

**Doctoral Studies in Nursing (DSN)**  
**Akamai University Institute - College of Integrative Health**  
**Dr. Mary Jo Bulbrook, BSN, RN, MEd, EdD**  
**Launched August 2023 - 2028**



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 generally and nursing specifically. The Doctoral Studies in Nursing (DSN) is designed to address the vital role nurses can play to innovate healthcare worldwide in nursing practice, education and research. This DNS program was envisioned after participating in the July 2023 International Congress of Nursing (ICN) held in Montreal Canada that I attended and had 4 ePosters accepted and illustrated throughout the congress.

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, legislative issues.

Following is data based on the need for this work that is quoted in the 2023 publication from Suzanne Waddill-Goad. ***Beyond Burnout: Overcoming Stress in Nursing & Healthcare for Optimal Health and Well-being***; 2<sup>nd</sup> Edition Publisher Sigma: Global Nursing Excellence. Sigma is Sigma Theta Tau International Honor Society of Nursing founded in 1922 with over 135,000 active members in over 100 countries and territories. Sigma has more than 540 chapters in more than 700 institutions of higher education. Learn more at [www.sigmanursing.org](http://www.sigmanursing.org)

Dr. Waddill-Goad 2023 edition in the chapter 5 pages 125 - 162 that addressed Professional Integrity with topics and relevant quotes:

- ✓ The Future of Nursing;
- ✓ Diversity in Nursing and Other Health Professions;
- ✓ Definition of Professional Nursing
- ✓ The Advantages of Various Roles in Nursing
- ✓ Nursing Informatics
- ✓ Defining Professional Boundaries
- ✓ Managing Stress and Personal Behavior
- ✓ The Power of Choice
- ✓ Conclusion
- ✓ References

“The American Association of Colleges of Nursing (AACN), 2022 reveal nursing is the nation’s largest health-care profession and is nearly 3 times the size of the physician profession. In the last 7 years, the profession has grown to nearly 4.2 million nurses with 84.1% employed in nursing. This is compared to 2015 report from the Health Resources and Services Administration (HRSA). The US was estimated to have 2.6 million registered nurses with 84.8% actively employed in nursing.”

“As of 2020, most registered nurses enter the profession with a baccalaureate degree; and 65.2% of nurses hold a baccalaureate degree or higher. In 2020, the tally of advanced

degrees for nurses showed only 14.9% of the nation's registered nurses held a master's degree and 2.2% a doctoral degree as their highest level of educational preparation. For advanced practice nurses, the need for advanced practice clinicians, leaders, researchers, and teachers far outstrips the supply."

The data from this book and bibliography listed are key current data to become knowledgeable of what needs to happen and be address in this program. The US Bureau of Labor Statistics. (2022). *Occupational outlook handbook, registered nurses, job outlook*.  
<http://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-6>

Being active at nursing professional associations is critical to connect with the most current and authentic data representing present, future needs based on past achievements from our founding icons in nursing.

Key references to explore for nurses are:

- American Association of Colleges of Nursing. (2022) <https://www.aacnursing/News-Information-Fact-Sheets/Nursing-Fact> Sheet ;
- American Nurses Association. (2022) Nursing informatics: Scope and standards of practice (3<sup>rd</sup>.ed) Author.
- National Council of State Boards of Nursing (NCSBN) at <https://www.ncsbn.org/policy-and-government.page>
- American Nurses Association. What is nursing? <https://nursingworld.org/practice-policy/workforce/what-is-nursing>

The June 2023 [American Holistic Nurses Association](https://www.ahna.org/) (<https://www.ahna.org/>) that met in person this year is a clear example of baseline data to build innovations from such as their tool kits and other leadership statements to address the far-reaching need for changes in nursing care impacting health and wellness for all where I presented my ***Soul2Soul Communication in Complementary Integrative Health: Innovations in Nursing Education, Practice & Research & Applicable to Other Health Care Professions***

This manifesto was created July 16, 2023 in response to what I experienced and learned from my active role with worldwide nursing leaders representing over 130 countries and over 10,000 nurses in attendance. The experience was awesome an inspiring on many fronts.

See the [manifesto here](#) (43 pages) with the noted references that will serve as educational tools in the development of the DSN program. Highlights are noted here:

## **The Manifesto July 16, 2023**

### ***Principles for Nurses to Address Impacting their Nursing Practice***

The 12 S's in three Categories: ***Self, Family, Profession***

## **SELF**

1. Stay current with your present sense of your body, emotion, mind and spiritual needs / wants that impact and guide your self-care.
2. Share your needs in appropriate channels to receive what is required for your self-care impacting your role as a nurse.
3. Support others who are / were “there” for you giving feedback fulfilling the philosophy “pay it forward” that keeps open the portals of caring connections.
4. Seek opportunities that are spiritually guided to achieve healing impacting present growth issues and future goals.

## **FAMILY**

5. Stay in contact with family as your experiences with what you may label as positive or negative have something important to teach you that impacts you in all aspects of your being including your role as a nurse.
6. Share your heart-space what is going on in your life as appropriate for the situation in a way for the person to hear and process what you hope to communicate.
7. Support each family member's choices for their life, even if it is not what you would have chosen for them as we each are responsible for our own life.
8. Seek new opportunities to strengthen your communication using considerate language vs. blaming language both verbal and non-verbal messages in family experiences are a contributing factor to present and future health / wellness impacting all. Therefore choose open, flowing and considerate communication.

## **PROFESSION**

9. Stay current with professional communication channels and available resources.
10. Share your knowledge, questions, heart space and service (both paid and volunteer) as you are able to, that fits your current situation.
11. Support educational upgrades as needed or desired for professional advantage as well as obtaining necessary skills, knowledge and experience for you planned growth and expansion needs and challenges.
12. Seek resolution to pending worldwide challenges facing nurses, nursing and those we serve, and who they work with to provide care.

## **Manifesto 25 Topics to Address & Create Strategies Impacting Nurses Role in Health / Wellness Care Internationally**

1. Equal Educational Opportunities for All.
2. Universal Acceptance – not contingent on race, finances, gender, culture, or sexual orientation.
3. Document your personal journey in implementing your professional role with suggestions for possible innovations.
4. Stay informed politically within health care professionally generally and nursing specifically.
5. Become a voice for changes as your “inner bell” is rung to take action regardless who is in power.
6. Investigate your “limiting beliefs” that have impacted your life and your professional role.
7. Create a daily intentions and attention process for positive thoughts, emotions / actions that uplift you: body, thoughts, feelings, senses, relationships, context (your space, time, air, color, sound, and temperature), nutrition (liquids & solids you ingest), spirituality (soul).
8. Choose nursing career guides / mentors to open new possibilities in your life path as a nurse practitioner, educator or researcher.
9. Fully open to the evolution of your spiritual opportunities both in present life and in outer realms of existence as we are connected beyond physical life using the Circle of Love as a possible resource to assist in this process.
10. Since climate changes impact human health and the work required of us as nurses, seek an appropriate role for you to develop and act on this vital aspect of life.
11. Keep an open heart to innovations in technology, research, practice, empowerment for all and cooperative living in harmony to achieve peace within, peace between and peace among impacting health and wellness of all worldwide.
12. Think and act ethically including out of the box to address your present, family and organizational health as partners enhancing you to succeed while fulfilling high standards of practice.
13. Look in, look out, look up and be open to divinely inspired insights, support and opportunities that uplift all.
14. Choose to not cast a stone rather add an extended hand to uplift communication and settle differences.

15. The world was / is meant to work together as one not ego oriented controlling force of top down control.
16. Have a voice to advocate your guided action for a cause.
17. Intentions and actions count both in and out of awareness.
18. Explore new territory you are being guided to add to achieving your life mission.
19. Believe in your compassionate loving heart while being patient to grow and change in positive directions. The challenges are wide and daunting in the categories of finances, safety, regulation, consultations, customer service, health delivery, AI (Artificial Intelligence) and wellness.
20. Support is a key factor in getting to new places addressing stress, burn up and burn out.
21. Choose wisely what uplifts vs. spiral down while keeping front and center universal values of care and caring incorporating transcultural perspectives.
22. Build on the foundations laid by our founding and current leaders in nursing.
23. Remember: Nursing is, what nurses do. What nurses do, is who you are and becoming. Who you are includes all aspect of you as a person not just a nurse.
24. All is well as we fully step into our power through reading, meditation, writing, song, movement and fun filled activities guided by our spiritual resources in this lifetime and beyond.
25. Hold love and light in your head, heart and hands as you prepare to serve, and as you do serve.

### ***Nurses Impacting the World***

- ✓ Health Policy
- ✓ Community & Public Health Nursing
- ✓ School Nursing
- ✓ Family Care
- ✓ Beginning and End of Life
- ✓ Research Initiatives Quantitative, Qualitative, Story Telling, Cultural Perspectives  
Mixed Methods
- ✓ Medical Informatics
- ✓ Ethical Perspectives
- ✓ Standards of Practice
- ✓ Leadership in Healthcare, Policy making, Independent Nursing Practice
- ✓ Mentorship & Supervision
- ✓ Occupational Health

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- ✓ Emergency Care
- ✓ Surgical Interventions
- ✓ Intensive Care
- ✓ Volunteer Humanitarian Service

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 that is culturally specifically and treated all as equals regardless of race, culture, religious belief, sexual orientation, financial status, nationality. All nurses are welcomed and guided to reach their particular orientation and commitment to fulfilling their life journey.

The goals include operating under ethical standards of practice that honors all. Achieving international licensure for nurses is a desired outcome to address the mobility of nurses worldwide to meet crisis as they emerge. Creating such a standard is a desired outcome to be achieved as soon as appropriate legislation can be established to operationalize this goal. Since the World Health Organization has ICN as a voting member of WHO the possibility exists to move on this initiative which was brought up to key figures at the ICN 2023 Congress with prompted and stimulated this DSN program of nurse leaders to assist with this initiative.

There is a thriving interest and demand with private utilization of healing resources that currently fall outside of mainstream healthcare. However, CAM with Complementary Integrative Health (CIH) both are 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 DSN program dedicated to set the highest standards of practice, teaching and research in CAM, CIH and nursing.

Nurses are on the frontlines worldwide and have satisfied unmet needs of conventional care. They are now teaming up with some innovative health and wellness care solutions. DSN 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.

To the extent to which DSN 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? That is why the focus is on development and empowerment of the individual nurse to find and realize the path to the future that best address their current and 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?

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- 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 nursing health practices?
- How should media and information resources for the public be planned, coordinated and integrated into health care?
- Where does AI and social media fit into the equation?
- What is the role in legislation for nurses to impact health decisions?
- How are these new initiatives funded worldwide, when, how and by whom?
- Where does climate control fit into the equation, when, how and why?

All 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 and continuing education programs 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 do give credit for studies that can qualify for current required courses and reducing the cost.

Akamai University has outstanding faculty members representing expertise to contribute to your studies to guide your process.

We hope you join Akamai University's Doctoral Studies in Nursing!

Dr. Mary Jo Bulbrook, BSN., RN, MEd., EdD, CEMP/S/I, HTP/I, ICF  
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### **TARGET AUDIENCE**

DSN program is designed to serve the needs of a broad array of internationally prepared master degree nurses with specialty in nurse practice, education and research.

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Akamai University respects the training completed at quality CAM / CIH institutions, such as those listed in the chart shown below. Training completed from these recognized CAM / CIH training programs are highly desired and can be applied toward important elements of the major concentration requirement for the Akamai University Doctoral Studies in Nursing Program.

An analysis of a student's prior training in CAM / CIH and various certifications in nursing is required for those students who have studies or practiced extensively in the different specialities field.

CAM /CIH Concentrations are available in the following areas: Energy Medicine, Energy Psychology, Energy Dynamic, Biofield Feedback, Transpersonal Psychology and Integrative Health. Samples of training programs accepted toward graduate work includes the following but are not limited to the list below.

<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 – Touch for Health Biofield Association	Nutritional & Herbal Medicine, Homeopathy
Resonance Modulation in Energy Healing	Energy Psychology with Animals	TFH Metaphors	Sound Healing
Reiki	Disaster & Trauma Relief	eTouch for Health	Nature as Healer
Holistic Health (for doctors, nurses, others)	Allergy Antidotes Made Easy	Top Ten Pain Relief	Applied EcoPsychology
Healing Pathways	HBLU Approach to Clearing Blocked Memories of Trauma	Applied Biofield Feedback	Past Life Regression
HT Spiritual Ministry	The Grace Process	Three-In-One Concepts	Color Healing
HT for Animals	Heart Assisted Therapy	EDU	Higher Sense Perception Training
Rosalyn Bruyere Healing with Light	EMO Trance	Health Promotion	Spirituality and Consciousness
Barbara Brennan's School of Healing	EMDR	Body Talk	Logo synthesis – Power of Words



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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

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 several 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 /](#)

[https://www.akamai.university/uploads/1/2/7/7/127725089/akamai\\_university-full\\_reaccred\\_2022.pdf](https://www.akamai.university/uploads/1/2/7/7/127725089/akamai_university-full_reaccred_2022.pdf)

[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.*

## **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 ongoing 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** 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 Nature Connect 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 RECOGNITION**

The Akamai degree programs in Complementary and Alternative Medicine (CAM) are recognized by the following associations and professional organizations, in addition to the training programs listed in the above section:

**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.

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.

## **DSN / CAM PROGRAM FACULTY**

- Mary Jo Bulbrook, EdD, RN, BSN, MEd, CEMP/S/I, HTCP  
Dean College of Integrative Health  
Complementary and Alternative Medicine Program Director  
Director of Satir Center for Becoming More Fully Human – Family Wellness & Mental Health Services  
Primary focus: International Practice & Teaching CAM Worldwide & Relationship with Indigenous Healers
- Carolyn J. Nesbitt, PdD, Associate Dean, College of Integrative Health, Co-Director of the Satir Center for Becoming More Fully Human – Specializing Transpersonal Psychology
- Traian Stanculescu, PhD, Dean, College of Global Equality
- Medani Bhandari PhD, Dean, College of Planetary Health
- Sajjad Rizvi, PhD, Dean College of Continuing Education
- Douglass Capogrossi, PhD, Education, Research
- Rhonda Yates, Phd in CAM, Natural Health, Healing & Wellness in Persons, Families & Communities
- Delphine Rossi Knowlton, MS, ThD, Rev. CAM Practice & Research, Hospice, Energy Therapies
- Suchinta Abhayaratna, Th.M, ThD, Rev. Transformational Psychology
- James L. Oschman, Ph.D., Energy Medicine
- Nick Arrizza, MD, Energy 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
- Melinda Connors, PhD, Energy Medicine, CAM Research
- Ester Coronel De Iberikleid, PhD, Energy Psychology, Energy Medicine
- Effie Poy Yew Chow, Phd, RN, Dipl.Ac. (NCCAOM), Qigong Master, CAM Chief Advisor, Acupuncture, Traditional Chinese Medicine. Deceased in 2022. Currently AU has teaching materials from Dr. Chow and access to her nursing and TCM legacy through the Global Healing Alliance Association.

## **ENTRY REQUIREMENTS**

As prerequisites for acceptance to the Doctoral Studies in Nursing program, applicants should have completed the equivalent of a recognized master's degree nursing 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.

Some higher-level certificate programs of training are eligible for transfer for credit as part of the requirements for the major concentration discussed below.

## **DEGREE REQUIREMENTS**

Students in the DSN complete a minimum of 52 credits above the master's level including comprehensive examinations and a dissertation or major scholarly project. The coursework requirements include the academic major, the major concentration, research preparation, the dissertation or major scholarly project, and additional electives, as needed, to satisfy the minimum quality expectations.

The finishing activities for doctoral students include completion of a comprehensive examination at the conclusion of the academic coursework; preparations of a formal dissertation (or project) proposal, complete the dissertation (or major scholarly project), and preparation of the manuscript for faculty review. Doctoral students also complete an oral review of dissertation (or project) after the review of the physical manuscript.

The Doctoral degree expectations include the following elements of 52 credits above the master's degree:

- Core Elements of Academic Major (Required: 18 credits minimum)
- Major Concentration (Required: 12 credits minimum)
- Research Preparation (Required: 6 credits minimum)
- Comprehensive Examination (Required: 2 credits)
- Dissertation Proposal (Required: 4 credits)
- Dissertation Project (Required: 8 credits)
- Oral Review of Thesis (Required: 2 credits)

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

Doctoral students in DSN must complete 18 graduate credits in core coursework comprising an academic major or the equivalent from another institution. These are the foundational competencies 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: (Choose 18 credits)**

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- DSN 600: Advanced Readings in Nursing (3 credits)
- DSN 601: Advanced Essentials of Nursing (3 credits)
- DSN 504: A Soul Approach to Illness and Healing (3 credits)
- DSN 505: Spiritual Contracts – An Introduction to Intuition (3 credits)
- DSN 502: Complementary Integrative Health (3 credits)
- DSN 530: Anatomy & Physiology of the Human Energy System (3 credits)
- DSN 525: Touch Healing Ethics for Practice & Teaching (3 credits)
- DSN 771: Directed Professional Studies in Nursing (3 credits)
- DSN 777: Heart Centered Meditation (3 credits)

**Major Concentration (Required: 12 credits)**

Doctoral participants complete a major concentration comprised of 12 credits of specialized studies selected from one the following fields of inquiry that complement nursing:

- Energy Medicine
- Energy Psychology
- Biofield Feedback
- Energy Dynamics
- Transpersonal Studies
- Integrative Health

**Energy Medicine (Students in this concentration select 12 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)

**Energy Psychology (Students in this concentration select 12 credits)**

CAM 506: Theories, Principles and Practices of Holistic Health (3 credits)  
CAM 507: Cross-cultural Traditional Healing Practices in Counseling& Psychotherapy (3 cr)  
CAM 510: The Embodied Mind (3 credits)  
CAM 526: Directed Intentionality, Prayer and Distance Healing (3 credits)  
CAM 528: Parapsychology and Transpersonal Psychology: (3 credits)  
CAM 540: Program Planning for CAM (3 credits)  
CAM 551: Spiritual Health and Healing (3 credits)  
CAM 552: Neurolinguistic Programming (NIP) Theory & Practice (3 credits)  
CAM 553: Hypnosis Theory & Practice (3 – 6 credits)

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CAM 559: Innovative & Unconventional Approaches to Psychotherapy (3 credits)  
CAM 560: Advances in Energy Medicine (3 credits)  
CAM 561: Mind Resonance Process (3 credits)  
CAM 563: Child Development in Applied Eco-psychology (3 credits)  
CAM 577: Essentials of Energy Psychology (3 credits)  
CAM 578: Mind-Body Medicine I: Clinical Health Psychology (3 credits)  
CAM 579: Mind-Body Medicine II: Behavioral Medicine & Psychoneuroimmunology (3 cr )  
CAM 580: Mind-Body Medicine III: Integral Healthcare (3 credits)  
CAM 588: Psychology of Global Citizenship (2-3 credits)  
CAM 661: CAM Self Care (3 credits)  
CAM 662: Complementary Therapies Clinical Application (3 credits)  
CAM 663: Specialist Training 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)

**Energy Biofield Feedback (Students in this concentration select 12 credits)**

CAM 506: Theories, Principles and Practices of Holistic Health (3 credits)  
CAM 507: Cross-cultural Traditional Healing Practices in Counseling& Psychotherapy (3)  
CAM 508: Integral Healthcare (3 credits)  
CAM 529: Preventative Medicine (3 credits)  
CAM 533: Essentials of Qi Gong (3 credits)  
CAM 540: Program Planning for CAM (3 credits)  
CAM 551: Spiritual Health and Healing (3 credits)  
CAM 560: Advances in CAM (3 credits)  
CAM 578: Mind-Body Medicine I: Clinical Health Psychology (3 credits)  
CAM 588: Psychology of Global Citizenship (2 credits)  
CAM 661: CAM Self Care (3 credits)  
CAM 662: Complementary Therapies Clinical Application (3 credits)  
CAM 663: Specialist Training 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)

**Energy Dynamics (Students in this concentration select 12 credits)**

CAM 503: Principles of Naturopathy (3 credits)  
CAM 504: Overview of Complementary & Alternative Medicine (3 credits)  
CAM 506: Theories, Principles and Practices of Holistic Health (3 credits)  
CAM 510: The Embodied Mind (3 credits)  
CAM 522: Traditional Medicine (3 credits)  
CAM 523: Herbal Medicine (3 credits)

**Doctoral Studies in Nursing (DSN)**  
**Akamai University Institute - College of Integrative Health**  
**Dr. Mary Jo Bulbrook, BSN, RN, MEd, EdD**

CAM 524: Natural Medicine (3 credits)  
CAM 526: Directed Intentionality, Prayer and Distance Healing (3 credits)  
CAM 527: Therapy by Light Biophotonic Fundamentals of Complementary Therapies (3)  
CAM 528: Parapsychology and Transpersonal Psychology: (3 credits)  
CAM 529: Preventive Medicine (3 credits)  
CAM 531: Nutritional & Dietary Healing (3 credits)  
CAM 533: Essentials of Qi Gong & other Movement Therapies (3 credits)  
CAM 540: Program Planning for CAM (3 credits)  
CAM 542: Ayurveda I (3 credits)  
CAM 543: Ayurveda II (3 credits)  
CAM 544: Ayurveda III (3 credits)  
CAM 546: Herbal Immune System Enhancement (3 credits)  
CAM 547: Herbal Internal Cleansing (3 credits)  
CAM 548: Homeopathic Medicine I: Materia Medica, Laws and Principles (3 credits)  
CAM 549: Homeopathic Medicine II: Repertory, Case Taking and Applied Practice (3)  
CAM 551: Spiritual Health and Healing (3 credits)  
CAM 561: Mind Resonance Process (3 credits)  
CAM 563: Child Development in Applied Eco-psychology (3 credits)  
CAM 661: CAM Self Care (3 credits)  
CAM 662: Complementary Therapies Clinical Application (3 credits)  
CAM 663: Specialist Training 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)

**Transpersonal Studies (Students in this concentration select 12 credits or related credits including transfer:**

CAM 555: Shamanism (3 credits)  
CAM 581: Fundamentals of Transpersonal Studies (3 credits)  
CAM 582: Wisdom Traditions: World Religions (3 credits)  
CAM 583: Human Development: Transpersonal Perspectives (3 credits)  
CAM 584: Personal Mythology and Dreamwork (3 credits)  
CAM 585: Consciousness & Sexuality (3 credits)  
CAM 586: Cross-cultural Consciousness & Ethics  
CAM 587: Consciousness & Healing (3 credits)  
CAM 589: Paradigms of Consciousness (3 credits)  
CAM 590: Qualitative Research for CAM (3 credits)  
CAM 591: Consciousness & Creativity (3 credits)

**Integrative Health (Students in this concentration select 12 credits or related credits including transfer:**

CAM 563: The Integrative Model and Philosophy of Self, Culture, and Nature (3 credits)  
CAM 564: Integrative Healthcare & Lifestyle (3 credits)



CAM 565: Integrative Psychology (3 credits)  
CAM 566: Historical Perspectives on the Body (3 credits)  
CAM 567: Somatic in Multicultural Perspectives (3 credits)  
CAM 568: Integrative Health and the Future of Healthcare (3 credits)  
CAM 569: Spirituality and Awareness of Cult Dangers (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), 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 (6 CREDITS)**

Doctoral students must pursue studies providing advanced research knowledge necessary for success in their final projects (dissertation or major project in lieu of dissertation). 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 (6 credits required):**

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

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

**COMPREHENSIVE EXAMINATION EXM 980 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 component of the examination is normally overview of the scholarly literature that sets the foundation for the dissertation. 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.

**DISSERTATION PROPOSAL (4 CREDITS)**

The purpose of this course is to write an approved doctoral dissertation in the standard format. The doctoral research / project proposal is devoted to the background and literature review and the second half to the design of the study. Must meet be approved by the students committee as led the committee chair.

**Required: RES 985 Dissertation Proposal (4 credits)**

**DISSERTATION PROJECT (8 CREDITS)**

Following approval of your thesis / project proposal, you will begin your research project. Your dissertation may take the form of a traditional research project. Whichever approach to the dissertation 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. The dissertation is usually more than 150 pages long.

Your dissertation research / project may be conducted via quantitative, qualitative, or participatory action research. The body of your dissertation manuscript, structured according to a set of approved manuscript guidelines, should exceed 150 double spaced, typewritten pages.

**Required: Dissertation RES 990 (Required: Minimum 8 credits)**

**ORAL REVIEW OF DISSERTATION (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 dissertation manuscript usually takes the review committee six to eight 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 Dissertation 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 dissertation.

**Required: EXM 995 Oral Review of Dissertation (2 credits)**

## **COURSE MODULE 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.

### **DSN / 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 wellbeing 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.

**DSN/ CAM 504 A Soul Approach to Illness and Healing (3 credit)**

In *A Soul Approach to Illness and Healing*, beliefs and assumptions about illness are presented and the role of intuition in heralding illness is examined. Insights into the effects of grief and incomplete emotions on the bio-field; shamanic, ancient and contemporary views of healing; and the language of woundology are presented. Searching the field of mind-body communication, we inquire into the concept of illness as a metaphor; secondary gains of illness; healing and changes in consciousness; the search for the authentic self and self-transformation as aspects of illness and healing. Intuitive awareness of the decisive role of the soul in spiritual healing is highlighted along with choices that enhance quality of life and well-being.

**DSN / CAM 505: Spiritual Contracts – An Introduction to Medical Intuition (3 credits)**

An introduction to Medical and Counseling Intuition, *Spiritual Contracts* explores the human energy field or bio-field; cultivates and develops intuitive senses; studies the relationship between spiritual, emotional and physical health-related issues; identifies natal archetypal information and archetypal patterns; and integrates these course insights into an existential view of one's soul purposes or spiritual contracts. *Spiritual Contracts* principles may then be applied to one's personal life and to a spiritual healing practice.

**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*.

**DSN / 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.

**DSN / 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, 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 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 affect 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 during 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: Somatic 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 in-depth 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.

**CAM 585: Consciousness & Sexuality (3 credits)**

Sexuality 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 sexuality 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 one's life path and how to make changes and strengthen family bonds and family's 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 592: Intuition & Dreams: Sensing & Interpreting Your Dream Language (3 credits)**

Intuition is our natural companion. Our intuitive self, having access to all information in the collective unconscious, communicates nightly messages via our dreams. Dreams then become doorways to other realities where we connect with our true or higher self. Since we are the producer and director of our dreams, we must play a key role in interpreting them as the intuitive self-communicates through a unique dream language especially designed for each of us. In this course, students explore intuitive sensitivity; how the body speaks via our intuition; and skills for developing and enhancing the intuitive self. Students then apply intuitive skills to learn and

practice interpretative processes and techniques for dreams, symbols and images and uncover the unique communication between one's sub-conscious, unconscious and dreams. Dream topics explored include dreams as messengers, lucid dreams, pre-cognitive and retro-cognitive dreams, parallel and past lives in dreams, telepathy in dreams, and dream groups.

**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.

**DSN / 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 applying it to nursing, 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 661: CAM Self Care (3 credits)**

Most complementary therapies start with self-care in order for the person to grasp the application of the theory in one's personal life looking at physical, emotional, mental and spiritual dynamics across the life span. Often energy stays trapped and buried only to surface later. With this in-depth inward look and opportunity to apply complementary therapies to improve one's health, the student can document the interventions they have learned as well as being introduced to some new ones. Transform Your Life through Energy Medicine (TYLEM) Self Care interventions will be introduced, practice and applied over time with a personal journal kept tracking changes that will be written up to demonstrate a clear understand of the process. The energy system analysis and interventions include: 12 chakras and 7 layers of the chakras, energy field, present, past and future, core star or soul essence, soul karma or soul memory, soul light and interfering energies.

**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.

**DSN / CAM 663: Specialist Training Nursing and / or CAM (3 credits)**

A student can choose to work with different age groups, different states of health and wellbeing in a chose specialty such as caring for those with cancer, empowerment with cancer, healing grief / loss, dealing with trauma or wellness for all and design a special project of their choice or provide additional clinical work. The goal is to learn how to evaluate comprehensively the full energy system: energy centers (chakras), energy field (aura), energy tracts (meridians), central power current (hara line), divine light (core star) and other energies in the present, past and future time frames. Students must demonstrate the ability to clinically cover three clients over time using the Transform Your Life through Energy Medicine and another energetic framework of their choice and approved by the program chair.

**CAM 692 Scholarly Project or Paper Documenting CAM (2 credits)**

This class is to document a students' expertise in their area of complementary therapies. The student is expected to produce a scholarly project or paper which clearly demonstrates that expertise. This is a guided course of independent study with mentorship from the student's chairperson and or an approved professional from the clinical field that the student chooses. A presentation at professional meetings may qualify in partial fulfillment of this requirement. A recent bibliography outlining the theory and describing the theory underlying the practice is required.

**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 CAM-DIR 781-789: External Specialty Training in Complementary Medicine.

**DSN / CAM 777: Heart Centered Meditation: Wellness, Consciousness & Spirit (3 credits)**

The primary goal of this course is twofold. To experience and facilitate the opening of hearts, promote healing, and develop intention in conscious direction of life energy through meditation. Academically we survey the emerging scientific research documenting the physiological and emotional effects of the human heart field, and the value of meditation. For thousands of years meditation has been an essential practice of the world's spiritual traditions; a means of expanding conscious awareness to include invisible realms of reality. Older forms focused on expansion by detaching consciousness from the physical. *Heart Centered Meditation* (HCM), takes meditation

to a new level by firmly grounding expanded consciousness in the physical world—the universe within our hearts. Students will learn and practice *Heart Centered Meditation* as a tool for opening their heart, creating energy balance, and bringing spiritual consciousness to everyday choices, promoting inner healing and outward connection. Physical, emotional, and spiritual aspects of the heart will be examined from both spiritual and scientific perspectives. HCM reverses the stress response which underlies all chronic illness, and creates coherence. Optionally, using HeartMath technology students are able to document HCM's effect on Heart Rate Variability – shown in leading scientific research to be a key indicator of health. A variety of scientific studies investigating life force energy dynamics will be reviewed and analyzed, placing meditation in a functional context in both our inner and outer environments.

**DSN / CAM 771-779: Directed Professional Studies in Nursing and / or 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.

**Requirements for Major Concentrations (Required: Minimum 12 credits) Eligible to transfer credits from programs in Energy Medicine, Energy Psychology, Biofield Feedback, Energy Dynamics, Transpersonal Studies, Integrative Health**

**Required Finishing Activities for Doctoral Degree**

**Comprehensive Examination EXM 980 (Required: Minimum 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 component of the examination is normally overview of the scholarly literature that sets the foundation for the dissertation. 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.

**Dissertation Proposal RES 985 (Required: Minimum 4 credits)**

The purpose of this course is to write an approved doctoral dissertation in the standard format. The doctoral research / project proposal is devoted to the background and literature review and the second half to the design of the study. Must meet be approved by the students committee as led the committee chair.

**Dissertation RES 990 (Required: Minimum 8 credits)**

Following approval of your dissertation proposal, you will begin your research project. Your dissertation may take the form of a traditional research project. Whichever approach to the dissertation 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. The dissertation is usually more than 150 pages long.

Your dissertation may be conducted via quantitative, qualitative, or participatory action research. The body of your dissertation manuscript, structured according to a set of approved manuscript guidelines, should exceed 150 double spaced, typewritten pages.

**Oral Review of Dissertation EXM 995 (Required: Minimum 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 dissertation.

The physical review of the dissertation manuscript usually takes the review committee eight to twelve 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 Dissertation 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 dissertation.

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## **THE DISSERTATION COMMITTEE**

### **Formation of Dissertation Committee**

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

### **Responsibilities of Dissertation 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 dissertation 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 dissertation 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 dissertation 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 dissertation 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, in structuring their formal plan for study. The process determines and formalizes the elements of the student's doctoral 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 dissertation 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.

### **RES 990: Dissertation Project (8 credits)**

This course governs the conduct of the dissertation project for the Doctoral level student. The dissertation is a major undertaking that is a demonstration of mastery of a field of study and an original contribution to the field. Usually more than 150 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 or participatory action research.

<http://www.akamaiuniversity.us/RES990DissertationResearch.pdf>

### **EXM 995: Oral Defense of Dissertation-Doctoral Students (2 credits)**

This examination is an oral defense of the doctoral dissertation conducted by the graduate committee immediately following their reading of the dissertation manuscript. The process follows guidelines published by the University.

<http://www.akamaiuniversity.us/EXM%20995%20Oral%20Defense%20of%20%20Dissertation.pdf>

## **CAM RESEARCH AND PROFESSIONAL SOCIETIES**

[Similima](#)

[International Society for Complementary Medicine Research](#)

[National Center for Complementary and Alternative Medicine](#)

[Prince of Wales Foundation for Integrated Health](#)

[Deconstructing the evidence-based discourse in health sciences](#)



An extensive site on Homeopathic Medical Education and Research developed by postgraduate Homeopaths. Articles are published online from teachers, doctors and students. Akamai was admitted to the Similima website on 8 June 2004.

[Similima Website](#)

[Similima Email](#)

[The International Society for Complementary Medicine Research](#)

is a worldwide not-for-profit professional association devoted to fostering co-operative and multidisciplinary research and development as well as the application of knowledge in the fields of Complementary, Traditional and Integrated Medicine.

[National Center for Complementary and Alternative Medicine](#)

The NCCAM is one of the twenty-seven institutes and centers that make up the National Institutes of Health. NCCAM is dedicated to exploring complementary and alternative healing practices in the context of rigorous science, training complementary and alternative medicine (CAM) researchers, and disseminating authoritative information to the public and professionals.

[Prince of Wales Foundation for Integrated Health](#)

The Foundation for Integrated Health makes information about integrated healthcare available to patients, practitioners, press and the public through their website, quarterly newsletters, publications, news releases and seminars. The Foundation is encouraging the complementary healthcare professions to develop and maintain statutory or voluntary systems of self-regulation.

## **CAM ONLINE JOURNALS AND RESEARCH DATABASES**

[HolisticHealth.Com](#)

[JAIM](#)

[eCAM](#)

[PLoS Biology](#)

[PLoS Medicine](#)

[BMC Complementary and Alternative Medicine](#)

[Omics and Variable Responses to CAM](#)

[Diet Study Results](#)

[Garlic Study Results](#)

### **HolisticDirect.Com Natural Health Portal**

This site is a one stop resource for Alternative Medicine and Natural Health. the site offers practitioner and educational directories, as well as information on events including conferences, seminars, & retreats. They maintain an article database for holistic and natural health professionals to share their ideas with the public. Their forums allow people to discuss a wide range of topics and network with colleagues, potential clients, and like-minded people. They also offer users the ability to search for books, magazines, DVDs, recipes, and stores that offer content related to healthy living.

[Complementary and Alternative Medicine Journals](#)

[Complementary & Alternative Medicine Databases](#)

### **Journal of Accord Integrative Medicine (JAIM)**

The mission of Journal of Accord Integrative Medicine is to integrate acupuncture, Chinese medicine, qigong, parapsychology and western medicine, with current scientific, theories, technologies and methods to imply for classic, current and future medicine. All current issues, theories, viewpoints, historical reviews, book reviews, basic research, and clinical research regarding to the biophysics, clinical bio-scientific implications, modern science, and western medicine with acupuncture, Chinese medicine, qigong and parapsychology all are welcome to contribute.

For more information, please visit the [Journal's Website](#)

### **eCAM**

Evidence-based Complementary and Alternative Medicine (eCAM) is an international, peer-reviewed journal that seeks to understand the sources and to encourage rigorous research in this new, yet ancient world of complementary and alternative medicine.

For more information, please visit the [Journal's Website](#)

### **PLoS Biology**

PLoS Biology is a peer-reviewed, open-access journal published by the Public Library of Science (PLOS), a non-profit organization committed to making scientific and medical literature a public resource. PLoS Biology is ranked in the top-tier of life science journals by The Institute for Scientific Information (ISI), with an impact factor of 14.7.

For more information, please visit the [Journal's Website](#)

### **PLoS Medicine**

PLoS Medicine believes that medical research is an international public resource. The journal provides an open-access venue for important, peer-reviewed advances in all disciplines. With the ultimate aim of improving human health, we encourage research and comment that address the global burden of disease. For more information, please visit the [Journal Website](#)

### **BMC Complementary and Alternative Medicine**

BMC Complementary and Alternative Medicine is an open access journal publishing original peer-reviewed research articles in complementary and alternative healthcare interventions, with a specific emphasis on those that elucidate biological mechanisms of action. BMC Complementary and Alternative Medicine (ISSN 1472-6882) is indexed/tracked/covered by PubMed,

MEDLINE, CAS, Scopus, EMBASE and Google Scholar. For more information, please visit the [Journal Website](#)

### **New CAM Research Concept: Omics and Variable Responses to CAM: Secondary Analysis of CAM Clinical Trials**

This initiative is intended to leverage NCCAM's investment in ongoing and completed clinical trials through examination of differences in genomics, proteomics, and metabolomics that may be responsible for variations in individual responses to CAM interventions. The concept was approved at the February 2, 2007 meeting of the NCCAM Advisory Council Meeting and will be developed into a future funding opportunity. For more information, please visit the [Research Website](#)

### **Diet Study Results**

The very low carbohydrate diet known as the Atkins diet may contribute to greater weight loss than higher carbohydrate plans without negative effects such as increased cholesterol.

For more information, please visit the [Diet Study Results Website](#)

### **Garlic Study Results**

A study from Stanford University casts doubt on the effectiveness of garlic to lower LDL (low density lipoprotein) cholesterol levels in adults with moderately high cholesterol.

For more information, please visit the [Garlic Study Results Website](#)

### **Nursing Website Visit Your Country Website & ICN**

<https://www.icn.ch/who-we-are>

### **CAM Websites**

[Complementary and Alternative Medicine Specialist Library](#)  
[Evidence-based Complementary and Alternative Medicine \(eCAM\)](#)  
[BMC Complementary and Alternative Medicine](#)  
[Complementary Therapies in Medicine](#)  
[The Journal of Alternative and Complementary Medicine](#)  
[Focus on Alternative and Complementary Therapies](#)  
[Research in Complementary and Classical Natural Medicine](#)  
[Alternative Therapies in Health and Medicine](#)  
[Complementary Therapies in Clinical Practice](#)

### **CAM ANNOUNCEMENTS**

#### **Euricam News**

As well as trying to get CAM into FP7, Euricam has been in contact with several CAM professionals in Europe, EFCAM, EPHA, ECHAMP, most of which were present in Brussels. They have a new idea to promote a CAM Visibility project to enhance public awareness, giving them another lobbying instrument at hand. Please download the following letter and questionnaire for further details.

[Invitation to join the CAM VISIBILITY PROJECT](#)  
[Questionnaire for CAM VISIBILITY PROJECT](#)

**Integrative Health Newsletter from Natural Standard**

Natural Standard provides a free monthly e-newsletter covering news and events on herbs, supplements, exercise, nutrition, complementary and alternative medicine modalities, practices, and policy. [Access Natural Standard Newsletters Online](#)

[The Thieme Almanac 2019](#)

The Thieme Almanac provides access to information and resources on topics in the international field of acupuncture and Chinese Medicine. It includes a wide range of information such as clinical articles, historical tidbits, research findings, an international survey of educational programs, listings of societies and organizations, and laws and regulations related to the field. The aim of the Almanac is to offer a voice for the field of acupuncture and Chinese Medicine and to develop greater cooperation and communication among its diverse parts. The Almanac seeks to become the resource of choice for practitioners, educators, interns, and students of acupuncture and Chinese Medicine. For more information, visit [Thieme Almanac Website](#)

**World Academy of Biomedical Technologies (WABT)**

WABT's objective is to create a forum where scientists, engineers, doctors and industrial leaders etc. can exchange views in a cooperative manner to assist in discoveries and transfer of information in the field of biomedical technologies, for the benefit of mankind. While we are aware that this particular website is not either research based or directly related to Complementary Medical research, we thought that as members you might be interested in it. It's a UN based website that is promoting environmentally sound policies. For more information, visit [World Academy Website](#)

**World Health Organization**

**Institute Affiliated Partners:**



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<https://www.akamai.university/>

**Doctoral Studies in Nursing (DSN)**  
**Akamai University Institute - College of Integrative Health**  
**Dr. Mary Jo Bulbrook, BSN, RN, MEd, EdD**



Affiliate Organization  
of Akamai University  
[energymedicinepartnerships.com](http://energymedicinepartnerships.com)

Dr. M.J. Bulbrook  
RN, EdD, CEMP/S/I, HTP/I, HTCP



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*Based on the Virginia Satir Growth Model and Energy Therapy*

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