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**EMP 746: Invisible Roots of Illness (3 Credits)**

### Overview of Course:

Many emotional, mental, and even physical problems have roots in the outer layers of the human energy field. When a symptom is unresponsive to standard treatments for that disorder, we need to look deeper into the energy matrix to find the invisible root that keeps regenerating the problem. This course presents an assessment method using five levels of healing and a treatment method from energy psychology that rebalances the flow of energy through the meridian system.

### Course Topics:

- Centering the Human Energy Field
- Using Clinical Kinesiology to identify the root of a problem
- The Five Levels of healing:
  1. Physical
  2. Etheric
  3. Emotional/Mental
  4. Intuitive
  5. Spiritual
- Emotional aspects connected with the Meridian System
- Mastering customized meridian treatment sequences

### Learning Objectives:

1. Be able to identify and treat improper polarity in all three vectors of the human energy field: up-down, front-back, and left-right.
2. Employ an anchoring technique to quickly center the energy field.
3. Use the Five levels of healing to identify the root cause of an emotional disturbance.
4. Correlate the 14 energy meridians delineated by Oriental Medicine with the positive and negative emotions that ride on each one.
5. Master the process of building customized meridian treatment sequences.

### Audience:

Open to all students in the Masters program. No prerequisites.

A minimum of two students is required to run the course so students can practice with each other. Practice sessions can be done via telephone, Skype, or other distance communication.

## COURSE DESCRIPTION

Proper diagnosis of energetic imbalances is vital to making an effective treatment plan. In this course, the art of clinical kinesiology, also called muscle testing, is developed to gather diagnostic information about the origin of emotional disturbances. This class will deal with issues which originated at the first three levels: physical, etheric, or emotional/mental. Intuitive level treatments will be part of the advanced course "Clearing Past Life Trauma and Other Intuitive Level Issues."

Treatment will follow three basic steps:

1. Assessing any polarity problems on the three vectors of the human energy field (up-down, front-back, and right-left) and applying any corrective exercises needed to bring the biofield fully into its center.
2. Testing for and clearing any limiting beliefs, also called "psychological reversals" in energy psychology, which block the healing process. For example, if a person feels she does not deserve to be over a problem or if she believes that getting over a problem is not safe, she will not be able to resolve the issue.
3. Create a customized sequence of meridian treatment points tailor-made for this issue. This treatment method removes the invisible roots that create illness by rebalancing the energy field through tapping points on the meridian system as outlined by Oriental Medicine. Familiarity with the emotional aspects connected to each of the 14 meridians of energy that flow through the body guides the process of building these customized meridian treatment sequences, determined through muscle testing.

## NEED STATEMENT

Students will:

- 1) Develop an in-depth awareness of the importance of proper polarization to lasting and effective energy medicine/energy psychology treatments and the power of removing blockages in the flow of energy through the meridian system to promote wellness.

- 2) A graduate student in a healing profession needs to understand the assumptions and values at the core of their knowledge, so ethics is incorporated into all aspects of this course.
- 3) Develop skills needed to identify and treat essential factors pertaining to energy blockages in the outer layers of the biofield that imprint into emotional and physical functioning and also to recognize when to the treatment of choice will be building a customized meridian treatment sequence.
- 4) Be able to assist clients in performing simple exercises from educational kinesiology to correct for neurological disorganization and set proper polarity on all vectors of the energy field.
- 5) Develop the critical skills needed to think like a Soul Detective!

#### FACULTY-STUDENT COMMUNICATION

- 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 weekly correspondence with the instructor using e-mail. The student should also set up monthly telephone conversations, at their expense, to discuss problems, concerns, 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. Students may also submit hard copies of their papers by submitting documents to:

Barbara Stone, PhD  
1817 State Route 83, Unit 513  
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Synchronous Internet sessions will be used for "chat sessions". In this case, students are asked to download and use Yahoo Messenger Chat and Voice Chat.

## 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](mailto:lessons@energymedicineuniversity.org) from both the student and professor.

### 1) Reading Assignments

Students will read the course assignments and text materials listed below.

### 2) Threaded Discussion

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](http://groups.yahoo.com/group/Energy_Medicine)

### 3) Course Paper/Project

Students will conduct research based on secondary and primary source materials and the required texts. From this research, students will write a paper consisting of 10-pages double-spaced on a specific topic (approved by the instructor). Alternatively, students may elect to do a graduate level project of phenomenological research, studying one or two cases of emotional disturbance in depth, including presenting the client’s history, reporting the course of treatment, and forming theories on why the treatment did or did not successfully resolve the symptoms.

### 4) Oral Essay Examination

Students are issued a set of topic assignments, readings and explorations, in preparation for an oral examination of the materials. Before the deadline, students schedule with the instructor the time and date for the face-to-face, telephone or Yahoo Messenger Voice Chat conference. During the examination, the instructor will make notations of the effectiveness, qualities, and weaknesses of the student’s replies.

## COURSE ASSIGNMENTS

### Assignment #1: Textbooks

Read the following materials:

Dennison, P. & Dennison, G. (1982). ***Brain Gym: Simple Activities for Whole Brain Learning***. Ventura, CA: Edu-Kinesthetics.

Diamond, J. (1985). ***Life Energy: Using the Meridians to Unlock the Hidden Power of Your Emotions***. St. Paul, MN: Paragon House.

Stone, B. (2008). ***Invisible Roots: How Healing Past Life Trauma Can Liberate Your Present***. Santa Rosa, CA: Energy Psychology Press.

### Assignment #2:

Choose one of the following to read and report on:

Bender, S. & Sise, M. (2008). ***The Energy of Belief: Psychology's Power Tools to Focus Intention***. Santa Rosa, CA: Energy Psychology Press.

Benziger, I. K., and Sohn, A. (1989). ***The Art of Using Your Whole Brain***. Rockwall, TX: KBA Publishing.

Hawkins, D. R. (1995). ***Power vs. Force: An Anatomy of Consciousness: The Hidden Determinants of Human Behavior***. Sedona, AZ: Veritas.

Whisenant, B. (1994). ***Psychological Kinesiology: Changing the Body's Beliefs***. Kailua, HI: Monarch Butterfly Productions.

### Assignment #3:

Listen to the 2-hour lecture "Science, Art & Ethics of Muscle Testing" by Arlene Green from the 2008 ACEP Conference, presented on May 17, 2008, available through the ACEP learning center at: [www.softconference.com/acep](http://www.softconference.com/acep) or this link:

<http://www.softconference.com/acep/sessionDetail.asp?SID=121800>

Attend the class teleconference on the subtle art of muscle testing.

#### Assignment #4:

Develop a way to self-test from ten different possible methods.

#### Assignment #5:

Attend the class teleconference on centering.

Practice the centering protocol outlined in Dr. Stone's article "Becoming Present to Yourself: Getting the Brain Organized and Centered" with at least 10 different people, reporting on the corrections needed for each one.

#### Assignment #6:

Attend the class teleconference on reversals and building customized meridian treatment sequences.

- A. Practice the reversal-clearing procedure in at least 10 different sessions with fellow course students or with outside volunteers who are friendly and open. Report the reversals identified and the best treatment points to resolve the reversals.
- B. Follow with practice building customized meridian treatment sequences for at least 10 different sessions, either with fellow course students or with outside volunteers, and report on the sequences that resulted.

#### Assignment #7: 10-page paper

Students will conduct research based on secondary and primary source materials and the required texts. From this research, students will write a paper consisting of 10-pages double-spaced on a specific topic (approved by the instructor). Alternatively, students may elect to do a graduate level project of phenomenological research, studying one or two cases of emotional disturbance in depth, including presenting the client's history, reporting the course of treatment, and forming theories on why the treatment did or did not successfully resolve the symptoms.

#### Assignment #8: Oral Essay Examination

Students are issued a set of topic assignments, readings and explorations, in preparation for an oral examination of the materials. Before the deadline, students schedule with the instructor the time and date for the face-to-face, telephone or Yahoo Messenger Voice Chat conference. During the examination, the instructor will make notations of the effectiveness, qualities, and weaknesses of the student's replies.

The final examination will be given by telephone conference (or other means) and will cover the reading assignments. Students will negotiate the timing of the examination.

### INDIVIDUALIZATION OF STUDENT ASSIGNMENTS

Each research project will be chosen by the student to best support their individual professional goals, yet each student will also benefit from seeing the fruits of all fellow students' research and providing professional criticism of each others work.

Each student will be afforded the opportunity of writing on a subject that is related to his or her field of interest. This will assist the student in making each paper individualized. Also the student is encouraged to go outside the field and obtain research data from other interdisciplinary areas. Each student, based on his or her background, will be encouraged to transfer that theoretical information which the course provides into a practical format in the final paper or project.

### COURSE EVALUATION

The course grade will be based upon the quality of the research paper or project, the use of the "Threaded Discussion Page," participation and promptness of postings, and the final examination.

### 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:

Reading required texts and on-line readings – 25%

Threaded Discussion Postings – 25%

Course paper or project – 30%

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

- Week #1-4 Read Textbooks
- Week #2 Listen to muscle testing tape
- Week #3 Group teleconference on centering, muscle testing, and self-testing
- Week #5 Complete assignment #5, 10 centering sessions
- Week #6 Group teleconference on clearing psychoenergetic reversals and building customized meridian treatment sequences
- Week # 6-16 Complete assignment #6, 10 sessions clearing reversals and making customized sequences
- Week #9 Group teleconference
- Week #10 Book report on extra book chosen
- Week #1-16 Course Paper or research project
- Week #16 Oral/essay examination.

## SPECIAL NOTES AND INSTRUCTIONS

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. If possible, all students should send instructors a short bio and photograph for their files.

## ADDITIONAL RECOMMENDED SOURCES

Dr. Stone's websites: [www.souldetective.net](http://www.souldetective.net) and [www.invisibleroots.com](http://www.invisibleroots.com)

ACEP website for more information and research links: [www.energypsych.org](http://www.energypsych.org)