

Doctor of Philosophy in Energy Therapies
(by Dissertation)
Akamai University
Institute for CAM Studies
Dr. Mary Jo Bulbrook and Dr. Douglass Capogrossi
Revised for 2019 - 2021



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

The future of health care includes the following topics: efficiency, economic imperative, public demand, public satisfaction, safety, efficacy, access, ethics, humanitarian and socio-religious-cultural perspectives as well as the usual criteria in health and healing.

There is a thriving interest and demand with private utilization of healing resources that currently fall outside of mainstream healthcare. CAM with concentrations in Energy Medicine, Energy Psychology, Energy Dynamics, Transpersonal Studies and Biofield Feedback are steadily moving into mainstream.

Akamai University is on the leading edge of supporting these changes with advancement in degree study and research in CAM. In addition, new Master of Science and Postgraduate Diploma programs in CAM worldwide linkages, have been added to support the rapid growing numbers of certified practitioners in many complementary therapy organizations. This addition serves to honor their contributions and provide a vehicle to build on their rigorous training to receive academic credit for their efforts with additional criteria added that supports their major concentration.

CAM and Energy Therapy practices have satisfied unmet needs of conventional care. They are now teaming up with some innovative health care institutions adding their expertise to include 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. These programs include topics from energy medicine, herbal medical practices, energy psychology, homeopathy, body-work systems and manipulative therapies; mind-body practices, traditional healers from many traditions, Shamanism, environmental health, Healing Touch, Therapeutic Touch, Touch For Health, Reiki, Neuro-Linguistic Programming (NLP), paranormal and beyond.

To the extent to which Energy Therapies and CAM diversify and extend healthcare concepts, practices, responsibilities and options (however bright the promise) it also seems somewhat bewildering how to integrate them into healthcare and one's practice. There are such a vast number of healing modalities and options to choose from, this dilemma raises the question, where do we begin?

The following questions are formulated to guide this quest:

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

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

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

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

The Institute of CAM Studies has outstanding faculty members representing expertise to contribute to your studies with masters and experts to guide your process. Our newest faculty who join us in 2018 and 2019 who will lead some of our newest course additions and research efforts include:

- Dr. Effie Poy Yew Chow, known as "Mother of Qigong" in America and founder of the World Congress on Qigong / TCM in its 19th year and awarded in July 2000 as pioneer and leader of oriental medicine in USA as well as one of the original 15-member White House Commission on CAM appointed by President Clinton.
- Dr. Christine Bair, author of *The Heart Field* and expert in Heart Centered Wellness approaches to health and clinical theology and spiritual direction with doctorates in natural health and spiritual integration.

- Dr. Delphine Rossi who expertise in Hospice, end of life, grief recovery and licensed Avatar teacher with her minister and spiritual counseling through her ministerial degree.
- Dr. Suchinta Abhayaratna, resonance modulation holistic health practitioner and teacher as well as family constellations / systemic work.

We hope you join us at the Institute of CAM Studies through Akamai University affiliated with Energy Medicine Partnerships!

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

Our Energy Medicine program is designed to serve the needs of a broad array of health care practitioners, (doctors, nurses, psychologists, mental health professionals, social workers, counselors, paramedics), scholars and energy-based practitioners of all persuasions.

Akamai University respects the training completed at quality institutions, such as those listed in the chart shown below. Training completed from these recognized training programs are highly desired and can be applied toward important elements of the major concentration requirement for the Akamai doctoral program. Concentrations are available in the following areas: Energy Medicine, Energy Psychology, Energy Dynamic, Biofield Feedback, Transpersonal Studies and Integral Health.

PROGRAM FACULTY

Key CAM & Energy Therapy Program Faculty

- Mary Jo Bulbrook, EdD, RN, BSN, MEd, CEMP/S/I, HTCP,
Dean, Integrative Health College, Dean CAM Institute
Founder of Complementary Therapies and Alternative Medicine, Energy Medicine
- Effie Poy Yew Chow, Phd, RN, Dipl.Ac. (NCCAOM), Qigong Master, CAM Chief Advisor,
Acupuncture, Traditional Chinese Medicine.
- Suchinta Abhayaratna, Th.M., Th.D, Mandalas Circles of Wholeness, Resonance
Modulation, Family Constellations, Spiritual & Intuitive Development
- Delphine Rossi, ThD, Holistic Wellness and Healing, Spiritual Healing, Intuitive
Development
- Christine Bair, PhD, ThD, Program Director CAM, The Heart Field, Heart Centered
Wellness, Pastoral Integral Health, Psychotherapy, Spiritual & Intuitive Development\
- Juanita Rinas, Phd, Somatic studies, mental health, substance abuse, qualitative methods
research
- Douglass Capagrossi, PhD, Energy Medicine Research
- Melinda Connors, Ph.D., Energy Medicine Research
- James L. Oschman, Ph.D., Energy Medicine

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- Nick Arrizza, MD, Energy Psychiatrist
- Corina Guethlin, Dipl.Psych., Ph.D., Complementary Medicine
- Dan Benor, MD, Energy Psychology Psychiatrist
- Beverly Rubik, Ph.D, Energy Research
- Michael J. Cohen, Ed.D. Ecotherapy
- Christina Ross, Ph.D, Energy Medicine, CAM Therapies
- Kimberly Burnham, PhD, Energy Medicine, CAM Therapies
- Leslie Whitcomb, PhD, Eco Therapy
- Ester Coronel De Ibernkleid, PhD, Energy Kinesiology, Energy Medicine, Energy Psychology, CAM Therapies
- Ronald Boivin, Ph.D., Energy Psychology, Energy Medicine
- Owen Owunwain, Ph.D., Energy Psychology, Energy Medicine, CAM Therapies

ENTRY REQUIREMENTS

As prerequisites for acceptance to the Doctor of Philosophy by Dissertation in CAM or Energy Therapies, applicants should have completed the equivalent of a recognized Master's degree in an appropriate field of study and have several years of meaningful professional experience. Applicants admitted missing some elements of preparation must complete the missing elements as part of the initial program of studies at the doctoral level. These elements of preparation are discussed in the Master of Science program overview.

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

Completed training from a recognized practitioner program is highly desired and can be applied toward the diploma or used as elements of the major concentration for the Doctor of Philosophy in Energy Medicine. Some higher-level programs of training are eligible for transfer for credit as part of the requirements for the major academic elements discussed below.

DEGREE REQUIREMENTS

The following seven elements, including the three doctoral tutorials, the comprehensive examination, dissertation proposal, dissertation project, and oral review of dissertation, are required aspects of the Doctor of Philosophy by Dissertation, totaling the v of 52 semester credits.

RES 641: Dissertation Tutorial I - Basic Research Methods (12 credit equivalency)

RES 642: Dissertation Tutorial II - Literature Review (12 credit equivalency)

RES 643: Dissertation Tutorial III - Research Presentation (12 credit equivalency)

EXM 980: Doctoral Comprehensive Review (2 credits)

RES 985: Dissertation or Project Proposal (4 credits)

RES 990: Conduct of Dissertation or Project Project (8 credits)

EXM 995: Oral Review of Dissertation (2 credits)

DOCTORIAL TUTORIALS

The doctoral research tutorials are designed to help the student to expand the quality of their literature search, build the competencies for scholarly argument and establish high-level research and presentation skills. As an element of each tutorial, students are expected to pursue instructor-directed, as well as self-directed scholarly readings that extend understanding of the theories, principles, and practices in their defined field of study and research. Students are expected to comprehend the critical features of sound quantitative or qualitative research including subject selection, research design, and statistical analysis in order to develop a sound dissertation or project proposal.

Students will be expected to define an applied problem or theoretical issue to investigate, articulate a rationale for the study of the problem or issue, and formally propose and implement a quantitative or qualitative method of evaluation of the issue or problem. Students will demonstrate the ability to complete a thorough scholarly literature review on the topic they wish to present. Students are encouraged to select research methodologies that will assure valid and reliable evaluations of the effects of variables on individuals or groups being studied. The intent is to ensure that students have the competency to examine applied or theoretical issues in their fields of study and implement programs of intervention that are cogent, scholarly, and that make an original contribution to the body of information available in their field of study. Each student must clearly address issues related to research with human subjects and live animals.

Students are directed to undertake theoretical and practical discussions with their faculty advisors at Akamai and colleagues at outside institutions involved with the student's field of study. Students submit written plans for University approval relative to these ongoing discussions. Students are expected to submit scholarly written work (approximately 10,000 words) in each tutorial as directed by the instructor. These papers must reflect high-level information gathering skills, quality written work, with effective academic argument with proper citations and referencing of the literature. The student submits the scholarly paper for instructor evaluation and detailed follow-up discussions. It is expected that work in the doctoral tutorials be directly related to and supportive of the proposed dissertation project that will follow the tutorials.

Students are also expected to demonstrate successful skills in the formal verbal presentation of their work (in increasingly more formal and detailed manner) before their professional colleagues. Presentations may be made at professional conferences, tutorials, workshops or retreats or at scholarly symposia organized by the student via formal written invitation. Students may also decide to speak before college classes or meetings of professional associations, fraternal organizations, non-profit and community membership organizations. Under certain carefully monitored circumstances, students may arrange to make presentations in an innovative manner through videoconference, production and distribution of video- or audiotapes and other electronic, distance and online means. As an alternative, doctoral students may have the paper accepted for publication in the Akamai Journal for Human Advancement. Each research tutorial is summarized by asynchronous conference, permitting detailed oral review and follow-up of the tutorial activities.

RES 641: Doctoral Research Tutorial I: Literature Search (12 credits equivalent)

The first research tutorial is designed to help in expanding the student's literature search, building competence in scholarly argument and high-level verbal and written skills. This tutorial includes an emphasis in formatting the presentation of the literature review, written argument for research. For this tutorial, students submit an annotated bibliography for mentor approval, and progress to complete the readings in preparation for the literature review of the dissertation. Students prepare a draft of their literature review for evaluation by the instructor and at least one outside academic. Students finalize the literature review for approval and publication in the Akamai Journal for Human Advancement.

RES 642: Doctoral Research Tutorial II: Research Methodology (12 credits equivalent)

The second research tutorial is designed to guide students in building effectiveness in research design, data gathering and presentation of statistics. Students are expected to prepare a draft of their dissertation research methodology for review by the instructor and at least one outside academic. Should the instructor find gaps and inefficiencies in the proposed research methodology, the student may be directed to complete appropriate course modules in research methodologies or directed readings under the instructor's guidance.

RES 643: Doctoral Research Tutorial III: Referencing and Presentation (12 credits)

The third research tutorial is designed to help students construct proper citations and referencing of the literature and effectiveness in describing the findings and stating the conclusions and recommendations from their study. Students complete a report discussing the methods to be used for citation and referencing of the literature, explaining guidelines for effective presentation of findings, conclusions and recommendations.

FINISHING ACTIVITIES

EXM 980: Comprehensive Examination (2 credits)

This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

RES 985: Dissertation Proposal (4 credits)

Participants prepare a formal dissertation research proposal according to publish University policies and guidelines.

RES 990: Dissertation (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 150 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of faculty.

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This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

EXM 995: Oral Defense of Dissertation (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.

COURSE MODULE DESCRIPTIONS

Doctoral Tutorials

RES 641: Doctoral Tutorial #1: Basic Research Methods (12 credits)

The first tutorial instructs the participant in foundational theories, principles, and practices specific to the proposed dissertation research, thus clarifying the underlying principles and justifications that support the proposed concept for research. As a minimum element of this tutorial, participants must complete suitable courses selected from the appropriate Center research offerings. Participants must pass a quality review examination conducted by the graduate committee, and if deemed essential, complete additional research methodology coursework to satisfy preparation requirements.

<http://www.akamaiuniversity.us/RES%20641%20Doctoral%20Tutorial%20I-%20Research%20Methodology.pdf>

RES 642: Doctoral Tutorial #2: Literature Review (12 credits)

This second research tutorial is designed to guide the participant in conducting a thorough and effective search of the scholarly literature in relation to a project of research. Participants examine the quality of existing scholarly literature in their field of research and participate in a quality review under the guidance of the doctoral committee.

<http://www.akamaiuniversity.us/RES%20642%20Doctoral%20Tutorial%20II-%20Literature%20Search.pdf>

RES 643: Doctoral Tutorial #3: Research Presentation (12 credits)

The third tutorial is intended to guide the participant in understanding the requirements for effective written argument, referencing and citations of the scholarly literature, and presentation of the findings from research.

<http://www.akamaiuniversity.us/RES%20643%20Doctoral%20Tutorial%20III-%20Referencing%20and%20Presentation.pdf>

Optional Research Preparation for RES641

Course Descriptions for Research Preparation

Research Support Online:

RES 500: Survey of Research Methods (3 credits)

RES 502: Understanding Research Journal Articles (3 credits)

RES 504: Introductory Research Statistics (3 credits)

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RES 506: Advanced Research Statistics (3 credits)

RES 508: Qualitative Research (3 credits)

RES 510: Participatory Action Research (3 credits)

RES 512: Effective Data Analysis (3 credits)

RES 520: Social Science Research Methods (3 credits)

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

Finishing Activities

EXM 980: Comprehensive Examination (2 credits)

This is the traditional comprehensive examination of doctoral students conducted by the graduate committee immediately following completion of the academic coursework and prior to undertaking the dissertation. The examination usually includes both written and oral components and is confined to the programs of studies completed by the student.

http://akamaiuniversity.us/EXM980_ComprehensiveExamination.pdf

RES 985: Dissertation Proposal (4 credits)

Participants prepare a formal dissertation research proposal according to publish University policies and guidelines.

http://akamaiuniversity.us/RES985_DissertationProposal.pdf

RES 990: Dissertation (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 150 or more pages in length. The dissertation project may take any of several forms, depending upon the field of study and the expectations of faculty. This may be quantitative or qualitative research, participatory action research. Doctoral students may re-enroll for this course for noncredit, as needed.

http://akamaiuniversity.us/RES990_DissertationProject_2013.pdf

EXM 995: Oral Defense of Dissertation (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://akamaiuniversity.us/EXM995_OralDefenseofDissertation.pdf

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:

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- 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.

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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.

AKAMAI ACCREDITATION



Akamai University is accredited by the Accreditation Service for International Schools, Colleges and Universities (ASIC). Akamai has been designated as an ASIC Premier University for demonstrating several quality areas of strength and good practice. ASIC is a member of the British Quality Foundation (BQF), sits on the Quality Standards Group of UK NARIC, and is one of a number of international accrediting bodies listed in the international directory by the Council for Higher Education Accreditation (CHEA) in the USA and is a member of the CHEA International Quality Group (CIQG). ASIC is an approved accrediting body in compliance by the UK Border Agency (UKBA). ASIC Accreditation provides reassurance to the UK Border and Immigration Agency that the college meets their strict requirements for overseas students and, in general, does not harm the perceived quality of the United Kingdom education provision.

[ASIC Premier University Certificate of Accreditation](#)
[Akamai University Listing in ASIC Accredited Colleges Directory](#)

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

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

Akamai University is not accredited by an accrediting agency or association recognized by the US Department of Education. Before undertaking any program of studies in higher education or

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training, Akamai University strongly advises interested applicants to consult with licensing authorities, professional associations, colleges and universities, and prospective employers to



CONTACT INFORMATION



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