

SYLLABUS
882: Indigenous Healing
Spring Semester, 2014
Distance Learning
FACULTY: Onani Carver, Geneie Everett, PhD, RN
Revised: 12/2013

COURSE DESCRIPTION

This course will focus on the basic principles and methods of indigenous healing and its relationship to culture, philosophy, history and ecology. We will explore the history of indigenous traditions, the consequences of the illegalization of many of these traditions and the recent resurgence of their use; including scientific studies of the effectiveness of indigenous healing modalities. Students may choose to do an in-depth study and practice of a specific modality throughout the semester or study and experience a variety of methods. Experiential application will be encouraged; either with a local practitioner and/or independently through a daily, traditional healing practice. Through sharing scholarly papers and class discussion, students will broaden their outlook on how ancient indigenous healing philosophy and methods can be integrated into health care in the 21st century.

FACULTY BIOGRAPHY

Instructor: Onani Carver has been trained in many kinds of indigenous healing. Primarily, she lived and studied in the wilderness forest with one of the last traditionally trained Ojibway medicine people, Grandmother Keewaydinoquay. She also lived with and continues to study ancient yogic energetic healing with Yogi Amrit Desai. In addition, she participates in healing ceremonies with Indigenous healers worldwide, including Central and South America, Africa, Sri Lanka and New Zealand. Onani received her B.S. in environmental education from University Wisconsin- Milwaukee, one of the first universities to have a Native American studies program. She is currently completing her Th.D. from Holos University. Onani has been in private practice as a spiritual mentor and educator of subtle energy healing since 2002, through her business, *Onani Mentoring*. (www.onanimentoring.com) She also has in-depth training and experience in community mediation, executive mentoring and as a ceremony officiate.

Supervising Instructor: HU graduate courses taught by a person who does not yet hold the doctorate are required to have a supervising faculty member who holds that degree.

Geneie Everett, PhD, RN, Director of the Integrative Healthcare Track is the supervising faculty for this course. The supervising instructor generally works behind the scene serving as a resource for the instructor of the course.

FACULTY CONTACT INFORMATION

Onani Mentoring
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(937) 767-2676
onani@onanimentoring.com

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. 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.

COURSE DELIVERY STYLE & PLAN OF ACTION

The course is conducted through a distance learning mode. E-mail, telephone and conference calls are the primary methods of communication between the students and the faculty member.

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 information will be emailed to students by the instructor at the beginning of semester.

Personal experience, research papers, peer review of each other's papers and class discussion will all be used for this class throughout the semester. Google Groups will be used for written comments on each other's research papers and GoToMeeting.com will be used for class discussions.

LEARNING OUTCOMES:

Upon completion of the course, the students will have demonstrated an ability to:

- Define indigenous healing
- Recognize and articulate the difference between indigenous healing and other forms of healing and cultural, spiritual practices
- Write scholarly papers in which they integrate a deeper knowledge of indigenous healing learned through direct experience
- Identify and discuss the basic principles and methods of indigenous healing
- Identify and discuss the relationship indigenous healing has to culture, philosophy, history and ecology
- Evaluate and discuss the effect illegalization of indigenous healing had/ has on the both the local and global community
- Identify the scientific effectiveness of indigenous healing today
- Identify ways indigenous healing can be incorporated into modern healthcare
- Describe personal learning and insights related to selected research topics
- Demonstrate effective peer review skills by critiquing other student's papers
- Master internet communication tools

MATERIALS AND TEXTS will be chosen by the student. In addition to scholarly, researched resources, students will also gain information and knowledge the way indigenous healers gained wisdom – this may include interviews, observation, direct experience, silence, fasting, ceremony and expressive arts. Students are welcome to ask peer students and faculty for further support and suggestions.

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, 12 pt. size
- **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 Chicago Manual of Style 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 the instructor to keep your documents on their 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_882#1.doc** (Last Name, First Initial_Course #, Assignment#.doc) Use Times, Times New Roman, or Helvetica fonts, 12 pt. **Do not add extra information to this file name.**

OUTLINE OF ASSIGNMENTS & PERCENTAGE OF COURSE

At the beginning of each semester, a calendar of due dates and a schedule of conference calls will be sent to all students enrolled in the class.

ASSIGNMENT #1

5% of total grade

CONFERENCE CALL #1 – 90 minutes.

Learning Outcomes of Assignment

Students will:

- Demonstrate familiarity with the concepts and definition of Indigenous Healing
- Demonstrate the ability to interact through GoToMeeting conferencing

Preparation for Conference Call:

1. If you are familiar with GoToMeeting you may just join the call. If you are not familiar, please join the call 15 minutes before start time. This will avoid the use of conference time for solving technical issues.
2. Have in mind ideas about your initial choice of an indigenous practitioner or

healing modality to follow during the semester.

In this initial conference call, class members and faculty will briefly introduce themselves to each other. Faculty will introduce the concept of Indigenous Healing and present the overall outline of the semester. Students will discuss their initial considerations and questions for choosing a specific practice or a practitioner of indigenous healing to follow throughout the semester. This 90 minute phone call will be held through GoToMeeting.com. Access information will be emailed to students 3 days prior to class.

ASSIGNMENT #2

15% of total grade – 10% for paper and 5% for critique and discussion

Assignment components:

- 1. Write a 3 – 5 page paper**
- 2. Interaction amongst students about papers through email and Google Group forum.**
- 3. A 90 minute Conference Call**

Learning Outcomes for Assignment

Students will:

- Define indigenous healing
- Recognize and articulate the difference between indigenous healing and other forms of healing and cultural, spiritual practices
- Demonstrate familiarity with online communication tools
- Describe personal learnings and insights related to selected research topics
- Demonstrate effective peer review skills by critiquing other student's papers

1). Paper: Students will write a 3-5 page paper including autobiographical information about their own background, experience and interest in indigenous healing. Each student will also describe the specific indigenous practice(s) or practitioner(s) to be explored and followed throughout the semester. The paper will include a cited definition of indigenous healing – including what it is and what it is not. Students will select a minimum of two texts to support their work and discuss their choices in their paper. Include at least 2 cited references about the practice of the student's interest.

This paper is considered to be a 'place to start' and the practice/ practitioner may evolve or change this approach throughout the semester. Any kind of healing can be considered such as: physical, emotional, psychological, spiritual, community, mediation/ conflict resolution, financial, sexual, social, family, karmic, creativity or conscious transformation. Indigenous healing practices can be as simple as planting a garden, going for a daily silent walk in nature, exploring your local waterways, learning local ethno botany (uses of the plants), ceremony, chanting, drumming, storytelling or creating sacred space as well as more elaborate, in-depth practices, including the use of entheogens, shamanic journeying, vision quest and other community ceremony.

2). E-mail and Google Group Interaction: According to the semester schedule for this class, students will email their attached assignment as an MS Word document to the

instructor, for distribution to all members of the class, at least **four days prior** to the online conference. **At least two days** before the conference, students will post comments on the private Google Group forum, offering comments and constructive suggestions, on each person's paper. **At least one day** before the conference, students will respond on the forum to the comments about their paper posted by their peers. Class discussion will be held for one and half hours through GoToMeeting.com

3) Preparation for Conference Call. See preparation sequence above.

ASSIGNMENT #3 – Personal Journal

Learning Outcomes for Assignment

Students will:

- Develop and demonstrate a deeper knowledge of indigenous healing learned through direct experience
- Practice basic principles and methods of indigenous healing and report on those practices
- Gain a knowledge about the relationship indigenous healing has to culture, philosophy, history and ecology that they will demonstrate through their other assignments

Students will keep a personal journal to document their own healing journey throughout the semester. This can include photos, writings, art, music or whatever expression is most useful and meaningful to augment your connection to the natural world. Since indigenous healing was developed before writing, documentation in a form other than writing is encouraged. This is an on-going, personal assignment that will be woven into future assignments. This portion of the class is central to learning through experience.

ASSIGNMENT #4

25% of total grade – 15% for paper, 10% for critique and discussion

Assignment components:

- 1. Write an 8 - 10 page paper**
- 2. Interaction amongst students about papers through email and Google Group forum.**
- 3. A 90 minute Conference Call**

Learning Outcomes for Assignment

Students will:

- Integrate a deeper knowledge of indigenous healing learned through direct experience
- Identify and discuss the basic principles and methods of indigenous healing
- Identify and discuss the relationship indigenous healing has to culture, philosophy, history and ecology
- Describe personal learning and insights related to selected research topics
- Demonstrate effective peer review skills by critiquing other student's papers
- Master internet communication tools

1.) Paper Students will write an 8 – 10 page paper on their chosen indigenous practice/

practitioner. Describe the basic principles and methods of this healing modality. How does your practice/ practitioner relate to its culture, philosophy, history and ecology? Is there a correlation both locally and globally? Include personal learnings from your daily practice as well as cited, referenced material from at least 4 sources.

2). E-mail and Google Group Interaction: According to the semester schedule for this class, students will email their attached assignment as an MS Word document to the instructor, for distribution to all members of the class, at least **four days prior** to the online conference. **At least two days** before the conference, students will post comments on the private Google Group forum, offering comments and constructive suggestions, on each person's paper. **At least one day** before the conference, students will respond on the forum to the comments about their paper posted by their peers. Class discussion will be held for one and half hours through GoToMeeting.com

3) Preparation for Conference Call. See preparation sequence above.

ASSIGNMENT #5

25% of total grade – 15% for paper, 10% for critique and discussion

Assignment components:

- 1. Write an 8 - 10 page paper**
- 2. Interaction amongst students about papers through email and Google Group forum.**
- 3. A 90 minute Conference Call**

Learning Outcomes for Assignment

Students will:

- Integrate a deeper knowledge of indigenous healing learned through direct experience
- Evaluate and discuss the effect illegalization of indigenous healing had/ has on the both the local and global community
- Describe personal learning and insights related to selected research topics
- Demonstrate effective peer review skills by critiquing other student's papers.
- Master internet communication tools

1.) Paper Most forms of indigenous wisdom and healing knowledge went through a period of illegalization and secrecy. Students will write a 8 - 10 page paper on the process and consequences of illegalization of the practice you are exploring. If your practice did not go through a period of illegalization, write about why it did not happen and the consequences of not going through a period of secrecy. If and when did it become legal again? What effects has the legalization of your practice had? Include personal learning from your daily practice as well as cited, referenced material from at least 4 sources.

2). E-mail and Google Group Interaction: According to the semester schedule for this class, students will email their attached assignment as an MS Word document to the instructor, for distribution to all members of the class, at least **four days prior** to the

online conference. **At least two days** before the conference, students will post comments on the private Google Group forum, offering comments and constructive suggestions, on each person's paper. **At least one day** before the conference, students will respond on the forum to the comments about their paper posted by their peers. Class discussion will be held for one and half hours through GoToMeeting.com

3) Preparation for Conference Call. See preparation sequence above.

ASSIGNMENT #6

30% of total grade – 20% for paper and 10% for critique and discussion

Assignment components:

- 1. Write an 12 - 15 page paper**
- 2. Interaction amongst students about papers through email and Google Group forum.**
- 3. A 90 minute Conference Call**

Learning Outcomes for Assignment

Students will:

- Integrate a deeper knowledge of indigenous healing learned through direct experience
- Identify the scientific effectiveness of indigenous healing today
- Identify ways indigenous healing can be incorporated into modern healthcare
- Describe personal learning and insights related to selected research topics
- Demonstrate effective peer review skills by critiquing other student's papers
- Master internet communication tools

1.) PAPER Indigenous healing began with the dawn of humanity itself and therefore follows the same path as human consciousness. Students will write a 12 – 15 page paper including ideas such as the scientific effectiveness of indigenous healing for today, how it might be integrated into healthcare of the 21st century, what changes are necessary as culture changes, what core principles are important to maintain. The student will include wisdom and knowledge gained from his/ her own practice that was followed throughout the semester. The student will also include at least 6 cited references from at least four different sources to support the research.

2). E-mail and Google Group Interaction: According to the semester schedule for this class, students will email their attached assignment as an MS Word document to the instructor, for distribution to all members of the class, at least **four days prior** to the online conference. **At least two days** before the conference, students will post comments on the private Google Group forum, offering comments and constructive suggestions, on each person's paper. **At least one day** before the conference, students will respond on the forum to the comments about their paper posted by their peers. Class discussion will be held for one and half hours through GoToMeeting.com

3) Preparation for Conference Call. See preparation sequence above.

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.