Graduate Program Catalog

DOCTOR OF ACUPUNCTURE AND ORIENTAL MEDICINE
# Contents

**INTRODUCTION TO AOMA** ............................................. 4

Letter from the President .................................................. 5

Vision, Mission, Core Values ............................................. 5

DAOM Purpose ................................................................. 5

DAOM Educational Goals .................................................. 5

Program Learning Outcomes .............................................. 6

Overview of the Program .................................................. 6

Accreditation and Affiliations ............................................ 6

Campus Resources ........................................................... 6

History ........................................................................... 7

Administration ................................................................. 7

Administrative Staff .......................................................... 9

**PROGRAM INFORMATION** ............................................ 10

Admissions ................................................................. 11

DAOM Graduation Requirements ....................................... 11

Policies and Procedures .................................................. 11

Tuition and Fees ............................................................ 13

Financial Aid ................................................................. 14

Program Disclosures ........................................................ 14

**STUDENT SERVICES** ..................................................... 16

Academic Support ........................................................... 17

IT Support ................................................................. 17

Housing & Transportation ................................................ 17

Student Life ................................................................. 17

Career Support ............................................................. 17

Southwest Symposium ..................................................... 17

AOMA Alumni Association ............................................... 17

**FACULTY** ................................................................. 19

Core Faculty ................................................................. 20

Faculty ................................................................. 21

Teaching Assistants ........................................................ 22

**COURSE DESCRIPTIONS** ............................................. 23

Specialty Of Practice Curriculum: Care And Management Of Pain And Associated Psychosocial Phenomena ........................................... 24

Specialty Of Practice Curriculum: Advanced Clinic Practice in Specialty ............................................................. 25

Inquiry Curriculum .......................................................... 26

Professionalism And Leadership Curriculum ........................................... 26

**DAOM PROGRAM AT A GLANCE** ................................ 27

Accreditation and Authorization ........................................ 28

Legal Notices ................................................................. 28

Board of Governors ........................................................ 28
The purpose of the doctoral program 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.
Introduction to AOMA

THIS SECTION

Letter from the President ............... 5
Vision, Mission, Core Values ............... 5
DAOM Purpose ............... 5
DAOM Educational Goals ............... 5
Program Learning Outcomes ............... 6
Overview of the Program ............... 6
Accreditation and Affiliations ............... 6
Campus Resources ............... 6
History ............... 7
Administration ............... 7
Administrative Staff ............... 9
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 offers masters-level acupuncturists the opportunity to advance their education within a clinical specialty area. Given the current prevalence of chronic pain within the United States (recent estimates show 30% of the US population experiencing recurrent, long-lasting pain1), the psychological, social, and spiritual impact of pain on the lives of those who experience it, and the efficacy of Traditional Chinese Medicine (TCM) for the treatment of chronic pain, 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 offered in an executive format, coupling week-long, intensive, on-campus learning experiences with extended periods of home 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.

The program is divided into three primary areas, 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. Specifically, program participants explore oncologic, gynecologic, vascular, visceral, and sensory pain and the associated psychosocial phenomena. Learners also develop skills and techniques to care for patients in a collaborative medical setting.

After completing a majority of the coursework, learners progress into the clinical component of the specialty of practice curriculum. This 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. All externships are performed under the supervision of doctoral level practitioners from different medical backgrounds with a direct connection to the specialty area.

The inquiry curriculum engages participants in the development of the skills necessary to pursue academic research. Coursework in statistics and research design complements a robust discussion of scientific paradigms and the relationship of qualitative and quantitative research to TCM. The coursework prepares participants to develop and implement an individual or group research project within the specialty area. This project is completed during the second year of the program and results 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. Through teaching, supervising in clinic, conducting course and curricular assessments, and participating in professional service activities, learners prepare to take leadership roles in the national advancement of the TCM profession.

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 page 28 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. AOMA also operates a number of community clinics located in western medical facilities serving Austin’s under-insured and low-income populations. These clinics offer 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 12,000 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. Ample parking is available.

**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: campus established 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 Oriental 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.

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

DAOM Program Director
John S. Finnell, ND, MSAOM, MPH, MS
ND, Bastyr University
MSAOM, Bastyr University
MPH, University of Washington
BA, Austin College
John Finnell is an accomplished researcher and skilled health care practitioner with a rich academic and professional background. Prior to beginning his career in integrative medicine, Finnell completed a Masters of Science in environmental engineering at the Royal Institute of Technology in Sweden. His interest in lifestyle and environmental determinants of health then lead him to earn 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 also 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. John Finnell’s strong research background and clinical experience as Naturopathic and Chinese medicine practitioner enable him to bring an evidence-based 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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Program Information

THIS SECTION

Admissions ........ 11
DAOM Graduation Requirements .... 11
Policies and Procedures ....... 11
Tuition and Fees .... 13
Financial Aid ....... 14
Program Disclosures .... 14
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 their 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. Personal statement addressing the following criteria:
   No less than 250 words to include:
   • Proof of an understanding of the major commitment of time, finances, & personal dedication necessary for a successful academic career
   • Explanation of interest in studying Chinese medicine at the doctoral level
   • Reason for embarking on this course of study at this school
   No less than 250 words to include:
   • Evidence of interest in this clinical specialty area
   • Description of plans for future scholarly work in the field of Chinese medicine
5. Two passport-sized photos

There is a nonrefundable application fee of $75.

Acceptance
Completed applications will be evaluated by the director of admissions, the DAOM program director, and the admissions committee. After this 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
March 15th: Priority Application Deadline
(Late applications may be considered up until July 1st.)
July 17th: First day of classes

DAOM GRADUATION REQUIREMENTS
The Doctor of Acupuncture and Oriental Medicine program must be completed within four calendar years from the 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: Credits Hours
   Specialty of Practice 30 360
   Inquiry 11 132
   Professionalism, Leadership, Teaching & Learning 9 108
   Clinical Internship 17 408
   Clinical Externship 7 252
   Grand Total 74 1,260
2. Satisfactory conduct and professional clinical performance.
3. Successful completion, presentation, and acceptance of capstone research project.
4. Successful fulfillment of portfolio requirement.
5. Fulfillment of all financial obligations, including return of all library materials.

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 1, 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.

**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.

**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.

**Fees & Refund Schedule**
If, once registered, students must make schedule adjustments, the fee to add/drop is $30 per each change. Any change requested must be submitted in writing to the registrar.

Once a term begins, the following is the refund schedule for all dropped clinical and didactic coursework. Please note that the below refund schedule does not refer to the weeks you are at AOMA during residency, but the actual weeks following the first week of each term.

Through the end of week 1 of the term: . . . . . . . . . 100% refund*
Through the end of week 2 of the term: . . . . . . . . . 75% refund*
Through the end of week 3 of the term: . . . . . . . . . 25% refund*
Through the end of week 4 of the term: . . . . . . . . . No refund*

* The drop fee of $30 will be charged for each dropped clinical/didactic session.

A complete list of fees may be found under the Tuition & Fees portion of this catalog.

**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>Excellent</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>Unsatisfactory</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>69 and below</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></td>
</tr>
<tr>
<td>T</td>
<td>Credit by transfer</td>
<td>0.0</td>
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<td>CBE</td>
<td>Credit by examination</td>
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<tr>
<td>AU</td>
<td>Audit (no credit for course)</td>
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Note: *The drop fee of $30 will be charged for each dropped clinical/didactic session.*
Students must receive a grade of at least 80% to receive credit for a course and to continue to the subsequent course in a series. Official transcripts of the student’s completed coursework are maintained in the office of the registrar.

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

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

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

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

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

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

Withdrawal between registration and week one of the term: ................................. 100% tuition refund minus $100 admin fee
Withdrawal during week two of the term: .............. 75% tuition refund
Withdrawal during week three of the term: ........ 50% tuition refund
Withdrawal during week four of the term: ........ No refund of charges

Please note that the above schedule does not refer to the weeks you are in residency at AOMA, but to the actual weeks following the first week of each term.

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.

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

Tuition
$400 per credit for clinical and didactic coursework

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

Program Related Fees
Application Fee, nonrefundable (US Students only) ........ $75
Facility Fee (per term) ........................................ $60
Practicum Insurance (per term)* ............................... $75
Graduation ......................................................... $125

Other Fees
Add/Drop .......................................................... $30
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

* Pracitcum 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 commences 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).
“The DAOM serves as a tool of fulfillment. Candidates will improve their knowledge, skills, and abilities in such a way as to enhance their own success on the path, while contributing to the enhanced success of their patients, their peers, and of society.”

WILL MORRIS
Student Services

THIS SECTION

Academic Support . . . 17
IT Support . . . . . . . . . 17
Housing & Transportation . . . . . . . 17
Student Life . . . . . . . 17
Career Support . . . . . 17
Southwest Symposium . . . . . . . 17
AOMA Alumni Association . . . . . . . 17
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 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.edu provides temporary housing opportunities (hotels, vacation-rentals, extended stay suites) and options for travel to and from the Austin airport, public transit, carpooling, hotel shuttles, and bike and car rental. 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 Student Services & Career Specialist maintains a job board for students and alumni on AOMA's website. This page is updated regularly and includes job 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.

**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.
“In living, choose your ground well. In thought, stay deep in the heart. In relationship, be generous. In speaking, hold the truth. In leadership, be organized. In work, do your best.”

DAO DE JING, CHAPTER 11
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, MSAOM, MPH, MS**  
(Please see the “Administration” section for biography.)

**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  
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 specializing in pain management, emotional stress, immune disorders, chronic fatigue, dermatology, and cancer patients undergoing chemotherapy and radiation. He has instructed at AOMA since 1996.

**Yuxing Liu, LAc, PhD, MD (China)**  
PhD, Chengdu University of TCM, 2003  
MMed, Chengdu University of TCM, 1995  
BMed, Hunan College of TCM, 1992  
Yuxing Liu served as director and associate researcher of the Central Lab of the Acupuncture and Tuina College of Chengdu University of TCM. He directed over 14 research projects, including “Insomnia due to hyperkinesias treated with TCM,” funded by China National Sports Committee (1998-2001) and “Treatment and prevention of shift-syndrome and ‘jet-lag’ by TCM,” funded by China National Nature Science Foundation (1993-1996). 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.

**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, 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 and gave lectures to a variety of audiences including local doctors, patients, and foreign doctors from more than 15 countries in Europe, America, and Asia. 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.

**Raja Mandyam, MD (India)**  
MBBS, Bangalore University, 1966  
Raja Mandyam obtained membership in the Royal College of Physicians, London in 1974 and held a consultant post at Medway Hospital in Kent, England, specializing in intensive care. He has worked worldwide and has held consultant physician positions in England, India, Papua New Guinea, and Saudi Arabia. He taught for more than 10 years at a medical school in Bangalore, India. Mandyam is interested in the adaptation of modern medicine into trans-cultural settings and extending healthcare teaching at all levels. In 1998, he was elected to the fellowship of the Royal College of Physicians, London. Mandyam has instructed at AOMA since 2000.

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

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

**Xiaotian Shen, LAc, MD (China), MPH (Israel)**  
MPH, Hebrew University, 1999  
BMed, Chengdu University of TCM, 1993  
Xiaotian Shen has taught acupuncture and herbal medicine at two colleges in China and was a traditional Chinese medicine physician at the Teaching Hospital of Sichuan College of Medicinal C.E. In addition to contributing to various professional journals, Shen serves as a member of the NCCAOM exam-writing committee and is a certified examiner of Clean Needle Techniques. He is a frequent presenter at national conferences on topics such as the use of traditional Chinese medicine in treating patients with multiple sclerosis, hepatitis, and diabetes, and on the interactions between Chinese herbs and pharmaceuticals. Shen has instructed at AOMA since 1999.
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 beginning her employment with AOMA, Song worked as an instructor at Chengdu University, lecturing on the science of TCM prescriptions, TCM herbology, and TCM pharmacology. She has participated in research studies investigating the compatibility, pharmacology, and toxicology of TCM formulas and Chinese ethnic medicine. She has also participated in research grants from the National Science Foundation of China. Song has instructed at AOMA since 2008.

Tracy Stuardi, LAc, PhD
Department of Acupuncture Studies
PhD, University of York, 2012
MSOM, American College of Acupuncture & Oriental Medicine, 2005
BS, Mississippi University for Women, 2002
Tracy Stuardi earned a bachelor’s of science degree in microbiology before completing her master’s degree of Oriental medicine at American College of Acupuncture & Oriental Medicine in Houston, TX. Stuardi then went on to graduate level studies in biology at the University of Alabama where she served as a molecular cancer researcher, studying the effects of green tea extract on the DNA of cancer cells and needle perturbations on cytoskeleton remodeling in fibroblasts. Pursuing her passion for research lead Stuardi to complete doctoral studies in 2012 at the University of York, UK with her dissertation focusing on the relative importance of Chinese medicine diagnosis differentiation and treatment individualization as seen through a study on IBS. In addition to conducting research, Stuardi has given presentations on acupuncture at conferences within the U.S. and Norway. As the author of numerous studies, her work has also appeared in peer-reviewed journals including the Journal of Alternative and Complementary Medicine, Medical Acupuncture, Current Genomics, and BMC Gastroenterology.

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.)

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.

FACULTY

Joel Cone, DC, Postgraduate Certification in Acupuncture
DC, Texas Chiropractic College, 2001
BS, Texas Chiropractic College, 2001
Dr. Cone has extensive experience in reading MRI, CT, and radiographic images, and performing comprehensive physical examination on surgical patients. In the classroom, he enthusiastically combines knowledge of clinical anatomy, physiology, patient management and acupuncture. He enjoys showing students ways to apply knowledge in anatomy and physiology to their future practices. Dr. Cone maintains an active clinical practice in the Austin area. Cone has instructed at AOMA since 2005.

Amy Neuzil, ND
NMD, Southwest College of Naturopathic Medicine, 2003
BA, University of Virginia, Charlottesville, 1998
Dr. Neuzil is the owner and founder of Excelon Health Integrative Medical Center in Austin, TX. She 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 the co-chair of the legislative committee for the Texas Association of Naturopathic Physicians and is the author of two books on women’s health.

Shuangzhu Qin, LAc, MD (China)
MAcOM, AOMA, 2005
BMed, Luoyang Medical College, 1983
Shuangzhu Qin practiced as a biomedical practitioner in China as an internist at the Henan Hospital from 1983-1989 and as an associate physician in Berlin Germany from 1989-2000. Upon arrival in Austin, she attended AOMA receiving her Oriental medical degree in 2005. She has an active practice, and over the years has been a teaching assistant at AOMA for point location, advanced needling, and physical assessment classes. She brings to her position her clinical knowledge and experience in biomedicine and Chinese medicine.

Laura MacLachlan-Whipple, DC
Department of Biomedical Sciences
DC, Parker College of Chiropractic Medicine, 2000
BS, University of Toronto, 1994
A deep interest health and wellness lead Dr. Laura MacLachlan-Whipple to complete a Doctorate of Chiropractic Medicine after studying psychology, physiology, and biomedical ethics at the undergraduate level. A part of Austin’s vibrant network of health care providers for over a decade, Dr. MacLachlan-Whipple has worked in clinical practice at the Austin Longevity Center since 2000. She has extensive experience both practicing in an integrative setting and developing preventative health strategies for patients. She shares her expertise in health and fitness as the host of Forward Motion Radio on KDRP Public Radio in Austin, TX and has presented at conferences throughout Central Texas. In addition to being certified in Auriculotherapy, Dr. MacLachlan-Whipple has previously taught courses in medical terminology and anatomy.
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.

**TEACHING ASSISTANTS**

**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, acute and chronic articulation and muscle injury, lumbago, recovery of fractures, headaches, stress, allergies, insomnia, and gastrointestinal disorders. Fan has instructed at AOMA since 2002.

**Lesley Hamilton, LAc, MSOM, MEd**

*Please see “Administration” section for bio.*
Course Descriptions

THIS SECTION

Specialty Of Practice
Curriculum: Care
And Management Of
Pain And Associated
Psychosocial
Phenomena . . . . . . 24

Specialty Of Practice
Curriculum: Advanced
Clinic Practice in
Specialty . . . . . . . . 25

Inquiry Curriculum . . 26

Professionalism And
Leadership
Curriculum . . . . . . 26
SP 6010  Biomedical Mechanisms and Pathophysiology of Pain and Associated Psychosocial Phenomena
24/0/0/2  Co-req: SP6010, SP6020, SP6021
This is an advanced course of in-depth study into the biomed-ical 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, reproductively, vascular system, viscera, etc. Interwoven into this study and crucial to clinical care will be theories of somatized 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, and agents of physical medicine.

SP 6011  Clinical Assessment in TCM Practice
36/0/0/3  Co-req: SP6010, SP6020, SP6021
This course reviews basic assessments for diagnosis, treatment, and outcome analysis of pain and related psychosocial phenomena from biomedical and complementary medical perspectives. This course will also explore advanced and alternative assessments and provide practice in a wide variety of techniques, such as pain and psychological questionnaires, muscle testing, range of motion measurements, neurological testing and diagnostics, advanced pulse diagnosis, posture diagnostics, identifiers of somatization, as well as using the results of numerous diagnostic tests such as ultrasounds, x-rays, and MRIs. In addition, learners will look at common interventions from other medical modalities such as pharmacology, physical therapy, surgery, chiropractic manipulation, McKenzie techniques, and more.

SP 6020  TCM Classics and Advanced TCM Theory on Pain and Associated Psychosocial Phenomena
24/0/0/2  Co-req: SP6010, SP6011, SP6021
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, SP6020,
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 7010  Pain from Musculoskeletal Disorders and Associated Psychosocial Phenomena
36/0/0/3  Co-req: SP6010, SP6011, SP6020, SP6021
This course will take an advanced in-depth exploration of pain from acute injuries and trauma, as well as from chronic musculoskeletal and auto-immune disorders, and effective treatment strategies. In addition, the psychosocial impact of chronic pain disorders and disabilities on patients and their families and common coping mechanisms will be explored. Pain may result from sports injuries, automobile or occupational accidents, surgery, or amputations as well as from chronic inflammatory conditions of the musculoskeletal system and from auto-immune disorders affecting the musculoskeletal system. Chronic disorders will include osteo-arthritis, degenerative bone diseases, rheumatoid arthritis, scleroderma, and systemic lupus. The primary focus will be on injury to joints, bones, tendons, ligaments, muscles and myo-fascial tissues. A secondary focus will include acute injuries to integumentary, neurologic, and vascular systems, and to the viscera. 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 7011  Pain from Neurologic and Psychosocial Disorders
24/0/0/2  Co-req: SP6010, SP6011, SP6020, SP6021
This course is an advanced in-depth exploration of pain that results from neurologic disorders and associated psychosocial phenomena, and effective treatment strategies for cluster headache and migraine, trigeminal neuralgia, neuralgia in cervical spondylitis, carpal tunnel syndrome, stroke, shoulder hand syndrome, sciatica, phantom limb pain and reflex sympathetic dystrophy syndrome. Care and management of pain and mental disorders, the mechanisms of various treatment therapies (including body acupuncture, scalp acupuncture, auricular acupuncture, skin acupuncture, three-edge needle acupuncture, electric acupuncture, moxibustion), effective collaborations (for point injection), and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.

SP 7012  Eco-Psycho-Social Pain
36/0/0/3  Co-req: SP6010, SP6011, SP6020, SP6021
This course takes on an advanced in-depth exploration of somatoform disorders, psychosomatic disorders, and somatized pain that results from psychosocial disorders, and effective treatment
strategies. 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. This course explores the continua of pain disorders that scale between psyche and soma, internal and external and the impact of shock on the various biological systems whether that shock be physical, psychosocial or ecological.

**SP 7013  Pain from Oncologic Disorders, Associated Psychosocial Phenomena and Palliative Care**

24/01/02  Prereq: SP6010, SP6011, SP6020, SP6021

This course will take an 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**

24/01/02  Prereq: SP6010, SP6011, SP6020, 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.

**SP 7015  Pain of the Viscera and Associated Psychosocial Phenomena**

12/01/01  Prereq: SP6010, SP6011, SP6020, SP6021

This course will look at pain that results from disorders of viscera in the chest and abdomen, and effective treatment strategies. Disorders causing pain from gastrointestinal, pulmonary, cardiac, hepatic, pancreatic, splenic and renal systems will be covered, as well as the psychosocial impact of acute and chronic visceral pain. Care and management of pain and mental and emotional health, the mechanisms of various treatment therapies, and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.

**SP 7016  Pain from Vascular and Lymphatic Disorders and Associated Psychosocial Phenomena**

12/01/01  Prereq: SP6010, SP6011, SP6020, SP6021

Pain that results from disorders of vascular and lymphatic systems will be explored in-depth along with effective treatment strategies. Disorders covered will include peripheral artery disease, aneurysm, renal artery disease, and vascular headaches among others. 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 7017  Pain from Dermatologic and Sensory Organ Disorders and Associated Psychosocial Phenomena**

12/01/01  Prereq: SP6010, SP6011, SP6020, SP6021

This course reviews pain that results from disorders of the sensory organs and integumentary system and provides advanced treatment strategies. Disorders covered will include dermatomyositis, herpes zoster, glaucoma, iridocyclitis, sinusitis, otitis, laryngitis, pharyngitis, tonsillitis, toothache, and herpetic stomatitis. Care and management of pain and mental and emotional health, the mechanisms of various treatment therapies, effective collaborations, and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.

**SP 6031  Case Management in Specialty Practice**

24/01/02  Prereq: SP6010, SP6011, SP6020, SP6021

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

**SPECIALTY OF PRACTICE CURRICULUM: ADVANCED CLINIC PRACTICE IN SPECIALTY**

**SPI 8010  Internship**

01/04/08/17  Coreq: SP6010, SP6011, SP6020, SP6021

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

**SPE 8030 Externship**  
*Prereq: SP6031, SP6035*  
In the second half of the doctoral program after completing the specialty practice management and case management courses, each student will 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**  
*Prereq: SP5011, SP5012*  
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**  
*Prereq: SP5011*  
This course focuses upon the theory and essential statistical methods pertinent to quantitative & qualitative research design. The work is focused from a positivist and post-positivist world view such that the learner understands the cognitive and political implications of each form of inquiry. Each learner will identify the appropriate statistical methods for the research question. For those who are focusing upon qualitative research, this will be additional to their proposal. This class will be used to develop the hypothesis and specific aims and construct the methods section of the proposal, using the appropriate quantitative, qualitative and mixed methods.

**INQ 5013 Methods of Inquiry and Research Design**  
*Prereq: SP5011; Co-req SP5012*  
Learners weave the previous two courses together into a proposal for the research project. Qualitative, quantitative or mixed methods may be used as appropriate to the inquiry. Strengths and weaknesses of each method are considered in the context of the developing research proposal. The research proposal is completed in this course and the research proposal is submitted for doctoral study committee and institutional review board (IRB) approval.

**INQ 8080 Research Project**  
*Prereq: SP5011, SP5012, SP5013, faculty approval*  
After completing the INQ 5013 course, and obtaining doctoral study committee and IRB approval of the research proposal, learners conduct the research project, working alone or in teams, while overseen by assigned faculty research advisors. Completed research projects must be submitted to the DAOM doctoral study committee for acceptance, presented in a poster session, and written for peer-review publication submission.

**PROFESSIONALISM & LEADERSHIP CURRICULUM**

**PLD 7810 Professionalism, Ethics and Leadership 1**  
*Prereq: PLD 7810*  
One leads from the self. This course approaches leadership from the viewpoint of radical constructivism – that we create our realities. Professionalism and ethics are woven into a framework for understanding leadership from the viewpoints of self, other and the collective. These three features are explored in terms of the past, the present and the future. Distinctions between management and leadership are explored as well as power dynamics and culture. This is the first section in a two-part series that is designed to develop the practitioner in their role with society, their patient and themselves. The common thread through both sections will include broadening concepts of leadership pertaining to the role of health care professional as leader. Content will include roles and functions of the health care professional as leader, strategies for identifying and assuming the leadership role at various levels, key organizations in AOM and health care, and ethical principles applied to AOM and health care leadership.

**PLD 7811 Professionalism, Ethics and Leadership 2**  
*Prereq: PLD 7810*  
This course is the second section in a two-part series that is designed to develop the practitioner in their role with society, their patient and themselves. It builds upon the content of the first section, Professionalism, Ethics and Leadership 1. In this section, the competencies related to self and other in the context of culture and change are explored more deeply. Learners will employ assessment as a tool for transformation at the individual and collective levels. This section focuses on strategic planning and negotiation as an art of transformational leadership.

**PLD 6810 Teaching and Learning**  
*Prereq: PLD 7810*  
The purpose of this course is to provide a foundation for the teacher-role expectations inherent in advanced practitioners. This course focuses instruction in the health professions including curriculum design, essential elements of instructional objectives, teaching methods and assessment techniques related to objectives, and instruction for groups of varying sizes and backgrounds. Specific skills include creating objectives, designing teaching sessions and incorporating active learner-based teaching techniques, delivering a presentation, developing learner and course assessments, supervising and teaching in clinical settings, incorporating technological tools, and providing patient-centered education to patients.
# DAOM Program at a Glance

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<tr>
<th>Month</th>
<th>July</th>
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<td>Professional Development and Leadership Curriculum</td>
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<td>Didactic 4 credits/48 hours</td>
<td>Teaching 2 credits</td>
<td>Didactic 4 credits/48 hours</td>
<td>Professionalism, Ethics and Leadership Development 1 2 credits</td>
<td>Professionalism, Ethics and Leadership Development 2 2 credits</td>
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<td>Inquiry Curriculum</td>
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<td>Didactic 4 credits/48 hours</td>
<td>Research Project 4 credits</td>
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<tr>
<td>Specialty of Practice Curriculum</td>
<td>Didactic 34 credits/408 hours</td>
<td>Biomedical Foundations 2 credits</td>
<td>Clinical Assessments in Integrative Practice 3 credits</td>
<td>Didactic 34 credits/408 hours</td>
<td>Eco-Psycho-Social Pain 3 credits</td>
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<td>Specialties of Practice Curriculum</td>
<td>Externship 7 credits/252 hours</td>
<td>Advanced TCM Techniques for the Treatment of Pain 3 credits</td>
<td>Advanced TCM Pain, Psycho-social Theory &amp; TCM Classics 3 credits</td>
<td>Externship 7 credits/252 hours</td>
<td>Neurological, Sensory and Dermatologic Pain 3 credits</td>
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<td>Pain from Musculoskeletal Disorders 3 credits</td>
<td>Gynecologic, Pelvic &amp; Pain 2 credits</td>
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- **Teaching and Learning**
  - 2 credits
- **Professional Development and Leadership Curriculum**
  - Didactic 4 credits/48 hours
  - Didactic 4 credits/48 hours
- **Inquiry Curriculum**
  - Didactic 4 credits/48 hours
  - Didactic 4 credits/48 hours
  - Didactic 4 credits/48 hours
- **Specialty of Practice Curriculum**
  - Didactic 34 credits/408 hours
  - Didactic 34 credits/408 hours
  - Didactic 34 credits/408 hours
- **Internship**
  - 17 credits/408 hours

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- **Teaching**
  - 2 credits

- **Professional Development and Leadership Curriculum**
  - Didactic 4 credits/48 hours
  - Didactic 4 credits/48 hours

- **Inquiry Curriculum**
  - Didactic 4 credits/48 hours
  - Didactic 4 credits/48 hours
  - Didactic 4 credits/48 hours

- **Specialty of Practice Curriculum**
  - Didactic 34 credits/408 hours
  - Didactic 34 credits/408 hours
  - Didactic 34 credits/408 hours

- **Internship**
  - 17 credits/408 hours
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 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 Graduate School of Integrative Medicine is approved by the Texas State Board of Acupuncture Examiners and by the State of California, Department of Consumer Affairs, Board of Medical Quality Assurance, Acupuncture Committee.

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

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

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

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

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

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

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

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

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

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

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

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

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

Board of Governors

JoyLynn Hailey Reed, PhD – Chair
Assistant Professor and Director of Student Academic Assistance, UT Southwestern Medical School
PhD, Educational Psychology, University of Texas at Austin

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

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

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

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

Linda J. Fontaine, CPA, MACOM
Manager, Tax Compliance & Reporting – Apple Inc.
MACOM, AOMA
BBA, magna cum laude, Accounting, University of Texas at Austin

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

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Addendum to the 2013 – 2014 Graduate Program Catalog
Doctor of Acupuncture & Oriental Medicine
(updated May 2013)

Since publishing its 2013 – 2014 graduate program catalog, AOMA has made changes in certain policies and information. Please note the following additions to the 2013 – 2014 catalog.
Description of Changes

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCREDITATION &amp; AUTHORIZATION</td>
<td>3</td>
</tr>
<tr>
<td>ADMISSIONS</td>
<td>3</td>
</tr>
<tr>
<td>Admissions Criteria- International Students</td>
<td>3</td>
</tr>
<tr>
<td>Transfer Credit</td>
<td>3</td>
</tr>
<tr>
<td>FACULTY</td>
<td>4</td>
</tr>
<tr>
<td>COURSE DESCRIPTIONS</td>
<td>9</td>
</tr>
<tr>
<td>ACADEMIC CALENDAR</td>
<td>13</td>
</tr>
<tr>
<td>PROGRAM AT A GLANCE</td>
<td>14</td>
</tr>
</tbody>
</table>
ACCREDITATION & AUTHORIZATION

Accreditation & Authorization – ACAOM Accreditation (page 2 of catalog)
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.

ADMISSIONS

Admissions Criteria – International Students (page 12 of catalog)
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. A list of recognized credentialing service providers is available through the 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 85 on the internet-based test with minimum scores of 22 and 26 in listening and speaking, respectively, or a score of at least 508 on the paper-based test.
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. Information about financial documentation is available through the admissions office.

Admissions Criteria – Transfer Credit (page 12 of catalog)
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.
Description of Changes

Faculty

The following scholars have been added to the AOMA faculty.

Faculty (page 19 of catalog)

Monica Uridiales Alleman, DNP, MSN, BSN
DNP, Loyola University, New Orleans, anticipated graduation May 2013
MSN, Loyola University, New Orleans, 2008
BSN, Loyola University, New Orleans, 2005
With over 15 years’ experience in various health care organizations, Monica Uridiales Alleman, is a family nurse-practitioner who is well versed in organizational flow and care of patients in both hospital and community settings. Beginning her nursing career in 1996, Alleman went on to her earn a bachelor’s degree in nursing in 2005 and a master’s of science in nursing at Loyola University in 2008. In keeping with her professional goal of changing the modern health care system and improving approaches to health, Alleman completed doctorate of nursing practice at Loyola University in 2013. 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. Alleman lectures on biomedical and functional medical assessments in integrative practice within the DAOM program at AOMA.

Sylvia Deily, D.C.
D.C., Southern California University of Health Sciences, 2002
B.A., University of Texas at Austin, 1985
Dr. Sylvia Deily is an accomplished instructor and practitioner with a long-standing interest in health care. Prior to earning a doctor of chiropractic medicine degree from the Southern California University of Health Sciences in 2002, Dr. Sylvia Deily completed training in massage therapy at the Institute of Psycho-Structural Balancing. In addition to her training in chiropractic medicine and massage, Deily completed an in-depth, two-year course of study in Traditional Chinese Medicine at Emperor’s College of Acupuncture & Oriental Medicine. On top of her studies, Deily also served from 2004 to 2008 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. From 2003 to 2005, Deily also taught graduate-level courses in physical therapy at the Southern California University of Health Sciences. She has taught and co-taught numerous continuing education courses on pain and rehabilitation, and her work appears in the book, Rehabilitation of the Spine, A Practitioner’s Manual, 2nd edition, wherein she coauthored two chapters on integrated approaches to treatment. Deily provides instruction on biomedical and functional medical assessments in integrative practice to doctoral students at AOMA.

Elayne Lansford, PhD, MA
PhD, The University of Michigan, Ann Arbor, 1982
MA, The University of Michigan, Ann Arbor, 1980
BA, The University of Texas at Austin, 1976
Dr. Elayne Lansford is a licensed psychologist with over 29 years of experience in the field. She began her career by earning a bachelor’s in psychology at the University of Texas at Austin, before

Page 4 2013 – 2014 Graduate Program Catalog Addendum
pursuing masters and doctoral degrees in clinical psychology from The University of Michigan, Ann Arbor. She has worked in private practice in Austin, Texas since 1993 where she specializes in psychological evaluation and assessment, individual and group psychotherapy, mindfulness and relaxation training, trauma, and coping with chronic illness. Lansford has extensive experience in lecturing, evaluating, and supervising graduate psychology students in outpatient practicum and has served as an adjunct assistant professor within UT Austin’s department of psychology since 1985. In addition to being a published author whose work has appeared in the Journal of Consulting & Clinical Psychology, Lansford has given presentations at national conferences within the U.S. and conducted numerous workshops on topics including stress management, relaxation, and dealing with chronic disease. Within AOMA’s doctoral program, Lansford is a lecturer on advanced topics in pain and associated psycho-social phenomena.

Erqiang 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. Erqiang Li completed a master of medicine at Heilongjiang Medical University of Traditional Chinese Medicine in 1984, later earning a doctoral degree of medicine in 1990. Beginning with his doctoral education, Li studied for over ten years with Professor Zhang Jin, one of China’s most well-known acupuncture physicians and president of acupuncture techniques for the All China Acupuncture Association. Prior to relocating to Europe in 1991, Li served as doctor in chief and a professor at Heilongjiang Medical University of Traditional Chinese Medicine. Li has lectured extensively in Europe, including seminars on TCM and acupuncture in Switzerland, Sweden, Austria, Hungary, Romania and Poland. While teaching in Europe, he earned the nickname, “Magic Needle” for his expertise in needling techniques. Since 2000, Li has worked at Florida Institute of TCM as an Academic Dean, and at East West College of Natural Medicine as the Dean of Clinical Sciences. 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.

Edward Neal, MD, MSA, LAc
MSA, National College of National Medicine, 2003
MD, University of New Mexico, 1988
BA, Reed College, 1984
Dr. Edward Neal began his career in health care after attending 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 National Medicine’s Master of Acupuncture program, and has also undertaken advanced studies in classical Chinese language at Heilongjiang University in Harbin, China. Recognized for his research on classical Chinese acupuncture, Neal is the co-founder of the International Society for the Study of Classical Acupuncture and has presented his work at conferences within the US and internationally.
In addition to maintaining an active clinical practice in Portland, Oregon, Neal has published ten books on the subject of classical Chinese acupuncture based on direct translation from classical texts.

Amy Neuzil, ND  
ND, Southwest College of Naturopathic Medicine, 2003  
BA, University of Virginia, Charlottesville, 1998  
Dr. Neuzil is the owner and founder of Excelon Health Integrative Medical Center in Austin, TX. She 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 the co-chair of the legislative committee for the Texas Association of Naturopathic Physicians and is the author of two books on women’s health.

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

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 almost two decades of clinical research experience and is a leading figure in the development of methodologies for the study of acupuncture and Oriental medicine. Her research career began in 1993 when 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 research studies on topics such as women’s health, pain, stroke, irritable bowel syndrome (IBS), and cerebral palsy. As the author of over a numerous articles, her work has appeared in peer-reviewed journals like the Journal of Complementary & Alternative Medicine, Journal of Clinical Psychiatry, Acupuncture Medicine, and the Journal of the American Osteopathic Association. She has co-authored three books on acupuncture treatment methods & research and has presented at numerous professional conferences throughout the U.S. and abroad. 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.

**Donald J. Snow, Jr., DAOM, MPH, MS, LAc, Dipl Ac.**
DAOM, Pacific College of Oriental Medicine, 2006
MSTOM, Pacific College of Oriental Medicine, 2002
MPH, University of Alabama at Birmingham, 1997
USAQMC&S, Fort Lee, Virginia, 1991
BS, Ferris State University, 1987

Dr. Snow became one of the first candidates in the United States to receive an accredited Doctorate in Acupuncture and Oriental Medicine. He has over 20 years of clinical experience in emergency medicine, primary care medicine, and preventive medicine, as well as over 8 years of experience in Integrative Medicine, Acupuncture, and Oriental Medicine. Snow is a retired from the U.S. Army with a Captain’s Commission. During his tenure with the Army, he served as Acting Administrator for the MFO Medical Center in Egypt, Regional Director of Preventive Medicine Services at various postings, and later Project Officer for U.S. Army Research and Development on water quality and purification at Fort Lee in Petersburg, VA.

Following the award of his DAOM, Snow joined the faculty at his alma mater, Pacific College of Oriental Medicine, teaching physical exams, pathophysiology, and serving as Clinic Supervisor. He also maintained a private practice in two corporate offices in San Diego. It was during this time, he began his research into advanced needling techniques, and integrating acupuncture with various micro-current and high-tech bioelectrical technologies for the treatment of pain, neuropathy, and various chronic pathologies. Currently, Snow is the founder and president of Acupuncture and Integrated Medical Systems, Inc. which operates an outcome-based clinic in Lake Charles, Louisiana, where he and his staff focus on the treatment of pain and neuropathy patients.

**GUEST LECTURERS**

*The following scholars have been added as guest lecturers.*

**Stephen Bekanich, MD**
MD, State University of New York at Buffalo, 1998

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

**Wally Doggett, LAc, MAcOM**
MAcOM, AOMA, 2004
BA, University of Texas at Austin, 1993
As current president of the Texas Association of Acupuncture & Oriental Medicine (TAAOM), Wally Doggett is a leader within the professional field of Traditional Chinese Medicine. During his tenure with the TAAOM, Doggett has worked to strengthen the network of professional practitioners within Texas and to advocate for the role of acupuncture within the larger medical community. Prior to beginning his career as a professional practitioner, Doggett earned a Master of Acupuncture & Oriental Medicine from AOMA Graduate School of Integrative Medicine in 2004. Since 2006, he has been the owner and clinical director for South Austin Community Acupuncture, where he practices in a community-style clinic, offering affordable treatments to a diverse patient base.

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. In 1981, Garcia conducted her first study related to Traditional Chinese Medicine (TCM) and, although opportunities to study TCM were limited in the United States at that time, the study revealed compelling results; Garcia continued to pursue her interest and received a Master of Science in Oriental Medicine at American College of Acupuncture & Oriental Medicine in 2003. She went on to complete extensive postgraduate training in China at Tianjin University and Zhejiang Hospital of Traditional Chinese Medicine. Garcia was the first acupuncturist hired by a major institution in the Texas Medical Center, and also served as a clinical faculty member at the University of Texas Health Science Center at Houston from 1996 to 2003. 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.

Christopher Garrison, MD, MBA
MD, University of Texas Medical Branch
MBA, University of Tennessee - Knoxville

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

Daniel L. Kirsch, PhD, DAAPM, FAIS, CHS-III
PhD, City University Los Angeles, 1981
BS, Southern California University of Health Sciences, 1979
Dr. Daniel Kirsch has over three decades of experience in the electromedical field, including extensive clinical practice experience. Throughout his career, Kirsch has designed medical instrumentation and their applications and developed clinical systems for implementing pain and stress control technologies. Upon earning his doctorate in neurobiology from City University Los Angeles in 1981, Kirsch went on to serve as Dean of the Graduate School of Electromedical Sciences at City University Los Angeles from 1985 until 1993. During this time, he became a board certified diplomate in pain management by the American Academy of Pain Management in 1990. Well-known for his work with bioelectric medicine and pain, Kirsch has served on the faculty of several medical specialty boards' annual continuing education conferences including the American Academy of Pain Management, American Academy of Orthopedic Medicine, Inter-Pain, American Institute of Stress, International Society for Neuronal Regulation, American Association for Sensory Medicine, and the American Society for Pain. He has presented at the Walter Reed Army Medical Center, William Beaumont Army Medical Center, Ft. Bliss, the Veterinary Medical Association, and at Nanjing College of Traditional Medicine. Kirsch’s work has appeared in textbooks and journals and he is currently an editor for the journal, Practical Pain Management. As the founder of Electromagnetic Products International, Inc., Kirsch has been influential in the development and creation of the Alpha-Stim® device.

Bruno Lepore, MA, LPC
MA, University of Houston

A Licensed Professional Counselor, Bruno Lepore completed his Master of Clinical Psychology at the University of Houston and has extensive professional experience in helping patients with chronic pain and crises. In addition to counseling, Lepore is also a Certified Mediator and Certified Critical Incident Debriefing facilitator and has worked in non-profits, schools, corporations and multidisciplinary clinics in both Houston and Austin, Texas. As a practitioner, Lepore focuses on the treatment of chronic pain and other medical conditions from a biopsychosocial model and emphasizes improving patients’ coping resources to improve outcomes. During treatment, he employs a variety of empirically validated interventions, including EMDR, hypnosis, cognitive-behavior therapy, and mind/body techniques. He is a member of several professional organizations such as the American Chronic Pain Association, and Austin’s Neurobiology Association.

**Course Descriptions**

*The following course information has been updated.*

**SP 6011 Clinical Assessment in Integrative TCM Practice** (page 24 of catalog)
36/0/0/3 Co-requisite: SP6010, SP6020, 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 psycho-social 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
assessments 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.

**SP7011 Pain from Neurologic, Dermatologic and Sensory Organs and Psychosocial Disorders** (page 24 of catalog)
36/0/0/3 Co-req: SP6010, SP6011, SP6020, SP6021
This course is an advanced in-depth exploration of pain that results from neurologic, sensory and integumentary disorders and associated psychosocial phenomena. Disorders covered will include dermatomyositis, herpes zoster, glaucoma, iridocyclitis, sinusitis, otitis, laryngitis, pharyngitis, tonsillitis, toothache, and herpetic stomatitis, cluster headache and migraine, trigeminal neuralgia, neuralgia in cervical spondylosis, carpal tunnel syndrome, stroke, shoulder hand syndrome and sciatica. Care and management of pain and mental disorders, the mechanisms of various treatment therapies (including body acupuncture, scalp acupuncture, auricular acupuncture, skin acupuncture, three-edge needle acupuncture, electric acupuncture, moxibustion), effective collaborations (for point injection), and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.

**SP 7016 Pain from Vascular and Lymphatic and Visceral Disorders and Associated Psychosocial Phenomena** (page 25 of catalog)
24/0/0/2 Prerequisite: SP6010, SP6011, SP6020, SP6021
Pain that results from disorders of vascular and lymphatic systems and disorders of viscera in the chest and abdomen will be explored in-depth along with effective treatment strategies. Disorders covered will include peripheral artery disease, aneurysm, renal artery disease, vascular headaches, and disorders causing pain from gastrointestinal, pulmonary, cardiac, hepatic, pancreatic, splenic and renal systems will be covered, as well as the psychosocial impact of acute and chronic visceral, vascular and lymphatic pain. Care and management of pain and mental and emotional health, the mechanisms of various treatment therapies, effective collaborations, and the emerging theories and knowledge about TCM treatments from scientific research will be critically evaluated.

*The following course information has been added.*

**SP 6012 Principles of Functional and Nutritional Medicine**
24/0/0/2 Pre-requisites: SP6010, SP6011
This is an advanced course of in-depth study into the principles of functional and nutritional medicine. This course will train clinicians to synthesize the scientific evidence from biochemistry, physiology, immunology and nutrition. The effects of environmental inputs, such as nutrition, toxic exposure, noise, stress and sleep, will be explored as they affect imbalances in normal function of hormonal, neurological, immunological, metabolic, detoxification, digestive and structural systems. Current models acute and chronic pain, and the psychosocial phenomena associated with pain, will be explored as they relate to the principles functional and nutritional medicine.

**SP 6013 Functional and 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.
Description of Changes

pain conditions, and the psychosocial phenomena associated with pain. Advanced clinical approaches for the treatment of immunological, gastrointestinal, structural, metabolic, detoxification, and hormonal imbalances will be explored. Case presentations will be used as a learning tool to evaluate the effectiveness of clinical approaches in integrative settings, assess the doctor-patient relationship and the doctor-doctor relationship, and improve clinical outcomes. 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.

The following course credits have been changed.

SP 6020 TCM Classics and Advanced TCM Theory on Pain and Associated Psychosocial Phenomena (page 25 of catalog)
36/0/0/3

INQ 8080 Research Project (page 26 of catalog)
48/0/0/4

PLD 7810 Professionalism, Ethics and Leadership 1 (page 26 of catalog)
24/0/0/2

PLD 7811 Professionalism, Ethics and Leadership 2 (page 26 of catalog)
24/0/0/2

PLD 6810 Teaching and Learning (page 26 of catalog)
24/0/0/2

The following course descriptions have been removed.

SP7015 Pain of the Viscera and Associated Psychosocial Phenomena (page 25 of catalog)
12/0/0/1
This course has merged with SP7016. See description above.

SP7017 Pain from Dermatologic and Sensory Organ Disorders and Associated Psychosocial Phenomena (page 25 of catalog)
12/0/0/1
This course has merged with SP7011. See description above.

The following course titles have been updated.

SP6031 Case Management in Integrative Practice (page 25 of catalog)
Formerly SP6031 Case Management in Specialty Practice

SP6035 Integrative Practice Management (page 25 of catalog)
Formerly SP6035 Specialty Practice Management
<table>
<thead>
<tr>
<th><strong>ACADEMIC CALENDAR</strong></th>
<th><strong>Spring 2013</strong></th>
<th><strong>Summer 2013</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter 2013</strong></td>
<td>Dec 23 - Jan 6 Winter break</td>
<td>July 14 - 21 Spring/Summer intermission</td>
</tr>
<tr>
<td>Jan 3 - 4 New student orientation</td>
<td>April 11 New student orientation</td>
<td>July 17 - 23 DAOM Residency Week</td>
</tr>
<tr>
<td>Jan 7 First day of class</td>
<td>(transfer students)</td>
<td>July 18 - 19 New student orientation</td>
</tr>
<tr>
<td>Jan 11 Graduation applications due</td>
<td>Apr 15 First day of class</td>
<td>July 22 First day of class</td>
</tr>
<tr>
<td>Feb 18 Spring term graduate program application deadline</td>
<td>Apr 19 Graduation applications due</td>
<td>July 22 Fall term graduate program application deadline</td>
</tr>
<tr>
<td>Feb 17 - 24 Mid-term break</td>
<td>May 20 Summer term graduate program application deadline</td>
<td>July 26 Graduation applications due</td>
</tr>
<tr>
<td>Feb 25 - 27 Spring registration</td>
<td>May 26 - June 2 Mid-term break</td>
<td>Aug 12 - 14 Fall registration</td>
</tr>
<tr>
<td>Mar 1 Add/drop period begins</td>
<td>May 30 DAOM Term 1 registration</td>
<td>Aug 16 Add/drop period begins</td>
</tr>
<tr>
<td>Mar 15 End of free add/drop period</td>
<td>June 3 - 5 MAcOM Summer registration</td>
<td>Aug 24 First-Year Benchmark and Exit written exams</td>
</tr>
<tr>
<td>Mar 23 First-Year Benchmark and Exit written exams</td>
<td>June 7 Add/drop period begins</td>
<td>Aug 25 OSCE practical exams</td>
</tr>
<tr>
<td>Mar 24 OSCE practical exams</td>
<td>June 21 End of free add/drop period</td>
<td>Aug 30 End of free add/drop period</td>
</tr>
<tr>
<td>Apr 6 Last day of class</td>
<td>June 29 First-Year Benchmark and Exit written exams</td>
<td>Sept 13 Last day of class</td>
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<tr>
<th><strong>Fall 2013</strong></th>
<th><strong>Winter 2014</strong></th>
<th><strong>Spring 2014</strong></th>
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<tbody>
<tr>
<td>Sept 14 - 22 Summer/Fall intermission</td>
<td>Dec 22 - Jan 5 Winter break</td>
<td>Apr 5 – 13 Winter/Spring intermission</td>
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<tr>
<td>Sept 18 - 24 DAOM Residency Week</td>
<td>Jan 2 - 8 DAOM Residency Week</td>
<td>Apr 9 – 15 DAOM Residency Week</td>
</tr>
<tr>
<td>Sept 19 - 20 New student orientation</td>
<td>Jan 4 - 5 New student orientation</td>
<td>Apr 10 New student orientation (transfer students)</td>
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<tr>
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<td>Jan 6 First day of class</td>
<td>Apr 14 First day of class</td>
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<tr>
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<td>Jan 10 Graduation applications due</td>
<td>Apr 18 Graduation applications due</td>
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<td>Nov 4 - 6 Winter registration</td>
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<td>May 23 Summer term graduate program application deadline</td>
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<td>May 24 - Jun 1 Mid-term break</td>
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<td>Nov 6 - 12 DAOM Residency Week</td>
<td>Feb 19 - 25 DAOM Residency Week</td>
<td>May 28 – Jun 3 DAOM Residency Week</td>
</tr>
<tr>
<td>Nov 7 DAOM Term 2 registration</td>
<td>Feb 24 - 26 Spring registration</td>
<td>Jun 1 OSCE practical exams</td>
</tr>
<tr>
<td>Nov 8 Add/drop period begins</td>
<td>Feb 23 OSCE practical exams</td>
<td>June 2 – 4 Summer registration</td>
</tr>
<tr>
<td>Nov 24 - Dec 1 Thanksgiving break</td>
<td>Feb 28 Add/drop period begins</td>
<td>June 6 Add/drop period begins</td>
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<tr>
<td>Nov 22 End of free add/drop period</td>
<td>Mar 14 End of free add/drop period</td>
<td>June 20 End of free add/drop period</td>
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<tr>
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<td>June 28 First-Year Benchmark &amp; Exit written exams</td>
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<tr>
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<td>Apr 4 Last day of class</td>
<td>July 11 Last day of class</td>
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<th><strong>Winter 2015</strong></th>
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Description of Changes

The 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. Several classes and clinics are offered during the summer term and students should plan to attend one or more full summers during the course of their studies. New students may apply for admission in the fall, winter, and summer quarters. Transfer students may apply for admission in any term.

Part-time vs. Full-time Study
Certain classes are offered only in the daytime, on the weekend, or in the evening, and students should plan accordingly. Students should also be aware that the program must be completed within eight calendar years of initial enrollment and within six years if the student is on federal financial aid.