



LIFE CHIROPRACTIC COLLEGE WEST

Engaging the Science of Vitalism in Practice and Life: Embodying the Biology of Belief

Instructor: Bruce Lipton, PhD, Jeff Rockwell, DC, Omri Sitton, DC

Sponsored by Life Chiropractic College West

Summary

The frontier sciences of fractal geometry, quantum biophysics, neuroscience, epigenetics, cognition practices and polyvagal theory have profoundly revised our understanding of cell and human biology. Current research reported in mainstream scientific journals (e.g., Science, Nature and the Journal of the American Medical Association) provides for a “new biology” that validates the vitalistic model of health proposed by D.D. Palmer in 1895. **The new version of vitalism, neo-vitalism establishes a solid scientific foundation for the practice of chiropractic.** This powerful new knowledge can enhance your professional practice and, as importantly, your personal life.

Modern Science and the Practice of Vitalism: The frontier of science is offering an integral understanding of the mechanics of life at all levels of living systems – cellular, social and ecological – which profoundly revises our perception of reality. Scientific insights, from deep ecology, fractal geometry, quantum biophysics, epigenetics and the neurosciences offer a new emerging vision – one that sees the world as a network of interconnected and interdependent phenomena.

Through the experience of deepening one’s connection to self, community and the cosmos – we will validate the perennial philosophy of DD Palmer’s vitalistic contribution to the foundation of chiropractic. Join Bruce, Omri and Jeff, for an illustrated and animated presentation that will inspire your spirit, engage your mind, and challenge your creativity, as you comprehend the enormous potential for applying this information in your personal life and practice!

Learning Objectives

By the end of the seminar, participants will:

1. describe leading edge research that reveals how perception of environmental signals controls behavior and gene expression - the science of *epigenetics*.
2. describe how quantum mechanical energy fields, including thought, interact with cellular proteins to control life.
3. describe how membrane protein perception complexes translate Innate Intelligence into biological behavior. These signal-translating proteins represent the fundamental “building” blocks of human consciousness.
4. become aware that prenatal and perinatal experiences provide for programmed perceptions, the basic physiology and behavior-controlling units of awareness that comprise the *Educated Mind*.
5. describe the elements of the new biology that provide a scientific foundation for Palmer’s Chiropractic Philosophy.
6. understand the basic fractal geometry of Nature and how its iterated patterns mirror human patterns.
7. have a better understanding of the new model of the Autonomic Nervous System (ANS), derived from new research on the Polyvagal Theory;
8. understand how their ANS’s “range of motion” may be restricted and how to get back to their original orienting system. Participants will know how to retrain their autonomic nervous system in order to dwell, orient to and engage life from a place of connection, play, love and intimacy with themselves and with

Postgraduate & Continuing Education

25001 Industrial Blvd, Hayward, CA 94545 USA

P +1 (510) 780-4508 F +1 (510) 780-4518 E conted@lifewest.edu lifewest.org

- others.
9. have the ability to practice mindfulness somatic activities, and reference the research behind the science, to shift their autonomic states from defense to growth.
 10. learn the relationship between skin and brain, and how to help change or modulate old, outdated nervous system patterns through a specific type of touch.
 11. appreciate the power of metaphor in how we shape our beliefs and our ability to perceive. Participants will also learn to distinguish between metaphors that help and those that hinder the brain's task of helping us grow and change through feeling safe, rather than threatened.
 12. be inspired to take these embodied experiences "from their chairs to their practices and their lives" – to change their beliefs and feel more empowered as the creators of their own lives!

Teaching Methods

Lecture, slides, notes, discussion, meditation/exercises

Outline:

Hour 1	<p>Sitton</p> <ol style="list-style-type: none"> 1. Introduction to course. Relationship to of course content to chiropractic philosophy and clinical practice. Suggestions for integrating concepts into practice in order to be a better practitioner and improve health outcomes. Connection to improved patient compliance. 2. Define Embodying –why embody anything? To embody something new would mean we have to change relationship to our structure (by applying new behaviors) that will ultimately pave new perceptions towards cementing new beliefs. Embodying is a role that the body plays in shaping the mind. Embodying: the word "body" in embodiment gives form to an idea that is formless. (A wedding ring is the embodiment of Love) <ol style="list-style-type: none"> a. allows us to shape the field that influences our lives. b. the actual feeling of a lived experience c. trusting our own bodymind as the ultimate teacher/guru 3. Create a Field – MEDITATION <ol style="list-style-type: none"> a. Discuss an intro to research on brain/structure changes due to meditation b. Guided meditation
Hour 2	<p>Lipton</p> <ol style="list-style-type: none"> 1. The four <i>incorrect</i> "Assumptions" upon which modern biology is built: 1) Biology works by using Newtonian mechanisms; 2) Genes "control" biology; 3) Evolution is initiated with Random Mutations and 4) Evolution is based upon a competition for fitness. 2. The fallacy of Darwinian Theory: The search for hereditary mechanisms and the foundation of our belief in the "Primacy of DNA."

Hour 3	<p>Lipton</p> <ol style="list-style-type: none"> 1. An introduction to the principles of quantum physics. 2. Insight into the interface of energy and matter, the foundation of quantum biophysics 3. The science of energy fields and the role of vibrational information in controlling atoms and molecules.
Hour 4	<p>Lipton</p> <ol style="list-style-type: none"> 1. The study of Protein Chemistry: Total reductionism - taking life down to its fundamental mechanism. The science of how protein structure and function provide for biological expression. 2. The mechanism by which environmental “energy” signals control life: Insight to the “Secret of Life,” the interaction between proteins and environment. The molecular biology of the Triune (Intelligence-Matter-Force)
Hour 5	<p>Lipton</p> <ol style="list-style-type: none"> 1. Reviewing the science of <i>Epigenetics</i>: Understanding the mechanics of how environmental signals control genetic activity and cell behavior. Assessing the role of regulatory proteins in controlling the expression of DNA. 2. The biology of the cell membrane and how it functions as the “brain” of the cell. The membrane barrier separates Innate Intelligence from Universal Intelligence
Hour 6	<p>Lipton</p> <ol style="list-style-type: none"> 1. Understanding the mutually exclusive relationship between Growth and Protection. Assessing the Hypothalamic-Pituitary-Adrenal Axis (HPA axis) pathway and its role in controlling the stress response. 2. Current awareness of Telomeres and Telomerase activity. Defining the mechanisms that control the genetics of health and aging.
Hour 7	<p>Lipton</p> <ol style="list-style-type: none"> 1. The role of programming the Educated Mind and its influence on the genetic and psychological development of a child. 2. Integrating the new science with Complementary Medicine and Spiritual Healing 3. Questions/Answers/Review

Hour 8	<p>Sitton & Rockwell</p> <p>We will explore the embodiment antidotes to Lipton’s 4 myth perceptions.</p> <ol style="list-style-type: none"> 1. Myth: Biology works by using Newtonian mechanisms. Since universe is energy/quantum we offer the following points 2. Myth: Genes “control” biology Since the PM (plasma membrane/practice member) controls reality, we offer a new concept of viewing how to access conscious touch and the implications behind it. 3. Myth: Evolution is initiated with Random Mutations We will reinforce concept of “evolution is adaptive” through new insights into “Phylogenetic adaptation” of the ANS. 4. Myth: Evolution is based upon a competition for fitness Thrival of the fittingest (vs. survival of the fittest) has been examined as evolution = awareness + community. We will bridge concepts of the social engagement system into this simple yet profound equation.
Hour 9	<p>Sitton</p> <ol style="list-style-type: none"> 1. Following up on “The science of energy fields and the role of vibrational information in controlling atoms and molecules.” <ol style="list-style-type: none"> a. “Conscious Touch” as vibration of feeling safety in our body & in the world. Interface Touch hands on activity – check in to energy/structure (Epstein/Fritz) b. “Life is Tone” – DD Palmer’s first sentence gave us a clue on what we’re really adjusting as chiropractors. 2. Following up on the insight to the “Secret of Life” - the interaction between proteins and the environment. <ol style="list-style-type: none"> a. C-tactiles – touch towards safety b. Detection of safety by ANS through gestures, facial expression and sound c. The energy fields in our homes and offices and their contribution to creating safety.
Hour 10	<p>Rockwell</p> <ol style="list-style-type: none"> 1. Following up on “The biology of the cell membrane and how it functions as the “brain” of the cell.” <ol style="list-style-type: none"> a. Intro to the basic premise of the DNM model. (With experiential activity) DNM fulcrums to connect with the SES - practice session: three contacts (the “primary control center,” greater occipital nerves, and the vagus accessory nerves) b. Working with your Practice Member as a Plasma Mem-Brain (Fractal Touch – touching the body as a cell)

Hour 11	<p>Rockwell</p> <ol style="list-style-type: none"> 1. Expanding on “Understanding the mutually exclusive relationship between Growth and Protection.” <ol style="list-style-type: none"> a. Expanding our understanding of ANS from duality to triune b. Social ANS - connection and negotiation; play/mobilization without fear c. Sympathetic ANS - fight/ flight or mobilization with fear d. Parasympathetic ANS - rest/digest or immobilization without fear (aka intimacy) and dissociation or immobilization with fear (aka feigning death) e. moving from fear to love - amygdala mindfulness activity; 4-7-8 breathing with Fulford’s fulcrum
Hour 12	<p>Sitton & Rockwell</p> <ol style="list-style-type: none"> 1. Follow up to “The role of programming the Educated Mind and its influence on the genetic and psychological development of a child.” <ol style="list-style-type: none"> a. Let’s begin with establishing a healthy social engagement system and build on from there. b. Teaching kids to take a “Time In” vs. “A time out”. SRI stage 1 and Parallel breathing – Internal feng shui c. Seeing with the eyes of the heart activity and polyvagal “tapping” 2. Follow up to “Integrating the new science with Complementary Medicine and Spiritual Healing.” <ol style="list-style-type: none"> a. Mindfulness, compassion, touching and socializing (Sangha) as spiritual practices. b. The science that validates the development of the mind through mindfulness practices. 3. Review: Relationship to of course content to chiropractic philosophy and clinical practice. Suggestions for integrating concepts into practice in order to be a better practitioner and improve health outcomes. Connection to improved patient compliance.