Accreditation and Authorization
AOMA Graduate School of Integrative Medicine is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the master’s and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4067 or call 404-679-4500 for questions about the status of AOMA Graduate School of Integrative Medicine. The Commission is to be contacted only if there is evidence that appears to support the institution’s significant non-compliance with a requirement or standard.

The Master of Acupuncture and Oriental Medicine program at AOMA Graduate School of Integrative Medicine is accredited by the Accreditation Commission for Acupuncture & Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs educating acupuncture and Oriental medicine practitioners.

The Doctor of Acupuncture & Oriental Medicine (DAOM) program is being offered with approval from the Accreditation Commission for Acupuncture & Oriental Medicine (ACAOM). The DAOM program is eligible for ACAOM accreditation and AOMA is currently in the process of seeking ACAOM candidacy/accreditation for the program. However, AOMA can provide no assurance that candidacy or accreditation will be granted by ACAOM. AOMA’s DAOM program is not accredited or preaccredited (candidacy) by ACAOM. Graduates of this program are not considered to have graduated from an ACAOM accredited or candidate program and may not rely on ACAOM accreditation or candidacy for professional licensure or other purposes.

AOMA Graduate School of Integrative Medicine is approved by the Texas State Board of Acupuncture Examiners and by the State of California, Department of Consumer Affairs, Board of Medical Quality Assurance, Acupuncture Committee.

The Texas Higher Education Coordinating Board has granted a Certificate of Authorization to AOMA Graduate School of Integrative Medicine to award the master’s and doctoral degrees. This certificate is a license to operate in the State of Texas and does not constitute accreditation; the issuance of this certificate attests only to an institution’s having met the Board’s standards established for nonexempt institutions.

Questions or complaints about this institution should be addressed to the following agencies:

Accreditation Commission for Acupuncture and Oriental Medicine
14502 Greenview Drive Suite 300B
Laurel, MD 20708
Phone: (301) 313-0855
www.acaom.org

Texas State Board of Acupuncture Examiners
333 Guadalupe St., Tower 3, Suite 610
Austin, TX 78701
Phone: (512) 305-7030
www.tmb.state.tx.us

California Acupuncture Board
1747 N. Market Blvd, Suite 180
Sacramento, CA 95834
Phone: 916-515-5200
www.acupuncture.ca.gov

National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM)
76 South Laura St., Suite 1290
Jacksonville, FL 32202
Phone: (904) 598-1005
www.nccaom.org

AOMA’s Green Values
AOMA recognizes the vital connection between human and environment. We were among the first companies to partner with the city of Austin in its GreenChoice® Renewable Energy Program and we’re an annual sponsor of Austin-based Ecology Action. Our strong commitment to conserving resources and reducing pollution drives us to make our facilities more energy efficient and environmentally friendly and has recently inspired a campus-wide paper to pixels conversion.

Notice
Students are expected to adhere to all rules, regulations, and policies contained within this catalog as well as the AOMA Student, Clinic, Financial Aid, Safety & Security Manuals, and Appendices. Students who attend full-time normally graduate under the curriculum in place at the time of their original enrollment. However, AOMA reserves the right to add, amend, or repeal the rules, regulations, policies, and curriculum printed herein.

The provisions of this catalog do not constitute a contract, expressed or implied, between any applicant, student, faculty member, or any other person and AOMA Graduate School of Integrative Medicine.

All fees are subject to change without notice. No refunds will be given for classes cancelled due to natural disaster, inclement weather, or other similar circumstances.

AOMA Graduate School of Integrative Medicine does not discriminate in its educational programs, financial aid programs, employment, or any other activities on the basis of race, color, creed, religion, sex, sexual orientation, national origin, ancestry, age, marital status, veteran status, medical condition, disability, or any basis prohibited by law.

AOMA Graduate School of Integrative Medicine complies with the laws of the State of Texas. The facilities AOMA occupies and the equipment it utilizes fully comply with federal, state, and local ordinances and regulations, including fire safety, building safety, and health requirements.

Legal Status and Institutional Control
The general partner of the limited partnership is Academy of Oriental Medicine, Inc. (the “corporation”), a Texas subchapter-S corporation with three shareholders: Richard D. Pomp, William R. Morris, and Linda J. Fontaine. The corporation has a six-member board of governors, the majority of which are public members, who control the institution.

Board of Governors
Kenneth H. Beck – Interim Chair
Co-founder, Retired – The Crossings, Austin, Texas
BS, Electrical Engineering, University of Minnesota

Glenda J. Flanagan
Chief Financial Officer & Executive Vice President – Whole Foods Market, Austin, Texas
BBA, University of Texas at Austin

Betty J. Edmond, MD
Physician – Austin, Texas
MD, University of Texas Medical Branch, Galveston

Leslie Lynn Myers, JD, LAc
Consultant – Texas Institute of Continuing Legal Education, Austin, Texas
JD, St. Mary’s University
MS, Oriental Medicine, AOMA

Linda J. Fontaine, CPA, MAcOM
Senior Financial Manager – Apple Inc.
MAcOM, AOMA

The board of directors (Linda J. Fontaine, chair, and Richard D. Pomp, esq.) is responsible for the legal and general business affairs of the corporation. The corporate officers are William R. Morris (president and chief executive officer), Anne E. Province (executive vice president, secretary, and treasurer), and Qianzhi Wu (vice president).

© 2014 by AOMA Graduate School of Integrative Medicine (AOMA).
All rights reserved. No part of this catalog may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any storage and retrieval system, without permission in writing from AOMA Graduate School of Integrative Medicine.
## Contents

Accreditation and Authorization ........................................ 2  
Legal Notices ................................................................ 2  
Board of Governors ...................................................... 2  
**INTRODUCTION TO AOMA** ............................................. 5  
Letter from the President .................................................. 6  
Vision, Mission, Core Values ............................................ 6  
DAOM Purpose ................................................................ 6  
DAOM Educational Goals .................................................. 6  
Program Learning Outcomes ............................................. 7  
Overview of the Program .................................................. 7  
Accreditation and Affiliations .......................................... 7  
Campus Resources ......................................................... 7  
History .......................................................................... 8  
Administration .............................................................. 8  
Administrative Staff ......................................................... 10  
**PROGRAM INFORMATION** ............................................ 11  
Admissions ..................................................................... 12  
DAOM Graduation Requirements ...................................... 12  
Policies and Procedures ................................................... 13  
Tuition and Fees ............................................................. 14  
Financial Aid ................................................................. 14  
Program Disclosures ....................................................... 14  
DAOM PROGRAM AT A GLANCE ........................................ 16  
**STUDENT SERVICES** .................................................. 19  
Academic Support .......................................................... 20  
IT Support ....................................................................... 20  
Housing & Transportation ............................................... 20  
Student Life .................................................................... 20  
Career Support ............................................................... 20  
Southwest Symposium ..................................................... 20  
AOMA Alumni Association .............................................. 20  
**FACULTY** .................................................................. 21  
Core Faculty .................................................................. 22  
Adjunct Faculty ............................................................... 22  
Guest Lecturers .............................................................. 24  
**COURSE DESCRIPTIONS** ............................................. 25  
Specialty Of Practice Curriculum: Care And Management  
Of Pain And Associated Psychosocial Phenomena .............. 26  
Specialty Of Practice Curriculum: Advanced Clinic Practice  
in Specialty ..................................................................... 28  
Inquiry Curriculum ......................................................... 28  
Professionalism & Leadership Curriculum ......................... 29  
**ACADEMIC CALENDAR** ................................................ 31
The doctoral program at AOMA prepares qualified practitioners to become leaders in the care and management of patients with pain and its associated psychosocial phenomena through advanced integrated approaches.
Introduction to AOMA

THIS SECTION

Letter from the President .................. 6
Vision, Mission, Core Values .................. 6
DAOM Purpose .................. 6
DAOM Educational Goals .................. 6
Program Learning Outcomes .................. 7
Overview of the Program .................. 7
Accreditation and Affiliations ................. 7
Campus Resources .................. 7
History .................. 8
Administration .................. 8
Administrative Staff .................. 10
Introduction to AOMA

AOMA is known for its internationally recognized faculty, comprehensive clinical internship program, and herbal medicine program. Since its founding in 1993, AOMA has grown rapidly in size and reputation, drawing students from around the nation and faculty from around the world.

LETTER FROM THE PRESIDENT

Dear DAOM candidate,

Congratulations on your decision to explore the integral depths of acupuncture and Chinese medicine.

In this program you will deepen your knowledge and skills in the area of pain care and the psychosocial world of the patient. This exciting exploration expands beyond medical skills into the existential pains of humanity. Participants in the program will engage in dialog that centers on transformation and the human condition. This point of view is essential for the practitioner, the patient, and the social systems in which they operate.

The path of the DAOM demonstrates a commitment to life-long learning as a value. It is the fulfillment of this obligation that has sustained the presence of Chinese medicine and will continue to do so. To this end, learners in this program will explore inquiry as a tool for developing critical thought as practitioners as well as knowledge builders.

AOMA’s faculty and staff are committed to providing you with an exceptional experience. We are committed to excellence and striving for continual improvement, which will assist you in gaining and creating knowledge as a contributor to this profession and your practice.

As a fellow practitioner, I have deep respect and admiration in your efforts towards improvement and contributions to the field. As a leader, this interests me because I believe that such education empowers us as change agents, ones who have the ability to transform the horizon of health care in contemporary society.

My door is open. Please feel free to contact me.

Warmly,

William R. Morris, PhD, DAOM, LAc
President, AOMA

VISION

AOMA’s vision is to be a leader in Oriental medicine education by engaging our communities and by preparing compassionate and skilled practitioners who embody the art and spirit of healing.

MISSION

The mission of AOMA is to transform lives and communities through graduate education in Oriental medicine by:

- Providing excellent and innovative teaching of acupuncture and Oriental medicine to learners while developing knowledge, skills, and attitudes that lead to intellectual and personal growth
- Delivering high quality acupuncture and Oriental medical health care to our patients
- Providing leadership for the development of acupuncture and Oriental medicine professionals.

CORE VALUES

We recognize that the outcomes we produce result from the collective activities of the AOMA community. We are committed to act in ways that are consistent with the following core values:

- Sustainability: Our programs and community engagements are sustainable and effective.
- Integrity: We do what we say we will do. In our communication, we are honest and complete.
- Inspiration: We are called into action by a spirit of purposeful aliveness.
- Flexibility and openness: We conscientiously choose our actions in consideration of all the parties involved.
- Professionalism: In all that we do, we are impeccable, clear, and complete.
- Compassion and service: In word and action, we look for opportunities to benefit others.

DAOM PURPOSE

The purpose of the doctoral program in acupuncture and Oriental medicine at AOMA is to prepare qualified practitioners and leaders in the care and management of patients with pain and its associated psychosocial phenomena through advanced integrated approaches.

DAOM EDUCATIONAL GOALS

The goals of the DAOM program are to:

- Produce advanced clinic practitioners in the clinical specialty of care and management of pain and associated psychosocial phenomena,
- Develop Oriental medical scholarship in the USA by creating advanced clinical specialists who are also researchers, educators, collaborators, and leaders.
- Advance the profession into the healthcare community by creating collaborative relationships.
- Add to the evidence-base of the medicine through scholarly work.
DAOM PROGRAM LEARNING OUTCOMES
Upon completion of the DAOM program, graduates will be prepared to:

1. Integrate Chinese and biomedical concepts in the provision of comprehensive, evidence-based, patient-centered advanced pain care and its associated psychosocial phenomena.
2. Employ systems-based practice to operate independently and to collaborate with providers of same and other disciplines.
3. Contribute to the knowledge base of the discipline and advanced pain care through the production of systematic inquiry and scholarly publication.
4. Demonstrate appropriate roles and behaviors of professionalism, leadership and teaching in practice.
5. Demonstrate a commitment to lifelong learning.

OVERVIEW OF THE PROGRAM
The Doctor of Acupuncture and Oriental Medicine (DAOM) program is a transformative educational experience, one that will prepare graduates to not only advance their own professional practices but also engage directly in the national advancement of the field. The program offers masters-level acupuncturists the opportunity to expand their education, gain effective skills for leadership and teaching, and cultivate expertise within a clinical specialty area. The DAOM at AOMA focuses on the care and management of patients with pain and associated psychosocial phenomena.

This 74-credit, two-year program is conveniently offered in a modular format. Week-long intensive, on-campus learning experiences are coupled with extended periods of independent study. While the majority of the classroom and clinical instruction is delivered on the AOMA campus, the courses are arranged to allow working professionals to continue their practice while enrolled.

Learners will engage in three primary areas of study: 1) specialty of practice, 2) inquiry, and 3) professionalism and leadership.

Courses within the specialty of practice curriculum introduce learners to musculoskeletal, neurologic, and psycho-somatic pain in various forms, offering an in-depth exploration of TCM and western medical treatment options. Learners develop advanced skills and techniques to care for patients in a collaborative medical setting, and benefit directly from a number of integrative clinical education opportunities.

After completing a majority of the coursework, learners progress into the clinical component of the specialty of practice curriculum. This integrative clinical education includes over 400 hours of internship conducted within AOMA’s Austin-based clinic system and over 250 hours of externship conducted in the learner’s home area. Externships are performed under the supervision of doctoral level practitioners from different medical backgrounds with a direct connection to the specialty area.

By developing the skills necessary to pursue academic research, learners are able to participate in the broader dialogue surrounding the efficacy of TCM and its integration with mainstream paradigms of health care. Coursework in quantitative and qualitative assessment, research methodology and design provide learners the platform from which to conduct clinically directed research and explore the specialty area. During the second year of the program, learners develop and implement an individual or group research project, culminating in the creation and presentation of a scientific manuscript.

Finally, the professional development and leadership curriculum provides the framework for the learner’s professional transformation. Coursework in curriculum design, teaching methods, and assessment prepare participants for the teacher-role expectations inherent in expert practitioners. Leadership is cultivated through an in-depth examination of self, professionalism, ethics, and culture. Participants identify strategies for providing leadership roles within the TCM field and integrative health care environments.

ACCREDITATION AND AFFILIATIONS
AOMA is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award master’s and doctoral degrees. The Doctor of Acupuncture and Oriental Medicine program is eligible for accreditation by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM), and AOMA is currently in the process of seeking ACAOM candidacy for the program. However, AOMA can provide no assurance that candidacy or accreditation will be granted by ACAOM. AOMA is approved by the Texas and California Acupuncture Boards and is authorized to offer the master’s and doctoral degrees by the Texas Higher Education Coordinating Board. (Please see inside front cover for the full legal statements concerning authorizations.) AOMA’s Asian bodywork therapy courses are approved by the American Organization for Bodywork Therapies of Asia (AOBTA®).

AOMA is an approved vendor by the Texas Department of Assistive and Rehabilitative Services (DARS).

AOMA maintains a number of institutional memberships including: the Council of Colleges of Acupuncture and Chinese Medicine (CCAOM), the Texas Association of Acupuncture and Oriental Medicine (TAAOM), the American Association of Acupuncture and Oriental Medicine (AAAOM), the Society for Acupuncture Research, and the American Botanical Council.

CAMPUS RESOURCES
AOMA maintains a system of student intern clinics throughout the Austin area, ensuring a diverse clinical education. The North and South AOMA Student Intern Clinics offer acupuncture and Chinese herbal treatments to patients in a conventional acupuncture setting. In these clinics, students learn as part of a treatment team, working with their colleagues, students, and professors to develop the best plan for their patient. At both of these clinics, students access the resources provided by an adjacent AOMA Herbal Medicine store to prepare herbal formulas for their patients. In addition to an acupuncture & Chinese medicine clinic located on campus, AOMA also operates seven off-site clinics including a number of community clinics located in western medical facilities serving Austin’s under-insured and
low-income populations. Other integrative clinical sites include one focused on the treatment of pain in an interdisciplinary setting, and another focused on in-patient treatment of addiction. Each of these clinics offers AOMA students a unique opportunity to participate in a collaborative medical environment. All offsite clinics are within a 20 minute drive of the AOMA campus with many clinics accessible by public transportation.

In support of student learning outcomes, AOMA has built one of the richest library collections focusing on Chinese medicine in the United States. The library, located on the AOMA campus, offers students access to over 10,000 specialty books, periodicals, professional journals, and audio and video resources. The library also maintains a subscription to the EBSCO database service through which AOMA students, faculty, and alumni have access to over 1700 medical journals and other professional publications. AOMA's library includes a unique collection of original Chinese language medical journals and DVDs.

AOMA's campus facilities also include a 2000 square foot Mind-Body Center with a large movement room, where taiji and qigong classes are conducted. This dedicated space fosters contemplation and concentration, both of which are cultivated in the mind-body curriculum. When classes are not in session, this space is available for student practice.

The AOMA campus is located south of downtown Austin and the University of Texas and is easily accessed by car, public transit, and bicycle. The campus facilities neighbor a variety of local businesses, including restaurants and cafes. Three parks and a swimming pool are within walking or biking distance of campus. The surrounding residential neighborhoods offer varied options for student housing including conventional and extended stay hotels.

HISTORY
Since its founding in 1993, AOMA has grown by every important quantitative and qualitative measure including its student body, faculty, accreditation, campus facilities, patients served, and community outreach.

- 1993: AOMA is founded as the Texas Acupuncture Institute and enrolls its first class of 16 students.
- 1995: AOMA establishes campus in north Austin
- 1996: accreditation with ACAOM
- 1996: approval by the Texas State Board of Acupuncture Examiners (TSBAE)
- 1996: first class graduates
- 1997: recognition by the Texas Rehabilitation Commission and the California Acupuncture Board
- 1997: approval for veteran's education
- 1998: participation in Title IV federal student financial aid programs
- 2005: William R. Morris, PhD, inaugurated as AOMA's third president.
- 2009: membership with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS)
- 2011: AOMA opens new campus in south Austin.
- 2011: SACS approves AOMA as doctoral-degree granting institution
- 2012: ACAOM approves AOMA's offering of DAOM in 2013
- 2013: DAOM enrolls first class

Consistent with its strategic plan, AOMA is committed to collaborating with other educational institutions and health care providers. Indeed, AOMA's collaborations have gone a long way toward shaping and enhancing both the education offered to its students and the health care services offered to the Austin community.

- 2001: AOMA begins to offer acupuncture and Chinese medical services at the Kerrville Folk Festival.
- 2004: AOMA expands its community clinic offerings to include free-of-charge acupuncture services at People's Community Clinic.
- 2006: AOMA's collaboration with the Seton Family of Hospitals begins with an acupuncture clinic inside the Seton Topfer Community Clinic.
- 2008: After participating in the conception and design, AOMA student interns offer services within the Seton Family of Hospitals' GoodHealth Commons Integrative Wellness & Education Center.
- 2011: AOMA increases its services to low-income communities in Austin through participation in the Seton McCarthy Community Health Center.
- 2013: AOMA begins to offer acupuncture services at Austin Pain Associates.

ADMINISTRATION
President's Cabinet
President
William R. Morris, PhD, DAOM, LAc
PhD, California Institute of Integral Studies
MSEd, Medical Education, University of Southern California
DAOM, Traditional Oriental Medicine, Emperor's College
Will Morris, PhD, DAOM, LAc is a transformative leader in education and the medical professions. He served as one of the architects of a single national professional association for practitioners of Chinese medicine, the American Association of Acupuncture and Oriental Medicine (AAAOM). As president of AOMA, he led the institution through regional accreditation with the Southern Association of Colleges and Schools and the acquisition of its own campus.

Prior to beginning his tenure at AOMA, Morris developed and achieved accreditation for two doctoral programs in acupuncture and Oriental medicine (DAOM). While serving as consultant to the Children's Hospital of Los Angeles, he organized two Institutional Review Boards to support research in acupuncture and Chinese medicine.

Morris is a frequent contributor to the academic dialogue, writing a bimonthly column for Acupuncture Today and regular articles for the American Acupuncturist. He is the author of two books on Pulse Diagnosis, Path of the Pulse, Chinese Medicine and Transformation and Li Shi-Zhen Pulse Studies, an Illustrated Guide.

Morris' academic background includes an Oriental Medical Doctorate from SAMRA University, a Doctorate of Acupuncture and Oriental Medicine from Emperor's College, a PhD in Transformative Studies
Anne Province has 30 years of experience in higher education, Anne E. Province, MA, MBA
Vice President of Student Services & Operations
Vice President of Faculty
Chengdu University of TCM, Wu was involved in redesigning TCM and served as the chairman of the Chinese Herbology and Asian and the United States. Wu is a past commissioner of NCCAOM and development led her to a second master's degree and work with the Seminary of the Southwest and is particularly interested in educating therapists, medical professionals, social workers, and clergy to develop the capacity to be witnesses and healers of trauma and suffering.

**Senior Director of Finance**
Kelly Doggett, CPA, LAc
MAcOM, AOMA
BBA, magna cum laude, Accounting, Baylor University
Kelly Jennings is a certified public accountant in the State of Texas and has 20 years of accounting and finance experience, primarily in the insurance industry. Her interest in alternative medicine led her to study acupuncture, and she is a graduate of AOMA. She is co-owner of South Austin Community Acupuncture.

**DAOM Program Director**
John S. Finnell, ND, MPH, LAc
ND, Bastyr University
MSAOM, Bastyr University
MPH, University of Washington
BA, Austin College
John Finnell is an accomplished researcher and skilled health care practitioner with a rich academic and professional background. His academic background includes a Doctorate of Naturopathic Medicine and a Masters of Science in Acupuncture & Oriental Medicine from Bastyr University, as well as a Masters of Public Health in Epidemiology from the University of Washington. As a practitioner of Naturopathic and Chinese medicines, his clinical focus is on nutrition, pharmacognosy, herb-drug interactions, mind-body medicine and qigong as well as translational medicine, disease prevention, and lifestyle education.

In addition to maintaining a professional Naturopathic and Chinese medicine practice, Finnell has completed a post-doctoral fellowship with the National Center for Complementary and Alternative Medicine (NCCAM), and served as the acting Director of Research for the True North Health Foundation. He has lead and participated in numerous research studies, including “Vitamin D and Aging: Unraveling the Regulatory Axis between Vitamin D and Klotho”, funded by NCCAM (2009-2012), and “A Comparative Effectiveness Trial of High-quality Vitamin D3 Nutritional Supplements to Replete Serum Vitamin D”, funded by the Diabetes Action Research & Education Foundation (2009-2011). A frequent presenter at professional conferences throughout the U.S., Canada and internationally, his work has appeared in peer-reviewed journals such as the Journal of Alternative & Complementary Medicine. His strong research background and clinical experience enable him to bring an evidence-based and integrative perspective to AOMA’s doctoral program.

**Vice President of Student Services & Operations**
Anne E. Province, MA, MBA
MA, Religion, Episcopal Theological Seminary of the Southwest
MBA, Finance, Texas A&M University
BA, History, Baylor University
Anne Province has 30 years of experience in higher education, health care, and professional support for the helping professions. As associate vice president for planning and information at St. Edward’s University, Province was responsible for overseeing the university’s strategic planning, institutional effectiveness, and information technology operations. Her interest in human formation and development led her to a second master’s degree and work with the Seton Family of Hospitals providing services for patients, medical staff, and the general public. Province has served as adjunct faculty at St. Edward’s University and the Seminary of the Southwest and is particularly interested in educating therapists, medical professionals, social workers, and clergy to develop the capacity to be witnesses and healers of trauma and suffering.

**Vice President of Faculty**
Qianzhi (Jamie) Wu, LAc, MD (China), MS
MMed, Chengdu University of TCM
BMed, Lu Zhou Medical College
Qianzhi Wu began his acupuncture studies as the apprentice of a veteran “barefoot doctor” in China, later enrolling for seven years of systematic education. Over a ten-year period, he taught acupuncture, Chinese bodywork, foundations of Chinese medicine, and Chinese medical qigong as an associate professor at the Chengdu University of Traditional Chinese Medicine (TCM), one of the three oldest and most prestigious TCM universities in China. He was also a chief acupuncturist at Chengdu University’s teaching hospital. From 1987 to 1992, he was a major contributor to the Depository of Questions used by the Sichuan Province’s equivalent of the US National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

In 1992, he received a provincial award as an excellent instructor. In 1994, the China Ministry of Education advocated the “211 Project,” a project for national higher education reform. As chief contributor and leader for the design of the “211 Project” for Chengdu University of TCM, Wu was involved in redesigning TCM programs and curricula for the bachelor, master, and doctoral levels and was highly honored by the academic committee of the university. Wu has published eight Oriental medicine books (four of them as the primary author) and many papers in China, Germany, and the United States. Wu is a past commissioner of NCCAOM and served as the chairman of the Chinese Herbology and Asian Bodywork Examination Development Committees of NCCAOM. In addition to leading the faculty, Wu also teaches foundational theory and advanced acupuncture and herbal courses. He has been an AOMA faculty member since 1996.

**Vice President of Student Services & Operations**
Anne E. Province, MA, MBA
MA, Religion, Episcopal Theological Seminary of the Southwest
MBA, Finance, Texas A&M University
BA, History, Baylor University
Anne Province has 30 years of experience in higher education, health care, and professional support for the helping professions. As associate vice president for planning and information at St. Edward’s University, Province was responsible for overseeing the university’s strategic planning, institutional effectiveness, and information technology operations. Her interest in human formation and development led her to a second master’s degree and work with the Seton Family of Hospitals providing services for
MAcOM Program Director
Lesley Hamilton, LAc, MSOM, MACM
MACM, University of Southern California
MSOM, AOMA
BS, University of Wisconsin
Lesley Hamilton works full time as director of the MAcOM program and clinical education. As a part-time faculty member, she teaches a Chinese materia medica series and one of the advanced Chinese herbal treatment of disease courses, and she supervises interns in the student clinic. Hamilton also maintains a part-time practice in AOMA’s professional clinic on the south campus. She edited Ziyang Zhou’s text, Chinese Herbology—A Student Study Guide, and co-authored Chinese Herbal Treatment of Disease with Yuxin He, both in use at AOMA. She completed the master in academic medicine at the University of Southern California in 2011, an education degree focused on medical education, and has presented at the Innovations in Medical Education conference in Pasadena, California in 2011 and 2012.

ADMINISTRATIVE STAFF
Dean of Students, Academic Advisor
Robert Laguna, LAc
MSOM, Oriental Medicine, AOMA
BA, Southwest Texas State University
rlaguna@aoma.edu

Academic Advisor
Kymberlie Landgraf, LAc
MAcOM, AOMA
BA, University of Texas at Austin
klandgraf@aoma.edu

Academic Coordinator
Heidi Riemer
BA, Rutgers University
hriemer@aoma.edu

Director of Admissions
Justine Meccio
BA, State University of New York at Geneseo
jmeccio@aoma.edu

Admissions Coordinator
Jillian Kelble
BS, University of California Santa Cruz
jkelble@aoma.edu

Clinic Business and Retail Director
Laura Coffey
lcoffey@aoma.edu

Clinic Business Coordinator
Stephanee Owenby
sowenby@aoma.edu

Clinic Assistant Manager
Michelle Smith
msmith@aoma.edu

Compensation and Benefits Coordinator
Kylie Watson
kwatson@aoma.edu

Director of Community Relations
Sarah Sires Bentley
BA, University of Texas at Austin
BA, University of Texas at Austin
sbentley@aoma.edu

Property Manager
Stuart Bailey
BA, University of Texas at Austin
sbailey@aoma.edu

Facilities Coordinator
David Surgers
dsurgers@aoma.edu

Director of Financial Aid
Estella Sears
BA, Judson University
esears@aoma.edu

Financial Services Administrator
Nicole Rivera
nrivera@aoma.edu

Director of Information Technology
Mario Castillo
mcastillo@aoma.edu

Director of Institutional Effectiveness and Continuing Education
Cara Edmond, LMSW
MSSW, University of Texas at Austin
BA, University of Iowa
cedmond@aoma.edu

Librarian
David York
MLIS, University of Texas at Austin
BS, Southwest Texas State University
dyork@aoma.edu

Registrar
Kristen Borthwick
BA, Randolph-Macon Woman’s College
kborthwick@aoma.edu

Director of Student & Career Services
Julie Aziz, LCSW
MSSW, University of Texas at Austin
BA, Colgate University
jaziz@aoma.edu
Program Information

THIS SECTION

- Admissions . . . . . . . . . 12
- DAOM Graduation Requirements . . . . . . . 12
- Policies and Procedures . . . . . . . 13
- Tuition and Fees . . . . . . . 14
- Financial Aid . . . . . . . . . 14
- Program Disclosures . . . . 14
ADMISSIONS

AOMA considers DAOM applicants who show a high level of personal integrity, clear intention, and an aptitude for Chinese medical education at the professional level.

Requirements

1. A Master’s degree from an ACAOM accredited program in acupuncture and Oriental medicine.
2. Demonstrated scholastic achievement at the graduate level evidenced by a minimum cumulative grade point average of 3.0 in the masters program.
3. Current license or eligibility to obtain a license to practice acupuncture in the state of Texas. Students will not be required to obtain Texas licensure.
4. The capacity to practice professional behaviors and provide patient-centered care.
5. AOMA may consider DAOM applicants who do not meet the above criteria but otherwise possess an ACAOM-accredited or candidate degree, or its equivalent, and are either an experienced practitioner or a candidate with particular educational deficiencies. Special admissions will be evaluated on a case-by-case basis.

Applicants who meet the admissions requirements will be considered for admission upon submission of:
1. Completed Application Form
2. Official transcripts from all undergraduate and graduate institutions attended sent directly from those institutions to the AOMA Admissions Office.
3. Current CV outlining educational and professional development.
4. Two letters of recommendation from instructors, employers, and/or collaborators who know the applicant and the applicant’s skills and ability to perform doctoral level studies.
5. Personal statement addressing the following criteria: No less than 250 words to include:
   • Description of your most difficult interaction or communication in your professional career
   • Explanation of how you approached this difficult interaction and how the situation was resolved
   • Description of how the interaction influenced your approach to difficult situations

No less than 250 words to include:
• Evidence of interest in the clinical specialty area
• Description of plans for future scholarly work in the field of Chinese medicine
• Description of plans for future professional development and leadership in the field of Chinese medicine
6. Two passport-sized photos

There is a nonrefundable application fee of $75.

Admissions Criteria – International Students

AOMA is certified with the Student Exchange Visitor Program (SEVP) and is authorized under federal law to enroll nonimmigrant students. In addition to meeting all admissions requirements for U.S. applicants, international applicants are required to submit additional documents. Applicants will be considered for admission upon submission of:
1. All application materials required of U.S. applicants.
2. Official transcripts for all previous academic work, in English.
3. Official transcript evaluation by a recognized provider of foreign academic credentialing services mailed directly to the AOMA admissions office.
4. An original Test of English as a Foreign Language (TOEFL) score report from the Educational Testing Service (ETS) documenting a score of at least 87 on the internet-based test (ibt) with minimum scores 22 in listening, 26 in speaking, and 24 in writing. Applicants taking the paper-based test (pbt) must submit an original TOEFL score report documenting a score of at least 508.
5. Documentation of financial resources sufficient to demonstrate the ability to live and attend school in the United States for the first 12 months of study.

Admissions Criteria – Transfer Credit

Transfer credit may only be awarded for course work at the doctoral level that supports the program’s objectives and meets the standards for completion of the program, and these credits must come from an accredited institution or its international equivalent. The DAOM program may accept transfer credit for prior course work that AOMA judges to be equivalent to its requirements for graduation from the DAOM. Transfer credit awarded by AOMA shall be no more than one-third (33%) of the credits of the DAOM program.

Acceptance

Completed applications will be evaluated by the director of admissions, the DAOM program director, and the admissions committee. After initial evaluation, applicants may be granted an admissions interview. Acceptance or rejection is typically communicated within one week of completion of the admissions interview. Applicants are encouraged to apply well in advance of the admissions deadlines.

Admissions Deadlines

May 20, 2014: Priority Application Deadline
July 16, 2014: First day of classes

DAOM GRADUATION REQUIREMENTS

The Doctor of Acupuncture and Oriental Medicine program must be completed within four calendar years from date of enrollment. The following requirements must be met in order to graduate from the program:

1. Completion of all didactic and clinical instruction listed below:

| Specialty of Practice | 34 | 408 |
| Inquiry               | 10 | 120 |
| Professionalism, Leadership, Teaching & Learning | 6 | 72 |
| Clinical Internship   | 17 | 408 |
| Clinical Externship   | 7  | 252 |
| Grand Total           | 74 | 1,260 |

2. Satisfactory conduct and professional clinical performance.
3. Successful completion, presentation, and acceptance of capstone research project.
4. Successful fulfillment of portfolio requirement.
5. Fulfillment of all financial obligations, including return of all library materials.
AOMA maintains four manuals plus appendices (“the Manuals”) that fully elaborate the institution’s policies as they relate to students: Student Manual, Clinic Manual, Financial Aid Manual, and Safety & Security Manual. These Manuals are made available to each student upon their enrollment at AOMA, are available in every classroom, and can be downloaded from AOMA’s website. Students are expected to be familiar with and abide by the policies and procedures outlined in the Manuals. The most current versions apply to all students.

Among others, the following policies, described here in brief, are fully outlined in the Manuals.

**Academic Standing**
A student must maintain a cumulative GPA of at least 3.0 (80%) to be considered in good academic standing and eligible for graduation. Any failed class (below 70%) must be repeated for credit. Please refer to the Financial Aid Manual for regulations regarding course repeats.

**Academic Probation and Suspension**
A student whose grade point average (GPA) falls below 3.0 on any GPA review will be placed on academic probation the following academic quarter. Probation includes a remediation plan. If the student’s grades improve, the remediation plan is completed, and his/her GPA is at or above 3.25 on the next review, the probation will be lifted. If the student’s grades do not improve, or the remediation plan is not completed, he/she will be placed on academic suspension.

A GPA review will be conducted at the end of every academic quarter (after residency weeks 3, 5, 7, 8, 10, 12, 14).

**ADA Compliance**
It is the policy of AOMA to provide equal access and opportunity to employees, applicants, students, and otherwise qualified persons with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990, and ADA Amendments Act (ADAAA) of 2008. AOMA prohibits discrimination on the basis of disability in all aspects of the application process and the employment relationship.

**Campus Communications**
The administrative staff communicates with students via email, on bulletin boards, and through the CAMS Enterprise, a campus-wide software system. Students access grades and transcripts, class notes and course syllabi, and communicate with faculty through a secure portal. Students must maintain an email address for official campus communications. An emergency alert system maintained by the institution also requires contact information to be kept up-to-date.

**Continuing Education (CE)**
DAOM courses may be accepted as CEUs for NCCCAOM. Periodically, AOMA will submit doctoral course work to the Texas Acupuncture Board (TAB) and the California Acupuncture Board (CAB) in order that the content be approved for CE hours with those boards. While the Continuing Education Department at AOMA will make every effort to ensure that DAOM students are offered the opportunity to gain CE credit with TAB and CAB as a part of the DAOM course work, students are still responsible for the completion of their continuing education requirements. Students holding licenses in other states are encouraged to contact the Continuing Education department for information on how to meet their particular licensing requirements.

**Continuous Enrollment and Attendance**
DAOM students are expected to register for the entire cohort load and attend classes continuously in each regular term until they complete the program, unless they have withdrawn officially for the term or requested a policy waiver in accordance with procedures outlined in the Student Manual. Failure to do so will result in the student being administratively withdrawn.

For the complete attendance policy, please refer to the current version of the Student Manual.

**Drug and Alcohol Abuse Prevention Program**
AOMA has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. Full details of this policy are included in the Manuals.

**Copyrighted Material**
In accordance with the Higher Education Opportunity Act (signed into law August 2008), AOMA has adopted a policy regarding unauthorized distribution of copyrighted material on our network. Full details of this policy are included in the Manuals.

**Fairness Process**
AOMA encourages honest communication among all members of the community. When difficulties arise, the normal, first-line process is to go directly to the individual who is responsible for the concern. Should the difficulty persist, a student may arrange a meeting with the dean of students, the vice-president of student services and operations, or the career and student services specialist. Procedures for dispute/issue resolution and written student complaints are contained in the Student Manual.

**Grading**
AOMA courses are offered for a letter grade or are taken on a pass/fail basis. In the pass/fail grading system, a passing grade indicates that the student has achieved at least the minimum requirements and 80% competency of the course material; a failing grade indicates that the student has not met the minimum requirements and has not achieved at least 80% competency of the course material.

AOMA’s grading system is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
<tr>
<td>CBE</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td></td>
</tr>
</tbody>
</table>

Students must receive a grade of at least 80% to receive credit for a course and to continue to the subsequent course in a series. Official transcripts of the student’s completed coursework are maintained in the office of the registrar.

**Privacy of Records**
AOMA complies with the rules set forth by the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended. This law protects the privacy of student educational records. The privacy of student health records are protected in accordance with the Health...
Insurance Portability and Accountability Act (HIPAA). AOMA also
complies with the Gramm-Leach-Bliley Act (GLBA) Safeguards Rule.
This law protects the security and confidentiality of consumers’
personal financial information. Complete information regarding
AOMA’s privacy policies can be found in the Manuals.

Satisfactory Academic Progress
In order to receive federal financial aid, all students must maintain
Satisfactory Academic Progress (SAP) both qualitatively and quantitatively,
in addition to meeting all GPA requirements for good Academic Standing.
The full Satisfactory Academic Progress Policy, including information for
appealing a decision, is included in the Financial Aid Manual.

Student Conduct
AOMA has a clear responsibility in the area of student conduct
to protect and promote the pursuit of its mission. Information
regarding the student code of conduct, student rights to due
process, and student freedom from discrimination and harassment
can be found in the Student Manual.

Withdrawal from the Program
There are two types of withdrawals – voluntary and administrative. A
student may voluntarily withdraw from the program by submitting
a completed withdrawal form to the registrar. Students who fail to
maintain continuous enrollment will be administratively withdrawn.
Withdrawal status can impact both financial aid eligibility and/or
repayment requirements. Any student in withdrawn status, whether
voluntary or not, must complete the formal reapplication process,
except when the student withdraws due to a call for military service.
Students who withdraw and then reapply to the program must meet all
requirements for admission that are in place at the time of the reapplying.

For students who withdraw from the program, and are not
receiving financial aid, refunds will be based on the date the
withdrawal form is processed in the registrar’s office or on the
date of the last class attended, in the event of default withdrawals.
Refunds will not include the initial application fee. If the student is
on a payment plan, the student will be held responsible for money
owed at the time of withdrawal.

For students who are not receiving federal financial aid, the
following refund schedule applies:

Withdrawal between registration and beginning
of the term: ........ 100% tuition refund minus $100 admin fee
Withdrawal after completing between
0% and 25% of credit equivalents: ........ 75% tuition refund
Withdrawal after completing between
25% and 50% of credit equivalents: ........ 50% tuition refund
Withdrawal after completing 50% of
credit equivalents: ......................... No refund of charges

There are no refunds on textbooks and other supplies. For
students on financial aid, AOMA follows the Return to Title IV

TUITION AND FEES
AOMA intends to provide a high-quality education at a reasonable
cost to students.

Tuition
$400 per credit for clinical and didactic coursework

Program Costs
The total cost of tuition and fees for the complete program is
approximately $30,805. AOMA reserves the right to make tuition
adjustments of 4-8% per year that reflect changes in the cost of
living and cost of education, subject to governing board approval.

Program Related Fees
<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee, nonrefundable</td>
<td>$75</td>
</tr>
<tr>
<td>Facility Fee (per term)</td>
<td>$60</td>
</tr>
<tr>
<td>Practicum Insurance (per term)*</td>
<td>$75</td>
</tr>
<tr>
<td>Graduation</td>
<td>$125</td>
</tr>
</tbody>
</table>

Other Fees
- Returned Check: $25
- Additional Diploma: $40
- Official Transcript: $15
- Tuition Payment Plan Fee**: $50/term
- Late Monthly Payment Fee**: $25
- Late Tuition Payment Fee: 1% of unpaid balance, added monthly

* Practicum insurance covers the student throughout his/her clinical
and techniques education at AOMA. This is an estimated cost and
may vary slightly from year to year.

**The Tuition Payment Plan and Late Monthly Payment Fees are for those
students paying tuition on a monthly payment plan only. Late Monthly
Payment Fee is assessed if monthly payments are more than five days late.

AOMA reserves the right to withhold the transcripts or diploma
for any student or graduate with an outstanding balance or
unreturned library books and/or other AOMA property.

All tuition is due by the end of the first week of the term unless
arrangements for payment are made with the financial services
administrator prior to the end of week one.

Tuition Payment Plan
A per-term payment plan for tuition is available upon approval of the
senior director of finance at a fee of $50 per term. The following lists
the fees associated with paying tuition via a scheduled payment plan.

Tuition Payment Plan Fee: $50

Payments made within 5 business days of due date: No fee
Payments made after 5 days past due date: $25

Miscellaneous Costs
In addition to tuition, there are a number of other expenses that
students should anticipate, including textbooks, and clinical tools
such as stethoscopes and needles. The cost of books and clinical
supplies varies per term. Estimated costs for books and supplies
are approximately $1,000 per year.

FINANCIAL AID
Federal Student Aid
AOMA’s doctoral program is approved by the U.S. Department of
Education to offer Title IV Federal Student Aid to enrolled students.
Students may be eligible for Federal Direct Unsubsidized Loans and
Direct PLUS loans. Students may contact the financial aid office for
more information.

PROGRAM DISCLOSURES
The Doctor of Acupuncture and Oriental Medicine program
commenced in July of 2013. Information about the On-time
Completion Rate, Median Loan Debt, and Placement Rate will
become available upon completion of the degree program by the
initial cohort of doctoral students.

Occupation
AOMA prepares students to work as acupuncturists (Standard
Occupational Classification #29-199.01).
“My intended path is to be part of the integration of our medicine into the currently prevailing paradigm.”

— WILLIAM H., CLASS OF 2015
# DAOM Program at a Glance

*Note: This chart is an example of the program of study and may be subject to change.*

<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residency Week</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism &amp; Leadership Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching 2 credits/24 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic 4 credits/48 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism, Ethics and Leadership Development 1 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inquiry Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project 4 credits/48 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic 6 credits/72 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paradigms of Inquiry 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantitative Assessment 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Methods of Inquiry &amp; Research Design 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Specialty of Practice Curriculum</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didactic 34 credits/408 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biomedical Foundations 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrative Case Management 2 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neurological, Sensory and Dermatologic Pain 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Assessments in Integrative Practice 3 credits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Externship 7 credits/252 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship 17 credits/408 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship 17 credits/408 hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Teaching and Learning 2 credits
- Principles of Functional and Nutritional Medicine 2 credits
- Functional Nutrition in Integrative Pain Management 2 credits
- Integrative Practice Management 2 credits
- Gyneologic, Pelvic & Pain 2 credits
- Vascular, Lymphatic, and Visceral Pain 2 credits
- Pain from Musculoskeletal Disorders 3 credits
- Internship 17 credits/408 hours
<table>
<thead>
<tr>
<th>Month</th>
<th>July</th>
<th>August</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Professionalism & Leadership Curriculum**
- Didactic: 4 credits/48 hours
  - Professionalism, Ethics and Leadership Development 1: 2 credits
  - Professionalism, Ethics and Leadership Development 2: 2 credits

**Teaching**
- Didactic: 2 credits/24 hours

**Inquiry Curriculum**
- Didactic: 6 credits/72 hours
  - Paradigms of Inquiry: 2 credits
  - Quantitative Assessment: 2 credits
  - Methods of Inquiry & Research Design: 2 credits

**Specialty of Practice Curriculum**
- Didactic: 34 credits/408 hours
  - Biomedical Foundations: 2 credits
  - Principles of Functional and Nutritional Medicine: 2 credits
  - Functional Nutrition in Integrative Pain Management: 2 credits
  - Integrative Case Management: 2 credits
  - Integrative Practice Management: 2 credits
  - Eco-Psycho-Social Pain: 3 credits
  - Neurological, Sensory and Dermatologic Pain: 3 credits
  - Gynecologic, Pelvic & Pain: 2 credits
  - Vascular, Lymphatic, and Visceral Pain: 2 credits
  - Advanced TCM Techniques for the Treatment of Pain: 3 credits
  - Advanced TCM Pain, Psycho-social Theory & TCM Classics: 3 credits
  - Clinical Assessments in Integrative Practice: 3 credits
  - Pain from Musculoskeletal Disorders: 3 credits
  - Pain in Oncologic and Palliative Care: 2 credits
  - Advanced TCM Pain, Psycho-social Theory & TCM Classics: 3 credits

**Externship**
- Didactic: 7 credits/252 hours

**Research Project**
- Didactic: 4 credits
“The AOMA doctoral program on pain care and the psychosocial world offers an exploration of what it means to be human and that interests me. Pain is a pivot point for people, one that is difficult to ignore, and a primary reason for visiting a Chinese medical practitioner.”

— PAMELA G., CLASS OF 2015
Student Services

THIS SECTION

Academic Support 20
IT Support 20
Housing & Transportation 20
Student Life 20
Career Support 20
Southwest Symposium 20
AOMA Alumni Association 20
In recognition of the unique needs of doctoral-level students and students in low-residency programs, AOMA provides the following student support services in addition to existing resources:

**ACADEMIC SUPPORT**
Tutoring and advising are tailored to the doctoral program, focusing on areas that present new challenges to DAOM students, including statistics and advanced western medical diagnostics.

**IT SUPPORT**
IT support ensures that students are always able to connect to the AOMA academic and social communities. On-campus computing resources support students via campus-wide wifi as well as the library computing lab with extended hours during residency weekends.

**HOUSING AND TRANSPORTATION**
A housing and transportation forum on AOMA’s private LinkedIn group lists temporary housing opportunities in MACOM student homes. A list of hotels, vacation-rentals, and extended stay suites are provided to DAOM students along with options for transportation. Admissions and student services staff members facilitate initiatives by DAOM students to share housing and transport.

**STUDENT LIFE**
DAOM-specific new student orientation focuses on building peer to peer connections within the admitted class, familiarity with AOMA resources, and thorough understanding of the academic program, academic expectations, and student conduct expectations. During the second year of the program, a peer to peer DAOM mentor program connects new admits with students further along in the program.

**CAREER SUPPORT**
AOMA Graduate School of Integrative Medicine is committed to supporting the success of its students and alumni as they envision, create, and grow their practices. The Director of Student & Career Services maintains a job board for students and alumni on AOMA’s website and LinkedIn group. Job postings are updated regularly and include opportunities sent directly from employers to AOMA as well as national job openings for acupuncturists. Career support for DAOM students focuses on building and managing existing practices, job searching with a new skill set, and marketing a new skill set to increase a patient base. Individual career support is available by phone/email/in-person meetings with our Director of Student and Career Services.

**SOUTHWEST SYMPOSIUM**
Annually, AOMA organizes the Southwest Symposium, one of the premiere continuing acupuncture education conferences in the United States. Students can attend the conference at reduced cost and are also invited to participate in individual sessions in exchange for volunteer service. The Southwest Symposium brings together practitioners and teachers from around the world to present the latest trends and current research in the field, offering participants the opportunity to stay abreast of new developments and network with their peers.

**AOMA ALUMNI ASSOCIATION**
The AOMA Alumni Association (AAA) serves the alumni of AOMA by actively supporting the educational goals of the institution and the professional advancement of AOMA alumni. The AAA operates as a liaison between the alumni, faculty, and administration. It functions according to its own by-laws, and is empowered by alumni to develop and coordinate events and services to advance the quality of student services and post-graduate education, and to promote the prestige of AOMA. All AOMA alumni are automatically members of the AAA.
Faculty

THIS SECTION

Core Faculty . . . . . . . . 22
Adjunct Faculty . . . . . 22
Guest Lecturers . . . . 24
Faculty

AOMA faculty members are engaged in clinical practice as well as having expertise in their academic field. Many of AOMA's faculty are internationally recognized for their research and teaching, publish and present findings internationally, and conduct and participate in training programs around the globe.

CORE FACULTY

John S. Finnell, ND, MPH, LAc
(Please see the “Administration” section for biography.)

Nelson Song Luo, LAc, PhD, MD (China)
PhD in Medicine, Chengdu University of TCM, 2003
MMed, Chengdu University of TCM, 2000
BMed, Chengdu University of TCM, 1993
During his twelve years at the Sichuan Provincial People's Hospital in Chengdu, China, Dr. Song Luo was designated an “Excellent Doctor,” an honor bestowed on only 10 of the 2000 doctors in the hospital. He taught undergraduate and postgraduate students at the Chengdu University of TCM. He has been a professional interpreter for the Chengdu University of TCM as well as for international medical delegations. Luo’s research experience includes effects of electro-acupuncture on Alzheimer’s disease, and the use of acupuncture and herbal treatments on cerebral hemorrhage. Luo has instructed at AOMA since 2005.

Yaoping (Violet) Song, LAc, PhD
MACOM, AOMA, 2010
PhD, Chengdu University of TCM, 2007
MS, Chengdu University of TCM, 2004
BA, Chengdu University of TCM, 2001
Prior to joining AOMA's faculty, Dr. Song worked as an instructor at Chengdu University, lecturing on the science of TCM prescriptions, TCM herbology, and TCM pharmacology. She has participated in research studies investigating the compatibility, pharmacology, and toxicology of TCM formulas and Chinese ethnic medicine. She has also participated in research grants from the National Science Foundation of China. Song has instructed at AOMA since 2008.

Shengyan (Grace) Tan, PhD, MD (China), OMD (China)
PhD, Chengdu University of TCM, 2011
MMed, Chengdu University of TCM, 2008
BMed, Chengdu University of TCM, 2005
For four years, Grace Tan served as an acupuncturist, herbalist, and clinical supervisor in the ENT and Ophthalmology Department of Chengdu University Hospital of TCM. She has also served as a clinic interpreter, instructor, and lecturer and has published several peer reviewed papers. She is the first PhD-trained TCM practitioner specializing in ophthalmology to teach in the United States.

Qianzhi (Jamie) Wu, LAc, MD (China), MS
(Please see the “Administration” section for biography.)

ADJUNCT FACULTY

Monica Uridiales Alleman, DNP, MSN, BSN
DNP, Loyola University, New Orleans, 2013
MSN, Loyola University, New Orleans, 2008
BSN, Loyola University, New Orleans, 2005
With over 15 years’ experience in various health care organizations, Dr. Monica Uridiales Alleman, is a family nurse-practitioner who is well versed in organizational flow and the care of patients in both hospital and community settings. Her professional experience includes oncology & bone marrow-transplant care, hospice case management & care, and disease management & prevention for obesity. She is an active member of several professional organizations including the National Association of Pediatric Nurse Practitioners and Texas Nurse Practitioner Association.

Sylvia Deily, D.C.
D.C., Southern California University of Health Sciences, 2002
BA, University of Texas at Austin, 1985
Dr. Sylvia Deily is an accomplished instructor and practitioner with a long-standing interest in health care. In addition to training in chiropractic medicine and massage, Deily has completed an in-depth, two-year course of study in Traditional Chinese Medicine at Emperor’s College of Acupuncture & Oriental Medicine. Deily also served as an instructor and clinical supervisor within the doctoral program at Emperor’s College of Acupuncture of Oriental Medicine, where she developed and taught courses on musculoskeletal pain. Her work on integrated approaches to treatment appears in the book, Rehabilitation of the Spine, A Practitioner’s Manual, 2nd edition.

M. Kay Garcia, Dr.P.H., MSOM, MSN, MPH, L.Ac
DrPH, University of Texas School of Public Health and Occupational Health, 1993
MSOM, American College of Acupuncture & Oriental Medicine, 2003
MPH, University of Texas School of Public Health and Occupational Health, 1988
MSN, Texas Woman’s University, 1982
BSN, Dallas Baptist University, 1977
Dr. M. Kay Garcia is an accomplished practitioner with over 35 years of experience in nursing and over 25 years of experience in occupational and public health. She has taught numerous graduate level courses on nursing, occupational health, and TCM. A respected author, Garcia has published over a dozen articles and abstracts, has co-authored chapters for ten books, and is currently engaged in ongoing research on the use of acupuncture in treating patients and survivors of cancer. Garcia maintains a private clinical practice and as has treated patients in the TIRR Memorial Hermann/MHealth Chronic Pain Management Program in Houston, Texas.
Dr. Yuxin He has taught at five of China’s top medical schools and has authored eight books and numerous research papers on Chinese medicine. He was one of two post-doctoral researchers in the field of TCM in China prior to 1995, in a program designed to develop excellent high-level young scientists and academic leaders in the profession. He served as the vice chairman of the Special Needling Technique Committee of the National Folk Therapy Association and as a member of the Editing Committee of the International Journal of Clinical Acupuncture and the NCCAOM. He is an acupuncture and herbal specialist with more than 20 years of experience in Clinical practice and teaching acupuncture and Chinese herbs. He has an active practice in Austin, Texas and has instructed at AOMA since 1996.

Dr. Yuxing Liu served as director and associate researcher of the Central Lab of the Acupuncture and Tuina College of Chengdu University of TCM. He has published dozens of research papers and articles, as well as seven textbooks on TCM, one of which is being used nationally by postgraduate students in TCM colleges and universities throughout China. Liu has instructed at AOMA since 2004.

Dr. Dongxin Ma practiced Oriental medicine and taught foreign students in China for more than eight years before coming to the United States. An expert in both acupuncture and Chinese herbs, Ma has published research papers and books, and has participated as a presenter in several international conferences in the field. He maintains an active clinical practice where he specializes in treating women’s disorders and allergies. Ma has instructed at AOMA since 1999.

Dr. Zheng Zeng practiced at the Teaching Hospital of Chengdu University where she taught both Chinese and foreign students for more than eight years. She also practiced and taught in Austria and East Asia.

Dr. Erqiang Li completed a master of medicine at Heilongjiang Medical University of Traditional Chinese Medicine in 1984, later earning a doctoral degree of medicine in 1990. With over 30 years of clinical and teaching experience, Li has published dozens of scientific papers and several books on TCM and acupuncture. Two texts which Li co-authored, *Acupuncture Techniques and Manipulations and Modern Chinese Acupuncture*, have been used as textbooks in many medical schools in China and abroad. As a professor, Dr. Li seeks to provide his students with a deeper understanding of acupuncture through instruction in advanced TCM theory, classics, and techniques.

Dr. Rosa Schnyer has two decades of clinical research experience and is a leading figure in the development of methodologies for the study of acupuncture and Oriental medicine. In 1993, she collaborated with faculty at the University of Arizona and received one of the first NIH funded Complementary & Alternative Medicine (CAM) grants to conduct a study of acupuncture. She has since participated as a primary and co-investigator in over a dozen funded, peer-reviewed research studies on topics such as women’s health, pain, stroke, irritable bowel syndrome (IBS), and cerebral palsy. Since 2008, Schnyer has served as a Clinical Assistant Professor at the University of Texas at Austin’s College of Pharmacy and School of Nursing. In addition to her research, Schnyer maintains a clinical practice in Austin, and has completed extensive training in Toyo-Hari Japanese Acupuncture and advanced acupuncture treatment in pain management.

Dr. Amy Neuzil has served patients in the Austin area for almost 10 years, educating the community about natural health through radio appearances, popular articles, and various public workshops and presentations. She currently serves as vice president of the legislative committee for the Texas Association of Naturopathic Doctors and is the author of two books on women’s health.

Dr. Edward Neal attended the University Of New Mexico School Of Medicine, where he completed his medical degree in 1988. Early in his career, Neal became interested in East Asian Medicine leading him to complete four years of acupuncture training with Dr. Cignolini in Milan, Italy. Neal later graduated from National College of Natural Medicine’s Master of Acupuncture program, and has also undertaken advanced studies in classical Chinese language at Heilongjiang University in Harbin, China. He is the co-founder of the International Society for the Study of Classical Acupuncture and has published ten books based on direct translation from classical texts.
Tel-Aviv, Israel from 1996 to 1997. She is interested in ancient TCM works and recent research, and has participated in clinical research on treating diabetes and rheumatoid arthritis with herbs and acupuncture. She has published papers and books about her clinical experiences and research, such as treating psycho-emotional diseases with acupuncture and treating gynecological and dermatological diseases with acupuncture and herbs. Zeng has instructed at AOMA since 2002.

Ziyang Zhou, LAc, MD (China), MS
MMed, Heilongjiang Academy of TCM, 1991
BMed, Anhui College of TCM, 1988
Ziyang Zhou was a chief clinical physician at the first specialized acupuncture hospital in China prior to 1995. He holds three patents for acupuncture equipment in China and has done extensive research on moxibustion and scalp acupuncture. He has published several research papers and is the author of four books. He has been practicing Chinese medicine since 1988 and teaching Chinese acupuncture and herbology in the United States since 1995. Zhou has instructed at AOMA since 2001.

GUEST LECTURERS
Stephen Bekanich, MD
MD, State University of New York at Buffalo, 1998
Dr. Stephen Bekanich is a leader in the field of palliative care and currently serves as the co-director of Seton Palliative Care at the Seton Medical Center in Austin, Texas. In addition to his clinical role, Bekanich’s funded research in the fields of pain care and medical education has appeared in medical and popular journals, including publications produced by the Joint Commission, an independent non-profit accrediting agency for medical organizations in the U.S. He currently serves as the Senior Editor for Fast Article Critical Summaries for Clinicians in Palliative Care (PC-FACS). Prior to joining Seton Palliative Care, Bekanich was an associate professor of medicine at multiple academic medical centers within the National Cancer Institute’s network.

Yongxin Fan, LAc, MD (China)
BMed, Beijing College of Acupuncture and Orthopedics, 1991
Yongxin Fan is an accomplished instructor of traditional Chinese tuina. He practiced and taught as an attending medical doctor and instructor in the Acupuncture Institute at the Chinese National Academy of TCM and at the Beijing International Acupuncture Training Center. A member of AOBTA, Yongxin Fan has lectured and worked as a visiting professor in Holland, Germany, and Japan. He has more than 20 years of clinical experience and his research has been published in the National Journal of TCM. He specializes in applying an integrated therapy of acupuncture, herbs, and tuina to treat various pain syndromes.

Christopher Garrison, MD, MBA
MD, University of Texas Medical Branch
MBA, University of Tennessee - Knoxville
Dr Christopher Garrison completed his medical degree at the University of Texas Medical Branch in Galveston, Texas.

In addition to his medical training, Garrison also received a Master in Business Administration at the University of Tennessee in Knoxville, Tennessee. The recipient of numerous awards and honors during his medical career, Garrison currently serves as the Program Director for the University of Texas Southwestern’s Physical Medicine and Rehabilitation Residency program in Austin. Garrison’s commitment to health care also lead him to found the Intelligent Healthcare, Inc., a Texas-based educational and consulting corporation.

Elayne Lansford, PhD, MA
PhD, The University of Michigan, Ann Arbor, 1982
MA, The University of Michigan, Ann Arbor, 1980
BA, The University of Texas at Austin, 1976
Dr. Elayne Lansford is a licensed psychologist with over 29 years of experience in the field. She has worked in private practice in Austin, Texas since 1993 where she specializes in psychological evaluation and assessment, individual and group psychotherapy, mindfulness and relaxation training, trauma, and coping with chronic illness. Lansford has served as an adjunct assistant professor within UT Austin’s department of psychology since 1985. In addition to being a published author, Lansford has given presentations at national conferences within the U.S. and conducted numerous workshops on topics including stress management, relaxation, and dealing with chronic disease.

Jamie L. Rhudy, PhD, MS
PhD, Texas A&M University, 2002
MS, Texas A&M University, 1998
BA, Austin College, 1993
Dr. Jamie Rhudy is a leader within the field of clinical psychology and pain care, with over 16 years of clinical, research, and teaching experience. With a professional focus on emotion and pain modulation, psychophysiology, and neurobiology, he has served as the primary investigator for over 20 funded, peer-reviewed studies on topics including biological and psychological factors contributing to pain. Since 2003, Rhudy has served as the director of the Psychophysiology Laboratory for Affective Neuroscience in Tulsa, OK. He is currently an associate professor within the department of psychology at the University of Tulsa where he teaches graduate-level courses on statistical methods of research, psychopathology, and health psychology / behavioral medicine.
Course Descriptions

Specialty Of Practice Curriculum: Care And Management Of Pain And Associated Psychosocial Phenomena . . . . . . . 26
Specialty Of Practice Curriculum: Advanced Clinic Practice in Specialty . . . . . . . . . . . . . . . . . . . 28
Inquiry Curriculum . . 28
Professionalism And Leadership Curriculum . . . . . . . 29
The following pages contain comprehensive listings of the courses offered within the doctoral curriculum. For each course, course number and name are listed, along with all co- and pre-requisite courses. A key to the number of didactic, practical and clinical hours, and quarter credits contained within each course is listed below each course number.

Keys can be read in the following manner: didactic hours/practical hours/clinical hours/quarter credits.

Credit Hours: Each didactic quarter credit is equivalent to 12 hours of in-class instruction. Each clinical quarter credit is equivalent to 24 hours of instruction. Each clinical externship quarter credit is equivalent to 36 hours of instruction.

SPECIALTY OF PRACTICE CURRICULUM: CARE AND MANAGEMENT OF PAIN AND ASSOCIATED PSYCHOSOCIAL PHENOMENA

SP 6010 Biomedical Mechanisms and Pathophysiology of Pain and Associated Psychosocial Phenomena

This is an advanced course of in-depth study into the biomedical foundations of the anatomy, physiology, and mechanisms of pain pathways and the etiology and pathology involved in acute and chronic pain. Pain classifications will be covered in order of frequency, including neural, musculoskeletal, rheumatic, oncologic, reproductive, vascular system, viscera, etc. Interwoven into this study and crucial to clinical care will be theories of somaticized pain, stress as a modulator, and the psychosocial phenomena that precede, coincide with, and result from pain. Current management therapies will be reviewed including pharmaceuticals, agents of physical medicine, and behavioral medicine.

SP 6011 Clinical Assessment in Integrative TCM Practice

This course reviews the laws and regulations governing the ordering, conducting and interpreting diagnostic studies in TCM practice. The clinical indications for diagnostic procedures, including risks and benefits, will be assessed for diagnosis, treatment and outcome analysis of pain, and related psychosocial phenomena from an integrative medical perspective. The principles and application of diagnostic tests and exams will be evaluated, including diagnostic equipment, diagnostic imaging, laboratory tests, and physical examinations, such as advanced pulse diagnosis, physical and neurological exams, assessment of posture and gait, McKenzie techniques, and assessment of pain and somatization. Learners will assess written diagnostic reports, be able to distinguish between normal and abnormal findings, and incorporate findings into their objective and subjective assessment of the patient. This course will prepare learners to effectively discuss the findings of advanced clinical and diagnostic assessments with other integrative healthcare providers, such as chiropractors, naturopathic doctors, medical doctors and physical therapists.

SP 6012 Principles of Nutritional Medicine

This is an advanced course of in-depth study into the principles of nutritional medicine. This course will train clinicians to properly utilize nutritional medicine in their clinical practice as well as to spot pathology associated with nutritional deficiencies and excesses. Advanced information on macronutrients, vitamins, amino acids, minerals, as well as selected supplements will be covered. Nutritional and dietary effects on acute and chronic pain, and the psychosocial phenomena associated with pain, will be explored and interwoven throughout. Students are encouraged to bring computers to class as the class will often be asked to find information and resources and use research to problem solve.

SP 6013 Nutritional Medicine in Integrative Pain Management

This is an advanced course of in-depth study in the clinical approaches to integrative pain management. This course will explore the assessment and treatment strategies for acute and chronic pain conditions, and the psychosocial phenomena associated with pain. Advanced clinical approaches for working with the various types of pain in a clinical setting will be discussed. Clinical approaches for the treatment of acute and chronic pain, and the psychosocial phenomena associated with pain, will be explored as they relate to integrative pain management.
This advanced foundation in TCM history, theory and classics will explore in-depth acupuncture and herbal theories and strategies, including etiology, pathology, diagnosis, and differentiation, from classics such as the Huang Di Neijing (Yellow Emperor's Internal Classics), the Shang Han Lun (Treatise on Cold Induced Diseases), Jin Gui Yao Lue (Golden Chamber), and Zhen Jiu Da Cheng (The Great Compendium of Acupuncture and Moxibustion), and other ancient classics, as well as additional advancements cultivated throughout the centuries on pain and associated psychosocial phenomena.

This advanced inquiry into and practice of techniques for the treatment of pain and related psychosocial phenomena will include demonstrations and practice in acupuncture, moxibustion, advanced electro-therapies, cupping, techniques from the Neijing and other classics, topical applications, TCM herbal applications, physical agents, microsystem acupuncture, tuina, mind-body therapies and exercises, and diet. Other techniques will be explored such as point injections, laser therapy, bleeding therapy, xiao zhen dao, biofeedback, meditation, and relaxation.

This course will take an advanced in-depth exploration of pain and associated psychosocial phenomena. Care and management of pain and mental disorders, the mechanisms of various treatment therapies (including body acupuncture, scalp acupuncture, auricular acupuncture, skin acupuncture, three-edge needle acupuncture, electric acupuncture, moxibustion), and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.

This course will make an advanced inquiry into pain that results from neurologic, sensory and integumentary disorders and associated psychosocial phenomena. Disorders covered will include dermatomyositis, herpes zoster, glaucoma, iridocyclitis, sinusitis, otitis, laryngitis, pharyngitis, tonsillitis, toothache, and herpetic stomatitis, headache and migraine, trigeminal neuralgia, peripheral neuropathy, carpal tunnel syndrome, stroke, shoulder hand syndrome and sciatica. Care and management of pain and mental disorders, the mechanisms of various treatment therapies (including body acupuncture, scalp acupuncture, auricular acupuncture, skin acupuncture, three-edge needle acupuncture, electric acupuncture, moxibustion), and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.
SP 7016 Pain from Vascular and Lymphatic and Visceral Disorders and Associated Psychosocial Phenomena

24/0/0/2 Prerequisite: SP6010, SP6011, SP6021

Pain that results from disorders of vascular and lymphatic systems and disorders of viscera in the chest and abdomen will be explored in-depth along with effective treatment strategies. Disorders covered will include peripheral artery disease, aneurysm, renal artery disease, vascular headaches, and disorders causing pain from gastrointestinal-pulmonary, cardiac, hepatic, pancreatic, splenic and renal systems will be covered, as well as the psychosocial impact of acute and chronic visceral, vascular and lymphatic pain. Care and management of pain and mental and emotional health, the mechanisms of various treatment therapies, effective collaborations, and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.

SP 6031 Case Management in Integrative Practice

24/0/0/2 Prereq: SP6010, SP6011, SP6021

This course is designed to deepen concepts of case management from general practice to specialty practice. Focusing on the unique needs of patients and their cultural and individual beliefs regarding their condition as well as about health, illness, and treatment, course content will include case management processes, patient-centered plans of care, recordkeeping, ethical practice, and inquiry skills in the clinical practice arena. In addition, emphasis will be placed on use of collaborative relationships within the healthcare community to achieve the best possible patient outcomes.

SP 6035 Integrative Practice Management

24/0/0/2 Prereq: SP6010, SP6011, SP6021

This course is designed to build upon general practice management skills by focusing on those specific to the management of a practice in a clinical specialty. Course content includes electronic medical recordkeeping, strategies for creating economic and professional success, and ethical concepts related to practice management processes and practices. Students will be required to establish professional collaborations within other healthcare fields pertaining to the specialty to create externship opportunities (MD, DO, DC, PT, PhD, hospitals, university research departments, etc.).

SPECIALTY OF PRACTICE CURRICULUM: ADVANCED CLINIC PRACTICE IN SPECIALTY

SPI 8010 Internship

0/0/408/17 Coreq: SP6010, SP6011, SP6021

This course consists of 17 credit hours (408 clock hours) of on-site practice at AOMA clinics and collaborative partnerships. The course focuses on the practical application of advanced clinical skills to the problems and needs of patients experiencing pain and associated psychosocial disorders and further development of knowledge and skill in relation to collaboration, consultation, and scholarly inquiry to support expertise in pain and psychosocial care. Clinical practice begins in the second week of residence in the doctoral program and continues throughout the course of studies to provide direct, immediate application of theory and techniques.

SPE 8030 Externship

0/0/252/7 Prereq: SPI 8010

Students will identify their preferred externship sites and present their externship plan for approval. The plan must include a variety of locations, practitioners, and medical modalities in direct connection to the specialty that provides depth and breadth of exposure and collaboration within the community where the student currently practices. Practitioners who provide the learning experience for the candidates must be at a doctoral level or have a terminal degree within their field. Sites may include, but are not limited to, pain management clinics, community clinics, private practices, hospitals, rehabilitation centers, assisted living or nursing homes, and cancer hospitals.

INQUIRY CURRICULUM

INQ 5011 Paradigms of Inquiry

24/0/0/2

This course is used to explore paradigms of inquiry such that the learner is informed of the assumptions underlying their focus. The use of the words paradigm or worldview to describe an approach to defining reality has become commonplace since Kuhn published “The Structure of Scientific Revolutions” in 1962. Guba and Lincoln (1994) identify positivism, post-positivism, critical theory and constructivism as the major paradigms that frame research. Questions relative to quantitative and qualitative inquiry are explored within this course. As learners develop their inquiry questions for their research project, they choose a faculty advisor and the literature review section and research abstract of their proposal are approved.

INQ 5012 Quantitative and Qualitative Assessment

24/0/0/2 Pre-req: SP5011

This course focuses upon the theory and essential statistical methods pertinent to quantitative & qualitative research design. The work is focused from a positivist and post-positivist world view such that the learner understands the cognitive and political implications of each form of inquiry. Each learner will identify the appropriate statistical methods for the research question. For those who are focusing upon qualitative research, this will be additional to their proposal. This class will be used to develop the hypothesis and specific aims and construct the
methods section of the proposal, using the appropriate quantitative, qualitative and mixed methods.

**INQ 5013 Methods of Inquiry and Research Design**

*Prereq: SP5012*

Learners weave the previous two courses together into a proposal for the research project. Qualitative, quantitative or mixed methods may be used as appropriate to the inquiry. Strengths and weaknesses of each method are considered in the context of the developing research proposal. The research proposal is completed in this course and the research proposal is submitted for doctoral study committee and institutional review board (IRB) approval.

**INQ 8080 Research Project**

*Prereq: SP5011, SP5012, SP5013, faculty approval*

After completing the INQ 5013 course, and obtaining doctoral study committee and IRB approval of the research proposal, learners conduct the research project, working alone or in teams, while overseen by assigned faculty research advisors. Completed research projects must be submitted to the DAOM doctoral study committee for acceptance, presented in a poster session, and written for peer-review publication submission.

**PROFESSIONALISM & LEADERSHIP CURRICULUM**

**PLD 7810 Professionalism, Ethics and Leadership 1**

*Prereq: PLD 7810*

One leads from the self. This course approaches leadership from the viewpoint of radical constructivism – that we create our realities. Professionalism and ethics are woven into a framework for understanding leadership from the viewpoints of self, other and the collective. These three features are explored in terms of the past, the present and the future. Distinctions between management and leadership are explored as well as power dynamics and culture. This is the first section in a two-part series that is designed to develop the practitioner in their role with society, their patient and themselves. The common thread through both sections will include broadening concepts of leadership pertaining to the role of health care professional as leader. Content will include roles and functions of the health care professional as leader, strategies for identifying and assuming the leadership role at various levels, key organizations in AOM and health care, and ethical principles applied to AOM and health care leadership.

**PLD 7811 Professionalism, Ethics and Leadership 2**

*Prereq: PLD 7810*

This course is the second section in a two-part series that is designed to develop practitioners in their role with society, their patients and themselves. It builds upon the content of the first section, Professionalism, Ethics and Leadership I. In this section, the competencies related to self and other in the context of culture and change are explored more deeply. Learners will employ assessment as a tool for transformation at the individual and collective levels. This section focuses on strategic planning and negotiation as an art of transformational leadership.

**PLD 6810 Teaching and Learning**

*Prereq: PLD 7810*

The purpose of this course is to provide a foundation for the teacher-role expectations inherent in advanced practitioners. This course focuses instruction in the health professions including curriculum design, essential elements of instructional objectives, teaching methods and assessment techniques related to objectives, and instruction for groups of varying sizes and backgrounds. Specific skills include creating objectives, designing teaching sessions and incorporating active learner-based teaching techniques, delivering a presentation, developing learner and course assessments, supervising and teaching in clinical settings, incorporating technological tools, and providing patient-centered education to patients.
“It is now time to move forward and forge new dreams and build on what I know and journey into what I do not.”

— JAMES P., CLASS OF 2015
### Winter 2014
- Dec 21-Jan 5  Winter break
- Jan 2-8  DAOM Residency Week
- Jan 3-4  MACOM new student orientation
- Jan 6  First day of class
- Jan 10  Graduation applications due
- Feb 10  Online Registration for SP14
- Feb 20  Spring term graduate program application deadline
- Feb 23  Practical exams
- Feb 15-23  Mid-term break
- Feb 19-25  DAOM Residency Week
- Feb 27-28  Spring 14 In Office registration
- Mar 3  Add/drop period begins
- Mar 14  End of free add/drop period
- Mar 22  Benchmark & Exit written exams
- Apr 4  Last day of class

### Spring 2014
- Apr 5-13  Winter/Spring intermission
- Apr 9-15  DAOM Residency Week
- Apr 10  MACOM new student orientation (transfer students)
- Apr 14  First day of class
- Apr 18  Graduation applications due
- May 19  Online Registration for SU14
- May 23  Summer term graduate program application deadline
- May 24-Jun 1  Mid-term break
- June 1  Practical exams
- May 28-Jun 3  DAOM Residency Week
- June 2-3  Summer 14 In Office registration
- June 4  Add/drop period begins
- June 20  End of free add/drop period
- June 28  Benchmark & Exit written exams
- July 11  Last day of class

### Summer 2014
- July 12-20  Spring/Summer intermission
- July 16-22  DAOM Residency Week
- July 17-18  MACOM new student orientation
- July 21  First day of class
- July 25  Fall term graduate program application deadline
- July 25  Graduation applications due
- Aug 4  Online Registration for FA14
- Aug 11-12  Fall 14 In Office registration
- Aug 13  Add/drop period begins
- Aug 23  Benchmark & Exit written exams
- Aug 29  End of free add/drop period
- Sept 12  Last day of class
- Sept 21  Practical exams

### Fall 2014
- Sept 13-21  Summer/Fall intermission
- Sept 17-23  DAOM Residency Week
- Sept 18-19  MACOM new student orientation
- Sept 22  First day of class
- Sept 26  Graduation applications due
- Oct 27  Online Registration for WI15
- Nov 3-4  Winter 15 In Office registration
- Nov 5-11  DAOM Residency Week
- Nov 5  Add/drop period begins
- Nov 7  Winter term graduate program application deadline
- Nov 9  Practical exams
- Nov 21  End of free add/drop period
- Nov 22-30  Thanksgiving break
- Dec 6  Benchmark & Exit written exams
- Dec 19  Last day of class

### Winter 2015
- Dec 20-Jan 4  Winter break
- Jan 2-3  MACOM new student orientation
- Jan 5  First day of class
- Jan 7-13  DAOM Residency Week
- Jan 9  Graduation applications due
- Feb 9  Online Registration for SP15
- Feb 16  Spring term graduate program application deadline
- Feb 14-22  Mid-term break
- Feb 22  Practical exams
- Feb 18-24  DAOM Residency Week
- Feb 23-24  Spring 15 In Office registration
- Feb 25  Add/drop period begins
- Mar 13  End of free add/drop period
- Mar 21  Benchmark & Exit written exams
- Apr 3  Last day of class

### Spring 2015
- Apr 4-12  Winter/Spring intermission
- Apr 8-14  DAOM Residency Week
- Apr 10  MACOM new student orientation (transfer students)
- Apr 13  First day of class
- Apr 17  Graduation applications due
- May 18  Online Registration for SU15
- May 23  Summer term graduate program application deadline
- May 23-31  Mid-term break
- May 31  Practical exams
- May 27-Jun 2  DAOM Residency Week
- June 1-2  Summer 15 In Office registration
- June 3  Add/drop period begins
- June 19  End of free add/drop period
- June 27  Benchmark & Exit written exams
- July 10  Last day of class

### Summer 2015
- July 11-19  Spring/Summer intermission
- July 15-21  DAOM Residency Week
- July 17-18  MACOM new student orientation
- July 20  First day of class
- July 25  Fall term graduate program application deadline
- July 24  Graduation applications due
- Aug 3  Online Registration for FA15
- Aug 10-11  Fall 15 In Office registration
- Aug 12  Add/drop period begins
- Aug 22  Benchmark & Exit written exams
- Aug 28  End of free add/drop period
- Sept 11  Last day of class
- Sept 20  Practical exams

### Fall 2015
- Sept 20  Practical exams
- Sept 11  Last day of class
- Aug 28  End of free add/drop period
- Aug 22  Benchmark & Exit written exams
- Aug 28  End of free add/drop period
- Sept 11  Last day of class
- Sept 20  Practical exams

### Winter 2016
- Dec 19-Jan 3  Winter break
- Jan 2-3  MACOM new student orientation
- Jan 4  First day of class
- Jan 6-12  DAOM Residency Week
- Jan 8  Graduation applications due
- Feb 8  Online Registration for SP16
- Feb 16  Spring term graduate program application deadline
- Feb 13-21  Mid-term break
- Feb 21  Practical exams
- Feb 17-23  DAOM Residency Week
- Feb 22-23  Spring 16 In Office registration
- Feb 24  Add/drop period begins
- Mar 11  End of free add/drop period
- Mar 19  Benchmark & Exit written exams
- Apr 1  Last day of class

---

**Academic Year**

AOMA operates on a quarter system. The fall, winter, and spring quarters consist of twelve weeks of study with a one-week break during and after each term. The summer quarter is eight weeks of study, including expanded class hours with no mid-term break.
Addendum to the 2014 – 2015 Graduate Program Catalog

Doctor of Acupuncture & Oriental Medicine Program
(Updated May 2015)

Since publishing its 2014 – 2015 doctoral program catalog, AOMA has made changes in certain policies and information. Please note the following additions to the 2014 – 2015 catalog.
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCREDITATION</td>
<td>3</td>
</tr>
<tr>
<td>BOARD OF GOVERNORS</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION TO AOMA</td>
<td>3</td>
</tr>
<tr>
<td>Administration</td>
<td>3</td>
</tr>
<tr>
<td>Administrative Staff</td>
<td>4</td>
</tr>
<tr>
<td>Program Learning Outcomes</td>
<td>4</td>
</tr>
<tr>
<td>PROGRAM INFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>Admissions Criteria – International Students</td>
<td>5</td>
</tr>
<tr>
<td>Academic Standing</td>
<td>5</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>6</td>
</tr>
<tr>
<td>STUDENT SERVICES</td>
<td>6</td>
</tr>
<tr>
<td>FACULTY</td>
<td>6</td>
</tr>
<tr>
<td>COURSE DESCRIPTIONS</td>
<td>9</td>
</tr>
<tr>
<td>ACADEMIC CALENDAR</td>
<td>10</td>
</tr>
</tbody>
</table>
Description of Changes

ACCREDITATION (PAGE 2 OF CATALOG)

The Accreditation Commission for Acupuncture & Oriental Medicine (ACAOM) has changed its location to the following address:

8941 Aztec Drive
Eden Prairie, MN  55347
Phone: (952) 212-2434
Fax: (301) 313-0912

BOARD OF GOVERNORS (PAGE 2 OF CATALOG)

Betty J. Edmond, MD, has completed her term as a board member and will no longer continue to serve on the Board of Governors at AOMA.

Michelle Sierpina, PhD, joined the Board of Governors in June of 2014 and will serve as a new board member.

INTRODUCTION TO AOMA

Administration (PAGE 9 OF CATALOG)

The following members of the administration are no longer at AOMA:

_Vice President of Student Services & Operations_
Anne E. Province, MA, MBA
MA, Religion, Episcopal Theological Seminary of the Southwest
MBA, Finance, Texas A&M University
BA, History, Baylor University

_Senior Director of Finance_
Kelly Doggett, CPA, LAc
MAcOM, AOMA Graduate School of Integrative Medicine
BBA, Accounting, Baylor University

The following individuals have been added to the Administration at AOMA:

_Vice President of Finance & Operations (title change from Senior Director of Finance)_
Donna LaPoint Hurta, MBA
MBA, Accounting, University of Houston - Victoria
BBA, Accounting, University of Houston - Victoria
BBA, Management, University of Houston – Victoria
Donna Hurta has 20 years of experience working in public accounting, non-profit, higher education and property management. Her background has included military service in the Army Finance Corps and training of non-profit volunteers in the state of Texas. She holds a teaching certificate in
Texas. Her desire to train and share knowledge of business and accounting with others guided her career towards working within the higher education community. As VP of Finance and Operations, Donna Hurta has assumed responsibility for both the Finance and Student Services departments.

**Administrative Staff (page 10 of catalog)**

The following administrative staff members have been added since publication of the 2014-2015 catalog:

**Associate Director of Clinical Education**  
Ashley Blake Gordon, ND, LAc  
ND, Naturopathic Medicine, Southwestern College of Natural Medicine  
MAcOM, AOMA Graduate School of Integrative Medicine  
MS, Biology, Stephen F. Austin State University  
BS, Biology, Stephen F. Austin State University

The following personnel changes have occurred since publication of the 2014-2015 catalog:

<table>
<thead>
<tr>
<th>Previous staff as listed in the 2014-2015 catalog:</th>
<th>Current staff:</th>
</tr>
</thead>
</table>
| **Admissions Coordinator**  
Jillian Kelble | **Admissions Coordinator**  
TBD |
| **Clinic Business and Retail Director**  
Laura Coffey | **Clinic Business Director**  
Stephanee Owenby  
**Retail Business Director**  
Dan Knight, LAc |
| **Director of Community Relations**  
Sarah Sires Bentley | **Director of Marketing & Outreach**  
Robert Davidson |
| **Compensation & Benefits Coordinator**  
Kylie Watson | **Compensation & Benefits Coordinator**  
Robert Johnson |
| **Property Manager**  
Stuart Bailey | **Facilities Manager**  
David Surgers |
| **Financial Services Administrator**  
Nicole Rivera | **Financial Services Administrator**  
Shavana Walters |

**Program Learning Outcomes (page 7 of catalog)**

Graduates of AOMA’s doctoral degree program demonstrate the ability to:
Description of Changes

1. Integrate Chinese and biomedical concepts in the provision of evidence-based care (PLO1)
2. Employ systems-based practice. (PLO2)
3. Conduct research that contributes to the evidence base of the discipline. (PLO3)
4. Demonstrate behaviors to fulfill professional, leadership and teaching roles. (PLO4)
5. Demonstrate a commitment to lifelong learning. (PLO5)

PROGRAM INFORMATION

Admissions Criteria – International Students (page 12 of catalog)

Applicants to AOMA who are international (non-immigrant) students from a non-English speaking foreign country, or who are U.S. permanent residents whose previous education was completed in a non-English speaking foreign country, are required to demonstrate English language proficiency.

TOEFL:

Applicants must demonstrate proficiency with the English language through the submission of an original Test of English as a Foreign Language (TOEFL®) score report from Educational Testing Service (ETS®) documenting a score of at least 87 on the internet-based test (IBT) with minimum scores of: 22 in listening, 26 in speaking, 24 in writing.

Applicants taking the paper-based test must submit an original TOEFL score report documenting a score of at least 508.

As an alternative to submitting an official TOEFL score report from ETS®, international applicants may demonstrate English-language Proficiency by submitting an official score report from IELTS demonstrating a minimum score of 6.5.

IELTS:

As an alternative to submitting an official TOEFL score report, international applicants may instead demonstrate English-language Proficiency by submitting an official score report from IELTS demonstrating a minimum score of 6.5.

Exemption from Examinations:

Alternately, applicants may be exempt from the requirement to submit a TOEFL or IELTS score report if they have demonstrated English language proficiency through the completion of at least two years (60 semester credits/ 90 quarter credits) of baccalaureate-level education at an institution accredited by an agency recognized by the United States DOE, or from an equivalent English-language institution in another country.

Academic Standing (page 13 of catalog)

A student must maintain a cumulative GPA of at least 3.0 (80%) to be considered in good academic standing and eligible for graduation. Any failed class (below 80%) must be repeated for credit. Please refer to the Financial Aid Manual for regulations regarding course repeats.
Description of Changes

Tuition and Fees (page 14 of catalog)

Effective January 2015, the cost of tuition for doctoral learners will increase by 3%, resulting in an anticipated program cost of $32,852. Tuition per credit for clinical and didactic coursework will increase from $400 to $412.

The facilities fee will increase from $60 per quarter to $85 per quarter for all students, effective January 2015.

STUDENT SERVICES (page 20 of catalog)

Housing and Transportation
AOMA no longer lists housing opportunities on its LinkedIn social media group.

FACULTY (page 23 of catalog)

The following scholars are no longer teaching within the DAOM Program:

- Nelson Song Luo, Lac, PhD, MD (China)
- Yuxing Liu, LAc, PhD, MD (China)
- Elayne Lansford, PhD, MA
- Amy Neuzil, ND

The following scholars have joined the adjunct faculty within the DAOM Program:

**Ashley Blake Gordon, ND, LAc**
ND, Naturopathic Medicine, Southwestern College of Natural Medicine
MAoOM, AOMA Graduate School of Integrative Medicine
MS, Biology, Stephen F. Austin State University
BS, Biology, Stephen F. Austin State University

Dr. Gordon earned bachelor’s and master’s degrees in biology from Stephen F. Austin State University, in Nacogdoches, TX. She later obtained a Doctorate of Naturopathic Medicine degree from Southwest College of Naturopathic Medicine (SCNM), in Tempe, AZ. While completing her doctorate, Dr. Gordon fell in love with the practice of acupuncture, and after graduation, continued her education at AOMA, earning a Master of Acupuncture and Oriental Medicine degree. As a practitioner, she enjoys incorporating a variety of natural therapies like: acupuncture, cupping, food therapy, herbal medicine, homeopathy, hydrotherapy and supplementation to equip each patient with the tools they need to achieve their level of wellness.

**Paulina Caban, ND**
ND, National College of Natural Medicine
BS, Biology, Texas Tech University
Following the completion of her Doctorate in Naturopathic Medicine, Dr. Caban worked as a private practitioner and independent contractor providing medical care to diverse patient populations in Berkeley and Sacramento, California. In addition to her current role as the ethics chair for the Texas Association of Naturopathic Doctors, Dr. Caban has demonstrated a commitment to providing accessible health care to underserved populations through her service as a volunteer physician for rural populations in Guatemala, and involvement with non-profit health care organizations in Portland, OR.

The following guest lecturers are presenting within the DAOM Program:

**Heather Ash Amara**
Heather Ash Amara is the founder of Toci -- the Toltec Center of Creative Intent, based in Austin, TX, which fosters local and global community that supports authenticity, awareness, and awakening. She is dedicated to inspiring depth, creativity, and joy by sharing the most potent tools from a variety of world traditions. She has studied and taught extensively with don Miguel Ruiz, author of *The Four Agreements*, and continues to teach with the Ruiz family. Raised in Southeast Asia, Heather Ash Amara has traveled the world from childhood and is continually inspired by the diversity and beauty of human expression and experience. She brings this openhearted, inclusive worldview to her writings and teachings, which are a rich blend of Toltec wisdom, European shamanism, Buddhism, and Native American ceremony. She is the author of *The Toltec Path of Transformation, Sacred Time Management*, and *No Mistakes: Changing Adversity to Abundance*.

**Qazi U. Javed, MD**
MD, King Edward Medical University, Pakistan
BSc., University of Punjab, Pakistan
In addition to earning his medical degree at King Edward Medical University in Pakistan, Dr. Qazi Javed has amassed extensive clinical experience in treating psychiatric disorders. His training includes a residency with the University of Wisconsin Department of Psychiatry as well as in-patient work within the psychiatric units of St. Mary’s Hospital in Madison, WI, and the University of Iowa Hospitals and Clinics in Iowa City, IA. He holds board certification in both adult psychiatry and adolescent psychiatry from the American Board of Psychiatry and Neurology, and is a Diplomate of the American Board of Integrative and Holistic Medicine. Dr. Javed currently practices with Integrative Psychiatry Austin, TX where he has treated patients for a variety of psychosomatic symptoms including chronic pain disorder.

**Douglas Hanes, PhD**
PhD, Mathematics, University of Michigan
MA, Mathematics, University of Michigan
BS, Mathematics, Purdue University
Following the completion of his doctorate in mathematics at the University of Michigan, Dr. Douglas Hanes has since become an accomplished researcher and educator. His academic teaching career includes serving as a Visiting Assistant Professor at the University of Minnesota in Minneapolis as well an Assistant Professor within National College of Natural Medicine’s (NCNM) School of Research and Graduate Studies. During his tenure at NCNM, Hanes has served as project consultant to a variety of research topics, including moxibustion and chronic pain, anti-inflammatory diet, and pain catastrophizing and inflammation.
Jennifer Pollard, MD, MPH
MPH, La Universidad Nacional de Colombia, Dept. of Medicine, 2009
MD, University of Texas – Southwestern Medical School, 1998
Dr. Jennifer Pollard earned her medical degree from the University of Texas - Southwestern Medical School in Dallas, TX. After completing a residency in family and community medicine at Columbia University- New York Presbyterian Hospital, she maintained a busy practice in the community health center system of South Boston & Dorchester, MA. In addition to her private practice, Dr. Pollard also did in-patient work at the Boston Medical Center. Later she obtained a master’s in public health abroad and did research on primary care-oriented health systems and primary care evaluation in South America. Dr. Pollard has additional training in cross-cultural medicine, mind-body medicine, nutritional medicine, functional medicine, as well as being a Diplomate of the American Board of Integrative and Holistic Medicine

Adam B. Smith, DO
Doctor of Osteopathic Medicine, West Virginia School of Osteopathic Medicine
BA, Environmental & Graphic Design, North Carolina State University
Dr. Adam Smith received his D.O. degree from the West Virginia School of Osteopathic Medicine and completed his residency training at the Yale Primary Care Internal Medicine Program. After his training, Dr. Smith joined Yale Health. His work there included a number of positions including Chief of Inpatient, Transitional and Acute Care, as well as roles in Care Management and Wellness Programming at Yale. Dr. Smith approaches Medicine with a strong belief in the role of patient education and continuity of care, and his clinical and academic work focuses on wellness and prevention, specifically as it relates to the doctor-patient relationship and engaging patients around the subject of behavioral change through the use of mindfulness and coaching psychology.

Heather Zwickey, PhD
PhD, Immunology & Microbiology, University of Colorado Health Science Center
BA, Cum Laude, Mathematics, St. Olaf College
In addition to her doctoral work at the University of Colorado Health Science Center, Dr. Heather Zwickey’s training at the world renowned National Jewish Medical and Research Center in Denver prepared her to complete a post-doctoral fellowship at Yale University. Her research experience investigating the effects of botanicals, probiotics, energy medicine, and diet on immunological parameters in humans seeks to prove the efficacy of natural therapies’ benefit to immunological responses. In addition to her focus on natural therapies, Dr. Zwickey is also noted for exploring the mechanisms of infectious disease, cancer, autoimmune disease, psychoneuroimmunology, and immunological tolerance.

Angela Senders, ND
ND, Naturopathic Medicine, National College of Naturopathic Medicine
MS, Clinical Research, Oregon Health Sciences University
BA, Biology, Macalester College
Dr. Angela Senders is the Assistant Dean of Research and the co-chair of the Master of Science in Global Health (MScGH) Program at the National College of Natural Medicine (NCNM). She received her doctorate in naturopathic medicine from NCNM in 2005 and maintained a private practice for six years with a focus on mind-body medicine. During this time she trained extensively
with M.E.T.A. (Mindful Experiential Therapeutic Approaches), one of the premier educational institutes for applied mindfulness, in Portland, OR. Her work with clients utilized mindfulness and somatic psychotherapy to address the relationship between life experience and physical disease. Most recently, Dr. Senders completed a Master of Clinical Research in 2014 and currently investigates the impact of psychological stress and mindfulness in multiple sclerosis.

**COURSE DESCRIPTIONS (page 25 of catalog)**

The pre-requisites and co-requisites for the following courses have changed:

**SP6010 Biomedical Mechanisms and Pathophysiology of Pain and Associated Psychosocial Phenomena**  
24/0/0/2  Co-req: SP6011

**SP6011 Clinical Assessments in Integrative TCM Practice**  
30/0/0/3  Co-req: SP6010

**SP6012 Principles of Nutritional Medicine**  
24/0/0/2  Pre-req: SP6010

**SP6020 TCM Classics and Advanced TCM Theory on Pain and Associated Psychosocial Phenomena**  
36/0/0/3  Pre-req: SP6010, SP6011

**SP7010 Pain from Musculoskeletal Disorders and Associated Psychosocial Phenomena**  
36/0/0/3  Co-req: SP6010, SP6011

**SP7011 Pain from Neurologic, Dermatologic and Sensory Organs and Psychosocial Disorders**  
36/0/0/3  Pre-req: SP6010, SP6011

**SP7012 Eco-Psycho-Social Pain**  
36/0/0/3  Pre-req: SP6010, SP6011

**SP7013 Pain from Oncologic Disorders, Associated Psychosocial Phenomena and Palliative Care**  
24/0/0/2  Pre-req: SP6010, SP6011

**SP7014 Gynecologic and Pelvic Pain and Associated Psychosocial Phenomena**  
24/0/0/2  Pre-req: SP6010, SP6011

**SP7016 Pain from Vascular and Lymphatic and Visceral Disorders and Associated Psychosocial Phenomena**  
24/0/0/2  Pre-req: SP6010, SP6011

**SP6031 Case Management in Integrative Practice**  
24/0/0/2  Pre-req: SP6010, SP 6011
Description of Changes

SP6035 Integrative Practice Management
24/0/0/2 Pre-req: SP6010, SP6011

SPE8030 Externship
0/0/252/7 Pre-req: SP6031, SP6035

INQ Quantitative and Qualitative Assessment
24/0/0/2 Pre-req: SP5011, INQ5012

INQ8080 Research Project
48/0/0/4 Co-req: INQ5011, INQ5012, INQ5013

PLD7810 Professionalism, Ethics, and Leadership 1
24/0/0/2 Co-req: SP6031

The following course description has been updated:

PLD6810 Teaching and Learning
24/0/0/2
The purpose of this course is to provide the knowledge, skills and abilities pertinent to teaching and knowledge transmission. This course focuses upon teaching in the health professions and includes curriculum design, development of instructional objectives, teaching methods and assessment techniques. Additional skills include active learner-based teaching methods, presentation skills, supervising and teaching in clinical settings, educational technology, and patient education.

Academic Calendar (page 31 of catalog)

<table>
<thead>
<tr>
<th>Winter 2015</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 20 - Jan 4 Fall/Winter Break</td>
<td>July 11 - 19 Spring/Summer Break</td>
</tr>
<tr>
<td>Jan 2 - 3 New student orientation</td>
<td>July 15 - 21 DAOM Residency Week</td>
</tr>
<tr>
<td>Jan 5 MAcOM Classes Begin</td>
<td>July 17 - 18 New student orientation</td>
</tr>
<tr>
<td>Jan 7 - 13 DAOM Residency Week</td>
<td>July 20 MAcOM Classes Begin</td>
</tr>
<tr>
<td>Jan 9 Graduation applications due</td>
<td>July 24 Graduation applications due</td>
</tr>
<tr>
<td>Feb 9 Online Registration for SP15</td>
<td>Aug 3 Online Registration for FA15</td>
</tr>
<tr>
<td>Feb 14 - 22 Mid-term break</td>
<td>Aug 10 - 11 Fall 15 In Office registration</td>
</tr>
<tr>
<td>Feb 22 Practical exams</td>
<td>Aug 12 Add/drop period begins</td>
</tr>
<tr>
<td>Feb 18 - 24 DAOM Residency Week</td>
<td>Aug 22 Benchmark &amp; Exit written exams</td>
</tr>
<tr>
<td>Feb 23 - 24 Spring 15 In Office registration</td>
<td>Aug 28 End of free add/drop period</td>
</tr>
<tr>
<td>Feb 25 Add/drop period begins</td>
<td>Sept 8 DAOM Term Ends</td>
</tr>
<tr>
<td>Mar 13 End of free add/drop period</td>
<td>Sept 11 MAcOM Classes End</td>
</tr>
<tr>
<td>Mar 21 Benchmark &amp; Exit written exams</td>
<td></td>
</tr>
</tbody>
</table>
Description of Changes

Spring 2015
- 0 Apr 4 - 12 Winter/Spring Break
- Apr 8 - 14 DAOM Residency Week
- Apr 10 New student orientation
  (transfer students)
- Apr 13 MACOM Classes Begin
- Apr 17 Graduation applications due
- May 18 Online Registration for SU15
- May 23 - 31 Mid-term break
- May 31 Practical exams
- May 27 - Jun 2 DAOM Residency Week
- June 1 - 2 Summer 15 In Office registration
- June 3 Add/drop period begins
- June 19 End of free add/drop period
- June 27 Benchmark & Exit written exams
- July 7 DAOM Term Ends
- July 10 MACOM Classes End

Fall 2015
- Sept 12 - 20 Summer/Fall Break
- Sept 16 - 22 DAOM Residency Week
- Sept 18 - 19 New student orientation
- Sept 21 MACOM Classes Begin
- Sept 25 Graduation applications due
- Oct 26 Online Registration for WI16
- Nov 2 - 3 Winter 16 In Office registration
- Nov 4 - 10 DAOM Residency Week
- Nov 4 Add/drop period begins
- Nov 8 Practical exams
- Nov 20 End of free add/drop period
- Nov 21 - 29 Thanksgiving break
- Dec 5 Benchmark & Exit written exams
- Dec 15 DAOM Term Ends
- Dec 18 MACOM Classes End

Winter 2016
- Dec 19 - Jan 3 Fall/Winter Break
- Jan 2 - 3 New student orientation
- Jan 4 MACOM Classes Begin
- Jan 6 - 12 DAOM Residency Week
- Jan 8 Graduation applications due
- Feb 8 Online Registration for SP16
- Feb 13 - 21 Mid-term break
- Feb 21 Practical exams
- Feb 17 - 23 DAOM Residency Week
- Feb 22 - 23 Spring 16 In Office registration
- Feb 24 Add/drop period begins
- Mar 11 End of free add/drop period
- Mar 19 Benchmark & Exit written exams
- Mar 29 DAOM Term Ends
- Apr 1 MACOM Classes End

Spring 2016
- Mar 30 - Apr 5 DAOM Residency Week
- Apr 2 - 10 Winter/Spring Break
- Apr 7 New student orientation
  (transfer students)
- Apr 11 MACOM Classes Begin
- Apr 15 Graduation applications due
- May 16 Online Registration for SU16
- May 21 - 29 Mid-term break
- May 25 - 31 DAOM Residency Week
- May 29 Practical exams
- May 31 - Jun 1 Summer 16 In Office registration
- June 2 Add/drop period begins
- June 17 End of free add/drop period
- June 25 Benchmark & Exit written exams
- July 5 DAOM Term Ends
- July 8 MACOM Classes End

Summer 2016
- July 9 - 17 Spring/Summer Break
- July 13 - 19 DAOM Residency Week
- July 14 - 15 New student orientation
- July 18 MACOM Classes Begin
- July 22 Graduation applications due
- Aug 1 Online Registration for FA16
- Aug 8 - 9 Fall 16 In Office registration
- Aug 10 Add/drop period begins
- Aug 20 Benchmark & Exit written exams
- Aug 26 End of free add/drop period
- Sept 6 DAOM Term Ends
- Sept 9 MACOM Classes End

Fall 2016
- Sept 10 - 18 Summer/Fall Break
- Sept 14 - 20 DAOM Residency Week
- Sept 15 - 16 New student orientation
- Sept 19 MACOM Classes Begin
- Sept 23 Graduation applications due
- Oct 24 Online Registration for WI17
- Nov 2 - 8 DAOM Residency Week
- Nov 6 Practical exams
- Nov 7 - 8 Winter 17 In Office registration
- Nov 9 Add/drop period begins
- Dec 2 End of free add/drop period
- Nov 19 - 27 Thanksgiving break
- Dec 3 Benchmark & Exit written exams
- Dec 13 DAOM Term Ends
- Dec 16 MACOM Classes End