

## **893: EXPLORING THE NATURE OF HEALING**

### **893: EXPLORING THE NATURE OF HEALING (D) Distance Learning.**

This course is designed to broaden student's perspective of the dynamic and complex processes of healing. The course is a combination of scholarly and experiential learning including concepts that support and assist or hinder the healing process. Students will also personally explore multiple healing modalities from CAM and document those experiences within the context of the course topics.

### **INSTRUCTOR**

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### **COURSE PREREQUISITES**

None

### **COURSE AUDIENCE**

This distance learning course is open to all Holos University students with particular interest in Integrative and Energetic Healthcare at any stage in their programs, both in the certificate track and graduate students.

### **BRIEF NEED STATEMENT**

It is important for everyone who is involved in Integrative and Energetic Healthcare to develop a broad understanding of this ever-changing field. It is even more important for those involved in delivery of services to seriously consider the depth of implications of the factors that assist and support or hinder the healing process.

### **COURSE DESCRIPTION**

This course is designed to promote learners' understanding of the complexity of healing, to deepen their sensitivity to the components of the dynamic process of healing, and to explore the language commonly used. Students will also explore healing methods beyond their prior experience with the purpose of developing a deeper integrative health perspective.

Students will write a self-reflective paper about their understanding of 'healing' including: implications of healing-related language, the healer and healee relationship, locus-of-control, and the role of intention, belief, meaning, and expectations in the healing process.

Students will also examine the dynamic process of healing both within their own practice and/or experience and within new modalities they will explore for the first time. Explorative healing methods will be chosen based on the five (5) categories of alternative and complementary practices developed by National Institutes of Health (NIH), National Center for Complementary and Alternative Medicine (NCCAM), and Complementary and Alternative Medicine (CAM). The CAM categories include: Whole Medical Systems, Mind-Body Medicine, Biological-based Practices, Manipulative and Body-based Practices, and Energy Medicine.  
<http://nccam.nih.gov/health/whatiscam/overview.htm>.

## 893: EXPLORING THE NATURE OF HEALING

### LEARNING OBJECTIVES

Upon completion of the course, the students will be able to:

- Recognize a diverse range of personal beliefs and belief systems regarding the nature of healing.
- Identify and discuss the diversity of healing-relating language.
- Evaluate the implications of intention, belief, meaning and expectation in the healing process.
- Identify at least 4 concepts that support and assist the healing process.
- Identify at least 4 concepts that hinder the healing process.
- Acquire a broadened perspective on the role of healers.
- Accept the responsibility of conscious creation and partnership in healing.
- Differentiate and describe the CAM categories as, defined by NCCAM.
- Integrate a deeper knowledge of the complexity of the nature of healing.
- Develop an interdisciplinary perspective, congruent with Integrative Healthcare.

### COURSE TOPICS:

- Definition of 'healing'
- The language related to healing i.e. (healing, curing, illness, wellness, disease, alternative, and complementary)
- The role of intention in healing
- The healer vs. healee relationship
- The implication of belief, meaning, expectation in the healing
- The placebo effect
- The nocebo effect
- Locus of control
- The healing environment
- Exploration of CAM modalities, in relation to above topics.

### COURSE DELIVERY STYLE

Students will begin by discussing and writing about their understanding of healing and then extend their experience by working with five new modalities of healing, one from each of the five categories of CAM as identified by NCCAM. Students will discuss the course topics with the instructor and write an initial paper comprised of several paragraphs on each of the Course Topics, reflecting their own initial understanding of these issues.

Additional self-reflective assignments will explore the student's own assumptions of the nature of the healing process, assigned readings and experiential sessions will expand student's awareness and deepen their understanding of the nature of healing, and writing assignments and discussion will facilitate integration and personal development in the field of Integrative Healthcare. The intention of the course is to enhance knowledge of the healer/healee relationship and to prepare the learner to be more skillful in supporting the healing journey.

## 893: EXPLORING THE NATURE OF HEALING

The students will select the five new healing modalities, one from each of the five divisions of CAM and explore these both through reading in the literature about the methods, and by working with practitioners and educators available to them in their own region. Each of the five explorations will be documented and assessed in appropriate written and oral discussions with the instructor. The exploration of new methods may be either by experiencing treatment by a skilled practitioner, or by taking training in the methods, as appropriate. The students will chose the new modalities to explore and appropriate investigative methods in consultation with the instructor and consistent with the students personal and professional goals.

### Required Readings:

- Meaning, Belief and the Placebo Effect by Daniel E. Moerman
- The Powerful Placebo: From Ancient Priest to Modern Physician by Shipiro & Shipiro
- Voelker, R., "Nocebos contribute to host of ills [news], "Jama, vol. 275, pp. 345, 347, 1996.
- Dossey, L. (1985). Space, Time and Medicine. Boston: Shambala.
- Dossey, L. (1995). What does illness mean?. Alternative Therapies in Health and Medicine. 1 (1), 6-10.
- Website: <http://nccam.nih.gov>
- Website <http://wilderdom.com/psychology/loc/LocusOfControlWhatIs.html>
- Other readings will be required, dependent on the specific CAM modalities the student chooses to explore.

### FACULTY-STUDENT COMMUNICATIONS

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The course is conducted through a distance learning mode. E-mail and telephone are the primary methods of communication between the students and the faculty member. The student will contact the instructor by phone at the beginning of the semester to discuss specific schedule and assignments.

#### *Telephone Contact*

It is important for students to arrange all telephone communications by E-mail beforehand. Periodic telephone interaction on a needs basis, at students' expense, can most easily be arranged through E-mail contact.

#### *E-mail Communications*

Send an E-mail to set up telephone calls. All assignments are to be submitted via E-mail as word documents attached to messages. Receipt of assignments or any other request will be acknowledged within 48 hours, unless further notice is sent out by the instructor.