Degree Program: Clinical Parapsychology

This nine course Master’s of Science Second-Degree Program in cutting-edge education prepares the student for clinical work and research concerning extrasensory experiences and phenomena. Prior formal training and knowledge and current licensing in one or more of the following fields is strongly recommended for students considering this program: counseling, psychiatry, psychology, psychotherapy, social work, and/or medicine. This program provides education in current research design and methodologies in the area of parapsychology. It prepares students that already possess formal training in assessment and selection, statistics for field research, research methods in applied settings, evaluation and research methodology, etc.

Second-Degree Program Admission Requirements – Must hold a master’s degree from a college or university accredited by a organization recognized by the Council for Higher Education Accreditation (CHEA) or that is accredited by the Commonwealth of Australia Tertiary Education Quality Standards Agency (TEQSA). Other institutions that have government oversight may qualify. Applicants must mail official transcripts unless verification is available through an online searchable database. For more information, please see Recommended Prerequisites and Academic & Career Expectations. Application fees are non-refundable. Diploma fees are not required until graduation.
In Development. Application & Valid Master’s Degree Required.

Study Materials Included (Videos, Assignments, Exams).

UAS M.S. Second-Degree in Clinical Parapsychology: Extrasensory Experiences & Phenomena.

Total Hours: 41hrs. | Courses: 9

Student Interaction Available.

Program Enrollment Period: Unlimited

Create An Account

Program Fees: Textbook + $50 Diploma Fee (optional)

Program Developer: Theresa M. Kelly | View Example Reading Assignment

Students of this program should already possess a range of academic and vocational attributes, such as:

- Formal training and knowledge in the area(s) of counseling, psychiatry, psychology, psychotherapy, and/or medicine.
- Direct personal experience with extrasensory phenomena (ideally).
- High order skills in analysis, critical evaluation and/or professional application through the planning and execution of project work or a piece of scholarship or research.
- Creativity and flexibility in the application of
- Ability to solve complex problems and think rigorously and independently.

This program provides education in clinical and experimental scientific parapsychology. It prepares students that already possess formal training in one or more of the aforementioned fields. This program provides education in experimental research methodologies in the area of parapsychology. It prepares students that already possess formal training in assessment and selection, statistics for field research, research methods in applied settings, evaluation and research methodology, etc.

Degree/Major/Institution Example: M.S. in Clinical Parapsychology: Extrasensory Experiences & Phenomena, University of Alternative Studies

Professional Title Example: Clinical Parapsychologist

Designatory Letters Example: John Doe (M.S.CPP)

:: What You Will Learn and Excel in

This Master’s of Science Second-Degree Program focuses on the scientific aspects of Clinical and Experimental Parapsychology in regards to Extrasensory Experiences & Phenomena. For an in-depth overview of what is included in this program, please visit Course Overviews below, as they outline everything that is taught throughout the program. Courses in the program vary on focus including:

- Mechanics/Dynamics of Psychical Phenomena: Learn about
the how’s, why’s, when’s – and when not’s – of an ability as a means to optimize for frequency of occurrence and quality of performance.)

- **Phenomenology**: Learn detailed information to differentiate between types and sub-types of psychical phenomena.

- **Categorical Classification**: Learn how to divide extrasensory experiences into types based on criteria sets with defining features.

- **Dimensional Classification**: Learn how to classify extrasensory experiences through a number of independent dimensions and traits of phenomena.

- **Comparison & Differentiation**: Learn to compare and differentiate between mental disorder symptoms and extrasensory experiences.

- **Psychological Measures**: Learn about and become familiar with current measures utilized for exceptional extrasensory experiences.

- **Treatment Options**: Learn about current therapy treatment options utilized to treat experimenters in distress (e.g. mental instability and/or decrease social functioning due to negative extrasensory experiences). In addition, Learn about the scientific study of the actions of drugs and their effects that are conducive and unconducive to genuine ESP, and drugs known to produce ESP-like (pseudo-ESP) experiences/hallucinations.

- **Experimental Research**: Learn about current experimental research in regard to extrasensory phenomena including current designs and methods that can be utilized in a clinical and/or laboratory setting.

And more!

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**Second-Degree Program Objectives:**

- To promote and raise the professional standards,
practices, and ethics of those engaged in the field.
- To effectively inform clinical practitioners on how to approach, measure, and treat experients of distressing extrasensory phenomena.
- To promote replications of current research and improve upon current experimental designs and methods.
- To foster professional counseling contributions to the field of scientific parapsychology.
- To foster professional research contributions to the field.

Students who complete this program will:

- Demonstrate a knowledge of classifications, measures, and treatment options currently utilized clinically to address exceptional extrasensory experiences.
- Utilize classification methods, explicit and implicit measures, and differentiate between genuine ESP and pseudo-ESP experiences in order to evaluate the validity of claims.
- Demonstrate knowledge on how ESP experiences can cause personal, interpersonal, and occupational issues and decreased functioning.
- Comprehension and the ability to identify and address ESP cause and prevention factors (e.g. protective, predisposing, precipitating, and perpetuating).
- Competence in interpreting, addressing, and encouraging the pursuit experiential skills in regard to extrasensory phenomena (e.g. Telepathy, Clairvoyance, Empathy, Precognition, etc.).
- Demonstrate a knowledge base of major experimental findings and theoretical perspectives in parapsychology.
- Apply basic and applied research methods, including research design, data analysis, interpretation, and measurement.
Benefits of Second-Degree Program:

- Develops a profound sense of professional satisfaction.
- Demonstrates a profound commitment to excellence in the field of scientific clinical parapsychology and experimental parapsychology.
- Provides profound growth of professional knowledge and expertise.

:: Course 101 – Psi Modelng

Models of Psi Mediation: 101-A (Content Created, Course in Development)

Addresses both classical and quantum mechanical modeling approaches to psi phenomena including those pertaining to the role of psi phenomena such as the psi-mediated instrumental response (PMIR) and relative need-serving qualities of psi, psychokinesis as a primary psi process, and psi as a product of evolution via Darwinian theory. Addresses classical models including electromagnetic models, energy field models, and the zero-point field model. Addresses associations of psi phenomena with quantum theory, and new approaches to such phenomena via quantum mechanical modeling. Addresses an elaboration on the essential role of quantum information theory in regards to psi phenomena, the view of computational living systems, the macroscopic challenge for quantum computation and psychical research, the quantum efficiency of psi, and the non-local communicative nature of psi. Addresses the part played by Nature in regards to the mediation of psi via a hypothesis addressing Nature as an experient accessible universal information processing and storage system with
features of four dimensionalism. Addresses Geomagnetic entanglement, permanent and seemingly macroscopic entanglement, and quantum non-local communication in regards to psi.

Models of the Experiential Phase of Psi: 101-B (Content Created, Course in Development)

Addresses the psychological aspects of how and when human beings are able to utilize psi through promising models including models involving quantum mechanical approaches to cognition, and memory models. Such models of psi manifestation attempt to explain how extrasensory information enters the central nervous system or information processing center, and how the system deals with that information. In regards to psychokinesis, such models attempt to explain what manner of information processing is taking place, and what the requirements for the information to be transmitted into the environment are. Addresses the biological utilization of non-local communication, the reverse direction problem, the binding problem, the human brain and neuro-quantum interactions, and brain stimulation via circumcerebral magnetic fields. Addresses the question whether a quantum-like approach is actually more advantageous over classical approaches, and addresses quantum mechanical principles, properties, and features resulting in cognitive effects related to content sensitivity, association, the human lexicon, and psychological function in general. Addresses quantum-like mental entanglement, how this new quantum mechanical approach is shedding light on an array of anomalous experimental results composed over the greater portion of a century, pseudo-sensory models, memory models involving memory theory and associated phenomenology, receptive psi processes, memory and psi processes, the first sight model, psi requirements, and the part played by the default mode network.
:: Course 102 – Extrasensory Phenomenology & Subtypes

View Content

**Extrasensory Phenomenology (General):** 102-A (Content Created, Course in Development)

Addresses the psychical influence of information via an experients influence over the biological basis of consciousness and the mental process by which we perceive, act, learn, and remember (Telepathy), the influence of our objective environment (Clairvoyance), the stages of sensory processing i.e. sensation and perception, sensory systems, and sensory modalities, and the four stages of extrasensory perception including the sensory anticipation of the event, subliminal registration of the sensation, experience of a collection of sensations that the brain attempts to construe, and the attributed understanding of the experience. Addresses a biophoton model in regards to ESP involving ultra weak biophoton (bio-light) emissions (light from within and emanating from human beings capable of cooperation and communication throughout the entire mind and body), biophotonic processes and effects, the measurement utilization for indicating cellular and overall health, emissions as a by-product of cellular metabolism and an overall regulating field, and the “master conductor” role of DNA as the most fundamental source of biophoton emissions capable of emitting a wide range of frequency-based communication at the quantum level internal and possibly external to the body. Addresses additive and subtractive extrasensory information, changes in direction of orientation, or intention, requirement of
uncertainty, metaphorical and fragmentation issues, our extension beyond space-time, the bimodal nature of psi, psi-unconducive states (e.g. disinterest, distraction, anxiety, and conscious work), and psi-conducive states (e.g. uncertainty, confusion, and disorientation). Addresses predispositions to psychical experiences including intention, extraversion, motivation, creativity, innovation, and experiential skills. Addresses the phenomenological approach to extrasensory including Telepathy vs. clairvoyance, temporal features, general extrasensory perception, realistic and unrealistic dreams, intuitive impressions, and hallucinations.

Telepathy Phenomenology: 102-B (Content Created, Course in Development)

Addresses telepathic association in regards to instructive forms of hallucinatory telepathic experience, the evolution of telepathic phenomenology over the last century, and the four modes of Telepathy. These include; Telepathic Cognition, which is defined as “the phenomenologically direct knowledge of another person’s thoughts or mental states;” Telepathic Interaction, which is defined as “the causal influence of one mind on another without the intervention of the five senses,” with an overview of Hypnogenic Telepathic Interaction and Hypnotic Telepathy; Telepathic Simulation, or Ostensible Telepathic Content-Simulation, which involves idea sharing, or described as when the mental states of two or more individuals instantaneously become qualitatively identical; and Precognitive Telepathy, which is defined as “the phenomenologically indirect knowledge of another person’s future thoughts or mental states,” and is addressed as a mode of Clairvoyance, rather than Telepathy due to its temporal features. In addition, the course includes the descriptive analysis of all modes, and addresses information telepathically received pertaining to tense information per mode, and the mechanistic properties of each mode.
**Clairvoyance Phenomenology: 102-C (Content Created, Course in Development)**

Addresses the four modes of Clairvoyance. These include Clairvoyant Cognition, which is defined as the phenomenologically indirect knowledge of an object or event via Nature; including Metal Mediumship, which is defined as the anomalous communication with immaterial entities most commonly referred to as discarnate spirits (i.e. ghosts) or spirit guides, which are believed to have a form of consciousness and element of personality, or the anomalous communication with Nature, which some believe to be an aggregate of consciousness, or “universal consciousness,” assumed “friendly,” but possessing a neutral personality (i.e. behaviors, temperament, emotions, etc.), an topics on the Survival Hypothesis, Super-Extrasensory Perception Hypothesis, the Mediumistic Search-Based System Model, and touch on features of Clairvoyance including Claircognizance, Clairvoyance, Clairaudience, Clairsentience, Clairsentinence, Clairalience, and Clairgustance; Clairvoyant Interaction, which is defined as “the causal influence of an entities mind” onto an experient without the intervention of the five senses;” including Trance Mediumship, Channeling, and Possession. Additional topics include Automatism, Xenoglossy, Physical Mediumship, Ectoplasm, and Psychopomps; Clairvoyant Simulation, which is defined as a case in which an experients mental or physical state appears to produce an accommodating effect in Nature, or Nature produces an accommodating effect within itself or the experient to satisfy the needs of the experient; including Probability Shifting.

In addition, the course addresses the temporal facets of Clairvoyance including Retrocognition or Postcognition, which is defined as “the purported paranormal transfer of information about an event or object in the past,” including the topics of Cryptomnesia, Psychometry, and the Recorded
Search-Based System Model; Contemporaneous Clairvoyance, which is defined as the “perception of information about places or events through paranormal means during the time at which they are occurring,” including the topics of Remote Viewing and Remote Sensing, and the Real-Time Search-Based System Model; and Precognition, which is defined as “a form of extrasensory perception wherein a person is said to perceive information about places or events through paranormal means before they happen,” including the topics of the Arrow of Time, and Principle of Causality, Premonitions and Presentiment, Precognitive Dreams, Déjà vu, Selection Bias, Unconscious Perception, Self-fulfilling Prophecy and Unconscious Enactment, the Probabilistic Search-Based System Model, Determinism and Indeterminism, Heisenberg Uncertainty Principle, and Entropy.

Empathy Phenomenology: 102-D (Content Created, Course in Development)

Addresses the Phenomenology of Empathy, i.e. the three modes of Empathy. These include: Empathic Simulation, which is defined as “a case in which an individual’s emotional experience appears to directly produce a similar emotional experience in someone else without the intervention of the five senses,” includes the topics of Emotional Contagion, Mood Linkage, Tense Information, and the Mechanistic Properties of “Sharing”: Empathic Interaction, which is defined as “the direct causal influence of an emotional experience of another individual without the intervention of the five senses:” and the topics of Tense Information, and the Mechanistic Properties of “Compelling;” and Empathic Clairvoyant Cognition, which is defined as “the phenomenologically indirect knowledge of the collective emotional experience of a large group or population via Nature,” and includes the topics of Emotional Climate, Tense Information, and the Mechanistic Properties of “Knowing.” In addition, this course addresses
the Temporal Phenomenology of Empathy i.e. Contemporaneous/Real-Time Clairvoyant Empathy, and includes the topics of a Real-Time Search-Based System Model, and Neurophysiological Correlates and Empathy.

Total Hours (Reading): 5.5 | Total Hours (Assignments):

:: Course 103 – Differential Diagnosis | Extrasensory Experiences & Mental Disorders

View Content

Course Created

The co-presence of purported extrasensory experiences with psychiatric symptoms raises not only issues for the clinician in regard to diagnosis, but also in regard to the cause of a mental disorder and its connection between the experience of extrasensory perception and the onset of a mental disorder. These additional issues have been broken down into three primary topics: (1) how stress and/or trauma can lead to distressing extrasensory experiences, (2) how distressing extrasensory experiences can lead to a mental disorder, and (3) how a mental disorder can lead to distressing extrasensory experiences.

This course addresses these three primary topics by providing detailed case examples that include recommended treatment options and a brief summary pertaining to treatment results. In addition, this chapter also seeks to assist the clinician in identifying cause and prevention factors in order to reduce the negative and distressing nature of particular extrasensory experiences. Identifying cause and prevention factors in general, and specific to extrasensory experience subtypes, can provide the clinician with a beneficial framework to assist in understanding the cause of extrasensory experiences (i.e.
triggers) and how to prevent negative or distressing extrasensory experiences from occurring both currently and long-term.

Total Hours (Reading): 2.0 | Total Hours (Assignments): 0.5

:: Course 105 – Extrasensory Classification

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Dimensional Approach to Extrasensory Classification: 105-B

Addresses the Dimensional Classification of Extrasensory Experiences through a number of episodic factor dimensions that are dimensions and traits of phenomena. Includes: Phenomenological Dimensions (e.g. valence, dangerousness, arousal, impact, vividness, association, and temporal dimensions), Onset/Course Dimensions (e.g. awareness, volition, control, functional, and episodic dimensions.), and suggested Supplemental Data (e.g. description, location, date and time, duration, factors, other diagnoses, and including a working hypothesis). 0.5

Course Created

Categorical Approach to Extrasensory Classification: 105-A

Addresses the classification of extrasensory experiences into types based on criteria sets with defining features. Includes: Telepathy (e.g. telepathic cognition, telepathic interaction, telepathic simulation), Clairvoyance (e.g. clairvoyant cognition, mediumship, psychometry, precognition, postcognition, and remote viewing/contemporaneous
clairvoyance), and Empathy (e.g. empathic cognition, empathic interaction, empathic simulation). Information included: Phenomenological Features, Severity Specifiers (e.g. stable/functional, mild, moderate, severe), Associated Laboratory Findings, Specific Culture, Age, and Gender Features, Familial Patterns, Associated Terminology, Phenomenological Criteria (e.g. characteristic phenomenology, social/occupational need, validation, exclusions), Subtypes, Intention Specifiers (e.g. spontaneous, intentional, adaptive, decisive, directive), Course Specifiers (e.g. single episode, episodic, continuous), Modality Specifiers (e.g. dream, intuitive impressions/emotional, auditory hallucinations, visual hallucinations, tactile hallucinations, somatic hallucinations, olfactory hallucinations, gustatory hallucinations, compound), Associated Mental Health Findings, Associated Medical Conditions, Course, and Differential Classification.

Total Hours (Reading): 5.5 | Total Hours (Assignments): 1.75

:: Course 106 – Treatment Options

View Content

Course Created

Recovery, Prevention, and Co-Diagnosis: 106-A

Addresses treatment options for a wide variety of distressing extrasensory experiences in regard to recovery and prevention. Topics include the importance of Psychotherapy and Psi, Normalizing the Experience, Sharing and Support, Process-Orientated Education and dealing with issues of identity, direction, and purpose. Topics also include differentiating extrasensory “Ability” versus Experiences. In addition, this course addresses treatment options of Co-occurring Distress
cases (i.e. where an individual is diagnosed with a mental disorder, but also has genuine extrasensory experiences) which may lead to Extrasensory Conflict or Withdrawal. Each extrasensory sub-type is addressed in regard to the pathological and parapsychological presentation of Conflict and Withdrawal and treatment options are provided in-depth. Topics also include Obstacle to Treatment and Protective Strategies for each sub-type, and recommends, outlines, and provides examples of recommended process-orientated education forms per sub-type group centered on phenomenological errors and corrections.

**Extrasensory Diffidence and Dissonance | Fallacies and Content Anxiety: 106-B (Content Created, Course in Development)**

This course also addresses Extrasensory Diffidence and Dissonance topics along with case examples and suggested treatment options including: Religious and Spiritual Dissonance, and Experience-Specific Dissonance (e.g. Precognitive Diffidence, Cassandra Complex, Quasi-Cassandra Complex, Crisis Notification Diffidence and Dissonance, Mediumship Diffidence, and Discarnate Communication Dissonance. In addition, this course addresses common Extrasensory Fallacies and issues with Content Anxiety including case examples and suggested treatment options (e.g. Manifestation Fallacy, Causal Determinism Fallacy, Out of Body Experience Fallacies, Psychical Sensation Fallacy, General Content Anxiety, Vulnerability-Initiated Content Anxiety, and Unfamiliar Content Anxiety).

**Extrasensory Vividity, Grandiosity, and Dependence: 106-C (Content in Development)**

Lastly, this course addresses issues and suggested treatment options for issues in regard to Extrasensory Vividity (i.e.
increased, decreased or the cessation of extrasensory experiences) due to: [Increase] Altered States of Consciousness, Childhood Onset, Adolescent Onset or Branching, Affectional Bonding, Telepathic Victimization (and a more in-depth looks at differentiating Telepathic Interaction from Thought Insertion), Environmental Association, [Decrease or Cessation] Recovery from Conflict or Withdrawal, Life Changes and Challenges, Medication or Supplement, Cessation of Drug Use, Reduction of Cognitive Distortions, Subconscious Desires, and in regard to Extrasensory Grandiosity and Dependence due to: [Grandiosity] Prevalence Misconceptions, Confounding Experience with Expertise, Irrational Social Enabling and Support, Magical Thinking, Religiosity, and Imagination, Other Cognitive Distortions, Psychotic Disorders, [Dependence] ...(Content in Development)

Total Hours (Reading): 6.5+ | Total Hours (Assignments): 3.5

Meditation: 106-D (Content Created, Course in Development)

Defines meditation and addresses the importance of mental health, physical health, and therefore psychical health. The course also addresses the intersection of neuroscience and meditation including topics such as; neuroplasticity, mechanisms of mind/body interaction, physiological baselines, and neuroelectric and neuroimaging correlates. In addition, the course addresses high arousal verses low arousal meditation types. Includes low arousal types such as; concentration verses mindful meditation, and methods of meditation such as; mantra mediation, deep breathing meditation, visual imagery meditation, physical object meditation, yoga, qigong, tai chi, and music meditation. High arousal types include topics on rhythmic induction, target heart rate, and several types of high arousal (rhythmic induction) trance meditation including aerobic exercises such as; aerobic dance, swimming, jogging, running, elliptical
training, and cycling. In addition, this course addresses getting started in a meditation practice and maintaining motivation, and addresses the important aspects and requirement of a well balanced lifestyle and diet for psychical stability and performance. Topics include effects of round-the-clock schedule, insufficient sleep, caffeine, herbal, vitamin, and mineral supplements, tobacco, over-the-counter medications, alcohol, marijuana and psychedelics, and lastly, addresses diet and blood type correlations.

**Total Hours (Reading): 1.6 | Total Hours (Assignments): 3.5**

:: Course 107 – Research and Experimentation

View Content

**Clinical Research Methods and Designs:** (Content in Development) 107-A

**Clinical Research Psychological Measures:** (Content in Development) 107-B

Addresses psychological profiling in parapsychology in regards to ESP and PK performance. Addresses increased reactivity to psychical stimuli due to anxiety, psychical and Myers-Briggs personality type correlations, physiological health profiling involving physiological response to psychical stimuli per type, and cognitive correlations. (1.4 Reading)

Addresses current structured measures and instruments utilized for exceptional extrasensory experiences to assess and identify client/patient ESP-based experiences (e.g. Schizotypy Personality Questionnaire, Anomalous Experiences Inventory, Short Boundary Questionnaire, Child Abuse and Trauma Scale,
Extrasensory Perception Subscale, etc.), assess the likelihood for the development of experiential skills, and assess the risk of psychical instability (i.e. direction of cessation vs. enhancement). (Content in development)

Addresses and Telepathy associated personality types (e.g. Type I – Typical, Type II – Typical 2, Type III – Atypical). Clairvoyance associated personality types (e.g. Type I – Typical 1, Type II – Typical 2, Type III – Atypical). and Empathy associated personality types (e.g. Type I – Typical, Type II – Typical 2, Type III – Atypical, and Type IV – Atypical 2). Topics include associated psychological effects, and MBTI associated information. (1.0 Reading)

Total Hours (Reading): 1.6 | Total Hours (Assignments): 3.5

Additional Research Methods and Applications: 107-C (Content Created, Course in Development)

This course addresses experimental Extrasensory Perception including experimental effects such as; the experimenter effect, position and decline effects, differential effects, displacement, effects in post hoc analysis, and addresses the improvement role of feedback. In addition, research methods are addressed including qualitative research analysis, quantitative research analysis, and probabilistic research analysis. Also addressed are: experimental targets for Telepathy including intuition-based targets, hallucination-based targets such as; visual targets, audio targets, olfactory targets, and tactile targets; targets for Clairvoyance including intuition-based targets, hallucination-based targets such as; visual targets, audio targets, olfactory targets, and temporal targets; and targets for Empathy including intuition-based targets for emotions and affective phenomena, and emotional evoking targets. Experimental applications addressed include a brief overview
of procedural techniques and methods followed by computer simulation, joint meditation involving dual visual testing, synchronized chanting, rhythmic music, brainwave entrainment, and dual emotionally evoking visual testing, sensory deprivation, which addresses the five levels of hallucination (i.e. visual noise, light/dark flashes, colorful visuals and hypnagogic hallucinations, objects and environments, and overriding of physical perception). Also addressed are reversed rehearsal, random event shifting, forced-choice methods including: Emotion Wheels and Emotion Appraisal Questionnaires, and free-response methods including: Affective Label Coders, psychophysiological experiments involving cortical measures and autonomic nervous system measures, the Ganzfeld simulation experiment, a dream state experiment, a Peripheral Physiological experiment, and EEG-based experiments such as the; photic simulation experiment, video image stimulation experiment; and for the exploration of emotional processing.

**Major Challenges of Research and Cutting-Edge Research Methods: 107-D (Content Created, Course in Development)**

This course also takes the student through ten major challenges in parapsychology up to the 21st century and features six conceptual issues and four methodological issues. These characteristics include parapsychology being linked to problematic metaphysical origins, with concepts that have been exploited and misused in the past, and with delusional systems. In addition, parapsychology threatens the tidiness of our scientific methodology, forces us to look at some theoretical concepts that science has found problematic in the past, threatens fixed beliefs about how the world works, involves the study of complex, open systems, has difficulty in generating and testing theory-based hypotheses, and has often been labeled a pseudoscience by philosophers and sociologists of science. After informing the student of these problematic
issues, the course will provide insight into strategies for the future in overcoming these issues in the 21st century. These topics include understanding physical and mental effects, addressing linkage with the observer, the social context of the claim and its negotiated acceptance, the evaluation of written or audiovisual archival material bearing on claims, the techniques of the verbal reading, developing a general model of deception, the pseudopsychic as a confidence artist, the social context of such exploitation, current scientific methodology, the problem of consciousness, our current understanding of the laws of nature, research and ethical issues, difficulties in theory generating construction, etc.

Addresses current research designs and methods in regard to extrasensory phenomena that can be utilized in a clinical and/or laboratory setting to assess the validity of extrasensory claims and assist patients/clients in building experiential skills. This course will include current experimental designs and methods for Telepathy, Empathy, and Clairvoyance (e.g. General Clairvoyance, Remote Viewing, Precognition, Presentiment, Retro/Postcognition, Mediumship, Synchronicity, etc.)

**Total Hours (Reading): 1.6 | Total Hours (Assignments): 3.5**

:: Course 108 – Intention and Enhancement

View Content

**Intentional Extrasensory Experiences and Techniques – Telepathy: 108-A (Content Created, Course in Development)**

Addresses intentional telepathic experiences i.e. instances when the telepathist is consciously aware of the need to influence and the act of influencing. This course breaks down
telepathic processes into several stages assumed required for each telepathic mode (e.g. initiation, selection, exploration, formulation, collection, and search closure). Techniques for Telepathic Cognition include mind mapping, concept mapping, top-down and bottom-up strategies, method of loci (visual-spatial mapping), and memorization via repetition. Techniques for Telepathic Interaction include eye-fixation induction, the physical instantaneous method, verbal induction via distraction, and terminating induction. Techniques for Telepathic Simulation include positive thinking and speaking, and focused listening as a means to achieve or elicit group thought orientation, thought communication, thought negotiation, distributed problem solving, and cross-dependability. Techniques for Telepathic Precognition include those already addressed in regards to Telepathic Cognition.

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**Intentional Experiences and Techniques** – Clairvoyance: 108-B
(Content Created, Course in Development)

Addresses intentional Clairvoyant experiences i.e. instances when the Clairvoyant is consciously aware of the need to influence and the act of influencing. This course breaks down clairvoyant processes into several stages assumed required for each clairvoyant mode (e.g. initiation, selection, exploration, formulation, collection, and search closure). Techniques for Clairvoyant Cognition include Mind Mapping, Concept Mapping, Top-down and Bottom-up Strategies, Method of Loci (visual-spatial mapping), Memorization via Repetition, and Directed Cognition via Divination. Techniques for Clairvoyant Interaction include Trance Induction and Sensory Modalities; Signs of Successful Induction, Auditory Induction, Kinesthetic, and Visual Induction. Also addressed is Non-Verbal Entity Communication such as various established and developed communication systems including both automatic and guided systems. Techniques for Clairvoyant Simulation include Positive Thinking and Speaking. Techniques for Temporal
Features of Clairvoyance are additive to cognitive, interactive, or simulative techniques, and can include the utilization of various types of timetables to organize information chronologically.

**Intentional Experiences and Techniques – Empathy: 108-C**
(Content Created, Course in Development)

Addresses intentional Empathic experiences i.e. instances when the empathist is consciously aware of the need to influence and the act of influencing. This course breaks down what areas of life an empathists can excel in via intentional empathic ability, and breaks down empathic processes into several stages assumed required for each empathic type (e.g. initiation, selection, exploration, formulation, collection, and search closure). Addresses Emotional Intelligence as a technique for all empathic types and addresses the following topics: Defining Emotions, Types of Emotions (utilitarian emotions, aesthetic emotions, collective emotions, and basic and animal emotions), Features of Emotion (event focus, appraisal driven, response synchronization, rapidity of change, behavioral impact, intensity, and duration), Defining Affective Phenomena (preferences, attitudes, moods, affective dispositions, and interpersonal stance). In addition, this course addresses Emotional Regulation including the topics Emotional Dysregulation, Suppression, Detachment, and Empathic Fatigue. Techniques and Strategies for Emotional Regulation include: Antecedent-Focused Strategies, Response-Focused Strategies, and Energetic-Regulation as a strategy. Techniques for Empathic Simulation include Positive Thinking and Speaking, and Focused Listening. Techniques for Empathic Interaction include Eye-Fixation Induction, and Termination of Induction. Techniques for Empathic Clairvoyant Cognition include Emotion Mapping.

**Total Hours (Reading): 4.5 | Total Hours (Assignments):**
:: Course 109 – Psychical Ethics

View Content

This course addresses psychical morality and ethics and the reason they matter. Includes a psychical oath, addresses the difference between morals and ethics, defines the caring response, addresses autonomy, duties, and the six-step ethical processes (i.e. gather relevant information, identify the type of ethical problem, use ethics theories or approaches to analyze the problem, explore the practical alternatives, complete the action, and evaluate the process and outcome). Topics also include maintaining personal integrity, addresses self-deception, the responsibility to improve the self, living with the business aspects, practice (peer) evaluation, unethical or incompetent practice, confidentiality, and informed consent. Topics also include ethical issues and end-of-life care such as; assisted suicide and euthanasia, includes ethical expressions and manifestations, and lastly, the consequences of unethical conduct as a professional. This course also addresses the ethical and professional standards for parapsychologists including topics on the protection of participants, funded research, responsibilities and rights of scientific collaborators, responsibilities related to scientific publication, responsibilities and obligations towards colleagues, responsible dissemination of information to the public, and protecting professionalism in the field.

Total Hours (Reading): 2.5 | Total Hours (Assignments): 1.5
:: Assignments & Exams

There are several types of assignments associated with this program. All assignments must be successfully completed in one course before moving on to its following course. Some assessments are graded while others exist exclusively for the benefit of enriching the learning process (e.g. critical thinking).

- **Reading Assignments** – The first step in all courses is the reading assignment. There are 2 reading assignments per course. While this sounds like a simple enough task, it can be a tough one. These assignments take students through the program textbook concept by concept, chapter by chapter, course by course. These assignments will permit the student the ability to complete other course assignments and pass their exams. Therefore, these assignments are the most critical, and therefore, should be taken at the students own pace.

- **Reflection Assignments** – These assignments help students thoughtfully process their reading materials. It helps them critically assess and understand what they are reading and learning. Each answer should be at least 250 words, or 3 paragraphs. These questions are not graded. In addition, there is no time limit on these assignments while taking these assignments.

- **Application Assignments** – These assignments help students practically apply the information provided as a means to bridge abstract concepts in to the real world. These assignment will ask you to list several things. Please make these lists detailed, and answer the subsequent questions provided. Each answer should be at least 250 words, or 3 paragraphs. These questions are not graded. In addition, there is no time limit on these assignments while taking these assignments.

- **Video Presentation Assignments** – These assignments
require the student to view video+audio presentations pertaining to program content developed to visually extend on textbook content. These presentations can include images and diagrammatical representations of parapsychological concepts. Presentations range from recommended viewing to required program assignments (i.e. viewing is required to in order to complete other assignments).

- **Terminology Matching** – These assignments require the student to match up terminology utilized in certain chapters with its respective definition. These assignments must be successfully completed in one course before moving on to its following course (i.e. must have a score of 100%). There is no limit to how many times you can attempt this assignment, and the student's highest grade will be the recorded grade. In addition, there is no time limit on these assignments while taking these assignments.

- **Exams** – There are 9 exams in total, and 1 attempt at each exam allowed. The questions in the textbook are the questions on exams. A student must achieve a score of 70% or higher on each exam to complete this program and receive their diploma. Upon program completion, the student will receive their personalized diploma via the email address attached to their student account. Personalization can take up to 48 hrs.

:: Curriculum

View Content
<table>
<thead>
<tr>
<th>Models of Psi Mediation – Classical and Quantum Approaches – 101-A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction to Psi Modeling</td>
</tr>
<tr>
<td>2. The Role of Psi</td>
</tr>
<tr>
<td>3. Electromagnetic Models</td>
</tr>
<tr>
<td>4. Energy Field Models</td>
</tr>
<tr>
<td>5. Zero-Point Field Model</td>
</tr>
<tr>
<td>6. Quantum Mechanical Models</td>
</tr>
<tr>
<td>7. Quantum Information</td>
</tr>
<tr>
<td>8. The Nature Hypothesis</td>
</tr>
<tr>
<td>1. Conceptual Information</td>
</tr>
<tr>
<td>2. Contextual Information</td>
</tr>
<tr>
<td>3. Subsystems</td>
</tr>
<tr>
<td>4. Geomagnetic Entanglement</td>
</tr>
<tr>
<td>5. Permanent Macroscopic Entanglement</td>
</tr>
<tr>
<td>9. Quantum Non-Local Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Models of the Experiential Phase of Psi – Quantum Mechanical and Cognitive Aspects – 101-B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quantum Entanglement at the Macroscopic Scale</td>
</tr>
<tr>
<td>1. Biological Non-Local Communication</td>
</tr>
<tr>
<td>2. The Human Brain and Neuro-Quantum Interactions</td>
</tr>
<tr>
<td>2. Quantum Mechanics &amp; Cognitive Science</td>
</tr>
<tr>
<td>1. Quantum-Like Mental Entanglement</td>
</tr>
<tr>
<td>3. Pseudo-Sensory Models</td>
</tr>
<tr>
<td>4. Memory Models: Memory Theory and Associated Phenomenology</td>
</tr>
<tr>
<td>1. Receptive Psi Processes</td>
</tr>
<tr>
<td>2. Memory and Psi Processes</td>
</tr>
<tr>
<td>3. Memory and the First Sight Model</td>
</tr>
</tbody>
</table>

MSDP101-10S3 (C) – Course One
Extraneous Phenomenology and Subtypes:
Models of Extrasensory Perception – An Approach To ESP Phenomenology – 102-A

1. Sensation and Perception
2. The Sensory Systems
3. Sensory Modalities
4. Perception
5. The Bimodal Nature of Psi
6. Psi-Unconducive States – Disinterest or Distraction
7. Psi and Anxiety
8. Psi-Conducive States – Uncertainty, Confusion, or Disorientation
9. Psychic Predisposition
10. Intention
11. Extraversion
12. Motivation
13. Creativity and Innovation
14. Experimental Skills
15. Phenomenology of Extrasensory Experiences
16. Telepathy vs. Clairvoyance
17. General Extrasensory Perception
18. Realistic and Unrealistic Dreams
19. Intuitive Impressions
20. Hallucinations

Models of Telepathy – Association and Phenomenology – 102-B
1. Telepathic Association
2. The Phenomenology of Telepathy
3. Telepathic Cognition
4. Mechanistic Properties of "Knowing"
5. Telepathic Interaction
6. Hypnogenic Telepathic Interaction
7. Tense Information
8. Mechanistic Properties of "Compelling"
9. Telepathic Simulation
10. Tense Information
11. Mechanistic Properties of "Sharing"
12. Precognitive Telepathy
13. Tense Information
14. Mechanistic Properties and Precognition

Models of Clairvoyance – Association and Phenomenology – 102-C
1. Clairvoyant Association
2. The Phenomenology of Clairvoyance
3. Clairvoyant Cognition
4. Mental Mediumship
5. The Survival Hypothesis
6. Super-ESP Hypothesis
7. Mechanistic Properties of Anomalous Cognition
8. Mechanistic Properties of Anomalous Interaction
9. Physical Mediumship
10. Psychopoms
11. Clairvoyant Simulation
12. Probability Shifting
13. Tense Information
14. Mechanistic Properties and Shifting
15. Temporal Phenomenology
16. Mechanistic Properties and Temporal Phenomenology
17. Recorded Search-Based System Model
18. Neurological Causation and Postcognitive Processes
19. Tense Information
20. Mechanistic Properties and Postcognitive Processes
21. Contemporaneous Clairvoyance
22. Real-Time Search-Based System Model
23. Neurological Causation and Remote Viewing/Sensing Processes
24. Tense Information
25. Mechanistic Properties and Remote Viewing/Sensing Processes
26. Precognition
27. Probabilistic Search-Based System Model
28. Neurological Causation and Precognition
29. Tense Information
30. Mechanistic Properties and Precognition

Models of Empathy – Empathic Phenomenology – 102-D
1. The Phenomenology of Empathy
2. Empathic Simulation
3. Emotional Contagion
4. Mood Linkage
5. Tense Information
6. Mechanistic Properties of "Sharing"
7. Empathic Interaction
8. Tense Information
9. Mechanistic Properties of "Compelling"
10. Empathic Clairvoyant Cognition
11. Emotional Climate
12. Mechanistic Properties of "Knowing"
13. Temporal Phenomenology
14. Contemporaneous Clair-Empathy
15. Real-Time Search-Based System Model
16. Neurophysiological Correlates and Empathy

MSDP102-10S3 (C) – Course Two
1. Definitions of Extrasensory Perception
2. Limitations of the Categorical Approach
3. Use of Clinical Judgment
4. Organization of the Manual
5. Types of Information in the CSM-EE
6. Telepathy
   1. Phenomenological Features
   2. Severity Specifiers
   3. Associated Research & Laboratory Findings
4. Specific Culture, Age, and Gender Features
5. Familial Patterns
   6. Associated Terminology
   7. Criteria for Telepathy
   8. Telepathy Subtypes
      1. Telepathic Cognition
      2. Telepathic Interaction
      3. Telepathic Simulation
   7. Clairvoyance
      1. Phenomenological Features
      2. Severity Specifiers
      3. Associated Research & Laboratory Findings
4. Specific Culture, Age, and Gender Features
5. Familial Patterns
   6. Associated Terminology
   7. Criteria for Clairvoyance
   8. Clairvoyance Subtypes
      1. Clairvoyant Cognition
      2. Clairvoyant Interaction
      3. Clairvoyant Simulation
   8. Empathy
      1. Phenomenological Features
      2. Severity Specifiers
      3. Associated Research & Laboratory Findings
4. Specific Culture, Age, and Gender Features
5. Familial Patterns
   6. Associated Terminology
   7. Criteria for Empathy
   8. Empathy Subtypes
      1. Empathic Cognition
      2. Empathic Interaction
      3. Empathic Simulation
Dimensional Approach to Extrasensory Classification

1. Introduction
2. Phenomenological Dimensions
   1. Valence Dimension
   2. Dangerousness Dimension
   3. Arousal Dimension
   4. Impact Dimension
   5. Vividness Dimension
   6. Association Dimension
   7. Temporal Dimension
3. Onset/Course Dimensions
   1. Awareness Dimension
   2. Volition Dimension
   3. Control Dimension
   4. Functional Dimension
   5. Episodic Dimension
4. Supplemental Data
### Treatment Options:

**Recovery, Prevention, and Co-Diagnosis: 106-A**

1. Psychotherapy and Psi
2. Normalizing the Experience
3. Sharing and Support
4. Process-Orientated Education
5. "Ability" vs. Experiences

**Co-occurring Distress | ESP Conflict and Withdrawal**

1. Telepathic Cognitive – Simulative Experiences
   1. Presentation
   2. Obstacle to Therapy and Protective Strategies
   3. Process-Orientated Errors and Corrections
2. Telepathic Interactive – Empathic Simulative -Empathic Interactive
   1. Presentation
   2. Obstacle to Therapy and Protective Strategies
   3. Process-Orientated Errors and Corrections
3. Clairvoyant Interactive – Empathic Cognitive
   1. Presentation
   2. Obstacle to Therapy and Protective Strategies
   3. Process-Orientated Errors and Corrections
4. Clairvoyant Cognitive – Clairvoyant Simulative
   1. Presentation
   2. Obstacle to Therapy and Protective Strategies
   3. Process-Orientated Errors and Corrections

**Extrasensory Diffidence and Dissonance | Fallacies and Content Anxiety: 106-B**

1. Religious and Spiritual Dissonance
2. Additional Experience-Specific Issues
3. Crisis Mitigation Diffidence Dissonance
4. Mediumship Diffidence
5. Discarnate Communication Dissonance
6. Fallacies and Content Anxiety
   1. Extrasensory Fallacies
   2. Manifestation Fallacy
   3. Causal Determinism Fallacy
   4. Out of Body Experience Fallacy I
   5. Out of Body Experience Fallacy II
7. Psychical Sensation Fallacy
8. Extrasensory Content Anxiety
   1. Content Anxiety
   2. Vulnerability-Initiated Content Anxiety

**Extrasensory Vividity, Grandiosity, and Dependence: 106-C**

1. Vividity Issues
   1. Increased Experiences
   2. Altered States of Consciousness
   3. Childhood Onset
   4. Adult Onset
   5. Sensory Bonding
   6. Telepathic Victimization
2. Diminished or Cessation of Experiences
   1. Recovery from Conflict or Withdrawal
   2. Life Changes and Challenges
   3. Medication or Supplement
   4. Drug Use
   5. Reduction of Cognitive Distortions
   6. Subconscious Desires

**Meditation – Enhancing Skill Through Psychophysiological Well-Being: 106-D**

1. Importance of Mental Health
2. Importance of Physical Health
3. The Intersection of Neuroscience and Meditation
   1. Neuroplasticity
   3. Physiological Baselines
4. Neuroelectric and Neuroimaging Correlates of Meditation
   1. High Arousal vs. Low Arousal Meditation
   2. Low Level Arousal
   3. Concentration vs. Mindful Meditation
   4. Methods of Meditation
   5. Mantra Meditation
   6. Deep Breathing Meditation
   7. Visual Imagery Meditation
   8. Physical Object Meditation
   9. Yoga
   10. Qigong
   11. Tai Chi
   12. Music Meditation

**A Well Balanced Lifestyle and Diet**

- Aerobic Exercise (Endurance)
  1. Aerobic Dance
  2. Swimming
  3. Joggling/Running
  4. Elliptical Training
  5. Cycling
  6. Hiking
- Yoga
- Tai Chi
- Deep Breathing
- Progressive Muscle Relaxation
- Guided Imagery
- Music Meditation
### Intention and Enhancement: In Development

#### Telepathy - Intentional Telepathic Experiences and Techniques: 108-A

1. **Techniques: Cognition**
   1. Mind Mapping
   2. Concept Mapping
   3. Top-down and Bottom-up Strategies
2. **Method of Loci – Visual-Spatial Mapping**
   1. Memorization and Repetition
2. **Techniques: Interaction**
   1. Eye-Fixation Induction
   2. Physical Instantaneous Method
2. **Techniques: Simulation**
   1. Positive Thinking and Speaking
   2. Focused Listening
4. **Techniques: Precognition**

#### Clairvoyance – Intentional Clairvoyant Experiences and Techniques: 108-B

1. **Techniques: Cognition**
   1. Mind Mapping
   2. Concept Mapping
   3. Top-down and Bottom-up Strategies
2. **Method of Loci – Visual-Spatial Mapping**
   1. Memorization and Repetition
2. **Directed Cognition via Divination**
   1. Auditory Induction
   2. Kinesthetic Induction
   3. Visual Induction
2. **Non-Verbal Entity Communication**
   1. Positive Thinking and Speaking
   2. Focused Listening
4. **Techniques: Temporal**

#### Empathy – Intentional Empathic Experiences and Techniques: 108-C

1. **Emotional Intelligence**
   1. Defining Emotions
   2. Types of Emotions
   3. Utility of Emotions
   4. Aesthetic Emotions
   5. Collective Emotions
2. **Basic and Animal Emotions**
   1. Event Focus
   2. Appraisal Driven
   3. Response Synchronization
2. **Rapidity of Change and Behavioral Impact**
   1. Intensity and Duration
2. **Defining Affective Phenomena**
   1. Preferences
   2. Attitudes
   3. Moods
2. **Affective Dispositions**
   1. Interpersonal Stance
2. **Emotional Regulation**
   1. Emotional Dysregulation
   2. Emotional Suppression
   3. Emotional Detachment
2. **Emplacement Empathy**
   1. Antecedent-focused Strategy
   2. Response-focused Strategy
   3. Energetic -Regulation Strategy
   4. Empathic Simulation
   1. Process Stages
2. **Positive Thinking and Speaking**
   1. Focused Listening
   2. Empathic Interaction
   1. Process Stages
2. **Eye-Fixation Induction**
   1. Terminating Induction
2. **Empathic Cognition**
   1. Process Stages
   2. Emotion Mapping
Psychical Ethics – Morality and Ethics: What They Are and Why They Matter

1. The Psychical Oath
2. From Moral to Ethical
3. The Caring Response
4. Autonomy
5. Duties
6. Six-Step Ethical Process
7. Gather Relevant Information
8. Identify the Type of Ethical problem
9. Use Ethics Theories or Approaches to Analyze the Problem
10. Explore the Practical Alternatives
11. Complete the Action
12. Evaluate the Process and Outcome
13. Maintaining Personal Integrity
14. Self-Deception

9. The Responsibility to Improve Yourself
1. Remaining Competent
2. Improving Yourself
3. Vigilance Revisited
10. Living with the Business Aspects
11. Practice and Peer Evaluation
12. Unethical or Incompetent Practice
13. Confidentiality
14. Informed Consent
15. Ethical Issues in End-of-Life Care
1. Assisted Suicide and Euthanasia
16. Ethical Expressions and Manifestations
17. Consequences
18. Protection of Participants
1. Informed Consent
2. Confidentiality
3. Deception
4. Debriefing
5. Feedback
6. Treatment of Participants
7. Nonhuman Animal Subjects
19. Funded Research
1. Misuse of Research Funds
2. Openness in the Conduct and Reporting of Research
20. Responsibilities and Rights of Scientific Collaborators
1. The Roles of the Chief Investigator and Subordinate Workers
2. Authorship Assignment and Publication Credits
21. Responsibilities Related to Scientific Publication
1. Full Publication of research
2. Refereeing of Scientific papers
3. Proper Credit
22. Responsibilities and Obligations Towards Colleagues
1. Sharing Data with Scientific Colleagues
2. Conditions for Open Discussion and Criticism
3. Truthfulness
4. Fraud by Participants
23. Responsible Dissemination of Information to the Public
24. Protecting the Professionalism of the Field

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