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EMP 719: The Model of Whole-Person Caring (WPC)

(3 Credits)

Overview of Course:

This course will offer students the opportunity to understand, explore, and integrate a model of care designed and proven to facilitate personal and organizational transformation. The Model of Whole-Person Caring is energetically and spiritually based and is interdisciplinary in nature. Originally designed and implemented for healthcare practitioners and hospitals this model is useful for any profession or organization. A hospital that fully integrated the WPC model was transformed into a place for healing, significantly improved its patient care and staff retention and was awarded the 2004 Norman Cousins Award for excellence in relationship-based care.

Audience:

Open to all students in the Masters program.

Course Description:

The essential elements of theory formation will be analyzed and the utility and application of theories reviewed and discussed. Key concepts and definitions within the Model of Whole-Person Caring will be explored and participants will have the opportunity to integrate selected concepts into their lives and work. The key concepts of the model are: Sacredness of Being, Therapeutic Partnering, Self-Care & Self-Healing, Whole-Person Well Being, Transformational Leadership, and Caring as Sacred Practice. Students will be presented with a variety of readings to stimulate their inquiry into theories that underpin and impact their practices and ways of Being. This course will provide participants with tools to enhance their own well-being and to create healthier environments in which to live and grow.

Fields of Inquiry:

- ◆ Theory Formation
- ◆ Transdisciplinary Exploration of Concepts and Theories
- ◆ Key Concepts and Definitions of Whole-Person Caring
- ◆ Synthesis and Integration

Need Statement:

Energy Medicine is a new and emerging field that brings together practitioners from various disciplines and backgrounds. The Model of Whole-Person Caring is an energy-based, transdisciplinary model that provides a common framework to guide and evolve diverse concepts and practices. It is useful at an individual, professional and organizational level. The framework, concepts and definitions are broad in scope and congruent with most theories and concepts arising in this new science.

Developing and evolving a “platform of commonality” from which to successfully launch this new science is a challenge that pioneers in energy medicine face. The Model of Whole-Person Caring is a step toward articulating who we are, what we do, and how we do it.

Overall Learning Objectives:

Upon completing this course students will understand the key components to theory formation and the importance that theories have in guiding our practices, our research, and our advancements. Students will have an understanding of the key concepts and definitions of the Model of Whole-Person Caring and demonstrate the ability to synthesize and integrate this knowledge into their professional practice and life.

Faculty – Student Communication:**1) Telephone Communications**

Telephone contacts are welcomed and encouraged. Since there are no planned in-person sessions, communication by phone offers the best way to get a felt “sense” of what the student is experiencing. As the course progresses and as students enter into deeper inquiry of personal patterns and begin processes involving shifting and change, over-the-phone consultation is often useful. It is important that the students arrange by email beforehand for all telephone communications. Students are expected to initiate and incur the cost of telephone communication.

2) Email Communications

It is requested that students stay in weekly correspondence with the instructor using e-mail. 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. 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.

3) Postal Mail

Students may also submit hard copies of their written assignments to:
Lucia Thornton /12592 Valley Vista Lane/ Fresno, CA, 93720

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.

Each Field of Inquiry will have its own, objectives, outline and learning assignments. The introductory phase will have foundational readings that each student will be expected to read and respond to. Students will choose readings pertaining to their own field/area of interest as they begin to synthesize and integrate foundational concepts into their own practice and life.

Some of the course transactions will be on the Internet in a “threaded discussion” page that will maintain an on-going discussion among the students and faculty for the entire semester. It may be accessed anytime. The thread page is located at:
http://groups.yahoo.com/group/Energy_Medicine

Evaluation:

- 1) 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:

On-line participation:	25%
Theory construction overview paper:	10%
Comparative Analysis and Evaluation Paper	25%
Theory integration/synthesis project:	40%

- 2) 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

- 3) Evaluation of On-line Participation is based on the following weighted criteria:
 - a. Participation : showing up 10%
 - b. Quality of interaction: being present and responsive to the postings of other students: 30%
 - c. Preparation: postings and discussion reflects familiarity and understanding of assigned reading: 60%
- 4) Evaluation of Papers based on:
 - a. APA Format
 - b. Organization and Structure
 - c. Comprehensiveness of Content
 - d. Clarity of Information
 - e. Incorporation of appropriate literature
 - f. Critical Analysis
 - g. Synthesis of theoretical concepts and key elements

- h. Application of theoretical concepts and key elements
- i. Depth of Personal Inquiry
- j. Creativity and Originality

Course Registration Packet:

Specific guidelines regarding due dates, length, focus and criteria for the theory construction overview paper, the comparative analysis and evaluation paper and the project on integration and synthesis will be given in assignment packets upon registration for class.

Policies regarding written assignments:

- 1) Papers need to be typed according to the APA format.
- 2) Faculty have the right to retain originals or copies of students papers and assignments. This is done for validating course documents for accreditation, evaluating student assignment comprehensiveness, or for monitoring originality of course work.
- 3) Written assignments are expected to be submitted on time. If extenuating circumstances arise the student is expected to notify the instructor in advance, so that other arrangements can be considered. Unexcused lateness will result in a 10% grade deduction for each week that the assignment is submitted late. All papers must be handed in no later than the last day of the course in order to meet course requirements.
- 4) All lessons, coursework and papers must be copied to lessons@energymedineuniversity.org from both the student and professor.

COURSE DESIGN

I. FIELD OF INQUIRY : THEORY FORMATION (4 weeks)

A. Objectives: At the end of this inquiry, the participant will be able to:

- 1. Identify key elements in theory formation
- 2. Identify components that make theories useful.
- 3. Understand the implications of paradigms and major paradigmatic changes as they relate to advances in science and professional practice.
- 4. Utilize a framework for analyzing and evaluating conceptual models and frameworks.

B. Outline

- 1. Introduction to Theory Formation
 - a) Usefulness of Scientific Knowledge
 - 1) Typologies
 - 2) Prediction and explanation

- 3) Exploration of past events
 - 4) Sense of understanding
 - 5) Illusion of control
 - b) Desirable Characteristics of Scientific Knowledge
 - 1) Abstractness
 - 2) Intersubjectivity (Logical Rigor)
 - 3) Empirical Relevance
 - c) Strategies for Developing a Scientific Body of Knowledge
 - 1) Inductive: Research-then-Theory
 - 2) Deductive: Theory-then Research
 - 3) Comparison of Strategies
2. Introduction to Theory Analysis and Evaluation
- a) Understanding Fundamental Concepts
 - 1) Conceptual Framework
 - 2) Theories
 - 3) Models
 - 4) Paradigm
 - 5) Metaparadigm
 - b) Exploring Paradigms and World Views
 - 1) Shifts in Core Values
 - 2) Shifts in concept of person/self/Being
 - 3) Shifts in concepts of Reality
3. Framework for analyzing and Evaluating Models
- a) Basis for Analysis
 - 1) Identifying historical evolution of conceptual model
 - 2) Identifying assumptions of the model
 - 3) Defining metaparadigms of the model
 - i. Person
 - ii. Environment
 - iii. Reality/Ground of Being
 - iv. Energy Medicine
 - v. Healing
 - b) Basis for Evaluation
 - 1) Explicitness of assumptions
 - 2) Completeness of metaparadigm definitions
 - 3) Linkage of four metaparadigm concepts through relational propositions.
 - 4) Logical congruence of model's internal structure.
 - 5) Ability to generate empirically testable theories.
 - 6) Ability of tests from derived theories to yield evidence to support the model
 - 7) The "social congruency" of the model.
 - 8) The "social usefulness" of the model.

- 9) The “social significance” of the model.

C. Learning Experiences

1. Readings

- a. Reynolds, P. (1987). A Primer in Theory Construction. New York: MacMillan Publishing
Chapters 1,2,3,4,7,8
- b. Fawcett, J (1995). Analysis and Evaluation of Conceptual Models of Nursing.Chapter 1 & 2

2. Experiential: (Guidelines provided in course registration packet)

- a. Identification/awareness of personal values.
- b. Identification/awareness of personal concepts related to professional practice.

3. Written assignment: (Guidelines and due date in course registration packet)

- a. Theory Overview Paper

II. FIELD OF INQUIRY : TRANSDISCIPLINARY EXPLORATION OF CONCEPTS AND THEORIES (6 weeks)

A. Objectives: At the end of this inquiry, students will be able to:

1. Understand and discuss Nightingales’, Rogers’, and Watson’s’ concepts, definitions and theoretical frameworks.
2. Understand how the concepts of Nightingale, Rogers, and Watson validate the science of energy medicine and support related practices in the healthcare community.
3. Examine theoretical frameworks and concepts outside the scope of nursing that pertain to and impact the emerging science of energy medicine.
4. Compare, contrast and identify the “common ground of understanding” for selected theorists as they relate to the metaparadigms of: person, environment, health, and energy medicine.

B. Outline

1. Inquiry into Nightingales philosophy and theories.
 - a) Laws of Health
 - b) Holistic view of people
 - c) Integration of spirituality
 - d) Relationship between environment and health
 - e) Nightingale’s concepts of: person, environment and health.
2. Inquiry into Rogers’ Science of Unitary Human Beings

- a) Principles of Homeodynamics
 - 1) Principle of Resonancy
 - 2) Principle of Helicy
 - 3) Principle of Integrality
 - b) Manifestations of Field Patterning in Unitary Human Beings
 - c) Rogers' definitions of person, environment, health.
 - d) Relationship between person and environment.
3. Inquiry into Watson' Theory of Human Caring
- a) Watson's integration of spirituality
 - b) Watson's concept of caring.
 - c) Watson's concept of soul
 - d) Watson's concepts of: person, environment and health.
4. Inquiry into "selected" model or framework
- a) Identify historical evolution of conceptual model
 - b) Identify assumptions of the model
 - c) Define metaparadigms of the model in relation to:
 - 1) Person
 - 2) Environment
 - 3) Health

C. Learning Experiences:

1. Readings

- a. Nightingale, F. (1992). Notes on Nursing. Philadelphia: Lippincott Co.
- b. Macrae, J. (2001). Nursing as a Spiritual Practice: A contemporary application of Florence Nightingale's Views: Springer Publishing Co.
- c. Barrett, E.M. (1990) Visions of Rogers' Science-Based Nursing: National League for Nursing.
- d. Madrid, M. (1997) Patterns of Rogerian Knowing :National League for Nursing Press
- e. Watson, J. (1985) Human Science and Human Care: National League for Nursing Press.
- f. Watson, J. & Smith, M. (2002) Journal of Advanced Nursing: Caring Science and the Science of Unitary Human Beings: a trans-theoretical discourse for nursing knowledge development. Vol. 37 (5).
- g. (2005) Shift: The Science of Fields: The Institute of Noetic Sciences (5). Articles: "Entangled Minds" Radin; "The Resonant Heart" McCraty, Bradley & Tomasino; "The Flame of Life" Rubik; "The Unsolved

Mystery of Healing” Dossey; “Fields of Form” Sheldrake.
These articles may be accessed via the web @ www.noetic.org

2. Experiential:

Personal inquiry:

- a. What is your perception/idea of who you are?
- b. Which theorists/theories/concepts are supportive and congruent with your perspective?

3. Written Assignment: (Guidelines and due date in course registration packet)

- a. Post a 2 page response to the above questions on the web page
- b. Respond to two other postings

III FIELD OF INQUIRY: THE MODEL OF WHOLE-PERSON CARING (6 weeks)

A. Objectives: At the end of this inquiry, students will be able to:

1. Identify the key concepts and definitions of the WPC model
2. Utilize a framework to analyze and evaluate the WPC model
3. Compare and contrast definitions and concepts inherent in the WPC model with a selected theory
4. Develop definitions of person, environment, health and energy medicine that are congruent with the WPC model and valid from a Transdisciplinary perspective.

B. Outline

1. Understanding the Model of Whole-Person Caring
 - a) Key definitions
 - 1) Person
 - 2) Environment
 - 3) Health
 - 4) Whole-Person Caring
 - b) Key Concepts
 - 1) Sacredness of Being
 - 2) Therapeutic Partnering
 - 3) Self-Care and Self-Healing
 - 4) Whole-Person Well Being
 - 5) Transformational Health Care Leadership
 - 6) Caring as Sacred Practice
2. Analyzing and Evaluating the WPC Model
 - a) Basis for Analysis
 - 1) Identifying historical evolution of conceptual model
 - 2) Identifying assumptions of the model
 - 3) Defining metaparadigms of the model
 - i. Person
 - ii. Environment

- iii. Reality/Ground of Being
- iv. Energy Medicine
- b) Basis for Evaluation
 - 1) Explicitness of assumptions
 - 2) Completeness of metaparadigm definitions
 - 3) Linkage of four metaparadigm concepts through relational propositions.
 - 4) Logical congruence of model's internal structure.
 - 5) Ability to generate empirically testable theories.
 - 6) Ability of tests from derived theories to yield evidence to support the model
 - 7) The "social congruency" of the model.
 - 8) The "social usefulness" of the model.
 - 9) The "social significance" of the model.

C. Learning Experiences

1. Readings

- a. Thornton, L., Gold, J., & Watkins, M. (2002) The art and science of whole-person caring: an interdisciplinary model for health care practice, International Journal for Human Caring 6 (2). 38-47.
- b. Thornton, L. (2003), The Model of Whole-Person Caring : Redefining our way, Bridges, International Society for the Study of Subtle Energy and Energy Medicine, 14 (2) 1-4
- c. Benor, D. (2002) Spiritual Healing: Scientific Validation of a Healing Revolution. Vision Publications

- 2. Written Assignment:** Comparative Analysis and Evaluation Paper (Guidelines provided in course registration packet)

IV FIELD OF INQUIRY: SYNTHESIS AND INTEGRATION (8 weeks)

A. Objectives: Upon completion of this inquiry students will be able to:

- 1. Integrate some of the key concepts of the Whole-Person Caring Model into their personal life.
- 2. Apply some of the key concepts of Whole-Person Caring in their professional life or work environment.
- 3. Access manifestations of patterns of their life as they relate to the physical, mental, emotional and social/relational aspects of their Being.
- 4. Identify manifestations of patterns in their life that they would like to reconfigure to be a truer reflection of their Being.

5. Develop and implement a plan to create a healthier work, family or personal environment.

B. Outline

1. Integration of Key Concepts of Whole-Person Caring
 - a. Inquiry into the Sacredness of Being
 1. Reflective processes
 2. Being present
 3. Resting into our Essence
 - b. Self-Care and Self-Healing
 1. What do we “allow” ourselves in life
 2. Identifying obstacles
 3. Nurturing our Lives
 4. Self-Care and Self-Healing practices
 - c. Therapeutic Partnering
 1. Prerequisites for Therapeutic Relationships
 2. Developing Therapeutic Relationships
 3. Cultivating Therapeutic Partnering
 4. Creating a Field of Vision
 - d. Whole-Person Well Being
 1. Nourishing the Whole-Person
 2. Components of practice
 3. Manifestations of patterns of Self-Realization
 - e. Transformational Leadership
 1. Becoming a transformational leader
 2. Healthy communication Patterns
 3. The Healing Field of Management
 4. Cultivating Consensus
 5. Patterns of Organizational Change
 - f. Caring as Sacred Practice
 1. Foundational Concepts
 2. Approaching Life and Work as Sacred Practice
 3. Serving others
 4. The Holiness- The Wholeness of Life
 5. Ways of Being Present

C. Learning Experiences

1. Suggested Readings:

- a. Heider, J. (1997) The Tao of Leadership. Humanics New Age
- b. Kornfield, J. (1993) A Path With Heart: A Guide Through the Perils and Promises of Spiritual Life. Bantum Books

- c. Leonard, G. (1991) Mastery: The Keys to Long-Term Success and Fulfillment. Dutton Publishing
- d. Roberts, J (1994) The Nature of Personal Reality. Amber-Allen Publishing
- e. Thich Nhat Hanh. (1996) Cultivating the Mind of Love. Parallax Press.
- f. Tolle, E. (2001) Practicing the Power of Now New World Library.
- g. Wheatley, M. (1999) Leadership and the New Science. Berrett-Koehler Publishers.

2. Experiential

Personal Inquiry:

- a. Accessing manifestations of pattern
 - 1) Journaling
 - 2) Reflection
 - 3) Journeying
 - 4) Therapy
- b. Reconfiguring manifestations of pattern
 - 1) Intention
 - 2) Developing support system
 - 3) Commitment to Self-Care & Self-Healing
 - 4) Subtle energy practices
 - 5) Remembering the Future Exercise

3. Written Assignment

Written Components of Synthesis and Integration Project:

- a. Journaling: Students will be asked to maintain a journal from the beginning of class to help access manifestations of patterns in their life and to monitor self-care practices and their correlation with perceived change. (Guidelines for this process will be provided in the course registration packet.)
- b. Synthesis and Integration Paper: (Guidelines and due date provided in the course registration packet.)