DOCTOR OF ACUPUNCTURE AND ORIENTAL MEDICINE
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.

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

AOMA Graduate School of Integrative Medicine is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (NCCAOM). The NCCAOM is the recognized accrediting agency for the approval of programs educating acupuncture and Oriental medicine practitioners.

The California Acupuncture 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 California 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.

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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.

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

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JD, St. Mary’s University
MS, Oriental Medicine, AOMA

Linda J. Fontaine, CPA, MACOM
Senior Financial Manager – Apple Inc.
MACOM, AOMA
BBA, magna cum laude, Accounting, University of Texas at Austin

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.

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Introduction to AOMA

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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
• 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.
• 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.

• 2011: SACS approves AOMA as doctoral-degree granting institution
• 2013: AOMA opens new campus in south Austin
• 2014: SACS approves AOMA’s offering of DAOM in 2013

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
from the California Institute of Integral Studies and a Master’s of Education in Medical Education from the University of Southern California. He has studied in three family lineages of Chinese medicine (Ding, Gu, and Yang) and considers the most important education of his career to be his eight year mentorship with Drs. Shen and Hammer in the Menghe through the Ding family lineage of internal medicine. With thirty years of focus on pulse diagnosis, his current work involves a synthesis of standard, family, and classical systems of pulse diagnosis. In addition to leading AOMA, Morris periodically instructs special seminars in pulse diagnosis, acupuncture, Chinese herbs, personal transformation, and leadership.

**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 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.

**Senior Director of Finance**

Kelly Doggett, CPA, LAc

*MEd, AOMA, 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*

*MEd, University of Washington*

*MS, Royal Institute of Technology, Sweden*

*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.
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.

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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
AOMA is the first stand-alone, single-degree granting school of acupuncture and Oriental medicine in the nation to be regionally accredited, and the first school of its kind to be accredited by the Southern Association of Colleges and Schools.

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:

<table>
<thead>
<tr>
<th>Specialty of Practice</th>
<th>Credits</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry</td>
<td>10</td>
<td>120</td>
</tr>
<tr>
<td>Professionalism, Leadership, Teaching &amp; Learning</td>
<td>6</td>
<td>72</td>
</tr>
<tr>
<td>Clinical Internship</td>
<td>17</td>
<td>408</td>
</tr>
<tr>
<td>Clinical Externship</td>
<td>7</td>
<td>252</td>
</tr>
<tr>
<td>Grand Total</td>
<td>74</td>
<td>1,260</td>
</tr>
</tbody>
</table>

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.
POLICIES AND PROCEDURES
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 NCACOM. 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</th>
<th>Grade Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>0.0</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawal with passing grade</td>
<td></td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawal with failing grade</td>
<td>0.0</td>
</tr>
<tr>
<td>T</td>
<td>Credit by transfer</td>
<td></td>
</tr>
<tr>
<td>CBE</td>
<td>Credit by examination</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Audit (no credit for course)</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
TUITION AND FEES

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:

<table>
<thead>
<tr>
<th>Percentage of Withdrawal</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% and 25% of credit equivalents</td>
<td>75% tuition refund</td>
</tr>
<tr>
<td>25% and 50% of credit equivalents</td>
<td>50% tuition refund</td>
</tr>
<tr>
<td>50% of credit equivalents</td>
<td>25% tuition refund</td>
</tr>
<tr>
<td>100%</td>
<td>No refund of charges</td>
</tr>
</tbody>
</table>

Withdrawal between registration and beginning of the term:

- 100% tuition refund minus $100 admin fee
- 75% tuition refund
- 50% tuition refund
- 25% tuition refund
- 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 provisions detailed in the Financial Aid Manual.

Other 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

- Application Fee, nonrefundable .................................$75
- Facility Fee (per term) ...........................................$60
- Practicum Insurance (per term)* .................................$75
- Graduation .............................................................$125

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>
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<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>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Professionalism & Leadership Curriculum

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Professionalism, Ethics and Leadership Development 1 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits/48 hours</td>
<td></td>
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</tbody>
</table>

### Inquiry Curriculum

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Paradigms of Inquiry 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits/72 hours</td>
<td></td>
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</tbody>
</table>

### Specialty of Practice Curriculum

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Biomedical Foundations 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 credits/408 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Integrative Case Management 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 credits/408 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Neurological, Sensory and Dermatologic Pain 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 credits/408 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Integrative Practice Management 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 credits/408 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Pain from Musculoskeletal Disorders 3 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>34 credits/408 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Project</th>
<th>Research Project 4 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 credits/48 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Quantitative Assessment 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits/72 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Functional Nutrition in Integrative Pain Management 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits/72 hours</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Methods of Inquiry &amp; Research Design 2 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credits/72 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Externship</th>
<th>Externship 7 credits/252 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 credits/252 hours</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship</th>
<th>Internship 17 credits/408 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 credits/408 hours</td>
<td></td>
</tr>
</tbody>
</table>

### Notes

- **Teaching and Learning** 2 credits
- **Teaching 2 credits/24 hours**
- **Functional, Nutritional Medicine 2 credits**
- **Principles of Functional and Nutritional Medicine 2 credits**
- **Vascular, Lymphatic, and Visceral Pain 2 credits**
- **Gynecologic, Pelvic & Pain 2 credits**
- **Advanced TCM Techniques for the Treatment of Pain 3 credits**
- **Advanced TCM Pain, Psycho-social Theory & TCM Classics 3 credits**
- **Eco-Psycho-Social Pain 3 credits**
- **Neurological, Sensory and Dermatologic Pain 3 credits**
- **Integrative Case Management 2 credits**
- **Integrative Practice Management 2 credits**
- **Clinical Assessments in Integrative Practice 3 credits**
- **Clinical Assessments in Integrative Practice 3 credits**
- **Pain from Musculoskeletal Disorders 3 credits**
- **Integrative Case Management 2 credits**
- **Biomedical Foundations 2 credits**
- **Paradigms of Inquiry 2 credits**

<table>
<thead>
<tr>
<th>June</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>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>
<td></td>
</tr>
</tbody>
</table>

**Professionalism, Ethics and Leadership Curriculum**
- Teaching: 2 credits/24 hours
- Didactic: 4 credits/48 hours

**Inquiry Curriculum**
- Research Project: 4 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
  - Externship: 7 credits/252 hours

**Externship**
- 7 credits/252 hours
“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

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Student Services

AOMA is committed to providing programs and services that support student learning, enhance student satisfaction and development, encourage interaction and integration of in-class and out-of-class experiences, and enhance students’ development into advanced Chinese medicine professionals. These programs, services, and activities are offered through collaborative relationships among student services, academic affairs, and operations and development.

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

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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 2005.

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.
Yuxin He, LAc, PhD, MD (China)
Dean of Academics
DMed, Liaoning College of TCM, 1994
MMed, Nanjing University of TCM, 1989
BMed, Jiangxi College of TCM, 1986
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.

Eriqiang Li, L.Ac., Ph.D., DOM, MD(China)
PhD, Heilongjiang University of TCM, 1990
MD (China), Heilongjiang University of TCM, 1984
TCM Diploma, Heilongjiang University of TCM, 1980
Dr. Eriqiang 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.

Yuxing Liu, LAc, PhD, MD (China)
PhD, Chengdu University of TCM, 2003
MMed, Chengdu University of TCM, 1995
BMed, Hunan College of TCM, 1992
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.

Dongxin Ma, LAc, PhD, MD (China)*
DMed, Beijing University of TCM, 1997
MMed, Heilongjiang University of TCM, 1993
BMed, Heilongjiang University of TCM, 1990
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.

William R. Morris, LAc, PhD, DAOM
(Please see the “Administration” section for biography.)

Edward Neal, MD, MSA, LAc
MSA, National College of Natural Medicine, 2003
MD, University of New Mexico, 1988
BA, Reed College, 1984
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.

Amy Neuzil, ND
ND, Southwest College of Naturopathic Medicine, 2003
BA, University of Virginia, Charlottesville, 1998
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.

Rosa Schnyer, DAOM, LAc
DAOM, Oregon College of Oriental Medicine, 2008
DiplAcTri, Tri State College of Acupuncture, 1987
BA, State University of New York at New Paltz, 1987
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 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.

Zheng Zeng, LAc, MD (China), MS
MMed, Chengdu University of TCM, 1994
BMed, Chengdu University of TCM, 1991
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
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 Bekenich, MD
MD, State University of New York at Buffalo, 1998
Dr. Stephen Bekenich 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, Bekenich’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, Bekenich 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.
Course Descriptions

THIS SECTION

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Specialty Of Practice Curriculum: Advanced Clinic Practice in Specialty . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
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  
24/0/0/2  Co-req: SP6011, SP6021  
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  
36/0/0/3  Co-requisite: SP6010, SP6021  
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  
24/0/0/2  Pre-requisites: SP6010, SP6011  
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  
24/0/0/2  Pre-requisites: SP6010, SP6011  
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.
SP 6020  TCM Classics and Advanced TCM Theory on Pain and Associated Psychosocial Phenomena
36/0/0/3
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.

SP 6021  Advanced TCM Techniques for Treatment of Pain and Associated Psychosocial Phenomena
36/0/0/3  Co-req: SP6010, SP6011
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.

SP 7013  Pain from Oncologic Disorders, Associated Psychosocial Phenomena and Palliative Care
24/0/0/2  Prereq: SP6010, SP6011, SP6021
This course will take an advanced in-depth exploration of pain and psychosocial disorders resulting from oncologic disorders, effective treatment strategies, and palliative care. This course will look at pain from malignant neoplastic growth and from biomedical treatment therapies such as surgery, radiation, and pharmaceutical agents, as well as the psychosocial impact of cancer diagnoses and the treatments on patients and their families. 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 7014  Gynecologic and Pelvic Pain and Associated Psychosocial Phenomena
24/0/0/2  Prereq: SP6010, SP6011, SP6021
This course will make an advanced inquiry into pain that results from gynecological and other pelvic disorders, and effective treatment strategies. Endometriosis, ovarian cysts, vulvovaginitis, pelvic inflammatory disease, fibroids, cystitis, gastroenteritis, and other pelvic disorders causing pain will be reviewed in detail, as well as the psychosocial impact of acute and chronic 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.
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.

SP 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**
24/0/0/2  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**
48/0/0/4  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**
24/0/0/2
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**
24/0/0/2  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**
24/0/0/2
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  Last day of class

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.
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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
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:
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 as 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, SP6011
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)**

**Winter 2015**
Dec 20 - Jan 4 Fall/Winter Break
Jan 2 - 3 New student orientation
Jan 5 MAcOM Classes Begin
Jan 7 - 13 DAOM Residency Week
Jan 9 Graduation applications due
Feb 9 Online Registration for SP15
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 MAcOM Classes End

**Summer 2015**
July 11 - 19 Spring/Summer Break
July 15 - 21 DAOM Residency Week
July 17 - 18 New student orientation
July 20 MAcOM Classes Begin
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 8 DAOM Term Ends
Sept 11 MAcOM Classes End
**Spring 2015**

- 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
PROGRAM RELATED FEEDS (page 14 of catalog)

Graduation Regalia Rental Fee, $90***

***Students are encouraged to participate in commencement activities. If a student chooses not to purchase their own regalia, they can take advantage of AOMA’s discounted bulk rental fee.