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**EMP 822: EXTRAORDINARY DREAMS (3 Credits)**

**Overview of Course:**

Dreams are reports of cognitions, emotions, and mental images occurring during sleep that are recalled upon awakening, or sometime thereafter. Most dreams reflect daytime activities and concerns, often through metaphors and symbols. This course will cover those dreams but will focus on "extraordinary dreams," those that are rare and unusual. Examples will be lucid dreams, telepathic dreams, precognitive dreams, and dreams about distant activities. Scientific data about these dreams will be explored as well as theories that attempt to explain them. The course will include sections on the application of these dreams to students' personal lives.

**Course Topics:**

1. The neuropsychology of dreams.  
WHAT GOES ON IN THE BRAIN AND BODY DURING DREAMING?
2. The phenomenology of extraordinary dreams.  
HOW DO PEOPLE DESCRIBE THEIR EXTRAORDINARY DREAMS?
3. The scientific research on extraordinary dreams.  
WHAT HAS BEEN DISCOVERED OUT ABOUT EXTRAORDINARY DREAMS?
4. Theoretical explanations of extraordinary dreams.  
HOW HAVE EXTRAORDINARY DREAMS BEEN EXPLAINED?
5. Cross-cultural studies of extraordinary dreams.  
HOW ARE EXTRAORDINARY DREAMS DESCRIBED IN OTHER CULTURES?
6. Using extraordinary dreams in psychotherapy and daily life.  
WHAT ARE PRACTICAL USES OF EXTRAORDINARY DREAMS?

**Learning Objectives:**

1. To provide students with an evidence-based approach to the study and application of extraordinary dreams.
2. To provide students with an understanding of the neuropsychological and cultural basis of all types of dreams.
3. To provide students with practical skills they can use to remember their dreams and to learn something from them.

**Audience:**

Open to all students in the Distance Certificate or Distance Doctoral program.

**COURSE DESCRIPTION**

The course will focus on dreams so unusual they can be described as "extraordinary." But to understand extraordinary dreams, one must first understand ordinary dreams. Therefore, the neuropsychological and cultural basis of all dreams will be studied. Then the research will be surveyed on lucid dreams, problem-solving dreams, creative dreams, and dreams that do not conform to mainstream science's understanding of time and space (for example, precognitive dreams, telepathic dreams, dreams about past lives, and dreams about distant times and places). The course will include a section on the remembering, recording, and application of extraordinary dreams.

## NEED STATEMENT

Students will:

1. Develop an in-depth awareness of the nature and function of dreaming.
2. Understand the varied assumptions made by people who study and utilize extraordinary dreams. This will require students to develop and use critical thinking, research skills, and counseling abilities if someone reports an extraordinary dream to them.
3. Develop skills needed to identify essential factors pertaining to assessing evidence, evaluating contrasting opinions, and communicating their understanding of course material.
4. Be able to assist clients in evaluating their extraordinary dreams, their validity (or lack of it), and their practical application.
5. Develop the critical skills needed to think like a scientific investigator. For example, they will ask what is the most simple explanation of an extraordinary dream (for example, coincidence, exaggeration, or poor memory because the dream was not recorded at the time).

## FACULTY-STUDENT COMMUNICATION

- **Telephone Contact: Telephone contact will be arranged, with suggested times for a phone call. A back-up instructor will be available to answer questions in case the instructor is out of town and not available by telephone.**

Students should arrange all telephone communications with the instructor by email beforehand. An initial phone contact to clarify course objectives and develop a schedule should be made prior to beginning the course. This contact should be scheduled within the first few weeks of commencement of the semester. After this, periodic telephone communication can be arranged with instructor. All telephone calls will be at student's expense.

- **Email Contact: Email contact will be possible, and regular reports are encouraged. Again, a back-up instructor will be available in case the instructor is out of town and does not have access to a computer.**

Reflection on and questions about the coursework papers and field placement internship should be addressed via email monthly or as needed. Students are always encouraged to contact the instructor via email whenever a problem arises.

- **Communications: Communications are encouraged on a regular basis, both on the telephone and by email. Occasional Skype sessions will be scheduled. Chat sessions by telephone or by Skype will be arranged.**

It is requested that students stay in weekly or every other week correspondence with the instructor using email. The student should also set up periodic 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 email, 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 may be able to set up one-on-one

discussions with the student using Skype. Students should check email frequently for professor and EMU messages.

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

Students will normally send communications via email and submit papers as MSWORD format files attached to email messages. Synchronous Internet sessions may be used for “chat sessions” using Yahoo Messenger Chat or Skype. Check with your instructor on the preferred type of communication.

**Internet Forums:** Please contact our Registrar to be included in the EMU Internet forums.

**Length of Course:** Length of this Energy Medicine course is five (5) months or one (1) semester.

## **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.

### **Reading Assignments**

The required text will be *Extraordinary Dreams and How to Use Them* by Krippner, Bogzaran, and de Carvalho (SUNY Press). There will be six required readings that will be available by email attachment or Internet connection.

**Email Contact:** Reflection on and questions about the lessons should be addressed via email weekly or as needed. There also may be a student/faculty discussion chat group which creates a larger feedback mechanism through internet communication. Students are always encouraged to contact the instructor via email whenever a problem arises.

### **Course Paper/Project**

Students will conduct a research project, using either quantitative or qualitative methods (or both). An alternative will be to write an essay covering a topic mutually agreed upon by the student and the instructor. This essay should be professionally written, suitable for submission to a peer-reviewed journal. The required length of both is 20 pages.

### **Essay Examination**

Students will be given a set of topics, readings, and research explorations in preparation for an oral examination on these materials. These materials will be the same ones that served as required readings for the course. The examination will be by telephone or by skype. The instructor will make notes of each student's strengths and weaknesses for later evaluation.

### **COURSE ASSIGNMENTS**

1. Students will read the text.
2. Students will read the assigned articles.
3. Students will read additional materials in preparation for their course paper.
4. Student will submit a final paper.

#### **Final paper:**

This final paper will be 20 pages in length and can be either a research project or an essay; in both cases, the topic will be mutually agreed upon by the student and the instructor. Students should use the sixth edition of the American Psychological Association's publication style manual. The paper will be evaluated on the basis of content, source material, grammar, and creativity. This will be a scholarly paper and students will be encouraged to submit it to a peer-reviewed publication. Grades will be given on content, and use of source material, also grammar, spelling, and originality.

### **COURSE GRADING DETERMINANTS**

The course grade will be based upon the quality of the research paper or project, the use of the class participation and promptness of postings, and the final examination. 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:

Demonstration that students have read the required material, 25%

Essay examination, 25%

Course paper, 50%

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

### **SPECIAL NOTES AND INSTRUCTIONS**

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

## **TEXT**

- Krippner, S., Bogzaran, F., & de Carvalho, A. P. (2002). *Extraordinary dreams and how to work with them*. Albany: State University of New York Press. ISBN: 0-7914-5258-1

## **ADDITIONAL RECOMMENDED SOURCES**

- *Perchance to Dream*, edited by Stanley Krippner and Debbie Joffe Ellis (2009, Nova Science Publishers).
- Any book on dreams that is written or edited by Kelly Bulkeley, Gayle Delaney, Patricia Garfield, or Robert Moss.