

**Master of Science in Complementary & Alternative Medicine**  
**Akamai University Institute for CAM Studies**  
**Dr. Mary Jo Bulbrook, Dean & Dr. Christine Bair, Program Director**  
**Revised for 2021 – 2025**  
[Institute for CAM Studies Website](#)



To meet the challenges of our global healthcare needs, a multitude of issues are imperative and driving changes in health education and health care delivery. Complementary and Alternative Medicine (CAM) is on the forefront of providing direction to these changes.

The future of health care includes the following topics: empowerment of client in health care choices, partnerships in health care delivery, reduced cost by using complementary approaches vs heavy reliance on symptom disease model of care.

Changes include efficiency, economic imperative, public demand, public satisfaction, safety, efficacy, access, ethics, humanitarian and socio-religious-cultural perspectives as well as the usual criteria in health and healing.

There is a thriving interest and demand with private utilization of healing resources that currently fall outside of mainstream healthcare. However, CAM is rapidly moving into mainstream. At AU we are prepared to work with students to be on the cutting edge of innovation, expertise and competency through the newly launched Institute for CAM Studies dedicated to set the highest standards of practice, teaching and research in Complementary and Alternative Medicine.

CAM practices have satisfied unmet needs of conventional care. They are now teaming up with some innovative health care institutions. Complementary and Alternative Medicine includes theory and practice from ancient and modern health care from the East, West and in between to meet the current health care needs in a variety of different cultures and health care systems that have been modernized in some cases to fit the current models of care. The degree programs include choice of one of six concentrations to choose from: Energy Medicine, Energy Psychology, Integrative Health, Energy Dynamics, BioField Feedback and Transpersonal Studies.

To the extent to which CAM diversifies and extends healthcare concepts, practices, responsibilities, and options, however bright the promise, it also seems very bewildering where to choose and how to integrate them into health care and one's practice. There are such a vast amount of healing modalities and options to choose from, this dilemma raises the question, where do you begin?

The following questions are formulated to guide this quest producing leaders to guide the way:

- How and where did complementary therapies originate?
- Do they work?

[Institute for CAM Studies Website](#)

- If they do, what and who for, at what time, with what else, in what way, in which context and delivered by whom?
- How do we contribute to the published evidence to document this?
- How do these diverse practices "complement", integrate with or even serve as alternatives to conventional care or other forms of "CAM" for that matter?
- Who is qualified to practice what and how are issues of safety, competence/expertise, and ethical practice addressed?
- How do we apply and develop optimal scientific and epistemological methods to address issues of efficacy, safety, satisfaction, development, and integration?
- Where do professional regulation and appropriate business practices fit in?
- How are we to collaborate and communicate with one another when concepts and techniques are so varied?
- How can the history of healing systems give us clues to the farther reaches of possibility and development?
- How do we deepen and extend our current health practices?
- How should media and information resources for the public be planned, coordinated and integrated into health care?

All of these questions and more, demand critical reflection and systematic inquiry. Akamai University's programs are strategically placed to address them and provide leadership to the future of health and healing.

What questions are of interest to you? They ARE the kind of questions we encourage you to explore with us through our degrees and certificate diploma programs in our School of CAM at Akamai University.

We welcome you and will do whatever we can to make your journey of development, learning and discovery an enjoyable one!

We hope you join Akamai University's CAM Program!

Dr. Mary Jo Bulbrook, BSN,, RN, MEd., EdD, CEMP/S/I, HTCP  
Dean, Integrative Health College [mj.bulbrook@akamai.university](mailto:mj.bulbrook@akamai.university)  
Dean, Institute for CAM Studies, [mj.bulbrook.au@gmail.com](mailto:mj.bulbrook.au@gmail.com)  
Dr. Christine Bair Program Director, CAM, [cbair9@comcast.net](mailto:cbair9@comcast.net)

[Akamai University New Website](#) 1.919.724.9657 AU office phone

## **TARGET AUDIENCE**

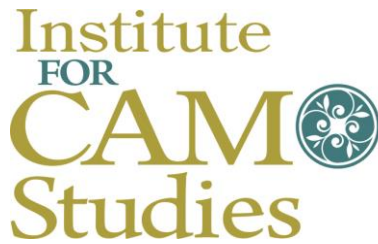
The Master of Science in CAM is designed to serve the needs of a broad array of health care practitioners, (doctors, nurses, psychologists, mental health professionals, social workers, counselors, paramedics) energy-based practitioner of all persuasions and scholars.

[Institute for CAM Studies Website](#)

Akamai University respects the training completed at quality CAM institutions, such as those listed below. Training completed from these recognized CAM training programs are highly desired and can be applied toward important elements of the major concentration requirement for the Akamai Master’s Program. Concentrations are available in the following areas: Energy Medicine, Energy Psychology, Energy Dynamics, BioField Feedback Transpersonal Studies, and Integral Health.

<b>Approved CAM Training Programs</b>			
<b>Energy Medicine</b>	<b>Energy Psychology</b>	<b>BioField Feedback</b>	<b>Dynamic Energy</b>
Healing Touch (HT)	Tapas Acupressure Technique (TAT)	Touch For Health (TFH)	Movement: Yogi, Qigong, Tai Chi
Transform Your Life through Energy Medicine (TYLEM)	Wholistic Health Easily & Effectively (WHEE)	Donna Eden’s Energy Medicine / Kinesiology	Shamanism, Traditional Healers, Native American Healing
Energy Medicine for Animals (EMAP)	Neuro-Linguistic Programming (NLP)	TFHKA	Nutritional & Herbal Medicine,
Resonance Modulation in Energy Healing	Energy Psychology with Animals	TFH Metaphors	Homeopathy
Reiki	Disaster & Trauma Relief	eTouch for Health	Sound Healing
Holistic Health (for doctors, nurses, others)	Allergy Antidotes Made Easy	Top Ten Pain Relief	Applied Eco-Psychology
Healing Pathways	HBLU Approach to Clearing Blocked Memories of Trauma	Applied Kinesiology	Past Life Regression
HT Spiritual Ministry	The Grace Process	Three-In-One Concepts	Color Healing
HT for Animals	Heart Assisted Therapy	EDU Kinesiology	Nature as Healer
Rosalyn Bruyere’s Healing with Light	EMO Trance	Bio kinesiology	Spirituality and Consciousness
Barbara Brennan’s School of Healing	EMDR	Body Talk	Logo synthesis – Power of Words
Polarity Therapy	Thought Field Therapy	Neuromuscular Therapy	Spirit Release
Acupuncture	Emotional Freedom Technique	Cranial Sacral	Naturopathy
Quantum Touch	Transpersonal Studies	Wellness For All	Integral Health

**Institute Affiliated Partners:**



Dr. Mary Jo Bulbrook, EdD  
President, Akamai University

Dean, Institute of CAM Studies  
3211 Gibson Road, Durham, NC 27703,  
USA 1.919.724.9657 / [Akamai University](#)



Dr. Mary Jo Bulbrook, Ed.D, President  
1 (919) 381.4198

[maryjo@energymedicinepartnerships.com](mailto:maryjo@energymedicinepartnerships.com)  
[Energy Medicine Partnerships](#)

Welcome to

[Akamai University](#)

## PROGRAM RECOGNITION

The Akamai degree programs in Complementary and Alternative Medicine (CAM) are recognized by the following associations and professional organizations.

**The Research Council for Complementary Medicine (RCCM)** was founded in 1983 by a group of enthusiastic practitioners and researchers from both orthodox and complementary medicine. Today, their aim is to develop and extend the evidence base for complementary medicine in order to provide practitioners and their patients with information about the effectiveness of individual therapies and the treatment of specific conditions. Akamai was listed with RCCM beginning in 2004.

**Innersource** provides information and self-study programs for developing optimal health, personal growth, spiritual development, and well-being through Energy Medicine, Energy Psychology and Conscious Living programs for professionals, laypersons and students. Innersource also offers energy psychology information, research, and support, award-winning home-study training resources for professionals, laypersons, and graduate students. Innersource began collaboration with Akamai University on 29 March 2005.

**The British Institute of Homeopathy** is recognized as the largest, most successful school of homeopathic medicine in the world. Internationally recognized for excellence in education, it offers an outstanding curriculum, featuring a student body exceeding 11,000 residing in 80 countries. The British Institute of Homeopathy is best known for its exceptional, self-paced distance education courses, professional personal tutors and interactive lessons which makes for a thoroughly enjoyable educational experience for the dedicated student.

**The Center for Traditional Medicine** promotes the cross- cultural healing arts and sciences and advances social change to benefit individual and community health through activist scholarship, research and practice.

## **INTERNATIONAL RECOGNITION**

**Akamai University is recognized by the following international associations**

- ✚ World Federation of UN Associations
- ✚ Institute for Global Education
- ✚ World Peace Society
- ✚ International Vocational Education and Training Association
- ✚ Institute of Certified E-Commerce Consultants
- ✚ Accreditation Service for International Schools, Colleges & Universities - ASIC  
League



Akamai University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC). Akamai has been designated as an ASIC Premier University for demonstrating several quality areas of strength and good practice. ASIC is a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC, and is one of a number of international accrediting bodies listed in the international directory by the Council for Higher Education Accreditation (CHEA) in the USA and is a member of the CHEA International Quality Group (CIQG). ASIC is an approved accrediting body in compliance by the UK Border Agency (UKBA).

ASIC Accreditation provides reassurance to the UK Border and Immigration Agency that the college meets their strict requirements for overseas students and, in general, does not harm the perceived quality of the United Kingdom education provision.

[ASIC Premier University Certificate of Accreditation](#)

[Akamai University Listing in ASIC Accredited Colleges Directory](#)

*According to the ASIC Accreditation Handbook, page 10: Colleges which are deemed by the Accreditation Committee to have satisfied a number of indicators of commendable provision in identified sub-areas in each Area of Operation will be awarded a commendable grade for that Area and those colleges which are awarded commendable grades in at least six Areas, normally including Areas B, C, D and E, will be awarded Commendable overall. These colleges will have ASIC Premier College status.*

Under Hawaii law HRS446E, universities not yet accredited within the USA must publish the following disclaimer relative to its accreditation, even when highly recognized accreditation is achieved overseas. Akamai respects the State of Hawaii Office of Consumer Protection, in its attempt to protect the public and our potential students, and therefore Akamai shall continue to publish the disclaimer, now, even with ASIC Premier University accreditation.

Akamai University is not accredited by an accrediting agency or association recognized by the US Department of Education. Before undertaking any program of studies in higher education or training, Akamai University strongly advises interested applicants to consult with licensing authorities, professional associations, colleges and universities, and prospective employers to determine with clarity if the desired degree program will meet their professional requirements.

## INTERNATIONAL RECOGNITION

[Millennium Project](#)

[Institute for Global Education](#)

[World Peace Society](#)

[International Vocational Education and Training Association](#)

[United Kingdom Group of International Professional Bodies](#)

[Institute of Certified E-Commerce Consultants](#)

[Akamai Education Programs](#)

[Akamai Corporate Charter](#)

[Statement of Accreditation](#)

[Educational Affiliations](#)

### Millennium Project

Millennium Project provides an international capacity for early warning and analysis of global long-range issues, opportunities, and strategies. The project is not a one-time study of the future, but provides an on going capacity as a geographically and institutionally dispersed think tank. Akamai University was first granted institutional affiliation with the Millennium Project on 2 January 2003.



[Millennium Project Email](#)   [Millennium Project Website](#)

**Institute for Global Education** The Institute for Global Education is a special NGO consultant to the United Nations Economic and Social Council. Its goal is to educate those who desire to participate in a world where peace is a way of life. Educating and Counseling With Nature: The Institute of Global Education Department of Integrated Ecology conducts Project NatureConnect with online programs in Applied Ecopsychology and Integrated Ecology. Akamai University was awarded formal affiliation on 2 January 2003.



[Statement of Affiliation \[Click to View\]](#)

[Institute Email](#)

[Institute Website](#)

### World Peace Society

World Peace Society is a dynamic multinational institution dedicated to advancing world peace by non-violent means. Akamai University was offered affiliation with the Places of Peace Program and World Peace School



on 3 May 2004. Please be encouraged to make contact with this essential group.

[World Peace Email](#)

[World Peace Website](#)

### **International Vocational Education and Training Association [IVETA]**

IVETA is a membership association and network of vocational skills training organizations, business and industrial firms, vocational educators and other individuals and groups interested or involved in vocational education and training worldwide. IVETA is dedicated to the advancement and improvement of high-quality vocational education and training wherever it exists and wherever it is needed. Akamai University was first admitted to membership on 4 March 2005. [IVETA Website](#)



### **PROGRAM FACULTY**

- Mary Jo Bulbrook, EdD, RN, BSN, MEd, CEMP/S/I, HTCP  
Dean of the Institute of CAM Studies  
Complementary and Alternative Medicine Program Director  
Primary focus: International Practice & Teaching CAM Worldwide & Relationship with Indigenous Healers
- Christine Bair, RN, ThD, PhD, Lpc, LMFT, Energy Therapy, Heart Field  
Program Director, Complementary & Alternative Medicine
- Delphine Rossi Knowlton, MS, ThD, Rev. CAM Practice & Research
- Suchinta Abhayaratna, Th.M, ThD, Rev. Transformational Psychology
- James L. Oschman, Ph.D., Energy Medicine
- Dan Benor, MD, Energy Psychology Psychiatrist
- Beverly Rubik, Ph.D, Energy Research
- Ronald Boivin, Ph.D., Energy Psychology, Energy Medicine
- Owen Owunwain, Ph.D., Energy Psychology, Energy Medicine, Complementary Therapies
- Christina Ross, PhD, Energy Medicine, Energy Dynamics, Integrative Health, Research
- Kimberly Burnham, PhD, Energy Medicine, Integrative Health
- Douglass Capogrossi, PhD, Energy Medicine, Research
- Melinda Connors, PhD, Energy Medicine, CAM Researc
- Ester Coronel De Iberikleid, PhD, Energy Psychology, Energy Medicine

### **ENTRY REQUIREMENTS**

#### **Master's Program**

As prerequisites for acceptance to the master's program, applicants should have completed the equivalent of a recognized baccalaureate degree in an appropriate field of study and have several years of meaningful professional experience.

Applicants are expected to be proficient in collegiate English language skills and are expected to have access to a computer, email and the Internet, and outside library resources for the full extent of their program.

Completed training from a recognized practitioner program is highly desired and can be applied toward the diploma or used as elements of the major concentration for the Master of Science in Complementary Therapies.

## **DEGREE REQUIREMENTS**

### **Master's Program**

Students in the Master of Science in CAM will complete a minimum of 40 credits above the baccalaureate level including comprehensive examinations and a thesis or scholarly project. The coursework requirements include the academic major, the major concentration, research preparation, the thesis or major project, and additional electives, as needed, to satisfy the minimum credit requirements.

The finishing activities for master's students include completion of a comprehensive examination at the conclusion of the academic coursework; preparations of a formal thesis or project proposal, complete the thesis or project, and prepare the manuscript for faculty review. Master's students also complete an oral review of thesis or project at the conclusion of the physical manuscript review.

The Master's degree expectations include the following elements of 40 credits above the bachelor's degree:

- Core Elements of Academic Major (Required: 18 credits minimum)
- Major Concentration (Required: 9 credits minimum)
- Research Preparation (Required: 3 credits minimum)
- Comprehensive Examination (Required: 2 credits)
- Thesis Proposal (Required: 2 credits)
- Thesis Project (Required: 4 credits)
- Oral Review of Thesis (Required: 2 credits)

### **CORE COMPETENCIES (the following 18 credits)**

Master's students in CAM must complete 18 graduate credits in core coursework comprising an academic major or the equivalent from another institution or another related department of AU. CAM foundational competencies are in theories, principles, practices, research, historical, philosophical, and social-cultural implications of the complementary medicine. These courses represent the core competencies and essential elements, which define your field of study and establish the underlying foundations upon which you may base your advanced professional development.



**Required CAM courses: (18 credits) or the equivalent transferred in credits.**

- CAM 500: Readings in CAM (3 credits) substitute: CAM 506 Theories, Principles & Practice in Holistic Care 3 credits
- CAM 501: Essential of Energy Medicine substitute CAM 783 Directed Study in Energy Medicine Medical Qigong 3 credits
- CAM 502: Optimal Integral Health (3 credits) substitute CAM 508 Integral Health 3 credits
- CAM 525: Touch Healing Ethics for Practices & Teaching Energetically (3 credits)
- CAM 530: Anatomy & Physiology of the Energy System (3 credits) substitute CAM 751 Field Study in CAM 3 credits Nurse resilience research project
- CAM 771: Directed Professional Studies in CAM 3 credits

**Major Concentration (Required: 9 credits)** Participants complete a major concentration comprised of nine credits of specialized studies selected from one the following fields of inquiry:

- Energy Medicine

**Energy Medicine (Students in this concentration select 9 credits)**

CAM 506: Theories, Principles and Practices of Holistic Health (3 credits)

CAM 507: Cross-cultural Traditional Healing Practices in Counseling & Psychotherapy (3 credits)

CAM 508: Integral Healthcare (3 credits)

CAM 526: Directed Intentionality, Prayer and Distance Healing (3 credits)

CAM 529: Preventative Medicine (3 credits)

CAM 540: Program Planning for CAM (3 credits)

CAM 560: Advances in CAM (3 credits)

CAM 751-759: Field Study in CAM (3 credits)

CAM 780: Specialty Theory & Application (3 credits)

CAM 781: Specialty Practicum (3 credits)

CAM 782: Specialty Special Project (3 credits)

CAM 783: Specialty Directed Study (3 credits)

**Description of CAM 780-783: External Training in CAM Directed Study (3 - 9 credits)**

Students pursue special "external" training via an approved CAM training course offered at another accredited and approved institution during or prior to entrance at Akamai University.

An example would be professional courses (often for entry-level or continuing professional development and education certification) in Healing Touch (HT), Tapas Acupressure Technique (TAT), Resonance Modulation in Energy Healing, Emotional Freedom Technique (EFT), Transform Your Life through Energy Medicine (TYLEM), Touch For Health (TFH), Energy Kinesiology, Polarity Therapy, Wholistic Healing Effective and Effortless (WHEE), Neuro Linguistic Programing (NLP), Thought Field Therapy, Aromatherapy, Acupressure, Hypnotherapy, Reflexology, Yogi, Qigong, Mysticism, Buddhism, or Reiki. These

recommendations of qualified training are under the collaborative supervision of qualified faculty from training sponsors, as appropriate.

These course options are intended to allow students to add significantly to their advanced knowledge in the discipline through applied practical energy based training under the leadership of qualified individuals and organizations. Additional documentation may be necessary to determine the current knowledge base of the applying student through interview, submitted documentation and / or additional course work.

Students begin the course of determining appropriate transfer credits with the preparation of a brief training proposal and identification of selective course work and training materials in support of the training. Approved training requires a completion certificate or letter of affidavit from the trainer or training organization. Training may also take the form of an on-the-job training, on-site internship, an apprenticeship or other formal or semi-formal training activity including professionally presented seminars, conferences, workshops, symposia and retreats that can document partial or all credits to be used

### **RESEARCH PREPARATION (Required: Minimum 3 credits)**

Master's students must pursue studies providing advanced research knowledge necessary for success in their final projects (thesis or major project in lieu of thesis). At least three semester credits of research preparation coursework is required and this might focus upon quantitative and qualitative methods or participatory action research techniques including subject selection, research design, and statistical analysis, as appropriate to each student's proposed project. Through this requirement, students learn to effectively define applied problems or theoretical issues and articulate the rationale for the study. They should learn to present an effective scholarly review of the academic literature and implement quantitative, qualitative or participatory action methods for evaluating academic issues.

### **Required: RES 591 Research Basics for Evaluating CAM**

### **COMPREHENSIVE EXAMINATION (Required: 2 credits)**

Once students have completed the coursework elements of their degree, they will be asked to schedule the Comprehensive Examination. The primary mentor and a faculty member representing the secondary academic area conduct both the written and oral components of the examination. The written portion is open book style with selected essay questions requiring creative responses that reach for the higher levels of cognition. Your answers are expected to draw from both the primary and secondary competencies of your program with proper referencing of the scholarly literature. The oral part of the examination is normally completed by telephone conference and is intended to allow detailed investigation of your written responses.

### **Required: EXM 880: Comprehensive Examination (Required: 2 credits)**

### **THESIS (OR MAJOR PROJECT) PROPOSAL (Required: 2 credits)**

You are expected to prepare a formal proposal related to your concept for research under the direction of your primary faculty advisor and according to University expectations. At a

minimum, your research proposal should clarify the thesis statement and methodology (including the data gathering instruments and data analysis techniques) and provide an effective overview of the scholarly literature that sets the foundation for the thesis. Your research proposal should also include a brief manuscript outline that demonstrates how you will present in written form the various elements of the research project.

**Required: RES 885: Thesis or Project Proposal (Required: 2 credits)**

**THESIS OR MAJOR PROJECT (Required: Minimum 4 credits)**

Following approval of your thesis proposal, you will begin your research project. Your thesis may take the form of a traditional research project or it may be a major scholarly project of the type appropriate to the discipline. Whichever approach to the thesis is chosen, the resulting project must demonstrate mastery of a body of knowledge in the major field of study, be your original work and represent a meaningful contribution to the betterment of the human condition or an improvement to the professional field. Your thesis research may be conducted via quantitative, qualitative, or participatory action research. The body of your thesis manuscript, structured according to a set of approved manuscript guidelines, should exceed 75 double spaced, typewritten pages. If your thesis takes the form of a scholarly project, it must follow the guidelines provided by the University.

**Required: RES 890: Thesis Project (Required: 4 credits)**

**ORAL REVIEW OF THE THESIS OR MAJOR PROJECT (Required: 2 credits)**

Once you have prepared the thesis manuscript, you will be asked to schedule the formal review process. Your primary faculty advisor and a faculty member representing the secondary academic area will conduct both the formal physical review of the thesis manuscript and the oral review of thesis.

The physical review of the thesis manuscript usually takes the review committee four to six weeks. Each reviewer will prepare questions and commentary relative to your underlying review of the literature, the thesis methodology, the mechanics of your project, and your presentation of the findings, conclusions and recommendations.

The Oral Review of Thesis is conducted under the direction of your primary faculty advisor with the assistance of one qualified member of the faculty. The examination is carried out by telephone conference call and is designed to allow detailed investigation of your thesis. The faculty reviewers explore with you issues related to your thesis including methodology, review of literature and interpretation of the findings.

One outcome of the thesis review process is a set of final expectations directing you through the remaining tasks for completing the thesis manuscript. Once your final manuscript is approved, you will submit the formal document to an approved bindery and later ship the bound thesis to the University for archival storage.

**Required: EXM 895: Oral Review of Thesis (Required: 2 credits)**

## **THE THESIS COMMITTEE**

### **Formation of Thesis Committee**

Master's students have a Thesis Committee of two qualified graduate faculty appointed to oversee and govern the student's program structure, progress of studies, comprehensive examinations and thesis / dissertation project

### **Responsibilities of Thesis / Project Committee**

Under leadership of the Committee Chair, responsibilities of the committee are as follows:

- Directing the preparation and approval of the student's plan for study, clarifying the timeline
- Assignment of faculty to provide instruction and to assist with the functions of the Thesis or Major Project Committee.
- Providing direction regarding the student's foundational studies, core studies, specialization, and research preparation coursework.
- Providing leadership by integrating appropriate research preparation coursework or assignments within the plan for study, distributing the coursework to appropriate faculty for instruction and advisement.
- Providing leadership for the written and oral components of the student's comprehensive final examination.
- Providing oversight, direction, and mentorship during the conduct of the student's research project and manuscript preparation.
- Providing leadership for the physical and oral reviews of the research manuscript.
- Assist the student in making formal changes in the plan study and timeline for completion, by written addendum, as needed to assure effective progress throughout the program of study.
- Providing final approval for the student's Thesis and overall degree program and cooperate fully in building the appropriate archival records for the University.

### **Committee Appointment Schedule**

The Committee Chair is appointed immediately following the student's registration and continues in charge of the student's program until final completion is recorded at the school of record. While the secondary and tertiary members of the Thesis Committee are identified and confirmed at the onset of the program, and listed in the plan of study, they become active later, just prior to the activities for which they are asked to participate.

### **Building the Student's Plan for Study**

Immediately following registration, graduate students begin work with their assigned Committee Chair and Program Director to structure their formal plan for study. The process determines and formalizes the elements of the student's Master's program and the timeline for completion.

The plan for study includes the following essential elements:

- Designation of the degree major for the Study Plan

- Identification of the required array of coursework for each element of the program.
- Identification of the secondary and tertiary members of the Thesis Committee.
- Appointment and notification of the course module instructors
- Acceptance of transfer courses for the student's program.

### **Timeline for completion of the degree program**

These activities require active participation in program planning by the student and may take considerable time to complete the dialogue and exchange of information. Students are strongly advised to discuss in detail the elements in the plan for study including the coursework, the examinations, and elements of research including the manuscript guidelines.

Once all of the decisions have been made concerning the plan for study, the student and Committee Chair sign the formal document. Copies of the document are sent to the University headquarters for entry to the permanent student record. The plan for study is then distributed to the participating schools and becomes the document that determines effective progress toward the degree. When the expectations laid out in the plan for study have been successfully accomplished, the student is recommended for the degree by the Committee Chair.

Students are alerted that the University can make no commitment to inclusion of course modules and assignment of instructors to a student program until after the plan for study has been fully processed and approved.

## **COURSE MODULES DESCRIPTIONS**

### **CAM 500: Readings in CAM (3 credits)**

Graduate students pursue detailed readings in the theories, principles and practices of Complementary and Alternative Healthcare. Readings can include energy medicine, somatic studies, and spiritual healing, behavioral and life style medicine, holistic health, integrative healthcare, complementary medicine, homeopathic medicine, Ayurveda medicine, Chinese medicine, and herbal medicine depending on the primary interest and background of the students. This course is required of all Master's students in Complementary and Alternative Medicine.

### **CAM 501: Essentials of Energy Medicine (3 credits)**

This course provides a comprehensive overview in a specific field of Energy Medicine, including theory, research, developments, applied practice and methods of self-care and treatment. It surveys the core knowledge and skills required of Energy Medicine practitioners. The course will provide the student with core references and resources for the remainder of their studies. Prerequisite: Graduate standing, acceptance into a Complementary, Energy or Behavioral Medicine program.

### **CAM 502: Optimal Integral Health (3 credits)**

This course is structured from the premise that most diseases encountered are really failures of our "doctor within". A breakdown of our natural defenses is caused when signals are ignored from our body that would enable us to halt an unhealthy process, and the balance between our

mind, body, and spirit is disturbed. Many emotional and mental illnesses result from the same ignoring of warning signals. This course focuses on the implications of an Integral Health approach to the well being of the person on all levels-the physical, emotional, mental, and spiritual. This includes processes of healing in the broadest sense-nurturing, organizing, growing, and inspiring. This brings about movement not only towards Optimal Health but finding the balance between the body, mind and spirit that transforms lifestyles. From the perspective of Optimal Health, the student will be able to empower others more effectively when he/she can experience personally the change in their own lifestyles.

**CAM 503: Principles of Naturopathy (3 credits)**

This course provides a thorough, integrated and comprehensive survey of the theories, principles, and clinical applications of Naturopathy, particularly as applied to mind-body and behavioral health. This is a core required course of the Behavioral Naturopathy program, providing the foundational grounding necessary for advanced studies to follow. Prerequisite: Graduate standing, acceptance into a Complementary Medicine, Energy Medicine, Mind-Body Healing, Integral Health Studies, or Behavioral Naturopathy program.

**CAM 507: Cross-cultural Traditional Healing Practices in Counseling and Psychotherapy (3 credits)**

This course surveys several of the world's major traditional and healing systems as applied to mental and behavioral health, including historical, spiritual-religious and traditional cross-cultural healing principles and practices for mental health and hygiene. Issues pertinent to integrating traditional healing into mainstream behavioral healthcare are also examined. This is a core-required course of the Behavioral Naturopathy program. Prerequisite: Graduate standing, acceptance into a Complementary Medicine, Energy Medicine, Mind-Body Healing, Integral Health Studies, or Behavioral Naturopathy program. The student must have completed a course in Introductory Psychology AND an introductory course in Theories of Counseling and Psychotherapy.

**CAM 508: Integral Healthcare (3 credits)**

This course provides a thorough, comprehensive and up-to date survey of the emerging field of Integral Medicine and practices in Mind-Body Healing, examining history, development, theory, principles, scope, research, key players and resources, applied methods transformational practice. This is flagship course of the three required core courses in the Integral Health Studies program, and is essential for placing your chosen studies and profession (the applied field) in context and perspective. Prerequisite: Graduate standing, acceptance into a Complementary Medicine, Energy Medicine, Mind-Body Healing or Integral Health Studies program.

**CAM 510: The Embodied Mind (3 credits)**

Where is the mind located? Ida Rolf taught that memories are in our muscles, and Candace Pert has found emotions in our bodies' neuropeptides. Ordinarily, the dominant paradigm regards the immune system as a scientific construct that seems distant from our felt experience, as something that cannot be sensed. Somatic therapists know that one way into the immune system is through the contents of the subconscious mind via bodywork. This course considers interaction among experience, memory, imagery, and the body. The course looks at foundational works for Somatic

Studies, including the work of Reich, Feldenkrais, Alexander, Grindler, and Selver. The student will be invited to survey these writers and compose short essays on their work. Then the student will choose one theorist to study in depth to write a final 15-page paper for the course. Is the body experienced as a machine, as spirit made flesh, as manifestation of mind? With anatomy as ground, this course surveys the spectrum of experience and the meaning of image. Required reading includes Gorman's *Moving Anatomy*.

**CAM 525: Touch Healing Practices & Ethics (3 credits)**

Touch Healing has found its way into many health care practices based on ancient traditions. From the religious ceremonies that are performed in some churches to nurses practicing the healing art in an operating room, this practice and its practical value are far from understood. What does science offer us with respect to touch healing as well as studying cultural perspectives regarding health and healing from a variety of traditions? Spirituality is a key part in the healing process and the cultural framework determines how this is integrated in health. This course allows the student the freedom to explore this subject without prejudices and address the ethics in all touch therapies.

**CAM 526: Directed Intentionality, Prayer and Distance Healing (3 credits)**

This course critically examines the practices, evidence base, and implications of healing through applications of consciousness, intentionality, and prayer.

**CAM 528: Parapsychology and Transpersonal Psychology: (3 credits)**

The course based in theoretical readings, PPS, video materials, scientific movies, books and articles, applied practices “ is an integrative one, explanatory and applicative too. The course is exploratory of a variety of para normal phenomena including the literature surrounding the field. Higher sense perception is one of the topics as well as astrology, telepathy and telekinesis, transmutation and levitation and reincarnation and transpersonal regression, near death experiences and spirits’ connections.

**CAM 529: Preventative Medicine (3 credits)**

In China a patient used to pay the doctor as long as the patient remained in good Health. When the patient got sick, he stopped paying the doctor. What are we doing in our medical systems about preventative medicine? Many insurers will reimburse you for expenses when you get sick, but not cover preventative measures. What do we understand about how to prevent illnesses? This course enables the interested student to explore this area.

**CAM 530: Anatomy & Physiology of the Human Energy System (3 credits)**

The basis for CAM theory and practice is the energy system and composed of the energy centers (chakras), energy field (aura), energy tracts (meridians), central power current (hara), radiant energy (core star), fragmented energies and interfering energies. This course presents the major writing and understanding of these elements with an opportunity to explore the interrelationships between and among various energetic systems. This course or the equivalent is foundation to understanding the scope of all CAM therapies.

**CAM 531: Nutritional and Dietary Healing (3 credits)**

Healing through diet is in common practice. Medical physicians practice some form of dietary healing especially with patients suffering from cardiac problems, but there is an entire school of thought about how proper diets not only can prevent illnesses, but reverse their course. There is much scientific evidence to support dietary healing, but what is really known about how and why some diets are preferable to others. This course will enable the student to pursue research in this subject.

**CAM 533: Essentials of Qi Gong (3 credits)**

Students are introduced to standing techniques, breathing and relaxing techniques, internal movement, healing techniques, internal and external exercises, Qi meditation, the healer within, and healing energy in everyday life.

**CAM 540: Program Planning for CAM (3 credits)**

Students who wish to pursue a concentration in the field of Complementary and Alternative Medicine would benefit from strategically planning their program so that it follows guidelines that can enhance their integrity as a CAM Healthcare professional. This course aims to support the nontraditional course work that is necessary for a CAM concentration with professional standards that have been set forth by the National Institutes of Health (NIH) National Center for Complementary and Alternative Medicine (NCCAM), as well as the core curriculum that serves the Allied Health professions and the U.S. Surgeon General toward acquiring licensing in many branches of the Health careers. With this, the overall program plan is tailored to meet the student's interests and needs.

**CAM 541: Major Domains of Complementary Therapies & Research (3 credits)**

Many professions, innovative programs and research initiatives are funded by Grants. In 1991, the National Institutes of Health established the Office of Alternative Medicine (OAM) to explore unconventional medical practices. The OAM has since been transformed into the NCCAM. Today the NCCAM has established major domains of practice in Complementary Alternative Medicine (CAM). This course aims to familiarize students with the standards that are unfolding in the U.S. national effort to integrate CAM into its present medical system and to include the understanding necessary to do research, and get funding for research in this area of study.

**CAM 548 Homeopathic Medicine I: Materia Medica, Laws and Principles (3 credits)**

Homeopathic medicine is an unconventional Western system that is based on the principle that "like cures like." This course serves the purpose of offering an overview of homeopathy and covers its origins, its basic principles, the use of various homeopathic remedies, including compatibility with other therapies. This course offers a comprehensive overview of the science, theory, applied principles and practices of homeopathy.

**CAM 549 Homeopathic Medicine II: Repertory, Case Taking and Applied Practice (3 credits)**

Homeopathic medicine is an unconventional Western system that is based on the principle that "like cures like." This course serves the purpose of offering an overview of homeopathy and



covers its origins, its basic principles, the use of various homeopathic remedies, including compatibility with other therapies. This is a second course offering a continuation of the comprehensive overview of the science, theory, applied principles and practices of homeopathy.

**CAM 551: Spiritual Health and Healing (3 credits)**

The objective of this course is to provide students with the opportunity to explore the relationship between spirituality, Health, and healing given perspectives from world religions. This course focuses on the physiological, neurological, and psychological effects of healing resulting from spirituality. In addition to topics of interest initiated by the learner, the topics explored in this study include; African, Buddhist, Jewish, Catholic, Islamic, Hispanic-Pentecostal, Christian Science, Nursing, Intercessory Prayer, Neurobiological aspects related to the placebo-effect, and the power of belief.

**CAM 555: Shamanism (3 credits)**

This course offers readings and experiences in the practice of shamanism. Journal entries, an annotated bibliography, and can include both theoretical and practical applications.

**CAM 556: Neurolinguistic Programming Overview (3 credits)**

Explores in depth the origins and practice of Neurolinguistic Programming (NLP). Describe the major theoretical underpinning's of this psychological system and how it has been practiced worldwide.

**CAM 557: Essentials of Hypnotherapy (3 Credits)**

Describe the theory, principles and practice of hypnotherapy and how it differs from the major applications in mental health. Discuss the risks and benefits of using this methodology in the care and treatment of clients in a variety of settings. How does this approach differ from the prevailing practice of mainstream mental health?

**CAM 558: Practicum in NLP (3 credits)**

The practice of NLP has a unique way of accessing data for therapeutic purposes. Through this course apply the techniques to a defined clinical population and receive supervision in this work.

**CAM 559: Innovative and Unconventional Approaches to Psychotherapy (3 credits)**

Many clinicians find it useful to have a collection of psychotherapeutic techniques available to them when working with individuals and groups. This course serves the purposes of offering an overview various innovative forms of counseling and psychotherapy and provides the opportunity to investigate any of them in depth. In addition to topics of interest initiated by the learner, the topics explored in this study include; ego-state therapies, archetypal psychotherapy, Taoism and counseling, transcendental counseling, psychodrama, feminist therapy, hakomi therapy, and meditative states of therapy.

**CAM 560: Advances in CAM (3 credits)**

This course examines the history, paradigms and foundational assumptions of medical sciences and practices as they relate to research, practice and current developments in Energy Medicine. The evidence base of Energy Medicine is charted and discussed both from a historical

perspective and the current state of the art in science and applied practice. A critical review of implications and future directions will round out the study.

**CAM 561: Mind Resonance Process (3 credits)**

The Mind Resonance Process(TM) (MRP) is a unique and powerful new approach to Energy Medicine that accesses the Power of Love from the Heart Energy Field to effect not only emotional and physical healing but to reconnect to the blissful experience of one's Divine Self. MRP's applicability is immense; from deep personal healing, to distance healing, to spiritual renewal, and ultimately to global healing. This course will offer an opportunity to learn and apply the MRP process, recording it's transformative and healing efficacy, and provide the learner with an opportunity to embark on publishable research in this new and exciting field of Energy Medicine.

**CAM 562: Child Development in Applied Eco-Psychology (3 credits)**

Applying Eco-psychology contexts to the study of Child/lifespan Development as it occurs within primary life support and developmental support systems provided by local, regional, planetary and atmospheric ecosystems. The dynamics of Child/Lifespan development address activities of attachment, boundaries within attachment, separation and return to attachment after separation. These dynamics are expressed through basic stages of Child/Lifespan development such as maintenance of physiological equilibrium in infancy, face-to-face mirroring and symmetry at three months of age, parallel play in toddlerhood or the capacity to engage in imaginative, representational play beginning at the age of three. Address issues in trauma survival, recovery and potentials for healthy life-cycle development in the midst of severe situational deficits.

**CAM 563: Integrative Model and Philosophy of Self, Culture and Nature (3 credits)**

This survey course offers an in-depth study of Ken Wilber's All Quadrants, All Levels Model of integral theory and practice. Participants will be introduced to an understanding of the found quadrants, states of consciousness, stages of development, lines of development and types. Students will be introduced to applications of the integral model to science and religion, world maps of the cosmos, as well as medicine and education. Participants will gain experiential understanding of this model by beginning an integral practice of their own using the guidelines presented.

**CAM 564: Integrative Healthcare and Lifestyle (3 credits)**

Integral healthcare is an essential way to review the interface of body, emotion, mind and spirit interface in depth. Exploring essential qualities of life such as well-being, happiness, values, virtues, philosophy, love, service, suffering to mention a few will be investigated according to different values and approaches to these core topics. Relating these concepts to the individual student perspective will be foundation for an intrapsychic approach to health and healing.

**CAM 565: Integrative Psychology (3 credits)**

The theory and principles inherent in integral psychology will determine the paradigm that serves to guide the psychological orientation of the person. Designed as a survey course the

student is free to explore the key writers in this field and explore different levels of consciousness including sub, super and extra ways of receiving knowledge in this world.

**CAM 566: Historical Perspectives on the Body (3 credits)**

Just as descriptions of the body vary across culture, they also vary across time. Drawing from an array of readings from medical treatises to the writings of mystics to erotica, this course considers the construction of the human form from the Renaissance to the twenty first century.

**CAM 567: Somatics in Multicultural Perspective (3 credits)**

The goal in their course is to explore different views on the nature of the body from an European American culture that is egocentric view very individualistic and self-contained to the experience of the body as socio-eccentric interdependent and permeable. Descriptions various cultural experiences of indigenous people in relationship to the spirit will be included. Things such as soul retrieval, spirit extractions, exorcism and other natures of this are included

**CAM 569: Spirituality and Awareness of Cult Dangers (3 credits)**

The issue of cults has tremendous impact on the culture and health and healing. Some of these experiential transcultural manifestations will be examined in depth including a treatise on the nature of the person as envisioned in different cult communities.

**CAM 577: Essentials of Energy Psychology (3 credits)**

This course provides a state of the art introduction and comprehensive overview of the field of Energy Psychology research, theory and practice. The course emphasizes a directly experiential and applied approach to learning, such that the concepts and methods of Energy Psychology can readily be integrated into clinical practice for health and wellness professionals working with psychological issues and the body, emotion, mind and spirit integration.

**CAM 578: Mind-Body Medicine I: Clinical Health Psychology (3 credits)**

This class provides a practical and empirically focused study of the applied practice and methods of clinical health psychology in a variety of medical conditions and health concerns. The course will deal with research and clinically based methods that support and guide best practices for integrating psychological principles into healthcare practice. Prerequisite: An introductory course in Health Psychology, or permission of the instructor.

**CAM 579: Mind-Body Medicine II: Behavioral Medicine and Psychoneuroimmunology (3 credits)**

This course provides a practical survey of theories, practices and methods of Behavioral Medicine and the research developments in Psychoneuroimmunology and Behavioral Medicine that inform them. Prerequisite: An introductory course in Health Psychology, or permission of the instructor.

**CAM 580: Mind-Body Medicine III: Integral Healthcare(3 credits)**

The course provides a comprehensive introductory overview of the theories, principles, research,

science, clinical and therapeutic methods of the growing mainstream models of Integral and Holistic Medicine in contemporary healthcare.

**CAM 581: Fundamentals of Transpersonal Studies (3 credits)**

A foundational course for transpersonal studies begins with a comprehensive study of the field covering the key historical figures to present time. Include the contextual setting for this evolution and how it impacted traditional health care. Examine the different traditions from other cultural perspectives as well.

**CAM 582: Wisdom Traditions: World Religions (3 credits)**

Health and healing is shaped by the predominant world religions as they set the course for the nature of the interrelationship of body, emotion, mind and spirit. Each faith tradition is either rigidly adhered to or loosely guides a person's life. From an indepth study of at least 7 world religions of your choice discuss the key teachers, their historical setting and influence worldwide if there is one.

**CAM 583: Human Development: Transpersonal Perspectives (3 credits)**

Address the historical and transpersonal perspectives surveying the key leaders in transpersonal studies field. Survey the key literature that defines the field and introduces the person to a broader perspective of the role of the mind and emotions in health and healing. Compare the findings with your personal world view that shapes your life as a health professional or interested lay person.

**CAM 584: Personal Mythology and Dreamwork (3 credits)**

Exploration of the contributions of dream work on the self reflective journey that impacts body, emotion, mind and spirit. Address the teaching of Carl Jung and Jean Houston as a basis for this investigation as well as choosing frameworks of your choice. This experiential class uses the medium of dream work to guide their personal journey using storying telling process, affirmations, inner journey and dream interpretations. Based on the teachings of Virginia Satir, students will track the events and people that shape their life and destiny. The work of Carl Jung will be explored as well and Bulbrook's Transform Your Life through Energy Medicine. Students can use a creative process of their own choice as approved and guided with the faculty. Feinstein and Krippner book "The Mythic Path are additional resources to direct this intra psychic journey. Describe the prominent theories and principles that guide actions, health and healing.

**C AM 585: Consciousness & Sexuality (3 credits)**

Sexually is imbedded in the psyche through both our karmic path, early conception and birthing imprinting, the family story as well as the life path especially in early childhood, teens and your adult. How a child is energetically shaped by his/her path is at times subtle influencing the life experience as an adult. An in-depth analysis of the personal story is one tool to be used as taught in Bulbrook's TYLEM program following the path of: clearing the self, healing wounds, changing limiting belief, changing relationships energetically and healing family energy patterns especially around sexually that was witnessed with the adults around and experiences. All levels of higher consciousness as shaped by the energy system will be examined and healed. This

course is primarily a guided introspective journey exploring the energy system of the individual and attention to the role of consciousness as imbedded in the energy centers (chakras). The faculty oversees the process and guided the student on this intra-exploratory journey.

**CAM 586: Cross-cultural Consciousness and Ethics (3 credits)**

The choices one makes in making personal decisions in life depend on the beliefs that guide a person's life and provide an ethical view of life, living, relationships, how we treat each other and judgments of right and wrong. Adding a cultural perspective provides a different value of choice on these critical topics. Studying different cultures will open the world view to understand how a person guides their lives, shapes policy in every aspect of life. In health care ethical decision making is an essential ingredient safeguarding the public to right action.

**CAM 587: Consciousness & Healing (3 credits)**

The role of consciousness into health and healing over the recent years has received prominent interest and shifted how health is practiced and taught. The separation of mind from the body that held the health care field for so long is now altered. New policies and approaches to health and healing have emerged. Examine the key literature that underlies your practice or interest in the transpersonal studies.

**CAM 588: Psychology of Global Citizenship (3 credits)**

Discover how our excessive separation from nature stresses our sensuous inner nature and initiates our personal and global troubles. Students learn to reverse this destructive process by mastering thoughtful sensory nature reconnecting activities that dissolve stress. They satisfy our deepest natural loves, wants, and spirit by genuinely reconnecting them with our sensory origins in nature, backyard or backcountry. Teach lasting leadership, education, counseling, and mental health skills that feelingly tap the "higher power" wisdom of Earth's creation process. The email and telephone contacts of the course enable students to let nature help them nurture warm interpersonal relationships, wellness, and responsibility on personal and global levels. Students relate the course methods and materials to their fields of interest in order to integrate these areas with the global ecosystem.

**CAM 589: Process for Becoming More Fully Human (3 credits)**

The foundation of this course is the work of the renown therapist Virginia Satir whose philosophy influenced and shaped the Transform Your Life through Energy Medicine developed by Dr. Mary Jo Bulbrook who was the first director of Satir's work with University of Utah in 1980. The teachings of Satir and her commitment to help individuals become more fully human will be the core of this work that will then lead to a personal analysis of ones life path and how to make changes and strengthen family bonds and families ties. The course integrates a range of readings and resources of the Satir influence as connected to Bulbrook's worldwide teachings illustrating the interwoven path of this work, psychotherapy and integral health.

**CAM 590 Qualitative Research for CAM (3 credits)**

This survey course offers an in-depth study of qualitative research methods. Participants survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and

interpreting qualitative materials. The course provides background on applied qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms that inform and influence qualitative research.

**CAM 591: Consciousness & Creativity (3 credits)**

The role of consciousness especially as determined by the seven energy centers or chakras determines the full activation of the creative spirit. This investigation addresses different models of how creativity is activated, sustained and nurtured within and without. A model of coercion or uplifting the soul on the opposite end of the continuum will help in the understanding of how to move forward and eliminate blocks to life and living. Bulbrook's model of clearing limiting beliefs is an helpful energetic perspective to address this topic.

**CAM 600: Readings in CAM (3 credits)**

Doctoral students pursue detailed readings in the theories, principles and practices of complementary medicine. Readings include energy medicine, somatic studies, and spiritual healing, behavioral and life style medicine, holistic Health, integrative Healthcare, complementary medicine, homeopathic medicine, Ayurveda medicine, Chinese medicine, and herbal medicine. This course is required of doctoral students.

**CAM 601: Essentials of Energy Medicine (3 credits)**

This time intensive (reading, writing and applied practice) and experiential course (with external examination of applied components) provides a thorough survey and comprehensive overview of the field of Energy Medicine, including theory, research, developments, applied practice and methods of self-care and treatment. This is a very time intensive course surveys the core knowledge and skills required of Energy Medicine professionals and is required of all Energy Medicine students (prerequisite for other EMD courses). The course will provide the student with core references and resources (and links to these) for the remainder of their studies. If the student has many professional commitments, it is recommended that no more than one additional course be taken while taking this course. Prerequisite: Graduate standing, acceptance into a Complementary, Energy or Behavioral Medicine program.

**CAM 662: Complementary Therapies Clinical Application (3 credits)**

Choosing a concentration that the student currently is trained in or another that he/she wishes to train clinical documentation of care is required. The theory and interventions of the chosen program are clearly articulated and documented as to how they evoke change in client's behavior. From the base of self-care the next step is applying energetic work to others. This course fulfills this step

**CAM 699: Research in CAM (3 credits)**

This course provides a comprehensive overview of research issues unique to Complementary Medicine (CAM) research, with emphasis on factors that need to be considered in assessing and planning CAM research. Methods of future research in CAM will be considered. Prerequisite: Graduate standing, Introductory Research Methods Course (Quantitative/Qualitative), Introductory Statistics Course.

**CAM 751-759: Field Study in CAM (3 credits)**

Within the professional environment and through close contact with practitioners and "real world" situations, the Field Study (as a supervised practicum, apprenticeship, professional practice, advanced field study or other external exploration under the direction of program faculty and an approved field site sponsor) offers students 'real world experience' and applied field investigation skills into a core aspect of Complementary Medicine. Student participation should cover a minimum of 50 hours of field contact with the subject matter for each credit awarded. The field placement is expected to afford students appropriate practical hands-on experience and in-depth knowledge of their professions. Students opting for certification training should take should take CAM-DIR 781-789: External Specialty Training in Complementary Medicine.

**CAM 771-779: Directed Professional Studies in CAM (3 credits)**

This course provides students with opportunities for directed study covering advanced aspects of the discipline. Students study under the mentorship of qualified faculty assigned to guide the advanced reading course. In collaboration with the instructor, students select and pursue exhaustive advanced readings (e.g. extensive literature review) in the study of a carefully defined aspect of the discipline. An objective of the course is to allow students to make a valuable contribution to the body of knowledge in this field through completion of a scholarly paper suitable for publication (e.g. critical analysis, speculative theory, review article). A goal of this course is undertake meaningful, contextually relevant, focused and throughout analysis of a particular area of theoretical and/or clinical importance.

**CAM 780 External Specialty Training in CAM Theory & Application (3 credits)** The focus in this course is on the theoretical background and application of the complementary therapy concentration.

**CAM 781 External Specialty Training in CAM Practicum (3 credits)**

The focus in this course is providing a supervised practicum for the practice of the complementary therapy concentration

**CAM 782 External Specialty Training in CAM Special Project (3 credits)**

The focus in this course is on a specialized application of the complementary therapy concentration

**CAM 783 External Specialty Training in CAM Directed Study (3 credits)**

The focus in this course is on a topic of choice from the experience of the person and is open to innovative opportunities of the participant in the complementary therapy concentration

**Research Preparation**

**RES 500: Survey of Research Methods (3 credits)**

This course inspects the foundational techniques of scholarly research. Topics explore sources of scholarly research literature, proper methods for evaluating research reports, fundamentals of qualitative and quantitative research methods.

**RES 502: Understanding Research Journal Articles (3 credits)**

Students study effectiveness and problems in collecting, analyzing, and interpreting data from studies and investigate the applicability and generalization of findings and the proper manner of presenting the details of their own research studies. Topics investigate the rigor or various research methods, replicability, bias, and validity issues, and the appropriateness of statements of findings and recommendations from research.

**RES 504: Introductory Research Statistics (3 credits)**

This course covers the basic statistical concepts, theory and methods in statistical research. Topics include variables, graphs, frequency distributions, measures of central tendency, measures of dispersion, probability theory, binomial, normal and Poisson distributions, statistical sampling theory, and statistical decision theory.

**RES 506: Advanced Research Statistics (3 credits)**

This course covers parametric and nonparametric hypothesis testing. Topics include sampling theory, Chi-square test, least squares regression, correlation theory, non-linear regression, analysis of variance, Student's t-test, and various methods in nonparametric analyses.

**RES 508: Qualitative Research (3 credits)**

This course provides detailed study of qualitative research methods. Topics survey historical and theoretical foundations of qualitative research, explore major qualitative research strategies, and build an understanding of the art and science of collecting, analyzing, and interpreting qualitative information. The course provides background on qualitative research, the politics and ethics of qualitative inquiry, and the major paradigms informing qualitative research.

**RES 510: Participatory Action Research (3 credits)**

This course provides the foundational principles of participatory action research. Topics survey theoretical foundations of action research, the methodology and applications of PAR in contemporary culture. Students assess the rigor and usefulness of participatory action research.

**RES 512: Effective Data Analysis (3 credits)**

This course examines modern scientific data analysis including the elements of effectiveness in study design, data gathering, processing of statistics and interpretation of findings.

**RES 520: Social Science Research Methods (3 credits)**

This course examines essential issues in social science research. Topics include assessment of data gathering techniques using selected case studies from journal articles. Students learn to measure attitudes and performance, use tests in data gathering, contrast and compare uses of statistical and qualitative methods, and evaluate focus group research

**RES 591: Research Basics for Evaluating CAM (3 credits)**

Required Master's student course to study in-depth foundational techniques of scholarly research in CAM. Topics explore key CAM research studies including a survey of the CAM scholarly research literature, proper methods for evaluating research reports, fundamentals of



qualitative and quantitative research methods used in CAM.

### **Finishing Activities**

#### **EXM 880: Comprehensive Examination (2 credits)**

Master's students complete this comprehensive examination as a required element of their academic program, prior to undertaking the thesis. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

#### **RES 885: Thesis Proposal (2 credits)**

This course is required of all Masters students designed to guide them through the formal research proposal process for their final projects, including the development of the research methodology, data gathering device and data analysis techniques. Students also prepare annotated bibliographies of the major scholarly works underlying their project.

#### **RES 890: Thesis (4 credits)**

This course governs the conduct of the thesis project for the Master's level student. The Master's thesis is the demonstration of the mastery of a body of knowledge in a given field and is presented in a manuscript usually 75 or more pages in length. The final project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research, or a major project demonstrating excellence. Master's students re-enroll for this course for no-credit, as needed.

#### **EXM 895: Oral Review of Thesis (2 credits)**

This examination is an oral review of the Master's thesis conducted by the graduate committee immediately following their reading of the thesis manuscript.



**AKAMAI UNIVERSITY**

**Institute for CAM Studies** 

[Institute for CAM Studies Website](#)