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COURSE TITLE

EMP 856: INTUITIVE INTELLIGENCE: Toward a Higher Cognitive Paradigm (3 Credits)

Overview of Course:

This course will review in-depth the specific components involved in developing intuitive intelligence as a transformational process. Reading assignments will present recent research findings in neuroscience and other medical and scientific areas as they relate to intuition. The issues of non-locality, consciousness, and the source of intuitive insights will be explored within the holographic concept as part of the transformational process of broadening the intellect. Modern paradigms of space, time, flow channels, and synchronicity will be examined as a background for the source of information for enhancing forecasting. Students will conduct a research project to generate complementary knowledge and insights.

Course Topics:

- Thinking beyond Models: Understanding Systems, Models, Paradigms
 - Historical background
 - Modern paradigms
 - Dissipative systems (Prigogine)
 - Open systems
 - Organic systems
 - How this relates to Intuitive Intelligence
- Understanding how and why history repeats itself
 - Repackaging of old models
 - Cognitive analytical skills used in the same way as in the past
- Components of how to develop brain to higher cognitive level
 - Critical thinking
 - Intuitive Intelligence
 - Neuroscience
 - Developing both sides of the brain
 - Brain plasticity – brain grows new neural pathways for new function
- The Holographic Concept – understanding the big picture
 - Macro hologram: the universe
 - Micro hologram: the human brain (Bohm)
 - Integration of Macro and Micro holograms
- Exploring Time-Space Dynamics – Non-locality, intuitive insights
 - Concepts of present, past, future
 - Principles and effects of entanglement
 - Identifying parameters of a reality map
 - Objectivity, the impossible, the unthinkable
 - Assumptions, opinions, perceptions
- Flow Channels
 - Overview: Flow channels versus battles
 - Scanning the horizon

Identifying signals, from competition, economy, political, etc.
Identifying trends, forecasting
Eliciting true innovation through creative flow
Collective Intuitive Thinking
Synchronicity
Definition
Identifying synchronous events & opportunities, significance

- Developing Intuitive Intelligence – A Transformational Process
Background of a transformational process
Identifying one's boundaries, parameters, blockages, assumptions
Deconstruction (Derrida)
Analysis
Reconstruction
Implications to professional and personal life
Sustaining the transformational process through time

Learning Objectives:

After a thorough review of the salient fundamentals of intuitive intelligence, the student will sharpen his/her skills in filtering noise versus receiving clear insights, and in refining communications channel between the conscious and unconscious. A deeper understanding of non-locality within the holographic system will be developed and further exploration will be conducted into the nature of the transformational process and the identification of flow channels. Students will be assigned a research paper that will include conducting interviews in the workplace or alternate environment. Students will analyze the findings from their research to generate new insights. At the end of the course, the student will have developed a practical and comprehensive understanding to use and continue developing his/her intuitive intelligence.

Audience:

Open to all students in the Doctoral program.

COURSE DESCRIPTION

This course will review in-depth the specific components involved in developing intuitive intelligence as a transformational process. Reading assignments will present recent research findings in neuroscience and other medical and scientific areas as they relate to intuition. The issues of non-locality, consciousness, and the source of intuitive insights will be explored within the holographic concept as part of the transformational process of broadening the intellect. Modern paradigms of space, time, flow channels, and synchronicity will be examined as a background for the source of information for enhancing forecasting. Students will conduct a research project to generate complementary knowledge and insights.

NEED STATEMENT

As stated in the Master course level Need Statement, the 21st Century is presenting us with multidimensional and multifaceted challenges. Our old models and paradigms have become defunct and true innovative thinking will only be generated if we use our brain differently by developing our dormant cognitive skills. Students will learn to transcend analytical thinking to a higher sphere of cognitive skills and shift current mental paradigms out of the modeling mode and integrate into the holographic universe. Intuitive Intelligence triggers, for example, the use of the VEN intuition neuron (Von Economo Neuron) as well as other brain functions related to non-local information that will enhance creativity, and clarity of insights. Intuitive intelligence is a new field that needs to be further explored and researched in order to generate specific useful applications in our professional and personal lives. Since developing intuitive intelligence is a transformational process that stipulates self-reflection it is believed that the process also raises the level of consciousness. The brain is the last frontier we have to explore in order to transform the human race to a higher level and create harmony and tolerance on the planet.

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 or every other week correspondence with the instructor using e-mail. 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 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 may be able to set up one-on-one discussions with the student using Skype. Students should check e-mail frequently for professor and EMU messages.

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 type of communications s/he uses.

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@energymedineuniversity.org from both the student and professor.

1) Reading Assignments

Students will read the course assignments and text materials as they are assigned each week.

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.

2) Course Papers and Research 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 a specific topic (approved by the instructor). Students may also elect to do a graduate level project.

3) Final Research Paper

Students will conduct research and write a scholarly paper of at least 25 double spaced typewritten pages describing the research project and their understanding of intuitive intelligence and any insights or new knowledge the research has created.

COURSE ASSIGNMENTS

Assignment 1

Essay: Before doing any of the course readings, write about your understanding of intuition, the areas that you would like to improve, and areas that you would like to learn more about. Discuss how you plan to conduct your own research to meet assignments and prepare your final paper.

Assignment 2

Personal Research Exercise: Create journal/chart to observe and monitor your intuitive sensories. Headings and instructions will be provided. This will be an ongoing assignment throughout the course with a weekly report to hand in.

Assignment 3

Paper: write about a real life example of a flow channel you have experienced. Demonstrate your understanding of the concepts of flow channels, synchronicity, and the time-space paradigms and holographic concept, and how they relate to your example.

Assignment 4

Submit a topic for your research paper. Include purpose, methodology, and expectations for approval. The goal of the research will be to create new insights.

Assignment 5

Research Paper Outline. Submit a comprehensive outline for your research project for approval.

Assignment 6

Interview Questionnaire. Submit your questions and methodology for the research for approval.

Assignment 7

Critique your Intuition chart/journal and identify any trends, or other comments about your progress.

Assignment 8

Progress Report on Research. Submit a draft of your writing so far, with an update on the interviewing process. Indicate any problem areas or expected difficulties.

Assignment 9

Final Research paper: Write a scholarly paper of at least 25 pages double spaced typewritten pages to describe your research project and your understanding of intuitive intelligence. Note the insights or new knowledge the research has created. In conclusion address the possible implications of intuitive intelligence as a tool for raising human consciousness. Use course references as well as outside peer-reviewed publications.

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 papers the use of the class participation and promptness of postings, and the final research paper.

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 – 15%
Threaded Discussion Postings – 25%
Course papers/assignments – 25%
Final Research Paper – 35%

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	Assignment #1
Week 2	Assignment #2
Week 4	Assignment #3
Week 6	Assignment #4
Week 8	Assignment #5
Week 10	Assignment #6
Week 12	Assignment #7
Week 15	Assignment #8
Week 20	Assignment #9

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.

TEXTS

Agor, W. H. (1986). The logic of intuition: How top executives make important decisions. *Organizational Dynamics*, 14(3), 5-18.

LeDoux, J. (2003). *Synaptic self: How our brains become who we are*. New York, NY: Penguin Books.

McTaggart, L. (2007). *The Intention Experiment*. New York, NY: Free Press.

Talbot, M. (1992). *The Holographic Universe*. New York, NY: Harper Perennial.

ADDITIONAL RECOMMENDED SOURCES

Peer Reviewed articles:

Bakken, B. T., & Giljam, M. (2003, August). Dynamic intuition in military command and control: Why it is important, and how it should be developed. *Cognition, Technology & Work*, 5(3), 197-205.

Bolte, A., & Goschke, T. (2005, October). On the speed of intuition: Intuitive judgments of semantic coherence under different response deadlines. *Memory & Cognition*, 33, 1248-1256.

Bolte, A., Goschke, T., & Kuhl, J. (2003). Emotion and intuition: Effects of positive and negative mood on implicit judgments of semantic coherence. *American Psychological Society*, 14, 416-421

Breuer, H. (2004). Anguish and Ethics. *Scientific American, Special Edition*, 14(10), 10-12.

Cacioppo, J. T. (2004). Common sense, intuition, and theory in personality and social psychology. *Personality and Social Psychology Review*, 8(2), 114-122.

Clegg, J. W. (2006). A phenomenological investigation of the experience of not belonging. *Journal of Phenomenological Psychology*, 37, 53-84.

Dane, E., & Pratt, M. (2004). Intuition: Its boundaries and role in organizational decision-making. *Academy of Management Best Conference Paper*.

Dijksterhuis, A. (2004, November). Think different: The merits of unconscious thought in preference development and decision making. *Journal of Personality & Social Psychology* 87, 586-598.

Hayashi, A. M. (2001). When to trust your gut. *Harvard Business Review*, 79(2), 59-65.

Hayes, J., Allinson, C. W., & Armstrong, S. J. (2004). Intuition, women managers and gendered stereotypes. *Personnel Review*, 33, 403.

King, L., & Clark, J. M. (2002). Intuition and the development of expertise in surgical ward and intensive care nurses. *Journal of Advanced Nursing*, 37(4), 322-329.

Kleinman, S. (2004). Phenomenology: To wonder and search for meanings. *Nurse Researcher*, 11(4), 7-19

McNaughton, R. D. (2003). The use of meditation and intuition in decision-making: Reports from executive meditators (Doctoral dissertation, Fielding Graduate Institute 2003). *Dissertation Abstracts International*, 64(05), 1750

Morris, D. (2005). Bergsonian intuition, Husserlian variation, Peircean abduction: Toward a relation between method, sense, and nature. *Journal of Philosophy*, 43, 267-298.

Ogden, W.R.(2003). Reaching all the students: The feedback lecture. *Journal of Instructional Psychology*, 30(1), 22-28.

Sadler-Smith, E., & Shefy, E. (2004). The intuitive executive: Understanding and applying “gut feel” in decision-making. *Academy of Management Executive*, 18(4), 46-51.

Sinclair, M., & Ashkanasy, N. M. (2005). Intuition: Myth or a decision-making tool? *Management Learning*, 36, 353-371

Sprenkle, J. M. (2005). Defining intuition: A framework for understanding intuition in psychology (Doctoral dissertation, Alliant International University, 2005). *Dissertation Abstracts International*, 66(2).

Wackermann, J., Seiter, C., Keibel, H., & Walach, H. (2003). Correlations between brain electrical activities of two spatially separated human subjects. *Neuroscience Letters*, 336, 60-64.