _____

Administrator Signature & Date: _____






AIM & EMU Faculty Professors

William F. Bengston, PhD

PhD in Sociology/Criminology
Fordham University; Bronx, New York
Teaching since 1972

Distance Courses:

-  Sociology of the Paranormal
-  Research Methods
-  Research Statistics



Dr. Bengston is a Professor of Sociology at St. Joseph's College in New York. He received his doctoral degree from Fordham University, with special emphases in statistics and research methods. In addition to numerous publications and conference presentation in Criminology, the Sociology of Religion, and Applied Statistics, Dr. Bengston has been involved in "energy medicine" research for several decades. His primary involvement there has been in "laying-on of hands" research on experimental mice, sometimes involving skeptical volunteers who act as healers. He has done experiments with mammary adenocarcinoma at the City University of New York, St. Joseph's College, and Arizona State University, and with methylcholanthrene induced sarcomas at the University of Connecticut Medical School. In these experiments he has produced the first known full life-span cures of cancer in experimental mice. Additionally, he has done functional magnetic resonance imaging experiments on human brains during healing sessions at the University of Connecticut Medical School, and will soon be replicating and expanding upon that work in a series of parallel MRI experiments at Thomas Jefferson University in Philadelphia. Several papers on this work have been published in the Journal of Scientific Exploration and the Monterey Institute for the Study of Alternative Healing Arts. Dr. Bengston has also lectured widely throughout the United States and Europe on his research.

Professor Bengston's current research includes attempting to develop a cancer vaccine from the blood of cured mice; the development of a theory of "resonance" which will help explain anomalous data in experimental research, including placebo effects; and the demonstration of the ability of consciousness to establish a resonant bond between two brains. In 2010, Dr. Bengston published "The Healing Cure" book and training CD-set.

Contact:

Port Jefferson, New York USA
Email: wbengston@sjcny.edu

Effective October 1, 2018



Daniel J. Benor, MD, ABHM

MD in Psychiatry
University of California; Los Angeles, California
Teaching since 1968

Distance Courses:

- ✚ Phenomenology Theory of Wholisitic Spiritual Healing
- ✚ Phenomenology Research of Wholisitic Spiritual Healing
- ✚ **WHEE: Wholistic Hybrid derived from EMDR and EFT - Theory and Clinical Practice**



Dr. Benor is a wholistic psychiatrist. His psychiatric psychotherapy blends elements from intuitive and spiritual awareness, spiritual healing (as in Reiki and Therapeutic Touch), Meridian Based Psychotherapies (WHEE, Emotional Freedom Techniques), Eye Movement Desensitization and Reprocessing (EMDR), Chakra Psychotherapies (Matrix Therapy), transactional analysis, gestalt therapy, hypnotherapy, meditation, imagery and relaxation (psychoneuroimmunology), dream analysis, and other approaches. Dr. Benor has taught this spectrum of methods internationally for 20 years to people involved in wholistic, intuitive, and spiritual approaches to caring, health and personal development.

Dr. Benor founded The Doctor-Healer Network in England and North America. After 10 years in England he has returned to work in Medford, New Jersey (near Philadelphia). He is the author of *Healing Research, Volumes I-IV* and many articles on wholistic, spiritual healing. He is the editor and publisher of the recently launched International Journal-of-Healing-and-Caring-On-Line.

Professor Benor is a Founding Diplomate of the American Board of Holistic Medicine, Coordinator for the Council for Healing, a non-profit organization that promotes awareness of spiritual healing, and has served for many years on the advisory boards of the journals, *Alternative Therapies in Health and Medicine*, *Explore, Subtle Energies* (ISSSEEM), *Frontier Sciences*, the Advisory Council of the Association for Comprehensive Energy Psychotherapy (ACEP), Emotional Freedom Techniques (EFT) and the Advisory Board of the Research Council for Complementary Medicine (UK).

Contact: Guelph, Ontario, Canada

Email: DB@WholisticHealingResearch.com

Websites: www.ijhc.org

www.WholisticHealingResearch.com

Effective October 1, 2018



Richard Blasband, MD

MD in Psychiatry

Yale University School of Medicine; New Haven, Connecticut

Teaching/practicing since 1960

Distance Courses:

- ✚ Functional Medicine
- ✚ Functional Medicine – Research



Dr. Blasband is a board-certified psychiatrist who trained and taught in the Department of Psychiatry at Yale University School of Medicine. His specialty is psychiatric orgone therapy, having studied with the individual Wilhelm Reich appointed to train physicians in his methods of therapy. A founder and past-President of the American College of Orgonomy and the Journal of Orgonomy, Dr. Blasband has been President of the College and Editor of the Journal.

Currently he is the research director of the Center for Functional Research in Sausalito, California, where he practices therapy. The mission of the Center is to experimentally explore the interface of consciousness and life energy. Dr. Blasband also studies with the theoretical physicist and master healer, Nicolai Levashov whose method he uses to treat somatic disorders.

Professor Blasband has published over 50 papers on orgone therapy, biophysics, and consciousness and is a member of the Society for Scientific Exploration, the International Society for Subtle Energy and Energy Medicine, and is a Research Fellow of the Princeton University-based International Consciousness Research Laboratory.

Contact:

Sausalito, California USA & France

Email: RAblasband@sbcglobal.net

Website: www.functionalresearch.org

www.intentional-healing.org

Effective October 1, 2018



Mali Burgess, CMT, PhD

PhD in Interdisciplinary Arts & Sciences
The Union Institute and University; Cincinnati, Ohio
Teaching since 1985

Distance Courses:

- ✚ The Art and Architecture of Consciousness
- ✚ Energy, Integrity and Eternity
- ✚ Connection, Communication, Creation and Communion
- ✚ Chaos, Eros and Nomos
- ✚ Consciousness Cosmologies and Maps
- ✚ Sensitivity and the Sublime
- ✚ The Architecture of Space
- ✚ Creative and Visionary Processes
- ✚ Creative Awareness and Self Healing
- ✚ Relationship, Patterns and Dynamics of Consciousness
- ✚ Dreams, Death and the Divine
- ✚ The Subtle Body and the Rainbow Lights
- ✚ Women, Wisdom & the World
- ✚ Evolutionary Aesthetics: Education, Imagination and Social Transformation
- ✚ Literature Survey
- ✚ Research Writing and Mentorship



Professor Burgess received a Bachelor of Arts degree in Architecture and Visual Arts from Princeton University, graduating Summa Cum Laude as an Independent Major and University Scholar. She created large scale environmental sculptures using light as the primary medium in galleries and public spaces in the USA and produced “Miraj” an internationally awarded short film.

Dr. Burgess did graduate work in psychology and counseling at the California Institute of Integral Studies and independent study in consciousness, dream work, healing practices, therapeutic bodywork, postural alignment, herbology, dance, fine arts and film, esoteric arts and sciences, martial arts, yoga, and other cross-cultural arts, disciplines, and traditions. Mali designed and developed an international architectural project based on geometric dynamics. Her research has involved geometric dynamics and the effects of the architecture of space. Her works as a visual artist in installation, film, and fine art have been shown nationally and internationally.

Effective October 1, 2018



She received her PhD in Interdisciplinary Arts and Sciences from the Union Institute and University in Consciousness Studies. Her consultation practice in integral and healing arts includes a process of mapping she developed for working with life patterns.

Mali has resided in California, New York, Hawaii, and Japan, and traveled world-wide. She is the author of *Still*, a limited edition book of visual poetry in private and public collections throughout the USA and in England.

Contact:

Marin County California USA

Email: mali@irisinstitute.net

Website: www.maliburgess.net



Pamela Bradley, MIM, PhD

PhD in Psychology
University of California; Berkeley, California
Teaching/practicing since 1983

Dean of Academics

Campus Master in Intuition Medicine® Certification:

- ✚ Personality and Intuition: California Psychological Inventory (CPI)

Distance Courses:

- ✚ Personality and Intuition in Psychology



Professor Bradley is a consulting psychologist and researcher who has been a scholar of various disciplines in humanistic psychology for over 20 years.

Dr. Bradley began her journey in psychology as a student of Jungian theory and has focused her interests on personality and the process of individuation. She received training directly from Dr. Carl Rogers in his "client-centered approach" to psychotherapy and has studied and worked with other leaders in the field of clinical and personality psychology.

Through her research Pamela develops psychological assessment methods and applies these to the study of adult development, wisdom and the creative personality. Her research is published in numerous scientific journals and she is co-author of the professional manual for the *California Psychological Inventory*.

Dr. Bradley is currently a research psychologist at the University of California at Berkeley and does private consulting.

Contact: Sausalito, California & Vashon Island, Washington USA

Email: pamela@energymedicineuniversity.org

Phone: 415-331-1011



Jacqueline S Chan, DO, MIM

Doctor of Osteopathy
Ohio University College of Osteopathic Medicine; Athens, Ohio
Teaching/practicing since 1997

Campus Master in Intuition Medicine® Certification:

- ✚ Physician Heal Thyself
- ✚ Doctoring the Chakras: Medical and Intuitive Physiology of the Seven Chakras

Distance Courses:

- ✚ Soul Anatomy



Dr. Jacqueline Chan made a conscious choice to integrate two empirically verifiable truths: a specific compound, herbal or pharmaceutical, can help “cure” an illness; mental thoughts and cellular trauma or feelings locked in the body can both cause illness *and* heal illness.

After graduating from a private all women’s college, Mount Holyoke College magna cum laude as a philosophy major and trying a short stint in an MBA program for finance on Wall Street in New York City, Jacqueline decided her true calling was in medicine. She attended an osteopathic medical school, Ohio University College of Osteopathic Medicine in 1994, because it honored the principle that the body has an innate intelligence and ability to heal itself. Osteopathic manipulation can enhance this natural healing ability. Jacqueline later became board certified in Integrative Holistic Medicine and Neuromusculoskeletal Medicine. She spent 18 years honing her skills as an integrative physician by studying herbs, functional medicine, heavy metal detox, osteopathic manipulation, nutrition, bio-identical hormone balancing and functional lab analysis.

Dr. Jacqueline Chan made a conscious choice to integrate two empirically verifiable truths: a specific compound, herbal or pharmaceutical, can help “cure” an illness; mental thoughts and cellular trauma or feelings locked in the body can both cause illness *and* heal illness.

She graduated from Mount Holyoke College magna cum laude in philosophy then did a short stint in an MBA finance program on Wall Street in New York City. Jacqueline decided her true calling was in medicine. In 1994 she graduated from Ohio University College of Osteopathic Medicine. Jacqueline is board certified in Integrative Holistic Medicine and Neuromusculoskeletal Medicine. Dr. Chan spent 18 years honing her skills as an integrative physician by studying herbs, functional medicine, heavy metal detox, osteopathic manipulation, nutrition, bio-

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identical hormone balancing and functional lab analysis. In 2012 she collaborated on a research study on chronic disease with Beverly Rubik, PhD at the Institute of Frontier Science. In 2013, she graduated from the Academy of Intuition Medicine® trained as a Medical Intuitive and remote healer. In 2014 she completed a Transformative Leadership Training; and created a Chakra Doctor Series and Energetic Boundaries Course within a yoga teacher-training program.

As a holistic medicine physician she believes that compassion, presence and grace are crucial healing forces along with intelligently applied clinical knowledge.

Contact: Mill Valley, CA

Email: docchan22@gmail.com

Website: marinnaturalmedicine.com/Jacqueline-chan-do/



Catherine Crawford, LMFT, ATR

MA in Art Therapy & Marital Family Therapy
Notre Dame de Namur University; Belmont, California
Teaching/practicing since 1989

Distance Courses:

✚ The Spiritual Life of Children



Professor Crawford is a licensed Marriage and Family Therapist and Registered Art Therapist specializing in the needs of intuitive empath children and adults, and author of *The Highly Intuitive Child: A Guide to Understanding and Parenting Unusually Sensitive and Empathic Children* (Hunter House, 2009; German and Dutch editions forthcoming in 2010).

Catherine has more than two decades of counseling experience and has worked with hundreds of clients of all ages. She has a private practice, the Center for Life Passages, in Mountain View, California, USA; has appeared on television as a child development expert and published hundreds of articles on children's intuition, empathy and stress. Catherine, who is herself intuitive, empathic, and highly sensitive, has a unique understanding of the gifts and challenges of highly intuitive/spiritual children and adults. As a mother, she is also tuned in to the needs of parents.

Professor Crawford has been moved by the experiences of the highly intuitive adults she counsels. As children, many of them suppressed and shut off their special abilities because parents and other important people in their lives reacted negatively. As adults, these clients struggle with feeling disconnected, unable to trust their inner guidance, and are troubled by shame, anxiety, and depression. She has helped her clients bring their gifts back to life, but the healing process can be lengthy and difficult. She was inspired to write *The Highly Intuitive Child* to prevent this kind of suffering. She wants to encourage the parents of today to acknowledge their children's intuitive and empathic abilities and skillfully support their unique needs.

She sees within these children our future scientists, politicians, doctors, leaders, educators, and healers—in other words, gifted people who will put their intuition to work solving the significant issues of our time. She urges parents, caretakers, and teachers not to discount the significant role intuition can play in life. Raising highly intuitive children with love, insight, and support, Professor Crawford believes, is critical not only to the well-being of the children themselves, but also to the betterment of our world.

Contact:

Mountain View, California USA

Email: Catherine@lifepassage.com

Website: www.lifepassage.com

Effective October 1, 2018



York Dobyms, PhD

PhD in Physics
Princeton University; Princeton, New Jersey
Teaching/practicing since 1983

Distance Courses:

- ✚ Survey of Statistical Methods and Reasoning
- ✚ Literature Survey



York Dobyms was born in 1960, the child of two anthropologists, Henry Dobyms and Cara Richards. In his early life he focused intensely on academic studies, completing a PhD in physics at Princeton University in 1987.

After getting his degree Professor Dobyms found himself fascinated by consciousness research and spent almost twenty years working at the Princeton Engineering Anomalies Research program under Robert Jahn and Brenda Dunne. This research persuaded him that human consciousness can both affect its environment, and perceive that environment, in ways not yet recognized by the mainstream scientific consensus.

Dr. Dobyms has been an active member of the Society for Scientific Exploration since 1992 and has served several terms as an elective Councilor for that organization.

CONTACT:

Kentucky USA
Email: York@energymedicineuniversity.org



Donna Eden, CMT

CMT; Co-founder Innersource, Inc.
Teaching and practicing since 1978

Distance Courses:

✚ A Hands-on Introduction to Energy Medicine



Professor Eden is among the world's most sought, most joyous, and most authoritative spokespersons for energy medicine. Donna's abilities as a healer are legendary, and she has taught some thirty thousand people world-wide, both laypeople and professionals, how to understand the body as an energy system. Her invigorating presentations are rich with audience participation and stunning demonstrations of simple methods for shifting the body's energies for health and vitality. Donna's best-selling book, *Energy Medicine*, has been translated into 10 languages, and is a classic in its field. According to Carolyn Myss: *"The contribution Donna Eden has made with Energy Medicine will stand as one of the backbone studies as we lay a sound foundation for the field of holistic medicine."*

Donna has for 25 years been teaching people to methodically and with precision direct their energies for health and happiness, using methods akin to acupuncture, therapeutic touch, and qi gong. Since childhood, Donna has been able to see the flow of the body's energies, and from this clairvoyant ability, she has developed a system for teaching others, who do not have this gift, to productively work with their body's energies.

Contact:

Ashland, Oregon, USA

Website: www.innersource.net



Mahboubeh Farzanegan, MD

MD Honors
University of Medical Sciences; Isfahan, Iran
Teaching since 2001

Distance Courses:

✚ Bioenergy Economy & Psychosomatic Health - Concentration



Mahboubeh Farzanegan, MD is registered hypnotherapist and health psychologist, and she works as clinical reasoning instructor at Medical University of Isfahan and researcher at psychosomatic department of Freiburg University, in Germany.

Dr. Mahboubeh has established several workshops and courses in Transactional Analysis, Bioenergy Economy, Complementary and Alternative Medicine, and Psychosomatic Medicines.

Professor Farzanegan has more than ten years of Individual and group psychotherapy and Counseling especially for chronic psychosomatic patients. She has worked with hundreds of clients at her private center for patient education and psychosomatic medicine. In the recent years, she focused more on clinical effects of Bioenergy Economy-based programs especially for patients with chronic Musculoskeletal pain, and cancer.

Dr. Farzanegan works on two cross-cultural studies on analyzing psychosocial attitudes toward locus of control and breaking bad news in both cancer patients and oncologists. She has presented at the International Congress on Traditional Medicine & Materia Media in Tehran-Iran and published papers in the Iranian Journal of Higher Health.

Contact:

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Isfahan, Iran
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David Feinstein, PhD

PhD in Psychology
Union Institute; Cincinnati, Ohio
Teaching/practicing since 1972

Distance Courses:

- ✚ A Hands-on Introduction to Energy Medicine
- ✚ Introduction to Energy Psychology & Clinical Practice



Professor Feinstein is a clinical psychologist who serves as national director of the Energy Medicine Institute. Author of 7 books and over 50 professional papers, Dr. Feinstein has taught at The Johns Hopkins University School of Medicine and Antioch College. Among his major works are *The Promise of Energy Psychology* (co-authored with his wife, Donna Eden, and Gary Craig), *The Mythic Path*, and *Rituals for Living and Dying*. David's multi-media Energy Psychology Interactive was a recipient of the Outstanding Contribution Award from the Association for Comprehensive Energy Psychology. The American Psychological Association's book review journal called it "a valuable expansion of the traditional biopsychosocial model of psychology to include the dimension of energy."

Contact:
Ashland, Oregon, USA
Website: www.innersource.net



Farzad Goli, MD

MD Honors
University of Medical Sciences; Isfahan, Iran
Teaching since 1995

Distance Courses:

 Bioenergy Economy & Psychosomatic Health – Concentration



Farzad Goli, MD is a senior registered hypnotherapist and health psychologist, and founder of an integrative health model by the name of BioEnergy Economy. He works as a guest researcher at the psychosomatic department of Freiburg University, in Germany.

Professor Farzad has established several academic and general workshops and courses in Therapeutic Metaphors, Mindfulness cognitive-Behavioral Therapy, Transpersonal psychology, Ethnics and Philosophy of Medicine, Mind-Body coordination and Bioenergy-based Therapies.

Farzad started his clinical experiences as an Eriksonian hypnotherapist physician in 1994 but his work was extended to an integral healing method for leading The Consciousness-Information-Energy-Matter flow to healthy conditions. Mindfulness techniques, Cognitive-behavioral interventions, Body work and healing methods were integrated in his practice and it has been used by more than 15 thousands clients with various complaints.

Dr. Farzad has written several researches and writings in theoretical medicine, Biosemiosis and psychosomatic medicine and transpersonal psychology. The current researches are: a cross-cultural study on physician's reflections, behaviors and attitudes toward breaking bad news for cancer patients. And Biopsychosocial versus biomedical reasoning: a cognitive approach, Cross cultural variations and influences of attribution style in cancer patients: a systematic review.

Professor Goli has authored seven books among them are- *Bioenergy Economy: A Methodological Study on Bioenergy-Based Therapies*; *Matter, Sign and Love*; and *A bridge, Thirty three contemplations: From symbology to ontology of imagination*. Dr. Goli is establishing two Bioenergy Economy Health centers in Iran and Turkey.

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Gloria Horsley, RN, MFT, MIM, PhD

PhD in Transpersonal Psychology
Greenwich University; Hilo, Hawaii
Teaching/practicing since 1981

Distance Courses:

- ✚ Working with Bereaved Clients
- ✚ Extended-Family Therapy



Professor Horsley has worked in the field of family therapy for twenty-two years. She holds California licenses as both a Marriage and Family Therapist and a Psychiatric Clinical Nurse Specialist. She has graduate degrees from the University of Rochester, Syracuse, Greenwich and Holos Universities. She has served on the faculty of the University of Rochester School of Nursing and has trained and practiced with the leaders in the field of family therapy. Her early research involved Hospice and AIDS therapy. She has authored articles on her practice and has written several books including; *The In-Law Survival Manual: Cultivating Healthy In-law Relationships*, 1997; and *In-laws: A Guide to Extended-Family Therapy*, 1996. Gloria has been on a number of television and radio shows including "The Today Show". She is currently co-authoring a book with her daughter, Dr. Heidi Horsley, on teen loss and doing research in New York City with the 9/11 FDNY/Columbia University Family Assessment and Guidance Program.

Dr. Horsley serves on the National Board of The Compassionate Friends and is the chairperson for their Professional Day. As a bereaved parent she often represents TCF in the media. She also hosts her own show "Healing the Grieving Heart" on VoiceAmerica Radio Network, Thursdays at 9am Pacific Standard Time. Dr. Horsley has a strong commitment to the education and the betterment of the world.

Professors Gloria and Heidi Horsley co-teach the "Bereaved Clients" and the "Family Therapy" Energy Medicine University courses. Gloria resides in San Francisco, California, with her husband Phil. They have three daughters and ten grandchildren.

Contact:

Gloria C. Horsley, RN, MFT, PhD
National Board Member of www.compassionatefriends.org
Host of "Healing the Grieving Heart" Radio Show
Internet Radio www.health.voiceamerica.com
Land Radio www.HealthRadioNetwork.com.
Web Site www.healingthegrievingheart.org
San Francisco, California US



Heidi Horsley, PsyD, LMSW, MS

PsyD in Psychology

University of San Francisco; San Francisco, California

Teaching/practicing since 1989

Distance Courses:

- ✚ Working with Bereaved Clients
- ✚ Extended-Family Therapy



Professor Heidi Horsley is a licensed psychologist, social worker, and bereaved sibling. She is an internationally known grief expert and co-hosts the syndicated talk radio shows *Healing the Grieving Heart* and *The Open to Hope Show*. She is the co-founder and Executive Director for the *Open to Hope Foundation*, a foundation dedicated to helping people find hope again after loss. Dr. Horsley is an adjunct professor at Columbia University, and has a private practice in New York City, specializing in grief and loss. She has appeared on ABC's 20/20, and has been interviewed by numerous radio stations and several newspapers including the *Washington Post* and the *NY Daily News*. Heidi holds a Psychology Doctorate from the University of San Francisco, a Master's degree in Social Work from Columbia University, and a Master's degree in Mental Health Counseling from Loyola University in New Orleans.

For seven years she was a researcher for the FDNY-Columbia University Family Guidance Program, a longitudinal study providing ongoing intervention to families of firefighters killed in the World Trade Center. Dr. Horsley has written numerous articles on grief and loss and co-authored the books *Teen Grief Relief: Parenting with Understanding, Support and Guidance* and *Real Men Do Cry: A Quarterback's Inspiring Story of Tackling Depression and Surviving Suicide Loss*. Professors Heidi and Gloria Horsley co-teach the "Bereaved Clients" and the "Family Therapy" Energy Medicine University courses.

Executive Director: Open to Hope Foundation

Radio Show Host: Healing the Grieving Heart

Columbia University: Adjunct Professor

Email: HH123@Columbia.edu

Websites:

www.DrHeidiHorsley.com

www.opentohope.com

www.thegriefblog.com

www.columbia.edu/cu/ssw/faculty/adjunct/horsley.html

www.youtube.com/opentohope

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Stanley Krippner, PhD

PhD in Psychology

Northwestern University; Evanston, Illinois

Teaching/practicing since 1961

Distance Courses:

 Extraordinary Dreams



Stanley Krippner, Ph.D., is a professor of psychology at Saybrook University, San Francisco, a Fellow in four APA divisions, and past-president of two divisions. Formerly, he was director of the Kent State University Child Study Center, Kent OH, and the Maimonides Medical Center Dream Research Laboratory, in Brooklyn NY.

Professor Krippner is a pioneer in the study of consciousness, having conducted research in the areas of dreams, hypnosis, shamanism, and dissociation, often from a cross-cultural perspective, and with an emphasis on anomalous phenomena that seem to question mainstream paradigms. He is the co-author of *Extraordinary Dreams and How to Work With Them* (SUNY Press, 2002), *Perchance to Dream* (Nova Science, 2009), *Mysterious Minds* (Praeger, 2010), *Debating Psychic Experience* (Praeger, 2010), *Demystifying Shamans and Their World* (Imprint Academic, 2011), *The Voice of Rolling Thunder* (Inner Traditions, 2012); and is the co-editor of *Varieties of Anomalous Experience: Examining the Scientific Evidence* (APA, 2000), as well as dozens of other books. He also has over 1000 published, scholarly articles, chapters, and papers.

Contact:

San Francisco, California

www.stanleykrippner.weebly.com



Chuck Laurensen, MIM, MS

MS in Statistics

University of Wisconsin; Madison, Wisconsin

Teaching/practicing since 1979

Distance Courses:

✚ Mentorship in Statistical Analysis



Professor Laurensen has over 23 years of industry experience as a senior statistician, division quality manager, CEO, and consultant both conducting and directing a wide variety of statistical analyses and research projects. Most of his experience is with high-tech manufacturing companies where his expertise in statistical thinking and analysis, process improvement and control, problem solving, lean and systems thinking, quality engineering, customer research and leadership have been successfully applied. He has developed over 20 courses taught to over 3,000 students on various topics in applied statistics, statistical quality control, sampling, quality management, and leadership. Through his teaching and consulting, he has helped people overcome their misunderstanding of (and often disdain for) statistics by showing how it can be interesting, practical, and very useful in their work and life. He recognizes several parallels between statistics (a physical world science) and Intuition Medicine® (an energy and spiritual world science).

Chuck has authored two internal textbooks for Hewlett-Packard on basis statistics and statistical quality control, contributed to numerous research projects including for the US Government, and served as a referee for Technometrics journal and for IEEE Transactions on Components, Hybrids and Manufacturing Technology Society. Most of Professor Laurensen's academic training and professional life has been devoted to analytical and systemic thinking. In 1996, he devoted more time to developing his intuitive abilities and he attended two Caroline Myss courses and began his Intuition Medicine® training at The Academy of Intuition Medicine® in 1997. Chuck received his MIM in 1999, and remains active with the Academy as a MIM tutor. He also maintains an active Energy Medicine Practice. He is available for consultations, specializing in the Spiritual Incarnation™ and Physio-Psychic™ systems. Twice he has been an invited public speaker on Energy Medicine, and has been featured on the Laura Lee Talk Show.

Contact:

Ashland, Oregon USA

Email: ChuckL@mind.net



Francesca McCartney, PhD

PhD in Energy Medicine & Intuition Medicine®
Greenwich University; Norfolk Island, Australia
Academy of Intuition Medicine®; Sausalito, California
Teaching and Practicing since 1977

AIMEMU Founder, President

Campus Master in Intuition Medicine® Certification:

- ✚ Master Certification in Intuition Medicine®
- ✚ Intuition Medicine® Program

Distance Courses:

- ✚ Intuition Medicine®: Energy Anatomy
- ✚ Intuition Medicine®: Healing Systems
- ✚ Kundalini Energy: Investigations in Transcendence Healing
- ✚ Kundalini Energy: Experiential Methods in Transcendence Healing



Dr. McCartney is the inaugural recipient of a PhD in Intuition Medicine® and also holds a dual PhD in Energy Medicine. Since 1976, Dr. McCartney has worked in the field of intuition as a medical intuitive in an integrative health clinic, a ministerial counselor, author and educator. Francesca synthesizes her over thirty years of study in Eastern and Western spiritual and healing arts into a multi-modality approach which centers her in respectfulness for the uniqueness of the individual. From Dr. McCartney's pastoral counseling and medical intuitive work with thousands of clients she developed the Intuition Medicine® modality as a sub-specialty of Energy Medicine. The Intuition Medicine® program which is offered at the Academy of Intuition Medicine® which was founded in 1984 is the first California State certified vocational program in the field of energy medicine. In 2006 Dr. McCartney established a State approved Master of Science and Doctor of Philosophy degree granting branch of the Academy of Intuition Medicine: Energy Medicine University.

Francesca has been a licensed nondenominational minister since 1976 and received her Montessori teaching credential in 1984. In 2002 she received her Doctoral degree with honors in Energy Medicine and Intuition Medicine® from Greenwich University. In 1986, Francesca joined an alternative medicine clinic, the Academy of Eastern Medicine, California where she was the meditation instructor and health intuitive for seven years. Through her work

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there she became one of the first professional intuitives to practice an interdisciplinary modality combining Eastern and Western healing arts in a holistic medical system.

In 2003, the Institute of Noetic Sciences funded a seed grant and gave Francesca permission to conduct research in their laboratory on the topic of Distant Healing. In July, Dr. McCartney presented a distance education paper at the IPSI Scientific Forum, a gathering of international ITT researchers, in Italy. In 2003, Francesca is a faculty member at the New York Omega Institute for Holistic Studies. In 2009, she was a workshop presenter at the Institute of Noetic Sciences annual board retreat. And in 2010 spoke at a California IONS community Forum. In 2011 as an invited speaker at the Society for Scientific Research conference she presented - EMU: Education at the Frontier of Science.

In 2005, Nataraj /New World Library published Dr. McCartney's second book, *Body of Health: The New Science of Intuition Medicine® for Energy & Balance*. In 2010 *Body of Health* was published in the Romanian language.

In 2006, Dr. McCartney expanded the Academy and founded Energy Medicine University. EMU is a fully distance university granting PhD and MS degrees in Integrative Holistic Health.

In 2008, the ISSSEEM Journal published Dr. McCartney's peer reviewed research report on distance healing and intuition. Also that year a Romanian publishing house bought translation rights to her book, *Body of Health: The New Science of Intuition Medicine*.

In 2013, Francesca was interviewed in the magazine Spirituality & Health on the topic of Energy Medicine. The title of the article is *Reclaiming Energy Medicine: Making The Science of Energy a Twenty-First Century Respectable Health Care Choice*.

Contact: www.EnergyMedicineUniversity.org



James Oschman, PhD

PhD in Biology
University of Pittsburgh; Pittsburgh, Pennsylvania
Teaching/practicing since 1965

Distance Courses:

- ✚ Biophysics
- ✚ Energy Medicine and Human Performance



Professor Jim Oschman is the author of a ground-breaking series of articles on "healing energy" published in the *Journal of Bodywork and Movement Therapies*. These articles have now been developed into two books, *Energy Medicine: The Scientific Basis* and *Energy Medicine in Therapeutics and Human Performance*. These two books give the most skeptical academic scientists a theoretical basis for exploring the physiology and biophysics of energy medicines.

Dr. Oschman has both the academic credentials and the background in alternative therapies to carry out his explorations. He has degrees in Biophysics and Biology from the University of Pittsburgh. He has worked in major research labs around the world. These include Cambridge University in England, Case-Western Reserve University in Cleveland, Ohio, the University of Copenhagen, Northwestern University in Evanston, Illinois, where he was on the faculty, and the Marine Biological Laboratory in Woods Hole, where he was a staff scientist. His many scientific papers have been published in the world's leading journals. And, to learn about the theories and practices underlying complementary methods, Jim has both taught and attended classes at various schools around the world, and experienced a wide range of bodywork techniques. This has brought Jim some distinctions, including acting as President of the New England School of Acupuncture, and a Distinguished Service Award from the Rolf Institute. Jim continues his research and writing in Dover, New Hampshire, where he is President of Nature's Own Research Association.

Dr. Oschman is a member of the Scientific Advisory Board for the National Foundation for Alternative Medicine in Washington, DC, USA. On November 16, 2002, Jim was presented with the Foundation's Founders Award at a ceremony held at the Madison Hotel in Washington, DC. Jim is a member of the Scientific Advisory Board for the National Foundation for Alternative Medicine; which is currently focused on researching electromagnetic devices Effective October 1, 2018



for treating cancer. This is the only organization that sends scouts throughout the world searching for alternative therapies with the goal of subjecting these methods to scientific investigation and reporting the results to the American Public on its web page: NFAM.org.

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Harry Owens, Jr, MD, MIM

MD in Internal Medicine
St. Louis University; St. Louis, Missouri
Teaching/practicing since 1967

Distance Courses:

- ✚ Organizational and Personal Transformation
- ✚ Creating Environments that Heal



Dr. Owens spent many years in family medical practice and international health. Harry continues to do volunteer health care work in the Alaskan Arctic with the Eskimos, and extensively overseas in remote Third World settings of the Brazilian Amazon, the jungles, with the Maasai people in the Serengeti Plains of Tanzania in East Africa, and the Mid East. Dr Owens spends several months each year in the Antarctic working with the National Science Foundation at one of their permanent Research Base Stations. He holds degrees in Biology and Medicine from St. Louis University, and a Masters in International Management (MIM) from the Thunderbird Garvin Graduate School of International Management.

Professor Harry works as a consultant in human potentiation programs, medical management, cross-cultural communications, and health care and societal futuristics. He conducts workshops and seminars, and has lectured extensively in the United States and overseas. Part of the year he works as a consultant for St. Charles Medical Center (Bend, Oregon) which is a hospital that is pioneering on the cutting edge with their Healing Healthcare Project – creating healthier communities.

Harry makes his home in a little cabin on the McKenzie River, located in the Willamette National Forest a short distance from McKenzie Bridge, Oregon. In any given year he makes time for wilderness hiking and camping (his avocation), and occasionally participates in group wilderness trips teaching wilderness medicine and survival.

Contact:

Bend, Oregon USA
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Melissa Patterson, MIM, ND

ND in Naturopathic Medicine
Southwest College of Naturopathic Medicine; Tempe, Arizona
Teaching/practicing since 1993

Campus Master in Intuition Medicine® Certification:

- ✚ Anatomy and Healing
- ✚ Anatomy: Medical Intuition and Quantum Healing

Distance Courses:

- ✚ Medical Intuition: Physiology and Subtle Energy
- ✚ Medical Intuition: Physiology and Chakra System



Professor Patterson is a naturopathic physician and has completed the rigorous 4-year naturopathic graduate program at Southwest College of Naturopathic Medicine in Tempe, Arizona. She has also completed the Master of Intuition of Medicine® program through the Academy of Intuition Medicine®. She is a certified Reiki master, yoga instructor, and massage therapist and has studied energetic and intuitive healing for nearly two decades. She also firmly believes in the healing power that is inherent in indigenous cultures and has studied with numerous medicine people of many different tribal backgrounds: Lakota, Cherokee, Crow, and Dagara (African).

Dr. Patterson is in private practice as a naturopathic doctor and medical intuitive in Sebastopol, California. She was director of the concentration in Consciousness, Healing and Ecology through New College of California for five years. Melissa has been an instructor in holistic healing for more than a decade. She has taught nutrition and herbal medicine at Bauman College in Cotati, California. In addition Dr. Patterson has taught holistic theory, massage, nutrition, mind-body medicine and herbology at Rainstar University in Scottsdale, Arizona; where she also served as Chair of the Health Department.

Melissa's own healing path began when she worked as an environmentalist for Green Peace and realized that in order to truly heal the world that one must begin with oneself. From that point she dove into studying all that she could about the numerous holistic healing modalities available. She worked for several months with a naturopathic doctor to heal a long-standing illness that she had had since infancy. Through this process she was transformed not only physically, but also emotionally, spiritually, and mentally. From this experience she understood and embodied the true meaning of holistic medicine. Several months later while living on the island of Jamaica she had a transformative experience which gave her the vision and drive to become not only a naturopathic doctor, but

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ultimately a modern day medicine woman. Melissa believes the embodying our own intuitive wisdom will lead us to profound healing of ourselves, others, and our world.

Contact:

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Beverly Rubik, PhD

PhD in Biophysics

University of California; Berkeley, California

Teaching/practicing since 1979

Distance Courses:

- ✚ The Biofield: Toward a Scientific Foundation for Energy Medicine
- ✚ The Science of Bioelectromagnetics and Its Clinical Applications
- ✚ Heart Rate Variability in Research and Clinical Practice
- ✚ Research Design and Methodology



Professor Beverly Rubik earned her PhD in biophysics in 1979 at the University of California at Berkeley. As a frontier scientist, she is internationally renowned for exploring biofield science and energy medicine. Her main area of focus is research on the subtle energetics of living systems, including spiritual healing. She has published over 60 papers and 2 books. Dr. Rubik serves on the editorial boards of *Journal of Alternative & Complementary Medicine*, *Evidence-Based Integrative Medicine*, and *Integrative Medicine Insights*. She has served on the advisory boards of various groups, including the Program in Integrative Medicine under Dr. Andrew Weil.

Dr. Rubik was one of 18 Congressionally-appointed members of the Program Advisory Board to the Office of Alternative Medicine at the US National Institutes of Health (NIH) from 1992-1997, and chaired the NIH panels on electromagnetic medicine and manual healing. This was the precursory organization to National Center for Complementary and Alternative Medicine.

Dr. Rubik founded the Institute for Frontier Science (IFS) in 1996. Laurance S. Rockefeller, Sr., helped support the founding of the IFS. In 2002, IFS was awarded an NIH center grant for frontier medicine research on biofield science in consortium with researchers at the University of Arizona. Dr. Rubik was a project director in this consortium and supervised studies on Reiki, a form of Japanese spiritual healing, and on qigong therapy, a healing practice that originated in China.

Beverly Rubik has appeared on numerous television programs throughout the US and worldwide, including a live appearance on the most popular morning television program in the US, “Good Morning America” (ABC-TV), where she presented her research on the human energy field in December 2000. She serves as a consultant in the health care industry on maverick health and wellness products and as a holistic health consultant to individual clients.

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Contact:
Institute for Frontier Science
Oakland, California USA
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Barbara Stone, PhD, LISW, DCEP

PhD in Clinical Psychology
Pacifica Graduate Institute; Santa Barbara, California
Teaching and practicing since 1968

Distance Courses:

- ✚ Invisible Roots of Illness
- ✚ Clearing Past Life Trauma and Other Intuitive Level Disturbances



Professor Stone is a workshop presenter, public speaker, and bilingual psychotherapist in private practice. Her first book, *Cancer As Initiation: Surviving the Fire* (1994), is the autobiographical account of her holistic approach to recovery from a diagnosis of breast cancer in 1991.

In addition to the standard treatments of surgery, radiation, and chemotherapy, Dr. Stone also used meditation, yoga, acupuncture, cranio-sacral therapy, and a host of other complementary methods to rebuild her vitality. After recovering from cancer, her clinical work took an unexpected turn as clients began to bring earthbound spirits and past life trauma into the therapy office. Since nothing in her education taught her how to deal with these issues, she searched the literature base and sought help from colleagues.

Invisible Root: How Clearing Past Life Trauma Can Liberate Your Present (2008) is the result of her phenomenological research into these unseen realms and the innovative “Soul Detective Protocols” she developed to help free her clients by ministering to the wounds of past incarnations and people no longer in physical bodies.

Dr. Stone studied depth psychology at the C.G. Jung Institute in Zurich, Switzerland for three years and holds a PhD in Clinical Psychology from Pacifica Graduate Institute in Carpinteria, California. She is an Adjunct Professor at Hocking College in the Holistic Health and Wellness program and a member of the American Dowser’s Society. Also a Certification Co-Trainer for the Association for Comprehensive Energy Psychology, Dr. Stone is an avid musician, potter, gardener, and grandmother.

Contact:
Website: www.SoulDetective.net
Email: contact@souldetective.net
Ohio, USA

Effective October 1, 2018



Dominique Surel, DM, MBA, PhD

PhD in Organizational Management & Leadership
University of Phoenix; Phoenix, Arizona
MBA in Marketing
Webster University, London, UK
Teaching since 1990

Dean of Faculty & Students
Director - Controlled Remote Viewing Research Institute

Distance Courses:

- ✚ Intuitive Intelligence
- ✚ Spiritual Leadership
- ✚ Controlled Remote Viewing
- ✚ Critical Thinking
- ✚ The Principles and Application of Radiesthesia
- ✚ Program Planning



Dr. Dominique Surel holds a doctoral degree in Organizational Leadership and specializes in the development of intuition and transformational integration. Her doctoral research explored the role of intuition in the decision making process. She created and teaches Intuitive Intelligence® to help executives make better decisions, identify flow channels, develop forecasting skills, and enhance creativity for R&D and innovation.

Professor Surel holds an MBA and, while living in Paris and London, worked for over 15 years as a consultant for global corporations in strategic positioning. Many of the projects involved corporate culture and communications issues and she quickly realized that creative solutions were not generated from using models but by integrating knowledge, rational thought, and intuition.

Dr. Surel developed Intuitive Intelligence® to change the way we use our brain by transcending analytical thinking out of the world of models into a higher sphere of cognitive skills. By increasing intuitive intelligence skills we can tap into the holographic system where non-locality and psi phenomena interact. Because Intuitive Intelligence is not a model but a transformational integration process Dr. Surel has been coaching individuals helping them to integrate the different components to create a harmonious and productive life. Intuitive Intelligence® is a unique and powerful methodology based on scientific findings in neuroscience, quantum physics, radiesthesia, and Controlled Remote Viewing concepts. The knowledge base also includes mastering critical thinking, epistemology and creating new knowledge, emotional intelligence, and spiritual leadership which she teaches. Professor Surel has been practicing

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radiesthesia for 15 years and is trained in Controlled Remote Viewing (CRV) by one of the original US military viewers. Her operational work focuses on business application, police work, and personal development.

Contact:


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Lucia Thornton, RN, MSN, AHN-BC

MSN in Nursing
California State University School of Nursing; Fresno, California
Teaching/practicing since 1960

Distance Courses:

 Whole-Person Caring



Professor Thornton has been involved in nursing, holistic healing and healthcare for over 25 years. Early in her nursing career she worked in various clinical settings including emergency and trauma, intensive care, school nursing, research and development and served as Director of Nursing Quality Assurance for the University of Miami Medical Center. Lucia's desire to provide care for the dying prompted her to help develop one of the first inpatient hospice homes in the country. Lucia also helped create the national process of Board Certification for Holistic Nursing and served as the first Executive Director for the American Holistic Nurses' Certification Corp. She also established and directed The Visions in Healthcare Council and the Institute of Health and Well Being to foster an awareness of health and healing in her community.

Professor Thornton has taught undergraduate and graduate courses related to psychiatric nursing, leadership and nursing theory at California State University in Fresno. She served on the faculty for the Certificate Program for Holistic Nursing, teaching classes and mentoring students throughout the United States. For the past 7 years Lucia has been involved with developing seminars for hospitals and communities that focus on renewal, transformation, and The Model of Whole-Person Caring. This Model was developed in 1999 in response to the challenge of creating a healthy and healing environment in a hospital that she was consulting with. The implementation of the Model within the hospital had a measurable effect in increasing patient satisfaction, improving staff retention, and creating a healing environment. As a result of implementing the Model of Whole-Person Caring the hospital was awarded the 2004 Norman Cousins Award by the Fetzer Institute for excellence in patient care and relationship based service. Lucia is committed to helping people understand and integrate the Model of Whole-Person Caring at a personal, professional and organizational level. The model is a vehicle to engage students in a scholarly and practical pursuit of defining themselves in a way that acknowledges the infinite, energetic and transcendent fields of Being. The model serves as an ever evolving framework to grow and broaden our perception of who we are and what we do in this world. It is a vehicle to transform us, our work, and our workplace.

Professor Thornton is currently President of the American Holistic Nurses Association. In addition to teaching and consulting she maintains a private practice in holistic nursing. She incorporates counseling and healing modalities such as Reiki, Healing Touch, massage, aromatherapy and reflexology in her practice

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Academy of Intuition Medicine® & Energy Medicine University

Contact :

Fresno, California USA

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Liqi Tian, MBA, PhD

MSN in Traditional Chinese Medicine
Beijing University of Chinese Medicine; Beijing, China
Teaching/practicing since 1988

Distance Courses:

- ✚ The Art of War: Space-Time and Nature Philosophy
- ✚ Study Chinese Character Art with Exploring Meridian Energy System
- ✚ Understanding Huangdi Neijing and TCM Theory with Space-Time Energy
- ✚ Relationship and Life Energy Geometry
- ✚ Space-Time Holography
- ✚ Traditional Chinese Medicine Theory with The Art of War



Dr. Tian has done twenty years of research and practice in the areas of Traditional Chinese Medicine (TCM), Space-Time Holography, diagnosis and bioenergetics. Since 1994, Dr. Tian has worked on her research on TCM theory and space-time energy. She paid more attention on abnormal phenomena and magic pulse diagnosis of Chinese medicine. In her doctoral research on traditional Chinese medicine - "Application of Nonlinear Methods of Diagnostics of Chinese Medicine", she explored unique imagery information embedded in human pulse phenomena through the relationship between nonlinear natural trace and pulse diagnosis. She developed theory and application of traditional Chinese medicine with modern science.

In order to understand of "Ziwuliuzhu", " the Five Movements and Six Qi" of traditional Chinese medicine theory and relationship between meridian, time, space and energy, she did research on Chinese cultural classics to find theoretical basis. Through the study of the relationship between Huangdi Neijing and The Art of War, she found out the natural laws of the theoretical foundation of ancient wisdoms ; from language structure analysis of The I Ching and Dao De Jing, she understand the laws of nature awareness and consensus. She has a breakthrough conclusion that the holographic space-time imagery is like the nature's fingerprint. Every imagery of the thing shows a mark of rotation of heaven and earth. The space and time remains its brand on everything in the universe. Dr. Tian continues on her research now.

Dr. Tian has been teaching and training since 1988. During recent nine years, She gives her excellent courses to teach and mentor individuals and companies to rationally use their space-time holographic information to achieve their success.

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Effective October 1, 2018



Yunqiu (Rachel) Wang, MS

Master Degree of Engineering Science
Electronic Engineering, Gunma University, Japan
Teaching/practicing since 2018

Distance Courses:

✚ Dao Energy Medicine with Natural Qi Healing



Yunqiu (Rachel) Wang has worked on research in the areas of medical image processing, medical signal processing and computer vision with research institutes, universities and companies in Canada and Japan for over twenty years. For her research work, she has published papers in the Journal of Medical Physics for image segmentation and computer-assisted surgery for cancer treatment. She was an inventor in the fields of computer vision and application especially for DNA microarray recognition and touch screen technologies. She holds a few of patents for her invention.

Rachel has a strength for life energy understanding, practicing and healing. She has a deep interest in human health research. She has learned various techniques to improve human health i.e., Qigong, Yoga, Chinese medicine and intuitive healing for many years. During recent years, she is a founder and researcher on energy medicine. Her research interests are in the areas of bioenergetics and consciousness with holistic wisdom, the healing arts with application of traditional Chinese medicine, the measurement of bio-energy fields and life energy prevention. She explores training ways in teaching of energy medicine i.e., Life Energy Application and Imaging Understanding, Practicing Energy Healing with Theory of Chinese Medicine, Dao Energy Medicine with Natural Energy Healing, Ancient Wisdom and Guidance for Life Energy Understanding, Geopathic Stress Prevention and Environmental Energy Harmony, Human Energy Healing and Evaluation. She has published her team work in a paper titled as “Energy Healing Art with Ancient Chinese Health Philosophy” for the research and application.

Rachel holds a bachelor degree of engineering science of scientific instrumentation with Zhejiang University, China. She also holds a master degree of electronic engineering with Gunma University, Japan. She recently obtained a certificate of Integrative Holistic Health with a concentration of Energy Medicine, Energy Medicine University.

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REVISIONS TO THE CATALOG

AIMEMU reserves the right to make any changes in the curriculum, procedures, policies, location, schedule of courses, and tuition published in this edition of the Catalog.

All students, both those currently enrolled as well as those newly enrolled will be subject to the curriculum requirements of the new catalog. New laws and regulations are reflected in policies in annual catalog revisions.

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