

710 Literature Survey in Spiritual Healing and Holism (3 credits)

INSTRUCTOR:

Oliver H. London, PhD Provost@holosUniversity.org

COURSE PREREQUISITES

None – It is open to all student and can be taken concurrently with the ORP.

COURSE AUDIENCE

This course is open to all students, including Certificate students. It is a required Core Competency Course for Master's and Doctoral students and for students in the Transpersonal Psychology and Spiritual Direction Certificate Programs. Students who have completed a literature survey course in this area at the Master's degree level will be exempt from this course.

COURSE DESCRIPTION

This course is designed to support students in attaining comprehensive skills in conducting a literature search, developing the ability to assess legitimate literature and research, and to find their voice in formal writing. It is further designed to broaden their knowledge of literature in Integrative and Energetic Healthcare and Spiritual Healing as it pertains to the three categories of study at Holos University:

- History and Theology
- Science and Research in the Study of Body, Mind and Spirit
- Spiritual Direction/Spiritual Intuitive Counseling.

This course is NOT designed as a course to begin the literature review for the students' dissertation. This topic will be covered in the Capstone course.

LEARNING OBJECTIVES

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

- Conduct a thorough literature survey on a variety of subjects in the broad areas of Theology, Science and Research, and Spiritual Direction/Spiritual Intuitive Counseling.
- Discern the validity of the multitude of print and on-line materials.
- Formulate a conceptual understanding of the field of Theology and Spiritual Healing as it relates to history, science, research, and body/mind/spirit approaches through written and oral discourse.
- Write concise critical annotations and book reviews of referenced material.
- Integrate a broad base of data resources for research, literature survey, and review into their work.
- Professionally critique the work of their colleagues, both form and content, in the role of a peer-reviewer.
- Use effectively the essay template for their written assignments in the endnote style.

- Express their understanding of Theology, Spiritual Healing, and Holism by integrating historical and current literature pertaining to specific areas of study in the field of Holism and Spiritual Healing in their literature searches, peer review critiques and during the conference call discussions.
- Build a personal library of references important to this area of study and contribute to the ongoing development of the Holos University Library Bibliography.
- Create interdisciplinary discourse that furthers personal and professional development in the vast field of Theology, Holism, and Integrative & Energetic Healthcare, and Spiritual Healing.

BRIEF NEED STATEMENT

Each day new material is added to the field of Theology, Integrative and Energetic Healthcare and Spiritual Healing, and Holism. This course will enable the student to define this broad area of study in terms of its historical context, scientific and research components and relevance to theological study. This course will also enable the student to discern quality literature and legitimate authorship from the proliferation of material available on the Internet and the abundance of new material being published.

FACULTY-STUDENT COMMUNICATIONS

Oliver H. London, PhD

Email: Provost@HolosUniversity.org

Telephone: 785-856-3070

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.

A distance learning environment requires clear, regular, and prompt communications from both the student and the faculty. Here are important guidelines that may facilitate the smooth flow of information:

- Faculty and students are to keep one other informed if unable to communicate by E-mail or phone due to traveling or other extenuating circumstances.
- After the initial contact is made via an E-mail message, wait for three days for a response. If you have not received a response, retransmit your E-mail and make telephone contact. Make sure to leave a voice message.
- If you have not received a response after two additional days, redirect your transmission to the Dean of Faculty and Academics. That means send the E-

mail again and copy the Dean of Faculty and Academics on your E-mail. Make sure the transmission includes previous communication efforts. Any further action will be determined on an individual basis together with the Dean of Faculty and Academics.

STUDENT - STUDENT INTERACTION

Students are encouraged to communicate with the other students in the course. By the end of the first month of the semester, each student will receive the E-mail address and phone number of all other registered students. Active and prepared participation in conference calls and assignment exchanges will contribute to scholastic and personal success and the building of a supportive academic community.

COURSE DELIVERY STYLE

The course is designed to require a minimum of 35 to 40 hours of class effort a month through distance learning during each of the five months of the semester of classes. There will be **several required assignments and conference calls** during the semester. The telephone conferences are organized by the instructor. Students receive an invitation to the conference call – each student pays for own individual phone cost – and are required to respond to the invitation prior to the call. Conference calls constitute an important aspect of the learning and the quality of participation is evaluated. The **Supplement** contains a detailed description of all written assignments and all other required action and is available from the instructor.

REQUIRED COURSE MATERIALS

Regular access to E-mail and the Internet will be essential to do the course. Students must request the **Supplement** from the instructor before each semester for the most current list of any materials required and suggested for the class.

REQUIRED TEXTS:

The Chicago Manual of Style, 15th ed. (Chicago and London, The University of Chicago Press, 2003), which is the required style manual for Holos University students.

Harris, Robert A. *Using Sources Effectively: Strengthening Your Writing and Avoiding Plagiarism*. 2nd ed. Glendale, CA: Pyczak Publishing, 2005.

“Holos University Library Bibliography”, available from the instructor and will be sent to students at the beginning of the semester; also available on line in PDF format at the library site www.HolosUniversity.net.

PLAN OF ACTION

Once you have enrolled or intend to enroll in this course, you will need to:

- 1) Request the **Supplement**.
- 2) Read through the **Syllabus** and the **Supplement** carefully and clarify any questions you may have.
- 3) Submit all your assignments according to the course outline and expectations.

- 4) Respond to each conference call invitation and attend with active and prepared participation.

The official copy of this syllabus will be published on the web at <http://www.HolosUniversity.org>. The **Supplement**, which will describe the assignments and contain dates for submission as well as dates for the conference calls, must be requested directly from the instructor by phone or by E-mail Provost@HolosUniversity.org

FORMAT and DATES of COURSE ASSIGNMENTS

Format

- Double-space all assignments, using 12 pt Arial, Arial, Courier or Times New Roman.
- Use a header, which contains the course code, the number of the assignment, student name, date and page number, *i.e.*, SteigerM 710 Literature Survey
Assignment 1 July22 Page 1 of 16.
- Include a title page with your assignment as well as endnotes and bibliography, using *The Chicago Manual of Style*, the endnote style, except when noted otherwise.
- When electronically submitting an assignment, follow this format in the subject line: SteigerM_710_Literature Survey _ Assignment1_July22. Indicate revisions in the subject line as well as in the actual title of your document.
- Proofread and edit assignments carefully before submission.

Dates

Upon request, and at the latest after faculty has received the class roster, students will receive a supplementary document that contains the assignment descriptions, the deadlines for submission as well as the dates and times for telephone conferences.

There will be **several required assignments and conference calls** during the semester. The **Supplement** will contain all details regarding dates and times and can be requested from the instructor by E-mail or phone.

Students will receive a course evaluation form in February or August respectively. Complete and return the form by March 7th or September 7th respectively. Students will receive notification of final course grades only after have submission of an evaluation for this and all other courses *completed* this semester.

Students who have been granted an *Incomplete* in a course by their instructor are asked to wait until *finishing* the course before filling out the form.

Transcripts will be provided only to students who have, on file, an evaluation form for each course they have completed during their academic program.

COURSE GRADING DETERMINANTS

The course grade will be based subjectively upon 1) the appropriateness and completeness of the literature survey in each of the topic areas selected; 2) the completeness of the annotations and book review; 3) the integration of the selections into the scholarly papers; 4) timeliness of completed assignments; and 5) correct formatting; 6) active and prepared participation in the telephone conferences. Revisions of assignments may be required. For an original definition of quality, see Robert M. Pirsig's *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values* (New York: Bantam Books, 1974).

For details regarding **Grades** and **Incompletes**, students must consult the most current catalog.

HONORS

We encourage students to strive for honors in all they do. However, a grade of Honors is reserved for work that **significantly** exceeds the level of excellence for an "A".

APPENDIX A

SAMPLE ANNOTATIONS

Please follow this format in compiling your annotations.

Ripinsky-Naxon, Michael. *The Nature of Shamanism: Substance and Function of a Religious Metaphor*. Albany: SUNY Press, 1993. ISBN # 0-7914-1386-1. (ISBN # is included if available)

The Nature of Shamanism explores, cross-culturally, shamanism, mysticism and religion and describes shamanic practices and traditions as metaphors of religious mores. The author states that shamanism, at its core, is spiritual and often religious. He emphasizes that historically, shamanism has been poorly understood, and its essences encompass sacred experiences.

Ripinsky-Naxon cites tribes, cultures, and their shamanic practices, comparing and contrasting their traditions of using masks, drums, initiations, dance, death and rebirth, hallucinogens, and other shamanic items. He gives accounts of shamanic journeys to other worlds and of the universal theme of the World Tree and Three Cosmic Worlds. He provides art photographs from various cultures illustrating psychotropic mushrooms and notes their use in shamanic practices as well as in creative visions for art. Ripinsky-Naxon describes the role of the shaman as seer, prophet, and holy man, promoting the transformation and reintegration of the individual for the benefit of the tribe or culture. An informative book on shamanism, this text is best suited for the HUGS category of study of History and Theology. (Submitted by Delphine Rossi)

Davis-Floyd, Robbie and P. Sven Arvidson, eds. *Intuition: The Inside Story: Interdisciplinary Perspectives*. New York: Routledge, 1997. ISBN: 0-415-91593-7

This collection of essays from the Princeton Engineering and Anomalies Research (PEAR) Laboratory and Princeton University's Academy of Consciousness Studies presents perspectives on intuition from physics, education, anthropology, psychology, philosophy, humanities, computer science,

engineering, environmental studies and midwifery. The Academy's purpose is "to. . .address the interrelationships of consciousness and environment in the construction of reality, acknowledging the dynamic complementarity of science and spirituality" (pp. xi-xii.) Perhaps because the Academy and the individual authors acknowledge the general scholarly skepticism about studies of intuition, many of the essays are highly technical, dense, and sometimes abstruse.

All of the essays raise questions about the nature of intuition and its relationship to action that are thought provoking for the student or practitioner of intuition; many of the answers or musings are difficult to comprehend. By contrast, the two concluding essays by practicing midwives are extremely accessible; they address such fundamental questions as the intersubjectivity or communality of medical intuition and the ethics of sharing or withholding medical intuitive information. For the devoted theorist, the collection is worth reading; for the student or practitioner of intuition, the midwives' essays are extremely valuable. All of the essays include extensive bibliographies. (Submitted by Rachel Dale)

Dharma Singh Khalsa and Cameron Stauth. *Meditation as Medicine: Activate the Power of Your Natural Healing Force*. New York, NY: Fireside, 2001. ISBN: 0 7434 0064 X.

Medical Meditation is touted by the author as the single most effective strategy to instill the relaxation response. By combining relaxation methods, meditation, and kundalini yoga to elicit physiological responses of healing in the body, these techniques are said to specifically affect endocrine health and reversal of aging. Detailed instruction on the use of breath, voice, mantras, mudras, yogic postures, and energy locks incorporate a variety of healing techniques into one broad scope of a meditative healing practice. Ensuring the nurturance of the ethereal energy system, the activities in this book are supplemented with step by step exercises and diagrams. Entire chapters are devoted to detailing the energetic, physiological and psychological implications for each chakra. An ailment/chakra chart gives quick cross references for

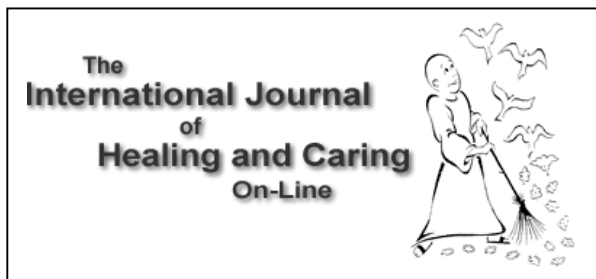
appropriate Medical Meditation balancing processes. If one is looking for a complementary, integrative approach for mind/body medicine which includes meditation and yoga, this book offers invaluable guidance supported by research studies. (Submitted by Deborah Lallier)

Instructor's Comment: Note that not all of these examples directly state the area of relevance to the fields of study at Holos University (as in the first example). However, the relevance is implied (as in the last two examples), which is a perfectly acceptable way to indicate area of relevance.

APPENDIX B

Sample Book Reviews from *The International Journal of Healing and Caring*
– online www.ijhc.com

*** Please note that each editor has a specific approach to editing which may vary from any set style guide. However, the editor always has the final word.



Volume 5, No. 3
September, 2005

BOOK REVIEWS

Joseph M. Felser, *The Way Back to Paradise: Restoring the Balance between Magic and Reason*, Charlottesville, VA: Hampton Roads Publishing Company 2005 225 pp \$14.95 16pp Refs.

Joseph Felser is a wise teacher of philosophy who does not buy into the rigid modern pursuit of reasoned examinations of our place in the universe, particularly when it comes to questions of religion. He connects with nature to know his place in the universe, observing that we all know how to do this – though many in our culture have neglected this connection for so long that we have forgotten we are ourselves a part of nature. He calls this a state of 'metaphysical malnutrition' (p. 50) and observed that earlier in his life, when he could not even identify the source of his inner hunger, he tended to satisfy himself with more familiar junk foods.

Reason is no more a mere adding machine or a logical scalpel than a gardener is

her shovel or rake. These are only (some) tools used by reason, and not reason as such. To think otherwise, I suggest is a fatal mistake. [...] "Reason," said Joseph Campbell, "has to do with finding the ground of being and the fundamental structuring order of the universe." In other words, as I assume in this book, reason is the faculty of asking ultimate questions, of seeing things as a whole, of making real--not, as Hume thought, spurious--connections. (xxv)

It is through being in the flow of beingness that we connect with our spirituality. Paradise is not the garden of bliss, but rather, the bliss of gardening.... Paradise, I contend, is the harmonizing of magic and reason. (xxii)

... traditional religions and even many esoteric spiritual systems seek to cloud our perception of the invisible dimension with distorting fears, illusions, and superstitions. They do this in order to stage-manage and control not only the magic itself, but also the questing intelligence to which our innate psychic sensitivity gives birth. They condemn the psychic as demonic or, at best, as a distraction from "true" spirituality...

As for science, it, along with its offspring technology, continues to pretend that our reason is utterly self-generating and self-supporting, like a tree growing out of thin air rather than from a seed buried in the rich earth. This idea would truly be magical if the image weren't so laughably absurd. We can repress our sympathy with nature, but we cannot destroy it. Repressed, it exacts its revenge, threatening us with our own doom. (xxviii)

Suggesting that he is a canary stuck in a mine – along with you and me – he announces that he is singing out a warning about our insensitivity to the degradation of the world around us "If I can do it, so can you. Paradise is only a pain away." (xxxix)

Felser advocates for spiritual awareness that is alive and questioning, for it is through the questing and inquiry that one comes into real, personal awareness of the transcendent.

Felser has a wonderful gift for presenting complex concepts through simple imagery and metaphors, helping the reader experience some of the delight in nature and in the transpersonal that he himself obviously has developed.

But what if, as the Sioux philosopher Vine Deloria Jr. says (from the perspective of that older, outlawed animist point of view), "the world is constantly creating itself because everything is alive and making choices that determine the future" ? Then creation (or evolution) is not something essentially over and done with; it's happening right now, all the time, in ways we can neither predict nor control, nor perhaps even comprehend. Everything, in other words, is conscious, alive, and free. Creation itself is "heretical"! " (p. 74-75)

This book is a thoughtful and enjoyable read, with stimulating quotes that open

doors into further reading.

Bruce H. Lipton. *The Biology of Belief: Unleashing the Power of Consciousness, Matter and Miracles*, Santa Rosa, CA: Mountain of Love/ Elite Books 2005 224 pp 5 pp Refs. HB \$25.00

Bruce Lipton was a tenured Associate Professor of Anatomy at the University of Wisconsin School of Medicine – but was deeply unhappy with his job and his life. He had begun his career as a cell biologist with great enthusiasm, excited to be working at the leading edge of science. However, he was totally stressed by having had to care for his father while he died of cancer, at the same time struggling to maintain his teaching schedule while writing grants to continue his research program, and dealing with an economically devastating divorce. He abruptly left to take a sabbatical to work in a medical school in the Caribbean.

He became fascinated by the cooperation between the various plant and animal inhabitants of his island. Gradually he came to see that cooperation appeared to be the guiding pattern of nature, rather than competition, as Darwin had proposed and as had been taught within western science for decades. This was unacceptable to his colleagues when he returned to his professorial duties, so he resigned to pursue a life-long dream of playing in a rock and roll band.

When he discovered he was actually better at teaching and research than at musical performances, he returned to his former occupation. He published several papers confirming his alternative views of biology, showing that DNA was not the sole control mechanism for life processes, but then abandoned for good his position as a cellular biologist.

In a book that is peppered with wry humor, Lipton engagingly shares his understanding of the interconnectedness of the universe, building on theories derived from:

Cellular biology –

You may consider yourself an individual, but as a cell biologist I can tell you that you are in truth a cooperative community of approximately 50 trillion single-celled citizens. Almost all of the cells that make up your body are amoeba-like, individual organisms that have evolved a cooperative strategy for their mutual survival. Reduced to basic terms, human beings are simply the consequence of ‘collective amoebic consciousness.’ As a nation reflects the traits of its citizens, our human-ness must reflect the basic nature of our cellular communities. (p. 27)

Lipton points out that if we examine various organisms – as diverse as worms, fish and humans - the similarities between them are far greater than the differences. The diversity in form and function in organisms cannot be accounted for simply through genetic differences.

Some of the most important contributions of this book are Lipton’s suggestions of alternative ways of explaining genetics. Drawing on Lamarckian theory, supported in research that Lipton summarizes, we begin to see how evolution

may be a co-creative endeavor that includes individual organisms, collective needs of the environment – which can include all of creation – and not excluding Darwinian selection,

Quantum physics –

... the laws of quantum physics, not Newtonian laws, control a molecule's life-generating movements... (p. 110)

Bioenergy medicine –

... Energetic signaling mechanisms such as electromagnetic frequencies are a hundred times more efficient in relaying environmental information than physical signals such as hormones, neurotransmitters, growth factors, etc. (p. 111-112)

Common sense –

You are personally responsible for everything in your life, *once you become aware* that you are personally responsible for everything in your life. One cannot be "guilty" of being a poor parent unless one is already aware of... [health-related] information and disregards it. Once you become aware of this information, you can begin to apply it to reprogram your behavior. (p. 178)

C. Stephen Byrum, Ph.D. & Leland Kaiser, Ph.D., *Spirit for Greatness: Spiritual Dimensions of Organizations and Their Leadership*. Littleton, MA: Tapestry Press 2004. 651 pp \$25.

How can strong people become stronger? How can good organizations achieve excellence? C. Stephen Byrum, Ph.D., organizational and leadership consultant, and Leland Kaiser, Ph.D., healthcare futurist, share their guidelines in *Spirit for Greatness*. The book is organized around Memorial Hermann's core values of Vision, Ethics, Trust, and Spirituality, which are universally applicable to other organizations. These principles are gleaned from the Memorial Hermann Healthcare System's 'Spiritual Leadership Institute,' initiated in 1997.

The authors begin with the premise that ethical conduct, defined as right action even when no one is watching, is essential for transformational leadership. Adhering to this principle, it is imperative for organizations to encourage the spiritual growth and moral tone of all staff members, while preserving their religious autonomy, in order to implement the vision of such powerful leadership.

Byrum illustrates this point with the story of a married supervisor who, despite professing 'Bible belt' religious traditions, openly carried on an extramarital affair with a female co-worker. His actions not only led to gossip but undermined the productivity and quality of the whole work environment. Other workers believed if the boss could ignore the rules they could also. Their loss of respect for him translated into reduced work performance and overall poor morale.

Conversely, organizations built on mutual confidence, respect, and trust are strong. These foster authentic listening which leads to genuine consensus, but

only when rooted in true integrity and accountability. A strong organization fosters what the authors call a good place, which compensates, potentiates, facilitates, provides opportunities, and rewards those who work there.

If an organization is to manifest power and beauty, it must nurture these qualities of a good place. The authors ask us to take an honest look at how good we want to be and how willing we are to stretch beyond adequacy to rich goodness, which they equate with greatness.

Kaiser considers this challenging question in his profound, yet elegantly clear, description of each individual's spiritual journey. This continuously unfolding path leads us through our life's circumstances and events, constantly mirroring to us our inner strengths and weaknesses. He asks us to look at where we are on this path, to understand the role of unresolved issues which are contributing to our present circumstances, and to look ahead to where we and our organizations want to be.

He asserts that truly transformational leaders face and use their inner conflicts to achieve greater creativity in their organizations. Such leaders thrive on chaos, using intuition and possibility thinking to vision the best future. According to Kaiser, "What looks like chaos is actually a large pattern beyond your perception." He challenges us to overcome our fear of transformation which may prevent us from reaching our true spiritual and leadership potential.

In order to do this we must honestly face our shadow – that part of ourselves which we would rather not examine, where we have buried our angers, hurts, and fears. Worry, anger, envy, jealousy, depression, drugs, excessive sexuality, or any other negative addictions will drain power and greatness from us. Those negative ego traits in our shadow tend to crystallize in the organizations around us, limiting their energy and resources.

It is in our best interest to consider the spiritual principles which these authors are mentoring in their book. They define spirituality as 'caring' in its most universal sense, emphasizing the avoidance of confusion between spirituality and organized religion. They caution against infusing the workplace with any one particular religious perspective or practice.

The greatest value of this book, together with the self-study program of which it is a part, is to provide a template for individual and organizational caring. If the principles of Spiritual Leadership put forth in this authoritative work could be implemented by even a small percentage of contemporary organizations, our whole culture would be elevated to a higher standard of greatness.

Reviewed by Rev. Cay Randall-May, Ph.D.

Author of "The Intuitive Career" (2005, CayMay Press)