

## **CAM 441: Intuition and Dreams**

### **Sensing and Interpreting Your Unique Dream Language**

#### Faculty Contact Information

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#### Course Delivery Style and Plan of Action

Intuition and Dreams is a distance-learning course. There are several required assignments and conference calls during the semester.

#### Course Description

Intuition is our natural companion. Our intuitive self, having access to all information in the collective unconscious, communicates nightly messages via our dreams. And, since we are the producer and director of our dreams, we must play a key role in interpreting them in the unique dream language designed for each of us. In our graduate course, students explore intuitive sensing, dominant senses, intuitive sensitivity or how the body speaks via our intuition; and skills for developing and enhancing intuition. We apply intuitive skills to learn and practice interpretative processes for dream symbols and images and uncover the unique communication between one's sub-conscious, unconscious and dreams.

#### Learning Outcomes Students will:

- Discover how intuition speaks to each of us via a unique dream language.
- Identify predominant intuitive senses and practice techniques to enhance intuitive skills.
- Evaluate and interpret the varied intentions of dreams.
- Learn and practice various dream interpretation techniques and processes.
- Create and interpret a list of dream patterns and your dream karass.
- Discuss insights into symbols, images and metaphors through the techniques of amplification, word association and clustering.
- Learn about lucid dreaming and share insights into how it happens
- Experience, explain and discuss how dream groups work
- List techniques that enhance dream recall
- Identify pre-cognitive and retro-cognitive dreams as well as telepathy in dreams (sender-receiver); learn how to identify parallel lives and past lives in dreams
- Explore and identify dreams that herald illness and healing
- Decipher dreams in which deceased individuals communicate via our dreaming consciousness
- Apply assimilated and integrated dream - intuition knowledge to one's personal life and to guiding clients in a professional practice.

Copyright Notice: “The materials for this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.”

#### Required Materials and Texts

Barasch, Mark. (2000). *Healing Dreams: Exploring the Dreams that Can Transform Your Life*. New York: Riverhead Books.

Day, Laura. (1996). *Practical Intuition: How to Harness the Power of Your Instinct and Make It Work for You*. New York: Broadway Books.

OR

Peirce, Penny. (2009). *The Intuitive Way: The Definitive Guide to Increasing Your Awareness*. New York: Atria Books.

Reed, Henry. (2000). *The Intuitive Heart: How to Trust Your Intuition for Guidance and Healing*. Virginia: ARE Press.

Taylor, Jeremy. (2009). *The Wisdom of Your Dreams: Using Dreams to Tap Into Your Unconscious and Transform Your Life*. Los Angeles: Tarcher Perigree Books.

Van de Castle, Robert. (1995). *Our Dreaming Mind*. New York: Ballentine Books.

#### Suggested Readings

Emery, Marcia. (1994). *Intuition Workbook: An Expert's Guide to Unlocking the Wisdom of Your Subconscious Mind*.

Emery, Marcia. (2001). *Power Hunch! Living an Intuitive Life*.

Hopke, Robert H. (1997). *There Are No Accidents: Synchronicity and the Stories of Our Lives*. 1997.

Seale, Alan. (2001). *Intuitive Living – A Sacred Path*.

Swann, Ingo. (1991; 2017). *Everybody's Guide to Natural ESP: Unlocking the Extrasensory Power of the Mind*.

Taylor, Jeremy. (1983). *Dream Work: Techniques for Discovering the Creative Power in Dreams*.

Wilde, Stuart. (2000). *Sixth Sense: Including Secrets of the Etheric Subtle Body*.

#### References for Enhancing Intuition, Pre-Cognition and Remote Viewing Skills

BioMind Superpowers – Ingo Swann

<https://ingoswann.com/researcher>

<http://avalonlibrary.net/ebooks/Ingo%20Swann%20Entire%20Database.pdf>

Institute of Noetic Sciences –PSI activities

<https://noeticprograms.org/research-participation/>

#### Assignment Formats

- All written assignments must be Microsoft Word documents sent by email as attached files. Please do not send PDF files.
- Double-space all papers.

FONT: 12 point Candara, Arial or Times New Roman or a suitable clean font.  
FILE NAME and E-MAIL SUBJECT LINE: When you *save* your document, please use the following format to name your Word file. Always include your name and the assignment number in the subject line of your E-mail and on the title page of your assigned papers. For example - SmithJ\_887#1.doc. (Last Name, First Initial\_Course #, Assignment#.doc)

- In-Text Citations: All referenced material must be cited using APA Style in-text citations.
- Bibliography in APA Style

## Intuition and Dreams Course Assignments

### Assignment 1 (a) Intuition and Dreams PowerPoint Presentations

#### (b) Intuitive Practice

(a) Students are *required to attend* the three (3) course PowerPoint presentations. Background information on intuition and dream interpretation techniques is presented with the intention of creating informed discussions and insights into course materials and assignments. The PowerPoint presentations will be scheduled once students have commenced their studies in the course. A tentative schedule is as follows:

#1 Presentation – Week Two

#2 Presentation – Week Four

#3 Presentation – Week Six

(b) Intuitive Practice – Students select several (3-4) intuitive techniques to practice during the semester from the required readings: *Practical Intuition: How to Harness the Power of Your Instinct to Make It Work for You* OR *The Intuitive Way: The Definitive Guide to Increasing Your Awareness*; AND *The Intuitive Heart: How to Trust Your Intuition for Guidance and Healing*. And then apply these new intuitive skills to their assignments.

Assignment: Students keep notes on their intuitive practice in a journal or as part of their dream journal, noting the specific skills they are practicing, and how the practice is improving their intuitive sensing. In conclusion to their practice, students write a two (2) page summary identifying the intuitive skills they practiced and how these skills affected their intuitive abilities.

Learning Outcomes (a): All course learning outcomes are covered in the PowerPoint presentations including:

- Explore and identify dreams that herald illness and healing.
- Decipher dreams in which deceased individuals communicate via our dreaming consciousness.
- Learn about lucid dreaming and share insights into how it happens.
- Experience, explain and discuss how dream groups work.
- List techniques that enhance dream recall

Learning Outcomes (b):

- Identify predominant intuitive senses and practice techniques to enhance intuitive skills.
- Discover how intuition speaks to each of us via a unique dream language.

Required Readings: *Practical Intuition: How to Harness the Power of Your Instinct to Make It Work for You* OR *The Intuitive Way: The Definitive Guide to Increasing Your Awareness*; AND *The Intuitive Heart: How to Trust Your Intuition for Guidance and Healing*.

Assignment (b) Due:

% of Grade: 25 (15 presentations; 10 points intuitive practice)

Assignment 2 Dream Journal

Assignment 3 Dream Drawings

Assignment 2 – Students keep a dream journal and write down their dreams using the different dream interpretation processes learned during the semester. Include using amplification, word association and clustering as necessary to further decipher dream images and symbols. Identify the type of dream, for example, is it a messenger, healing, pre-cognitive, retro-cognitive or lucid dream? Then, select four (4) of the most significant dreams to formally write, interpret and submit.

The written format is as follows:

1. Select three (3) of your most significant dreams.
2. Identify the type of dream you are writing about. Is it a messenger, healing or pre-cognitive dream, etc.?
3. Select three (3) dream interpretation processes and bring each of the three (3) dreams through *one* of the processes.
4. Demonstrate how you've used amplification, word association and clustering to interpret symbols and images.
5. In conclusion, share insights into your unique dream language from interpreting your dreams.

Assignment 3 – Students practice drawing dreams before journaling them to create a bridge between the conscious and unconscious because drawing may trigger unconscious information that one's waking mind has forgotten. In addition, draw images that spontaneously pop into awareness as you write your dreams. This is valuable, too, as images often resonate more deeply in one's consciousness and carry much greater meaning than words. Submit your drawings of the three (3) dreams selected in Part 1 with the Part 1 assignment.

Learning Outcomes:

- Discover how their intuition speaks to them via a unique dream language.
- Evaluate and interpret the varied intentions of dreams.
- Learn and practice various dream interpretation techniques and processes.
- Create and interpret a list of dream patterns and your dream karass.
- Discuss insights into symbols, images and metaphors through the techniques of amplification, word association and clustering.
- Identify pre-cognitive and retro-cognitive dreams as well as telepathy in dreams (sender-receiver); learn how to identify parallel lives and past lives in dreams. Explore and identify dreams that herald illness and healing.
- Decipher dreams in which deceased individuals communicate via our dreaming consciousness.

- Apply assimilated and integrated dream - intuition knowledge to one's personal life and to guiding clients in a professional practice.

Required Readings: All required readings.

Assignments 2 and 3 First and second dreams and drawings due:

Assignments 2 and 3: Third dream and drawing due:

% of Grade: 35 (dreams 20; drawings 15)

#### Assignment #4 Intuitive Dream Interpretation Practices

Amplification, Word Association and Clustering Interpretative Activity - Select four (4) different images or symbols from four (4) different dreams (these images or symbols may not be the same ones used in assignment #2) and bring each through the amplification, word association and clustering processes individually. Submit your processes findings by writing a thoughtfully prepared ten (10) page paper (roughly 2 pages per image/symbol interpretation and a two (2) page conclusion) of what you discovered for each of the four (4) images or symbols in your interpretative practices. The format is as follows:

1. Write your dream in selected dream format from your course materials.
2. Identify the symbol or image you are bringing through amplification, word association and clustering and show your processes.
3. Draw conclusions as to the significance of the symbol or image in the dream and share additional insights.

Learning Outcomes:

- Discover how intuition speaks to each of us via a unique dream language.
- Identify predominant intuitive senses and practice techniques to enhance intuitive skills.
- Evaluate and interpret the varied intentions of dreams.
- Learn and practice various dream interpretation techniques and processes.
- Discuss insights into symbols, images and metaphors through the techniques of amplification, word association and clustering.
- Apply assimilated and integrated dream - intuition knowledge to one's personal life and to guiding clients in a professional practice.

Required Readings: *The Wisdom of Your Dreams*; *Our Dreaming Mind*; *Healing Dreams: Exploring the Dreams that Can Transform Your Life*; *The Intuitive Heart: How to Trust Your Intuition for Guidance and Healing*.

Assignment Due:

% of Grade: 20

#### Assignment #5 Dream Patterns and Dream People

**Part 1** - Keep a dated list of dreams and the titles you have assigned each dream (for example: May 1: Where to Park? May 2: Three Broken Glasses May 3: The Dock); a list of dream themes and a list of dream emotions *in a four column spreadsheet for all dreams in your dream journal* during the semester.

Spreadsheet Example:

*Date Dream Title Theme Emotions Karass or People*

**Part 2** - As noted by writer Kurt Vonnegut in *Cat's Cradle*, we often dream about those people in our *karass*, our soul group, to whom we are bound by fate or linked spiritually. With this thought in mind, keep a dream list of the names of the people of whom you are dreaming (for example: June 1: Rick June 2: Judd June 3: Karen) in the *fourth column of the dream patterns spreadsheet*. Near the end of the semester, from these dream titles, themes, emotions, and dream people, decipher patterns being revealed to you via your dreams. What is your higher self communicating to you? Intuitively decipher patterns in who you are dreaming about, who is showing up in your dreams. Who is the sender and who is the receiver? Or is it mutually telepathic, past-life or parallel life communication? Submit your spreadsheet along with a thoughtfully prepared four to six (4-6) page paper *integrating the four columns* and drawing conclusions to your dream patterns and karass. Learning Outcomes:

- Discover how their intuition speaks to them via a unique dream language.
- Evaluate and interpret the varied intentions of dreams.
- Learn and practice various dream interpretation techniques and processes.
- Create and interpret a list of dream patterns and your dream karass.
- Discuss insights into symbols, images and metaphors through the techniques of amplification, word association and clustering.
- Identify pre-cognitive and retro-cognitive dreams as well as telepathy in dreams (sender-receiver); learn how to identify parallel lives and past lives in dreams.
- Explore and identify dreams that herald illness and healing.
- Decipher dreams in which deceased individuals communicate via our dreaming consciousness.
- Apply assimilated and integrated dream - intuition knowledge to one's personal life and to guiding clients in a professional practice.

Required Readings: All required readings.

Assignment Due:

% of Grade: 20

### Distance Learning Communications

Faculty will inform students of times when they will not be available by email or phone communication. We ask that students do the same and inform instructors if they will not be available for the required scheduled phone conferences. Please allow three days for a response when emailing an instructor. If you have not received a response after three days, re-send the email or call your instructor and leave a voice message. With the possibility of unforeseen circumstances, if you have still not received a response after a week, forward your email communications with your instructor to the Program Dean.

### Conference Calls on ZOOM or Skype

Students and instructors communicate frequently via email and calls while ZOOM or phone conferences create a collegial forum for sharing ideas among course participants. Conference calls are intended to enhance valuable aspects of a distance learning environment while creating a greater sense of community among faculty and students.

Students will receive an invitation to the conference call and are asked to reply to the invitation prior to the call. Each student pays for his or her own individual conference call costs. As course students register, we'll decide on call dates and times depending on time zones.

Monthly Calls                      Time: 60 minutes

Description: Each conference call centers on readings, assignments and personal insights during the course. Graduate students have opportunities to discuss questions, experiences and assess healing techniques with classmates and their instructor.

Learning Outcomes: Create a sense of community and support among Akamai University students and faculty; discuss ideas and insights from *Intuition and Dreams* required readings; review and discuss upcoming assignments.

#### Final Assignment

Students will receive a course evaluation form at the end of the semester. Please complete and return the evaluation form as directed. Notification of your final course grade(s) will be received only after you have submitted an evaluation for all courses you completed this semester. Students who plan to take an Incomplete in a course must wait until finishing a course before returning the evaluation form for the course.

#### Faculty Biography

Dr. Delphine Rossi has been in the field of holistic wellness and healing for over three decades at the college-university-community level. Her degrees include a ThD in Spiritual Healing from Holos University, a MS in Community Health Planning from Southern Connecticut State University and a BS in Health Education from Western Connecticut State University. Delphine has pioneered courses in complementary medicine at the university level that have become foundational courses for Bachelor of Science programs. An Intuitive Consultant, Delphine integrates her skills as a minister and spiritual counselor, counseling intuitive, master certified past life therapist, certified grief recovery specialist and licensed Avatar Teacher. In her background as a licensed, ordained minister, Delphine has worked extensively with Unity churches as a Spiritual Counselor, chaplain and pastoral care coordinator and guest minister; as a volunteer Hospital Chaplain and as a Director of Hospice.