

SYLLABUS

880: INTENTIONAL TRANSFORMATION: Body/Mind/Spirit Approach.

FACULTY: Patricia Norris, PhD

Date Revised: 3/22/17

COURSE DESCRIPTION

Students will explore and experience techniques used in autogenic biofeedback and voluntary control. Students have the opportunity to acquire a life-long skill in modulating autonomic nervous system responses, with intentional control of the sympathetic nervous system. Students will explore in depth the dynamic transformational potential for using these techniques in combination with the psychosynthesis approach to self-knowing developed by Dr. Roberto Assagioli. This course is both experiential and didactic. The relationships between awareness and volition will be clarified and mastered with biofeedback and psychosynthesis exercises. Two scholarly papers are required, and “stream of consciousness” papers arising from the experiential exercises are directed toward deepening self-exploration.

FACULTY BIOGRAPHY

Dr. Norris’ work emphasizes integrating body, emotions, mind, and spirit using biofeedback-assisted psychophysiology self-regulation, psychosynthesis, and imagery/visualization. Since 1978, Dr. Norris has worked with clients with cancer, autoimmune disorders such as MS and rheumatoid arthritis, and AIDS. Her research and treatment interests include brain wave biofeedback and psychosynthesis in addictive disorders, energy medicine, and states of consciousness. She is past president of the Association for Applied Psychophysiology and Biofeedback and of the International Society for the study of Subtle Energy and Energy Medicine (ISSSEEM). She serves on the Board of Directors of ISSSEEM, 1993-2010, and on the Advisory Board of its Journal, Subtle Energies and Energy Medicine. She served as a Faculty Member of the Karl Menninger School of Psychiatry 1979-1995. She is an Adjunct Professor of Psychology at Union Graduate School and serves on the boards of the International School for Psychotherapy, Counseling and Group Leadership, the Gladys Taylor McGarey Medical Foundation, and Health World On-Line.

FACULTY CONTACT INFORMATION

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COURSE DELIVERY STYLE & PLAN OF ACTION

This course is designed to be largely experiential, to provide a deep and rich learning experience. The exercises are designed to facilitate moving inward, expanding awareness, awakening potentialities that have been dormant. Required reading will provide a broad basis for understanding the background and science of intentional self-regulation, and unveil a practical and spiritual philosophy of growth. The course is divided into five segments each with a balance of reading and experiential exercises. Students will submit writing assignments for each segment, and will keep a daily journal of their biofeedback-assisted self regulation practice. There is no formal requirement for teleconferences; generally direct communications with the instructor are in a one-on-one format. Plan of action:

1. Contact the instructor by email.
2. Obtain the required course materials
3. Be sure you have your thermal biofeedback instrument at the beginning of class. As soon as you order one, it will be shipped.

4. Order Volume 10 of the ISSSEEM Journal
5. Read the Syllabus, Outline of Assignments and Assignment Schedule and clarify any questions you may have.

LEARNING OUTCOMES

Students will:

- Identify consciously held and unexpected, surprising self images
- Describe how these discrete images fit together in larger aspects of self
- Create a daily log and a journal of self-regulation experiences
- Identify and describe sensations, emotions, thoughts and images that accompany biofeedback
- Write dialogs with different aspects of the self that you have identified
- State and describe the Psychophysiological Principle elucidated by Elmer Green
- Define awareness and volition as they relate to self regulation
- Define Identification and Disidentification
- Describe consequences of being identified with or disidentified from personality aspects
- Describe consequences of being identified with objects you own, car, house, etcetera
- Identify personality and behavioral changes resulting from practicing disidentification
- List and Describe at least five major roles in your life
- Write a page about your use of self-regulation from your journal
- List six characteristics of effective visualization
- Describe why each characteristic is important
- Write two paragraphs about positive and negative inner models you become aware of
- Identify strengths and shortcomings of inner models
- Describe inner models in important relationships in family, in life
- Write a description of the next step in transformation, and how you will embody it
- Write about further development in your use of disidentification
- Write a five to eight page scholarly paper on biofeedback, imagery and visualization in self regulation
- Demonstrate an understanding of visualization and imagery and how they interact
- Relate these to transpersonal and transformational outcomes
- Write a ten page scholarly paper
- Discuss our human potential to transform, and the role of intentionality
- Describe one essential feature from concepts in Psychophysics
- Summarize how self-regulation, visualization/imagery, Psychosynthesis and Energy Medicine are interrelated and integrated
- Summarize the work with biofeedback, including how you may use it in the future

Required Materials and Texts:

Assagioli, Roberto, MD, Psychosynthesis, Hobbs, Dorman & Co., Inc., 1965; available in various paperback editions from Amazon, other used book sites.

Porter, Garrett & Norris, Patricia, Why Me? Harnessing the Healing Power of the Human Spirit, available from Patricia Norris, 707-456-9968. \$15.00 inc. S&H

Volume 10 of Subtle Energy and Energy Medicine, Journal of the International Society for the Study of Subtle Energy and Energy Medicine, available used from AbeBooks at reasonable prices.

An **inside/outside digital thermometer** (SC911, \$19.95) is available from Biofeedback Monitors by telephone orders, (800-521-4640) or on the internet: (Google biofeedback; select Biofeedback Monitors; browse by Modality; select Temperature; select SC911.)

HOLOS FACULTY-STUDENT COMMUNICATIONS POLICY

Students and instructor communicate frequently via email, and phone discussions create a collegial forum for sharing ideas and information. An occasional conference call with students attending may be held. 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. There are no regularly scheduled phone conferences for this class, and most communications will be one-on-one. 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. Use Times, Times New Roman, or Helvetica fonts, 12 pt. and cite all referenced material using *Chicago Manual of Style* endnotes
- **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)

OUTLINE OF ASSIGNMENTS & PERCENTAGE OF COURSE

Assignment #1 Begin biofeedback, create Biofeedback log and journal. Explore self images and start dialog process. Read Preface and pages 17-137 in Journal. **20%** of course

Assignment #2 Read *Psychosynthesis*. Read *Identification Exercise* and write 2 to 3 pages examining how this concept will affect your life. Daily morning practice for awakening to self. Write 3 dialogs. Submit Biofeedback log and journal. **20%** of course

Assignment #3 Read *Why Me?* and *Ideal Model Exercise*. Identify and describe two sub-personalities, and write dialogs with them. Write one page describing how you are using Disidentification and how it is affecting your life. Submit Biofeedback log and journal. **20%** of grade

Assignment #4 Read Section 3 of Journal, pages 138-358. Write a 5 page scholarly paper, a one page description of your use of Disidentification and a one page description of your Ideal Model practice. Submit Biofeedback log and journal. **20%** of course.

Assignment #5 Read Sections 1 and 4 of the Journal, pages 1-11 and pages 359-391. Write a 10 page scholarly paper. Summarize work with Identification and Ideal Model exercises. Turn in biofeedback log and journal, include summary statement. **20%** of course.

DETAILS OF ASSIGNMENTS

ASSIGNMENT #1

Percentage of Grade: 20%

Learning Outcomes of Assignment:

- **Identify** consciously held and unexpected, surprising self images
- **Describe** how these discrete images fit together in larger aspects of self
- **Create** a daily log and a journal of self-regulation experiences
- **Identify** and describe sensations, emotions, thoughts and images that accompany biofeedback
- **Write** dialogs with different aspects of the self
- **Describe** the Psychophysiological Principle
- **Define** awareness and volition as they relate to self regulation

Required Texts and/or Materials: Section 2, Biofeedback and Self Regulation, in *Subtle Energies and Energy Medicine* Volume 10, pages 17-137, and Thermal Biofeedback Instrument

Assignment Description:

Read Section 2, Biofeedback and Self Regulation in *Subtle Energies and Energy Medicine*.

Practice the **Biofeedback** 10 or 15 minutes a day. **Start at beginning of semester.**

Create a daily log and a journal for recording your Self Regulation practice. Self Regulation is the Foundation of Human Potential. Pay attention to physical sensations, emotions, and thoughts and images that occur as you practice. Make note of how you are using hand warming in your daily life as occasion arises. Watch for opportunities to arise, and report on them. Submit at end of month.

Psychosynthesis exercises will begin at the outset of the semester.

Make a list of 25 to 40 one or two word answers to the question *Who Am I?* Do your best to write whatever comes to mind without censoring. NOTE: Submit this list to the instructor **during the first week** as there will be further instructions for examining and interacting with your initial list. Then from these lists, you will

Write 3 two page dialogs, one with Body, one with Emotions, and one with Mind.

ASSIGNMENT # 2

Percentage of Grade: 20%

Learning Outcomes of Assignment:

- **Define** Identification and Disidentification
- **Describe** consequences of being identified with or disidentified from personality aspects
- **Describe** consequences of being identified with objects you own, car, house, etcetera
- **Identify** personality and behavioral changes resulting from practicing disidentification
- **List and Describe** at least five major roles in your life
- **Write** a page about your use of self-regulation from your journal

Required Texts and/or Materials: *Psychosynthesis* by Roberto Assagioli, and the Thermal Biofeedback instrument

Assignment Description: Read *Psychosynthesis* by Roberto Assagioli

Read the *Identification Exercise* sent to you when you enrolled in this class, demonstrating how we are dominated by everything with which our self becomes identified, and can dominate, direct and utilize everything from which we disidentify ourselves. This concept, and this practice, are fundamental to Intentional Transformation. **Practice** daily as described on page 3. **Write** 2 or 3 pages describing how this concept has, can and will influence your self image.

Write 2 or more page dialogs, one with Spirit, one with a Role that is especially important, or that you especially like; and one with a Role you struggle with, or want to improve.

Practice biofeedback-assisted Self Regulation daily. Submit logging and journaling .

ASSIGNMENT # 3

Percentage of Grade: 20%

Learning Outcomes of Assignment:

- List six characteristics of effective visualization
- Describe why each characteristic is important
- Write two paragraphs about positive and negative inner models you become aware of
- Identify strengths and shortcomings of inner models
- Describe inner models in important relationships in family, in life
- Write a description of the next step in transformation, and how you will embody it
- Write about further development in your use of disidentification

Required Texts and/or Materials: *Why Me?* by Garrett Porter and Patricia Norris, *The Ideal Model* sent to you when you enrolled in this class, and the Thermal Biofeedback instrument

Assignment Description: **Read** *Why Me?* Read the entire book, focusing attention especially on Chapters 3, 4, and 5 for details of therapeutic and healing process. **Write** two pages describing the characteristics of effective visualization, and one or two pages describing imagery and visualization in terms of their different roles in internal dialog, and in implementing insights and change.

Read *The Ideal Model*, **Write** a paragraph or two for each inner model. For models 4, 5 and 6 focus on the questions in general, and then focus on two or more important relationships. Use the same relationships for each. Take time and careful thought when considering step 7. What emerges from this step is what you will practice for the remainder of the semester.

Write one or two pages on how embodying this intentional model might influence your life in the present and in the future. Practice this chosen quality as often as you can, from the point of view of having already accomplished it. Use opportunities to replay troublesome situations in your daily life, using the intentional quality you are developing to accomplish this.

Write one or two pages on your experiences with the *Identification Exercise* during the last month.

ASSIGNMENT # 4

Due Date: December 30, 2011

Percentage of Grade: 20%

Learning Outcomes of Assignment:

- Write a five to eight page scholarly paper on biofeedback, imagery and visualization in self regulation
- Demonstrate an understanding of visualization and imagery and how they interact
- Relate these to transpersonal and transformational outcomes

Required Texts and/or Materials: Section 3 of *Subtle Energies and Energy Medicine*, Volume 10, pages 244-358 and Thermal Biofeedback instrument

Assignment Description: **Read** Section 3, The Transpersonal, Transformational and Bioenergetic Healing, in *Subtle Energies and Energy Medicine*, Volume 10, pages 244-358.

Write a five to eight page scholarly paper describing the uses of biofeedback, imagery and visualization in daily life, and relate this topic to the papers you read in Section 3 of the ISSEEM Journal. Describe important relationships and interplay between visualization and imagery, conscious and unconscious processes, deliberate and spontaneous processes, between active and

directing versus receptive and evoking in individual work with imagery/visualization. Use illustrations from your own life experience where possible.

Write a page or two description of the *Identification Exercise* in your day to day life to date.

Write one or two pages describing your practice of Step 7, “the next step” in *The ideal Model*.

ASSIGNMENT # 5

Percentage of Grade: 20%

Learning Outcomes of Assignment:

- Write a ten page scholarly paper
- Discuss our human potential to transform, and the role of intentionality
- Describe one essential feature from concepts in Psychophysics
- Summarize how self-regulation, visualization/imagery, Psychosynthesis and Energy Medicine are interrelated and integrated
- Summarize the work with biofeedback, including how you may use it in the future

Required Texts and/or Materials: Read Sections 1 and 4 of *Subtle Energies and Energy Medicine*, Volume 10, pages 1-11 and 359-391 respectively.

Assignment Description: Read Section 1, Psychophysics: An Answer from the Unconscious, pages 1-11, and Section 4, Beyond Psychophysics, pages 359-396 in *Subtle Energies and Energy Medicine*, Volume 10. Write one or more pages on what seems most important to you about psychophysics and beyond.

Write a ten page scholarly paper on one or several aspects of Intentional Self-Transformation, a meaningful perspective that emphasizes our human potential to transform, to become **who we are**. Use examples for yourself, for your clients/subjects/prospective clients, and for our planet.

Include a summary showing how biofeedback assisted psychophysiologic self regulation, visualization and imagery, Psychosynthesis and Energy Medicine are interrelated and integrated. Write a brief summary of your biofeedback logging and journaling work. Include how you might use this learning after the class is over.

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.