



OREGON COLLEGE *of* ORIENTAL MEDICINE

Academic Catalog 2015-2016

Master of Acupuncture and Oriental Medicine
Doctor of Acupuncture and Oriental Medicine





President's Welcome

Thank you for choosing **Oregon College of Oriental Medicine** to pursue your graduate studies in Chinese medicine. As you know, OCOM is one of the oldest and most respected acupuncture and Oriental medicine colleges in the United States. For 30 years, the college has prided itself on providing future practitioners with a superior academic and clinical education. Since our beginnings in 1983, we have focused on building a culture of excellence through continuous quality improvements in our academic, clinical and research programs.

Today, the college continues in this spirit with great enthusiasm and an optimistic vision for the future. Our state-of-the-art campus in Portland's Old Town Chinatown neighborhood provides a wonderful facility to pursue academic studies, research and practice. Our location in the heart of one of the nation's most livable cities allows the college to create deep and meaningful partnerships in the community as we explore sustainable solutions to health care challenges in Oregon and nationally. Most importantly, OCOM's ever-expanding commitment to academic excellence ensures that you will have an optimal educational and clinical experience.

If your vision includes becoming a practitioner of acupuncture and Oriental medicine, OCOM would be honored to serve as an integral partner in helping you create your desired future.



The world is very much in need of healers. May your program be all you want it to be and prepare you to take your place among the many acupuncture practitioners who have preceded you in transforming health care one patient at a time.

I wish you the very best.

Deborah Howe, PhD, FAICP
President, Oregon College of Oriental Medicine

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Oregon College of Oriental Medicine

75 NW Couch Street, Portland, OR 97209

503-253-3443

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Mission and Values

Oregon College of Oriental Medicine transforms health care by educating highly skilled and compassionate practitioners, providing exemplary patient care, and engaging in innovative research within a community of service and healing.

In support of this mission, the college values:

Excellence

OCOM staff, faculty and students strive to set standards for and perform at the highest professional levels — academically, clinically, in the research program and for long-term economic and ecological sustainability.

Leadership

OCOM leads Oriental medicine education in the United States by developing outstanding programs of education, clinic, research, outreach and collaboration. OCOM leads by working to enhance social justice through its commitment to inclusive and diverse access to education and health care.

Healing

OCOM staff, faculty and students, consistent with the principles of Oriental medicine, understand health to be harmony and balance in Body, Mind and Spirit, and attempt to live these principles by embodying compassion, humility, passion and synergy in their daily lives and work.

Innovation

OCOM staff, faculty and students use inquiry and discovery to support their individual creativity and inventiveness in the continuous improvement of the college and its clinical, academic and research programs.

Community

OCOM staff, faculty and students work together in a learning community that maintains traditions built upon supportive relationships, effective communication, integrity, trust, heart, humor and a commitment to lifelong learning.

Service

OCOM provides the highest levels of compassionate, effective, efficient and practical service to its students and the public.

This catalog is published for the purpose of providing students, applicants and the general public with information about the educational programs, policies and procedures of the college. Oregon College of Oriental Medicine (OCOM) reserves the right to make changes in the regulations, rules and policies set forth in this catalog; the catalog is not to be regarded as a contract. When such changes are made, OCOM will make every effort to communicate those changes with reasonable notice to interested parties. Please note that students are responsible for understanding and complying with all policies and procedures contained in this catalog, and in other publications that the college may distribute from time to time.

OCOM is a nonprofit corporation and is authorized by the State of Oregon to offer and confer the academic degrees and certificates described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, Higher Education Coordinating Commission, 775 Court St NE, Salem, Oregon 97301.

OCOM is institutionally accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for freestanding institutions and colleges of acupuncture or Oriental medicine that offer such programs. ACAOM is located at 8941 Aztec Drive, Eden Prairie, MN 55347; 952-212-2434; fax 952-657-7068.

The **Master of Acupuncture and Oriental Medicine (MAcOM)** program of Oregon College of Oriental Medicine is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners.

The **Doctor of Acupuncture and Oriental Medicine (DAOM)** program of Oregon College of Oriental Medicine is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for programs preparing acupuncture and Oriental medicine practitioners.

Academic Calendars

Master's Program 2015-2016

Fall 2015 *September 9 - December 11, 2015*

September 9-11	New Student Orientation
September 9	Clinical Internship Begins
September 16	Classes Begin
November 25-29	Thanksgiving Holiday
December 7-11	Final Exam Week
December 12	Last Day of Clinic
December 13-January 4	College/Clinic Winter Break

Winter 2016 *January 4 - March 25, 2016*

January 4	Classes/Clinic Begin
January 18	Martin Luther King, Jr. Day Holiday
March 21-25	Final Exam Week
March 26	Last Day of Clinic
March 27-April 3	College/Clinic Spring Break

Spring 2016 *April 4 - June 24, 2016*

April 4	Classes/Clinic Begin
May 30	Memorial Day Holiday
June 13-17	Final Exams in some courses <i>(See syllabi)</i>
June 20-24	Remainder of Final Exams
June 24	Clinic Entrance Exam
June 25	Last Day of Clinic
June 26-July 4	College/Clinic Summer Break

Summer 2016 *July 5 - August 26, 2016*

July 5	Intern Classes/Clinic Begin <i>(Eight-week session)</i>
July 18	Non-Intern Classes Begin <i>(Six-week session)</i>
August 22-26	Final Exam Week
August 27	Last Day of Clinic
TBA	Graduation
September 5	Labor Day Holiday

Doctoral Program Class of 2017

Year One *September 17, 2015 - September 2, 2016*

Modules

September 17-21, 2015 <i>(Tuition payment due September 18, 2015)</i>
October 16-19, 2015
November 12-16, 2015
December 11-14, 2015
January 7-11, 2016
February 5-8, 2016 <i>(Tuition payment due February 5, 2016)</i>
March 4-7, 2016
April 1-4, 2016
May 6-9, 2016
June 3-6, 2016

Year Two *September 16, 2016 - September 1, 2017*

Modules

September 16-19, 2016 <i>(Tuition payment due September 16, 2016)</i>
October 14-17, 2016
November 11-14, 2016
December 9-12, 2016
January 6-9, 2017
February 3-6, 2017 <i>(Tuition payment due February 3, 2017)</i>
March 3-6, 2017
April 7-10, 2017
May 12-15, 2017
June 9-12, 2017
TBA: Graduation and Capstone Project Presentations

Note: OCOM reserves the right to modify the academic calendars as necessary. If such changes are made, the college will make every effort to communicate those changes with reasonable notice to all interested parties.

Facilities

Campus

75 NW Couch Street, Portland, OR 97209



The OCOM campus in Portland's historic Old Town Chinatown neighborhood opened in 2012. Consolidating the college's academic resources and a state-of-the-art teaching clinic in

a single downtown location, the campus building features an accessible, ground floor herbal medicinary, as well as versatile meeting spaces for both student and public classes — an ideal environment for learning, research and the ongoing exchange of knowledge and ideas.

OCOM Library

Third Floor, 75 NW Couch Street, Portland, OR 97209

The college's library houses a unique collection of books, tapes, CDs and journals, striving for in-depth English and Chinese language coverage of acupuncture and Oriental herbology. Related subjects such as qigong and taiji quan, massage and diet therapies, Chinese philosophy, biomedical topics and Western herbology are also well represented. The entire collection is searchable via an online catalog. In addition, the library maintains computers for student use.

To provide access to depth and variety in related subject areas, students have borrowing privileges at three other major health sciences libraries: Oregon Health & Science University (OHSU), National College of Natural Medicine (NCNM) and University of Western States (UWS).

Bookstore

Texts used in OCOM courses, recent publications relevant to Chinese medicine, acupuncture supplies and college-branded merchandise are available for purchase and by special order. Texts and supplies can also be purchased from the college's online bookstore.

OCOM Herbal Medicinary

First Floor, 75 NW Couch Street, Portland, OR 97209



In conjunction with OCOM's clinics, our herbal medicinary serves both patients and practitioners by providing high-quality herbal and nutritional supplements. Custom

herbal formulas are individually tailored to address our patient's health challenges. We also carry a wide variety of patent formulas, in both pill and tincture forms.

OCOM Clinic

Fourth Floor, 75 NW Couch Street, Portland, OR 97209



Our on-campus clinic offers acupuncture and massage treatments as well as herbal consultation services. Our most affordable services are provided by master's and doctoral students who are advancing their study and practice of Chinese medicine.

For patients seeking practitioners with a greater degree of experience, we also offer treatments by faculty, all of whom have years of practice experience.

OCOM Hollywood Clinic

2029 NE César E Chávez Blvd, Portland, OR 97212

Our Northeast Portland clinic is a full-service acupuncture and Oriental medicine (AOM) facility, conveniently located in the Hollywood neighborhood to offer low-cost health care to area residents.



Community Clinics

Master's program students have an opportunity to work clinical rotations off-campus at a variety of community-based clinics. Options include Outside In, Mercy and Wisdom Healing Center, and the Hollywood Senior Center. Each clinic provides a unique experience, from working with homeless youth to care for aging patients. Community Health Externship clinics include Project Quest, Central City Concern's Hooper Center and Old Town Clinic, where treatments are primarily performed in a group setting where health conditions may include hepatitis, substance abuse, chronic mental illness and HIV/AIDS.

Research

The **OCOM Research Department** enhances evidence-informed health care through innovative design, evaluation and dissemination of research on acupuncture, herbal medicine and other East Asian therapies. Our commitment to innovation includes designing research and educating our students in research methods that reflect the real world practice of acupuncture and Oriental medicine (AOM) in its scope of treatment, and its emphasis on individualized patient care.

The department's commitment to research education was stimulated by grants from the National Institutes of Health/National Center for Complementary and Alternative Medicine (NIH/NCCAM) to enhance research literacy and research-informed clinical practice and to provide experiential research opportunities.

The master's program curriculum includes a sequence of three required research courses. In their final year, master's students design their own independent research study or participate in a faculty-mentored group research project. Examples of such mentored research projects include: retrospective chart reviews of data collected by Acupuncturists Without Borders and affiliated acupuncture clinics in Mexico and Nepal; analyses of patient outcomes data that are routinely collected in OCOM's intern clinic; and preparation of literature reviews for the Oregon Association of Acupuncture and Oriental Medicine (OAAOM) and other advocates and policymakers that summarize the evidence of the efficacy of acupuncture to treat a variety of medical conditions. Graduating students present their final research projects at OCOM's annual Student Research Conference.

The doctoral curriculum includes a research course, and a Research Grand Rounds seminar series featuring nationally known complementary and alternative medicine (CAM) researchers who discuss state-of-the-art studies and discoveries relevant to Chinese medicine. Students in the clinical doctorate program are required to complete a capstone project, either a completed research study, a research study proposal, or a scholarly paper.

The department's researchers, faculty members and work-study students collaborate with colleagues at CAM and conventional medical and research institutions, both locally and nationally, on research, education and clinical care. Since its founding in 1999, the department's research partners have included Oregon Health & Science University, Kaiser Permanente Center for Health Research, Legacy Health System, and the Universities of Arizona, Texas, and California at Los Angeles, among others. Funded by grants from NIH/NCCAM and from private foundations, these research partnerships have focused on acupuncture treatment for such conditions as fatigue associated with

multiple sclerosis, endometriosis-related pelvic pain, vulvodynia, temporomandibular joint disorder, recovery from breast cancer surgery, side effects of chemotherapy, and electrodermal properties of acupuncture points.

Our research education initiatives are supported by AcuTrials® and the clinic outcomes database. AcuTrials® is a searchable bibliographic database of randomized clinical trials and systematic reviews of acupuncture. It was developed and is maintained by OCOM's research department for use by students, staff and faculty. The OCOM clinics' outcomes database is the result of the systematic collection of data from all patients treated since 2009 in our intern clinics.

Research at OCOM is facilitated by the College Research Committee (CRC) and the Institutional Review Board (IRB). The CRC fosters research as an interface between education and patient care, coordinates and prioritizes emerging research interests at the college, and evaluates the scientific merit and institutional impact of research projects developed by OCOM students, staff, faculty and alumni. The IRB reviews all research projects involving human subjects to ensure subject safety and confidentiality.

Continuing Education

Based on a philosophy of lifetime support for its community of graduated students, OCOM provides ongoing continuing education for acupuncturists.

Licensed practitioners with NCCAOM diplomate status are required to attend and document 60 hours of continuing education units every four years from the time of their initial certification with the national organization. This is the standard also recognized by the state of Oregon for maintenance of state licensure to practice acupuncture and Oriental medicine. NCCAOM certification and the Oregon Medical Board (OMB) further requires practitioners to acquire specific continuing education units in such areas as ethics and pain management. OCOM's Continuing Education program strives to host events that satisfy these requirements while also providing solid subject matter in areas vital to clinical effectiveness and deeper understanding of Chinese medicine theory. Practitioners who participate in continuing education on a regular basis strengthen their treatment strategies, broaden their ability to solve difficult cases and have opportunities to network with other acupuncturists and allied health care providers.

The Continuing Education program (administered by OCOM's Office of Institutional Advancement) offers practitioners an economical means of attending high-quality seminars. Discounted seminar fees are available to alumni, faculty and staff. OCOM students are invited to attend seminars at a significantly discounted noncredit rate.

Alumni Support

OCOM is committed to working closely with our 1,300-plus alumni as they develop their practices and become leaders in our field. The college's Office of Alumni Relations manages a number of programs. The Alumni Mentor program pairs successful alumni with current students and recent alumni. Continuing Education events are held throughout the year on our Portland campus, are sponsored in partnership with the OCOM Alumni Association, and are deeply discounted or free for members. Online, we provide the resources for graduates to connect with one another, learn about jobs in the field, and ask questions of their fellow practitioners.

Alumni receive numerous additional benefits, including networking opportunities, complimentary audit privileges and lifetime access to the OCOM Library.

For a full list of OCOM alumni benefits and alumni news, visit alumni.ocom.edu.

Student Services

Student Services guides and supports all students through their transformational journey in achieving their educational and professional goals. A continuum of services is offered for prospective students, current students and OCOM graduates.

Records and Transcripts

Records and transcripts are housed in the Office of the Registrar. Students, former students and graduates may obtain unofficial copies of OCOM transcripts for themselves or request that official transcripts be sent directly to other institutions or agencies by completing a Transcript Request Form or submitting a written or e-mail request to the Registrar. A fee of \$5 is charged for each transcript; allow two weeks for processing.

The Registrar will only release transcripts to students, former students, alumni and external institutions or agencies when all debts to the institution have been resolved. Both law and institutional policy afford students access to academic records and opportunities to modify them. All details

regarding access and challenges to student records may be found in the OCOM Student Handbook.

The Registrar provides necessary documentation to licensing boards and to the national certification commission, as well as notary service for related documents. Military veterans and international students receive specialized services through the Registrar.

Health Care

Low-cost AOM health care is available to students in OCOM's clinics. The Affordable Care Act, which went into effect in 2014, allows individuals to apply for health care through each state's exchange system. More information on coverage in Oregon is available at www.oregonhealthcare.gov

Counseling, Academic Advising and Support Services

A variety of academic and personal support is available to students through the Office of Student Affairs. The Dean of Students offers supportive lifestyle counseling/coaching on a wide range of issues and makes referrals for professional counseling or other outside resources when appropriate. A limited number of professional counseling sessions are subsidized through a contract with Pacific Psychology Clinic.

The Dean of Students also provides academic support and advising to master's students and, with the Assistant Dean of Master's Studies, assists with changes in enrollment plans. Free drop-in tutoring sessions are offered on campus several times per week and subsidies are available for private tutoring that is required or recommended by a faculty member.

Each student is encouraged to meet with the Dean of Students or the Assistant Dean of Master's Studies to discuss academic progress, to review upcoming courses, and to share their experiences at the college.

Similarly, doctoral students are encouraged to meet with the Dean of Doctoral Studies or the Associate Dean of Doctoral Studies. Students are also encouraged to seek additional academic advising from faculty throughout the academic year, as needed.

Disability services for both doctoral and master's students are coordinated by the Student Services Manager within the Office of Student Affairs.

Financial Aid and Work-Study

The Office of Financial Aid provides all necessary information regarding obtaining and managing Federal Financial Aid, including work-study options. Students are encouraged to consult on loan management options during school and after graduation.

Career Planning and Development

The Professional Development Center (PDC) offers career consultation and makes available tools and resources to support career goals. OCOM graduates may establish their own acupuncture and Oriental medicine (AOM) practices or join existing acupuncture and natural health clinics; some find employment in such varied settings as hospitals, addiction treatment programs, cruise ships or reproductive medicine centers. Students are encouraged to use the PDC and meet with the department chair to find and integrate the resources needed to create, build and sustain a successful AOM career.

Student Identification

Student security badges/identification cards are provided to all students and can be utilized to obtain student discounts for goods and services.

Housing

While OCOM does not provide housing for students, housing opportunities are posted for student convenience, including hotels for doctoral students during modules.

Campus Safety

In accordance with the Crime Awareness and Campus Safety Security Act of 1990, OCOM provides the college community with an annual report detailing certain types of criminal activity that have occurred on or around campus.

Communications

Websites, newsletters, in-class announcements, bulletin boards, e-mail and informational forums are all utilized to communicate about the college, clinics and the larger community.

Internet Access

The college maintains a campus wireless network available to all members of the OCOM community. Additionally, computers connected to the Internet are available for use in the library and clinic conference rooms. Students, staff, faculty, and other users of the college's information systems are asked to accept and follow the OCOM Technology Use Policy and Agreement Statement.

Populi Student Information System

Populi, a cloud-based student information system, provides current and prospective students with Web access to:

- Online application
- Course registration and transcripts
- Online course material (for master's program students) and document sharing
- Financial aid
- Tuition and fees
- Campus news and event announcements

College Events

College events enrich the student experience and offer opportunities to build and sustain OCOM's community.

New Student Orientation – Incoming **master's students** spend three days meeting classmates, faculty and staff, and learning what to expect as OCOM students. **Doctoral student orientation** occurs during the first module and includes a "welcome lunch" for new students.

Mentor Program – Incoming master's students are matched with continuing student volunteers to facilitate a smooth transition into OCOM life. A part of the enrollment process, these mentor relationships are established based on background and interests.

Welcome Party – A fun, fall event greets first-year master's

students to welcome them into the OCOM community.

Annual “No Talent” Show – Staff, faculty and students ham it up on stage to celebrate the Chinese New Year.

End-of-the-Year Party – In June, it’s time to celebrate a successful school year. Students, faculty, staff and families gather to eat, talk, dance and unwind.

Student-Alumni Social – At a gathering that follows the annual June alumni continuing education event, current OCOM students can informally meet with alumni to discuss post-graduate life, take advantage of networking opportunities, and prepare for their entrance into the field.

Student Research Conference – This student-initiated conference allows graduating students to present their research projects from the OMR III course. Students gain experience presenting at a research conference and become familiar with research culture.

Graduation – The annual commencement ceremony is followed by a reception attended by graduates, OCOM students and alumni, family members, faculty and staff.

Student Activities and Clubs

The **OCOM Student Association (OSA)** is the college’s student government organization, acting as a liaison between the student body and the college administration. All currently enrolled students are members. OSA representatives are comprised of one Student Body President, one Student Body Vice President, Student Class Representatives, and At-Large Student Representatives (one Academic Steering Committee [ASC] Liaison, one Academic Dean/Student Life Liaison, one Clinic Liaison, one IT/Library Liaison and additional students from any year as necessary). Representatives are elected each school year. The OSA operates according to its own constitution and is empowered to develop and coordinate events and services to improve student life. Additionally, each year, the OSA elects a student trustee to OCOM’s Board of Trustees.

Doctoral students can choose to participate in the OSA or work informally within a separate group to focus on doctoral student issues and interests.

Examples of OSA-sponsored efforts include creating clubs, hosting speakers, providing food during final exams, funding student attendance at conferences and workshops, and holding informational forums for students. The efforts of this student association are funded by the Student Activity Fee, a \$15 fee paid each quarter of enrollment. The OSA Constitution is distributed in the OCOM Student Handbook.

Examples of activities and clubs:

T-shirt Design Competition – Students submit designs that are then voted on by their fellow classmates. The winning design is then produced and t-shirts are made available for purchase.

“Things I Wish I Had Known” Luncheon – This event provides

an opportunity for students to ask those “who have been there” about what to expect in the next phase of their OCOM experience.

OCOM Nutrition Club – A club focused on learning about nutrition from a Chinese perspective and how to incorporate it into real life practice.

Fitness Co-op – Students offer on-campus fitness classes (yoga, Pilates, etc) to fellow classmates free of charge.

OCOM Research Club is dedicated to learning about research past and present, and participating in future studies. This student-run club is open to all students regardless of experience or expertise in research.

Pride and Allies Club – This student-run club explores health concerns related to LGBTQIA (lesbian, gay, bisexual, transgender, questioning, intersex, asexual) people, as well as educating on LGBTQIA concerns and appropriateness. The group welcomes LGBTQIA students, staff and faculty as well as all straight allies.

The Garden Club – For those interested in all things gardening. This club maintains OCOM’s rooftop garden, including watering, weeding, transplanting and labeling to make it more lush and inviting.

Student Alliance for Integrative Medicine (SAIM) – A collaboration of five Portland-area medical schools working together to provide networking events, lecture opportunities, and information to students. (Visit <http://uwssaim.wordpress.com>)

General Policies

The college's institutional and academic policies are fully detailed in the master's and doctoral programs' respective student handbooks.

Student Grievance Policy

Academic Grievances:

Students with an academic grievance about a specific staff or faculty member are asked first to attempt to resolve the situation with that staff or faculty member. If a student believes that his or her grievance was not resolved satisfactorily, the student is encouraged to submit the grievance in writing to the appropriate college dean — Dean of Master's Studies or Dean of Doctoral Studies. The Dean will meet with the student in question, gather any additional information needed, and if possible, attempt to resolve the situation. If the student still believes that the grievance has not been satisfactorily resolved, the student can request that the grievance be brought to the Grievance Subcommittee of the Academic Steering Committee. The subcommittee may, as part of the process, invite the student to its meeting to explain the grievance, and may also invite the staff or faculty member involved. The student may also request such a meeting.

After its meeting and hearing from the involved parties, the Grievance Subcommittee of the Academic Steering Committee will make a final determination as to how the grievance will be resolved.

If the student is not satisfied that the college has adhered to policy or been fair in its handling of the grievance, the student may contact the Accreditation Commission for Acupuncture and Oriental Medicine:

ACAOM
8941 Aztec Drive
Eden Prairie, MN 55347
Phone 952-212-2434; fax 952-657-7068

Nonacademic Grievances:

Students with a nonacademic grievance about a specific staff or faculty member are asked first to attempt to resolve the situation with that staff or faculty member. If a student believes that his or her grievance was not resolved satisfactorily, the student is encouraged to submit the grievance in writing to the Dean of Students. The Dean will meet with the student in question, gather any additional information needed, and if possible, attempt to resolve the situation. If the student still believes that the grievance has not been satisfactorily resolved, the student can request that the grievance be brought to the Grievance Subcommittee of the Academic Steering Committee. The subcommittee may, as part of the process, invite the student to its meeting to explain the grievance, and may also invite the staff or faculty member involved. The student may also request such a meeting.

After its meeting and hearing from the involved parties, the Grievance Subcommittee of the Academic Steering Committee will make a final determination as to how the grievance will be resolved.

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ACAOM
8941 Aztec Drive
Eden Prairie, MN 55347
Phone 952-212-2434; fax 952-657-7068

Discriminatory Harassment, Sexual Misconduct and Retaliation Grievances:

Students with a grievance that involves discriminatory harassment, sexual misconduct, or retaliation about a specific student, staff or faculty member are directed to bring the grievance to the Title IX Coordinator (Chief of Staff/Director of Human Resources). Refer to the Student Handbook for full Discriminatory Harassment, Sexual Misconduct and Retaliation policy details.

Academic Petitions

When, due to special or extenuating circumstances, a student wishes to request an exception to stated policy, the student can fill out a petition form (academic or clinical). The petition will be considered by the appropriate dean, who will consult with staff or faculty as needed, and respond in writing to the student.

If the petition is denied, and the student wishes to pursue the situation further, the student can request that the petition be reviewed (in writing and/or by personal appearance) by the Grievance/Petition Subcommittee or the full Academic Steering Committee. If the petition is again denied, the student can present it to the President for consideration. The President will gather and review all relevant information and then respond in writing to the student. The decision of the President is final.

Disciplinary Action

All members of the OCOM community are expected to contribute to maintaining a safe and mutually respectful atmosphere that supports the college's purpose of teaching, learning, research and public service. Enrollment implies an obligation for the student to uphold lawful and ethical standards of conduct in the community, at OCOM and within the Oriental medical profession. Students who violate these

standards or the codes of conduct detailed in the Student Handbook and in the Professionalism Guidelines may, depending on the nature of the infraction, be subject to a variety of sanctions, including referral to the Committee on Academic Progress and Professionalism (CAPP), academic probation, suspension or dismissal from the program as more fully detailed in the Student Handbook.

Drug-free Workplace Act

In compliance with the Drug-Free Workplace Act of 1988, OCOM will not tolerate the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance. Students and employees found to be in violation of this policy are subject to immediate disciplinary action that may include dismissal or suspension from the college.

OCOM is likewise committed to an ongoing drug-free awareness program for all students, faculty and staff, and provides the details of this program commitment in writing each year. Individuals seeking advice regarding drug abuse counseling, rehabilitation and further information about treatment options are encouraged to contact the Dean of Students (students) or the Chief of Staff/Director of Human Resources (staff) for such assistance.

Tobacco-Free Campus

In 2007, OCOM became Oregon's first educational institution to declare its entire campus tobacco-free. By adopting this tobacco-free policy, the college has chosen to not permit the use of any tobacco products — including cigarettes, cigars, chewing tobacco and e-cigarettes — on campus or clinic properties.

Family Education Rights & Privacy Act

OCOM complies fully with the Family Education Rights & Privacy Act (FERPA). For details on FERPA, refer to the Student Handbook.

Americans with Disabilities Act (ADA) Services

OCOM will provide reasonable accommodations for students with known disabilities in accordance with the definitions provided by the Americans with Disabilities Act, and in accordance with Section 504 of the Vocational Rehabilitation Act. Individuals with disabilities must formally request accommodation under the ADA for the college to provide reasonable accommodations. Students shall make their request to the Student Services Manager, who will verify the disability and collaborate with the student in identifying reasonable accommodations and ways to implement these accommodations. Refer to the Student Handbook for more information.

Communications Policies

To ensure efficient communication, students are required to maintain an assigned ocom.edu e-mail address and calendar and check it daily. Students are responsible for information disseminated to them via e-mail by administrators and faculty members.

Upon receipt of their ocom.edu e-mail address, students are required to sign and follow the OCOM Technology Use Policy and Agreement Statement, which outlines expectations and acceptable use of campus technology systems.

Discriminatory Harassment, Sexual Misconduct and Retaliation

OCOM does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital or familial status, sexual orientation, gender identity, veteran status, or any other basis prohibited by local, state, or federal law. Refer to the Student Handbook for the full policy details.

Notice of Nondiscrimination

OCOM recognizes the individual dignity of each employee, student, patient, volunteer and job applicant. OCOM does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital or familial status, sexual orientation, gender identity, veteran status, or any other basis prohibited by local, state or federal law.

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in educational programs, including areas such as admissions, financial aid, scholarships, course offerings and access, employment and other services. Title IX protects students and employees, both male and female, from unlawful sexual harassment, including sexual violence, in college programs and activities. OCOM has designated a Title IX Coordinator to whom questions or concerns about this notice should be addressed: Chief of Staff, 75 NW Couch, Portland, OR 97209; 503-253-3443.

This policy complies with the spirit and the letter of applicable federal and local laws, including Title IX of the Education Amendments of 1972 and its implementing regulations, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

Master of Acupuncture and Oriental Medicine (MAcOM)

The OCOM master's degree program is designed to train highly skilled practitioners and to provide foundation work for ongoing study and development in the field. In so doing, the program presents coursework and training in all aspects of Chinese medicine, including the theory and practice of acupuncture, herbal medicine, nutrition, traditional Asian massage therapeutics, exercise and qi cultivation; course sequences in biomedicine, including anatomy, physiology, pathology, pharmacology and clinical diagnosis; relevant course work in public and community health, research, practice management and practitioner/patient dynamics; and varied clinical experiences observing and providing supervised patient care.

The master's program emphasizes three broad programmatic goals:

- Provide students with a thorough understanding of the theories and systems of Chinese medicine and knowledge of the historical roots and modern applications of those systems;
- Train students in the clinical skills required to apply that knowledge to the treatment of illness and the maintenance of health through the safe and effective treatment of patients;
- Develop student understanding of their roles and responsibilities as participants in the contemporary health care delivery network.

In support of these goals, the college has developed the following list of anticipated educational competencies.

OCOM graduates will:

- Demonstrate a thorough knowledge of Chinese medical theory and practice in the areas of acupuncture, Chinese herbal medicine, qi cultivation and Asian bodywork;
- Apply their knowledge of Chinese medicine to the safe and effective treatment of patients in a clinical setting. They will be able to:
 - interview and obtain the necessary information from their patients, utilizing traditional diagnostic methods;
 - organize and analyze information to formulate a diagnosis;
 - create a treatment plan;
 - provide effective treatment by choosing appropriate modalities and techniques;
 - modify treatments according to changes in the patient's presentation;
- Be able to apply biomedical knowledge of the human body in health and disease to better evaluate and understand their patients' conditions;
- Be able to communicate with other health care providers and appreciate potential needs for additional approaches to patient care and treatment. They will recognize situations requiring referral or emergency interventions and will respond appropriately;
- Be able to communicate effectively with patients, demonstrating the ability to listen, empathize, and guide a patient. They will be able to incorporate patient education and lifestyle counseling into their patient care;
- Be able to work with a wide range of patient populations and health conditions and will be aware of the many

issues that influence health, including (but not limited to) addictions, socio-economics, culture/ethnicity and family/community;

- Recognize their limitations and seek assistance and information to solve or approach complex situations presented by patients. They will be able to utilize such resources as texts, research data, continuing education seminars, journals, professional consultations and other medical information sources to investigate challenging clinical cases;
- Develop their awareness of qi — in themselves and in their patients. They will understand the importance of continuing to develop this awareness in their personal and professional lives;
- Practice within established ethical, legal and professional guidelines;
- Be aware of various options for establishing a practice and will know how to establish and manage a private practice, work in clinics with other health care providers, and create or pursue opportunities in community health.

The Role of Personal Cultivation

A thorough understanding of acupuncture and Oriental medicine requires a commitment beyond academic achievement alone. Within the history of the medicine, the training of the health care practitioner included studies designed to support their own personal development toward becoming a more present, perceptive and sensitive individual.

Part of the potential of Chinese medicine — that which makes it truly unique — derives from this personal and internally focused effort. It is this practice that can ultimately lead to the transformation of the practitioner, as well as the patient, and from which develops the ethical framework of the profession as a whole.

OCOM is committed to providing students with a practical foundation in the classical internal development arts for the purposes of energizing clinical skills, supporting personal health and creativity, and providing the groundwork for understanding the fundamental concepts of this medical system. Students will learn that health is a dynamic balance among the physiological, psychological, emotional and spiritual aspects of an individual, and that we as individuals exist as inseparable components of an energetic matrix that encompasses all beings and phenomena.

The Nature of Program Participation in Skills-Based Learning

Studies at OCOM include traditional classroom study similar to what entering students have experienced in their undergraduate programs. In addition, significant credits/hours are dedicated to skill-building in “hands-on” practicums and clinical situations. Students work in pairs in these hands-on classes, practicing skills of palpation, point location, acupuncture, bodywork and qi cultivation. When practicing techniques of massage, needling, cupping, moxibustion, electro-stimulation, etc., students are required to give and receive as essential components of the learning process. Practical classes depend on students working in pairs throughout the program, with appropriate oversight by faculty and teaching assistants. Each class is a living laboratory for learning, practicing and experiencing skills and techniques. Each student is expected to experience palpation and techniques as practiced by other students, communicate to other students about how a technique feels, and engage in peer evaluation and feedback as essential components of student learning in these courses. Practical testing is also frequently done in pairs.

The Academic Year, Credit Hours and Class Scheduling

The academic year is organized according to the quarter system, with three 12-week quarters in Fall, Winter, and Spring and a six-week Summer session, except in the final year when it is eight weeks. In the master's program, full-time students may complete the program in 36 consecutive months or in 48 months with the first Summer quarter off.

OCOM's three- and four-year enrollment plans are both *full time*. Twelve or more credits during a 12-week quarter constitutes *full time*. For the abbreviated Summer quarters — two (2) of six weeks; one (1) of eight weeks — eight or more credits is considered *full time*.

Students who elect part-time enrollment options and go through the program at a slower pace (5-8 years) carry a smaller credit load per quarter. During a 12-week quarter, 9-11 credits is *three-quarter time*; 6-8 credits is *half time*; 1-5 credits is *quarter time* or less.

For the abbreviated summer quarters, 6-7 credits is *three-quarter time*; 4-5 credits is *half time*; 1-3 credits is *quarter time* or less.

To help accommodate student study preferences, classes are offered in sections with options in the morning or early afternoon as well as in the later afternoon and some evenings, five days a week. While students have the opportunity to request a particular track of classes, they should be aware that their preferred schedule cannot be guaranteed, as class sizes must be balanced for educational

effectiveness. In the internship year, students take classes and participate in clinical internship during both daytime and evening hours, and must make appropriate arrangements to accommodate that schedule. In addition to these times, all students should anticipate scheduling an occasional weekend for special workshops, elective seminars and certain required classes.

Course credit for didactic classes, practicum-based classes and clinical courses are calculated differently:

Didactic courses: 12 classroom hours + 24 hours of outside study = 1 credit

Labs/practicums: 24 contact hours + 12 hours of outside study = 1 credit

Clinical hours: 24 clinic hours + 12 hours of outside study = 1 credit

Externship hours: 36 clinic hours = 1 credit

Independent/Guided Study: 36 hours independent/guided work = 1 credit

The four-academic-year (three-calendar-year) professional degree program consists of a total of 3,334.5 hours, for which 214.86 credits are awarded. Of these, 994.5 hours are devoted to clinical education.

Curriculum Overview

Curriculum development at OCOM is a dynamic and ongoing process, paralleling the rapid evolution within the acupuncture and Oriental medicine (AOM) profession itself and the changing environments of private and public health. Our program is subject to change based on these influences and new perspectives. However, students may be assured that, except in rare circumstances, required classes will not be added retroactively.

The following description provides an overview of student progression through the program:

Early in the program, students study the basic theories underlying Chinese medicine. Concepts of energetic physiology, notions of health and the origins of illness (Traditional Chinese Medical Theory) and the location of acupuncture points and channels/meridians (Point Location) are presented. Students will study and practice traditional diagnostic methods such as tongue and pulse diagnosis (TCM Diagnosis Lab). They simultaneously begin an aspect of study unique to Chinese medicine: personal development training in the classical internal arts (Qigong/Taiji Quan). Selected readings in classical Chinese texts will reinforce and deepen these topics. Students are introduced to basic elements of Chinese medical terminology throughout the curriculum by study of the classical meanings of the Chinese acupoint names, theoretical concepts, and names of Chinese herbs.

Students develop awareness of personal and professional boundaries in the Respectful Touch course. This awareness prepares them to engage in physical medicine as they study Living Anatomy, Oriental therapeutic massage (tuina/

shiatsu) and nonneedling techniques such as cupping and moxibustion.

Students begin their study of traditional Chinese herbal medicine (Introduction to Chinese Herbal Medicine; Chinese Herbal Medicine: The Pharmacopoeia) with intensive work in the individual botanical, animal and mineral-based substances used in the traditional Chinese herbal medicinary.

The foundation of research literacy begins with the course Oriental Medicine Research I. Students begin to develop insight into the practice of Chinese medicine through formal observation of practitioners and interns working in clinical settings (Clinical Observation).

After mastering foundational material, students apply their knowledge of basic theories to an understanding of the disease process and the therapeutic strategies used to transform that process and stimulate health (TCM Pathology and Therapeutics; Point Actions and Indications; Western Pathology; Western Pharmacology). The study of herbal medicine parallels the emphasis on therapeutic applications, focusing on the art of combining the individual medicinal substances into coherent, clinically specific formulas (Chinese Herbal Medicine: Formulas; Herbal Prepared Medicine; Herbal Prescription Strategies; Chinese Nutrition; Chinese Herbal Medicinary Practicum).

Students train in the essential techniques and clinical skills of the acupuncturist, including needle insertion and manipulation, moxibustion and related techniques such as gua sha and cupping (Acupuncture Techniques; Electroacupuncture/Microsystems); the development of practical diagnostic skills, and the study of the ear as a micro-system (Auricular Acupuncture). These individual techniques and skills come together as students begin the transition from classroom learning to coordinated, practical application (Clinical Skills; Patient-Practitioner Relationship).

Students also explore the issues surrounding physiological and clinical research in acupuncture and Oriental medicine, as well as the application of the medicine to community and public health concerns (Oriental Medicine Research II; Community Health and Chemical Dependency). Clinical marketing and professional skills are developed as students approach the beginning of their clinical internship (Practice Management I: Marketing; Ethics and Jurisprudence).

The didactic and practicum work of the program culminate in the treatment of patients in OCOM's clinics. The mission of our clinics is to provide high quality, affordable health care to the public and to support the development of Oriental medicine as a vital healing methodology, complementary to Western medicine. Acupuncture and Oriental medical services are provided in the clinic by interns who practice under the direct supervision of acupuncturists licensed in the state of Oregon.

Interns additionally have opportunities for off-site experiences at several public health facilities with which OCOM is affiliated. Students work with the elderly, troubled

youth, individuals with addictions or behavioral health issues, persons living with HIV, and others with multiple community health concerns.

Advanced study of TCM Pathology and Therapeutics supports and reinforces the clinical experience with focus on several specialization areas within Oriental medicine, such as OB/GYN, pediatrics, dermatology, etc. Acupuncture treatment techniques are expanded in coursework incorporating specialized modern and classical approaches (Advanced Acupuncture I-II).

Additional biomedical approaches to physical and psychological assessment and treatment are explored (Western Clinical Diagnosis; Structural Diagnosis; Mental and Emotional Disorders: An Integrated Approach; Diet and Nutrition).

Finally, students focus on the transition from student to professional health care provider through a year-long sequence in case management (Clinic Seminar: Case Management and Intern Evaluation), business management (Practice Management II: Business Skills) and further insights into issues of public health care access (Issues in Public Health).

Clinical Studies

Clinical study is comprised of Pre-Internship hours, which includes Clinical Observation, Herbal Medicinary Practicum, and Oriental Therapeutic Massage Clinic. The final year of Clinical Studies is comprised of Internship and Externship.

Pre-Internship – 260 hours

Clinical Observation: Clinical Observation, which begins in the first year, offers students several on-campus opportunities to observe the treatment of patients by interns and experienced practitioners in OCOM's clinics and in clinical theater classroom settings. (Four quarters)

Herbal Medicinary Practicum: Through bulk and granule herbal formulas preparation and assisting in the operation of the college's herbal medicinary, students develop their understanding of Chinese herbs beyond what they learn in the classroom. (One quarter)

Oriental Therapeutic Massage Clinic: Each student will also participate in Oriental Therapeutic Massage Clinic, offering shiatsu or tuina massage to the public under the supervision of Oriental Therapeutic Massage Clinic faculty. (One quarter)

Clinical Internship – 702.5 hours

Clinical Externship – 32 hours

Clinical Internship: Students enter Clinical Internship after having successfully completed: (a) all coursework designated within Year One and Year Two of the 36-month program; (b) pre-internship clinical requirements; (c) comprehensive clinic entrance examination. Interns complete 702.5 hours of clinical internship, usually during the course of one year. These hours translate to three shifts (4.75 hours each) per week in most quarters. Students have a variety of internship experiences, including multiple acupuncture/Oriental

medicine shifts on- and off-campus, and an herbal internship shift. The herbal internship offers students an opportunity to work closely with an experienced practitioner in the writing of Chinese herbal formulas.

Community Health Externship: Consistent with the college's dedication to providing quality, low-cost health care, especially in the area of treatment of chemical dependency and public health, students also complete one shift (32 hours) of Community Health Externship at a designated community health externship site.

Throughout Clinical Observation and Clinical Internship, students concurrently enroll in a series of classes to reinforce and expand on skills and ideas learned in clinic settings.

Observation Skills, TCM Diagnosis Lab, and Clinic Seminar: Case Management and Intern Evaluations are specifically organized to complement the clinical experiences.

Electives

OCOM offers a number of elective courses in the master's program every year. These courses allow students to pursue their interests, deepen their knowledge and broaden their understanding of the study of Chinese medicine. Most enrolled students take at least some electives during their time at OCOM. Usually, electives are offered at no charge (apart from possible lab or supplies fees), and there is no limit on the number of electives for which a student may register.

Specific electives may not always be available to every student, however, usually because of scheduling conflicts with other mandatory courses. Elective offerings may also change over time, e.g., if faculty availability changes. OCOM can make no guarantees about the specific electives students will be able to take during their period of enrollment. Also, because electives are offered at no cost, tuition refunds are not provided if a student is unable for any reason to enroll in any specific desired elective(s) during their period of enrollment.

Community Outreach Practicum

Each student is required to complete 30 hours of Community Outreach. This experience allows students to share their knowledge about acupuncture and Oriental medicine (AOM) with the public and other health care practitioners. By discussing the modalities and benefits of the medicine with people possessing varying levels of knowledge, students acquire skills that will prove invaluable in their future practices. Examples of Community Outreach activities include participating in health fairs, speaking to community organizations and staffing community education forums.

Opportunities for Teacher Certification in Qigong

Students who choose to fulfill their two-year qi cultivation requirement by taking Qigong IV, V, VI with He Liu will be eligible to apply for teacher certification training in One Thousand Hands Buddha, Lingui Qigong. The teacher certification training will be offered in a weekend format and the cost of the training is additional to program tuition. Teacher certification training is designed to prepare advanced students to teach qigong through intensive, advanced instruction.

Course Descriptions

Course descriptions are presented within their departmental designation: **Chinese Medicine; Acupuncture, Qi Cultivation and Bodywork; Biomedicine; Professional Development; Research; Clinical Studies**

Courses designated as “(Elective)” may not be offered every year. Required courses are offered annually, in one term, as shown on program charts. Course prerequisites have been determined and are controlled by the order in which courses are presented for each category of enrollment.

Chinese Medicine Department

CM500/CM501/CM502

Traditional Chinese Medical Theory I-III

144 hours/12.0 credits

This three-term course series provides students with foundation work in the basic theoretical concepts of Traditional Chinese Medicine (TCM). Students explore yin/yang theory; the five phases (wu xing); traditional models for physiologic function, including the zang and fu organs, and the substrates of energy (qi), essence (jing), blood (xue), and fluids (jin/ye); the origins and processes of disease, including the four levels of disease (wen-bing xue) and the six stages of cold-induced disorders (shang-han bing); as well as the fundamentals of diagnostic theory (four methods). The study of selected portions of Chinese classic texts (*Nei Jing, Wen Bing, Shang Han Lun*) is integrated into the study of the theories based on these writings.

CM520

Introduction to Chinese Herbal Medicine

24 hours/2.0 credits

This course begins the Chinese herbal medicine series of individual herbs, substances and herbal formulas, and introduces the practice of Chinese herbal medicine, gives a general overview of the categories of individual herbs and formulas, discusses preparation of herbal formulas, as well as general precautions and problems with herbs, and introduces relevant research on Chinese herbs. Two categories of individual herbs are also covered.

CM521/CM522/CM523/CM620

Chinese Herbal Medicine I-III: The Pharmacopoeia

144 hours/12.0 credits

This three-quarter sequence is designed to introduce approximately 300 of the most commonly used medicinal substances in Traditional Chinese Medicine. Included in that study are the names of the substances cross-referenced by botanical, pharmaceutical, common English and Chinese name; substance identification; character and flavor; major uses; precautions; preparation methods and relevant research describing physiological action.

CM503

Traditional Chinese Medicine (TCM) Diagnosis Lab

18 hours/.75 credit

Students will practice the diagnostic skills required of the traditional Chinese medical practitioner — pulse reading, tongue observation, questioning and palpation.

CM600/CM601/CM602/CM650/CM651/CM652

TCM Pathology and Therapeutics I-VI

180 hours/15.0 credits

Falling within OCOM's herbal curriculum, this six-course sequence includes the individual systems comprising internal medicine, as well as the Chinese medicine specialties of dermatology, OB/GYN, EENT, orthopedics, geriatrics, traumatology and emergency care. The sequence investigates the disease process and the strategies used to arrest that process, restore health, and support the system to prevent illness in the future. Traditional Chinese medical theories and energetic/physiological systems studied in the first year form the background for this sequence. The classical differentiations of symptom/sign complexes, which are ultimately used to arrive at a specific traditional diagnosis, will be studied in context with the modern biomedical diagnosis of related pathologies and their coverage in such classic texts as Jin Gui Yao Lue. Once a clear diagnosis is structured, TCM therapeutic strategies emphasize herbal medicine formulas, but also include acupuncture treatment planning.

CM621/CM622

Chinese Herbal Medicine IV-V: Formulas

96 hours/8.0 credits

This course sequence introduces the study of combining the individual medicinal substances of Chinese herbal medicine into coherent, clinically specific formulas. Study focuses primarily upon the approximately 150 classical formulas and their variations. These classical formulas are used to determine a recommendation strategy, and modified for individual clinical presentations.

CM623

Herbal Prepared Medicine

18 hours/1.5 credits

This portion of the program in traditional Chinese herbal medicine introduces the study and application of prepared pills and tablets, as well as substances for external application (e.g., traditional Chinese medical liniments). Study focuses on preparations from mainland China as well as products

Master's Curriculum Guide

Typical course progressions for the **36-month** and the **48-month** programs are displayed below. They are subject to change and courses may be reassigned to different terms. Scheduling of clinical components is variable; therefore, this summary is merely a representational example. Four-year and half-time students are required to complete the number of clinical internship hours required of the class with which they graduate.

Three-year Accelerated Academic Plan 2015-2016

First Year		Winter Quarter		Spring Quarter		Summer Quarter	
Fall Quarter	Credits/Hours		Credits/Hours		Credits/Hours		Credits/Hours
TCM Theory I	4/48	TCM Theory II	4/48	TCM Theory III	4/48	Herbs II	4/48
Point Location I	4/48	Point Location II	4/48	Point Location III	4/48	Tuina/Shiatsu IV	1.25/30
Qigong I	1/24	Qigong II	1/24	Qigong III	1/24	Diagnosis Lab	.75/18
Living Anatomy I	2/24	Living Anatomy II	2/24	Living Anatomy III	2/24	Clinical Observation	1/24
Anatomy and Physiology I	2.5/30	Anatomy and Physiology II	2.5/30	Anatomy and Physiology III	2.5/30	Clinical Theatre	1/24
Tuina I/Shiatsu I	1.5/36	Tuina/Shiatsu II	1.5/36	Tuina/Shiatsu III	1.5/36	Finding Your Vision	.5/6
Medical History	2/24	Intro. to Chinese Herbs	2/24	Herbs I	4/48		
Western Medical Terminology	1/36	Observation Skills	1/24	Clinical Observation	2/48		
Respectful Touch	.5/6						
Oriental Medicine Research I	1/12						
Intro-Community Outreach Practicum	.17/4						
	19.67/292		18.0/258		21.0/306		8.5/150

First-Year Totals: 67.17/1,006

Second Year		Winter Quarter		Spring Quarter		Summer Quarter	
Fall Quarter	Credits/Hours		Credits/Hours		Credits/Hours		Credits/Hours
Point Actions I	2/24	Point Actions II	2/24	Point Actions III	2/24	Herbal Prepared Medicine	1.5/18
Qigong IV/Taiji I	1/24	Qigong V/Taiji II	1/24	Qigong VI/Taiji III	1/24	Electro-Acupuncture/Micro-Systems	2/24
Western Medical Pathology I	3/36	Western Medical Pathology II	3/36	Western Medical Pathology III	3/36	Chinese Nutrition	1.5/18
Acupuncture Techniques I	3/36	Acupuncture Techniques II	3/36	Clinical Skills	3/36	Western Pharmacology	3/36
Herbs III	4/48	Herbs IV	4/48	Herbs V	4/48	Clinical Observation	1/24
TCM Pathology I	2.5/30	TCM Pathology II	2.5/30	TCM Pathology III	2.5/30	Adult/Child CPR+First Aid	.67/8
Comm. Health/Chemical Dependency	2/24	Auricular Acupuncture	2.5/30	Oriental Medicine Research II	2/24	Practice Mgmt. I: Clinic Marketing	1/12
Herbal Medicinary Practicum	2/48	Patient-Practitioner Relationship	2/24	Clinical Observation	1.83/44	Ethics and Jurisprudence	.5/6
		Oriental Therapeutic Massage Clinic	2/48	Clinic Entrance Exam	—	Herbal Prescription Strategies	1/12
						Clinic Internship Orientation	0/9
	19.50/270		22/300		19.33/266		12.17/167

Second-Year Totals: 73.0/1,003

Third Year		Winter Quarter		Spring Quarter		Summer Quarter	
Fall Quarter	Credits/Hours		Credits/Hours		Credits/Hours		Credits/Hours
Western Clinical Diagnosis I	3/36	Western Clinical Diagnosis II	3/36	Western Clinical Diagnosis III	3/36	Survey of Western Physics	.5/6
TCM Pathology IV	2.5/30	TCM Pathology V	2.5/30	TCM Pathology VI	2.5/30	Issues in Public Health	1/12
Structural Diagnosis	3/36	Advanced Acupuncture I or II ●	3/36	Diet and Nutrition	2.5/30	External Use of Chinese Herbs	1.5/18
Oriental Medicine Research Project I	.5/18	Oriental Medicine Research Project II	.5/18	Oriental Medicine Research Project III	1/36	Clinic Sem: CaseMgmt/InternEval IV	1.5/18
Practice Management II	1/12	Practice Management III	.67/8	Practice Management IV	.66/8	Clinic Internship	5.14/123.5
Clinic Seminar: CaseMgmt/InternEval I	2/24	Clinic Sem: CaseMgmt/InternEval II	2/24	Clinic Sem: CaseMgmt/InternEval III	2/24	Community Health Externship	.89/32
Clinic Internship	8.31/199.5	Clinic Internship	7.72/185.25	Clinic Internship	7.72/185.25	Community Outreach Practicum	1.08/26
Mental/Emotional Disorders	2/24	Treating Children with TCM	2/24				
	22.31/379.5	● 21.39/361.25			19.38/349.25		11.61/235.5

Third-Year Totals: 74.69/1,325.5

Program Totals: 214.86/3,334.5

● Students are only required to take one term of Advanced Acupuncture (I or II).
The second term can be taken as an elective; Advanced Acupuncture I = Winter; Advanced Acupuncture II = Spring

Four-year Academic Plan 2015-2016

First Year		Winter Quarter		Spring Quarter		Summer Quarter	
Fall Quarter	Credits/Hours		Credits/Hours		Credits/Hours		Credits/Hrs
TCM Theory I	4/48	TCM Theory II	4/48	TCM Theory III	4/48	<i>Optional enrollment upon approval of academic advisor.</i>	
Point Location I	4/48	Point Location II	4/48	Point Location III	4/48		
Qigong I	1/24	Qigong II	1/24	Qigong III	1/24		
Living Anatomy I	2/24	Living Anatomy II	2/24	Living Anatomy III	2/24		
Anatomy and Physiology I	2.5/30	Anatomy and Physiology II	2.5/30	Anatomy and Physiology III	2.5/30		
Western Medical Terminology	1/36	Observation Skills	1/24	Clinic Observation	1/24		
Respectful Touch	.5/6						
Oriental Medicine Research I	1/12						
Intro-Community Outreach Practicum	.17/4						
	16.17/232.0		14.5/198		14.5/198		

First-Year Totals: 45.17/628

Second Year		Winter Quarter		Spring Quarter		Summer Quarter	
Fall Quarter							
Point Actions I	2/24	Point Actions II	2/24	Point Actions III	2/24	Herbs II	4/48
Tuina I/Shiatsu I ♦	1.5/36	Tuina/Shiatsu II ♦	1.5/36	Tuina/Shiatsu III ♦	1.5/36	Tuina/Shiatsu IV ♦	1.25/30
Qigong IV/Taiji Quan I	1/24	Qigong V/Taiji Quan II	1/24	Qigong VI/Taiji Quan III	1/24	Diagnosis Lab	.75/18
Western Pathology I	3/36	Western Pathology II	3/36	Western Pathology III	3/36	Clinical Observation Theatre	1/24
Chemical Dependency	2/24	Intro. to Chinese Herbs	2/24	Herbs I	4/48	Finding Your Vision	.5/6
Medical History	2/24	Patient-Practitioner Relationship	2/24	Clinical Observation	1/24	Point Location - Required Review	
Clinical Observation	1/24	Clinical Observation	1/24				
	12.5/192		12.5/192		12.5/192		7.5/126

Second-Year Totals: 45/702

Third Year		Winter Quarter		Spring Quarter		Summer Quarter	
Fall Quarter							
Herbs III	4/48	Herbs IV	4/48	Herbs V	4/48	Herbal Prepared Medicine	1.5/18
Acupuncture Techniques I	3/36	Acupuncture Techniques II	3/36	Clinical Skills	3/36	Electro-Acupuncture/Micro-Systems	2/24
TCM Pathology I	2.5/30	TCM Pathology II	2.5/30	TCM Pathology III	2.5/30	Chinese Nutrition	1.5/18
Western Clinical Diagnosis I	3/36	Western Clinical Diagnosis II	3/36	Western Clinical Diagnosis III	3/36	Western Pharmacology	3/36
Mental and Emotional Disorders	2/24	Auricular Acupuncture	2.5/30	Oriental Medicine Research II	2/24	Clinical Observation	1/24
Clinical Observation	1/24	Oriental Therapeutic Massage Clinic	2/48	Herbal Medicinary Practicum	1.83/44	Adult/Child CPR+First Aid	.67/8
				Clinic Entrance Exam	—	Practice Mgmt. I: Clinic Marketing	1/12
						Ethics and Jurisprudence	.5/6
						Herbal Prescription Strategies	1/12
						Clinic Internship Orientation	0/9
	15.5/198		17/228		16.33/218		12.17/167

Third-Year Totals: 61/811

Fourth Year		Winter Quarter		Spring Quarter		Summer Quarter	
Fall Quarter							
Clinic Sem: CaseMgmt/InternEval I	2/24	Clinic Sem: CaseMgmt/InternEval II	2/24	Clinic Sem: CaseMgmt/InternEval III	2/24	Clinic Sem: CaseMgmt/InternEval IV	1.5/18
Clinic Internship	8.31/199.5	Clinic Internship	7.72/185.25	Clinic Internship	7.72/185.25	Clinic Internship	5.14/123.5
TCM Pathology IV	2.5/30	TCM Pathology V	2.5/30	TCM Pathology VI	2.5/30	Survey Western Physics	.5/6
Oriental Medicine Research Project I	.5/18	Oriental Medicine Research Project II	.5/18	Oriental Medicine Research Project III	1/36	External Uses of Chinese Herbs	1.5/18
Practice Management II	1/12	Practice Management III	.67/8	Practice Management IV	.66/8	Issues in Public Health	1/12
Structural Diagnosis	3/36	Advanced Acupuncture I or II ●	3/36	Diet and Nutrition	2.5/30	Community Health Externship	.89/32
		Treating Children with TCM	2/24			Community Outreach Practicum	1.08/26
	17.31/319.5		●18.39/325.25		16.38/313.25		11.61/235.5

Fouth-Year Totals: 63.69/1,193.5

Program Totals: 214.86/3,334.5

- ♦ Tuina/Shiatsu may be taken in the First Year by those who have transfer credit for A&P, but note that Shiatsu IV and Tuina IV are Summer courses.
- Students are only required to take one term of Advanced Acupuncture (I or II). The second term can be taken as an elective. Advanced Acupuncture I = Winter, Advanced Acupuncture II = Spring.

produced in the United States. The concept of quality control is emphasized.

CM624

Herbal Prescription Strategies

12 hours/1.0 credit

Utilizing case studies, students will explore strategies for writing and modifying herbal prescriptions. They will also learn how to counsel patients regarding herbal formulas, their preparation, potential side effects and interactions.

CM603

Chinese Nutrition

18 hours/1.5 credits

Utilizing Chinese dietary principles in conjunction with acupuncture and herbal treatment will enable the practitioner to better aid their patients in achieving “balance” and improved health. This course emphasizes Chinese classification of foods into categories and combining foods with Chinese herbs to create clinically effective recipes. Foods that are to be eaten or avoided during particular disorders are discussed and a portion of the class involves hands-on preparation of special dishes for specific illnesses.

CM653

Treating Children with Traditional Chinese Medicine

24 hours/2.0 credits

While emphasizing the treatment of common conditions affecting children, this course will also explore specialized approaches to pediatric diagnosis and management of children as patients.

CM670

External Uses of Chinese Herbs

18 hours/1.5 credits

This course provides students with a basic understanding of general principles of external uses of Chinese herbs. Students learn the different forms of external herbs, their applications, and precautions in using them.

CM530/CM531

Bridging Chinese Medicine Theory and Chinese Classics I, II (Elective)

48 hours/4.0 credits

This class will provide a foundation in Chinese language, culture and philosophy and thereby explore the roots of Chinese medicine. By looking into classic texts (*Yi Jing, Huai Nan Zi, Dao De Jing, Nei Jing, and Shang Han Lun*), students will correlate these works to the twelve organ networks of Zang Fu and Eight Principle physiology. Concepts to be investigated include: De and Dao, Yin and Yang, three treasures, the four seasons/directions, the five phases/elements, six conformations, seven chakras, the eight gua, the ten heavenly stems, the twelve earthly branches, and the twelve organ networks using a holographic perspective.

CM630/CM631

Herbal Combinations I-II (Elective)

48 hours/4.0 credits

This elective course sequence is offered to aid the understanding of groupings of individual herbs learned in the study of the Chinese pharmacopoeia. Properties of Chinese herbs used in combination are discussed to further support the formal study of classical Chinese herbal formulas.

CM680

Advanced Theory (Elective)

24 hours/2.0 credits

The purpose of this class is to increase and deepen knowledge of the theory of six-stage, three-burner and four-level differentiations. The presentation focuses on how to differentiate externally contracted diseases based on these theories. Clinical application of these theories is also discussed.

Acupuncture, Qi Cultivation and Bodywork Department

AC500

Respectful Touch

6 hours/.5 credits

Through instruction, discussion and practice, students will explore the concept of respectful touch in peer interactions and as a basis for patient care. Skills of self-care, boundary setting and communication are introduced.

AC501/AC502/AC503

Point Location I-III

144 hours/12.0 credits

This is the primary course in Traditional Chinese Medicine energetic anatomy. The principles and theory of acupuncture are introduced with the inclusion of readings from Chinese classic texts such as volume two of the *Nei Jing*. Over the course of three quarters, students study the location of approximately four hundred acupuncture points and the location and trajectory of the major channels (meridians) and collateral vessels (jing-luo). Point Location is both lecture and hands-on practice and is intended to provide students with the facility to accurately locate the points and channels — the primary anatomical features for treatment and diagnosis.

AC550/AC551/AC552

Point Actions and Indications I-III

72 hours/6.0 credits

Each acupuncture point, when stimulated, has a specific, characteristic effect on the physiologic functions and structures of the body. The dominant mechanism by which these effects are manifested is through the intricate network of channels and collaterals (meridians, jing luo) that traverse the body. Following the study of energetic anatomy in Point Location I-III, this three-quarter series explores the physiological actions of the stimulated acupoint and the characteristic energetic functions of the primary

and secondary channels. Points are presented individually and in combination according to classical point categories, five-phase interaction and individual therapeutic effects. Acupuncture and Oriental medicine (AOM) diagnosis and treatment planning is practiced utilizing case studies.

AC604

Auricular Acupuncture

30 hours/2.5 credits

The ear is studied as the most clinically significant microsystem in traditional Chinese medical therapeutics. Students examine the physical structures of the outer ear, locate acupuncture points on the various auricular surfaces, and study those acupoints in their therapeutic and diagnostic applications. Use of dermal tacks, beads and magnets is introduced. Auricular acupuncture is presented both as an independent modality and in combination with major-channel acupuncture point selection strategies for a number of disorders, including chemical dependency and detoxification.

AC601/AC602

Acupuncture Techniques I-II

72 hours/6.0 credits

This course begins the student's training in the use of the clinical tools and essential skills of the acupuncturist. Its objective is to provide a solid foundation in needle techniques and to review the related skills of moxibustion, cupping, gua sha, bloodletting and cutaneous acupuncture. Attention is also paid to general issues of patient protocol and office set-up, with emphasis on establishing and maintaining clean fields, and application of aseptic and sterile procedures. Completion of this course also requires successful completion of the Clean Needle Technique class (CNT) sponsored by the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) and hosted by OCOM. Scheduling for the CNT will be announced during the preceding Winter quarter. **There is an additional charge for the CNT class.**

AC603

Clinical Skills: Acupuncture Techniques III

36 hours/3.0 credits

In addition to practicing and refining the basic skills acquired in Acupuncture Techniques I-II, students begin the process of integrating those skills toward their application in the context of a complete treatment protocol. Through a combination of lecture, small-groups and hands-on practice, students begin their training in the basics of patient intake and interviewing, forming a diagnosis, developing a treatment strategy and applying that strategy to an acupuncture treatment. This course is designed to bring students to the required level of proficiency in acupuncture and related clinical skills by the time they enter clinical internship.

AC605

Electroacupuncture/Microsystems

24 hours/2.0 credits

Through lecture, demonstration and practice, this course introduces two microsystems: scalp acupuncture and hand/

wrist acupuncture. Electroacupuncture theory, application, efficacy and safety are covered. The course content is organized and taught through the theme of treating pain.

AC511/AC512/AC513/AC514

Shiatsu I-IV

120 hours/5.0 credits

Shiatsu is a highly effective system of massage therapy, originating in Japan, that develops the practitioner's sensitivity, awareness and responsiveness both in diagnosis and in treatment. Through palpation of the channels (meridians) through which energy is communicated, the practitioner is able to determine the nature and quality of energy (qi) imbalances, and through finger and hand pressure to adjust those imbalances and bring the body into greater alignment and health. Because of its potency for relieving stress and stimulating energy circulation, shiatsu is used to treat specific disorders and is used as a preventative modality. Since shiatsu requires skill in channel palpation, this course provides an important practical support for coursework in point location and channel trajectories. Students study six weeks of both shiatsu and tuina in Fall term and then choose one modality for three additional quarters of study.

AC515/AC516/AC517/AC518

Tuina I-IV

120 hours/5.0 credits

Tuina, traditional Chinese massage therapy, forms the basis of traditional Chinese physical therapy and is an important modality within Traditional Chinese Medicine. Over four quarters, students are trained to a level of basic proficiency in the treatment of structural and soft-tissue injury and dysfunction. Such training is intended to develop the student's physical approach to bodywork, as well as their healing presence and extension of qi toward a healing objective. This is applicable to tuina as an independent modality, as well as to later work with acupuncture needle technique. Students are trained in basic clinical preparatory treatments, including general health, shoulder, neck, abdominal, common cold, and headache protocols during the four quarters. Students study six weeks of both tuina and shiatsu in Fall term and then choose one modality for three additional quarters of study.

AC520/AC521/AC522

Qigong I-III

72 hours/3.0 credits

Qigong is a practice to cultivate health on all levels. Qi is the foundation of both qigong and Chinese medicine; understanding it is a goal of the class. Gong means "achievement" or "skill" that is the natural outgrowth of these practices. It is said that all the original doctors of Traditional Chinese Medicine practiced the equivalent of modern qigong. Contemporary students find direct application of this form to the dynamic changes in their lives while enrolled in medical school.

During these three terms, students will study Liu Dong's Qigong method including One Thousand Hands Buddha Qigong, Eight Treasures (Ba Duan Jin) Qigong, and a portion of Yi Jing Xi Sui Jing. One Thousand Hands Buddha is a form handed down through the Liu family tradition to harmonize the heart and mind and develop a deeper understanding of the mind-body relationship. Eight Treasures and Yi Jing Xi Sui Jing are classical forms, two of the most famous qigong methods in China, that cultivate primordial qi, balance the energy systems of the body, and increase flexibility of body, mind and spirit. Through regular practice, students will learn the fundamentals of qigong and cultivate their own health and healing potential.

AC560/AC561/AC562

Qigong IV-VI

72 hours/3.0 credits

As an alternative to taiji quan, second-year students may continue their formal qigong instruction with the three-quarter study of Liu Dong's Qigong method. This program offers a strong foundation in qigong theory and practice. Students will deepen the study of qigong begun in the first-year program. As their study and practice deepens, their qi will strengthen and stabilize. From this strong foundation, students will gain greater insight into their own natures and the traditional ways of diagnosis and treatment. (Alternative study option: Taiji Quan I-III)

AC570/AC571/AC572

Taiji Quan I-III

72 hours/3.0 credits

The student's understanding and perception of the flow of qi in the body that began in Qigong I-III continues with the study of taiji quan, a set of individual physical poses that are performed together as a single, fluid meditative form. Taiji's objective is to connect intention or will with the flow of qi in and through the body through slow, focused movement. As students begin to learn this modified Yang-style taiji form, both strength and flexibility are increased, and physical and emotional stress is released. In the intermediate and advanced stages of practice, the taiji practitioner is able to perceive the flow of qi and project internal qi. As with qigong, the study of taiji is intended to offer the student a direct personal experience of a fundamental concept in Traditional Chinese Medicine as a foundation for ongoing practice, personal well-being and healing applications. (Alternative study option: Qigong IV-VI)

AC553

Observation Skills

24 hours/1.0 credit

To prepare for their role as clinic observers, students receive instruction regarding the patient-practitioner encounter, confidentiality and safety in clinical settings. They also learn and practice nonneedling acupuncture techniques including moxibustion, cupping and gua sha.

AC650

Advanced Acupuncture I

36 hours/3.0 credits

Students will assess and treat an array of orthopedic/musculo-skeletal problems. The orthopedic tests studied in Structural Diagnosis are reviewed in relation to specific injuries. Treatment emphasis is on muscle motor points, trigger point and associated meridian points to increase range of motion and reduce pain. Adjunctive therapies are also discussed.

Advanced Acupuncture I or Advanced Acupuncture II is required for graduation; the other can be taken as an elective.

AC651

Advanced Acupuncture II

36 hours/3.0 credits

Students study the theory and practical application of the five meridian systems that are foundational to acupuncture theory according to classical sources: the primary meridians, muscle-sinew meridians, luo-connecting meridians, divergent meridians and the extraordinary vessels. Pulse diagnosis and needle techniques are demonstrated and practiced.

Advanced Acupuncture I or Advanced Acupuncture II is required for graduation; the other can be taken as an elective.

AC631/AC632

Advanced Shiatsu I-II (Elective)

60 hours/2.5 credits

This sequence emphasizes hara diagnosis, increased tactile sensitivity of the meridians and the extended system of Shizuto Masunaga. Treatment protocols will be expanded.

AC636

Pediatric Tuina (Elective)

12 hours/.5 credit

Pediatric tuina is a specialized application of tuina, substantially different from tuina for adults. Students study the theory and application of pediatric tuina, including the specific zones applied to children. They learn to diagnose children, and to perform tuina on them.

AC635

Foot Reflexology (Elective)

12 hours/.5 credit

Students study the theory and application of foot reflexology, including reflexology zones and their proper manipulation. Students learn to palpate patients' feet for signs of the patient's internal condition and to perform a comprehensive reflexology treatment for various diseases.

AC634

Advanced Tuina (Elective)

36 hours/1.5 credits

This course emphasizes integrating tuina with acupuncture needling for musculoskeletal conditions. Acupuncture treatments focus on trigger points and joint realignment.

AC683/AC684/AC685

Qigong VII-IX (Elective)

72 hours/ 3.0 credits

For students wishing to pursue a third year of qigong as an elective, OCOM offers an advanced course. It is designed for those who discover an aptitude for qigong or a desire to deepen their training, teaching and healing capabilities. Students awaken to the energetic relationships in the human body, gaining health, mental clarity and a deepening spiritual connection. This program is designed for those who wish to use qigong techniques to heal others.

AC693/AC694/AC695

Taiji Quan IV-VI (Elective)

72 hours/3.0 credits

The studies that began in Taiji Quan I-III continue with more in-depth study of the art. The practicum accentuates perfecting the postures and movements of the form to maximize the magnitude of qi activation and cultivation. This emphasis on perfection will provide the essence and foundation of boundless growth. Through the practice of taiji quan, students will learn and understand that the full spectrum of the internal art of healing and nurturing is the "first and last medicine."

Biomedicine Department

BM500

Western Medical Terminology

36 hours/1.0 credit

In conjunction with the Living Anatomy sequence, this course utilizes programmed text to provide students familiarity with the language and terminology of biomedicine.

BM501/BM502/BM503

Living Anatomy I-III

72 hours/6.0 credits

An acupuncturist is, in part, a traditional "physical therapist," utilizing information from the body's palpable structures to formulate diagnosis and treatment strategy. Through supervised, hands-on work, Living Anatomy trains students to understand the bony and soft-tissue structures of the body through external palpation. When such a facility is combined with an understanding of the flow of qi in the channels and the means for manipulating that qi (as with needles and moxibustion, for example), an essential component of the acupuncturist's healing repertoire is developed.

BM504/BM505/BM506

Anatomy and Physiology I-III

90 hours/7.5 credits

This course covers structure and function of the systems of the human organism. Physiology receives greater emphasis in this sequence, as students additionally complete a course sequence in Living Anatomy.

BM550/BM551/BM552

Western Medical Pathology I-III

108 hours/9.0 credits

In this course, students study the Western biomedical approaches to disease origination, progression and pathology with a view toward developing a deeper understanding of this dominant medical perspective and communicating with other health professionals and patients. Both general pathology and the major pathologies of each of the major body and organ systems are covered, including the cardiovascular, neurological, respiratory, musculoskeletal, uro-genital, gynecological, endocrine, hematopoietic, skin, gastrointestinal, hepatic and pancreatic. The relevant areas within microbiology, immunology, and epidemiology are addressed during the study of both acute and chronic diseases.

BM553

Community Health and Chemical Dependency

24 hours/2.0 credits

Dependence on alcohol and drugs is a major public health issue in our culture. Chinese medicine, in combination with appropriate counseling and support networks, has emerged as the preeminent drugless therapy in the treatment of chemical dependency and the facilitation of detoxification and withdrawal. In this class, students focus on the special physiological, socio-economic, cultural and spiritual issues of chemical dependency, and clinical approaches of the chemical dependency acupuncture therapist. Additionally, coursework includes information and training in HIV/AIDS education and models for utilizing Chinese medicine for community health.

BM605

Western Pharmacology

36 hours/3.0 credits

This course provides students with a basic understanding of the important pharmaceutical products commonly prescribed today, including their categories, physiological actions, prominent therapeutic effects and side effects, and proprietary and generic names. Interaction of pharmaceuticals with herbs and nutrients is addressed.

BM606

Adult and Child CPR/First Aid/AED

8 hours/0.67 credits

In this course, students learn and practice CPR, AED and First Aid techniques specific to adults and children, and emergency protocols related to both populations. It is conducted in both lecture and demonstration format. To earn their certification, participants will demonstrate all skill sets.

BM600/BM601/BM602

Western Clinical Diagnosis I-III

108 hours/9.0 credits

From the understanding of disease mechanisms presented in Western Medical Pathology I-III, students consider the diagnostic tools and methods used by the Western medical

practitioner to determine those underlying pathologies, develop treatment strategies and formulate a prognosis. A review of biomedical clinical specialties (internal medicine, obstetrics/gynecology, neurology, radiology, etc.) and a survey of the clinical practice of medicine and its practitioners (chiropractic, naturopathy, homeopathy, nursing, podiatry, osteopathy, etc.) is integrated into lectures on each relevant Western clinical diagnosis. Physical examinations, laboratory tests, radiological and other imaging studies, specialized diagnostic tests and standard medical protocols are studied with the objective of training the student to understand the language and process of patient assessment and to make judgments, based on those assessments, for responsible medical referral and/or follow-up care.

BM650

Structural Diagnosis

36 hours/3.0 credits

Utilizing lecture and hands-on practice, students continue the work begun in Living Anatomy I-III by focusing on differentiating musculoskeletal and neurological disorders using orthopedic and other evaluative procedures. This course provides the student with assessment approaches for neurological and musculoskeletal disorders, which form an important component of most AOM medical practices.

BM651

Diet and Nutrition

30 hours/2.5 credits

This course explores the vital role that diet and nutrition play in an overall approach to patient care. Students study this topic from a modern Western perspective, focusing on developing a broad understanding of the essential elements of nutritional physiology, the roles of vitamins and minerals in health maintenance and as therapeutic supplements, and the use of food as medicinal substances. Clinical applications of nutrition and lifestyle counseling are discussed.

BM604

Mental and Emotional Disorders: An Integrated Approach

24 hours/2.0 credits

Students explore psychological illness from a Western perspective and contrast it with Chinese medical views of mental and emotional disorders. Topics include depression, mania, anxiety, anger, sexuality, personality disorders and eating disorders. The patient-practitioner relationship is further developed, and students are encouraged to remain mindful that a holistic approach to health must, by definition, include the patient's mental/emotional spheres.

BM652

Issues in Public Health

12 hours/1.0 credit

This course explores cultural and environmental forces that contribute to health and illness among individuals in our society. Topics include the economics of the health care delivery system, disenfranchised populations, maternal and

child health, occupational health, epidemiology and world health. Particular attention is paid to ways in which the practitioner interfaces with, affects, and is affected by this system.

BM653

Survey of Western Physics

6 hours/0.5 credits

Students explore a range of essential topics in physics that apply to modern health care practice. The properties of electricity, magnetism, light and sound are emphasized in relationship to the human organism. Modern biophysics concepts are applied to TCM and to acupuncture research.

BM680

Survey of Topics in Microbiology (Elective)

6 hours/0.5 credits

This course offers students an overview of histology and of the range of microorganisms implicated in acute and chronic illness, including protozoa, algae, molds, yeast, bacteria and viruses.

BM681

Survey of Topics in Biochemistry (Elective)

6 hours/0.5 credits

Students will examine the energy requirements of organisms, proteins, enzymes, carbohydrates, fats/oils and nucleic acids.

Professional Development Department

PD500

Medical History: East and West

24 hours/2.0 credits

New approaches to health and well-being, new understandings of preventative medicine, and changing standards of medical practice and health care are all evidence of a profound shift in the medical paradigm in our culture. Many of these changes can be seen, in part, by the interaction of traditional and modern medical systems, specifically the acculturation of Traditional Chinese Medicine in the West. This course offers an historical and cultural perspective on these changes by tracing the historical developments of both Oriental medicine and modern biomedicine, and emphasizing the cultural, environmental and socio-political events and interactions that continue to shape these processes.

PD501

Finding Your Vision

6 hours/.5 credits

Students will begin to explore their AOM career goals through interactive exercises. Practice models and other professional opportunities will be discussed.

PD 503

Introduction to Community Outreach Practicum

4 hours/0.17 credits

Community Outreach allows students to develop skills and experience in educating and informing the public about Traditional Chinese Medicine. Participating in Community Outreach events like health fairs and educational forums will provide students with valuable communication skills that will aid them in developing their practices after graduation. Students will complete an average of 10 hours of Community Outreach per year.

PD 649

Community Outreach Practicum

26 hours/1.08 credits

Students complete their final hours of Community outreach during their final quarter of internship.

PD600

Practice Management I: Clinic Marketing

12 hours/1.0 credit

This course introduces students to the ethical application of marketing techniques to build and sustain a clinical practice. Students develop writing, public speaking and networking skills, and create a marketing plan.

PD650/PD651/PD652

Practice Management II-IV: Business Skills

28 hours/2.3 credits

Designed to provide students with the skills required to establish and manage a successful clinical practice, this course sequence covers such topics as office set up, record-keeping, billing, reimbursement, inventory, lease agreements, risk management, professional liability insurance and financial planning.

PD550

Patient-Practitioner Relationship

24 hours/2.0 credits

In an AOM practice, the core of the healing process is the relationship between the patient and the practitioner. By learning to identify and understand human feelings and needs, the practitioner is able to communicate and create a nourishing and safe environment for healing to occur. This class will use a combination of lectures, demonstrations and role playing to teach students about compassionate communication and the fundamentals of the patient-practitioner relationship.

PD601

Ethics and Jurisprudence

6 hours/0.5 credits

This course provides essential legal and ethical parameters of practice for the licensed practitioner of Chinese medicine. Scope of practice, risk management and patient confidentiality are some of the topics discussed.

PD530

Mind-Body Medicine: An Experiential Course (Elective)

22 hours/Noncredit elective

This course explores mind-body approaches — including meditation, guided imagery, biofeedback, breathing techniques, art, music and movement — that can alleviate stress and foster self-awareness and self-care. The purpose is to introduce the student to a variety of mind-body self-awareness and stress reduction modalities for self-care use and to gain insights into clinical use with patients. Participants will engage in various techniques and will be given the opportunity to discuss them with members of their small group. They will be encouraged to practice daily the skills taught in order to incorporate learned skills into daily life. Additional recommended readings and resource materials presented. Class limited to 10 students. \$20 materials fee.

Research Department

RE501

Oriental Medicine Research I: Research Literacy

12 hours/1.0 credit

The first in a series of three Oriental Medicine Research (OMR) courses, this class provides rich discussion on the concepts of Evidence-Based Medicine (EBM) and the skill set of an Evidence Informed Practitioner. This foundational course introduces students to the nine competencies of research literacy. Through discussion and learning activities, students will examine different ways of knowing in acupuncture and Oriental medicine (AOM) and Western biomedicine. Learning activities will provide the opportunity to practice formulating searchable questions, locating and evaluating evidence.

RE600

Oriental Medicine Research II

24 hours/2.0 credits

Research in acupuncture and Chinese herbology has become increasingly important for enhancing the credibility of traditional Oriental medicine in the eyes of the biomedical community, the insurance industry and health care policy analysts. In this course, students will examine the current evidence base for acupuncture and the methodological challenges of designing research that is relevant to clinical practice. Students will learn and practice how to evaluate and design clinical trials. The course also introduces physiological theories of how acupuncture works.

RE650/RE651/RE652

Oriental Medicine Research Project I-III

72 hours/2.0 credits

The Research Project course is the culmination of the series of research courses. Drawing upon the skill sets covered in Oriental Medicine Research I and II, the intent of this course is for students to experience the value of examining research information as a component of effective practice

and professional communication. Under the guidance of a faculty mentor, students work together on one of three types of structured projects to be completed at the end of the three-term course. Project options may include exploring the relevance of a Traditional Oriental Medicine concept to biomedicine, designing a TCM educational guide, and assisting with an ongoing research study. Students will hone skills around communicating TCM and research information to audiences of varying backgrounds and knowledge.

Clinical Studies Department

Pre-internship Clinical Studies

These classes account for 260 hours/10.83 credits of coursework and prepares students for Clinical Internship and Externship, which are completed during a student's final year of study. Pre-Internship Clinical Studies consists of the coursework detailed below. (Note: individual course hours/credits may vary depending on an individual's schedule.)

CL550

Clinical Observation

164 hours/6.83 credits

Clinical Observation allows students to witness first-hand the diagnosis of patients and the formulation and implementation of treatment strategies in OCOM's clinics and in live "clinical theaters" in a classroom setting. Clinical observation provides a vital link between theoretical studies and practical application and establishes the foundation for clinical work in the future. Clinical Observation hours are completed prior to internship.

CL611/CL612/CL613

Chinese Herbal Medicinary Practicum

48 hours/2.0 credits

During their study of herbal medicine, students have an opportunity to enhance their familiarity with the preparation and dispensing of medicinal substances. Under the guidance of supervisors, students assist in the operation of the college's herbal medicinary and participate in preparing granule and bulk herb formulas. Through this process, students learn identification, sorting, preparation and storage of individual herbs, as well as combinations of herbs for health conditions.

CL605/CL606/CL607/CL608

Oriental Therapeutic Massage Clinic

48 hours/2.0 credits

In this supervised bodywork clinic, students apply their shiatsu or tuina skills to the treatment of patients. They engage in patient interviews, assessment, charting and treatment. This experience will enhance their clinical skills as they prepare for clinical internship.

Clinical Internship and Externship

In the third year of the full-time program, students will complete one full-year of clinical internship as well as 32 hours of community health externship. Also, during clinical internship, students attend Clinic Seminar: Case Management and Intern Evaluation, a four-quarter course designed to enhance their clinical skills.

CL649

Clinic Internship Orientation

Clinic Internship Orientation enhances student readiness for their role as an intern by reviewing a range of clinic policies and procedures, including clinic file room, front desk and herbal medicinary procedures, medical records charting, patient intake and emergency management.

CL661/CL664/CL667/CL670/CL680/CL681/CL682

Clinical Internship

702.5 hours/28.9 credits

During internship, students work under the supervision of experienced licensed acupuncturists and are responsible for patient diagnosis, treatment and follow-up care using acupuncture and Oriental medical therapies. Interns see a diverse patient population and treat a variety of acute and chronic medical conditions and health concerns.

CL674/CL675/CL676/CL677

Clinical Herbal Internship

In this portion of internship, a small group of interns and a clinical faculty member diagnose and treat a patient using Chinese herbs exclusively. Ample time is allowed for discussion of cases and herbal treatment options.

CL673

Community Health Externship

32 hours/.89 credit

The Community Health Externship is an additional, specialized clinical rotation, providing an opportunity for students to gain practical clinical experience in an established community health setting by working with a population often underserved by complementary medical approaches and Western medicine alike. Addictions, HIV/AIDS and mental health issues are focuses for treatment in these clinics.

CL650/CL651/CL652/CL653

Clinic Seminar: Case Management and Intern Evaluation I-IV

90 hours/7.5 credits

This course teaches the professional skills needed to provide safe and effective care in a clinical setting. It addresses a range of patient care issues, including medical charting, treatment planning, follow-up care, treatment contraindications and complications, emergency procedures, psychosocial assessment and prognosis, and referrals. Also addressed are professional roles and responsibilities including distinguishing between primary, secondary and

tertiary care, medical-legal responsibilities, coding procedures, personal injury and worker's compensation requirements, etc. The course also provides a forum for interns to discuss clinic protocols, challenging cases, and other issues that arise during internship. Students prepare case studies and samples of medical-legal report writing and with faculty members discuss these cases and other issues in small groups.

CL699

Advanced Study: China Externship (Elective)

150 hours/ 6.25 credits

Designed for students who have successfully completed their academic and internship requirements, this elective externship at the Nanjing University of Chinese Medicine (NJUCM) includes two clinical rotations in a hospital setting completed over a five-week trip. Students may choose acupuncture and/or herbal medicine, and specialties such as gynecology, pediatrics and internal medicine. In the week between clinical rotations, students travel together on a sightseeing trip to one of China's largest wholesale herbal markets and herbal production regions, Bozhou in Anhui province. An OCOM faculty member serves as guide, mentor and facilitator. Tuition, lodging and travel costs are additional to programmatic tuition for the master's degree.

Admissions Requirements

Technical Skills/Standards for the Practice of Acupuncture and Chinese Medicine

For the safe and effective practice of acupuncture and Chinese medicine, students need to possess these general qualities: critical thinking; sound judgment; emotional stability and maturity; empathy; physical and mental stamina; and the ability to learn and function in varied classroom and clinical settings. Compassion, integrity, concern for others, interpersonal skills, interest and motivation are all personal qualities that are assessed during the admissions and education processes. Students will be assessed not only on their scholastic accomplishments, but also on their physical and emotional capacities to meet the requirements of the school curricula and to graduate as skilled and effective practitioners of acupuncture and Chinese medicine (AOM).

OCOM, in accordance with Section 504 of the Vocational Rehabilitation Act and the Americans with Disabilities Act (ADA) has established the essential functions of its students and ultimately of practitioners. Students admitted to the college must be able to meet, with or without reasonable accommodation, the following abilities and expectations. Students/Applicants who have questions regarding the technical standards or who believe they may need to request reasonable accommodation to meet the standards are encouraged to contact the Office of Student Affairs.

Motor Skills

Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers, and should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients.

Sensory and Observational Skills

A candidate should be able to observe a patient at a distance and close at hand, utilizing sensory modalities such as vision, hearing and smell. The safe practice of many of the diagnostic and clinical techniques specific to Oriental medicine utilizes a combination of observation and motor skills (e.g. obtaining a medical history, acquiring diagnostic information from patients, inserting and manipulating needles, applying cupping and moxibustion).

Communication Skills

A candidate should be able to speak, to hear and to observe patients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate

For questions about the admissions process, contact the Office of Admissions: 503-253-3443 x175 or tsmith@ocom.edu

effectively and sensitively with patients, families, and other members of the health delivery system. Communication includes not only speech but reading and writing, including in time-limited clinical situations.

Conceptual, Integrative, and Quantitative Skills and Abilities

These abilities include measuring, calculating, reasoning, analyzing and synthesizing. Problem solving, which is a critical skill for health care practitioners, requires all of these intellectual abilities.

Behavioral and Social Skills and Professionalism

A candidate should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the timely completion of responsibilities related to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. Candidates should be able to function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Applicants or admitted students who believe they may not meet the criteria listed above should contact the Dean of Master's Studies to discuss their specific circumstances. The Dean, in concert with the Dean of Students will coordinate assessment and accommodations as deemed appropriate. Unresolved issues concerning a student's ability to meet these standards may result in delay or disqualification of the student's admission or registration.

Prerequisites/Corequisites

To qualify for admissions to the master's program, an applicant must have completed three years of college (a minimum of 135 quarter credits or 90 semester credits) at an accredited* institution of higher education. Generally, credits should be applicable to/transferable into a baccalaureate degree. Any applicant who earned academic credit at a nontraditional, vocational or career college should inquire with the Office of Admissions as to whether those credits are acceptable as OCOM's master's degree program prerequisites. Generally, candidates applying to the 36-month program must have completed (or complete before the start of classes) one of each of the following college-level classes:

- one general biology class
- one general chemistry class
- one introductory psychology class

Each of these classes must be completed at an accredited¹ college or university with a grade of "C" or better. Classes in biology, chemistry and psychology must be a minimum of three quarter credits or two semester credits in length.

Requirement modification for applicants to the 48-month or 72-month program: For students entering on the 48-month or 72-month program, the required coursework in biology, chemistry, and psychology may be done as a "corequisite" as long as all work is completed prior to the start of Year Two of the program. **(Note: If documentation of successful completion of prerequisite courses is not received before the start of Year Two, students may not be eligible to continue in the program.)**

The Application Process

To apply to OCOM's master's program, first contact the Office of Admissions to acquire a unique username and password to access the online application (via Populi). As each section is filled out, the information is saved for later completion.

To ensure timely consideration, the Office of Admissions schedules a two-week follow-up appointment from the time an applicant receives login access. At that time, applicants are strongly encouraged to have the master's application completed in its entirety to move forward for review by the Admissions Committee.

The Early Application² deadline is January 31. Applicants who complete their application by January 31 receive a waiver of the \$75 application fee.

The Regular Application deadline is April 30. The \$75 application fee applies to all applications submitted after the Early Application deadline.

(Note: In either case, applications are reviewed and processed as received.)

Along with the online application, each applicant will be asked to submit the following items (see application for instructions):

- One recent photograph;
- Two personal essays;
- Two letters of recommendation from professionals with whom you are associated (at least one should be from an instructor) who can comment on your ability to succeed in the master's program and your potential as a health care provider;
- Official transcripts from each post-secondary school or college previously attended, submitted directly to

¹ Accredited means having been approved fully and without contingency by an association or other organization of peers recognized for that purpose by the U.S. Secretary of Education to offer a particular degree or degrees at a particular level, as specified in the approval.

² Early Application provides the opportunity to participate in new student activities planned by the Office of Admissions, receive an invitation to join the student online community, and participate in the student e-mail list-serve at a much earlier date — allowing new students to better acclimate to the OCOM community and campus life.

OCOM by each institution (academic transcripts received directly from the student will only be accepted if delivered in a sealed envelope from the institution);

- A nonrefundable application fee of \$75

The Admissions Committee will review applications only when all of the above materials have been received by the college. Application materials will be accepted and processed until the incoming class and the waiting list are full.

After reviewing the application materials, the committee will schedule each qualified applicant for a required, on-campus interview (exceptions to on-campus interviews may be considered in extenuating circumstances). Admission decisions are confirmed within seven business days of the admission interview.

The college reserves the right to admit or reject applicants at the sole discretion of the Admissions Committee and at any point in the admissions process.

Upon acceptance into the program, the student will be required to make a tuition deposit of \$250 to secure a place in the entering class. This deposit is requested within seven business days of acceptance (\$50 of this deposit is nonrefundable). Upon registration for Fall classes, the \$250 deposit will be applied to your first-quarter tuition.

Enrollment Options

Most students enroll in the 36-month or 48-month full-time programs. (See Curriculum Guide, pages 16-17.) Applicants are encouraged to discuss the features of each program during the admissions interview.

Although priority is given to applicants for full-time study, a limited number of half-time places may be available in the entering class. Half-time students are enrolled in a six-year, structured program of study. Students may also complete two years as half-time students and enroll as full-time for the remainder of the program, completing the program within four years. Half-time students may be required to complete all core academic requirements as stated in the college catalog published three years prior to the student's date of graduation. In addition, half-time students completing their internship must complete the number of internship hours required of the class with which they graduate. Half-time students may also be required to take supplemental tutorial classes or required review of specific identified courses to maintain the continuity of their education.

Advanced Standing

Advanced Standing is available for individuals with medical doctorates (MD, ND, DC, DO), and in some cases for nurse practitioners, whose significant Western science transfer credit allows for reduced Advanced Standing tuition and fees.

International Students

OCOM is approved by the U.S. Department of Immigration and Naturalization to grant admission to full-time students. I-20 forms are available to admitted applicants who meet INS requirements. Students who were not educated in the United States must meet the same admissions requirements as U.S.-educated applicants. Such candidates must have their educational credentials evaluated by an international educational service such as World Education Services (www.wes.org) and have these sent to OCOM's Office of Admissions.

English language competency is required of all students seeking admission to the program. This may be satisfied by scoring at least 61 on the Test of English as a Foreign Language (TOEFL) Internet based test (iBT), which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS) exam.

Veterans Benefits

The Oregon State Approving Agency has approved the MAcOM degree program for the use of GI Bill benefits. Any Veteran receiving GI Bill benefits while attending Oregon College of Oriental Medicine is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit. VA-eligible students must contact the Office of the Registrar for more information.

California-Approved Institution

OCOM is approved by the California Acupuncture Board. Therefore, OCOM graduates are eligible to take the California Acupuncture Licensing Examination (CALE).

Programmatic Tuition

Programmatic tuition rates are determined for each student at the time of initial enrollment. These rates are based on the anticipated total period of time required for program completion (i.e., the duration of time between matriculation and graduation). This period will in turn vary according to the enrollment track chosen.

Programmatic tuition rates for full-time students are lower, in general, than for part-time students. Also, students admitted with "Advanced Standing" receive a 15 percent credit on overall programmatic tuition and are charged 85 percent of the usual tuition rate for the track in which they enroll. (Categorization as "Advanced Standing" is dependent upon transcript analysis by the Assistant Dean of Master's Studies.) Based on the programmatic tuition rates determined at the time of enrollment, students are then charged a quarterly tuition amount, which remains stable for the duration of enrollment (assuming no changes in enrollment status).

Changes in Enrollment Status

Students may request a change in their enrollment status. A change in family circumstances, for example, may compel a student to shift from the 36-month program to the 48- or 72-month plan. If such a change is made, the anticipated duration of total enrollment at OCOM will change, which will in turn affect the programmatic tuition. For students in this situation, quarterly tuition payments will be adjusted to take into account any tuition payments already received, the revised number of quarters of enrollment still needed to graduate, and the corresponding new programmatic tuition rate. A student returning from an approved leave of absence will reenter at the tuition level of the cohort that they join.

To ensure a consistent, equitable tuition payment structure for all students, OCOM's general approach is that all students who complete the program in a specific length of time (e.g., four consecutive years) will ultimately pay the programmatic tuition that corresponds to that program duration, regardless of the particular combination(s) of full-time or part-time plans they were enrolled in prior to completing the program. For information about how quarterly tuition rates are calculated for students who change enrollment tracks, contact the Registrar.

Master's Program Tuition and Financial Information

Quarterly Tuition Rates

Enrollment Track	Quarters of Enrollment Required	Quarterly Tuition Payments
36-Month (Three-Year) Program	12	\$ 6,404 /quarter
48-Month (Four-Year) Program	15	\$ 5,798 /quarter
72-Month (Six-Year) Program	22	\$ 4,761 /quarter

First Year of Program – Required Tuition Payments

Enrollment Track	Quarters of Enrollment Required	Yearly Tuition Payments
36-Month Program	4	\$ 25,616
48-Month Program	3	\$ 17,394
72-Month Program	3	\$ 14,283

Projected Total Program Tuition Costs*

36-Month Program (Enroll in 2015, graduate in 2018)	\$ 76,848
48-Month Program (Enroll in 2015, graduate in 2019)	\$ 86,970
72-Month Program (Enroll in 2015, graduate in 2021)	\$104,742

Fees

Student Activity Fee (per quarter)	\$ 15
New Student Orientation Fee	\$ 50
Book, Lab and Course Materials	\$ 1,110 per year, estimated
Late Registration Fee	\$ 10 first day, \$5 each day thereafter
Late Payment Plan Fee	\$ 10 first day, \$5 each day thereafter
Drop/Add/Section Change Fee	\$ 10
Make-up Examination Fee	\$ 50
Challenge Examination Fee	\$ 50 per exam
Change of Grade Fee	\$ 10
Transcript Fee	\$ 5
Transfer Student Evaluation Fee	\$ 150
Returned Check Fee	\$ 30
Payment Plan Fee (per quarter)	\$ 20
Clinic Continuation Fee	\$ 60 per shift up to a maximum of \$750
Locker Fee	\$ 20 per year

*Cost of books and fees are additional. Total program tuition for part-time enrollment tracks can be calculated by multiplying the corresponding quarterly tuition rate by the total number of quarters of enrollment required to complete the program.

OCOM reserves the right to modify or add fees with 90-day notice.

Although every effort will be made to ensure that tuition rates for incoming students remain stable, OCOM's Board of Trustees reserves the right to periodically review and modify this policy if necessary.

Tuition and Payment Policy

Many students receive financial aid to attend OCOM. Federal Financial Aid is normally disbursed to the college each quarter and applied to the student's account within three business days. Tuition, fees, books and any other charges are also applied to the student's account. Refunds of account balances are usually made within the first week of classes. If a student's financial aid disbursement is not sufficient to cover the balance due, the student may request a payment plan from the Business Office. However, student accounts must be current to continue attending classes or to receive credit for coursework.

Quarterly tuition is due in full by the end of the first full week of classes. If payment in full is not possible, the student may request a payment plan for that quarter from the Business Office. A nonrefundable payment plan fee of \$20 is added to the first payment, which is due by the end of the first full week of classes.

Students must clear all charges in their accounts before the end of the term to receive any course credit or to continue enrollment in the following term. Payment due date schedules for each academic year will be posted in the Business Office at the beginning of Fall quarter. Additional information regarding payment policies is also included in the OCOM Student Handbook.

Late Payments

Students are expected to pay their tuition and fees in a timely manner. In general, accounts must be paid in full or a payment plan arranged by the end of the first full week of classes (the payment due date). Late payment fees will be charged beginning with the first business day after the payment due date. Students whose payments have not been received by the end of the second full week of classes will be dropped from the roster and no course credit will be given. Students encountering personal circumstances that might interfere with their ability to pay on time are encouraged to contact the Business Office and the Office of Financial Aid. Further details regarding the college's financial policies are published in the OCOM Student Handbook.

Tuition Refund Policy

A student may terminate enrollment by giving written notice to the college. If termination occurs within five business days after enrollment, all monies paid (less a \$10 administrative fee) shall be refunded. If termination occurs more than five days after enrollment, the student is financially obligated to the college according to the following schedule:

If a student withdraws prior to completion of 60 percent of the current period of enrollment, the student shall be entitled to a prorated "return of funds" of the total tuition charged for that period of enrollment.

"Return of funds," as used in this section, is calculated using the Federal Regulation for Return of Title IV Funds, which means that a student shall be charged for the time attended as determined by the last recorded day of attendance by that student. If the calculation determines that the school is required to return funds, the funds are returned to the student's lender in the following order: Federal Unsubsidized Stafford Loans, Graduate Plus Loans. If a student withdraws upon completion of 60 percent or more of the current period of enrollment, the student shall be responsible for the tuition charged for the entire period of enrollment and shall not be entitled to a refund.

Additional Costs

Students should be aware that there are additional indirect costs associated with the educational process. Two primary examples are listed below:

Clean Needle Techniques (CNT) Class

This one-day class and associated examination held by the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) is required and is taken concurrently with Acupuncture Techniques. The fee is approximately \$150; website: www.ccaom.org.

National Certification Examinations

Students are eligible to take the national certification examinations administered by the National Commission for the Certification of Acupuncture and Oriental Medicine (NCCAOM) during the final year of their degree program. Costs vary depending on how many areas of certification a student wishes to obtain. To obtain licensure in any state, students must pass these national examinations and/or a similar state examination. Students should plan ahead for these expenditures. Students should check the NCCAOM website regularly for updates: www.nccaom.org.

Financial Aid, Federal Work-Study and Student Loan Agreements

Master's program students are eligible to apply for the Unsubsidized Stafford portions of the Federal Direct Loan Program. Annual average living expenses budgets (room and board, transportation, miscellaneous expenses) are estimated for the purposes of financial aid eligibility. (Discuss individual circumstances with the Office of Financial Aid.)

Graduate annual loan limits for these loan programs:
Unsubsidized Stafford Loan: \$20,500 per nine months of enrollment.

OCOM students are typically offered a total of \$27,334 per year for their 12 months of enrollment. In addition, the Federal Graduate PLUS loan is available to eligible, creditworthy students. The available loan amount is unlimited, but must be within the total cost of education for the individual student. Those costs will be determined by

the Director of Financial Aid after consultation and review of documentation provided by the student. Details about these loan programs and application processes can be found online. To remain eligible for financial aid, the student must maintain Satisfactory Academic Progress. (See SAP definition.)

A limited number of Federal work-study positions are available to eligible students. Interested students should contact the Office of Financial Aid for more information about these opportunities.

Electronic Funds Transfer (EFT) for Student Loan Funds

Disbursement of federal student loan proceeds will be electronically drawn into the college and applied to individual student accounts. If your account has a credit balance after tuition, fees and books, then a refund check will be issued. Refund checks are usually ready in about three days after all transactions have occurred and can be picked up at the Business Office.

If you do not wish to accept all of the loan proceeds, you can request to have all or part of the funds returned to the Direct Loan Program. This request must be made within the first two weeks of disbursement of funds. Contact the Office of Financial Aid for details.

Academic Policies

All OCOM course requirements must be completed at OCOM, unless specific transfer credit for coursework completed prior to matriculation has been granted.

Transfer Students

A transfer student is one who has completed coursework at a college of acupuncture and Oriental medicine and is seeking transfer credit and specialized placement as a result of that coursework. All transfer students must meet the same prerequisites as any applicant. Applicants may request transfer of credits in the master's degree program for courses taken at an accredited or ACAOM-candidate college prior to enrollment at OCOM. Transfer students must be enrolled at OCOM for a minimum of two years in residence, and must complete a minimum of 80 credits and 100 percent of their clinical internship at OCOM. Clinic observation hours may transfer, although all students will complete a specified number of clinic observation hours at OCOM. The college

reserves the right to require challenge examinations in the evaluation of all transfer credits. Once a student is enrolled at the college, all required classes must be taken at OCOM.

If a student has completed coursework at a foreign institution or one that is not accredited by ACAOM, the Assistant Dean of Master's Studies ("Assistant Dean") will review the situation and make a determination as to the applicability of any transfer credit. Students from foreign institutions must have their transcripts evaluated by an international educational service. OCOM highly recommends using World Education Services (WES) for international transcript evaluation.

Transfer credit is awarded only for classes completed with a grade of "C" or better.

Transfer students are required to provide course descriptions and/or syllabi of courses upon request, and to meet with the Dean to determine whether there is any identified disparity or deficiency in course credits, hours, content or educational level. The year the course was taken is also considered.

If such a deficiency is suspected or identified, the Assistant Dean, in consultation with the course instructor, will determine whether the student must pass a challenge exam in the subject. Students are responsible for the expense of challenge exams. If the deficiency or disparity is too great, the student will be required to retake the course in question.

If the instructor and/or the Assistant Dean determine the student's training and/or education is substantially equivalent to that offered at OCOM, or when a challenge exam is successfully completed in the subject in question, the student's transcript will reflect a transfer with the number of credits/hours required by OCOM for the associated course, and the course requirement will be met. Transfer credit for core courses should be limited to courses taken within the last seven years, unless there is clear indication by reason of the student's active profession, or by more recent related study, that the student is current. When there is doubt, a challenge exam can be utilized to demonstrate competency. In addition, transfer students may be required to complete required reviews of certain courses at OCOM.

If a transfer student applicant has not been enrolled in their previous AOM college for three or more years, they will not be eligible to enter OCOM as a transfer student, but will have to apply as a beginning student.

As a California-approved school, OCOM must comply with laws and regulations relating to the practice of acupuncture as issued by the California Acupuncture Board. These rules require the following limitations on transfer credit for students transferring from colleges of Oriental medicine that are NOT approved by the California Acupuncture Board:

- No more than 50 percent transfer credit may be awarded for courses in acupuncture, Chinese herbal medicine, Oriental medicine theory, and treatment procedures.

The remaining 50 percent must be completed at OCOM.

These limitations may require a transfer student from an unapproved institution to repeat courses and to graduate with additional credits in order to qualify to take the California Acupuncture Licensing Examination (CALE).

Transfer and Exemption from Individual Courses

Upon enrollment in the program, a student will be given the opportunity to request transfer credit for specific classes that are essentially similar in description, content, level and credits/hours and were taken at an accredited college or university. Students must fill out a transfer credit request form and utilize course descriptions and syllabi to ascertain the alignment of course content. Transfer credit must be requested and reviewed within 12 months of the student's matriculation or prior to the quarter in which the course is offered (whichever occurs first). Transfer credit is awarded only for classes completed with a grade of "C" or better.

If a core course was completed more than seven years ago, the student may be asked to demonstrate competency in the course in question via a challenge exam, or to repeat the course.

The request for transfer credit will be considered by the Assistant Dean of Master's Studies, in consultation with the Dean of Master's Studies as needed. The student will receive verification of transfer credit granted, no later than the end of the first year of enrollment.

If, after receiving transfer credit verification, a student still feels that additional transfer credit should be granted, the student must appeal in writing to the Dean.

Exemption

An exemption may be awarded to students who can show equivalent training in the following practicum-based, nondidactic classes (shiatsu, tuina, qigong, taiji quan) and whose training was received at nonaccredited institutions or in informal learning situations. Students who petition for such exemption must show evidence of previous study (through transcripts or letters from instructors, certifying dates and length [in hours] of study) and may be required to pass a challenge exam. Students who are exempted from a class are awarded an exemption on their transcript. No credit or hours are awarded.

Students who are granted exemption for the reasons stated above, or due to documented medical conditions, must complete the equivalent number of credits in elective credits from the same academic department.

Exemption is also available for CPR/AED/First Aid to those individuals who have a current CPR/AED/First Aid card sufficient to remain valid throughout the internship experience.

Transfer of Credit to Other Schools

OCOM coursework is nationally accredited through ACAOM. However, transfer of credit is always at the discretion of the receiving school. Transferability generally depends on comparability of curricula, and may depend on comparability of accreditation. All students are strongly advised to contact the appropriate administrative staff at other programs when contemplating the potential transfer of OCOM credits to other institutions.

Required Review

In certain cases, OCOM students may be required by the college to refresh their knowledge in a particular subject, either because they are transfer students needing to take a course to synchronize their education with OCOM's program or, for continuing students, due to specific academic concerns or enrollment time gaps. In such cases, students must complete a Required Review in which they participate fully in course requirements, including testing, assignments and attendance. Although a grade of "P" (pass) is necessary for successful completion of the Required Review, such reviews carry no credit. The student will receive an "RR" designation on their transcript.

Class Add/Drop/Section Change Procedure

To add, drop or change a section of a class, students must complete an Add/Drop/Section Change Form and submit it to the Office of the Registrar. The student must meet with an academic advisor if a requested change will have an effect on the student's program of study. In addition, students on financial aid whose reduced course load changes their enrollment status must meet with the Director of Financial Aid.

In all cases, students should continue to attend class until their request has been formally approved. Classes may be added no later than the end of the first week in the term and may be dropped no later than the end of the sixth week. Students may withdraw from a class until the beginning of the tenth week of class. Specific Add/Drop dates and deadlines are distributed each quarter. An Add/Drop/Section Change fee of \$10 is charged for all changes after the first week of the quarter.

Auditing Classes

A master's program student may audit any course without charge after successfully completing that course. Exceptions to this policy will be identified in the registration process.

Auditors are required to follow the current regulations for class attendance. (See Attendance Policy)

No academic credit or hours are awarded for audits; rather, a grade of "AUD" is transcribed. Other requirements and

terms of audit (*vis-à-vis* class participation and assignments) are at the discretion of the instructor. Practicum classes are available for auditing on a space available basis only.

Grading Policy

OCOM uses a Pass/Fail system of grading that includes percentages. The following grades are given:

P (Pass) — Satisfactory completion of all required course work. When percentages are used to score coursework and exams, 75 percent is considered minimum passing level.

F (Fail) — Unsatisfactory completion of coursework. Failed classes must be repeated and passed in order to receive credit. Students who fail a course on the second attempt are not permitted to continue in the master's program.

FR (Fail Remediate) — If a student fails to pass a course by five or fewer percentage points on a 100-point scale, (i.e. 70-74 percent) the instructor may give the student the opportunity to demonstrate competency by re-examination or by another assignment deemed appropriate by the instructor and apply an "FR" at the end of the term. Students will have three weeks into the next term to address the remediation requirements. Failure of such make-up exams or remedial work will result in a grade of "F." Students who pass the remediation requirements will receive a grade of "P."

If a student receives an "FR" in any term of a course that continues for more than one consecutive term, the instructor may require a 75 percent grade **without the option of an "FR" in subsequent terms** in order to pass the class.

H (Honors) — Honors indicates exceptional performance in a course, and may be awarded through academic achievement (usually 95 percent or above) and/or completion of extracurricular projects. Honors is not granted in clinical courses at OCOM.

W (Withdraw) — A "W" designation becomes a permanent part of a student's academic record when a student withdraws from a course after the normal Add/Drop period. Students wishing to formally withdraw from a class must complete a form obtained from the Office of the Registrar and have it signed by an academic advisor. The student must repeat the course in order to receive credit. Students who stop attending and/or performing in a course without formally withdrawing receive an "F."

IP (In Progress) — "In progress" indicates that a course's requirements extend beyond one quarter and that the student continues work on those assignments.

I (Incomplete) — An "Incomplete" indicates that further work in a course must be completed before a grade is given. An "Incomplete" in any series didactic class must be converted to a grade no later than three weeks after the start of the next term if a student wishes to continue in that series. A grade of "I" in any nonsequential didactic class or in any Clinical Studies class must be made up and converted to a grade no later than the end of the next consecutive academic

term (excluding *Clinic Seminar: Case Management and Intern Evaluation*, where an "Incomplete" must be converted to a grade no later than three weeks after the start of the next term). After that time, if a grade is not received, the "I" will remain a permanent part of the student's record, and the student will have to retake the class.

AUD (Audit) — Assigned to students who have successfully completed a class and have returned to audit it. A grade of "AUD" carries no credit and no hours.

RR (Required Review) — See Required Review policy. Please note that the college has attendance requirements relating to absenteeism, late arrival and/or early departure from classes that may result in the issuing of grades of "I" (Incomplete) or "F" (Failure) to students who miss excessive class time or who fail to complete any remedial work assigned by the faculty for missing class.

Attendance Policy

In a professional medical program such as OCOM's, attendance is essential for acquiring knowledge and skills needed for safe and effective practice. As such, students are expected to attend all their classes and clinic shifts.

Faculty have the discretion to assign students who miss more than 25 percent of class or clinic time a failing grade for the course ("F") or an incomplete ("I"). This applies even in cases of illness or family emergencies. Requests for individual exceptions will require a petition accompanied by appropriate documentation. The nature and level of required documentation will be determined by the faculty member and/or by the appropriate Dean for each individual petition. Students who fail a course because of excessive absences will need to re-take the class the next time it is offered. In certain circumstances, this may require adding an additional year to the program of study.

Faculty may also require students who miss instructional time, either due to absenteeism, tardiness or early departure from class, to do additional work. This may involve additional projects, examinations, meeting with tutors, teaching assistants, or the faculty themselves. Students are responsible for any additional costs associated with these requirements.

Grades and Evaluation

Grades are posted on Populi, the college's student information system (SIS), and are password-protected for security. Students can view their grades on Populi at the end of each quarter. Students are evaluated by their faculty according to the course or clinic requirements as outlined on course syllabi.

Comprehensive Examinations

Master's students are required to pass two comprehensive examinations during their OCOM education. The first (the

clinic entrance exam) is taken in several parts, normally at the end of Spring quarter prior to internship. The graduation or clinic exit examination is taken in several segments during the final year of the program..

Students must pass all segments of the clinic entrance examination before entering internship and all components of the clinic exit exam before qualifying for graduation.

Recommendation for Academic Support

Promotion to each successive phase of the master's program is based on students' continued satisfactory performance. All instructors evaluate students' progress by the sixth week of class (around mid-term). At that time, if an instructor has serious concerns about a student's class performance, either because of academic progress, professionalism, attendance or participation, the instructor will complete a "Recommendation for Academic Support" form, outlining the instructor's perception of the student's difficulty. This form is submitted to the Dean of Students and the Assistant Dean of Master's Studies who will contact both the student and the instructor to discuss a strategy to remedy academic problems and to outline steps that may help the student achieve a passing grade by the end of the term. Such a work plan might include recommendations for remedial work assignments or private tutoring in areas of weakness and is intended to help students focus their study and coursework.

Academic Probation

If a student fails a required course at OCOM, the student will be automatically placed on academic probation. If the failed class was part of a series [i.e., Living Anatomy I-III, Herbs I-V], higher-level classes of that series cannot be taken until a passing grade has been submitted. Academic probation may also be sanctioned for students who receive two or more incompletes in any single quarter, or who do not meet OCOM's standards of professionalism.

Academic probation remains in effect for the following 12-month period. For example, if a student fails a Winter quarter course, the student is placed on probation for the following Spring, Summer, Fall and Winter quarters. As long as the student passes all coursework during this probation, avoids recording two or more Incompletes in any given term, and demonstrates OCOM's standards of professionalism, the student is automatically removed from probation after the 12-month period.

Suspension for Academic Deficiency

Students on academic probation who fail another course, record two or more Incompletes ("I") in any given term, or are placed on academic probation for a second time are subject to suspension. Suspension is equivalent to a forced leave of absence and does not exceed one year in length. During suspension, the student may not enroll at the college except

for required remediation.

At the end of the suspension period the student may petition the Dean of Master's Studies for permission to resume study. Such petitions must document a student's plan to remedy the conditions that impeded academic success and resulted in academic probation and suspension. The Academic Steering Committee will review all such petitions and act favorably on them only when the committee feels that, based on the evidence presented, academic success can be anticipated. If permission is granted for the resumption of enrollment, the student will begin the new enrollment period on academic probation, which will remain in effect for 12 months.

Students who become subject to suspension for academic reasons for a second time shall be dismissed from the program.

Dismissal for Academic Deficiency

If permission to rematriculate after suspension for academic deficiency is denied, the suspension will automatically revert to a dismissal. Students permitted to resume enrollment following a suspension are expected to make satisfactory academic progress. Upon resumption of enrollment, such students are automatically placed on academic probation for a 12-month period. If at any time during this period the student fails a course, receives two or more Incompletes ("I") in a given term, or fails to meet OCOM's standards of professionalism, the student is subject to dismissal. A student dismissed from the master's program for academic concerns may apply for readmission only after a one-year waiting period.

Leave of Absence and Withdrawal

Any student in good standing (that is, without unresolved academic, financial, or disciplinary issues or commitments) may apply for a formal leave of absence for up to four quarters, during which time the student is entitled to readmission without reapplying. A student on leave of absence for longer than four quarters who wishes to reenter the master's program may be asked to reapply to OCOM under the admissions policies that are in effect. The student may also be asked to complete a required review of courses already completed at OCOM.

A student on academic probation or with incomplete course work may request a leave of absence. If granted, such a leave may specify requirements for returning to the program.

A student requesting a leave of absence due to medical/health/mental health concerns may be asked to provide documentation from a physician to return to the program. This documentation must indicate that the student is fit to return to the demands of the program.

Forms to begin the leave of absence procedure are available in the Student Services Suite and must be approved by the Dean of Master's Studies. Any tuition refunds or remaining financial obligations to the college will be determined on the

basis of the date of application for leave of absence.

Students may initiate the leave of absence or formal withdrawal from OCOM by meeting with the Dean of Students. In addition, any student who fails to register for any quarter will be considered by the college to have withdrawn. Students who have withdrawn from the program must apply for readmission.

Satisfactory Academic Progress Policy

Federal regulations require all students receiving Federal Financial Aid to make **Satisfactory Academic Progress (SAP)** toward their degree to retain eligibility for financial aid. Failure to maintain SAP will result in the disqualification from Federal Financial Aid programs at OCOM. The SAP policy of the Office of Financial Aid is explained below.

Qualitative component

- 36-month enrollment plan — Students must complete 100 percent of the required credits attempted in order to remain in the 36-month enrollment plan. Students who do not complete all credits will be shifted to the 48-month/ four-calendar-year enrollment plan and remain in good standing for SAP.
- 48-month enrollment plan — Students must complete 75 percent of credits attempted to remain in good standing for SAP.
- Half-time students must complete 75 percent of credits attempted to remain in good standing for SAP.

Quantitative component

- “Pace” of progression (cumulative earned credits divided by cumulative attempted credits): OCOM students must maintain a cumulative pace of 75 percent. That is, 75 percent of all attempted credits must be passed to maintain SAP.
- “Maximum timeframe” (maximum length of time to complete program) is eight years.

Students must complete all required courses with a grade of “P” or “H” (see grading system). A grade of “I,” if not resolved in the required timeline, is converted by the Registrar to a permanent “I.” Any required course with a permanent “I,” “F” or “W” must be retaken for credit according to the modified academic plan created by the academic advisor.

All transfer credits accepted for transfer are counted as both attempted and earned for the quantitative SAP component.

Students in the 36-month program are required to complete all first-year classes before second-year classes can be taken and all second-year classes before commencing clinical internship. Students in all other enrollment plans take specific classes in a prerequisite order as determined by the Dean of Master’s Studies.

If a student fails a class during the period of their clinical internship or fails to resolve an incomplete within the prescribed time frame, the student’s clinical internship may be suspended until that class has been successfully completed.

Students who fail to meet SAP standards will be notified by the Office of Financial Aid and will be placed in Financial Aid Suspension. Students may submit an appeal for reinstatement of financial aid eligibility to the Director of Financial Aid. The SAP appeal must address why the student failed and what has changed in the student’s situation that will allow the student to meet SAP at the next evaluation. A student who successfully appeals will then be placed in Financial Aid Probation until their SAP issue has been resolved or they have successfully met the requirements of their academic plan.

Conferral of Degree and Requirements for Graduation

Graduates of OCOM receive the degree of **Master of Acupuncture and Oriental Medicine (MAcOM)**. To graduate, full-time students must complete and successfully pass all courses and other academic and clinical training requirements as listed in the college catalog under which they enrolled (subject to modifications as approved by the Academic Steering Committee). In addition, students must pass a third-year comprehensive clinic exit examination. Students with not-yet permanent “Incomplete” grades in any requirement at the time of graduation will be given a one quarter “grace period” to successfully complete these courses. At the start of the following term (usually Winter quarter), any outstanding “Incompletes” will become permanent and the student will have to reregister for the class in question, paying the current per-credit tuition rate.

Upon successful completion of these educational components, students are recommended for graduation by their clinical supervisor(s) and the Dean of Master’s Studies. Students must complete the master’s program within eight years from the time of entrance.

Licensing and Professional Resources

Acupuncture Licensure in the United States

Currently, 44 states and the District of Columbia officially recognize acupuncturists as health care practitioners and have adopted specific regulations governing their licensure and registration. Since these regulations differ from state to state, prospective students should research the regulations for the state in which they intend to practice. The National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) maintains a chart online that includes links to state regulatory bodies: <http://www.nccaom.org/regulatory-affairs/state-licensure-map>.

Requirements for Oregon Licensure

To qualify for licensure to practice acupuncture in the state of Oregon, students must have graduated from an accredited college at the master's degree level and obtained national certification in acupuncture from the NCCAOM. This certification involves successfully passing the NCCAOM national exam modules in Foundations, Acupuncture with Point Location, and Biomedicine. OCOM students are eligible to take these certification examinations during their internship year.

Professional and Legislative Organizations

A number of important national organizations now work on behalf of the acupuncture and Oriental medicine (AOM) profession. The Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) was formed in 1982 for the purpose of advancing the educational, regulatory and professional standards within the AOM field. The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) establishes standards for the accreditation of acupuncture and Oriental medicine colleges. The National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) has established standards for the assessment of practitioners entering the field.

Both ACAOM and NCCAOM have been successful in their missions and continue to function as important resources for field legitimization. ACAOM has been recognized by the U.S. Secretary of Education as a federal accreditation agency and by the Council on Postsecondary Education. NCCAOM has formulated a series of exams in acupuncture, herbal medicine and biomedicine, recognized nationally as a benchmark for entry into the field. NCCAOM has been recognized by the National Commission for Certifying Agencies. CCAOM continues to function as an active forum for the ongoing development of educational standards,

research, and professional standards in the AOM field with member schools from all regions of the United States.

The American Association for Acupuncture and Oriental Medicine (AAAOM), a national professional organization, coordinates the activities of professional Oriental medical practitioners throughout the country. In addition, Oregon Association of Acupuncture and Oriental Medicine (OAAOM) coordinates professional acupuncture activities in the state of Oregon. OCOM students are eligible to join these associations as student members.

Professional Opportunities

After obtaining their licenses, graduates of OCOM's master's degree program practice acupuncture and Oriental medicine in a variety of ways. While most graduates open private practices, the styles of these practices are as diverse as the people who attend the college. Graduates may practice part time or full time in a variety of settings: a single practice, a collaborative partnership with other health care providers, within a hospital system — even on a cruise ship. One recent OCOM graduate founded a nonprofit clinic in India which, in the summer of 2007, delivered more than 5,000 treatments.

During their education, many students develop an affinity for a method of treatment or a specific patient population. Those students may subsequently pursue that niche in their private practices. Examples of such areas include public health, sports medicine, women's health, geriatrics and pediatrics.

Students and graduates are encouraged to utilize the college's Professional Development Center (PDC) to further their career goals. The PDC provides tools and resources to help students and graduates build their AOM careers.

MAcOM Program Faculty

OCOM faculty members are designated as Full-time (FT) or Part-time (PT), as Core or Adjunct, or as Administrator/Faculty. Core faculty are ongoing faculty members; adjunct faculty members teach periodically at the college. Distinguished guest lecturers also offer seminars or elective classes.

Satya Ambrose, ND, LAc received her BA in biochemistry and psychology from Evergreen State College in 1975. She graduated from the New England School of Acupuncture in 1976 and helped found the Pain and Stress Relief Program at Lemuel Shattuck Hospital in Boston. She co-founded Oregon College of Oriental Medicine in 1983 and earned her ND from National College of Naturopathic Medicine in 1989. She currently maintains an active private practice.

Diet and Nutrition; Treating Children with TCM; Biochemistry; Adjunct, PT

Michael Berletich, MAcOM, LAc earned his BA from Humboldt State University in 1992 and his MAcOM from Oregon College of Oriental Medicine in 2005. Michael has more than 10 years experience studying qigong, meditation, massage and herbal medicine. He is currently pursuing his DAOM degree at OCOM and maintains a private practice in Portland, Oregon.

Bridging Chinese Medicine Theory and Chinese Classics; Introduction to Chinese Herbal Medicine; Chinese Herbal Medicine: The Pharmacopoeia; Clinical Supervisor; Core, FT

Candise Branum, MLS received her BS in sociology from Portland State University in 2005 and her MLS from Emporia State University in 2009. In addition to being the faculty librarian and teaching information literacy at Oregon College of Oriental Medicine, she also teaches librarian CE courses on the topic of alternative medicine and is the Reviews Editor with American Library Association's Social Responsibilities Round Table. She has presented on issues of copyright, digital rights management and research.

Oriental Medicine Research; Director of Library Services; Administrator/Faculty

Elizabeth "Beth" Burch, ND is Dean of Doctoral Studies and Chair of Integrative Medicine for Oregon College of Oriental

Medicine DAOM program. She earned a Doctor of Naturopathic Medicine degree in 1986 from National College of Naturopathic Medicine. (See DAOM Faculty)

Oriental Medicine Research II; Administrator/Faculty

Adrienne Cadbury, LMT received her BSc in Sociology in 1992 and her Shiatsu Practitioner Certification from the Bristol School of Shiatsu in 1998. Since then she has worked as a shiatsu educator at the East West College of the Healing Arts, the Institute for Traditional Medicine, and Oregon College of Oriental Medicine.

Tuina/Shiatsu, Clinical Supervisor; Adjunct, PT

Joseph J. Coletto, ND, LAc received a BS in education from University of North Dakota in 1975, an ND from National College of Naturopathic Medicine in 1983, and an Oriental medicine diploma from Oregon College of Oriental Medicine in 1989. He has been teaching in various capacities since 1974 and is a master-teacher who mentors other faculty.

He is currently in private practice as a naturopathic physician and acupuncturist.

Mind-Body Medicine; Western Clinical Diagnosis; Living Anatomy; Western Medical Terminology; Chair of Biomedicine; Core, FT

Forrest Cooper, DAOM, LAc earned his Bachelor of Arts in English literature from the University of Michigan in 1990, his MAcOM from Oregon College of Oriental Medicine in 2000, and his DAOM from OCOM in 2013. In addition to his private tuina and acupuncture practice, he teaches tuina classes at OCOM and serves as a supervisor of clinical interns.

Tuina; Pediatric Tuina; Foot Reflexology; Advanced Tuina; Tuina Clinic Supervisor; Clinical Supervisor; Core, FT

Marya Deda, MAcOM, LAc, LMT received a BA in Early Childhood Education from Northeastern Illinois University in 1997, her MAcOM from

Oregon College of Oriental Medicine in 2005, and is currently pursuing her DAOM degree at OCOM. She has worked as a shiatsu therapist and acupuncturist at Immune Enhancement Project and maintains a private practice in Portland, Oregon.

Clinic Seminar; Clinical Supervisor; Core, PT

Daniel DeLapp, DC, ND, MAcOM, LAc earned his BS in nutrition and biochemistry in 1982 from the University of California-Davis, his DC degree from the Los Angeles College of Chiropractic in 1986, and his diplomate in orthopedics in 1989 from LACC. In 1996, he earned his MAcOM from Oregon College of Oriental Medicine, and in 1997, his ND from National College of Naturopathic Medicine. He is an adjunct faculty at National College of Natural Medicine, teaching dermatology, and has been a full-time clinician at University of Western States (formerly WSCC) for more than 20 years.

Structural Diagnosis; Adjunct, PT

Erin DeRamus, MAcOM, LAc received her BS in microbiology from University of Florida in 2001 and her MAcOM from Oregon College of Oriental Medicine in 2007. She has studied multiple forms of qigong and has served as a teaching assistant at OCOM in qigong and other courses. She co-instructs the Patient/Practitioner Relationship course, enlivening it with clinic cases and patient involvement. In 2009, she started the acupuncture program at the Native American Rehabilitation Association (NARA NW), where the focus is on pain management, neuralgia and numbness, and mental-emotional disorders.

Patient/Practitioner Relationship; Point Location; Clinical Supervisor; Core, PT

David C. Eisen, MSW, LAc received a BS from Cornell University in New York in 1977, an MSW from Washington University in Missouri in 1978 and graduated from New England School

of Acupuncture in 1982. He has actively participated in the development and implementation of Chinese medical protocol for HIV/AIDS and for alcohol and drug detoxification and treatment. He is a founder of the National Acupuncture Detoxification Association (NADA) and is currently Executive Director of Project Quest, a multidisciplinary health center serving people with HIV/AIDS, mental health and chemical dependency disorders, as well as other life-threatening illnesses. *Community Health and Chemical Dependency; Auricular Acupuncture; Adjunct, PT*

Deb Espesete, MPH, MAcOM, LAc received her MAcOM from Oregon College of Oriental Medicine in 2000 and her MPH from Oregon Health & Science University in 2013. She has taught Soaring Crane Qigong at the Cancer Care Center at Providence Medical Center and St. Vincent Hospital. She maintains a private practice in Portland, Oregon. *Issues in Public Health; Clinical Supervisor; Adjunct, PT*

Sheng Fang, DAOM, LAc earned his Bachelor of Medicine in Traditional Chinese Medicine at Hunan Traditional Chinese Medical University in 1998, practicing and instructing in the affiliated hospital there until 2005. He earned his DAOM at Oregon College of Oriental Medicine in 2013. He was a faculty member at Southwest Acupuncture College and currently maintains a private practice in Portland, Oregon. *Chinese Herbal Medicine: Formulas; TCM Diagnosis Lab; Herbal Prepared Medicines; Clinical Supervisor; Core, FT*

Linda Faust, MAcOM, LAc earned a BS in nursing in 1981 and her MAcOM from Oregon College of Oriental Medicine in 1992. She is a certified qigong instructor and worked as a registered nurse from 1981 to 1991 in both maternity and neonatal intensive care units. She has had a private practice in the Portland area since 1992. *Observation Skills; Clinical Supervisor; Adjunct, PT*

Patricia J. Gallegos, DAOM, LAc received an Associates in Applied Sciences from Spokane Falls College in 1988. She earned both her master's degree, in 2003, and her DAOM degree,

in 2013, from Oregon College of Oriental Medicine. She maintains a private practice in Portland, Oregon. *Observation Skills; Chinese Herbal Medicine; Clinical Supervisor; Adjunct, PT*

Geoff Geness, DC, MAcOM, LAc earned a BS from USAFA in 1990 and became a Doctor of Chiropractic in 2007 after graduating from the University of Western States. He earned his MAcOM at Oregon College of Oriental Medicine in 2012. He has a private physical medicine practice, which incorporates his diverse skill set. *Structural Diagnosis; Adjunct, PT*

Paul Messersmith-Glavin, MAcOM, LAc received his BA in General Studies from Antioch College in 1988 and earned his master's degree from Oregon College of Oriental Medicine in 2004. Since then he has practiced at Working Class Acupuncture and as a supervisor in OCOM's teaching clinic. *Professional Observation, Tuina/Shiatsu, Clinical Supervisor; Adjunct, PT*

Mark Goldby, MAcOM, LAc received a BS in general science in 1989 from University of Oregon with major emphasis in organic chemistry and biology. He received his MAcOM from Oregon College of Oriental Medicine in 1995 and supervised the college's herbal medicinary from 1997 to 2000. He has since maintained a private practice with an emphasis on Chinese herbal medicine. In 2003, he completed a three-year, post-graduate research fellowship through a NIH grant with Oregon Center for Complementary and Alternative Medicine at Kaiser Permanente. *Survey of Western Physics; Adjunct, PT*

Nancy J. Grotton, MAcOM, LAc earned a BS in English and sports journalism from Springfield College in 1981 and worked for more than a decade for NIKE. In 1997, she earned her MAcOM from Oregon College of Oriental Medicine. Her experience as an acupuncturist includes public health, private practice, community acupuncture and hospice work, as well as prior work as a teaching assistant in several hands-on courses at OCOM. She has practiced meditation for

20 years and currently serves as OCOM's Dean of Students.

Mind-Body Medicine; Administrator/Faculty

Susan Hare, BA, LMT received her BA in anthropology from the University of Colorado in 1988. She completed shiatsu training at East West College of Healing Arts in 1999 and studied for the next decade with the late Pauline Sasaki, a master of shiatsu known for her development of the Quantum Shiatsu system. In addition to maintaining a private practice, Hare offers workshops and private instruction in Portland. She has instructed the shiatsu course at the Costa Rica School of Massage Therapy and also worked as the Immune Enhancement Project's shiatsu program director and practitioner. *Shiatsu; Shiatsu Clinical Supervisor; Core, PT*

Beth Hazzard, MAcOM, LAc, LMT earned her MAcOM from Oregon College of Oriental Medicine in 2010. She also graduated from East-West College of the Healing Arts and the Shiatsu College of England post-graduate program. She has completed various advanced shiatsu seminars during her 17 years of massage practice. *Shiatsu; Advanced Shiatsu; Shiatsu Clinic Supervisor; Core; PT*

Amber Hincks MAcOM, LAc received a BA in Religious Studies from Boston University in 2006 and her MAcOM from OCOM in 2011. She practices at Vitalize Acupuncture + Herbal Medicine in Portland, Oregon with a focus on women's health issues. A teaching assistant at OCOM for several years, she is an Herbal Practicum Instructor in the OCOM Herbal Medicinary. *Herbal Practicum; Adjunct, PT*

Beth Howlett, MAcOM, LAc earned a BA in East Asian studies from Bryn Mawr College in 1999 and her MAcOM at Oregon College of Oriental Medicine in 2008. She has lived, worked and studied in China and is proficient in Chinese. She works at OCOM as Director of Communications. As OCOM faculty, she accompanies students participating in the elective clinical training program at Nanjing University of Chinese Medicine. *Clinical Study in China; Oriental Medicine Research*

Project; Chinese Nutrition; Adjunct, PT

Clyde B. Jensen, PhD earned his AS in biology from Ricks College in 1968, his BS in zoology from Brigham Young University in 1970, his MS in physiology and PhD in pharmacology from University of North Dakota in 1973 and 1974, respectively. He currently serves as Vice President for University Relations at University of Western States. He is distinguished as the only person to have served as a leader and professor (physiology and pharmacology) in colleges of allopathic medicine, osteopathic medicine, naturopathic medicine, Oriental medicine and chiropractic.

Western Pharmacology; Adjunct, PT

Wen Jiang, PhD (China), LAc received a PhD in acupuncture from Tianjin University of Traditional Chinese Medicine in Tianjin, China in 2005. In 2000, she received a Master of Science in Acupuncture from Shandong University of TCM in Jinan, China, and in 1992, earned a Bachelor of Science in TCM from Shandong University of TCM. She worked as a physician and acupuncturist at the Fourth Hospital Affiliated to Shandong University of TCM and Tianjin Weixie Hospital from 1992 to 2005. She specializes in TCM gynecology and neurology. From 2005 to 2013, she was full-time faculty at the American Academy of Acupuncture and Oriental Medicine and practiced at their TCM Health Center. She has published in the areas of needling techniques and acupuncture for gynecological and neurological problems.

Point Actions and Indications; Acupuncture Techniques; Clinical Skills; Electro-acupuncture/Microsystems; Clinical Supervisor; Core, FT

Hong Jin, DAOM, LAc received her Bachelor of Medicine (BMed) degree from Nanjing University of Traditional Chinese Medicine and was an intern and physician at the university's affiliated hospital. In 1987, she studied medical education and English at the Ministry of Health English Training Center, Xian Medical University, Xian, Shanxi. She taught at Nanjing University of TCM for seven years. She earned her DAOM at

Oregon College of Oriental Medicine in 2007 and has been on OCOM's faculty since 1993.

External Uses of Chinese Herbs; Herbal Prescription Strategies; Clinical Supervisor; Chair of Oriental Medicine; Core, FT

Jorge M. Kaufmann, ND, MSOM, LAc earned his doctorate in naturopathic medicine and his Master of Science in Oriental Medicine from the National College of Naturopathic Medicine in 2004. He earned his BS degree in nutrition from the University of New Hampshire in 1997. Dr. Kaufmann practiced family medicine with a focus on men's health and chronic disease in Brookline, Massachusetts and in Portland, Oregon from 2004 to 2010. He has been faculty at Heald College from 2008 to 2013.

Anatomy and Physiology; Core, PT

Allison Keil, MACOM, LAc received a BA in Psychology from Willamette University in 2002. She graduated from East West College of the Healing Arts in 2005. After working as an LMT for several years, she earned a master's degree from Oregon College of Oriental Medicine in 2012. She maintains a practice in Portland, Oregon while working as a supervisor and Herbal Practicum instructor in the OCOM Herbal Medicinary.

Herbal Practicum; Adjunct, PT

PikShan Ko, BA earned his bachelor's degree in urban planning from the University of Washington in 1977. He has trained extensively in various internal arts and is the fifth generation lineage holder of Kwongsai Jook Lum Temple Praying Mantis School (Jiangxi Bamboo Forest Temple). He has been an instructor of Qigong, Neigong, meditation and various forms of healing and martial arts since 1978 and has taught taiji quan at the National College of Natural Medicine since 2005.

Taiji Quan; Adjunct, PT

Zhenbo Li, PhD (China), LAc earned a bachelor's degree in Traditional Chinese Medicine in 1986 and a master's degree in TCM Internal Medicine in 1991, both from Shandong University of TCM. In 1998, she graduated from Guangzhou

University of TCM, earning a PhD in TCM, specializing in internal medicine and engaging in research in hematology. Prior to teaching at OCOM, she taught Chinese medicine for 10 years in China at Shandong University and at First Teaching Hospital of Guangzhou University of TCM and at the American Academy of Acupuncture and Oriental Medicine in Minnesota. She has published numerous articles in Chinese and English.

TCM Pathology and Therapeutics; TCM Diagnosis Lab; Clinical Supervisor; Core, FT

Guohui Liu, MMed (China), LAc earned a master's degree in medicine from Chengdu University of Traditional Chinese Medicine. He served there as a teaching assistant, lecturer and associate professor in the Department of Medicine from 1985 to 1994 and was a visiting lecturer at the Zurich Association for TCM in Switzerland from 1993 to 1994. He has published numerous papers and scholarly works on TCM internal medicine, TCM classics and male genito-urinary disorders. His book, *Warm Pathogen Diseases: A Clinical Guide*, was published in 2001. *Herbal Combinations; Advanced Theory; Adjunct, PT*

He Liu has been practicing qigong since age four and was trained by her grandfather as a qigong master. Since leaving China in 1989, she has taught qigong and healing techniques extensively throughout Europe. Along with her brother, she founded a qigong school in France and co-authored two books on qigong theory.

Qigong IV-IX; Core, PT

Greg A. Livingston, PhD (China), LAc earned his Doctorate in Chinese Medicine Clinical Fundamentals (Shang Han Lun focus) from Zhejiang Chinese Medical University in 2009, and his master's in Traditional Chinese Medicine from Five Branches Institute in 1997. Dr. Livingston is one of the few Westerners to have completed a Chinese medicine PhD in China, entirely in Chinese, and to be licensed to practice Chinese medicine in China, where he spent more than 10 years as a student, teacher and clinician. Currently he maintains

a private practice at OCOM Clinic, specializing in internal and general family medicine, with a focus on Chinese herbology.

TCM Theory; Diagnosis Lab; Clinical Theater; Clinical Supervisor; Core, FT

Robert (Chico) Livingston, MD, MSTCM, LAc earned his MD from Dartmouth Medical School in 1978 and completed his residency in internal medicine at Cambridge Hospital, a Harvard teaching hospital. He earned his MS in human nutrition from Columbia University in 1975, and a BA in psychology from Washington University in 1973. He graduated from Southwest Acupuncture College in Santa Fe with his master's in TCM in 2007 and is NCCAOM certified in Oriental medicine. He has practiced medicine for more than 30 years, in primary care, urgent care and for Indian Health Services.

Western Pathology; Microbiology; Core, PT

Yan Lu, DAOM, LAc received his Bachelor of Medicine (BMed) degree from the Heilongjiang College of Traditional Chinese Medicine (China) in 1990 and his DAOM from Oregon College of Oriental Medicine in 2007. He has assisted in clinical and experimental research on acupuncture treatment of cerebral stroke and has extensive training in tuina massage.

Tuina; Core, PT

Yubin Lu, PhD (China), LAc earned three degrees at Shandong University of Traditional Chinese Medicine: Bachelor of Science in 1986, Master of Science in 1989, and PhD in 1993. He was an associate professor at Shandong University between 1993 and 1998, teaching Chinese medicine theory, diagnostics, and herbology. He relocated to the U.S. in 1999 and served as professor and academic dean at the American Academic of Acupuncture and Oriental Medicine in Minneapolis from 1999 to 2014. He has published many articles in both Chinese and English and co-authored and contributed to major texts in acupuncture and Chinese medicine. With almost 30 years of clinical experience, he has developed unique treatment approaches to

sinusitis, low back pain, and acute prostatitis.

TCM Pathology; Diagnosis Lab; Clinical Supervisor; Core, FT

Elizabeth March, DAOM, LAc earned an Associate of Science in science from Portland Community College in 1993. She received her MAcOM in 1996 and her DAOM in 2013, both from Oregon College of Oriental Medicine. In private practice since 1996, she has extensively studied tuina.

Point Location; Acupuncture Techniques; Clinical Skills; Respectful Touch; Clinical Supervisor; Core, PT

Sallie McKibben, MAcOM, LAc received a BA in Asian Studies with a minor in Biology from Florida International University in 2009. In 2008, she received a U.S. State Department-sponsored Critical Language Scholarship and continued her Mandarin studies in Suzhou. In 2013, she received her master's degree from Oregon College of Oriental Medicine. She currently practices at Sunnyside Collaborative Care in Happy Valley, Oregon.

Herbal Practicum; Adjunct, PT

Kerrie Nasman, MAcOM, LAc earned her BS in psychology from Lewis and Clark College in 1990, and her MAcOM from Oregon College of Oriental Medicine in 2001. She has been a teaching assistant in numerous courses at OCOM since 2005 and maintains a private acupuncture practice in Milwaukie, Oregon.

Point Location; Clinic Supervisor; Core, PT

Jasmine Patel, MSAOM, LAc graduated from Bastyr University in Bothell, Washington in 2001 with her Masters in Acupuncture and Oriental Medicine. She worked in China for two months at the Shuguang Hospital in Shanghai, where she had rotations in internal medicine, gynecology, trauma, oncology and cardiology. She completed a residency at the Bastyr Center for Natural Health, which was then the only medical center offering a post-graduate medical residency program in acupuncture and Oriental medicine. She currently has hospital privileges at Providence St. Vincent's and Providence

Portland Medical Center, and is licensed as an acupuncturist in Oregon and Washington.

Clinical Supervisor; Clinical Theater; Core; PT

Julie Porter, BA earned her bachelor's degree from Mary Washington College and has studied qigong extensively since 1995: in China, at Oregon College of Oriental Medicine, with the Wu Dao Jing She International Qigong Society, and with Ling Gui International Healing Qigong School. Certified in numerous qigong forms, she taught at Providence Hospital from 2000 to 2004, and has taught at Portland State University and OCOM since 2004.

Qigong I-IX; Core, PT

Tina Rea, LMT received her BA in Art from California Lutheran University in 1983. In 1994, she enrolled at East West College of the Healing Arts in Portland OR and received her Massage Therapy License in 1995. Over the last 20 years her focus has been as a Zen Shiatsu Practitioner, with advanced training from Shiatsu College of the UK, both in the United States and in Europe. In addition, she has trained with Pauline Sasaki a well regarded teacher and practitioner from the U.S. She has been a Shiatsu Practitioner at IEP, (The Immune Enhancement Project) of the Institute for Traditional Medicine. She maintains a private practice.

Herbal Practicum; Adjunct, PT

Stephen Saeks, PhD, MAcOM, LAc earned his master's in clinical psychology from Xavier University in 1984, his PhD in clinical psychology from University of Hawaii in 1988 and his MAcOM from Oregon College of Oriental Medicine in 2003. In addition, he completed a two-year postdoctoral fellowship in clinical psychology at the Menninger Clinic, where he worked for 12 years and was the Director of Group Psychotherapy. He also specialized in the treatment of addicted and nonaddicted professionals. His private practice integrates his Western psychology training with his Traditional Chinese Medicine training.

Mental and Emotional Disorders – An Integrated Approach; Adjunct, PT

Andrew Schlabach, MAcOM, LAc received his Master of Acupuncture and Oriental Medicine from Oregon College of Oriental Medicine in 2008. He is the co-founder and President of the Acupuncture Relief Project, an organization that has provided acupuncture treatments to patients living in rural villages outside of Kathmandu Nepal, and maintains a private practice in Vancouver, Washington.

Clinical Supervisor; Clinical Theater; Core; PT

Erico Schleicher, MAcOM, LAc received his BA from Oberlin College in 1994, and Master of Acupuncture and Oriental Medicine from Oregon College of Oriental Medicine in 2002. He has been in private practice for more than 10 years and emphasizes holistic approaches to medicine. He is an enthusiastic herbalist and gardener with a love for the wild local plant medicines of the Cascadia bioregion.

Clinic Seminar; Clinical Supervisor; Core, PT

Erika Sigrist, ND, MAcOM, LAc received her BA in Art History from University of Oregon in 2002, her ND degree in 2008 from National College of Natural Medicine, and her MAcOM from OCOM in 2011. She has worked at OCOM since 2012 and maintains a private practice in Portland.

Herbal Practicum; Adjunct, PT

Mitchell Bebel Stargrove, ND, LAc earned his BA in history and government from Oberlin College in 1979, his acupuncture diploma from Oregon College of Oriental Medicine in 1987 and his naturopathic degree from National College of Naturopathic Medicine in 1988. He is licensed as an acupuncturist and naturopathic physician in Oregon and maintains a private practice. He is editor and co-author of *Herb, Nutrient, and Drug Interactions: Clinical Implications and Therapeutic Strategies* (Mosby Elsevier 2008).

Medical History: East and West; Adjunct, PT

Jason Stein, MOM, LAc earned his BS in psychology at Arizona State University in 1993 and his master's degree in Oriental medicine from the International Institute of Chinese

Medicine in Albuquerque, NM in 1998. He established the first integrative medicine program in a Western hospital setting in New Mexico. A professional certified coach, he teaches Mindfulness and Stress Resilience classes with Providence Health Systems.

Finding Your Vision; Patient-Practitioner Relationship; Practice Management; Community Outreach Practicum; Chair of Professional Development; Core, FT

In Yu, DAOM, LAc completed both her master's and doctorate at Oregon College of Oriental Medicine. She maintains her private practice in conjunction with working as a clinical faculty at OCOM. She also works as an Independent Medical Examiner in the state of Oregon.

Clinical Supervisor; Adjunct, PT

Core Clinical Faculty

David Adler, DC, LAc
Michael Berletich, MAcOM, LAc*
Dennis Boyles, MAcOM, LAc
Adrienne Cadbury, BS, LMT
Forrest Cooper, DAOM, LAc*
Marya Deda, MAcOM, LAc, LMT*
Erin DeRamus, MAcOM, LAc*
Deb Espesete, MPH, MAcOM, LAc*
Sheng Fang, DAOM, LAc*
Linda Faust, MAcOM, LAc*
Patricia Gallegos, DAOM, LAc*
Susan Hare, BA, LMT*
Beth Hazzard, MAcOM, LAc, LMT*
Heather Heatlie, MAcOM, LAc
Wen Jiang, PhD (China), LAc*
Hong Jin, DAOM, LAc*
Robert Kaneko, DAOM, LAc
Zhenbo Li, PhD (China), LAc*
Yubin Lu, PhD (China), LAc*
Greg Livingston, PhD (China), LAc*
Eric Mallory, MD, MATCM, ND, LAc
Elizabeth March, DAOM, LAc*
Michael McCarron, DAOM, LAc
Nikki Medghalchy, DAOM, LAc
Paul Messersmith-Glavin, MAcOM, LAc
Debra Mulrooney, DAOM, LAc
Kerrie Nasman, MAcOM, LAc*
Cita Oudijk, MAcOM, LAc
Jasmine Patel, MSAOM, LAc*
Tina Rae, BA, LMT
Andrew Schlabach, MAcOM, LAc*
Erico Schleicher, MAcOM, LAc*
John Servilio, MSTCM, LAc
In Yu, DAOM, LAc
Fang Zhang, DAOM, LAc

**Denotes clinical faculty with other classroom teaching responsibilities as outlined in faculty biographies.*

Doctor of Acupuncture and Oriental Medicine (DAOM)

The **Doctor of Acupuncture and Oriental Medicine** program at Oregon College of Oriental Medicine is a clinically focused postgraduate degree program leading to a clinical doctorate degree. The DAOM degree represents the highest formal educational credential currently available in the field of acupuncture and Oriental medicine (AOM) in the United States.

The students who graduate from our program are naturally positioned as future leaders in the field, whether as specialized practitioners skilled in the treatment of chronic and complex conditions, clinical researchers, or teachers of future generations of practitioners.

OCOM's doctoral program is designed to accommodate practitioners to complete the degree while maintaining their practice — advancing their knowledge and skills in the clinical domain, as well as in biomedicine, research literacy and teaching skills. Throughout the program, students are encouraged to cultivate habits of lifelong learning and scholarship, and self-directed inquiry is strongly and continuously emphasized.

To complete the program successfully, graduates must be able to demonstrate academic competencies, professional skill sets and related clinical expertise well beyond the levels required at the master's level. Specialization in women's health and aging adults, increased interaction with Western biomedical practitioners, a strong emphasis on clinical judgment skills, and the use of research findings to inform clinical decision making are key areas that distinguish the doctoral degree program from OCOM's master's degree program.

Benefits of Doctoral Education

The DAOM degree brings a wide range of specific benefits. It provides students with the opportunity for in-depth study of advanced topics in acupuncture and Oriental medicine and biomedicine, supervised clinical work in areas of specialization, exposure to research and evidence-based medicine, and the opportunity to develop teaching and other professional skills.

Education at the doctoral level also provides opportunities for professional development, cultivation of leadership skills, other career options including hospital and other mainstream medical settings, or work as a faculty member or researcher.

History of the DAOM Program

Oregon College of Oriental Medicine is an ideal place to undertake advanced study. With an established and successful master's degree program, OCOM is one of the most highly regarded schools of acupuncture and Oriental medicine in the United States. The college has made a significant impact on the profession not just in Oregon, but throughout the country.

In keeping with this tradition of excellence, OCOM's doctoral program was among the very first to be approved by ACAOM to begin operations. In July 2003, the college successfully enrolled its pioneering class of 20 DAOM students. This first class graduated in July 2005, the first graduation of DAOM students anywhere in the United States. As of Spring 2015, the doctoral program has enrolled 11 cohorts of students, and has 125 DAOM graduates.

OCOM's doctoral program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM).

Purpose of the DAOM Program

The OCOM doctoral program provides students with wide-ranging opportunities for advanced clinical and didactic study in the field of acupuncture and Oriental medicine. Instruction emphasizes development of advanced clinical and specialty skills, integration of biomedical and AOM knowledge, understanding of clinical applications of research, and the cultivation of leadership skills. Throughout the program, students are encouraged to pursue independent scholarship and inquiry into core theoretical and clinical studies.

The delivery model of OCOM's doctoral education is significantly different from the delivery models predominant in the master's program, and directly contributes to and strengthens the program's purpose. The program is designed around a series of intensive teaching modules that support students to develop and demonstrate competency in skills related to knowledge synthesis, independent scholarly and scientific inquiry, critical thinking, and creative problem solving. In between modules, doctoral students are expected to complete extensive reading assignments, write responses to case-based problems, prepare case presentations for in-class discussion, review literature and create case reports.

The heart of doctoral education at OCOM is the development of lifelong learners and scholars. The program supports and builds upon the abilities of acupuncture and Oriental medicine practitioners who can lead and collaborate, who understand the foundations of medical knowledge, both East and West, who apply disciplined inquiry and careful assessment of evidence in making reasoned conclusions, who express themselves articulately, and who have a historical and cultural context for today's health care problems and challenges.

DAOM Program Competencies

Competency-based education emphasizes proficiency and performance, and the DAOM competencies refer specifically to the set of skills, attitudes and knowledge that reflect the most advanced levels of theory and practice in the field of acupuncture and Oriental medicine.

OCOM has defined five general competencies to be mastered by each student over the course of the DAOM program. The details and emphases within each of these general competencies may vary by course, specialty discipline, and stage of professional development. Mastery is determined through a variety of assessment methods.

Graduates of the Doctor of Acupuncture and Oriental Medicine program will be able to:

- Integrate advanced Oriental medical and Western biomedical concepts and clinical skills, and apply this integrated perspective to the prevention, diagnosis, treatment and long-term management of a range of complex, chronic conditions;
- Demonstrate a synthetic appreciation of advanced concepts in clinical biomedicine, and communicate these concepts clearly and effectively when collaborating on patient care with other healthcare providers;
- Effectively apply clinical specialization skills and knowledge to the domain of patient care;
- Identify, analyze and critically evaluate AOM-relevant research information from a wide range of sources, and apply that information appropriately in clinical settings;
- Demonstrate the potential to make significant scholarly contributions to the profession.

DAOM Program Format

The doctoral program is 1,224 hours in length (48.6 credits), including 551 didactic hours and 670 clinical hours. The program has been carefully designed around a series of 20 intensive teaching modules, which take place every four to five weeks, over a period of approximately 24 months. Each teaching module is four days (three modules in the first year are five days in length), occurring over long weekends (Friday through Monday). Every module includes both didactic (classroom) content, and clinical work, including supervised treatment of patients in the doctoral clinic.

Between modules, students are expected to engage in ongoing active learning. This work includes homework and independent study assignments, regular reading assignments, work on clinical case studies, preparing responses to case-based problems, reviewing literature and creating case reports as well as maintaining regular online communication with classmates and faculty.

Because of the geographically dispersed nature of the students who enroll in the DAOM program, skill in the use of e-mail and the Internet is essential. DAOM courses

are managed via online course management software. To complete the program successfully, students must have access to and be proficient with a computer. Students are required to maintain an OCOM e-mail address, and are responsible for information disseminated to them by the DAOM administration and faculty via e-mail and the course management website.

Year One Courses

Course Number	Course Title	Hours	Credits
AA711	Advanced Acupuncture and Oriental Medicine I	102	6.0
BP711	Biomedical Perspectives I	40	2.7
CL711	Clinical Internship I	70	2.3
CL712	Clinical Theater I	30	1.0
CL713	Clinical Tutorial I	30	1.0
CL717	Clinical Case Presentations and Analysis I	30	1.0
CL718	Clinical Seminar I	10	0.3
CL720	Clinical Case Studies I	50	1.1

Year Two Courses

Course Number	Course Title	Hours	Credits
AA811	Advanced Acupuncture and Oriental Medicine II	102	6.0
BP811	Biomedical Perspectives II	40	2.7
CL811	Clinical Internship II	70	2.3
CL812	Clinical Theater II	30	1.0
CL813	Clinical Tutorial II	30	1.0
CL817	Clinical Case Presentations and Analysis II	30	1.0
CL818	Clinical Seminar II	10	0.3
CL820	Clinical Case Studies II	50	1.1
CL911xx	Clinical Selective 1	60	1.3
CL911xx	Clinical Selective 2	60	1.3
CL911xx	Clinical Selective 3	60	1.3

Year One/Year Two Courses

Course Number	Course Title	Hours	Credits
CL721	Clinical Collaboration	50	1.1
CP811	Capstone Project: Directed Study	145	3.2
PD711	Professional Development I: AOM Research	45	3.0
PD713	Professional Development III: Elective	45	3.0
PD715	Professional Development: Teaching Skills	16	1.0
PD716	Professional Development: Assessment Skills	16	1.0

Note: Total program hours = 1,224; total program credits = 47

Courses listed here do not include three noncredit hours devoted to orientation material (Module 1).

Course Descriptions

Note: OCOM reserves the right to modify the program, including the curriculum and/or the faculty roster as necessary to meet the educational objectives and standards as established by the college's board of trustees and accrediting and governmental agencies.

AA711

Advanced Acupuncture and Oriental Medicine I: Clinical Specializations and Chinese Classics

102 hours/6.0 credits

AA811

Advanced Acupuncture and Oriental Medicine II: Clinical Specializations and Chinese Classics

102 hours/6.0 credits

These two courses take place in Year One and Year Two of the DAOM program. Each course includes two segments: Clinical Specializations in AOM (Women's Health or Aging Adults) and Classical Chinese Texts. Clinical Specializations in AOM (Women's Health or Aging Adults) focuses on advanced acupuncture theory and techniques as well as Chinese herbal medicine for chronic, complex disorders in the specialization area. (Note: Women's Health and Aging Adults specializations are offered in alternate years.) Topics in the Women's Health specialization include endocrine/metabolic disorders, pain management, autoimmune disorders, mental/emotional disorders, menstrual disorders, infertility, menopause and other OB/GYN conditions. Topics in the Aging Adults specialization include endocrine disorders, pain management and orthopedic disorders; gastrointestinal disorders; hepatic and gallbladder disorders, neurological disorders, cardiopulmonary disorders, neoplastic disorders, CNS disorders and dementia.

The approach taken is to provide students with a comprehensive knowledge base for the diagnosis and treatment of various common, chronic and complex conditions in each of the specialties. Each session will be taught by experts in the particular area and will address: diagnosis and differentiation, herbal and/or acupuncture treatment, case management and prognosis, and the strengths and weaknesses of Traditional Chinese Medicine (TCM) in treating these conditions. Classical Chinese Texts will be taught periodically during the first and second year of the program, and will provide students with the knowledge base to read, understand and apply the two most important TCM classics: Huang Di Nei Jing and Shan Han Lun.

BP711

Biomedical Perspectives I: Clinical Specializations

40 hours/2.7 credits

BP811

Biomedical Perspectives II: Clinical Specializations

40 hours/2.7 credits

These two courses take place in Year One and Year Two of

the DAOM program. Each course provides a foundational understanding of the Western medical perspective in Womens' Health or Aging Adults. (Note: Women's Health and Aging Adults specializations are offered in alternate years.) Topics in the Women's Health specialization include endocrine/metabolic disorders, pain management, autoimmune disorders, mental/emotional disorders, menstrual disorders, infertility, menopause and other OB/GYN conditions. Topics in the Aging Adults specialization include endocrine disorders, pain management and orthopedic disorders; gastrointestinal disorders; hepatic and gallbladder disorders, neurological disorders, cardiopulmonary disorders, neoplastic disorders, CNS disorders and dementia. In each of these areas, specific common and complex disorders will be highlighted by an overview of the disorder, including the standard biomedical diagnostic tests used to assess the condition, the commonly prescribed Western therapeutic interventions, the possible adverse effects of medications and other therapies, case management and prognosis, and the strengths and weaknesses of the biomedical approach to the condition. The emphasis of the Biomedical Perspectives courses is to gain a basic understanding of the culture, language, philosophy and clinical care approach in biomedicine to help support the integration of Western medicine with the practice of AOM and to facilitate communication with Western medical practitioners.

CL711

Clinical Internship I; DAOM Clinic: Clinical Specializations

70 hours/2.3 credits

CL811

Clinical Internship II; DAOM Clinic: Clinical Specializations

70 hours/2.3 credits

Clinical Internship I and II are designed as a collaborative, group learning experience in Year One and Year Two of the DAOM program. In the doctoral clinic, students will work together in groups to interview, diagnose and plan treatment for patients with chronic and complex disorders. The AOM clinical supervisors will provide guidance with advanced diagnosis, acupuncture techniques and herbal formulas. Students will see new and returning patients, while emphasizing progress assessment, treatment modification and incorporation of other care as appropriate.

CL712

Clinical Theater I: Clinical Specializations

30 hours/1.0 credit

CL812

Clinical Theater II: Clinical Specializations

30 hours/1.0 credit

The Clinical Theater I and II courses (Year One and Year Two) provide an opportunity for expert AOM and Western biomedical practitioners to model the process and skills of assessment, diagnosis, treatment and collaboration. In each module, one or two patients with disorders pertaining to the module topics will be seen in a theater class setting. Students will have the opportunity to participate in a discussion with the experts regarding the diagnosis and treatment plan. The emphasis of Clinical Theater is to understand the approach to a specific disorder from both AOM and biomedical perspectives, and to learn how to manage this type of case in the student's own practice.

CL713

Clinical Tutorial I: Clinical Specializations

30 hours/1.0 credit

CL813

Clinical Tutorial II: Clinical Specializations

30 hours/1.0 credit

Clinical Tutorial I and II (Year One and Year Two) provide a structure for further discussion of cases from Clinical Internship I and II, and students are also assigned to make presentations on clinical topics to their peers.

CL721

Clinical Collaboration

50 hours/1.1 credits

In this course, students work strategically to develop improved network ties and working relationships and affiliations with other clinicians. Students begin the course by completing a detailed written evaluation of the degree to which their AOM practice is appropriately integrated into the larger network of practitioner providers. Based on this assessment, students then develop and implement a strategic plan for improving their current network of affiliations and referral ties. One goal of the course is to enhance the student's name recognition and respect, as an AOM provider, within the healthcare community. A variety of activities may be appropriate for this course, depending on the student's individual situation.

CL717

Clinical Case Presentations and Analysis I

30 hours/1.0 credit

CL817

Clinical Case Presentations and Analysis II

30 hours/1.0 credit

In these two courses (Year One and Year Two), students present complex or challenging cases from their own clinical practices to an audience of peers and faculty members. Group feedback and analysis helps to identify problem

areas, elucidate appropriate treatment strategies, and clarify optimal long-term approaches to patient care.

CL718

Clinical Seminar I

10 hours/0.3 credit

CL818

Clinical Seminar II

10 hours/0.3 credit

In these two courses (Year One and Year Two), students will meet with faculty and/or mentors in large or small groups for additional discussion and study in clinical areas including research, faculty skills and Capstone Projects.

CL720

Clinical Case Studies I

50 hours/1.1 credits

CL820

Clinical Case Studies II

50 hours/1.1 credits

In these two courses, students will complete case study reports from patients treated in their own practices. Case studies will be evaluated by the DAOM faculty and/or peers, and the student will receive feedback for revision and improvement. In Year Two, students will select one case study for revision and submission to a journal for publication. The emphasis of this course is to develop expertise in case report writing skills.

CP811

Capstone Project: Directed Study

145 Hours/3.2 credits

Completion of the Capstone research project is the culminating project for the second year of the doctoral program. Students begin initial work on their projects in the first year of study and continue throughout the program. Mentors are assigned to provide support and advice to students as they complete their projects. Students will also have peer mentors to assist with review, feedback and editing of their projects. The Capstone Projects are significant original works, demonstrating critical thinking skills and creativity, and contributing new ideas and perspectives on the topic. Students present summaries of their projects to an audience of peers and faculty members during Capstone Project presentations at the end of the program.

PD711

Professional Development I: Acupuncture and Oriental Medicine Research

45 hours/3.0 credits

This course is designed to teach students to critically evaluate and synthesize research information, to communicate that information to other healthcare practitioners, and to apply that information to enhance patient care and practice building. Taught in didactic and participatory sessions, this course includes the following areas: basic components of research design; unique challenges in AOM research

design; skills necessary to access the literature and current research in the field; and guidelines for critically reading and synthesizing research articles and reviews.

PD713

Professional Development III: (Elective)

45 hours/3.0 credits

Depending on their areas of professional interest, students propose and complete an elective three semester-credit (or four quarter-credit) corequisite course in a subject area that will enhance their own personal professional development. The selected course must be completed at a regionally accredited institution. Distance based, or other nontraditional (e.g., online) courses are acceptable. Prior to enrollment, students must submit a proposal outlining how the proposed elective complements their personal professional interests and experience, and how it would benefit their doctoral study. Administrative approval from DAOM faculty must be obtained before enrolling. Following proof of course completion with a minimum "B" grade, the student will be reimbursed up to a maximum of \$500 of tuition-related costs for the elective course. Students are responsible for any additional tuition, fees or other costs in excess of \$500.

PD715

Professional Development: Teaching Skills

16 hours/1.0 credits

This course provides structured opportunities for students to develop instructional skills essential for the development of future generations of faculty, clinical supervisors and leaders of the acupuncture and Oriental medicine profession. Taught every other year.

PD716

Professional Development: Assessment and Other Professional Skills

16 hours/1.0 credits

This course provides structured opportunities for students to develop assessment and other professional skills essential for lifelong learning and leadership in the acupuncture and Chinese medicine profession. Taught every other year.

Clinical Selectives

Three of the following Clinical Selectives must be chosen and completed in the first and/or second year of the program.

Students must submit a formal proposal request form for each selective and receive faculty and administrative approval before beginning the selective.

CL9110A

China Externship

60 hours (Selective)/1.3 credits

Students will spend 60 hours in an elective externship rotation at Nanjing University of Traditional Chinese Medicine. This externship will be arranged by OCOM and will take place on specific dates each year. Trip cost of \$2,000, paid by the student, includes in-country travel (bus and/or train), accommodations, per diems for food and group dining, some entrance tickets to historic places, clinical externship tuition, team translator for groups no larger than 4, two afternoon lectures, visa application fee and travel insurance. OCOM will pay an additional \$500 in clinical externship tuition on behalf of the student. Additional expenses and costs, including airfare, will be covered by the student directly. Student must complete the OCOM International Travel Policy and Release Form.

CL911SP

Clinical Special Studies

60 hours (Selective)/1.3 credits

Students will spend 60 hours in a clinical special studies selective that provides the opportunity for scholarly inquiry, integration of practice, professional role modeling and/or in-depth professional responsibilities. Possible clinical special studies may include college-level teaching, college or health care administration, clinical research, quality assurance activities, public policy work and/or in-depth clinical training. Students are responsible for identifying and contacting potential mentors, and working out the logistical details of the selective. Students must develop a set of learning objectives. Mentors and learning objectives must be approved by the OCOM core doctoral faculty before the selective can be started. Mentors must generally have a minimum of 10 years of clinical experience to be approved. Mentors must sign a contract of agreement with the college, which outlines expectations and requirements prior to approval, and must also agree to evaluate student progress using standard OCOM evaluation instruments. OCOM will provide the mentor with an honorarium of up to \$500 for this 60-hour selective. Any additional fees, expenses or costs must be covered by the DAOM student directly. If the selective involves travel abroad, the student must purchase travel insurance and complete the OCOM International Travel Policy and Release Form.

CL911SS

Clinical Supervision Skills Development

60 hours (Selective)/1.3 credits

Students undergo clinical supervision training at an ACAOM-accredited college or university, and work for a minimum of 60 hours in a supervisory role with master's-level interns. Students are responsible for identifying and contacting potential institutions, and working out any logistical details. The institution in question must sign a contract of agreement with OCOM, which outlines expectations and requirements for this segment. The clinic director of the institution in question must agree to monitor student hours and evaluate progress using standard OCOM evaluation instruments. OCOM will directly reimburse the institution providing the clinical supervision training up to \$500 in training fees. Any additional fees, expenses or costs must be covered by DAOM students directly.

CL911WS

Clinical Writing Skills Development

60 hours (Selective)/1.3 credits

With oversight from a mentor, students develop, revise, and submit an article on a clinical subject for publication in a peer-reviewed academic AOM journal. Students interested in pursuing this elective are responsible for developing and circulating the drafts, and identifying an appropriate mentor(s). The final version of the article must be submitted to a recognized peer reviewed journal with proof of receipt before credit can be awarded. OCOM will provide the mentor with an honorarium of up to \$500. Any additional fees, expenses or costs must be covered by DAOM students directly.

CL911XA/CL911XB/CL911XC

Clinical Specialty Externship A, B and C

60 hours each (Selective)/1.3 credits each

Students spend up to three 60-hour periods in externship rotations working with senior AOM and/or CAM (MD, ND, or other biomedical physician) practitioner/mentors of their choice in a clinical location. No more than two of these electives may be with a single AOM practitioner, and no more than one of these electives may be with a CAM practitioner. Students are responsible for identifying and contacting potential mentors, and working out the logistical details of the externship. Students must develop a set of learning goals for each externship. Mentors and learning goals must be approved by OCOM clinical doctoral faculty. Mentors must generally have a minimum of 10 years of clinical experience to be approved. Mentors must sign a contract of agreement with OCOM, which outlines expectations and requirements prior to approval, and must also agree to evaluate student progress using standard OCOM evaluation instruments. OCOM will provide the mentor with an honorarium of up to \$500 for each 60-hour Selective. Any additional fees, expenses or costs of the externship must be covered by students directly. If the externship involves travel abroad, the student must purchase travel insurance and complete the OCOM International Travel Policy and Release Form.

DAOM Admissions Requirements

OCOM seeks doctoral students who show the potential to become leaders in the field of acupuncture and Oriental medicine and who demonstrate the knowledge, skills and maturity necessary to undertake the challenges of the doctoral program.

To make this assessment, the admissions committee reviews each applicant in a variety of areas, including their academic record and professional and life experiences. **For questions about the admissions process, contact the Office of Admissions: 503-253-3443 x201 or admissions@ocom.edu.**

Prerequisites

All applicants must be able to document satisfactory completion of a master's level training in acupuncture and Oriental medicine (or its equivalent) to be eligible for consideration for the OCOM doctoral program. This basic admissions requirement means that applicants must possess a master's degree (or diploma) in acupuncture and Oriental medicine from a school or college accredited by ACAOM, or the international equivalent. Training in herbal medicine is required. Original transcripts are required in all cases.

The DAOM program is a clinical doctorate, and students are required to present cases from their practice in the classroom as well as writing case study reports. It is also expected that students will apply the knowledge and skills learned in the program to patients in their own practices. For these reasons, applicants to the DAOM program should be currently licensed practitioners with an active practice (generally, this means treating at least 10 patients per week with acupuncture and/or Chinese herbal medicine). Applicants in the process of obtaining licensure and establishing an active practice will be considered.

Prospective applicants whose prior training falls short of this formal academic criteria may still be eligible for consideration for admission to the program. In such cases, the Admissions Committee will undertake a formalized credentials and competencies review prior to considering the application. This review will take into account not only an applicant's training and academic transcript(s), but also factors such as clinical experience and NCCAOM certification in acupuncture and Chinese herbal medicine. The review may require a phone interview with the applicant by the committee to verify levels of knowledge and competency in areas such as acupuncture, Oriental medicine theory, TCM diagnosis, Chinese herbal medicine and biomedicine. The committee may also require the applicant to pass formal written challenge examinations or complete master's-level coursework if deficiencies in specific areas are identified. Successful completion of these challenge exams and/or coursework will be required to be eligible for admission.

Technical Skills/Standards

For the safe and effective practice of AOM, students must be able to meet expectations as detailed in the master's program admissions requirements on page 25.

The Application Process

To apply to OCOM's doctoral program, first contact the Office of Admissions to acquire a unique username and password. This login information will be used to access the online doctoral program admissions application. As each section is filled out, the information is saved for later completion. To ensure timely consideration, applicants are required to complete the doctoral application in its entirety before review by the Admissions Committee.

The Early Application¹ deadline* for the application and all supporting materials is January 31; the Regular Application deadline is April 30.

**Applicants who complete their application by January 31 receive a waiver of the \$75 application fee.*

Materials:

- Notification of Application for Admission form;
- Nonrefundable application fee of \$75;
- A recent photograph;
- Copy of current AOM license;
- Official transcripts from each college previously attended;
- Three letters of recommendation from individuals (at least one should be from an instructor) able to judge the applicant's ability to undertake doctoral work (must be submitted using online form);
- Documentation of TOEFL score, if applicable;
- Applicant General Information form;
- Current resume or curriculum vitae;
- Description of prior post-secondary education;
- Description of current clinical practice;
- Financial planning information;
- Two personal essays;
- Completion of a short case analysis.

All completed applications are reviewed by the DAOM Admissions Committee. This committee consists of the Dean of Doctoral Studies, the Associate Dean of Doctoral Studies, and the Office of Admissions. In addition to this core committee, other DAOM faculty, staff and DAOM alumni may be invited to participate.

¹Early Application provides the opportunity to participate in new student activities planned by the Office of Admissions, receive an invitation to join the student online community, and participate in the student e-mail listserve at a much earlier date — allowing new students to better acclimate to the OCOM community and campus life.

The required admissions materials assist the DAOM Admissions Committee in assessing the applicant's motivations for pursuing a clinical doctorate as well as his or her commitment to completing the program. The educational competency requirements are intended to ensure that all students admitted to the program have a common base of knowledge and skills as the foundation for education in the clinical doctorate.

Once the completed application has been received, formal interviews with the DAOM Admissions Committee (via telephone, Skype or in-person) are required of all candidates. This committee will determine if any follow-up interviews or challenge examinations are required; candidates will be informed of the requirements by the Office of Admissions.

Admissions decisions are confirmed within seven business days of the interview and/or successful completion of any required follow-up, including special admissions interviews or challenge examinations. Possible outcomes include acceptance, conditional acceptance, wait list or denial.

International Credentials

OCOM welcomes non-US-trained applicants to the DAOM program; appropriate credentials from international institutions are acceptable for admissions purposes. Credentials must be equivalent to those of US-trained applicants and will need to be formally evaluated by an independent credentials evaluation agency before the application can be formally considered. International institutions' transcripts must be submitted with the appropriate translation and equivalency analysis from a recognized agency such as World Education Services, Inc. (www.wes.org).

Note the requirements for current license and active practice (see Doctoral Program Admissions Requirements).

English Language Competency

English language competency is required of all students seeking admission to the program. This may be satisfied by scoring at least 61 on the Test of English as a Foreign Language (TOEFL) Internet based test (iBT), which also requires a minimum speaking exam score of 26 and a minimum listening exam score of 22, or a level 6 on the International English Language Testing System (IELTS) exam.

Veterans Benefits

The Oregon State Approving Agency has approved the DAOM degree program for the use of GI Bill benefits. Any Veteran receiving GI Bill benefits while attending Oregon College of Oriental Medicine is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit. VA-eligible students must contact the Office of the Registrar for more information.

DAOM Program Tuition and Financial Information

Total tuition for the two-year DAOM program (2015-2017) is \$39,392. Tuition for each academic year is \$19,696.

The college requires a \$500 deposit within two weeks of acceptance into the program, all of which will be applied to the first year's tuition.

To assist students with payment of tuition, the college provides for each academic year's tuition to be paid in two installments of \$9,848 each (at no additional charge to students). Due dates for tuition payments are as follows:

Year One (2015-2016)

Payment #1 — \$9,848

Due Friday, September 18, 2015

Last day to pay without late fees: September 21, 2015

Payment #2 — \$9,848

Due Friday, February 5, 2016

Last day to pay without late fees: February 8, 2016

Year Two (2016-2017)

Payment #1 — \$9,848

Due Friday, September 16, 2016

Last day to pay without late fees: September 19, 2016

Payment #2 — \$9,848

Due Friday, February 3, 2017

Last day to pay without late fees: February 6, 2017

Students may not participate in any portion of teaching modules unless tuition payment is current.

Tuition costs are exclusive of travel, lodging, books, supplies or expenses related to clinical externship electives. Students should anticipate and plan for these additional expenses.

Fees

Application fee (nonrefundable)	\$ 75
Malpractice insurance fee, per year	\$ 200
Clinic locker fee, per year	\$ 20
Transfer student evaluation fee	\$ 150
Challenge exam fee (nonrefundable)	\$ 50
Make-up clinical work, per hour	\$ 50
Make-up didactic work, per hour	\$ 50
Make-up exam fee	\$ 25
Make-up comprehensive exam fee	\$ 100
Change of grade fee	\$ 10
Transcript fee	\$ 5
Returned check fee	\$ 30

DAOM Degree Completion Courses

Those students who have not completed their degree requirements by December 1 of the year that they complete the regular two-year program will be enrolled in a DAOM degree completion course, as follows:

DC911

DAOM Degree Completion Course, Year One

45 hours/1.0 credits

DC912

DAOM Degree Completion Course, Year Two

45 hours/1.0 credits

The DAOM Degree Completion courses are for students who are completing their DAOM degree requirements following completion of the regular two-year program. Any student who has unfinished degree requirements as of December 1 of the year that they complete the regular two-year program will be registered for DC911. Any student who has unfinished degree requirements as of September 1 of the year that follows the completion of the regular two-year program will be registered for DC912.

Tuition for DC911 is \$700. This will be billed on December 1 and due one month later. Late fees will be charged if payment is not received by the due date. Tuition for DC912 is \$700. This will be billed on September 1 and due one month later. Late fees will be charged if payment is not received by the due date.

Tuition and Payment Policy

Many doctoral students receive financial aid to attend OCOM. Federal Financial Aid is normally disbursed to the college each tuition payment period and applied to the student's account within three business days. Tuition, fees, books and any other charges are also applied to the student's account. Refunds of account balances are usually made within the first week of classes. If a student's financial aid disbursement is not sufficient to cover the balance due, the student may request a payment plan from the Business Office. However, student accounts must be current to continue attending classes or to receive credit for coursework.

Tuition payments are due in full by the last day indicated under tuition payment dates. If payment in full is not possible, then the student should request a payment plan from the Business Office. A nonrefundable payment plan fee of \$20 is added to the first payment.

Students must clear all charges in their accounts before the end of the academic year to receive any course credit or to continue enrollment in the next year. Payment due date schedules for each academic year are found in the OCOM catalog and are posted on the doctoral course management websites.

Late Payments

Tuition payments must be made in a timely manner. The schedule of tuition payment due dates for each academic year, and for the last days to pay without incurring a late fee, is detailed above. Students paying their accounts after this date will owe a late fee of \$10 for the first day, and \$5 for each day thereafter, for outstanding balances paid after that date. Students are encouraged to contact the Business Office to arrange a payment plan, if needed. In the event that payment remains in a delinquent status for an extended period or if payments are habitually late, the student may be dismissed from the program.

Tuition Refund Policy

A student may terminate — withdraw or take a leave of absence — by giving written notice to the college (student must complete the Leave of Absence request form for a leave). If termination occurs before the start of the first module of the academic year, all tuition paid for that academic year (less a \$100 administrative fee) will be refunded. If the student terminates enrollment prior to completion of 60 percent of the period covered by a tuition payment, the student shall be entitled to a prorated "return of funds" of the total tuition charged for that tuition payment.

"Return of funds," as used in this section, is calculated using the Federal Regulation for Return of Title IV Funds, which means that a student shall be charged for the time attended as determined by the last recorded day of attendance by that student. This is calculated by taking the total number of class days attended for each module during that payment period divided by the total number of class days in all modules occurring during that payment period. If the calculation determines that the school is required to return funds, the funds are returned to the Federal Direct Loan Program in the following order: Federal Direct Unsubsidized Stafford Loans, Federal Direct Graduate Plus Loan.

If a student withdraws or takes a leave of absence after the completion of 60 percent or more of the class days in all modules for the current payment period, the student shall be responsible for the tuition charged for the entire payment period and shall not be entitled to a refund.

If a student is not in attendance for any one module, they must give written notice that they will be attending the next module. If a student fails to return to the next module, a Return of Funds calculation will be performed based on the date of the last module attended and the student will be automatically withdrawn from the program.

Financial Aid

OCOM doctoral students are eligible to apply for Federal Student Loans. Students will be required to fill out a Free Application for Federal Student Aid (FAFSA) each year they

are enrolled. OCOM's school code is B 07625. For more information about the types of loans and how to apply, visit www.ocom.edu/admissions/financial-aid#daom, or contact the Office of Financial Aid at financialaid@ocom.edu or 503-253-3443 x108.

Electronic Funds Transfer (EFT) for Student Loan Funds

Disbursement of federal student loan proceeds will be electronically drawn into the college and applied to individual student accounts. The Business Office will apply tuition and fees to student accounts prior to the beginning of each payment period. Pre-order of textbooks will be applied to students' accounts by the Business Office. If your account has a credit balance after tuition, fees and books, then a refund check will be issued. Refund checks are usually ready in about three days after all transactions have occurred and can be picked up at the Business Office.

If a student wishes to not accept all of the loan proceeds, they can request to have all or part of the funds returned to the Direct Loan Program. This request must be made within two weeks of disbursement of funds. Contact the Office of Financial Aid for details.

DAOM Program Academic Policies

Academic Year and Credit Hours

OCOM's Doctor of Acupuncture and Oriental Medicine program is a two-year program; all students are considered full-time.

The DAOM curriculum is delivered in two consecutive year-long terms over a 24-month period. Each year consists of 10 intensive teaching modules, plus externships and Capstone Project work. During modules, students meet on campus for four or five days per month. A final two-day Capstone Project presentation and graduation event concludes the program.

The DAOM program consists of a total of 1,224 hours, for which 47 academic credits are granted. The doctoral program is equivalent to 23.5 credits per academic year for the duration of the program. Of the 1,224 hours, 670 are devoted to clinical studies, 551 are didactic hours and three hours are orientation. Throughout the DAOM program, academic credits are calculated according to standard academic practice:

15 didactic hours = 1 credit

30 clinical hours = 1 credit

45 reading, conference, clinical externship or directed study (independent) hours = 1 credit

Adjustments are made for instruction delivered in a language other than English: 45 minutes of credit are granted for every hour of classroom instruction in another language.

Students are expected to be engaged in ongoing study between the modules in specified coursework, assignments, clinical observations, and individualized study/research. The out-of-class study expectation is based upon ratios that correspond with the credits listed above.

1 didactic hour = 2 hours out-of-class study

1 clinical hour = 1.5 hours out-of-class study

Based upon these ratios, it is anticipated that a student can expect an average of 15-20 hours per week in out-of-class study and learning activities.

Transfer Credit Policy

A transfer student is one who has completed doctoral coursework at a college of acupuncture and Oriental medicine and is seeking transfer credit and specialized placement as a result of that coursework. All transfer students must meet the same prerequisites as any applicant. Applicants may request transfer of credit in acupuncture and Oriental medicine from doctoral level courses taken prior to enrollment at OCOM. Transfer credit will only be awarded for courses that are essentially similar in description, content, level and credit hours to OCOM's doctoral coursework.

All courses submitted for transfer credit will be evaluated by the Dean of Doctoral Studies together with core doctoral faculty as needed for applicability to the DAOM curriculum. Applicants must provide course descriptions and syllabi for each course to be considered, as well as an official transcript. Transfer credit awarded by OCOM shall not exceed one-third of the total credits of the DAOM program. Coursework completed at another institution more than three years prior will be considered for transfer only with appropriate examination (or acceptable evidence of current content knowledge use). CEU credits are not accepted as transfer credit. Transfer credit is awarded only for classes completed with a grade of "B" or better.

If a student has completed coursework at an international institution, or one which is not accredited by ACAOM, the Dean of Doctoral Studies will review the situation and make a determination as to the applicability of any transfer credit. Students from such institutions must have their transcripts evaluated by an international educational service.

Because of the wide diversity of academic programs offering courses similar to those at OCOM, there may be instances in which the number of transferred credits for a particular course equals only a portion of the credits required for the equivalent OCOM course. In such cases, students requesting transfer credits must meet with the Dean of Doctoral Studies to determine whether or not the deficiency in course hours represents a deficiency in education and training based on OCOM standards. If such a deficiency is suspected or identified, the Dean of Doctoral Studies, in consultation with the course faculty member, will determine whether the student must either pass a challenge exam in the subject or participate in the course to make up the identified deficiency. The student will be responsible for the expense of the challenge exam.

If the Dean of Doctoral Studies and/or the faculty member determine the student's training and/or education is substantially equivalent to that offered at OCOM or when a challenge exam has been successfully completed in the course in question, the student's transcript will reflect the number of credits awarded by the previous institution, and the course requirement will have been met.

Transferability to Other Institutions

As previously noted, all OCOM coursework is nationally accredited through ACAOM. However, it is always within the purview of the receiving institution to determine the transferability of OCOM credit toward the satisfaction of their academic program requirements. All students are strongly advised to contact the appropriate administrative staff at other programs when contemplating the potential transfer of OCOM credits to other institutions.

Auditing Classes

All OCOM doctoral graduates (those who have received the DAOM degree) may attend doctoral module lectures on a space-available, first-come first-served basis. Any DAOM graduate who wishes to attend a doctoral module lecture must contact the DAOM administration to register.

Grading Policy

A "Pass/Fail" grading system is used. Grades are given at the end of Years One and Two. The following grades are given:

P (Pass) — Satisfactory completion of all required coursework. When percentages are used to score coursework and exams, 75 percent is considered minimum passing level.

F (Fail) — Unsatisfactory completion of coursework. If a student fails a course, the course must be retaken. Failing a course a second time will result in dismissal from the program.

W (Withdraw) — A student may withdraw from a class before the final requirements for that course are due. The student must request and receive permission from the Dean of Doctoral Studies and the course instructor. A "W" will become a permanent part of the student's academic record. The student must generally take a leave of absence, and repeat the course the following year.

I (Incomplete) — An Incomplete grade indicates that further work in a course must be completed before a grade is given. A student must have passing grades for all Year One courses before starting the second year of the program. For all other courses, the student will have no more than three months after the end of the course to complete any outstanding work, and have the "I" converted to a grade. If after that time a grade is not received, the "I" will remain a permanent part of the student's record, and the student must retake the course. This may require a student to take a leave of absence until the course is offered again.

IP (In Progress) — Given when a course is still in progress at the end of the academic year; generally courses that span Year One and Year Two.

Attendance Policy

Students are expected to be present for all didactic and clinical portions of the DAOM program. A minimum

90 percent attendance record is required for the program as a whole. Students may be absent for no more than two nonconsecutive monthly modules during the 24-month program. When a student does not miss an entire monthly module, but only a portion, the student may miss no more than nine full days of module instruction during the two-year program, including no more than two clinic internship days, two class sessions of any other clinical course, or two class sessions of any didactic course. In all cases, students must inform the administration in advance if they must be absent from any classes. The administration will determine

if an absence is excused. Whether an excused or unexcused absence, students are responsible for submitting all assignments from any absence, on time, to the appropriate faculty members.

Students must make up any missed modules beyond the two modules or nine days allowed for excused absences. If a student misses clinical internship time, clinical course class session time or didactic class session time in excess of the permitted maximum of two days, the student must make up the missed clinical internship or clinical/didactic class time. Make-up fees are charged for any excess missed sessions (see Financial Information section), including clinical and/or classroom work.

To make up excess missed sessions (clinical or didactic), the student will attend the make-up sessions in the academic year following completion of the student's two-year program. The student is responsible for making arrangements to attend make-up modules, clinic internship days or class days with the Dean of Doctoral Studies.

Depending on the timing of an absence, students may also receive an Incomplete ("I") in one or more of the courses. In that case, the Incomplete policy would also apply. (See Grading Policy.)

Student Evaluation and Comprehensive Examinations

Evaluation of student performance is a critical component of the DAOM program course of study. Ongoing formative and summative assessments are utilized and offered to the students as feedback on their educational and professional development. Each of the didactic and clinical courses has clearly defined learning objectives that are used by the faculty as performance criteria for student evaluation. Each course syllabus will explicitly state faculty expectations and methods of evaluation to be used for didactic and/or clinical components of the curriculum.

In addition to evaluation within each course, students will be asked to complete a number of assignments which span several courses and demonstrate the student's ability to integrate, synthesize and apply information to relevant clinical situations. These measures will include case analyses, case reports, case studies, reports of collaboration experiences and comprehensive examinations. Comprehensive exams are given at the end of Years One and Two. If a student fails either of the comprehensive exams, he or she will be given the opportunity to retake the exam within one month. If an exam is failed for a second time, the student may be dismissed from the program.

Satisfactory Academic Progress and Academic Probation

Advancement to the second year of the DAOM program is based on a student's satisfactory completion of the first year's work, including all Year One courses and comprehensive exams. Students should be aware that if their course of study is interrupted due to failing a course, or incompletes, their only option will be to retake the courses in question with the next cohort of students. If a student fails a course twice, or fails the same comprehensive examination two times, the student may be dismissed from the program.

If a student has more than four past due assignments at any time during the program, the student will be placed on Academic Probation, and will need to establish a written contract with the Dean of Doctoral Studies for the completion of the past due work. If the student does not follow through on the written contract, the student may be dismissed from the program, and will need to reapply for admission in a future class.

Federal regulations require all students receiving federal student aid to make **Satisfactory Academic Progress (SAP)** toward their degree in order to retain eligibility for financial aid. Failure to maintain SAP will result in the disqualification from federal student aid programs at OCOM.

Students who fail to meet SAP standards will be notified by the Office of Financial Aid and will be placed in a Financial Aid Suspension. Students may submit an appeal for reinstatement of financial aid eligibility to the Director of Financial Aid. The SAP appeal must address why the student failed and what has changed in the student's situation that will allow the student to meet SAP at the next evaluation. A student who successfully appeals will then be placed in Financial Aid Probation until their SAP issue has been resolved or they have successfully met the requirements of their academic plan.

Students are generally expected to complete the DAOM program in 24 months of continuous enrollment. If a student requests and is granted a leave of absence from the program, that student must return to the program within two years. In all cases, students must complete the DAOM program within four years of matriculation (less any approved leave of absence).

Leave of Absence and Withdrawal

Any student in good standing (with no unresolved academic, financial or disciplinary issues) may apply for a formal leave of absence of up to two years, during which time the student is entitled to readmission without reapplication. The student will pay the program tuition in effect for the cohort the student joins when they reenter.

A student on leave of absence for longer than two years

who wishes to re-enter the DAOM program must re-apply to OCOM under the admissions policies in effect at the time of reapplication. Forms to begin the leave of absence procedure are available from the Dean of Doctoral Studies. The Dean will meet with the student and establish an academic contract with the student that clearly states all requirements necessary for reentry into the program.

Any student requesting a leave of absence must be fully aware that the DAOM program, its curriculum design, content, and faculty may change during the leave of absence. A student is not guaranteed to be able to resume with the same curriculum or faculty as when they left. Changes in the program, curriculum design, content and modules may require a student to take additional courses, make-up specific modules or submit additional assignments upon their return. Students who take a leave of absence before the end of an academic year must be aware that they have not completed or received any credit for that year's courses, and that their transcript will reflect Incomplete grades ("I") until the coursework is complete when they return to the program.

Any student who leaves the program without applying for and being granted a leave of absence will be considered to have withdrawn from the program, and will have to apply for readmission.

Requirements for Graduation and Conferral of Degree

Graduates of the college's DAOM program receive the degree **Doctor of Acupuncture and Oriental Medicine, or DAOM.**

Requirements to receive the DAOM degree:

- All attendance requirements must be met;
- All coursework and clinical requirements must be completed with grades of "P," including the Capstone Project;
- All comprehensive exams must be passed with a minimum of a "B" grade;
- All clinical work and requirements in Clinical Selectives must be successfully completed;
- All financial obligations to OCOM must be met;
- The student must participate in the Capstone Project presentations and must complete an exit survey.

Upon successful completion of the above, students are recommended to receive the DAOM degree by the departmental chairs and the Dean of Doctoral Studies.

DAOM Program Faculty

Core Faculty

Elizabeth “Beth” Burch, ND is Dean of Doctoral Studies and Chair of Integrative Medicine for the DAOM program. Dr. Burch earned her Doctor of Naturopathic Medicine degree in 1986 from the National College of Naturopathic Medicine (NCCNM) and has more than 25 years of health education experience. Her areas of expertise include women’s health and herbal medicine. She received the Certificate in Human Investigations from Oregon Health & Science University School of Medicine in 2012. In addition to providing academic leadership and oversight of the doctoral program, she teaches regularly in the DAOM program.

Biomedical Perspectives; Clinic Theater; Clinical Internship; Clinical Case Presentations and Analysis; Clinical Seminar; Clinical Selectives; Capstone Project Mentor

Tim Chapman, PhD earned his doctorate in sociology from Yale University in New Haven, Connecticut in 1994, and his BA from University of Cambridge in 1983. For six years prior to coming to Oregon College of Oriental Medicine, he was Academic Dean at Academy for Five Element Acupuncture in Florida. Currently, he serves as OCOM’s Vice President of Academic Affairs.

Professional Development (Assessment Skills); Capstone Project Mentor

Ed Chiu, DAOM, LAc received his BA in biology from Harvard University in 1995, and his MA from the New England School of Acupuncture in 1999, with additional training in Japanese acupuncture styles. He continued his studies in Taiwan interning at several integrated hospitals, and spent time studying with master acupuncturists in traditional apprenticeships as well. He had a private practice in Boston, and participated as an acupuncturist in research at Massachusetts General

Hospital, before moving to Oregon to pursue his doctoral degree. He received his DAOM from Oregon College of Oriental Medicine in 2008, and maintains a private practice in Vancouver, Washington.

Capstone Project Mentor; Clinical Case Studies; Clinical Supervisor

Joseph Coletto, ND, LAc received his BS in education from the University of North Dakota in 1975 and his ND from the National College of Naturopathic Medicine (NCCNM) in 1983. He received his Oriental medical training at Oregon College of Oriental Medicine, graduating in 1989. He is a member of the college’s core faculty and serves as Chair of Biomedicine for the master’s degree program. He currently maintains a private practice as a naturopathic physician and acupuncturist.

Professional Development (Teaching Skills); Capstone Project Mentor

Robert Kaneko, DAOM, LAc earned a BA in education from Antioch College (Ohio) in 1978, received his acupuncture/herbal training from SAMRA University in Los Angeles, California (1985) and his DAOM from Oregon College of Oriental Medicine in 2007, and supplemented these programs with study in China. Dr. Kaneko served OCOM as Dean of Clinics from 2003 to 2010, as Clinic Director from 1993 to 2003, and as faculty for the master’s and doctoral degree programs. He completed OCOM’s Research Scholar program and has participated in clinical and educational research projects at OCOM including collaboration with Oregon Health & Science University and Kaiser’s Center for Health Research. He maintains a private practice and has taught meditation in the Portland area since 1995.

Clinical Supervisor

Greg A. Livingston, PhD (China), LAc earned his Doctorate in Chinese Medicine Clinical Fundamentals

(Shang Han Lun focus) from Zhejiang Chinese Medical University (2009), and his master’s in Traditional Chinese Medicine from Five Branches Institute (1997). Dr. Livingston is one of the few Westerners to have completed a Chinese medicine PhD in China, entirely in Chinese, and to be licensed to practice Chinese Medicine in China, where he spent more than 10 years as a student, teacher and clinician. Currently he maintains a private practice at OCOM Clinic, specializing in internal and general family medicine, with a focus on Chinese herbology.

Advanced Acupuncture and Oriental Medicine; Clinical Supervisor

Zhaoxue Lu, DMed, PhD (China), LAc is Associate Dean of Doctoral Studies and Chair of Acupuncture and Oriental Medicine for the DAOM program. He received his BMed in TCM orthopedics and traumatology from Chengdu University of TCM in 1994. He went on to earn a DMed in internal medicine from the same institution, where he specialized in endocrine and metabolic disorders. He served as Staff Physician at Chengdu University of TCM and its teaching hospital. His areas of expertise include endocrinology, metabolic disorders and orthopedics/traumatology. In his role as Chair of AOM, he coordinates the lecturers and supervisors who teach in the DAOM program, including visiting Chinese faculty. In addition to providing clinical leadership and academic oversight, he also teaches various course segments in the DAOM program, and supervises in OCOM’s doctoral clinic.

Advanced Acupuncture and Oriental Medicine; Clinical Internship; Clinical Tutorial; Clinical Case Presentations and Analysis; Clinical Collaboration; Clinical Seminar; Capstone Project Mentor

Henry McCann, DAOM, LAc received his AOM diploma from New England School of Acupuncture in 1999 and his DAOM degree from Oregon College of Oriental Medicine in 2008. He is a faculty member at Pacific College

of Oriental Medicine-NY, and is the president of the New Jersey State Acupuncture Examining Board. He has a private practice in Madison, New Jersey and Boston, Massachusetts. *Advanced Acupuncture and Oriental Medicine; Clinical Case Studies; Clinical Supervisor*

Distinguished Guest Lecturers and Supervisors – AOM

Satya Ambrose, ND, LAc received her BA in biochemistry and psychology from Evergreen State College in 1975. She graduated from the New England School of Acupuncture in 1976 and helped found the Pain and Stress Relief Program at Lemuel Shattuck Hospital in Boston. She co-founded Oregon College of Oriental Medicine in 1983 and earned her ND from National College of Naturopathic Medicine in 1989. She maintains an active private practice.

Advanced Acupuncture and Oriental Medicine; Clinical Supervisor

Misha Cohen, LAc was trained at Lincoln Hospital's Detox Program in the South Bronx under the auspices of the Quebec School of Acupuncture and at the San Francisco College of Acupuncture and Oriental Medicine where she received her OMD in gynecology. She is the Clinical Director of Chicken Soup Chinese Medicine, Executive Director of the MRCE Foundation, Research/Education Chair of Quan Yin Healing Arts Center and Research Specialist V at the UCSF Institute for Health and Aging. She has been practicing traditional Asian medicine for the past 33 years, has written numerous articles and contributed to several books. She is recognized internationally as a senior teacher and expert in Traditional Chinese Medicine and regularly trains medical doctors and Chinese medicine practitioners in Europe and the U.S. in gynecology, HIV, hepatitis and other subjects. Her collaboration with Western physicians at San Francisco General Hospital in a double-blind placebo

pilot clinical trial using Chinese herbal medicine for HIV+ persons led to the first peer-reviewed published study of Chinese herbal medicine for HIV (JAIDS, 1996). Currently, she is the principal investigator in a HIV/HPV cancer prevention study at UCSF and has completed three additional university studies.

Advanced Acupuncture and Oriental Medicine; Professional Development (AOM Research); Clinical Supervisor

Kandace Cahill, DAOM, LAc earned her doctorate from Oregon College of Oriental Medicine in 2012 with advanced specialization in women's health and geriatrics. She graduated with her Master of Oriental Medicine from Southwest Acupuncture College, Boulder in 2006 and has been in private practice since that time. Her clinical specialty is TCM gynecology and her practice is devoted to a wide array of women's health conditions, as well as anxiety, stress and insomnia. To date, she has published in two peer-reviewed TCM journals. She is a clinic supervisor at the Boulder campus of Southwest Acupuncture College *Advanced Acupuncture and Oriental Medicine; Clinical Supervisor*

Heiner Fruehauf, PhD, LAc has researched East Asian civilizations and Chinese medicine for 30 years. After studying comparative literature, philosophy, sinology and Chinese medicine at universities in Germany, China, Japan and the United States, he received a PhD from the Department of East Asian Languages and Civilizations at the University of Chicago. During five years in China, he researched Chinese medicine both within the institutionalized TCM model (Chengdu University of TCM), as well as the traditional lineage system that continues to function outside government schools. He has an active private practice in the Columbia River Gorge area, specializing in the treatment and prevention of chronic, difficult and recalcitrant diseases with Chinese herbs.

Advanced Acupuncture and Oriental Medicine; Capstone Project Mentor; Clinical Supervisor

Lee Hullender Rubin, DAOM, LAc earned her Master of Science in Acupuncture and Oriental Medicine from Bastyr University in 2001 and her doctorate from Oregon College of Oriental Medicine in 2009. She is board certified in acupuncture, Chinese herbology (NCCAOM) and reproductive medicine (ABORM).

Advanced Acupuncture and Oriental Medicine; Biomedical Perspectives; Clinical Supervisor

Wen Jiang, PhD (China), LAc received a PhD in acupuncture from Tianjin University of Traditional Chinese Medicine in Tianjin, China in 2005. In 2000, she received a Master of Science in Acupuncture from Shandong University of TCM in Jinan, China, and in 1992, earned a Bachelor of Science in TCM from Shandong University of TCM. She worked as a physician and acupuncturist at the Fourth Hospital Affiliated to Shandong University of TCM and Tianjin Weixie Hospital from 1992 to 2005. She specializes in TCM gynecology and neurology. From 2005 to 2013, she was full-time faculty at the American Academy of Acupuncture and Oriental Medicine and practiced at their TCM Health Center. She has published in the areas of needling techniques and acupuncture for gynecological and neurological problems.

Advanced Acupuncture and Oriental Medicine; Clinical Supervisor

Li Jin, DAOM, LAc received her BMed from Chengdu University of TCM in 1993 and in 2005, graduated from Oregon College of Oriental Medicine's DAOM program, specializing in women's health. She taught TCM to medical doctors at Medicine College of Complementary Medicine in Israel for three years before she became a faculty member at Emperor's College of Traditional Oriental Medicine in 1998. She was a faculty member at Northwest Institute of Acupuncture and Oriental Medicine from 1999 to 2002. Currently, she is a faculty member at American Academy of Oriental Medicine and Seattle Institute of Oriental Medicine. As a licensed acupuncturist in Washington and

California, she maintains her private practice in Seattle.

Advanced Acupuncture and Oriental Medicine; Clinical Supervisor

Hong Jin, DAOM, LAc received her BMed degree from Nanjing University of Traditional Chinese Medicine (NUTCM) and was an intern and physician at the university's affiliated hospital. In 1987, she studied medical education and English at the Ministry of Health English Training Center, Xian Medical University, Xian, Shanxi. She taught at NUTCM for four years. Since 1992, she has been lecturing on TCM in the United States as a representative and ambassador of the Nanjing International Acupuncture Training Center, World Health Organization Center on Traditional Medicine, NUTCM. She received her DAOM degree from Oregon College of Oriental Medicine in 2007.

Advanced Acupuncture and Oriental Medicine; Clinical Supervisor

Zhenbo Li, PhD (China), LAc earned a BMed in TCM in 1986 and a MMed in TCM internal medicine in 1991, both from Shandong University of TCM. In 1998, she graduated from the Guangzhou University of TCM earning a PhD in TCM, specializing in internal medicine, and engaging in research in hematology. She taught Chinese medicine for ten years in China at Shandong University and at First Teaching Hospital of Guangzhou University of TCM. She has taught at American Academy of Acupuncture and Oriental Medicine in Minnesota, and has published numerous articles in Chinese and English.

Clinical Supervisor

Guohui Liu, MMed (China), LAc received his MMed in internal medicine from Chengdu University of TCM in 1985. His areas of expertise include digestive disorders, pain syndromes, male disorders and infectious disease. He is the author of the highly regarded text, *Warm Pathogen Diseases, A Clinical Guide* (2001).

Classical Chinese Texts; Clinical Supervisor

Wei Liu, BMed, PhD (China), LAc graduated from Tianjin College of Traditional Chinese Medicine in 1993.

He began learning acupuncture and herbal medicine from his grandfather, a famous acupuncturist in Northern China, when he was eight years old. After graduation from college, he worked as an orthopedic surgeon and acupuncturist in Tianjin First Central Hospital of China and apprenticed with many famous acupuncturists to learn needling techniques. Since 1999, he has been a full-time faculty member at Minnesota College of Acupuncture and Oriental Medicine. He specializes in pain management for sports injuries and musculoskeletal disorders.

Advanced Acupuncture and Oriental Medicine; Clinical Supervisor

Yubin Lu, PhD (China), LAc earned three degrees at Shandong University of Traditional Chinese Medicine: Bachelor of Science in 1986, Master of Science in 1989, and PhD in 1993. He was an associate professor at Shandong University between 1993 and 1998, teaching Chinese medicine theory, diagnostics, and herbology. He relocated to the U.S. in 1999 and served as professor and academic dean at the American Academy of Acupuncture and Oriental Medicine in Minneapolis from 1999 to 2014. He has frequently published articles in both Chinese and English and co-authored and contributed to major texts in acupuncture and Chinese medicine. With almost 30 years of clinical experience, he has developed unique treatment approaches to sinusitis, low back pain, and acute prostatitis.

Advanced Acupuncture and Oriental Medicine; Clinical Supervisor

Elizabeth March, DAOM, LAc received her MACOM in 1996 and her DAOM in 2013, both from Oregon College of Oriental Medicine. She has worked as a teaching assistant in Point Location, Tuina, Acupuncture Techniques, and Structural Diagnosis. In private practice since 1996, she has extensively studied tuina.

Clinical Supervisor

Michael McCarron, DAOM, LAc received his MACOM from Oregon College of Oriental Medicine in 1993 and his doctorate in 2011. He has worked as a

clinical supervisor in OCOM's master's program since 1998. He has been volunteering as a clinician with the Immune Enhancement Project since 1992, treating patients with HIV/AIDS and other immune disorders. In his private practice, he works routinely with HIV, chronic pain, stress, substance abuse, trauma, sinusitis and allergy patients.

Clinical Supervisor

Nikki Medghalchy, DAOM, LAc graduated from Oregon College of Oriental Medicine with a master's degree (1999) and a doctoral degree (2007) in acupuncture and Oriental medicine. She also trained and interned at the China Nanjing International Acupuncture University and Training Center in Nanjing, China, with a specialty in cardiovascular medicine, and completed further training in the doctoral program in women's health and geriatric medicine.

Clinical Supervisor

Debra Mulrooney, DAOM, LAc practiced in public health settings after graduating from OCOM in 1991. She worked as a staff acupuncturist for the Portland Alternative Health Center focusing on alcohol and drug treatment and complications of dual diagnosis disorders; she was also Program Coordinator for three area inpatient centers serving institutionalized women and their children during that same period. She became Director of Alternative Medicine at PAHC in 2000, where she helped to develop one of the first integrated care programs in Portland, Oregon for people suffering from dependency syndromes. She is currently the Associate Dean of Clinical Education at Oregon College of Oriental Medicine, where she earned her doctorate in 2009.

Clinical Supervisor

Rosa Schnyer, DAOM, LAc received her diploma in acupuncture from Tri-State College of Acupuncture in 1987 and her DAOM from Oregon College of Oriental Medicine in 2008. She has been a faculty member at the Arizona School of Acupuncture and Oriental Medicine, the New England School of Acupuncture,

and the Academy of Oriental Medicine. She is currently an Assistant Professor in the College of Pharmacy at University of Texas-Austin. She is also a Research Associate at Harvard Medical School and a research consultant for University of Arizona Health Sciences Center College of Medicine Department of Pediatrics, for Stanford University Department of Psychiatry, for University of Texas-Southwestern Medical Center and for Children's Beijing Hospital. She is a family medicine specialist at UTMB and is co-president of the Society for Acupuncture Research.

Advanced Acupuncture and Oriental Medicine; Professional Development (AOM Research); Clinical Supervisor

Distinguished Guest Lecturers – Biomedical and Research

Andre Barkhuizen, MD received his medical degree from the University of Witwatersrand, Johannesburg, South Africa, and completed a residency in Internal Medicine at Groote Shuur Hospital and University of Cape Town, South Africa in 1992. He also completed fellowships in Pulmonology at Groote Schurr Hospital, and in Rheumatology at Princess Alice Orthopedic Hospital (Cape Town, South Africa) and at Oregon Health Sciences University. He was Associate Professor of Medicine at Oregon Health & Science University from 2003 to 2006. He is board-certified in internal medicine and rheumatology, and is currently Medical Director of the Portland Rheumatology Clinic.

Biomedical Perspectives

Daniel DeLapp, DC, ND, MAcOM, LAc earned his BS in nutrition and biochemistry in 1982 from the University of California–Davis, his DC from the Los Angeles College of Chiropractic in 1986, and his diplomate in orthopedics in 1989 from LACC. In 1996, he earned his MAcOM from Oregon College of Oriental Medicine, and in 1997, his ND from National College of Naturopathic Medicine. He is an adjunct faculty at National College of Natural Medicine, teaching

dermatology, and has been a full-time clinician at University of Western States for more than 20 years.

Biomedical Perspectives

Robert Foege, MD, LAc received his MAC from Northwest Institute of Acupuncture and, in 2005, his MD from the University of Washington School of Medicine. He completed a residency in anesthesia and a fellowship in pain at Beth Israel Deaconess Medical Center. He was assistant professor of anesthesia at Lutheran Medical Center in Brooklyn, NY from 2009 to 2010. He currently works as a pain management physician at Kaiser Northwest in Portland.

Biomedical Perspectives

Richard Hammerschlag, PhD received his BS in chemistry from MIT and his PhD in biochemistry from Brandeis University. Following a 25-year career in neurobiology research based mainly at the City of Hope National Medical Center, he created and taught a course in Biomedical Understanding of Acupuncture at Yo San University of Traditional Chinese Medicine where in 1995, he became the academic dean. He moved to Portland in 1999, when he created the research department at Oregon College of Oriental Medicine. His national acupuncture activities include a presentation on Methodological and Ethical Issues in Acupuncture Research at the 1997 NIH Consensus Development Conference on Acupuncture. In addition, he served as co-president of the Society for Acupuncture Research from 1997 to 2003 and currently serves as Senior Editor for the Journal of Alternative and Complementary Medicine.

Professional Development (AOM Research); Capstone Project Mentor

Meg Hayes, MD received her degree from Oregon Health & Science University in 1994 and completed her residency there in family medicine. Her practice includes the full spectrum of family medicine including obstetrics. Her professional interests focus on the integration of complementary and alternative practices, including acupuncture.

Biomedical Perspectives

Regan Look, MD received his degree from New York University School of Medicine, completed a residency in Internal Medicine at the University of California Irvine, as well as a fellowship in hematology/oncology at UCLA–San Fernando. He is board certified in medical oncology. He specializes in the treatment of breast cancer.

Biomedical Perspectives

Sheila Mitchell, MD received her BA from UCLA in 1977. She earned her MD from La Salle University (Mexico) in 1982 and did her medical residency at the University of Southern California where she was Chief Resident, 1986-1987. She is currently a physician in private practice in Vancouver, Washington where she founded the Spirit of Health Wellness Clinic, an integrated clinic of health care practitioners including two medical doctors, a nurse practitioner, a naturopathic physician and a licensed acupuncturist. She travels frequently to South America to study indigenous methods of healing.

Biomedical Perspectives

Stephen Saeks, PhD, LAc earned his master's in clinical psychology from Xavier University in 1984, his PhD in clinical psychology from University of Hawaii in 1988 and his MAcOM from Oregon College of Oriental Medicine in 2003. In addition, he completed a two-year postdoctoral fellowship in clinical psychology at the Menninger Clinic, where he worked for 12 years and was the Director of Group Psychotherapy. He also specialized in the treatment of addicted and nonaddicted professionals. He is currently in private practice where he is integrating his Western psychology training with his traditional Chinese medical training.

Biomedical Perspectives; Clinical Supervisor

Sandra Wilborn, MD graduated from Stanford University in 1965 with a BA in history and art history. In 1981, she received her MD from University of Nevada School of Medicine. She completed her residency in Internal Medicine at the University of Nevada School of Medicine in 1984 and a fellowship in gastroenterology at

University of Colorado in 1989. She is currently in private practice at the Northwest Gastroenterology Clinic in Portland, Oregon.

Biomedical Perspectives

Brian Willis, MD, PhD received his BS in biology from Pacific Lutheran University in 1977, his PhD in anatomy from University of Illinois Chicago Health Sciences Center in 1981 and his MD from the University of Illinois College of Medicine in 1985. He completed his residency in internal medicine in 1988 and a fellowship in gastroenterology in 1990 at Oregon Health & Science University. He is board certified in internal medicine and gastroenterology. He served as anatomy instructor at the Chicago Medical School, Roosevelt University and Mount Hood Community College. He is currently a clinical instructor in gastroenterology at Oregon Health & Science University. He has a practice in gastroenterology and is Director of the Hepatitis Clinic at Kaiser Permanente in Portland, Oregon.

Biomedical Perspectives

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Registrar

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Director of Clinic Operations

Nicole Atterberry

Patient Services Team Member

Marissa Aust

Financial Aid Counselor and Scholarship Coordinator

Lindsay Benedict

Director of Annual Giving

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Devin Borland

Assistant Dean of Master's Studies

Candise Branum

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Director of Accounting

Stephanie Driggs

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Michael Law

Student Services Manager

Anna Lewis

Director of Admissions

Zhaoxue Lu

Associate Dean of Doctoral Studies

Ann-Louise March

Facilities Coordinator

Ben Marx

Research Associate

Michael McBride

Medical Records Coordinator

Rachel Mower

Bookstore and Business Office Manager

Debra Mulrooney

Associate Dean of Clinical Education

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Patient Services Team Lead

Sarah Orozco

Patient Services Team Lead

Randall Payton

Publications Coordinator

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