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**EMP 826 – WHEE: Wholistic Hybrid derived from EMDR and EFT
Theory and Clinical Practice (3 Credits)**

Overview of Course:

Students will explore a spectrum of clinical issues treatable by WHEE, including pain, anxieties, phobias, post-traumatic stress disorder (PTSD), depression, grief and cravings. Wholistic theories to explain the remarkably rapid changes possible with WHEE and other Energy Psychology approaches will be reviewed. Experiential learning will be a major component of this course. Previous students have found this course personally transformative.

Course Topics:

- I. THEORIES of Wholistic Self-Healing – addressing body, emotions, mind, relationships (with other people and the environment) and spirit – through intent to make changes, affirmations and mind-body connections as demonstrated in WHEE
 - A. How mind-body problems develop
 - B. How mind-body problems can be treated through self-healing

- II. CLINICAL APPLICATIONS OF WHEE
 - A. Fears and phobias
 - B. Pains – physical and psychological
 - C. post-traumatic stress disorders
 - D. Depression and grief
 - E. Cravings

Learning Objectives:

- Students will understand wholistic healing – addressing body, emotions, mind, relationships (with people and environment) and spirit.
- Students will understand a spectrum of theories to explain how mind-body problems develop.
- Students will understand how mind-body problems can be treated through self-healing.

Audience:

Open to students in the Doctorate program. This course requires prior training and license in a caregiving profession or concurrent study towards such training and license, plus language and writing skills adequate to analyzing reports from clinical literature.

Course Description

The course of study will explore the advantages and limitations of various clinical methods for treating the spectrum of disorders treatable by WHEE, and of a spectrum of theories to understand and explain the unusually rapid yet deep changes produced by WHEE.

Study will be through reading of source papers and books; experiential learning through students' uses of WHEE for self and others' problems; student papers that discuss and critically analyze literature on wholistic healing; and critiques of classmates' papers.

Need Statement

Students will:

- 1) Develop an in-depth appreciation and understanding of the multi-faceted elephant that is the spectrum of wholistic spiritual healing. The world can appear very different when we perceive it through one part or another of this animal. No one perception explains all of the pachyderm. Putting together a coherent picture from its various parts, as perceived from

various theoretical and clinical perspectives, and developing clinical competence in using and teaching WHEE for addressing a spectrum of problems will be the outcome of the course.

- 2) A graduate student in a healing profession needs to understand the assumptions and values at the core of their knowledge – in order to fully communicate their own knowledge, critically assess the work of other professionals, and extend their own personal development as a caregiver.
- 3) Develop skills needed in identifying essential factors pertaining to the self-healing uses WHEE
- 4) Be able to assist clients in performing a personal cost-benefit analysis of therapeutic approaches that will be appropriate to their needs, for dealing with their problems in a responsible manner, for optimal wholistic healing
- 5) Develop the critical skills needed to think as a responsible clinician in wholistic spiritual healing

Faculty-Student Communication

- Personal introductions

All students should send instructors and classmates a short bio (10 sentences) and photograph for their files

- Telephone Contacts

It is important that the students arrange by email beforehand for all telephone communications. Periodic telephone interaction, as required, at student's expense, can most easily be arranged through email contact.

- Communications

It is requested that students stay in bi-weekly correspondence with the instructor using e-mail. The student should also set up bi-monthly telephone conversations, at their expense, to discuss problems, concerns, and/or determine the direction of their course work. Students are always encouraged to contact the instructor by e-mail, fax, or telephone whenever a major concern may arise. It should be understood that as mature students, it is the responsibility of the students to stay in contact with their instructors. The instructor is also willing to set up one-on-one discussions with the student via audio & video Internet exchange using a variety of Net programs. Check your e-mail frequently for messages.

Students will normally send communications via email and submit papers as MSWORD Format files attached to email messages.

Course Delivery Style

Distance Education - Coursework is completed at a location determined by the student utilizing a computer that has the ability to play audio and video clips, with Microsoft Office Word, Excel, PowerPoint, Adobe Reader, along with a current web browser, internet connection and email address. Contact and communication with distance students is typically conducted by telephone, Internet, Skype, text chat, and email. Students are also encouraged to contact the University by facsimiles, and postal mail, and by personal visit to the University.

All lessons, coursework and papers must be copied to lessons@energymedicineuniversity.org from both the student and professor.

1) Reading Assignments

Students will read the course assignments and text materials in a timely manner.

2) Clinical Practice

Students will practice the uses of WHEE for their own issues and those of others.

3) Course Papers

Students will forward their required papers to the instructor by the dates due. 10 points will be deducted from papers that are late.

4) Essay Examination

The course assignments, readings and explorations will prepare students for the written essay final examination on the materials.

COURSE ASSIGNMENTS

Assignment #1: WHOLISTIC SELF-HEALING– addressing body, emotions, mind, relationships (with other people and the environment) and spirit

Read the following materials:

a. Wholistic healing

<http://wholistichealingresearch.com/wholisticintegrativecare.html>

<http://wholistichealingresearch.com/srmeb.html>

Start reading about WHEE in

Seven Minutes to Natural Pain Release, Introduction and Chapter 3
the WHEE Workbook.

b. Start journaling personal uses of WHEE in the WHEE Workbook.

c. Write a time-line of student's life, noting major events that impacted psychological development – both positive and negative – and discussing their effects on student's later life from a wholistic perspective. Discuss ways you have developed to deal with the residues of these events. Submit this to your classmates and instructor for comments.

ASSIGNMENT #2: WHEE FOR ANXIETIES, PHOBIAS, POST-TRAUMATIC STRESS DISORDER (PTSD)

a. Read the following materials

Basics of the WHEE process

www.wholistichealingresearch.com/whee_process_1

The Answer to Questions About WHEE is Generally 'Yes!'

http://www.wholistichealingresearch.com/whee_answer_is_yes.html

Emptying Our Anger Bucket

http://www.wholistichealingresearch.com/mt_anger_bucket.html

Problems helped by WHEE

http://www.wholistichealingresearch.com/WHEE_helps.html

Re-Entry Protocol for De-Stressing: WHEE for soldiers, rescue workers, children, and others in difficult transitions

<http://www.wholistichealingresearch.com/re-entryprotocolforde-stressing.html>

WHEE and Ho'oponopono (Hawaiian healing method) suggest ways to heal the collective PTSD of humanity.

www.wholistichealingresearch.com/col_con_hooponopono_whee.html

b. the WHEE Workbook – share journaling in discussion with instructor and classmates.

c. write up 2 case reports on the uses of WHEE for anxieties, phobias, and/or post-traumatic stress disorder (PTSD). Submit this to your classmates and instructor for comments.

Assignment #3: WHEE FOR PHYSICAL AND PSYCHOLOGICAL PAINS

a. Read the following materials

Why Would You Say 'WHEE!' When You Encounter the Pain Body Discussed by Eckhart Tolle and Oprah

http://www.wholistichealingresearch.com/pain_body_tolle_oprah_whee.html

Seven Minutes to Natural Pain Release, Chapters 1, 2 and 4

the WHEE Workbook – share journaling in discussion with instructor and classmates.

b. the WHEE Workbook – share journaling in discussion with instructor and classmates.

c. Write up 2 case reports on the uses of WHEE for pains. Submit this to your classmates and instructor for comments.

Assignment #4: WHEE FOR DEPRESSION, GRIEF AND CRAVINGS

a. Read the following materials

Transactional Analysis and WHEE

http://www.wholistichealingresearch.com/TA_WHEE.html

Transactional Analysis - Mind and Heart

http://www.wholistichealingresearch.com/TA_mind_heart.html

b. the WHEE Workbook – share journaling in discussion with instructor and classmates.

c. Write up 2 case reports on the uses of WHEE for depression and/or grief. Submit this to your classmates and instructor for comments.

Assignment #5 CORE BELIEFS AND META-ANXIETIES ADDRESSED BY WHEE

Read the following materials

a. 7 Minutes to Natural Pain Release – sections on Core Beliefs and Meta-Anxieties

b. WHEE Workbook – share journaling in discussion with instructor and classmates.

c. Make Friends With Your Nightmares

<http://www.wholistichealingresearch.com/MakeFriendswithYourNightmares.html>

The Sweetening Spiral, A New Twist On Your Road to Wellness

http://www.wholistichealingresearch.com/sweetening_spiral_stress.html

d. Write up 2 case reports on the uses of WHEE for meta-anxieties. Submit this to your classmates and instructor for comments.

Assignment #6: SUMMARIZING ESSAY

The final examination will be a 20-page scholarly style essay in writing, submitted in a manner similar to previous assignments and will cover the materials in the class assignments. Consider particularly the potential applications for WHEE not only as treatment but also as preventive intervention in various settings.

Requirements for the final course paper:

WHEE 826 Doctoral students 6,000 words plus or minus 10% (including references)

10 points will be deducted from the grade for papers that do not conform to this requirement.

10 points will be deducted from the grade for papers that are submitted after the due date.

Class discussion #7: Course summary, review of Assignment #6

Course Evaluation

The course grade will be based upon the quality of the assigned papers, the comments and criticisms on classmates' papers, participation and promptness of postings, and the final examination.

Extra credits will be given for relevant references incorporated in the students' papers from sources outside the specific required (with asterisk) readings.

Course Grading Determinants

Grades are based on the following elements of a student's participation and accomplishment. In determining a grade for this course, the following formula will be used:

Required assignments and on-line readings – 80%

Essay examination – 20%

Using this technique, there will be 100 points assigned to the course. Final semester grades will be calculated as follows:

92-100 points = A range

86-91 points = B range

80-85 points = C range

70-80 points = D range

Under 70 points = F

Course Completion Timetable

- The first class meeting will be for discussion of organizational issues, confirming dates and times for class meetings.
- Week 1-3 assigned #1, complete paper on life timeline
- Week 4-5 assigned #2, complete paper on case reports of WHEE for anxieties, phobias, and/or post-traumatic stress disorder (PTSD).
- Week 6-7 assigned #3, complete paper on case reports of WHEE for physical and psychological pains
- Week 8-9 assigned #4, complete paper on case reports of WHEE for depression and grief
- Week 10-11 assigned #5, complete paper on case reports of WHEE for meta-anxieties addressed by WHEE
- Week 12-14 assigned #6, complete summarizing essay on benefits of WHEE
- Week 15-17 Summarizing papers review and discussion

Special Notes and Instructions

All students should send instructors and classmates a short bio (10 sentences) and photograph for their files.

All coursework must be completed in a timely fashion. Students are encouraged to phone or e-mail the instructor whenever they need advice, comments, or instruction.

Suggested Sources (* asterisk indicates required reading)

Wholistic healing

Dienstfrey, Harris, *Where the Mind Meets the Body*, New York: HarperPerennial 1991

*Benor, Daniel J. *Wholistic integrative care*

<http://wholistichealingresearch.com/wholisticintegrativecare.html>

<http://wholistichealingresearch.com/srmeb.html>

WHEE

*Basics of the WHEE process

www.wholistichealingresearch.com/whee_process_1

*Seven Minutes to Natural Pain Release: WHEE for Tapping Your Pain Away - The Revolutionary New Self-Healing Method, Fulton, CA: Energy Psychology Press 2008 www.paintap.com

*Problems helped by WHEE

http://www.wholistichealingresearch.com/WHEE_helps.html

*Wholistic healing that can be included in WHEE,
addressing Body, Emotions, Mind, Relationships and Spirit
as and when people are ready to explore these dimensions

www.wholistichealingresearch.com/srmeb.html

*WHEE workbook

www.wholistichealingresearch.com/WHEEWorkbooks.html

WHEE Articles

www.WholisticHealingResearch.com/wheearticles.html

*WHEE research

www.wholistichealingresearch.com/WHEE_Research.html

*WHEE and Ho'oponopono (Hawaiian healing method) suggest ways to heal the collective
PTSD of humanity.

www.wholistichealingresearch.com/col_con_hooponopono_whee.html

Self-healing

Benor, D. J. *Healing Research, Volume II (Professional edition), Consciousness, Bioenergy and Healing*,
Bellmawr, NJ: Wholistic Healing Publications, 2004. *Self-healing, wholistic complementary/
alternative medicine and integrative care, biological energies, and environmental interactions with
bioenergies.*

AVAILABLE IN PAPERBACK, CD-ROM, AND eBook VERSIONS

Benor, D. J. *Healing Research, Volume II (Popular edition), How Can I Heal What Hurts? Wholistic
Healing and Bioenergies*, Bellmawr, NJ: Wholistic Healing Publications, 2005. *Self-healing, wholistic
complementary/ alternative medicine and integrative care, biological energies, and environmental
interactions with bioenergies.*

Stewart, Ian/ Joines, Vann. *TA Today*, Chapel Hill, NC: Lifespace 1991. (*Excellent, thorough introduction
to Transactional Analysis.*)

GENERIC CASE REPORT OUTLINE

WHEE Course Daniel J. Benor, MD, ABIHM

Name of Student

Identifying Initials for client

Client D.O.B.

PRESENTING PROBLEM

XY is a 40 y.o. single (never married) woman working as an executive secretary in a small
business who came for help with her growing realization that she sabotaged herself
repeatedly in interpersonal relationships in her personal and professional life. [Can include
more details as relevant to focusing the reader on the issues needing to be addressed. i]

HISTORY OF/ BACKGROUND AND CONTEXT TO PP

XY is a single parent to her 14 y.o. daughter, AB.

Etc. Previous treatments.

[Wholistic perspective]

FAMILY/ SOCIAL HISTORY

[Salient features from client's personal timeline that have shaped her life.]

CONTRACT FOR THERAPY AND FOR THIS SESSION

[What was agreed as the focus and goals?]

THERAPIST'S FORMULATION OF THE PSYCHODYNAMICS OF THE PP

[How the problems developed and what brought the client for help at this particular time. Include considerations of client strengths and weaknesses, insight capacities, support systems, and other relevant details. Wholistic perspectives. Clinical diagnostic terminology if relevant.]

COURSE OF SESSION OR THERAPY

[This would ordinarily be of modest length, but for purposes of the WHEE Course should be as detailed as necessary to give a clear understanding of issues that were worked on, 'setup' phrases that were particularly helpful, meta-issues addressed, etc. Wholistic perspectives]

END OF SESSION OR TERMINATION OF THERAPY

[How did it end? To what extent were the contracted goals achieved?]

LESSONS LEARNED BY CLIENT

LESSONS LEARNED BY THERAPIST

[As therapist and as being in a relationship that informs the therapist of therapist's own issues that resonate with the client's issues. Wholistic perspective]

ASPECTS OF WHEE THAT WERE HELPFUL OR UNHELPFUL