

**SYLLABUS**  
**731: INNER COUNSELOR – Pathways to Awareness**  
**Fall Semester, 2014**  
**(Fall Only) Core Course**  
**Three-Day Residential & Distance Learning**  
**FACULTY: Ann Nunley, PhD**  
**Revised for Fall 2015**

**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™ (IC Process) is a guided self-awareness process that requires from twenty to forty minutes to complete a session, yet it takes place in a light hypnogogic mind-set and 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 IC Process 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 ourselves as *we move towards* healthy self-actualization, self-realization, and an enlightened transformational awakening. Lectures and a manual containing correlative cognitive models complete the course experience. Course content includes presentations, discussions, experience with the IC Process, practice in learning to facilitate the fifteen IC Process Steps, reading assignments and submission of IC Process reports and formal scholarly papers.

**FACULTY BIOGRAPHY**

Dr. Ann Nunley holds a Master of Fine Arts degree from the University of Kansas and a Doctorate in Energy Medicine and Transpersonal Psychology from Greenwich University (The Australian predecessor to Holos University). Her dissertation was based on her work with the Inner Counselor materials. Ann is recognized for her transformational paintings that have been published in numerous magazines and on book covers. She has spent the last 20 years developing the Integration Chart™ and other concepts that support the Inner Counselor Process. Her book, the Inner Counselor, functions as a modern I-Ching book of wisdom. She has presented Keynotes and workshops at various national energy medicine and psychology conferences such as ACEP, NICABM, and ISSSEEM. She is past Co-President and Board Member of ISSSEEM. She is a founder and an ordained minister of the *All Faiths Church of Spirituality and Health*.

**FACULTY CONTACT INFORMATION**

Faculty Name: Ann Nunley, M.F.A., Ph.D.

E-mail Address: [ann4847@earthlink.net](mailto:ann4847@earthlink.net)

Website: [www.innercounselor.com](http://www.innercounselor.com)

Phone Number: 785-863-2176

Address: 4221 Nunley Lane, McLouth, KS 66054

**Conference calls use “GoToMeeting”:** Students will receive an invitation before each conference with the link and phone number for joining the conference.

**COURSE DELIVERY STYLE & PLAN OF ACTION**

The 3-day introductory residential component is held Monday, Tuesday, and Wednesday each September during Campus Week at Unity Village. Students enrolled in the class are required to attend the entire Residency. Optimal teacher/student ratios are maintained in order to provide a rich learning experience. Classes are limited to twelve participants and there are often additional expert facilitators invited for each residency program. Required reading, scholarly papers, and experiential assignments are designed to deepen students' philosophical and psychological understanding of the concepts that support the IC Process and strengthen their ability to both understand and facilitate its 15-Steps. Competency is demonstrated by a student's demonstrated ability to facilitate the IC Process

by their participation in the Conference Calls, and by the originality and execution of their distance-learning writing assignments. Students may proceed as follows:

1. Make an initial contact with the Instructor by email.
2. Obtain the required textbooks and other materials.
3. Read the Syllabus, Outline of Assignments and clarify any questions you have on your individual plan of action for the course.
4. Attend the residency and all conferences and submit all assignments according to the Assignment Schedule. This Assignment Schedule will be provided at the Residency. Contact the instructor if problems arise in accomplishing any of these aspects.

### **RESIDENTIAL REGISTRATION**

***Register for the residency with the HU Bursar, Marilyn McGehee (888-272-6109).***

### **COGNITIVE LEARNING OUTCOMES OF COURSE**

#### **Students will:**

- Apply the concepts included in the Ruiz text in assessing personal issues processed and discussed during the residency.
- Write about the concepts and processes presented in the residential program and in the required reading material, especially the IC Manual, Maslow, and Govinda texts.
- Identify transpersonal INTRINSIC (inner) “qualities” and their underlying INTRINSIC “needs” that arise within the personality from unconscious aspects of the personality.
- Discuss the protective, reactive nature of unfulfilled needs and how they create coping patterns within the personality 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 the personality.
- Utilize symbols and archetypes as catalytic agents of change in the IC Process
- Apply the IC Process at a beginning level during the residency and conduct four practice sessions post-residency with four different volunteers. Generate four descriptive Session Reports based on the Processes.
- Discuss the historical and mystical underpinnings of the IC Process and related concepts – especially as they are referred to in the Govinda material and the Integration Chart©.
- Demonstrate an understanding of the IC Process and concepts related to it and to the Integration Chart© by writing scholarly, well-referenced papers.

### **EXPERIENTIAL LEARNING OUTCOMES OF COURSE**

- Demonstrate a functional connection with soul wisdom or higher consciousness through changes in coping patterns.
- 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 and describe spontaneous personal images (symbolic archetypes) in order to bring about personal insights and catalytic changes in core response patterns.
- Describe the Energetic transformation of conflicts and blocks within the physical, mental, emotional, and subtle energy bodies.
- Demonstrate initial basic skills in facilitating the 15-step IC Process.

#### **Required Materials and Texts:**

1. Assagioli, Roberto, **The Act of Will**. Available from Amazon.
2. Ruiz, don Miguel, **The Four Agreements**. Available in paper back from Amazon on line. This material is also available on CD. Either format is acceptable.
3. Maslow, Abraham H., Ph.D. **Toward a Psychology of Being, Third Edition**. Available in Kindle version and paperback from Amazon.
4. Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Manual**, *Purchase at the Residency, \$10.00.*

5. Lama Anagarika Govinda, **Foundations of Tibetan Mysticism**, Weiser, 1969: Amazon on line
6. Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Book and Cards**, CeShore Publishing, 1999: *Purchase at Residency, \$25.00*
7. **Reference: To download guidelines to for writing a Scholarly Paper:**  
<http://holosuniversity.org/coursework-guidelines.html>

### **HOLOS FACULTY-STUDENT COMMUNICATIONS POLICY**

Students and instructor communicate frequently via email, and conferences to create a collegial forum for sharing ideas among class participants. Long distance charges for GoToMeeting internet/phone conferences and calls with instructors are at the student's expense. Faculty will inform students of any times that they are not available for email or phone communication. Students will inform instructors if they will not be available for scheduled group 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 Provost. Further action will be determined by the Provost. [Provost@HolosUniversity.org](mailto:Provost@HolosUniversity.org)

### **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 FOR YOUR WORD DOCUMENT**

**FILE NAME:** When you "save" your document, you **MUST** use the following format to name your Word file. **This allows me to keep your documents filed in my computer in an orderly retrievable fashion.** The document you attach to your e-mail should be titled exactly as follows:

**Example for Assignment #1: SmithJ\_731#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. **Do not add extra information to this title.** In assignment #6, there are four Process Reports, a, b, c, and d. Example for Assignment #3, Process Report A: **SmithJ\_731#3a.doc**

## OUTLINE OF ASSIGNMENTS & PERCENTAGE OF COURSE

**PREREQUISITE:** Required attendance at the Residency Program: 20%

### WRITTEN ASSIGNMENTS:

<b>Assignment #1:</b> The Four Agreements, write 4 – 6 pages	05%
<b>Assignment #2:</b> Conference on IC Chart and Process Preparation	05%
<b>Assignment #3:</b> IC Chart Exploration, write 5 - 8 pages	10%
<b>Assignment #4:</b> Four IC Process facilitations and four Session Reports#: 4a, #4b, #4c, #4d	30%
<b>Assignment #5:</b> Three IC Process Conference Calls	15%
<b>Assignment #6:</b> Conference on Maslow and Govinda	05%
<b>Assignment #7:</b> Maslow & Govinda and the IC Process, 6 - 8 pages.	10%

### NOTE ON CONFERENCES - Five, Go-to-Meeting Conferences:

**Conference Calls are the 2<sup>nd</sup> Saturday of each month (September – January). The specific time of day will be established through a discussion the Residency.**

**These conferences are an integral part of the course. *If you must miss a conference you will be required to listen to the recording of the conference and write a three to five-page paper related to the discussion.***

NOTE: Students pay their own phone charges for conferences (or use the Internet for voice). These **GoToMeeting** conferences require a reliable Internet connection. There will be screen sharing so it is best to be in front of your computer monitor rather than using a smart phone. ***You will be sent the link and phone number for connecting to the conferences.***

## DETAILS OF ASSIGNMENTS

**The Instructor will provide the Assignment Schedule to students at the Residency. It will also be sent electronically to students following the Residency.**

## CONFERENCE CALLS

See Assignment Schedule.

### PREREQUISITE ASSIGNMENT

**Attend Three-day Residency at Unity Village – Lecture and Experiential**

**Percentage of Grade: 20%**

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

**Assignment Description:** Attend the three-day residency during Campus Week at Unity Village. Participate in lectures and discussions based on the course concepts and processes. Practice and training in guiding and being guided using the 15-Step IC Process. Read the learning outcomes at the beginning of the syllabus for an in-depth understanding of the Residency and Distance learning assignments. **Students must attend the entire Residency from 9:00 a.m. to 5:00 p.m. CDT, Monday through Wednesday.**

### ASSIGNMENT #1 – The Four Agreements, write 4-6 pages

**Percentage of Grade: 05%**

**Learning Outcomes of Assignment:** Students will apply the concepts included in the Ruiz text and discuss how they relate to their own lives and to one of the IC processes they experienced during the residency.

**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:** This paper is written in the style of a personal journal. References and endnotes are not necessary.

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

**WRITE:** 3 - 4 pages.

Read The Four Agreements or listen to the Four Agreements CD. In a 3-4 page personal 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, etc.)? Describe
- What emotions and sensations do you experience when you act against those beliefs and perceptions (Guilt, anxiety, sadness, fear, anger, etc.)?
- What negative beliefs about yourself and your abilities have you adopted from experiences in your past?
- How do you use words your “Inner Judge” to continuously substantiate negative beliefs about yourself and others?
- Discuss one of the processes you experienced at the Residency. Describe how that process affected the above aspects of your beliefs and response patterns?

### **ASSIGNMENT #2: CONFERENCE CALL (90 minutes): IC Chart**

**Percentage of Grade: 05%**

**Required Texts and/or Materials:**

1. Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Manual, Section I plus Chart on back cover**
2. Maslow, Abraham H., Ph.D. **Toward a Psychology of Being**, John Wiley & Sons, Inc., 1999
- Assagioli, Roberto, M.D. **The Act of Will**, Available from Amazon on line.

**Preparation:**

1. Inner Counselor Manual, Section One. Refer to Chart on back cover of Manual.
2. Act of Will, Roberto Assagioli.
3. Toward a Psychology of Being. Use **either the Third Edition (1999) or the 2011 Wilder Publication**. References to both books follow. Familiarize yourself with the Table of Contents. Then carefully read: **Third Edition:** Chapter One, pages 5 – 21, Chapters 3 and 4, pages 26 – 67. Chapter 6, pages 83 – 111, **OR 2011 Wilder Publication:** The *Introduction*, pages 14 – 24 and *Part II, pages 26 – 53 and Pages 61 – 84*.
4. Read Assignment #3 and prepare questions you have concerning the assignment

### **ASSIGNMENT #3 - Integration Chart Exploration, Scholarly Paper: 5 – 8 pages**

**Scholarly Paper Reference:** <http://holosuniversity.org/coursework-guidelines.html>

**Percentage of Grade: 10%**

**Required Texts and/or Materials:**

3. Nunley, Ann, M.F.A., Ph.D., **Inner Counselor Manual, Section I plus Chart on back cover**
4. Maslow, Abraham H., Ph.D. **Toward a Psychology of Being**, John Wiley & Sons, Inc., 1999
5. Assagioli, Roberto, M.D. **The Act of Will**, Available from Amazon on line.

**Specific References:**

5. Inner Counselor Manual, Section One. Refer to Chart on back cover of Manual.
6. Act of Will, Roberto Assagioli.
7. Toward a Psychology of Being. Use **either the Third Edition (1999) or the 2011 Wilder Publication**. References to both books follow. Familiarize yourself with the Table of Contents. Then carefully read: **Third Edition:** Chapter One, pages 5 – 21, Chapters 3 and 4, pages 26 – 67. Chapter 6, pages 83 – 111, **OR 2011 Wilder Publication:** The *Introduction*, pages 14 – 24 and *Part II, pages 26 – 53 and Pages 61 – 84*.

**Sequence:**

1. Reference the above materials that were discussed in the Conference Call.
2. **WRITE: 5 – 8 page scholarly paper:**

**Writing Assignment:** Explore aspects of the Integration Chart and the IC Process. Use the bulleted list below to *select topics to address* in your paper. Draw parallels between the Nunley, Assagioli, and Maslow material.

**Possible Topics for Conference Discussion and Paper:**

- Explore the transpersonal, spiritual journey outlined in the upper Flow Chart. Consider 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.
- Discuss the spiritual aspects of the Chart?
- Discuss the relationship of Updrafts (light) to Downdrafts (shadow).
- Discuss the step of the IC Process through which **extrinsic** needs lead to the identification of **intrinsic** needs? Why is the identification of intrinsic needs important in Step #9 of the Process?
- What is the role of choice (Center area between updrafts and downdrafts).
- What is the role of choice in the use of will and intention?
- The six columns - what is established for a person in each column?
- What is the relationship of the columns to the major Chakras? How does familiarity with this help the guide understand which column(s) and energy areas of the body 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. Discuss.
- What does the New Symbol represent? Discuss.
- In discussing the aspects above show scholarly parallels to the Maslow and Assagioli texts.

**ASSIGNMENT #4 – Process Facilitations**

**This assignment includes following the guidelines below for facilitating four IC processes, 4-a, 4-b, 4-c, and 4-d.**

*(See due dates for all components of Process Reports on the Assignment sheet sent to you by the instructor.)*

**Percentage of Grade: 30%**

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

**ASSIGNMENT DESCRIPTION:**

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

**FACILITATE:** Four sequential IC Processes.

**WRITE:** Four Process Reports. The fourth Process Report is reviewed by the Instructor, but is not followed by a Conference session.

**PROCESS SESSIONS**

1. **You must give the persons who will be working with you an orientation to the process before engaging them in a process.** Have each person sign a consent form. When you do these sessions with volunteers you 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.
2. **You are required to work with at least four separate individuals (Only one can be enrolled in this class this semester.)** Two of the Processes must be with persons unfamiliar with the material. The first three sessions must be facilitated IN PERSON, not over the phone. If you use a person for the fourth session that you have already facilitated or who is familiar with the process, you may do that session on the phone.
3. 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 sent by the instructor to format 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 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.**

## REPORTS

**Written Report:** 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 in the process.

**Instructor critique:** The second goal is for the instructor to critique each aspect of the process and present suggestions for more effective ways the process might have been facilitated.

**Conference Discussion:** 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. This is accomplished during the Conferences.

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

### Assignment Sequence:

- After facilitating the IC Process with each adult volunteer outside the Residency Program setting, **write and submit your report.** Take some brief notes as you work (or immediately following. This might be done as a way to review the process with the participant). Write the formal 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-by-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.
- **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.

### ASSIGNMENT #5: Three, IC PROCESS CONFERENCE CALLS – 90 minutes each

#### Percentage of Grade: 15%

There are three Conference Calls associated with Assignment #4 (See Assignment Schedule).

#### Report Sequence:

1. The first Process and Report - 4a, is due *prior to* the first, **IC Conference B** (see assignment sheet).
2. The second Process and Report - 4b, is due AFTER the first Conference and prior to the second, **IC Conference C**.

3. The third Process and Report 4c, is due AFTER the second conference and prior to the third, **IC Conference D**. There is no conference following 4d, the fourth Process and report.

### Sequence and Preparation for Conferences:

Students will be sent directions for joining each Conference. There will be a Conference 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.
- Dr. Nunley will compile and consolidate student questions and send a composite version out to all students prior to each Conference.
- Students will be sent the link and/or the number to call. Students pay only their own phone charges.
- We will cover as many of the questions as time permits. Dr. Nunley 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 Conferences. *These sessions are a dynamic learning tool in which students learn from the instructors and from each other.*

**NOTE: Assignments #4 and #5 are the most important assignments in this course.** These assignments provide 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 these assignments the instructor discovers the needs of students** and makes an effort to meet those needs with constructive guidance.

### ASSIGNMENT #6 – CONFERENCE CALL - 90 minutes: Maslow, Govinda and the IC Process

Percentage of Grade: 05%

Preparation: REVIEW

- Toward a Psychology of Being. Use *either the Third Edition*. **REVIEW (These were read for Assignment #3): Third Edition:** Chapter One, pages 5 – 21, Chapters 3 and 4, pages 26 – 67.
- Foundations of Tibetan Mysticism. **5-Vision as Creative Reality. 6-The Five Skandhas and the Doctrine of Consciousness.** A collaboration of five groups or “skandhas” comprising individual consciousness.

### ASSIGNMENT #7 – Maslow, Govinda, and the IC Process, Scholarly Paper: 6-8 pages

Percentage of Grade: 10%

Required Texts and/or Materials:

Maslow, Abraham H., Ph.D. Toward a Psychology of Being

Nunley, Ann, M.F.A., Ph.D., Inner Counselor Manual

Govinda, Lama Anagarika, Foundations of Tibetan Mysticism

*Following the Assignment #6 Conference Call:*

**WRITE:** In a referenced scholarly paper write **5 - 8 pages based on your experience at the residency**

- Select **three concepts** about the theory of *deficiency motivation* and *growth motivation* from the Maslow readings and begin the first three topic section of your paper by quoting a concept from Maslow.
- Follow the Maslow 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 that coincided with 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 (Third Edition, page 32) do you hope to incorporate within your personality? Discuss ways you might encourage these attributes within yourself.
- Select a quote from The Foundations of Tibetan Mysticism for each of the following aspects – begin the discussion of each aspect with the chosen quote: Discuss the Tibetan understanding of “Vision as Creative Reality” and the “Five Skandhas” of personal consciousness and how these concepts relate to the steps in the IC Process.
- Discuss the usefulness of inner work such as the IC Process and the advantages of using such approaches as on-going, rather than stop-gap measures.

**FINAL ASSIGNMENT:**

Complete and return the course evaluation form you will receive a course evaluation form in 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 that course before returning the evaluation form for the course.