

**SYLLABUS**  
**731: INNER COUNSELOR – Pathways to Awareness**  
**(R-Spring & Fall) Core Course**  
**Three-Day Residential & Distance Learning**  
**FACULTY: Ann Nunley, PhD, Bob Nunley PhD**  
**Date Revised: 6/15/10**

**COURSE DESCRIPTION**

The primary goal of this course is to provide tools for self-directed on-going awareness of the very ground of one's being – that which is anchored in the duality of physical existence and that which is eternal and has no boundaries. The 15-step Inner Counselor Process™ (ICP™) is a guided self-awareness process that requires from twenty to forty minutes to complete, yet it takes place in a realm of timelessness. Although this process has great potential as a symptoms-oriented clinical intervention, it has its greatest impact when used to engage body, mind, emotions, and spirit in a life-long journey of healing, integration, transformation, and spiritual awakening. A whole systems approach is required to expand conscious awareness in ways that support progressive integration and transformation. The Inner Counselor utilizes contact with higher consciousness to bring healing, integration, and transformation to the mental and emotional aspects of the personality as well as to the physical body. Within the context of this spiritual orientation, the personality is considered a vehicle of awareness and action through which we become conscious of conflicts of duality as we move towards healthy self-actualization, self-realization, and an enlightened transformational awakening. Lectures and a manual containing correlative cognitive models complete the learning experience. Course content includes presentations, discussions, experience with the ICP™ and practice in learning to facilitate an Inner Counselor Process™, reading assignments plus composing and submitting journalistic and scholarly papers.

**FACULTY BIOGRAPHY**

Dr. Ann Nunley received her Master of Fine Arts degree and a Doctorate in Energy Medicine and Transpersonal Psychology. Ann is well-recognized for her transformational art which has appeared in numerous magazines and on book covers. She has spent the last 15 years developing the Integration Chart™ and other concepts that support the Inner Counselor Process (ICP™). Her book, the Inner Counselor, functions as a modern I-Ching book of wisdom. She has presented Keynote and workshop presentations at various national energy medicine and psychology conferences such as ACEP, NICABM, and ISSSEEM. She is past Co-President of ISSSEEM. She is President and an ordained minister of the *All Faiths Church of Spirituality and Health*.

Dr. Bob Nunley is a Professor Emeritus of Geography at the University of Kansas. His degrees include a Bachelor of Science in Marketing, an MS in Geography and Political Science from Marshall University, and a PhD in Geography from the University of Michigan. He is a geodemographic and computer consultant and an innovative explorer in the psychology of learning and the human potential. He served on the Fetzer Energy Medicine Advisory Board. He is a past Co-President and Board member of ISSSEEM. He is Co-Instructor of the Inner Counselor courses. He is an ordained minister of the *All Faiths Church of Spirituality and Health*.

**FACULTY CONTACT INFORMATION**

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Faculty Name: Bob Nunley, Ph.D.  
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### **COURSE DELIVERY STYLE & PLAN OF ACTION**

The 3-day introductory residential component is held during Campus Week at Unity Village. Students are required to attend the entire Residency Program and contain a balance of cognitive and experiential material. Optimal teacher/student ratios are maintained in order to provide a rich learning experience. Classes are limited to 18 participants and there are three faculty members plus invited expert facilitators present for each residency program. Required reading, scholarly papers, and experiential assignments are designed to deepen students' philosophical and psychological understanding of the materials and their ability to both use and facilitate the 15-Step ICP™ (Inner Counselor Process). Competency will be demonstrated both by a student's ability to facilitate the Inner ICP™, by their participation in the Conference Calls, and by the originality and execution of their distance-learning assignments. Students may proceed as follows:

1. Contact the Instructor by email.
2. Obtain the required textbooks and other materials.
3. Read the Syllabus, Outline of Assignments, and Assignment Schedule and clarify any questions you have on your individual plan of action for the course.
4. Submit all of your assignments and attend the residency and all telephone conferences according to the Assignment Schedule. Contact the instructor if there are problems with this.

### **RESIDENTIAL REGISTRATION**

Register with the HU Bursar, Marilyn McGehee (888-272-6109) for the residency portion of the course. There is an additional \$25.00 per day fee for residency classes held at Unity Village.

### **COGNITIVE LEARNING OUTCOMES**

#### **Students will:**

- Apply the concepts included in the Ruiz text and assess personal issues they may wish to address during the residency
- Apply the concepts and processes presented in the residential program and in the required reading material, especially the IC Manual, Maslow, Assagioli, Govinda, and Ruiz texts.
- Identify transpersonal INTRINSIC "qualities" and their underlying INTRINSIC "needs" that arise within the personality to bring clarity to the unconscious aspects of the personality.
- Discuss the protective, reactive nature of these unfulfilled needs and how they create coping patterns that interfere with integral balance and peace.
- Define and discuss various concepts of self-actualization or individuation, personality integration, and spiritual, transpersonal growth in reference to Maslow and the Integration Chart.
- Identify Maslow's concept of *deficiency motivation* and *growth motivation* as expressed through your personality.
- Utilize symbols and archetypes as catalytic agents of change in the ICP™ (Inner Counselor Process).
- Apply the ICP™ at a beginning level during the residency and conduct four sessions post-residency with four volunteers and generating four descriptive Session Reports.
- Discuss the historical and mystical underpinnings of the ICP™ and related concepts – especially the Govinda material and the Integration Chart©.
- Demonstrate an understanding of the ICP™ and concepts related to the ICP™ and the Integration Chart© by writing scholarly, well-referenced papers.

### **EXPERIENTIAL LEARNING OUTCOMES**

- Demonstrate a functional connection with soul wisdom or higher consciousness.
- Use body sensations (felt sense) and emotions to key into core issues and intrinsic needs of the personality.
- Identify and use subconscious, self-conscious, and super conscious aspects of the mind and personality.
- Invoke spontaneous personal images (and symbolic archetypes) in order to bring about personal insights and catalytic changes in core response patterns.

- Energetically transform conflicts and emotional blocks within the mental, emotional, and subtle energy bodies.
- Demonstrate initial basic skills in facilitating the 15-step ICP™.
- Design and apply a brief daily practice based on the Assagioli and Nunley materials.
- Describe their experience of a daily practice.

#### Required Materials and Texts:

1. Don Miguel Ruiz, **The Four Agreements**. Available in paper back from Amazon on line. This material is also available on CD. Either format is acceptable.
2. Maslow, Abraham H., Ph.D. **Toward a Psychology of Being**, John Wiley & Sons, Inc., 1999. Available at on-line and local bookstores.
3. Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Manual**, *Purchase at the Residency*.
4. Nunley, Ann, M.F.A., Ph.D., **Landscapes of the Heart** (6 hours, Cassette tapes), Sonrisa Prod, 1999. *Purchase at the Residency*.
5. Lama Anagarika Govinda, **Foundations of Tibetan Mysticism**, Weiser, 1969: Amazon on line  
Assagioli, Roberto, M.D. **The Act of Will**: Available from Amazon on line.
6. Nunley, Ann, M.F.A., Ph.D., **Inner Counselor**, CeShore Publishing, 1999: *Purchase at Residency*.

#### HOLOS FACULTY-STUDENT COMMUNICATIONS POLICY

Students and instructor communicate frequently via email, and phone conferences create a collegial forum for sharing ideas among class participants. Telephone conferences and calls with instructors are the student's expense. Faculty should inform students of any times that they are not available for email or phone communication. Students should inform instructors if they will not be available for scheduled phone conferences. Students should allow three days for a response after emailing an instructor. If you have not received a response after three days, re-send the email, call the instructor and leave a voice message. If you have still not received a response after two more days, forward your email communications with the instructor to the Dean of Faculty. Further action will be determined by the Dean of Faculty.

#### ASSIGNMENT FORMATS

- All written assignments must be **Microsoft Word** documents sent by email as attached files.
- All papers should be **double-spaced**.
- **FONT**: Times or Times New Roman.
- **E-MAIL SUBJECT LINE**: Always include your name and the Assignment number in the subject line of your E-mail and on the title page of your assigned papers.
- **END NOTES**: All referenced material must be cited using endnotes. Include the Author's name, the publication name, the publisher, the date of publication, and the page number.
- **FILE NAME**: **When you "save" your document**, you **MUST** use the following format to name your Word file: Or your file will be returned so that you can add the proper file name and format: The document you attach to your e-mail should be in the following format:

**SmithJ\_887#1.doc. (Last Name, First Initial\_Course #, Assignment#.doc)** Use Times, Times New Roman, or Helvetica fonts, 12 pt. and cite all referenced material using *Chicago Manual of Style* endnotes.

#### OUTLINE OF ASSIGNMENTS & PERCENTAGE OF COURSE

Assignment #1: Journal Report: Read and Write: 2-3-pages (PRIOR to the Residency)	05%
Assignment #2: Attend the Residency Program:	20%
Assignment #3: Scholarly Paper: Read and Write: 5 - 8 pages - Maslow	10%
Assignment #4: Journal Report and Experiential Exercise - Assagioli 3 - 5 pages	10%
Assignment #5: Scholarly Paper: Integration Chart, ICP, Maslow - 5 - 8 pages	10%
Assignment #6: Four facilitations, four Session Reports, three Conference Calls	40%
Assignment #7: Scholarly Paper: Five Skandhas – Govinda – 3 pages	05%

NOTE: The hour and a half Conference Calls that are part of Assignment #6 are **mandatory**. Students pay their own phone charges for this call. There will be **Three Conference Calls**: Conference Calls are

on Saturday morning from 10:20 – 12:00 noon, Central time. Specific times are listed in the Assignment Schedule at the end of this syllabus. It is sometimes more feasible economically to obtain a calling card with which to make these calls. Calling cards often have long distance rates much lower than local phone companies.

## DETAILS OF ASSIGNMENTS

### ASSIGNMENT #1

**Due Date: Monday, September 27, 2010**

**Percentage of Grade: 5%**

**Learning Outcomes of Assignment:** This assignment is not graded. Students will apply the concepts included in the Ruiz text and assess personal issues they may wish to address during the residency. The assignment's submission counts as part of the over-all grade.

**Required Texts and/or Materials:** Don Miguel Ruiz, *The Four Agreements*. Available in paper back from Amazon on line. This material is also available on CD. Either format is acceptable.

#### Assignment Description:

**READ:** The Four Agreements or listen to the Four Agreements CD

**WRITE:** *2 -3 pages and SUBMIT before attending the Residency.*

Read The Four Agreements or listen to the Four Agreements CD. In a two-page paper Journal-style report, discuss the following personal applications of the Ruiz material:

- In what aspects of your life have you “surrendered” to the beliefs and perceptions of others (Family, clan, society, religion)? Describe
- What emotions and sensations do you experience when you act against those beliefs and perceptions (Guilt, anxiety, sadness, fear, anger)?
- What negative beliefs about yourself and your abilities have you adopted from experiences in your childhood?
- How do you use words to continuously substantiate negative beliefs about yourself and others?
- How does your “Inner Judge” keep you imprisoned in certain behaviors and beliefs?
- What perception or belief about yourself would you most like to change?

### ASSIGNMENT #2

**Due Date: October 7 – 9: Attend Three-day Residency at Unity Village**

**Percentage of Grade: 20%**

**Learning Outcomes of Assignment:**

- Identify transpersonal intrinsic “qualities” and the underlying intrinsic “needs” that arise within the personality to bring clarity to the unconscious aspects of the personality.
- Identify the difference between Intrinsic and Extrinsic needs.
- Discuss the protective function and reactive nature of these unfulfilled needs and how they create coping patterns that interfere with integral balance and peace.
- Define and discuss various concepts of self-actualization or individuation, personality integration, and spiritual, transpersonal growth in reference to the Integration Chart.
- Utilize symbols and archetypes as catalytic agents of change in the ICP™ (Inner Counselor Process).
- Apply the ICP™ at a beginning level during.
- Discuss the historical and mystical underpinnings of the ICP™ and related concepts – especially the Integration Chart©.
- Demonstrate a functional connection with soul wisdom or higher consciousness.
- Use body sensations (felt sense) and emotions to key into core issues and intrinsic needs of the personality.
- Identify and use subconscious, self-conscious, and super conscious aspects of the mind and personality.
- Invoke spontaneous personal images (and symbolic archetypes) in order to bring about personal insights and catalytic changes in core response patterns.

- Energetically transform conflicts and emotional blocks within the mental, emotional, and subtle energy bodies.
- Demonstrate initial basic skills in using the 15-step ICPT™.

**Required Texts and/or Materials:** Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Manual**, *Purchase at the Residency*.

**Assignment Description:** Attend a three-day residency during Campus Week at Unity Village. Participate in lectures and discussions based on the course concepts. Practice guiding and being guided using the 15-Step IC Process. Read the learning outcomes above for an in-depth understanding of the Residency experience. Immediately upon returning home from the residency **begin scheduling and facilitating the IC Process with volunteers** (Assignment #6). **Read the description of Assignment #6 before beginning the facilitations and reports.**

### ASSIGNMENT #3

**Due Date: November 1st**

**Percentage of Grade: 10%**

**Learning Outcomes of Assignment:**

- Discuss the protective function and reactive nature of unfulfilled needs and how they create coping patterns that interfere with integral balance and peace.
- Define and discuss various concepts of self-actualization or individuation, personality integration, and spiritual, transpersonal growth in reference to Maslow and the Integration Chart.

**Required Texts and/or Materials:** Maslow, Abraham H., Ph.D. **Toward a Psychology of Being**, John Wiley & Sons, Inc., 1999. Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Manual**

**Assignment Description: READ:** *Toward a Psychology of Being*: Read the entire book with a special focus on the *Introduction* and *Chapter 3*.

**WRITE:** In a Scholarly Paper write **5 - 8 pages based on your experience at the residency**

- Select at least **three concepts** about the theory of *deficiency motivation* and *growth motivation* from chapter three of Maslow and begin each topic section of your paper by quoting those concepts from Maslow.
- Follow the quote with a description of personal reactions and responses you discovered while processing personal issues and feelings during the Residency. Were you able to transform some of your old reactions? At the residency did you process the feelings related to a perception or belief about yourself, to an old coping pattern or deficiency need? If so, describe that change and how it relates to the Maslow material.
- What attributes of self-actualization as described by Maslow do you hope to incorporate within your personality? Discuss ways you might encourage these attributes within yourself.

### ASSIGNMENT #4

**Due Date:** Begin December 6<sup>th</sup>. End December 20<sup>th</sup>

**Percentage of Grade:** 10%

**Learning Outcomes of Assignment:**

- Design and apply a brief daily practice based on the Assagioli and Nunley materials.
- Describe your experience of a daily practice.

**Required Texts and/or Materials:** Assagioli, Roberto, M.D. **The Act of Will**: Available from Amazon on line.

**Assignment Description:** This assignment uses words and symbols to put you in touch with **positive essential qualities** such as love, acceptance, peace, strength, and so forth.

**REFERENCE:** Assagioli, Roberto, M.D. *The Act of Will* and Nunley, Ann, M.F.A., Ph.D., *Inner Counselor Book and Cards*

**WRITE:** **3 – 5 page report**

This assignment uses words and symbols to put you in touch with **positive essential qualities** such as love, acceptance, peace, strength, and so forth.

**Experiential Exercise and Three to Five page:**

- Before beginning this assignment read Assagioli's book Act of Will, Chapter 6 part IV, The Technique of Evocative Words. Complete the following assignment by applying Assagioli's suggested exercise to both the words (Qualities) and the symbolic images found in the Inner Counselor Cards.
- Listen to the Inner Counselor instruction tape and to the six, Landscapes of the Heart tapes. The tapes offer an enhanced understanding of the Essential Qualities (Inner Counselor) and Intrinsic Values (Maslow).
- As described in Chapter 6 of Act of Will, do an exercise using the symbols and words (Qualities) in the Inner Counselor cards and book **daily for two weeks** to inquire and meditate about personal and relationship issues. In your meditations, concentrate particularly on the symbolic images represented on the cards. These images employ symbolism that makes reference to the chakras and their relationship to Essential Qualities.
- End your daily exercise with the IC Prayer Practice.
- Journal your daily experience with the meditation.
- Write a three to five-page report that combines your daily journal experiences **with observations of the experience as a whole**.

**What to Include in your Journal Report:**

- Excerpts from each daily journal.
- Description of how you set up (personally tailored) your meditations (Time of day, length of time, procedure for using the IC Cards (Symbols) and Qualities (Words)).
- How often you chose a new card(s) (daily, weekly, or other)
- What other steps you took to enhance your concentration on the selected symbols and words.
- Effects you experienced from this exercise. (Issues you got in touch with, emotions, resolutions, insights).
- What conclusions you reached about doing this exercise over this period of time.

**ASSIGNMENT #5**

**Due Date: January 10<sup>th</sup>**

**Percentage of Grade: 10%**

**Learning Outcomes of Assignment:**

- Identify transpersonal intrinsic "qualities" and the underlying intrinsic "needs" that arise within the personality to bring clarity to the unconscious aspects of the personality.
- Identify the difference between Intrinsic and Extrinsic needs.
- Discuss the protective function and reactive nature of these unfulfilled needs and how they create coping patterns that interfere with integral balance and peace.
- Define and utilize various concepts of self-actualization or individuation, personality integration, and spiritual, transpersonal growth in reference to Maslow and the Integration Chart.
- Demonstrate an understanding of the ICP™ and concepts related to the ICP™ and the Integration Chart© by writing scholarly, well-referenced papers.

**Required Texts and/or Materials:**

1. Nunley, Ann, M.F.A., Ph.D., Inner Counselor Manual
2. Maslow, Abraham H., Ph.D. Toward a Psychology of Being, John Wiley & Sons, Inc., 1999
3. Nunley, Ann, M.F.A., Ph.D., Landscapes of the Heart (6 hours, Cassette tapes), Sonrisa Prod, 1999.
4. Assagioli, Roberto, M.D. The Act of Will

**Assignment Description:** *READ:* Inner Counselor Manual, Section One. The remaining chapters of: Towards a Psychology of Being, Abraham Maslow. Act of Will, Roberto Assagioli  
*LISTEN TO:* Landscapes of the Heart: Six cassette tapes.

**WRITE: 5 – 8 page scholarly paper:**

Explore aspects of the Integration Chart and the IC Process. Address each of the bullets below and draw parallels between the Nunley, Ruiz, Assagioli, and Maslow material.

**INTEGRATION CHART:**

- Describe the transpersonal, spiritual journey outlined in the upper Flow Chart. Discuss how each IC Process “enlightens” an old pattern by moving it up into the Flow Chart to create informed balance and integration, and finally moves that pattern across the Flow Chart and into the far right column of the transcendent Self.
- In your opinion, what is the spiritual significance of the Chart?
- What is the relationship of Updrafts (light) to Downdrafts (shadow).

**INTEGRATION CHART AND IC PROCESS:**

- In what step of the IC Process do **extrinsic** needs lead to the identification of **intrinsic** needs? Why is this identification important in Step #9 of the Process?
- What is the role of choice in the Chart and in the IC Process?
- The six columns - what is established for a person in each?
- What is the relationship of the columns to the major Chakras? How does familiarity with this help the guide understand which column(s) are involved in a process?
- The characteristics (shape, color, weight, etc.) of the Old symbol represent the participant’s emotional/physiological response pattern to the issue. Explain. What does the New Symbol represent? Discuss.
- In discussing the aspects above show scholarly parallels to the Maslow and Assagioli texts.

**ASSIGNMENT #6**

**(This assignment focuses on four process reports and three Conference Calls)**

**ASSIGNMENTS #6A**

Each Student submits a process report for #6A. Dr. Ann Nunley will comment on each report and circulate all reports among all students. Based on the reports, students will submit questions to Dr. Nunley. The questions create the basis for telephone conference #1.

(See due dates for all components of Process Reports #6A, #6B, #6C, and #6D on the Assignment sheet at the end of this syllabus.)

**Percentage of Grade for each report plus its components: 10%**

**Total percentage of Grade for Assignment #6: 40%**

**Learning Outcomes of Assignment:****As a Facilitator for volunteers:**

- Apply the concepts and processes included in the residential program.
- Identify the difference between Intrinsic and Extrinsic needs.
- Discuss the protective function and reactive nature of these unfulfilled needs and how they create coping patterns that interfere with integral balance and peace.
- Utilize symbols and archetypes as catalytic agents of change in the ICP™ (Inner Counselor Process).
- Conduct four sessions post-residency with four volunteers and write four descriptive Session Reports.
- Use body sensations (felt sense) and emotions to key into core issues and intrinsic needs of the personality.
- Identify and use subconscious, self-conscious, and super conscious aspects of the mind and personality.
- Demonstrate initial basic skills in facilitating the 15-step ICP™.

**The first goal** of the reports is to use the suggested format to describe, as best one can, the procedure that was followed and what happened.

**The second goal** is for the instructor to critique each aspect of the process and describe, as best he/she can, areas that indicate a misunderstanding of the most effective way to guide a process.

The critique will hopefully be communicated in a way that helps students learn.

The **third goal** is for students to work with the instructor until they are clear that they understand and can constructively use the comments made by the instructor.

**Required Texts and/or Materials:** Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Manual**

**Assignment Description:**

**READ:** ALL of Section 1, Section 2, Section 3, and Section 4, and Section 5 of the Inner Counselor Manual

**FACILITATE:** Four IC Processes (ICP™).

**WRITE:** Four Process Reports

- 1) **You must give the persons who will be working with you a proper orientation to the process before engaging them in a process.** Have each person sign a consent form. Students who do these sessions with volunteers are acting as educators, not counselors. This is an opportunity to teach several other people some of the concepts of the Inner Counselor and to give them an experience of this process. Unless the student has counseling licensure or is an ordained minister, then it must be made clear to the volunteer that these sessions are meant as educational sessions not as counseling or therapeutic sessions. You may ask your volunteers to meet as a group for the orientation, or do each orientation separately. It would be very effective to meet as a group and even do a demonstration. See IC Manual for suggestions. **In addition, read through the process questions and answers towards the end of the Manual.** These questions and comments provide excellent guidance for facilitating the process - use them for reference.
- 2). **You are required to work with at least three separate individuals (not enrolled in this class this semester.)** (so you can experience some of the different ways people have of receiving this process). **Two of the Processes must be with persons unfamiliar with the material.**

**IMPORTANT:** Thoroughly read through Sections 1, 2, 3, 4, and 5 of the IC Manual. **Use these as a reference throughout the assignment.** Sessions must be scheduled a minimum of two weeks apart. Please use the checklist and form on in this document for formatting your report. **It is important that you get an instructor's feedback on each session before facilitating the next session.** You are not expected to be an "expert" facilitator of this Process after having only four days of instruction. Critiquing these assignments is provides an opportunity to help you learn how to utilize some of the more subtle and profound aspects of the Process. Each report will be returned with comments and insights within one week of receiving it. You will then have those insights to use in the facilitation of your next session. **You are advised to begin work on these sessions immediately following the residency.**

We have three Conference Calls (See Assignment Schedule).

1. The first Process and Report are due prior to the first Conference (see assignment sheet).
2. The second Process and Report are due AFTER the first Conference and prior to the second conference.
3. The third Process and Report are due AFTER the second conference and prior to the third conference. There is no conference call following the fourth Process and report.

In the **third and fourth processes**, you are to incorporate an additional dimension:

Take the Basic process through to the end where the subject takes the symbol back to the Place of Peace. When there, instead of proceeding to the Energy Exercise, say, **“Ask your (High Self) if there anywhere else you need to go with this issue at this time?”** If there IS a place the person will pop back to that place almost immediately (If they pause a moment to consider the question and then say, No, then you are finished and you proceed to the Energy Exercise as usual). If they say, "yes", but don't immediately go there, then you have the feelings still related to the issue carry them back (Often they just go there immediately) work at the place they pop into (no further regressions). Begin with “Where are you, and what is happening?” Then go on to Step #6 and complete the process. Once the person has concluded the remaining steps and is back in the Place of Peace with a new symbol, do the Energy Exercise. Use the qualities from both symbols in the Energy Exercise.

As you work with people remember you are a **guide on the side, not a sage on the stage**. Healing always comes from within the person experiencing the process and the ultimate guide is the Higher Self of that person.

**Four Session Description Reports** Review the Inner Counselor Manual especially the Discussion of Steps before facilitating a process.

- Act as a guide to facilitate the Inner Counselor Process™ with four consenting adult volunteers outside the Residency Program setting. **Write and Send your report.** Take some notes as you work and write the report IMMEDIATELY following the Process, while it is fresh in your mind. Be brief but include enough description that the instructor will feel as though she were present. Describe emotional reactions as well as Step information.
- Review your process by comparing it to the directives in the Manual under Discussion of Steps. Review each Step in the manual and compare it to how you facilitated your process. At the end of your report, comment on anything that you might have done differently according to the Discussion of Steps. This allows you to review your own paper, before I review it. This is a learning process. You are not expected to “get everything right” when you begin. You will learn as you go along, and doing your own review is a very good way for you to learn and remember what you learned. Include any feedback you received from the subject in this report.

**NOTE: This is the single, most important assignment in this course.** This assignment provides the instructor with an opportunity to work with each student and offer insights about the approach used and the goals and objectives of using the Inner Counselor concepts and both facilitating and teaching the IC Process. The IC Process works from a very different premise than most such approaches and it can be difficult for students to change old perceptions and approaches enough to allow the process to unfold its full potential. **Through this assignment and the Conference Calls the instructor discovers the needs of students** and makes an effort to meet those needs with constructive guidance.

*This assignment is about practice, not about “getting all of it right”.*

### ASSIGNMENT #7

**Due Date: January 26<sup>th</sup>**

**Percentage of Grade: 5%**

**Learning Outcomes of Assignment:**

- Identify symbols and archetypes as catalytic agents of change in the ICP™ (Inner Counselor Process).
- Discuss the historical and mystical underpinnings of the ICP™ and related concepts – especially the Govinda material.
- Demonstrate an understanding of the ICP™ and Tibetan Mysticism concepts by writing a scholarly, well-referenced paper.

**Required Texts and/or Materials:** Guidelines for Writing a Scholarly Paper (Sent by the Instructor). The Foundations of Tibetan Mysticism (FTM) and The Inner Counselor Manual (ICM), Section Five.

**Assignment Description:**

**READ:** the Guidelines for Writing a Scholarly Paper (Sent by the Instructor). The Foundations of Tibetan Mysticism (FTM) and The Inner Counselor Manual (ICM), Section Five.

**WRITE:** **A well-considered and succinct three-page scholarly paper.** In the grading process you will be allowed to edit the papers based on suggestions of the instructor. Once the papers have been commented on by an instructor, you may be asked to circulate the paper to the other members of the class so that all will have access to the various themes explored. **NOTE:** As a beginning point I have suggested some page numbers in the Foundations of Tibetan Mysticism that allude to various possible themes for your paper. You will undoubtedly find other supporting materials in the text. **References are to be endnotes.**

- Consider the principals of "Inner Vision and Symbolic Representation" as they relate to the steps of the Inner Counselor Process (FTM Part 3-2, beginning on page 91).

- Compare the resolution of the duality of opposites from the standpoint of ancient writings (FTM pages 80 -86) and the concepts as they are presented in the Integration Chart. Discuss aspects suggested by the updrafts and downdrafts as well as those presented in the Flow Chart.
- Discuss the five Skandhas (page 71) and their relationship to the Inner Counselor concepts or process.
- Discuss "Vision as Creative Reality" (FTM p. 104) as it relates to the Inner Counselor Process.

## PHONE CONFERENCES

**Phone number: 605-715-4900**

**Access Code: 269 417#**

**% of Grade:** Listed as part of Assignment #6

**Learning Outcomes:** Listed in Assignment #6

**Time:** See dates on Assignment Schedule below

**Description of Conference:**

Students will be sent directions for joining each Conference Call. There will be a Conference Call following each of the first three processes. The purpose of this schedule is so that students can clear up questions on each process before proceeding to the next process. Dr. Ann will send out a reminder about the following necessary preparation:

- The instructor will circulate a process done by each person in the class to the entire class. *It will include comments made by the instructor.* Personal information, that might jeopardize confidentiality, will be deleted before being circulated.
- Students will read all the processes sent and based on these, formulate three or more questions about the Process, itself. E-mail these questions to Ann **three days before** the Conference call.
- Ann will compile and consolidate student questions and send a composite version out to all students prior to each Conference Call.
- Students will be sent the number to call and the code for the conference. Students pay only their own phone charges (so students who have a high long-distance rate might consider purchasing a phone card for the call)
- We will cover as many of the questions as time permits. Ann will select the order of presentation.

For the best learning potential it is imperative to stay up-to-date on the assignments. It is important that *every* student enrolled in the class be present for the Conference Calls. ***These sessions are a dynamic learning tool in which students learn from the instructors and from each other.***

**FINAL ASSIGNMENT:**

Complete and return the course evaluation form you will receive a course evaluation form in August and February. You will receive notification of your final course grades only after you have submitted an evaluation for all courses you completed this semester. Students who plan to take an Incomplete in a course must wait until finishing a course before returning the evaluation form for the course.

**ADDITIONAL INFORMATION FOR THIS COURSE**

<b>731: Inner Counselor Assignment Schedule - Fall, 2010 - 2011 Semester</b>					
Semester begins September 13th. Semester ends January 28th					
Assignment #	Month	Day	Date	Description	Text(s)
#1	Sept	Monday	27-Sep	2-3 pages	Ruiz.
#2	Oct	Thurs - Saturday	Oct 7 - Oct 9	3-Day Residency	IC Manual
#6A	Oct	Monday	18-Oct	Process Report #1	
#6A	Oct	Friday (Instructor)	22-Oct	Circulate Reports	
#6A	Nov	Wednesday	27-Oct	Questions Due	
6A Conf #1	Nov	Saturday 9 a.m. CDS	30-Oct	60-90 minute call	
#3	Nov	Monday	1-Nov	5-8 pages	Maslow
#6B	Nov	Monday	8-Nov	Process Report #2	
#6B	Nov	Friday (Instructor)	12-Nov	Circulate Reports	
#6B	Nov	Wednesday	17-Nov	Questions Due	
6B Conf#2	Nov	Saturday 9 a.m. CDS	20-Nov	60-90 minute call	
#4 - Begin	Dec	Monday	6-Dec	Begin 2-WK exercise	Assagioli
#4 - End	Dec	Monday	20-Dec	End 2-WK exercise	Assagioli
#6C	Dec	Monday	6-Dec	Process Report #3	
#6C	Dec	Friday (Instructor)	10-Dec	Circulate Reports	
#6C	Dec	Wednesday	15-Dec	Questions Due	
6C Conf #3	Dec	Saturday 9 a.m. CDS	18-Dec	60-90 minute call	
#4 - Due	Jan	Monday	3-Jan	3 - 5 pages due	Assagioli
#5	Jan	Monday	10-Jan	5 - 8 pages	IC Chart
#6D	Jan	Monday	17-Jan	Process Report #4	
#7	Jan	Wednesday	26-Jan	3 - pages	Govinda
Semester ends January 28th					
<p>The Process Reports and the everything related to the Conference calls are to be submitted on or before the due dates. Assignment 1a is to be submitted before you attend the residency. Students should strive to submit other assignments on or prior to the due dates. Notice that Assignment #6 has four parts, A, B, C, and D. These are the process reports that you submit.</p>					