



**LIFE STYLES UNLIMITED**  
THE TRANSFORMATION COMPANY

*Challenge Yourself*

*Change Your Thinking*

*Change Your Life*

CHALLENGE YOURSELF - CHANGE YOUR THINKING - CHANGE YOUR LIFE

## **LCC Continuing Education Department Senior Programming**

### ***1) Course Proposal Worksheet***

#### **Course Proposal**

Instructor Name: Jed A. Reay

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Proposed Course Title: New Thoughts For New Careers

Total Number of Class Hours: 8 hours 4-2hr. courses

Brief Course Description (provide an overview of the course and its relevance or usefulness to students)

Thought transformation - from the science and the internal cellular responses (biological level) to the more esoteric levels, thoughts have a powerful and lasting effect on our behavior and the results of that behavior. Students will learn how their thoughts of what they believe to be true and congruent with their past can affect their future outcomes (ie jobs, re-education, and family) This course will help guide students in the process of thought transformation, helping them understand the need to embrace new ways of thinking. Students, having a new way of seeing, feeling, and reacting to their current life situation, by changing the thought process can make what might have seemed insurmountable. Now they will be able to adapt to new beginnings (re-entering workforce, business environment, educational establishments and so forth).

Topics to be covered (the number of sessions is not fixed; your class may be longer or shorter than 10 sessions):

1<sup>st</sup> Session – Introduction, review syllabus with class,. General overview of thought transformation, open discussion, create (pre) personal mission statements, and complete exercises 1-3.2. These exercises will help establish and guide students to a better understanding of the choices they have in their transformation process. (ie) (mission

statements on what they want their new career or job to look like and how they see that transition occurring).

2nd Session Physical manifestations Biology of Belief discussion, and complete exercises 4-5. This class will discuss how empirical evidence shows that cellular changes really do take place, at any age and that these changes have a profound effect on the transition process. That this cellular change can help individuals make thought transition must easier if it is understood correctly.

3rd. Session The role Society and collective consciousness plays in the thought transformation process, complete exercises 6-7.2. This class will guide students in understanding the effects of what they think society's role tells them about their age related place, and how they have a much greater control over these views, ideas, and changes that they may now believe will be made.

4th Session Guest Speaker (TBA) , This guest will address the ultimate power and influence that this particular population still holds, and how that will affect their choice of which way their thought process will take them. Complete exercises 8-11 Final Post personal mission statement evaluation.

Objectives: Please list skills, abilities, and knowledge students will gain by taking this class.

What will they learn to do? Please state this in terms of student outcomes (i.e., the student will be able to identify 10 species of birds).

Students will gain a better understanding of how the knowledge and processes they currently possess will assist them in the thought transformation process. This will guide them to a better understanding of role reversals, (parenting again) and their status in the employment market. Thought transformation can play a pivotal role in the success or failure of going back to work, even if that transition is a completely new path. This class will also have profound effects of their relationships with the younger, more aggressive, population which is an example of the societal norms that this age population faces, and will deal with during their energetic transition.

How will you determine that students have met the specified outcomes?

This will be done by measuring the changes of a Pre & Post evaluation of their personal mission statements, also by evaluating a series of reclamation statements which each student will be responsible for completing. These statements are written statements that each student will then record (audio recording) themselves reading aloud. These audio recordings are like affirmations, in their own voice, but are current as if they have already occurred. They are emotionally charged thoughts. They are statements that place the student in a completed transition in the new path they have determined for themselves.

Are there rules and regulations which students must follow (safety practices, attendance, completion of projects, etc)?

Attendance and completion of class discussions. All this will be predicated on the pre/post mission statements, as well as completion of the reclamation statements (Audio Recordings).

What skills, education and experience do you have which have prepared you to teach this class?

BS in Psychology U of Oregon 1987

MS Business Communication Rhetoric U of Oregon 1989

The ability to create life empowerment course work.

Describe your teaching style and techniques, and explain how you involve students in the learning experience.

My style is: Open, interactive, communicative, supportive, engaging

I am very interested in a bidirectional educational experience. I create passion in spirit of the environment. This helps to create successful interaction and creativity among the participants in the classroom.

an equal opportunity/affirmative action institution

The remaining questions may or may not be relevant to your particular class. If any of them do

not pertain, please indicate that by writing N/A.

Required Text (title, author, edition, and publisher)

NA

Recommended or assigned reading (please be specific)

Recommended Only

Biology of Belief by Bruce Lipton, M.D.

Equipment/supplies to be furnished by LCC or instructor  
White Board and Accessories

Equipment/supplies to be furnished by student; include cost

Paper (journal) preferred

Pen/Pencil What prerequisites or skills should students

have before taking this class.

Students should have a desire to think and respond beyond their knowledge. To have a desire to create new thoughts, and new transitions about the paths they will be taking.

Think out of the box.

## ***2) Syllabus Preparation Worksheet***

**Course Title: Transform Your Thoughts Transform Your Life: New paths to new beginnings and re-integration into the changing world.**

**Instructor(s): Jed A. Reay**

**Course Description:** An Introduction to Transformational Thought From the Esoteric to the New Biology. This is a cursory overview of how thought can have a direct effect on the behavioral outcome of one's life.

This course will help guide students in the process of thought transformation, helping them understand the need to embrace new ways of thinking, and how this really can have a lasting effect. Students, having a new way of seeing, feeling, and reacting to their current life situation, by changing their thought process can make what might have seemed insurmountable. Now they will be able to adapt to new beginnings (re-entering workforce, business environment, educational establishments and so forth).

### **Course Objectives:**

By the end of the term you should know the following concepts:

You will gain a better understanding of how and why the knowledge and belief you currently possess will either assist you or limit you in the thought transformation process. This will guide you to more productive health choices while navigating the current changes that are taking place in your world today. (ie) workforce re-entry, integration with extended family, rethinking your place and position in the world around you.

### **Class Format:**

Each class meets for 2 hours, with a 15 -minute break. The class includes some lecture along with some hands-on exercises done with support from the instructor and student.

### **Materials:**

Writing Journal  
Writing Instrument

### **Disability Resources Statement:**

*The following statement is to appear on every class syllabus and may be posted in department offices or classrooms:*

If you need support or assistance because of a disability, you may be eligible for academic accommodations through Disability Resources. For more information, contact Disability Resources at (541) 463-5150 (voice) or 463-3079 (TTY), or stop by Building 1, Room 218.