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

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

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

**FACULTY BIOGRAPHY**

Dr. Everett is Director of the Integrative Healthcare Track. She received a PhD from Greenwich University in Intuition and Energy Medicine and a PhD in Energy Medicine from Holos University. Dr. Everett has 35 years experience as an Integrative Practitioner incorporating multiple Body/Mind techniques from western medicine and native cultures. She received her nursing degree from the University of Albuquerque and her nursing career included critical care, emergency and transplant services and she is a member of the American Holistic Nurses Association. She served on the Subcommittee for Integrative Practices for the New Mexico Board of Nursing and sponsored *Hundred Medicine™: Honoring Many Paths* conferences on Integrative Practice. She is the Founder and Director of Trauma First Aide Associates. In 2005-2006, she led a team to Thailand to assist tsunami survivors and deployed multiple outreach teams to Louisiana in response to hurricanes Katrina and Rita. She now teaches Trauma First Aide™ (TFA) across the United States. TFA™ is a short term stabilization model Dr. Everett developed to stabilize the nervous system and treat symptoms of acute traumatic stress in urgent settings.

**FACULTY CONTACT INFORMATION**

Faculty: Geneie Everett, PhD, RN  
E-mail Address: GEverett@TraumaFirstAide.com  
Phone Number: (505) 490-3044

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

**Telephone Contact**

It is important for students to arrange all telephone communications by E-mail beforehand. Periodic telephone interaction on a needs basis, at students’ expense, can most easily be arranged through E-mail contact.
E-mail Communications
Send an E-mail to set up telephone calls. All assignments are to be submitted via E-mail as word documents attached to messages. Receipt of assignments or any other request will be acknowledged within 48 hours, unless further notice is sent out by the instructor.

Conference Call #: 1-213-342-3090
Access Code: 269 417#

COURSE DELIVERY STYLE & PLAN OF ACTION

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

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

Required Materials and Texts:
• Meaning, Belief and the Placebo Effect by Daniel E. Moerman
• The Powerful Placebo: From Ancient Priest to Modern Physician by Shipiro & Shipiro
• Voelker, R., "Nocebos contribute to host of ills [news], "Jama, vol. 275, pp. 345, 347, 1996.
• Website: http://necam.nih.gov
• Website http://wilderdom.com/psychology/loc/LocusOfControlWhatIts.html
• Other readings will be required, dependent on the specific CAM modalities the student chooses to explore.
ASSIGNMENTS
The instructor will send students a calendar of due dates and detailed assignments at the beginning of the semester.

OUTLINE OF ASSIGNMENTS & PERCENTAGE OF COURSE
Percentage granted for each assignment will be sent with the Calendar of Due Dates

ASSIGNMENT #1
Students will begin by discussing and writing about their understanding of healing and then extend their experience by working with five new modalities of healing, one from each of the five categories of CAM as identified by NCCAM. Students will discuss the course topics with the instructor and write an initial paper comprised of several paragraphs on each of the Course Topics, reflecting their own initial understanding of these issues.

ASSIGNMENT #2
Additional self-reflective assignments will explore the student’s own assumptions of the nature of the healing process, assigned readings and experiential sessions will expand student’s awareness and deepen their understanding of the nature of healing, and writing assignments and discussion will facilitate integration and personal development in the field of Integrative Healthcare. The intention of the course is to enhance knowledge of the healer/healee relationship and to prepare the learner to be more skillful in supporting the healing journey.

ASSIGNMENT #3
The students will select the five new healing modalities, one from each of the five divisions of CAM and explore these both through reading in the literature about the methods, and by working with practitioners and educators available to them in their own region. Each of the five explorations will be documented and assessed in appropriate written and oral discussions with the instructor. The exploration of new methods may be either by experiencing treatment by a skilled practitioner, or by taking training in the methods, as appropriate. The students will chose the new modalities to explore and appropriate investigative methods in consultation with the instructor and consistent with the students personal and professional goals.

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 are not available for 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.

**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.