

**Doctor of Philosophy in Energy Medicine**  
**Institute for CAM Studies**  
**Akamai University**  
**Dr. Mary Jo Bulbrook and Dr. Douglass Capogrossi**  
**Revised 7 March 2016**



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) and Energy Medicine 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 and Energy Medicine are steadily moving into mainstream.

Akamai University is on the leading edge of supporting these changes with advancement in degree study and research in Energy Medicine. In addition, new Master of Science and Postgraduate Diploma programs in CAM, worldwide with a solid concentration in Energy Medicine, 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 Medicine practices have satisfied unmet needs of conventional care. They are now teaming up with some innovative health care institutions adding their expertise. Complementary And Alternative Medicine and Energy Medicine 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 Medicine 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 of these questions and more, demand critical reflection and systematic inquiry. Akamai University's programs in energy medicine and complementary and alternative medicine 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 Energy Medicine and CAM 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!

We hope you join Akamai University's Energy Medicine program!

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 Energy Medicine and the following areas: Energy Psychology, Energy Kinesiology, Energy Dynamic, Transpersonal Studies and Integral Health.

<b>Approved CAM Training Programs</b>			
<b>Energy Medicine</b>	<b>Energy Psychology</b>	<b>Energy Kinesiology</b>	<b>Dynamic Energy</b>
Healing Touch (HT)	Tapas Acupressure Technique (TAT)	Touch For Health (TFH)	Movement: Yogi, Qigong, Tai Chi
Transform Your Life through Energy Medicine (TYLEM)	Wholistic Health Easily & Effectively (WHEE)	Donna Eden’s Energy Medicine / Kinesiology	Shamanism, Traditional Healers, Native American Healing
Energy Medicine for Animals (EMAP)	Neuro-Linguistic Programming (NLP)	TFHKA	Nutritional & Herbal Medicine, 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 Kinesiology	Past Life Regression
HT Spiritual Ministry	The Grace Process	Three-In-One Concepts	Color Healing
HT for Animals	Heart Assisted Therapy	EDU Kinesiology	Higher Sense Perception Training
Rosalyn Bruyers’s Healing with Light	EMO Trance	Bio-kinesiology	Spirituality and Consciousness
Barbara Brennan’s School of Healing	EMDR	Wellness Kinesiology	Logo synthesis – Power of Words
Polarity Therapy	Thought Field Therapy	Neuromuscular Therapy	Spirit Release
Acupuncture	Emotional Freedom Technique	Cranial Sacral	Naturopathy
Quantum Touch	Transpersonal Studies	Wellness For All	Integral Health





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

[ASIC Premier University Certificate of Accreditation](#)

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

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

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

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

## **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

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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.

## PROGRAM FACULTY

### Key CAM & Energy Medicine Program Faculty

- Mary Jo Bulbrook, EdD, RN, BSN, MEd, CEMP/S/I, HTCP, Dean, CAM Institute Program Director of Complementary Therapies and Alternative Medicine, Energy Medicine
- Melinda Connors, Ph.D., Complementary and Alternative Medicine Research, Deputy Director of CAM & Energy Medicine
- James L. Oschman, Ph.D., Energy Medicine
- Nick Arrizza, MD, Energy Psychiatrist
- Corina Guethlin, Dipl.Psych., Ph.D., Complementary Medicine
- Dan Benor, MD, Energy Psychology Psychiatrist
- Christopher K. Johannes, BA, MA, M.Ed. Ph.D., D.Sc. DHM, HD (R.Hom), D.Hom., NCC, LPC, RPP, MARH, TFT Dx., Integral Health Studies
- Beverly Rubik, Ph.D, Energy Research
- Michael J. Cohen, Ed.D. Ecotherapy
- Christina Ross, Ph.D, Energy Medicine, CAM Therapies
- Robert Maldonado, PhD, Energy Medicine, CAM Therapies
- Joel Bowman, PhD, Energy Medicine, Energy Psychology 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

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### Additional Supporting Faculty

- Vijay P Gupta, Ph.D., DFM, MBBS Applied Health Science and Toxicology
- Anthony R. Maranto, Ph.D. Environmental Health
- Jim Morningstar, Ph.D, Behavioral Medicine, Health Education and Promotion
- Rayapudi M. Rao, B.Pharm., M.Pharm., D.B.A., Ph.D. Applied Health Science
- Hemant D. Toshikhane, BAMS, MS (Ayu) Ayurveda, Complementary Medicine
- Prasanna Kerur, BAMS, MD (Ayu) Ayurveda, Complementary Medicine
- Arif Hussain Shah, Ph.D. Disease Prevention and Control

### ENTRY REQUIREMENTS

As prerequisites for acceptance to the Doctor of Philosophy by Dissertation in Energy Medicine, 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 Proposal (4 credits)

RES 990: Conduct of Dissertation Project (8 credits)

EXM 995: Oral Review of Dissertation (2 credits)

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### **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.

### **EXM 980: Comprehensive Examination (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.

### **RES 985 Dissertation Proposal (Required: 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.

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### **RES 990: Dissertation Project (Required: 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.

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

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

Doctoral participants will progress through their programs under the advisement and mentorship of a three-member Doctoral Committee composed of qualified Akamai graduate faculty. The Committee is comprised of a primary, secondary and tertiary mentor, each with a assigned role in directing the doctoral process.

Doctoral participants are expected to work in unity with the same doctoral committee members throughout the entire program. However, participants requiring a change in committee members must submit a formal petition to the University administration to request the change and such petitions must include a special fee. It must be understood that changing the composition of a doctoral committee may result in a readjustment of expectations, as the committee works to incorporate the ideas and advisement of the new committee member. This may also result in extending the completion date of the degree.

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## **Optional Research Preparation Classes to Support RES 641**

Under the mentorship from the Dissertation Committee Chair, doctoral students may select one class in research preparation at the expense of the University in support of the RES641 tutorial. Additional classes, as may be needed, may be selected at the expense of the student.



**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.

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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.

### **Energy Medicine and CAM Research and Professional Societies**

#### [Similima](#)

[International Society for Complementary Medicine Research](#)

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

[Prince of Wales's 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.

**Energy Medicine and CAM Online Journals and Research Sites**

[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's 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's 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](#)

**Energy Medicine and 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](#)