

DAOM  
C A T A L O G  
January 1, 2024 - December 31, 2025

A C C H S



All classes held at:  
Academy of Chinese Culture and Health Sciences  
1600 Broadway, Oakland, CA 94612  
Office: (510) 763-7787 Clinic: (510) 763-1299 FAX: (510) 834-8646  
Web site: <http://www.acchs.edu> E-mail address: [info@acchs.edu](mailto:info@acchs.edu)

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## ACADEMIC CALENDAR 2024

	Spring 2024	Summer 2024	Fall 2024
New course schedule available:	Nov. 9, 2023	March 21, 2024	July 18, 2024
Registration for current students:	Nov. 15 - Dec. 6, 2023	Mar. 27 - Apr. 17, 2024	July 24 - Aug. 14, 2024
Last day for admissions application:	Dec. 1, 2023	April 1, 2024	August 1, 2024
New student orientation:	Betw. Jan 2 - 5, 2024	Betw. April 22 - 26, 2024	Betw. Aug. 26 - 30, 2024
Classes begin:	<b>January 2, 2024</b>	<b>April 29, 2024</b>	<b>September 3, 2024</b>
Add / drop fee applied: (VA students last day for full drop)	After 1st week of school	After 1st week of school	
Last day to drop with "W":	March 3, 2024	June 30, 2024	Nov. 3, 2024
Final examinations (last day of class):	April 8 - 14, 2024	Aug. 5 - 11, 2024	Dec. 9 - 15, 2024
Holidays (school closed):	Martin Luther King Day	4th of July, Juneteenth	Labor Day, Thanksgiving

## ACADEMIC CALENDAR 2025

	Spring 2025	Summer 2025	Fall 2025
New course schedule available:	Nov. 7, 2024	March 13, 2025	July 17, 2025
Registration for current students:	Nov. 13 - Dec. 4, 2024	Mar. 19 - Apr. 9, 2025	July 23 - Aug. 13, 2025
Last day for admissions application:	Dec. 1, 2024	April 1, 2025	August 1, 2025
New student orientation:	Betw. Jan. 6 - 10, 2025	Betw. April 21 - 25, 2025	Betw. Aug. 25 - 29, 2025
Classes begin:	<b>January 6, 2025</b>	<b>May 5, 2025</b>	<b>September 2, 2025</b>
Add / drop fee applied: (VA students last day for full drop)	After 1st week of school	After 1st week of school	After 1st week of school
Last day to drop with a "W":	March 9, 2025	July 6, 2025	Nov. 2, 2025
Final examinations (last day of class):	April 14 - 20, 2025	Aug. 11- 17, 2025	Dec. 8 - 14, 2025
Holidays (school closed):	Martin Luther King Day	4th of July, Juneteenth	Labor Day, Thanksgiving

## APPROVAL DISCLOSURE STATEMENT

Graduates of the Doctorate of Acupuncture and Oriental Medicine (DAOM) degree program are not eligible to sit for any licensure examination given by the state of California or any other state in the United States.

Academy of Chinese Culture and Health Sciences and its following programs are accredited by the Accreditation Commission for Acupuncture and Herbal Medicine (ACAHM):

- (1) Master of Science in Acupuncture with a Chinese herbal medicine specialization (offered in English and Mandarin)
- (2) Doctor of Acupuncture and Oriental Medicine

The program(s) listed above may offer courses via distance education.

ACAHM does not accredit any programs at the undergraduate/bachelor level.

ACHAM has issued the Academy of Chinese Culture and Health Sciences a **Warning Sanction** for its continued offering of an unaccredited massage program. The maximum period during which an accredited institution may continue under a Warning Sanction is two (2) years -- during which the institution maintains its accredited status.

ACAHM) is recognized by the US Secretary of Education as the specialized accreditation agency for institutions/programs preparing acupuncture practitioners accrediting agency for programs preparing acupuncture and Oriental medicine practitioners. ACAHM is located at 500 Lake Street, Suite 204, Excelsior, MN 55331. Phone: (952) 212-2434; <https://www.acahm.org>.

*Public Disclosure Statement Effective as of 30 August 2023.*

The Academy of Chinese Culture and Health Sciences is approved by the California Acupuncture Board as a continuing education provider for licensed acupuncturists. California Acupuncture Board is located at 1747 N. Market Blvd. Suite 180, Sacramento, CA. 95834; telephone (916) 515-5200; fax (916) 928-2204. Website: <http://www.acupuncture.ca.gov>

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**The Academy is a Private Not-For-Profit California Public Benefit Corporation that has been approved to operate by the Bureau for Private Postsecondary Education. "Approved to operate" means compliance with state standards as set forth in the California Private Postsecondary Act of 2009.** The Academy has been granted tax exempt status under 501(c)(3) of the U.S. Internal Revenue Code of 1954.

Persons seeking to resolve problems or complaints should utilize the grievance procedure as presented in this catalog. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at Address: 1747 N. Market Blvd. Ste 225, Sacramento, CA. 95834; P.O. Box 980818, West Sacramento, CA. 95798-0818; Web site Address: [www.bppe.ca.gov](http://www.bppe.ca.gov); Telephone and fax #s (888) 370-7589 or by fax (916) 263-1897; (916) 574-8900 or by fax (916) 263-1897. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the Bureau's web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

This catalog outlines curriculum requirements, faculty information and course descriptions as per the effective date of issuance. The materials presented herein constitute the rules and regulations of the Academy and are intended to be accurate, complete, and binding. However, the Academy reserves the right to update or change any or all of these regulations to meet with all of the above accreditation requirements and/or the Academy's changing conditions. In the event of any change, written notice will be given, and such notice will post as an addendum to the catalog. All information in this school catalog is current and correct and is so certified as true by Andres Bella, President.

Effective dates 1/1/2024 - 12/31/2025



## BOARD OF DIRECTORS

Yen Wei Choong, MSTCM, L.Ac., Chairman

Eva WuChoi, MBA, Jane Zhang, BA, Rongyaun Zhao, BM, L.Ac.

### ADMINISTRATION

**Bella, Andres** M.A., President

**Zhao, Rongyuan**, BM (China), L.Ac., Vice-President

**Zuo, Yu (James)**, DAOM, L.Ac., Director of Education

**Laurenzi, Joshua**, DAOM (candidate), L.Ac., Director of Clinical Academic Programs (Interim)

**Settels, Phil**, DAOM, L.Ac., Dean of Academic Affairs (DAOM)

**Chen, Hongli**, DAOM Program Administrator

**Spartos, Dmitrius**, MSTCM, L.Ac., Student Affairs Coordinator

**Ma, Wendy**, Clinic Receptionist

**Karimi-Tabriz, Mitra**, MLIS, Librarian

**Diskin, Jon**, MSTCM, Director of Admissions ([jdiskin@acchs.edu](mailto:jdiskin@acchs.edu))

**Alvarez, Christopher**, B.A., Program Administrator ([calvarez@acchs.edu](mailto:calvarez@acchs.edu))

**Chen, Sophia**, B.S., Chinese Program Administrator ([sophia@acchs.edu](mailto:sophia@acchs.edu))

**Dang, Jessica**, Registrar ([jdang@acchs.edu](mailto:jdang@acchs.edu))

**Yu, Mandy**, A.A., Financial Controller ([mandy@acchs.edu](mailto:mandy@acchs.edu))

**Chen, Ailin**, Registrar ([ailin@acchs.edu](mailto:ailin@acchs.edu))

**Ma, Wendy**, Clinic Receptionist

**Ramirez, Sarah**, Clinic Receptionist

## INSTITUTIONAL MISSION

The Academy of Chinese Culture and Health Sciences was established in 1982 to offer professional education in traditional Chinese medicine within the context of Chinese culture.

## OBJECTIVES

### DAOM PROGRAM STATEMENT OF PURPOSE

The purpose of the ACCHS DAOM program is to provide an advanced, clinically-oriented program of study based on a foundation of Classical Chinese medicine and **integrated orthopedics and pain management.**

**The job classification code associated with the DAOM program under the United States Department of Labor's Standard Occupational Classification code is 51.3302**

### DAOM PROGRAM GOALS

Chinese Medicine has a rich history with many notable figures who embodied the ideals of the scholar physician. Through deep understanding of principles, these doctors were able to respond to the myriad manifestations of disease creatively and effectively, rather than applying pre-existing treatments in a formulaic or reflexive way. Striving towards this ideal necessitates a deep investigation of Chinese Medicine's theoretical principles, guided by scholar clinicians who are leaders of the resurgence of Classical Chinese Medicine. DAOM program goals include:

- To provide instruction in the areas of acupuncture, herbal medicine, qi cultivation and energetics, diet and nutrition, and manual therapy.
- To enable our DAOM candidates to navigate areas of clinical assessment, diagnosis and intervention with greater confidence and ability.
- To foster a spirit of inquiry in our students, and provide them with the solid foundation in knowledge synthesis and analysis that will encourage their growth as lifelong students of Chinese Medicine.
- To empower our students to become leaders in the Chinese Medical field, developing along the ideal of the scholar-physician.

By learning the Classics in the context of clinical practice and advanced biomedical study, the Classical tenets will be grounded in a reality-based learning environment, enabling the DAOM candidate to communicate clearly and effectively with patients and other healthcare practitioners. In this way, clinical efficacy will guide our students' understanding and application of theoretical principles.

Throughout all stages of ACCHS' DAOM program, academic discourse between faculty and students will be encouraged and facilitated through mediated online forum. This will allow the DAOM candidates to remain actively engaged in the course material between DAOM program weekends.

精  
氣  
神

A vertical calligraphic phrase in black ink on a light background. The characters are 'Action Mind Breath', written in a fluid, cursive style. The 'A' is large and loops down, 'Mind' is in the middle, and 'Breath' is at the top, all connected by a continuous line.

## DAOM PROGRAM LEARNING OUTCOMES

At the time of graduation, a DAOM student from ACCHS will be able to:

- Draw upon an enhanced familiarity with the Chinese Medical classics (Neijing, Nanjing, Shang Han Lun, Jin Gui Yao Lue), and a deeper understanding of Chinese Medicine's foundational theory (such as classical physiology, formula architecture and modification, constitutional body-typing, meridian energetics, etc.) in order to guide their clinical reasoning in the areas of assessment, diagnosis and intervention.
- Precisely locate and effectively treat the source of musculoskeletal and pain conditions using knowledge of anatomy, orthopedic testing, and Chinese medical principles and techniques.
- Apply major Oriental medicine modalities - including herbal medicine, acupuncture, and manual therapy - with greater knowledge and skill.
- Assess appropriate care for their patients, and communicate clearly with patients and other healthcare practitioners, using an advanced understanding of biomedical physiology and pathology.
- Synthesize knowledge from different sources, engage in original scientific and scholarly inquiry, think critically and creatively, and communicate their ideas to different audiences.
- Utilize the resources necessary to further develop their knowledge, skills and attitude, as lifelong learners of Chinese Medicine.
- Actively and constructively engage with the greater Chinese Medicine community, advancing the profession and contributing to the development of future generations.
- Assess, measure and monitor their patients' conditions, and document their work appropriately in order to communicate effectively with other healthcare practitioners, as well as work with insurance companies, worker's compensation and personal injury cases.



## GENERAL INFORMATION

The Academy of Chinese Culture and Health Sciences is located in vibrant Oakland, California, just across the bay from San Francisco. The Academy campus is near Oakland's City Center, and is easily accessed by the Bay Area Rapid Transit (BART) public transportation system. It is within two blocks of federal, state, and city government buildings, within a few blocks of Oakland's growing Chinatown community, which has an abundance of restaurants, shops, and herbal pharmacies. Also within walking distance are bookstores, copy shops, cafes, and many businesses, which represent Oakland's rich ethnic diversity.

The Academy's facilities provide lecture classrooms, a teaching clinic, an herbal pharmacy, a library, a computer room, administrative offices, and lounges for faculty and students. Didactic courses are taught using white boards, projectors, anatomical models, and other media devices, such as Chromebooks. The Academy's distance education courses are taught using NEO Learning Management Software and Zoom. Clinical training materials include acupuncture needles, moxibustion, cupping devices, and diagnostic medical equipment, such as stethoscopes and sphygmomanometers.

The Academy offers DAOM courses both through distance education and through hands-on courses that require physical, on-site, classroom attendance. The DAOM education courses may be comprised of in-person and/or online-synchronous and/or online-asynchronous learning courses. Students will participate in in-person and online learning activities simultaneously, in real-time and asynchronously. In-person synchronous learning requires students to complete the courses according to published course expectations and deadlines and engage in learning activities together at scheduled times and in the same physical location with the instructor and students. Course activities and assignments typically facilitate synchronous engagement with other students. Instructors provide substantive formative and summative feedback in real-time and at regular intervals within the defined academic term to promote development that aligns with the published course expectations and deadlines.

The school maintains limited parking facilities. Reasonably-priced parking is available nearby. However the school is located one block from two nearby BART stations.

## LIBRARY

The library is divided into two sections (Chinese and English) with a total of 3,200 volumes of traditional Chinese medical and related publications. It is open five days a week. Students can borrow books with their student ID cards. Students can also do individual research or have group study in the reading rooms. Computers, TV, a copier, periodicals, and dictionaries, as well as videos and slides are available for student and faculty use.

## LIVING AND HOUSING COSTS

There is no on-campus or dormitory housing, but the Academy in downtown Oakland is five miles from Berkeley and in the heart of the East Bay. Both Oakland and Berkeley have ample rental units available at a reasonable cost - from \$500 (shared housing) to \$1100 (studio apartment). The Academy bears no responsibility in assisting a student with housing, yet the Academy maintains a small bulletin board for a shared housing network as well as other community and professional listings.

## THE NEIGHBORHOOD: OAKLAND, CA

- #1 Most exciting city in the US – Movoto (2013)
- #8 Top destination in the US – Lonely Planet (2015)
- #2 Best Small Business Cities in America – Biz2Credit (2016)
- #6 Top 10 Cities with Highest Healthiest Cities Scores – Sperling Report Card (2015)
- #6 Best Rising Star Destination – Huffington Post
- #5 Hippest City in the US – The Thrillist
- #5 Place to go in the World – New York Times
- #9 Most walkable large city in the US – Walkscore.com
- Oakland Named the Most Diverse City in America – Priceonomics, December 15, 2014
- 20 Best Cities in America for Bicycling – Redfin
- No. 5 Best Cities for Foodies – Nerd Wallet
- #2 Best Mid-sized American Cities of the Future – FDI Magazine



#### INSTITUTIONAL FISCAL DISCLAIMER

ACCHS has no pending petition in bankruptcy, is not operating as a debtor in possession, has not filed a petition within the preceding five years, and has not had a petition of bankruptcy filed against it within the preceding five years.

#### FINANCIAL AID (School Code :G32883)

The Academy provides access to several Title IV financial aid programs. Federal Direct Loans and Work-Study may be utilized by MSTCM and DAOM degree-seeking students who qualify. Eligibility for ACCHS SFA programs is based on completion of the FAFSA (Free Application for Federal Student Aid). A student must enroll at least half time to be eligible for Financial Aid at ACCHS.

If you obtain a loan to pay for an educational program, you will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If you default on a federal loan, the federal government or a loan guarantee agency may take action against you, including garnishing an income tax refund; and you may not be eligible for any other government financial assistance at another institution until the loan is repaid. You have the right to cancel and obtain a refund of charge paid through attendance at the first class session, or the seventh day after enrollment, whichever is later. You can do this by submitting your written intent to cancel by email ([admissions@acchs.edu](mailto:admissions@acchs.edu)), mail (1600 Broadway, Suite 200, Oakland, CA. 94612), fax (510-834-8646), or hand delivery.

The institution shall provide a pro rata refund of nonfederal student financial aid program moneys paid for institutional charges to students who have completed 60 percent or less of the period of attendance. The unused portion of tuition will be calculated, based on clock hours paid for versus clock hours passed. You will be charged from the first day of school until the last day of attendance, including the classes not attended in between and the documented cost of any books or equipment that were not returned. If you have received federal student financial aid fund, you are entitled to a refund of moneys not paid from federal student financial aid program funds.

#### VETERANS BENEFITS

Students who are veterans may receive the appropriate related benefits. Contact an Academy administrator or advisor for more information. This institution will conduct an evaluation of previous education and training per CFR 21.4256(d)(3), grant appropriate credit, shorten the veteran or eligible person's duration of course proportionally, and notify the VA and student accordingly. This evaluation must be completed within the first two terms during which one received veteran educational benefits. If not completed in a timely manner, the student will not be certified again until the evaluation is complete. Eligible veteran students are exempt from related late fees found on page 22 of this catalog.

## DAOM OVERVIEW

### WHY FOCUS ON THE CLASSICS?

The primary goal of most Chinese Medical physicians is to address the root and branches of a patient's condition, with the intention of helping to facilitate a positive health outcome. In working towards this goal, the study and practice of Chinese Medicine can take on many forms and be guided by diverse philosophies. Two such philosophies are the ideal of the technical expert, who strives towards skillful application of useful protocols, and that of the scholar physician, guided by clinical reasoning based on principles.

By learning protocols, a clinician learns to apply useful treatments to general conditions. Over time most clinicians will have compiled a mental "cheat-sheet" of a number of protocols that they find to be most effective and reliable, and these serve as important tools in their clinical arsenal.

By focusing on the application of principles, a Chinese Medicine practitioner learns how to think. They will thus be able to respond to the specific circumstances of each clinical encounter with intelligence and creativity. In this way, medical practice is spontaneous and insightful, and every clinical outcome serves to refine one's understanding of the application of those theoretical principles.

These principles, or "rules" of Chinese Medicine, that have guided its thought and practice for roughly 2,000 years, were laid out in the Classical texts of the Han Dynasty. These rules are not simply statements to be memorized, but rather inform a worldview that allows us to frame health and disease in a unique and imminently useful way. Furthermore, learning the rules of the system will often allow a practitioner to deduce why or when an empirical approach or protocol is indicated, and so techniques that are generally useful can be employed more deliberately and with greater specificity.

The goal of learning from the Classics is to become a superior physician, who practices Chinese Medicine according to a deep understanding of its tenets, fulfilling the dual role of benefiting patients and carrying forward a rich tradition.

### WHY FOCUS ON TREATING PAIN CONDITIONS?

In the US, pain is one of the primary reasons patients seek medical treatment, and musculoskeletal complaints currently account for 30% to 50% of all visits to acupuncturists. The systemic problems in the way pain is managed and treated serve to emphasize the role that acupuncture and Chinese Medicine can play in improving the lives of our patients and communities who struggle with pain.

Pain has many sources, and many of them respond very well to the traditional approaches of Chinese Medicine. There are also other sources of pain that do not adequately fall into the categories of internal or external disease, and are not always alleviated through local-channel-distal acupuncture methods. By developing their understanding of the anatomical, physiological (both Chinese and biomedical) and neurological sources of pain, and of ways in which this refined knowledge can inform the use Chinese Medicine's traditional modalities, our candidates will be able to more precisely assess, and more skillfully treat the roots of their patients' pain conditions.

In addition, the transition to national healthcare that will take place over the next few years will see more worker's comp, personal injury and MD-referred cases, dealing primarily with musculoskeletal issues. Learning to diagnose, treat and chart according to standards set up for this multi-disciplinary style of healthcare will prove invaluable for DAOM candidates.



## ADMISSIONS

### ADMISSIONS STATEMENT

The Academy is committed to a policy of equal opportunity. Admission is open to all qualified applicants. Equal educational opportunities will be provided to all persons, regardless of race, religion, gender, national origin, marital status, sexual preference, age, or physical handicap.

Candidates for admission are considered in the order in which their applications are completed. The Admissions Committee does not grant full admission to an applicant until all required information has been received by the Academy. Prospective students are encouraged to visit the school and discuss educational plans with the Admissions office. As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you signing an enrollment agreement.

The Academy seeks and prioritizes applicants who wish to study traditional Chinese medicine within the context of Chinese philosophy and Chinese culture. A personal commitment to the study and practice of the medical arts, combined with a sound undergraduate and post-graduate academic background, are qualities common to the Academy student body. The Academy's DAOM curriculum is now presented in English only. Students participate in lectures and clinical training four days per month for the entire program. Several options exist for clinical training, including an internship at the ACCHS clinical facility.

**English program:** Friday, Saturday, Sunday, Monday (one weekend per month). Some online-asynchronous courses available.

The Academy's program supports the professional development of working adults by offering the option of either full-time or part-time studies. (note- there is no specifically designated part-time track).

**Part-time studies** - It is possible to complete the DAOM program on a part-time basis. Part-time students will take the same courses as full-time students; however part-time students may be precluded from participating every month. Each complete course will be completed during the designated weekend of the designated month. If a student registers for a particular weekend, they must complete the weekend and the courses associated in order to receive credit for the course. A part-time student can register to participate during the months in which they are registered. By comparison, a full-time student will attend every month. All courses must be completed within 4 academic years.

### OPEN HOUSE

Several times a year, the Academy hosts an Open House, which gives prospective students the opportunity to receive pertinent school information and to experience the school first hand. Prospective students are invited to participate in special informational seminars and campus tours. For exact dates, contact the Academy administration offices or visit the Academy website.

### ADMISSIONS FOR FOREIGN STUDENTS

1. The Academy accepts foreign students and is approved under the United States Department of Justice to enroll non immigrant alien students (USCIS school file number SFR 214F 1515 [E-21]). As an academic institution of higher education, the Academy is authorized to issue a Certificate of Eligibility, Form I-20 for F-1 student status. Visa services are not provided by the Academy, and the Academy will not vouch for student status and any associated charges.
2. Foreign students interested in enrolling at the Academy must comply with all admissions requirements listed under Admission Requirements section of this catalog.
3. Foreign students must also submit a Declaration of Finance form to be completed by their bank. This document must show sufficient financial resources, with a minimum of US \$20,000 for one academic year to cover education and living costs.
4. If written in a foreign language, foreign students must have their official transcript(s) accompanied by a certified document providing English translation of course names, hours and grading system. College work completed outside of the United States must be evaluated by a foreign transcript evaluation agency.

The Academy currently recommends the following evaluation agencies:

#### **International Education Research Foundation Inc.**

P.O. Box 3665  
Culver City, CA. 90231-3665  
Tel: 310-258-9451, Fax: 310-342-7086  
Email: [info@ierf.org](mailto:info@ierf.org)  
Web Site: <http://www.ierf.org>

or

#### **Educational Records Evaluation Service**

601 University Avenue, Suite 127  
Sacramento, CA. 95825-6738  
Tel: 916-921-0790, Fax: 916-921-0793  
Email: [edu@eres.com](mailto:edu@eres.com)  
Web Site: <http://www.eres.com>

5. A \$200 nonrefundable application fee and \$200.00 deductible admissions deposit fee.
6. All I-20 foreign students are required to enroll full-time, which is defined for the purposes of immigration as a minimum of 12 trimester units each term. Questions regarding visa status, accommodations, etc. should be directed to the Admissions office.

## ADMISSIONS REQUIREMENTS

Applicants are beyond the age of compulsory school attendance in the state of California. However, applicants must have the recognized equivalent of a high school diploma and must have completed sufficient undergraduate and graduate studies to undertake the advanced, specialized post-graduate, DAOM education. Applicants who possess a masters degree in acupuncture and herbal medicine, respectively, satisfy the prerequisite courses listed in Category A.

### General Education

General education for the DAOM program consists of the courses that must be fulfilled as part of a curriculum in a professional acupuncture and herbal medicine program, courses leading to a Master's degree from an ACAHM accredited institution, including courses in:

- Acupuncture medical theory, diagnosis, and treatment techniques in acupuncture and related studies;
- Herbal studies; clinical training; and biomedical clinical sciences.

Total minimum for Category A: 146 units / 2625 hours in a professional acupuncture and herbal medicine medical curriculum.

**A.** Applicants must have successfully completed a professional acupuncture and herbal medicine curriculum and have a Master's degree in acupuncture and herbal medicine from an ACAHM accredited institution. Applicants may possess a license in acupuncture through the California Acupuncture Board or a Diplomate of Medicine from the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM).

**B.** Applicants must have a GPA of at least 2.7 (B-) in all prerequisite course work and at least a 2.3 (C+) in any individual course if transferring from another DAOM program.

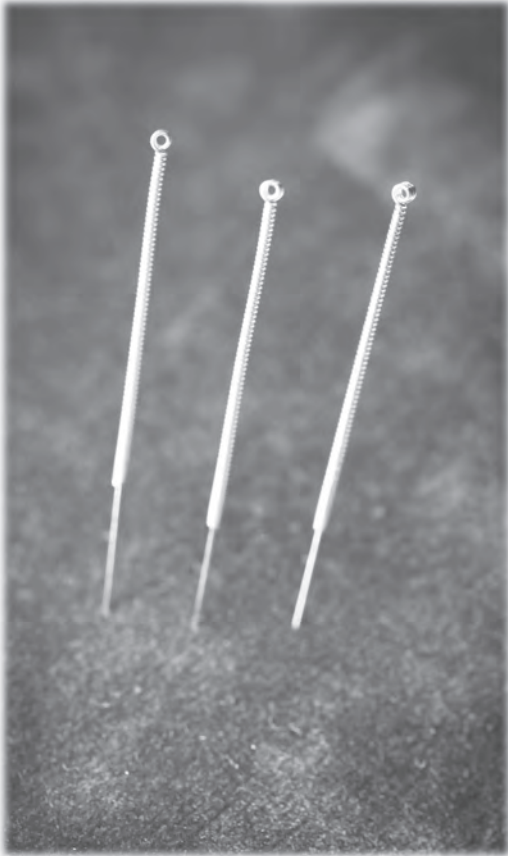
### C. English Language Proficiency Requirement:

The Academy requires that students maintain English proficiency for successful didactic and practical clinical training purposes. Students may complete the Test of English as a Foreign Language (TOEFL), the International English Language Testing System exam (IELTS), Duolingo English Test, China Standard of English Language (CSE), Cambridge First Certificate in English (FCE), Cambridge English Advanced (CAE), Common European Framework Reference (CEFR), Occupational English Test (OET), or Pearson Test of English (PTE) Academic.

The applicant must have one of the following assessments at the required level:

Assessment Tool	Acceptable Score
TOEFL iBT	Total: 61
IELTS, Academic Format	Overall band: 6
Duolingo English Test	90
China Standard of EL	CSE 6
Cambridge First Cert.	C
Cambridge English Adv.	C
CEFR	B2
OET	250, C
Pearson Test of English	Overall: 45

The Academy requires that English and Chinese program applicants meet the TOEFL or IELTS requirements at the time of admission. A student may be exempt from the English language assessment exams if they have successfully completed a two-year (60 semester credits or 90 quarter credits) baccalaureate level or graduate level education in an institution accredited by an agency recognized by the U.S. Secretary of Education. The Academy requires that DAOM program applicants meet the TOEFL or IELTS requirements at the time of admission.



In addition to admissions requirements for the DAOM program, the following criteria applies:

- A. Applicants must have a GPA of at least 2.7 in all course work and at least a 2.3 in any individual course if transferring from another DAOM program.
- B. The application process requires the following:
  1. File a completed application form with a \$100 application fee, (\$200 for foreign students) and two (2) passport-sized color photos.
  2. Submit an updated resume, which outlines educational and professional development.
  3. Submit a typed, full page, single-spaced statement of purpose essay, which explores his/her personal reasons for wanting to study and practice Chinese medicine.
  4. Ensure that official transcripts, documenting all previous post-secondary education credit applicable to Academy admissions requirements, **display credit units/class hours** and are **sent directly to the Academy**.
  5. Two letters of recommendation.
  6. In the process of admissions application, an admissions interview may be arranged.
  7. Accepted applicants will be notified of the Admissions Office's decision in writing.
  8. An admissions packet will be provided prior to registration.

The admissions office will not consider an application from a student who has been dismissed from any school for legal, ethical, or moral reasons.

Under certain circumstances, ACCHS may consider DAOM applicants who do not meet all the above criteria. Candidates who do not meet the above criteria will be evaluated on a case-by-case basis.

After receiving and reviewing all submitted documents, the DAOM Admissions Committee will schedule an interview with the applicant. This interview may be held in person, or by phone, and will assess the applicant's aptitude, interest, and capacity to complete the program.

*If the Academy or the U.S. Department of Education has reason to believe an applicant's high school completion is not valid, the applicant must submit documentation from the secondary school that confirms the validity of the student's diploma. The Academy is required to confirm with the department or agency in which the applicant's secondary school is located that the high school completion is from a recognized provider of secondary school education.*

### STRF (Student Tuition Recovery Fund)

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 1747 North Market Blvd., Suite 225, Sacramento, CA 95834, Phone: (916) 574-8900 or Toll Free: (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

### ADMISSIONS FOR NON-MATRICULATED STUDENTS

Non-matriculated students who wish to take courses for either credit or audit, must satisfy all of the ACCHS DAOM program admissions requirements before enrollment can occur. Audit may not occur unless a student has already successfully passed the DAOM course, for which they would like to audit, as for-credit, and they would like to retake the identical course for supplemental enrichment.

### TRANSFER CREDIT POLICIES

The Academy has not entered into an articulation or transfer agreement with any other college or university.

The Academy may grant academic credit for a DAOM curriculum course taken previously, provided it was completed at:

- a university or college accredited by an agency recognized by the U.S. Secretary of Education;
- a post-secondary educational institution approved or authorized by an appropriate governmental agency in the jurisdiction in which it is located, or
- a program approved by the California Acupuncture Board and accredited by ACAHM and if the course name, credits, and necessary course descriptions indicate that the course meets the requirement of the Academy.

Up to 20 credits may be awarded for coursework and clinical instruction completed successfully at another DAOM school or college which is accredited by ACAHM.

Any student who wishes to transfer prior credit must submit a blue, Transfer Credit Request form for Admissions Committee review and approval within the first year of enrollment in the program.

In addition:

- Courses must be completed with a grade of 2.5 (C+) or better;
- Courses completed at foreign institutions must first be evaluated by a foreign transcript evaluation agency. Foreign courses may be transferred only upon the approval of the Admissions Committee;
- Any student who wishes to transfer prior credit must submit a written Request Form for Admissions Committee review and receive approval within the first year of enrollment in the program.

In addition:

Courses must be completed with a grade of 2.5 (C+) or better;

Courses completed at foreign institutions must first be evaluated by a foreign transcript evaluation agency. Foreign courses may be transferred only upon the approval of the Admissions Committee.

### TRANSFER CREDIT FOR EXPERIENTIAL PROFESSIONAL LEARNING

Due to the specialized nature of the DAOM program curriculum, the Academy does not accept experiential professional learning transfer credit. Currently, there are no professional evaluation organizations that maintain assessment or testing procedures for DAOM level courses.

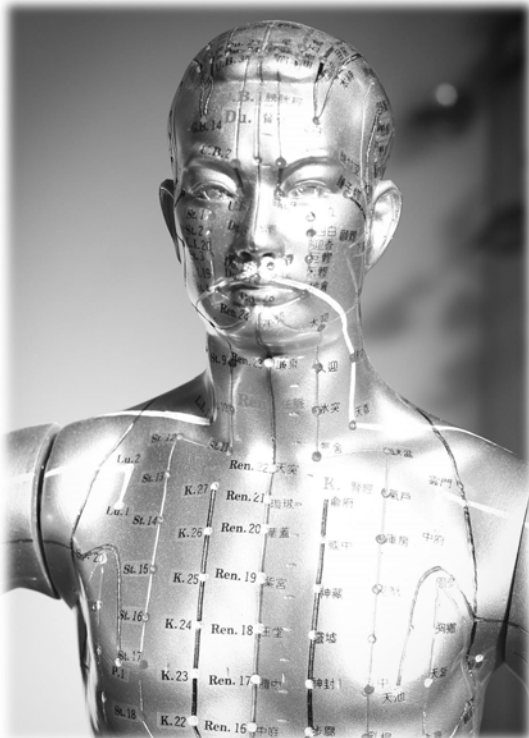




## REGISTRATION

### REGISTRATION STATEMENT:

1. Registration for freshmen and transfer students is held during New Student Orientation week. Continuing students must register during their designated time, beginning three weeks prior to the end of each trimester. Each student will be provided with a registration packet, which includes all registration and academic advising information. Late registration fees may apply.
2. All students who wish to register must fill out registration forms, which are distributed prior to registration, and register with the approval of the program administrator.
3. Students can register for advanced courses: once completion of corresponding prerequisite courses has been verified; once the previous trimester's tuition has been fully paid; and with receipt of clinical training requirement materials.
4. Students who do not register during the announced designated time will be required to pay a late registration fee of \$30.00.



### ADD / DROP CLASSES:

Students may add and drop courses, without charge, during the first week of school, with approval from the administration. A fee of \$50 will be charged each time thereafter. All add / drop requests must be submitted in writing to the administration office for processing. See the Academic Calendar for exact drop deadline dates.

### CANCELLATION OF ADMISSIONS OR REGISTRATION:

The Academy reserves the right to cancel the admission or registration of individuals whose attendance at the Academy, in the opinion of the appropriate administrative officers and faculty, is not mutually beneficial to that person and to the institution.

Applicants must submit all academic records from all other institutions attended for an academic performance evaluation. If it is proven that an applicant has gained admission to the Academy through incomplete or fraudulent credentials, or that there are misrepresentations in the written application for admission, the individual may have his/her:

1. admission and registration canceled without any refund;
2. total credit rescinded that was earned following such admission; and
3. future registration at the Academy prohibited.

The Admissions Committee has the right to verify the accuracy of transcripts/documents. If it is determined that a student sought admission on the basis of incomplete or fraudulent credentials or misrepresentations in the written application for admission, the student will be notified in writing of the admissions office's intention to take one or all of the above actions.

The student has ten days thereafter to reply in writing. The admissions office will then make a determination and recommend appropriate actions to the president. Subsequently, the student will be notified in writing of the action to be taken. The student may file a written appeal to the president within ten days. The president's decision is final.

## CURRICULUM

### THE DOCTORATE OF ACUPUNCTURE AND ORIENTAL MEDICINE

The Doctorate in Acupuncture and Oriental Medicine program is a three academic year professional degree curriculum designed to provide an advanced, clinically-oriented program of study based on a foundation of Classical Chinese medicine and integrated orthopedics and pain management. The Academy's DAOM program can be completed in two calendar years/ three academic years by full-time students. The DAOM program curriculum will demonstrate an elevated competency in consultation and collaboration, the interaction between the Oriental medicine practitioner and others, including patients and health care professionals. The DAOM program curriculum will demonstrate competency in clinical supervision, clinical teaching with the goal of enhancing the supervisee's competencies. The DAOM program curriculum will demonstrate a broader understanding of clinical practice management, which consists of those activities, including practical aspects that direct or organize the provision of patient care services. The DAOM program curriculum will demonstrate a greater understanding of procedures relating to evaluation and research, enabling graduates to become critical consumers of the body of professional literature. These competencies will compliment the graduate's abilities to engage the clinical research project in Oriental medicine.

The Academy's DAOM curriculum relates directly to its purpose and objectives by offering a comprehensive advanced and specialized education in traditional Chinese medicine (TCM). The curriculum covers all the core areas of TCM as defined by state, national, and Chinese TCM college standards. Throughout the curriculum, there is continual emphasis on the interrelating influences of Chinese medicine and culture, as noted by the inclusion of more in-depth classes: the four classics of TCM -- Nei Jing, Shang Han Lun, Jin Kui, and Wen Bing; Philosophy of Chinese Medicine; Advanced integrated Orthopedics and pain management.

### UNIT / CLOCK HOUR CONVERSION

One academic unit is equal to 15 hours of didactic instruction or 30 hours of clinical instruction. Clinical studies receive half the units of lecture instruction hours; because, clinical studies require less outside preparation.

### TIME CONSTRAINTS AND LIMITATIONS

The Doctor of Acupuncture and Oriental Medicine curriculum is a three academic year program. The program can be accomplished within two years/24-months of full-time studies. Instruction within the academic program is presented over six consecutive terms consisting of three 15-week trimesters per each calendar year. All credit earned is awarded in terms of trimester units.

A student may elect to engage in part-time studies. In this case, a study plan will be designed to ensure that the program can be completed within the desired time period. For the Doctor of Acupuncture and Oriental Medicine degree to be awarded, students are required to complete all studies within four years of initial matriculation.

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at the Academy of Chinese Culture and Health Sciences is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the DAOM degree you earn in the DAOM program is also at the complete discretion of the institution to which you may seek to transfer. If the DAOM degree that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending the Academy of Chinese Culture and Health Sciences to determine if your DAOM credits will transfer.



### ACCHS DAOM Curriculum

Within the Didactic portion of the ACCHS DAOM Program, students must fulfill a minimum number of hours in 3 distinct categories, and reach a minimum of 600 hours total. There will be some variation in courses offered from one cycle to the next, which is why more hours are listed below than the minimums required. Some of the courses below may not be offered within any 2-year cycle, and other courses not listed may be offered in their place. Any courses offered in the program are selected because they fit the areas of specialization, and fulfill the programmatic learning objectives. If a student has to miss a particular course, either the same course or a new course within the same category will be offered within the ensuing 2-4 years, guaranteeing the student will have the opportunity to meet the didactic minimums of the program.

Futhermore, if a didactic class is offered and a student does not require the didactic units to satisfy the minimum requirements of the program, they may take that course and write a clinical analysis of it for Clinical Professional Development credit (counting against their Clinical Minimums).

### Didactic (600 Hours)

#### **Ortho and Pain Management (OP) - minimum of 13 units / 195 hours required**

	Code	Course Name	Units	Hours
<b>Foundational</b>	OP101 PT101	Intro to Acupuncture Physical Medicine	2	30
	OP102 PT102	Intro to Tung Acupuncture	1	15
	OP103 PT103	Intro to Functional Assessment	0.5	7.5
	OP104 PT104	Introduction to Classical Anatomy: Jing Jin	2	30
	OP105 PT105	Intro to Neurovascular Acupuncture	1	15
<b>Intermediate / Advanced</b>	OP121 PT121	Tung Acupuncture: Application of Neijing and Nanjing Treatment Strategies	1	15
	OP122 PT122	Tung Acupuncture for Pain Conditions	1	15
	OP123 PT123	Tung Acupuncture for Internal Medicine	1	15
	OP124a PT124a	Orthopedic Acupuncture: Head, Neck and Thorax	1	15
	OP124b PT124b	Orthopedic Acupuncture: Hands-On Practice I	0.5	7.5
	OP124c PT124c	Orthopedic Acupuncture: Anatomy for Acupuncturists I	0.5	7.5
	OP125a PT125a	Orthopedic Acupuncture: Shoulder, Arm and Hand	1	15
	OP125b PT125b	Orthopedic Acupuncture: Hands-On Practice II	0.5	7.5
	OP125c PT125c	Orthopedic Acupuncture: Anatomy for Acupuncturists II	0.5	7.5
	OP126a PT126a	Orthopedic Acupuncture: Lumbo-Sacral Spine	1	15
	OP126b PT126b	Orthopedic Acupuncture: Hands-On Practice III	0.5	7.5
	OP126c PT126c	Orthopedic Acupuncture: Anatomy for Acupuncturists III	0.5	7.5
	OP127a PT127a	Orthopedic Acupuncture: Buttock, Hip, Thigh and Knee	1	15
	OP127b PT127b	Orthopedic Acupuncture: Hands-On Practice IV	0.5	7.5
	OP127c PT1247c	Orthopedic Acupuncture: Anatomy for Acupuncturists IV	0.5	7.5
	OP128a PT128a	Orthopedic Acupuncture: Calf, Ankle, Foot	1	15
	OP128b PT128b	Orthopedic Acupuncture: Hands-On Practice V	0.5	7.5
	OP128c PT128c	Orthopedic Acupuncture: Anatomy for Acupuncturists V	0.5	7.5
	OP171 PT171	Exercise Therapy for Acupuncturists	0.5	7.5
	OP172 PT172	Tuina for Orthopedic Conditions	1	15
OP177 PT177	Jing fang for chronic pain and neurological disorders	1	15	
OP178 PT178	Neurovascular Acupuncture II	1	15	
OP179 PT179	Classical Needling and Imperial Chrono-Acupuncture Applications	0.5	7.5	
OP180 PT180	Motor Point Needling Applications	0.5	7.5	

#### **Classical Foundations (CF) - minimum of 13 units / 195 hours required**

	Code	Course Name	Units	Hours
<b>Foundational</b>	CF201 PT201	Introduction to the Neijing and Nanjing	0.5	7.5
	CF202 PT202	Introduction to the Shanghan Lun: History and Text	0.5	7.5
	CF203 PT203	Introduction to the Shanghan Lun: Liu Jing Theory	0.5	7.5
	CF204 PT204	Introduction to the Shanghan Lun: Formula Presentations	1	15
	CF205 PT205	Historical Schools of Chinese Medicine I	1	15
	CF207 PT207	Introduction to Sa'am Acupuncture	1	15
	CF208 PT208	Introduction to Shen-Hammer Pulse Diagnosis	1	15
	CF209 PT209	Introduction to Classical Chinese Medicine	0.5	7.5
	CF210 PT210	Introduction to Classical Chinese Physiology	0.5	7.5
	CF211 PT211	Introduction to Wu Yun Liu Qi	1	15



Intermediate / Advanced	CF221	PT221	Historical Schools of Chinese Medicine II	1	15
	CF222	PT222	Shanghan Lun: Six Syndrome I	1	15
	CF223	PT223	Shanghan Lun: Six Syndrome II	1	15
	CF224	PT224	Shanghan Lun: Six Syndrome III	1	15
	CF225	PT225	Shanghan Lun: Six Syndrome IV	1	15
	CF226	PT226	Shanghan Lun: Six Syndrome V	1	15
	CF227	PT227	Shanghan Lun: Six Syndrome VI	1	15
	CF228	PT228	Sa'am Acupuncture II	1	15
	CF229	PT229	Shanghan Lun: Formula Presentations II	1	15
	CF230	PT230	Shanghan Lun: Formula Presentations III	1	15
	CF231	PT231	Shanghan Lun: Formula Presentations IV	1	15
	CF232	PT232	Shen-Hammer Pulse Diagnosis II	1	15
	CF233	PT233	Shen-Hammer Pulse Diagnosis III	1	15
	CF234	PT234	Classical Chinese Physiology II	0.5	7.5
	CF235	PT235	Classical Chinese Physiology III	0.5	7.5
	CF236	PT236	Wu Yun Liu Qi II	1	15
	CF237	PT237	SHL Pulses and Presentations	1	15
	CF274	PT274	Physiology and Pathology of Ministerial Fire	0.5	7.5
CF275	PT275	Chinese Medical Psychology	1	15	

### Research and Integration - minimum of 6.5 units / 97.5 hours required

	Code	Course Name	Units	Hours
Foundational	RM301	Medical Documentation and Report Writing	1	15
	RM302	Case Research and Presentation I	0.5	7.5
	RM303	The Science of Acupuncture	1	15
	RM304	Research Methodology and Intro to Capstone I	0.5	7.5
	RM305	Research Methodology and Intro to Capstone II	0.5	7.5
	RM306	Research Methodology and Intro to Capstone III	0.5	7.5
	RM307	Research Methodology and Intro to Capstone IV	0.5	7.5
	RM308	Research Methodology and Intro to Capstone V	0.5	7.5
	RM309	Research Methodology and Intro to Capstone VI	0.5	7.5
	RM310	Professional Ethics	0.5	7.5
	RM 311	Pedagogy in CM	0.5	7.5
	RM 312	Integrative Case Management and Herb-Drug Interactions	1	15
	RM 313	Advanced Diagnostic Studies	0.5	7.5
	RM314	Comparative Medical Systems	1	15
Intermediate / Advanced	RM321	Capstone Development I	0.5	7.5
	RM322	Capstone Development II	0.5	7.5
	RM323	Case Research and Presentation II	0.5	7.5
	RM324	Case Research and Presentation III	0.5	7.5

### Clinical (650 Hours)

For the Clinical component of the program, there are several categories and minimum requirements for each, while reaching 650 hours of clinical experience.

#### Clinical Training (240 to 590 hours)

Students must fulfill a minimum of 60 hours of observership training in each specialization.

Students must fulfill a minimum of 60 hours of internship.

Students must fulfill a minimum of 60 hours of externship, or which a minimum of 30 hours must be in a field other than TCM (Integrative).

#### Professional Development (60 to 410 hours)

A number of different activities are possible to fulfill Professional Development hours. These are found in the Clinical Training Outline.

## FINANCIAL INFORMATION (FEES AND EXPENSES)

Application Fee (nonrefundable):		
U.S. Resident		\$100.00
Foreign Student		200.00
Transfer (Transcript) Analysis (NON-REFUNDABLE)		50.00
Admissions Deposit for Foreign Student (deductible)		300.00
Registration Fee: (NON-REFUNDABLE)		100.00
STRF (NON-REFUNDABLE)		.00 / \$1,000 tuition
Facility Fee		25.00
Credit Card Processing Fee (NON-REFUNDABLE)		1% on all transactions
Graduation Fee / Graduation Processing Fee		200.00
Capstone Project Review		200.00
Tuition Fees for Credit:		
Didactic Course Instruction		318.00 / unit
Clinic Instruction		21.20 / hour
Malpractice Insurance for Clinic		40.00 / trimester
Transfer Credit Processing Fee:		30.00 / per unit
Late Registration Processing Fees		30.00
Late Tuition Payment Fee		30.00
Late Installment Payment Fee		30.00
Monthly Installment Interest:		10% / year
Add / Drop Fee (after one week of class teaching)		50.00 per form
Challenge Exam		70.00/ unit
Returned Check		25.00 each
Transcript Fee:		
Official Copy		10.00 each
Official Copy (certified mail)		15.00 each
(two business day turnaround and two-day priority postage)		30.00 each
Unofficial Copy		5.00 each
Fee for Additional Copy of Diploma:		
With Cover		50.00 each
No Cover		30.00 each
Letter of Recommendation or Verification		5.00 / each
Library Fee:		
Overdue Charge Per Day		0.25 / each book
Damaged Book		20.00 / each item
Lost book		Replacement Price of Original Text
Student ID Replacement		10.00
Student Document Copy Fee		30.00

NOTE: To graduate or be issued a transcript, all fees, current and due, must be paid in full.

Doctor of Acupuncture and Oriental Medicine Program:	
<b>Total Charges for a Period of Attendance (based on 12 units without clinical training hours):</b>	Tuition \$3,941.00
<b>Estimated Schedule of Total Fees - DAOM Program:</b>	Tuition \$26,500.00
	Fees \$1,000.00
	(Total: \$27,500.00)

The Academy reserves the right to raise or lower tuition or fees and the regulations governing them whenever deemed necessary by the governing board of directors of the Academy. The Academy reserves the right to change any or all fees, in which case 30 days prior notice will be given.

Tuition may be increased during the program at a rate similar to that of the national cost of living index increase; students should budget such a raise accordingly.

#### OTHER EXPENSES

In addition to the fees and estimated expenses outlined, when preparing a budget, all students should consider the costs of textbooks, housing and meals, health, transportation and miscellaneous expenses.

#### PAYMENT OF TUITION AND FEES

Students should be prepared to pay all tuition and fees each term at registration. All checks must be made payable to "ACCHS." Low-interest installment agreements are available to students experiencing financial difficulties. The down payment is one third (1/3) of the total amount. Students who do not pay in full or complete their installment contracts are ineligible to register for the following term, graduate, or receive transcripts of academic credit. Students will be charged \$30 for each late installment and the monthly interest is based on 10% annual interest. The processing fee for each returned check is \$25.



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## TUITION REFUND POLICIES

Calculation of refunds is done based on clock hours paid for versus clock hours passed at the time of the withdrawal or dismissal. A student may withdraw and obtain a refund at any time before they have completed 60% or less of the instruction for any DAOM course. Detailed explanation of these policies follows:

For refund purposes, an accepted applicant may only terminate enrollment in person or by certified mail. Termination notices received by mail take effect on date of postmark.

### *Full refund period - Cancellation after enrollment*

When an accepted student has notified the Academy of intent to enroll by paying registration fees, the student will be considered enrolled with the newly entered class. A student has the right to cancel the enrollment agreement and obtain a refund of charges paid through attendance at the first class session of the first DAOM program course/weekend or the seventh day of enrollment, whichever is later. After the first class session of the DAOM program course/weekend, a student can obtain a refund for clock hours not attended any time before they have completed 60% or less of the instruction for any DAOM course.

### *Cancellation after the full refund period*

If a student cancels after the first class session of the first DAOM program course/weekend, the Academy is entitled to retain the registration fee, but will refund other moneys paid according to the refund policies below.

### *Tuition refund after classes have begun*

A partial tuition refund will be permitted if a student cancels enrollment when classes have completed 60% or less of the instruction. The unused portion of tuition will be calculated, based upon clock hours paid for versus clock hours passed, plus the drop fee of \$50.00 per form. The student will be charged from the first day of school until the last date of attendance, including the classes not attended in between. A \$50.00 drop fee per form will be applied.

### *Example of our refund policy*

After enrollment (7 units didactic), a student notified the Academy of withdrawal from all classes on the 2nd day of the first DAOM program month of the trimester. The student must pay the tuition fees for two days of classes plus the \$50.00 drop fee. The remaining portion of the paid tuition will be refunded. There are 90 clock hours of instruction left. Calculation is as follows:

$$\begin{array}{r} \text{amount paid for instruction,} \\ \text{not including registration fee} \end{array} \times \frac{\text{clock hours of instruction} \\ \text{paid for but not yet occurred}}{\text{Clock hours of instruction for} \\ \text{which student has paid}} - \text{drop fee} = \text{refund amount}$$

$$\$2,037 \quad \times \quad \frac{90 \text{ clock hours}}{105 \text{ clock hours}} \quad - \quad \$50 \quad = \quad \$1,696.00$$

*For the clinical training refund policy, please refer to the ACCHS Clinic Handbook.*

Students dismissed from the Academy for any reason will have their tuition returned according to the above schedule. All refunds are made within 30 days of cancellation of the enrollment agreement by either the student or the Academy.

### *Financial Aid Refunds*

Refunds, for students who receive financial aid to cover the costs of tuition and living expenses, who drop below their full-time or part-time status, will be returned to the lender(s) to reduce the loan debt.



## ACADEMIC REGULATIONS

Students must observe the applicable rules and regulations of the Academy. Failure to do so, may result in disciplinary action.

### ATTENDANCE AND DECORUM

Inconsistent attendance is a serious concern to the faculty and administration because it jeopardizes a student's eligibility to obtain licensure in many states, restricts the depth and scope of an individual's educational progress, and often results in only achieving the institution's minimum requirements, only achieving levels of professional development below the student's potential.

Faculty are required to take and record daily student attendance. Students who miss more than three classes must make an appointment with the administration within five days to assess their attendance problem. The administration may allow students with absences totaling less than five classes to return to class, depending on their mitigating circumstances. Otherwise, an "F" grade will be assigned and the course must be repeated. Three tardies will be counted as one absence. Using attendance forms provided by the administration office, instructors are directed to track and report any student attendance deficiencies by the middle of each trimester.

The Academy emphasizes the importance of knowledge of the healing arts, as well as maintaining respectful and ethical conduct. It is important to remember that in the classroom as well as in the clinic, decorum is an integral part of the learning process. Tardiness, absence, inappropriate attire, poor attitude, eating during class, etc. are viewed as showing a lack of respect and may be grounds for disciplinary action.

### COURSE GRADES

Grading is done on the four-point system, and their interpretations are as follows:

Grade	Interpretation	Grade Point	Equivalent %
A		4.0	94 - 100
A-	Excellent	3.7	90 - 93
B+	Good	3.3	87 - 89
B		3.0	83 - 86
B-	Moderate	2.7	80 - 82
C+		2.3	77 - 79
C (CR)	Minimum Passing	2.0	73 - 76
C- to D-	Fail	1.7 - 0.7	60 - 72
F (NC)	Fail	0.0	0 - 59
In	Incomplete	0.0	0
P	Pass		
F	Fail	0.0	

Individual instructors may grade certain courses on a CR/NC basis (Credit / No Credit). A "No Credit" will be included in an individual's grade point average as 0.0. A "Credit" will be reflected in the GPA as a 2.0 and will be counted as completed credit. A failed course must be repeated and passed before the student enrolls in any course for which the failed course is a prerequisite.



### GRADE OF INCOMPLETE

For a didactic course in which the student fails to complete required work before the end of term, the instructor may optionally assign an Incomplete as an alternative to a grade of Fail only if:

- the student requests an Incomplete credit before the end of the term;
- the student has made arrangements in writing with the instructor for completion of the course requirements by a specified date;
- the arrangement has been approved in writing by the administration; and
- the Incomplete will be converted to a grade by the beginning of the following trimester.

### AUDITING

Students may register to audit a class when they have completed all of the course prerequisites, and upon approval of the administrator. Students auditing classes must follow the general rules and regulations that apply to all students, such as those regarding attendance, decorum, student conduct, etc. Failure to abide by school rules, as an audit student, will result in disciplinary action. Under no circumstances will an audit course be converted to credit.



### LEAVE OF ABSENCE / WITHDRAWAL

A student who chooses to interrupt his or her course of study may apply to the administration for a leave of absence. Each request will be considered individually and on its own merits. Students who drop a class before the last day to drop will receive a "W" on their transcript. Students who drop after the drop date will receive an "F" grade for the course(s).

### ACADEMIC PROBATION AND DISMISSAL

Students must maintain a 2.5 grade point average (GPA) each trimester in order to maintain good academic standing. A student whose GPA falls below 2.5 will be placed on a two-trimester academic probationary period, during which the student must maintain a 2.5 GPA for each trimester within the probationary period. Any class not completed with at least a 2.3 must be retaken at the next available time. Probationary students who have maintained a 2.5 GPA for the length of the probationary period will have their probationary status removed. If a student fails to maintain a 2.5 GPA for each trimester during the two-trimester, probationary period, he/she will be dismissed from the Academy.

If dismissed, students may be considered for readmission after a significant amount of time separated from the Academy and after the student has demonstrated some or all of the following: Remedial course work at an accredited college; academic or personal counseling; or demonstration of having overcome the difficulties that led to the dismissal. Once a student is readmitted, s/he is expected to maintain at least a 2.7 trimester GPA. Failure to do so after being readmitted may result in immediate and final dismissal from the Academy.

Restriction: The course credit load of a student who has been academically dismissed or is on probation will be determined through consultation with an academic advisor.

### ASSESSMENTS

ACCHS will use a variety of assessment activities in order to determine that student learning and achievement are in line with the educational objectives. Assessments include but are not limited to, examinations, essays, in class demonstrations, projects, case studies related to didactic materials, capstone research project, observations, clinical interactions, in-class discussions and presentations.

## ACADEMIC NOTICE

A student will be put on academic notice when s/he has failed a course twice. The Academy will dismiss the student if on the third attempt s/he is unsuccessful at passing the course.

## INVOLUNTARY WITHDRAWAL

A student's continued enrollment at ACCHS is a privilege based not only on satisfactory scholastic status and adequate clinical TCM psychomotor skills, but also upon good psychological health and personal conduct. If, in the opinion of the faculty, administration and/or dean of the Academy, a student demonstrates evidence of a psychological problem, an informal meeting will be scheduled with the student to inquire into his/her conduct or attitude. Subsequent to this meeting, the administration will seek professional opinions as to the likely implications of such conduct from the Academy. If it is determined that counseling is suggested or necessary, an effort will be made to have the student attend counseling on a voluntary basis. However, refusal to obtain counseling, initially or on a subsequent basis, shall be cause for involuntary withdrawal from the Academy. The administration shall inform the student, in writing, of the effective date of the involuntary withdrawal.

## STUDENT CONDUCT

After a review by the board of directors, a student may be dismissed for failure to follow Academy regulations or for disrespectful behavior to a student, administrator, faculty member, and/or clinic patient. Any conduct or action, which endangers life, violates the law, or violates the physician-patient relationship, is also grounds for dismissal. The name of any student so dismissed shall be reported to the California Acupuncture Board, Division of Allied Health Professions, and Board of Medical Quality Assurance.

## UNLAWFUL (SEXUAL) HARASSMENT POLICY

The Academy vehemently prohibits sexual, racial, and other forms of harassment by its faculty, staff, and students. The Academy maintains a policy that prohibits harassment on the basis of sex, race, religion, color, national origin, disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, or local ordinance or regulation.

## DISCIPLINARY ACTION

Violation of regulations of the Academy could lead to suspension, expulsion, termination, and in the context of criminal activity, referral to law enforcement agencies. If you have further questions regarding the regulations of the Academy, please contact the admissions office at 510-763-

7787, Monday through Saturday between the hours of 9:00 A.M. - 5:00 P.M. Also, refer to section *Involuntary Withdrawal* of this catalog.

## ACADEMIC INTEGRITY / DISHONESTY POLICY

Plagiarism and cheating are offenses against the integrity of the courses in which they occur and against the ACCHS community as a whole. Plagiarism and cheating involve intellectual dishonesty, deception, and fraud, which inhibit the honest exchange of ideas. In accordance with the Academy of Chinese Culture and Health Sciences Student Conduct policy, students are entitled to notice of what constitutes plagiarism and cheating, and the right to appeal penalties. Plagiarism and cheating may be grounds for dismissal from the institution. For definitions, penalties, and procedures, refer to the current ACCHS *Student Handbook*.

## A DRUG-FREE ENVIRONMENT

Employees and students of the Academy are hereby notified that the unlawful manufacture, distribution, dispensation, or possession of alcohol or a controlled substance is prohibited in all areas of ACCHS. Action will be taken against any employees/students for violating such prohibition.

## STUDENT RIGHTS AND GRIEVANCE PROCEDURE

Students with concerns about academic or administrative rulings or procedures should first bring their concern directly to the instructor or administrator involved. If resolution is not possible, the complaint should then be presented in writing to the Grievance Committee, which will hear the matter and respond with a decision within ten working days of receipt. If the Grievance Committee's decision does not provide resolution, an appeal for review can be made to the Academy's president on behalf of the Board of Directors. Any resolution will be kept in both the student file and school grievance file. Also, after initiating the institutional Grievance Procedure, the student may report any grievances to BPPE and/or ACAOM, respectively (see page 5 of this catalog for contact info.).

## STUDENT RECORDS

Student records are kept in individual charts in a fireproof cabinet in the Academy administrative office. State law requires the Academy to maintain school and student records for at least a five-year period. Please note that all admission documents submitted to the Academy become the property of the Academy and will not be returned to the student.

## STUDENT SERVICES

### ADVISING AND CONSULTATION

The Academy's academic advisors and administration staff provide consultation services to students in order to either direct them to appropriate counseling agencies for personal services or help them solve their academic issues.

### COMPUTER FACILITIES

Students have access to word processors and the Internet in the computer room located on the 2nd floor. Also, Internet accessibility is provided in the Library. Students may go on-line during normal library hours. Students may access the Academy's wireless Internet services using their own Wi-Fi compatible devices. More information on wireless settings can be found in the Academy administration offices.

### STUDENT LOUNGE

Student lounges are available on the Academy's first and second floors, with microwave ovens and refrigerators for student convenience, and with a space for group or individual clinical case study.

### STUDENT ID

An ID will be issued to DAOM program students at the beginning of the trimester. Students must evidence their ID when checking out materials from the library or when purchasing herbs in the Academy clinic. Also, students may use their ID to receive discounts wherever applicable.

### BOOKSTORE

All textbooks, reference materials, herb samples, medical charts, etc. are available at the school bookstore, with discounts provided. Per specific requests, the bookstore helps place specific orders for student groups.

### COPYING SERVICE

Copiers are conveniently located in the administration office, and in the library. A low-cost copy fee is applied for students' specific copy needs.

### HEALTH CARE

The Academy teaching clinic is available for students and their immediate family. Health care is provided at only \$20 per visit. Herbs are additional at a reduced price.

### STUDENT SUPPORT SERVICES

Prospective students are encouraged to contact ACCHS early in the admissions process in order to receive assistance and information about services. Students with disabilities need to apply for admission to the Academy using the standard admissions process. Current students may also be eligible for one or more services, depending on the specific nature of their disabilities. Disability verification must be provided to the Institutional Relations Office when registering at ACCHS. The Disability verification must be in the form of a certified document from a qualified medical professional.

### STUDENT REQUEST FORM

Student requests should be submitted on a "Student Request Form," which may be found in the administration office or on the ACCHS website. Completed student request forms should be given to an administration official or dropped in the administration mailbox (located outside the main administration door) if no counselor is available. When a determination is made by the administration regarding the request, the counselor will notify the student in writing.

### ORIENTATION

The Academy provides an opportunity for new students to become acquainted with the campus, the Academy system, and other aspects of ACCHS student life. In addition, s/he can meet classmates and professors and can begin to feel at home, sharing intellectual and social activities before the academic program begins.

### REFUSAL OF SERVICE TO STUDENTS

The Academy may refuse any type of service to a student who has an outstanding balance of unpaid tuition and/or fees. The Academy may refuse services to a student who has terminated college matriculation with financial obligations remaining unpaid.

**GRADUATION REQUIREMENTS**

All students will be held to graduation requirements, which were in effect at the time of their admittance to the Academy, barring a change in state law, or state or national authorization of the Academy’s degree program. All candidates for graduation from the Academy must:

1. Complete each class and term of clinic with a grade of 2.7.
2. Maintain a GPA of at least 2.5 in all graded work.
3. Successfully complete the Capstone project
4. File a Notice of Candidacy for Graduation during the final term before graduation.
5. Have cleared all financial obligations to the Academy, including the graduation fee, which covers the costs of: diploma and diploma cover; renting cap and gown; and attendance at the graduation ceremony.

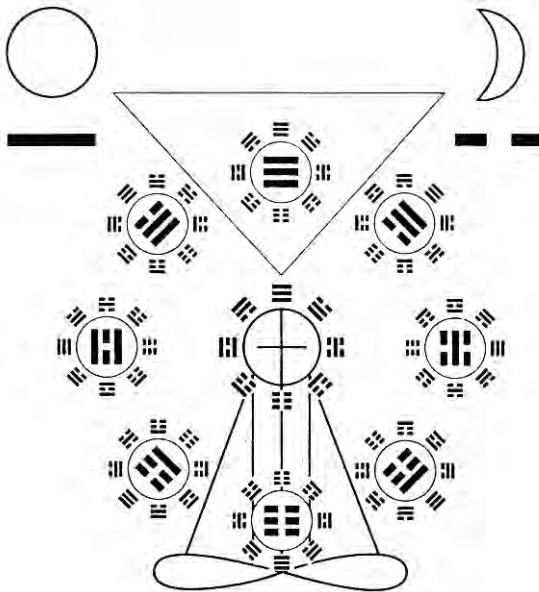
When a candidate for graduation has completed all requirements listed above, his or her file is reviewed for degree eligibility by the Academic Standards Committee. Those candidates who have satisfactorily met all the requirements set forth by the Committee are awarded the degree of Doctor of Acupuncture and Oriental Medicine.

**PLACEMENT**

The Academy posts notices of known job openings on a centrally located bulletin board and refers students to successful alumni and practitioners; though ACCHS offers no guarantee of employment.

**STUDENT RECORDS**

Student records are kept in individual charts in a fireproof cabinet in the Academy administrative office. State law requires the Academy to maintain school and student records for at least a five-year period. Please note that all admission documents submitted to the Academy become the property of the Academy and will not be returned to the student.



## FACULTY

### **Dr. Jamie Bender, DAOM, L.Ac. (guest lecturer)**

#### **Educational Experience:**

Massage Therapy Training (650 hours) - Crestone Healing Arts Center, 2000. ; Yoga Teacher Training - The Mount Madonna Institute, 2002; Certificate in herbal studies - The Northwest School of Botanical Studies. 2002; Neuromuscular Reprogramming (NMR) and Exercise Rehab; MSTCM - Academy of Chinese Culture and Health Sciences, 2016 DAOM - Academy of Chinese Culture and Health Sciences, 2020.

**Present Positions:** Prior to her studies in Chinese Medicine, Jamie already had a background in massage therapy, yoga teacher training, herbal medicine, neuromuscular reprogramming (NMR) and exercise rehab. After 10 years of running an injury rehab practice, she went back to school to continue her studies and to complete her licensure in Acupuncture and Herbal Medicine at the Academy of Chinese Culture and Health Sciences. Jamie earned MSTCM, and then her DAOM, specializing in Orthopedic Acupuncture and Classical Chinese Medicine. Jamie sees studying the body not as a means to an end, but as a lifelong fascination and a way of life.

### **Dr. Edward Chiu, DAOM, L.Ac. (guest lecturer)**

#### **Educational Experience:**

B.A. in Biology from Harvard University; M.Ac. from New England School of Acupuncture; DAOM from Oregon College of Oriental Medicine; and National Teacher's University, Taipei, Taiwan.

**Present Positions:** Instructor at the Oregon College of Oriental Medicine, Masters program and DAOM program. Doctoral degree guest lecturer at American College of Traditional Chinese Medicine.

Private Practice, San Francisco; Sports Acupuncture Instructor, ACTCM, Clinical Supervisor, ACTCM.

Dr. Chiu is a licensed acupuncturist with many years experience. He is the creator of AcupunctureCaseReports.com, which is dedicated to collecting and organizing case reports in Acupuncture and Chinese medicine through building the evidence base of these systems and modalities.

### **Misha Cohen, OMD, L.Ac. (guest lecturer)**

#### **Educational Experience:**

Oriental Medicine Doctor at the San Francisco College of Acupuncture.

#### **Present Positions:**

Clinical Director, Chicken Soup Chinese Medicine; Executive Director, MRCE Foundation; Research Specialist of Integrative Medicine, University of California Institute for Health and Aging. Misha Cohen has over three decades of clinical experience treating the symptoms of HIV, hepatitis, cancer, and other diseases with Chinese Medicine. Her extensive experience in an integrative medical setting makes her the ideal instructor for herb-drug interactions and case management.

### **Dr. Daniel Eng, Ph.D., L.Ac. (guest lecturer)**

#### **Educational Experience:**

MSTCM from the American College of Traditional Chinese Medicine in San Francisco in 2011; PhD in classical herbal medicine from Nanjing University of Chinese Medicine, 2019.

#### **Present Positions:**

In addition to maintaining a private practice in California, Daniel Eng made annual trips to China for six years to study with well known herbalist Dr. Huang Huang, earning a PhD in classical herbal medicine from Nanjing University of Chinese Medicine under Dr. Huang's tutelage. Dan has supervised clinical training and continues to teach herbal medicine for doctoral students at the Academy of Chinese Culture and Health Sciences in Oakland, California.

### **Dr. Toby Daly, Ph.D., L.Ac. (guest lecturer)**

#### **Educational Experience:**

Doctor of Philosophy, American University of Complementary Medicine; Master of Sciences in Traditional Chinese Medicine, American College of Traditional Chinese Medicine.

#### **Present Positions:**

Private Practice, Flourish Medicine. Dr. Toby Daly began studying Chinese medicine in 1997 with Sunim Doam, a Korean monk trained in the Saam tradition. He has been using the Saam acupuncture system in his clinical practice extensively, making him the ideal instructor for teaching the Saam acupuncture system.

**Dr. Poney Chiang, Ph.D. (core faculty)**

**Educational Experience:**

Doctoral degree in biomedical research from the Institute of Medical Science, University of Toronto; Master's degree in Traditional Oriental Medicine from Pacific College of Oriental Medicine in New York.

**Present Positions:**

Poney Chiang is an adjunct professor and founder of the Integrative Acupuncture Certificate Program for the Faculty of Health at York University (Toronto). Poney is also a professor at the American Neuro-Acupuncture Institute in Santa Fe, New Mexico. He is a leading expert in peripheral neuro-anatomy of acupoints and their associated neuro-modulation needle techniques. Poney has been invited to lecture at various international TCM and biomedical acupuncture symposiums and to conduct workshops in North/South America, Europe, and Australia. His current research interest involves an MRI-based study of the neuro-anatomy of acupoints on the scalp and their relationships to cortical functional regions.

**Dr. Huang Huang, Ph.D. TCM (guest lecturer)**

**Educational Experience:**

Master's Degree in TCM, Nanjing University of Traditional Chinese Medicine, 1982; Ph.D. Degree from Juntendo University, Japan; Publications - Numerous articles in both Eastern and Western medical journals; Acute Abdominal Syndromes: Their Diagnosis and Treatment according to Combined Chinese-Western Medicine (Blue Poppy Press, 1991); Musculoskeletal Disorders: Healing Methods from Chinese Medicine, Orthopedic Medicine, and Osteopathy (North Atlantic Books, 1998).

**Present Positions:**

Professor - Nanjing University of Traditional Chinese Medicine; Ph.D. Research Director, Nanjing University of Traditional Chinese Medicine; Lecturer – throughout China, Europe, the United States; Author – some of his books have been translated into English: Ten Key Formula Families in Chinese Medicine; Zhang Zhong Jing's Clinical Application of 50 Medicinals; Applications of Medicinals with Classical Formulas; Huang Huang's guide to Clinical Application. Dr. Huang teaches at Nanjing University of Traditional Chinese Medicine, and also travels across China and internationally, lecturing about the clinical use of classical medicinals and formulas. His particular area of focus is on the application of classical formulas according to constitutional types.

**Joshua Margolis (guest lecturer)**

**Educational Experience:**

2010-2013 - Diplomate of Osteopathic Manipulative Theory and Practice (DOMTP); Osteopathic College of Ontario, Markham, Ontario; 1997-2000 - Masters of Science in Traditional Chinese Medicine (MSTCM) Academy of Chinese Culture and Health Sciences, Oakland, CA.

**Present Positions:**

Joshua Margolis has been practicing manual medicine and bodywork since 1995, and acupuncture and Chinese herbal medicine since 2001. From 2005 to 2009, he was on faculty at The Academy of Chinese Culture and Health Sciences in Oakland and The Acupuncture and Integrative Medicine College in Berkeley teaching anatomy, orthopedic acupuncture, advanced channel theory, and pain management. Currently, Joshua is on staff at The Osteopathic College of Ontario and teaches doctoral level orthopedic courses at several Bay Area acupuncture colleges. Additionally he teaches acclaimed manual therapy courses for acupuncturists around the US. Joshua regularly pursues high level trainings in cranial and visceral manipulation and has a profound understanding of the interplay between the nervous system, internal organs and the musculoskeletal system. In Joshua's years of practice in the Bay Area, he has gained a diverse and loyal following, comprised of professional musicians, dancers, yogis, restaurateurs, and athletes, as well as children, the elderly, and those with severe chronic illness. He has been practicing at Farmacopia, in Santa Rosa, CA since 2011.

**Michael Givens (guest lecturer)**

**Educational Experience:**

MS in Oriental Medicine from National College of Natural Medicine (now NUNM); MA in Eastern Classics from St. John's College.

**Present Positions:**

Michael Givens is a licensed acupuncturist with an MS in Oriental Medicine from National College of Natural Medicine (now NUNM). He also holds an MA in Eastern Classics from St. John's College, where he focused on classical Chinese language, the Yijing (Classic of Change), other Daoist and Confucian texts, and classical texts from India and Japan. In addition, Michael studied directly in a traditional clinical discipleship with Dr. Heiner Fruehauf. He began teaching at NUNM upon graduation in 2009 and continues to teach classical Chinese herbal and formulas medicine through the College of Classical Chinese Medicine. Michael has self-published three books/translations and established the Shen Ming Press with two other colleagues, through which he annually publishes the Classical Almanac for each year.

**Dr. John McDonald, Ph.D. (faculty)****Educational Experience:**

Doctor of Philosophy, Griffith University School of Medicine; Master of Acupuncture with Distinction, University of Western Sydney.

**Present Positions:**

Adjunct Senior Lecturer, Griffith University School of Medicine; Registered Chinese Medicine Practitioner, Australia; Vice President and Head of Research, Acupuncture Now Foundation. Dr. John McDonald has extensive experience with both classical Chinese medicine and biomedical research on acupuncture, making him the ideal instructor for teaching acupuncture's biomedical mechanisms.

**Dr. Henry McCann, DAOM (guest lecturer)****Educational Experience:**

OCOM, Portland, OR Doctor of Acupuncture and Oriental Medicine, September 2008; Specializations in Women's Health and Geriatric Medicine CHENGDU UNIVERSITY OF CHINESE MEDICINE, Chengdu, China; Certificate, Advanced clinical training in Chinese medical gynecology, June 2008 NEW ENGLAND SCHOOL OF ACUPUNCTURE, Watertown, MA; Diploma; Certificate in Chinese Herbal Medicine; Certificate in Japanese Hari, August 1999; Practitioner in the Huo Shen Pai and Dong Shi Pai lineages of classical Chinese medicine; BCLS for Healthcare providers certified (American Heart Association); First Aid certification (American Heart Association); Language proficiency in Japanese, Spanish, Chinese (intermediate); working reading ability classical Chinese; Graduate of 2 year post-graduate course in Chinese medical classics with Jeffrey Yuen; Certificate in Huang Di Nei Jing with Dr. Henry Lu at International College of TCM of Vancouver Certificate of the Hunyuan Institute for Chinese Classics in Classical Chinese Medicine; Certificate in Japanese Psychology, ToDo Institute (Vermont); Certified teacher of the Pangu Shengong lineage of Qigong; 12th Generation Lineage Disciple Chen Style Taijiquan, 3rd Generation Lineage Disciple Hunyuan Chen Taiji.

**Present Positions:**

North Jersey for Acupuncture and Oriental Medicine, Madison, NJ Founding Partner, 2001 – present Practiced Oriental medicine in private practice setting; average between 60 – 80 patient visits per week; Professor: OCOM, Portland, OR Core Faculty Member, Doctoral Degree Program, 2009; ACTCM, San Francisco, CA Visiting Faculty, Doctoral Degree Program, 2012; PCOM, New York, NY Faculty Member, Clinical Supervisor, 2006 – present; Lecture: INSTITUTE FOR CLASSICAL ASIAN MEDICINE, Madison, NJ Director, 2005 – present Dr. McCann is licensed to practice acupuncture and Oriental medicine in NJ, NY, MA and OR. He earned his

diploma from the New England School of Acupuncture and his doctoral degree in acupuncture and Oriental medicine from the Oregon College of Oriental Medicine. As part of his doctoral studies he interned at the Chengdu University of Chinese Medicine in Sichuan, China. Medicine and is a core faculty member for the Oregon College of Oriental Medicine doctoral degree program. He is the author of two books and numerous articles on Chinese medicine and currently sits on the New Jersey State Board of Acupuncture by gubernatorial appointment.

**Dr. Suzanne Robidoux Ph.D. (guest lecturer)****Educational Experience:**

Post-Doctorate Fellowship, Beijing (2013 to present); PhD in Acupuncture and Tuina, Nanjing University of TCM (2007); College DEC Chinese Acupuncture (May 2001); MA in Oriental Medicine, International Institute of Chinese Medicine, Santa Fe, NM, USA (1999); BAC in Health Sciences, Bois de Boulogne, Quebec, Canada (1996); Executive council member, World Federation of Chinese Medicine Societies, WFCMS (2008); Publications 13 Publications, mostly with People's Medical Publishing House (2007 to 2012)

**Present Positions:**

12 International Speaking Engagements (2007 to present) University Professor, Southeast University, Nanjing, China (2004 to 2007); Post-Doctorate Fellowship in Chinese Medicine – Beijing University of Chinese Medicine, Beijing, China (2013 to present); Chinese Medicine Physician (1997 to present)

Dr. Suzanne Robidoux has now been living in China and Taiwan for the last 14 years studying with various masters with a focus on classics and clinical practice. She started by spending three years in the south of Taiwan to master mandarin while learning with clinical masters. Suzanne came to Beijing in 2007 and worked with several masters all over China to bring their life's work to the printing press and make the knowledge available to the West. She has translated and edited over 20 professional Chinese medical textbooks related to acupuncture and Chinese medicine, during which she had the chance to work with Dr. Shi Xuemin, specialist in neurological disorders and famous for getting the best results with his needling technique. Suzanne is now a fellow at the Beijing University of Chinese Medicine researching the clinical efficacy of the classical approach of the Zhang Zhongjing's classical texts "Shang Han Lun" and "Jin Gui Yao Lue" in Beijing. She also works at the Suicide Prevention Center in Beijing to contribute to the benefit of society providing acupuncture treatment severe cases of depression and suicidal tendencies. In her free time she continues to research and practice the art of Bagua Zhang and the Zhou yi.



**Z'ev Rosenberg, L. Ac., Dipl. Ac., F.N.A.A.O.M. (core faculty)**

**Educational Experience:**

Master's in Oriental Medicine from Emperor's College of Oriental Medicine, 1989; Degree in Oriental Medicine from Southwest Acupuncture College, 1983; Private Apprenticeship with Michael Broffman, L.Ac. (1975 to 1985); Studies in Macrobiotics and Shiatsu, Kushi Institute, 1979; Degree in Herbology and Massage, Santa Fe School of Natural Medicine, 1976

**Present Positions:**

Full-time practice in Acupuncture and Chinese Herbology, since 1983; Professor Emeritus, Pacific College of Oriental Medicine (PCOM), San Diego, since 1999; Chair of the Department of Herbal Medicine at Pacific College of Oriental Medicine (PCOM), San Diego; Senior Researcher at Xinglin Institute in Early East Asian Medical Research. Z'ev has lectured widely both to the public and to students of both Chinese medicine and macrobiotics over the last twenty-five years. He is the former president of the Acupuncture Association of Colorado, where he spearheaded a successful drive to the registration of acupuncture practitioners in that state. For the last twelve years he has served as a professor and Chair of the Department of Herbal Medicine at Pacific College of Oriental Medicine in San Diego, and he also maintains a private practice in Chinese internal medicine, specializing in autoimmune disorders. Z'ev has written several articles for professional Chinese medical journals, including Oriental Medicine magazine, Protocol Journal of Botanical Medicine and Journal of Oriental Medicine in America, Journal of Chinese Medicine, and is presently an associate editor for the Clinical Acupuncture and Oriental Medicine Journal. Z'ev also serves as consultant, writer and product developer for Kan Herbs in Scott's Valley, California. Kan Herb company distributes a line of his herb formulas, Alembic Herbs. Current projects include writing and compiling texts on 1) herbal prescriptions and pattern diagnosis and 2) pulse diagnosis according to the Nan Jing/Difficult Classic. He is also designing new formulas for the Alembic Herbs line.

**Philip Settels, DAOM, MSTCM, L.Ac. (core faculty)**

**Educational Experience:**

Doctor of Acupuncture and Oriental Medicine - candidate, Academy of Chinese Culture and Health Sciences; Ph.D. - candidate, Nanjing University of Chinese Medicine; Master of Science in Traditional Chinese Medicine, Academy of Chinese Culture and Health Sciences.

**Present Positions:**

Private Practice, Lake Merritt Community Acupuncture; Acting Dean of Academic Affairs, ACCHS; Faculty Member, ACCHS. Phil Settels is highly active in both the administration and faculty of ACCHS. He has trained with several of the top Chinese Medical physicians in the US and China, with a focus on classical Chinese medicine and orthopedic acupuncture. In addition, he has studied the Shang Han Lun extensively, making him the ideal instructor for introductory Shang Han Lun courses.

**Brandt Stickley, L.Ac., MSTCM (guest lecturer)**

**Educational Experience:**

Post-Graduate Training, Hangzhou, Zhejiang PRC; Master of Science in Traditional Chinese Medicine, American College of Traditional Chinese Medicine.

**Present Positions:**

Private Practice; Professor and Clinical Supervisor, Dragon Rises College of Oriental Medicine. Brandt Stickley is an acupuncturist, herbalist, educator, and writer practicing Acupuncture and Chinese medicine with a focus on neurology and psychiatry. He maintains a specialty in contemporary Chinese pulse diagnosis, Chinese medical psychology, and classical Chinese medicine. His experience in using classical Chinese medicine and contemporary pulse diagnosis to treat psychological disorders makes him the ideal instructor for Chinese medical psychology and pulse diagnosis courses.

**Anthony Von der Muhll, L.Ac., DNBAO, FAAPM. (core faculty)**

**Educational Experience:**

MSTCM, Five Branches University; Certificate in Integrative Sports Medicine, Five Branches University; Fellow, American Academy of Pain Management (FAAPM); Post-graduate training and national board certification in Acupuncture Orthopedics, Lerner Education, Cedars-Sinai Medical Center; Diplomate, National Board of Acupuncture Orthopedics; Certified Personal Trainer (American College of Sports Medicine); Acupressure Diploma, Acupressure Institute; Certificate in Sports and Deep Tissue Massage, McKinnon Institute.

**Present Positions:**

Private Practice, Licensed Acupuncturist, Santa Cruz; Clinical Instructor and Assistant Professor, Five Branches University of Traditional Chinese Medicine; Contracted acupuncture provider; Physical Therapy Aide and Athletic Training Assistant, Palo Alto/Santa Cruz Medical Foundation; Approved Continuing Education Instructor, California Acupuncture Board, "Recognition and Management of Serious Medical Conditions for Acupuncturists in Primary Care" and "Integrative Acupuncture Orthopedics."; Expert Witness, California Acupuncture Board. Anthony Von der Muhll's training and clinical experience includes four years of graduate studies at the Five Branches University of Traditional Chinese Medicine, and post-graduate training and national board certification in Acupuncture Orthopedics. He was the first Licensed Acupuncturist to graduate from Five Branches' Integrative Sports Medicine Certificate program, and has served as a Clinical Instructor in Integrative Sports Medicine at Five Branches since 2003. He combines traditional Chinese acupuncture with myofascial trigger point and neuro-anatomical dry needling techniques. Anthony cycles, runs, swims, plays racquetball, basketball and frisbee, and enjoys rock climbing and wilderness backpacking. He has also studied and practiced yoga and martial art forms including taiji, qi gong, and bagua.

**Dr. Allen Tsauro, DOM, L.Ac. (faculty)**

**Educational Experience:**

Doctor of Oriental Medicine, Maryland University of Integrative Health (MUIH); Master of Oriental Medicine, MUIH; Master of Acupuncture, MUIH

**Present positions:**

Private Practice, Wind Lake Acupuncture. Dr. Allen Tsauro has had the fortune to learn from Dr. Wei-Chieh Young and Dr. Michael Chung in acupuncture and canonical studies since 2016, and has practiced mainly Master Tung's Acupuncture since. He has also studied with Prof. Huang

Huang in "Jing Fang" herbal medicine, and had extended training with Evan Robinowitz and Thea Elijah in channels theory, five phases theory, and herbal medicine. In addition to his clinical work, Allen has undertaken major translation projects of medical commentaries by Zhang Jingyue (1563-1640) and Xu Lingtai (1693-1771). He is a Buddhist practitioner who regularly attends to meditation retreats, having attended to more than 30 intensive week-long retreats since 2011. He has also run a bi-weekly charity acupuncture clinic at a local temple to serve the immigrants and underprivileged population ever since he obtained his license in 2017.

**Dr. Jennifer Williams, Ph.D. DACM, L.Ac. (core faculty)**

**Educational Experience:**

Doctor of Acupuncture Medicine, Pacific College of Oriental Medicine; Doctor of Philosophy, Capella University; Master of Science in Traditional Chinese Medicine, Academy of Chinese Culture and Health Sciences.

**Present Positions:**

Private practice, Wood Element Acupuncture; Faculty, Walter Reed Military Medical Center; Faculty and Clinical Supervisor, Daoist Traditions

Dr. Jennifer Williams specializes in treating complex and complicated diseases. She has many years of experience using acupuncture in a military setting. She has participated in many different types of research, making her the ideal instructor for research methodology courses.

**Dr. Carla Wilson, Ph.D, DAOM, L.Ac. (core faculty)**

**Educational Experience:**

Doctor of Philosophy, California Institute of Integral Studies; Doctor of Acupuncture and Oriental Medicine, American college of Traditional Chinese Medicine.

**Present Positions:**

Academic Collaborative for Integrative Health Development Officer; Associate Professor and Research Associate at California Institute for Integral Studies; Former Dean of the Doctoral Program at the ACTCM. Dr. Carla Wilson, former Dean of the Doctoral Program at ACTCM, has extensive experience with all aspects of running a doctoral program. She was also the Director of Research at ACTCM, promoting research literacy and overseeing student research capstone projects, making her the ideal instructor for doctoral level research courses.

## I. Integration and Research Module

### RM301 - Medical Documentation and Report Writing (1 unit / 15 hours) didactic

**Description:** This course teaches students to chart as medical professionals, with the benefits of improving patient outcomes, learning more from each patient visit, building referral relationships and improving communication with other medical professionals, supporting insurance reimbursement and re-authorization of treatment for worker's compensation and HMP patients. Students will learn the importance of incorporating a thoughtful strategy and specific tools for objective monitoring and evaluation of patient progress, in order to minimize bias and accurately communicate progress and outcomes. Students will also learn and hone charting skills, compare paper and electronic health records systems, learn the pros and cons of templates, checklists and narratives, and learn about custodianship and transfer of patient records. Finally students will review and go into greater depth in the essential contents of SOAP notes and HPI's, learning appropriate and inappropriate terminology.

**Prerequisites:** None

**Competencies Satisfied:** Clinical evaluation and research skills; consultation and collaboration skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essay, projects, examinations

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), Insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

### RM302 - Case Research and Presentation I (0.5 units / 7.5 hours) didactic

**Description:** This course teaches students about the importance of case report writing for acupuncture research and in clinical practice. As it pertains to both acupuncture research and clinical practice the growth and exchange of knowledge in the acupuncture field. Skills of how to research relevant biomedical and Chinese medical literature will be stressed, as well as the logic used to diagnose, generate treatment, and measure outcomes. In this course students will build on their existing clinical skills, knowledge and abilities, applying them to prepare a presentation based on a patient from their own practice.

**Prerequisites:** None

**Competencies Satisfied:** Consultation and collaboration skills; Clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, examination, case study report and presentation.

**Faculty:** Dr. Edward Chiu, DAOM. **Reasoning:** Edward Chiu, DAOM, LAc, comes from a three generation tradition of Chinese medicine. His grandfather was an herbalist, and his father a medical doctor and acupuncturist. Dr. Chiu earned his master's degree from the New England School of Acupuncture, and his Doctorate of Acupuncture and Oriental Medicine from Oregon College of Oriental Medicine. He has studied in Asia, interning in the Chinese medicine departments of several hospitals in Taiwan. Dr. Chiu completed an intensive apprenticeship with the director emeritus of the China Medical College acupuncture department, Dr. Zhong Yong-Hsiang, and has been practicing acupuncture for over 15 years. Dr. Chiu has been trained in a number of different styles of acupuncture, and uses a number of different techniques from traditional Chinese acupuncture, Japanese styles of acupuncture, Kiiko Matsumoto acupuncture, distal acupuncture (Tan balance method), and Tung style acupuncture. He believes in treatment of the whole body, and not addressing only the problematic symptom. By paying attention to the signs and symptoms of the body, he works to solve each patient's current health problems with an eye toward preventing future ones.

### RM303 - The Science of Acupuncture (1.0 units / 15 hours)

**Description:** This course will review the most recent literature and theories regarding the anatomical and physiological mechanisms through which acupuncture achieves its efficacy. These include the neurological, myo-fascial and circulatory models of acupuncture, gaso-transmission of nitrous oxide, Bonghan channels, and other models.

**Prerequisites:** None

**Competencies:** Consultation and collaboration skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, out of class assignments, and presentations.

**Methods of Evaluation:** In-class participation, essay, examination, presentation

**Faculty:** Dr. John McDonald, PhD. **Reasoning:** Dr. John McDonald is a leader in the field of acupuncture research and advocacy. Dr. McDonald has conducted research himself, earning his PhD by writing and publishing a paper on the physiological mechanisms through which acupuncture can treat allergic rhinitis. Dr. McDonald possesses a grasp of research methodology, of the state of modern acupuncture research, and of the contents of the actual classics that are difficult to combine in any single teacher's qualifications. He holds a leadership role in several institutions that function to research, disseminate knowledge about and advocate for acupuncture and Chinese Medicine, including the Acupuncture Now Foundation, and the Acupuncture Evidence Project.

### RM304 - Research Methodology and Intro to Capstone I (0.5 units / 7.5 hours)

**Description:** All the Research Methodology courses serve as to prepare and guide the students in working towards the completion of their capstone research projects. RM304 is the 1st class in a 7-class research methodology series designed to lead students through their capstone research project. This 1st class introduces students to the ethics surrounding research and its historical development. The importance of research for policy and clinical work will be introduced. The structure and framing of a research question will end the class to prepare students for the next in the research series. Students will be expected to formally define their research question appropriate for the capstone project.

**Prerequisites:** None

**Competencies Satisfied:** Consultation and collaboration skills; Clinical evaluation and research skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, Essays, Examination, Research Critique, Research Proposals, Case Studies, Literature Review and Sample Research Paper.

**Faculty:** Dr. Phil Settels, DAOM. **Reasoning:** As a PhD Candidate at the Nanjing University of Chinese Medicine (NJUCM), as well as a graduate of a DAOM program here in the US, Dr. Settels has gained valuable experience in research as it pertains to the field of Chinese Medicine. Being the Dean of the ACCHS DAOM Program enables Dr. Settels to combine his familiarity with academic research and writing with his intimate knowledge of the ACCHS DAOM Curriculum, which helps make the capstone process relevant for the DAOM students.

### RM305 - Research Methodology and Intro to Capstone II

#### (0.5 units / 7.5 hours)

**Description:** All the Research Methodology courses serve as to prepare and guide the students in working towards the completion of their capstone research projects. RM305 is the 2nd class in a 7-class research methodology series designed to lead students through their capstone research project. This class focuses on approaching the literature review, tailored to learning the fundamentals of searching the literature and tracking the results. Students will be expected to conduct the background section of their capstone, including the required supportive literature review.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of RM 304 - Research Methodology and Intro to Capstone I.

**Competencies Satisfied:** Consultation and collaboration skills; Clinical evaluation and research skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, Essays, Examination, Research Critique, Research Proposals, Case Studies, Literature Review and Sample Research Paper.

**Faculty:** Dr. Phil Settels, DAOM. **Reasoning:** As a PhD Candidate at the Nanjing University of Chinese Medicine (NJUCM), as well as a graduate of a DAOM program here in the US, Dr. Settels has gained valuable experience in research as it pertains to the field of Chinese Medicine. Being the Dean of the ACCHS DAOM Program enables Dr. Settels to combine his familiarity with academic research and writing with his intimate knowledge of the ACCHS DAOM Curriculum, which helps make the capstone process relevant for the DAOM students.

### RM306 - Research Methodology and Intro to Capstone III

**(0.5 units / 7.5 hours)**

**Description:** All the Research Methodology courses serve as to prepare and guide the students in working towards the completion of their capstone research projects. RM306 is the 3rd class in a 7-class research methodology series designed to lead students through their capstone research project. This class focuses on multiple methodological approaches that may be undertaken by student for their capstone project. The class will focus on sections of research protocols, highlighting the similarities and differences between them. Students will be expected to know the strengths and weaknesses of each methodology and how to apply that knowledge to choosing an appropriate design for the capstone.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of RM 305 - Research Methodology and Intro to Capstone II.

**Competencies:** Consultation and collaboration skills; Clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, Essays, Examination, Research Critique, Research Proposals, Case Studies, Literature Review and Sample Research Paper.

**Faculty:** Dr. Phil Settels, DAOM. **Reasoning:** As a PhD Candidate at the Nanjing University of Chinese Medicine (NJUCM), as well as a graduate of a DAOM program here in the US, Dr. Settels has gained valuable experience in research as it pertains to the field of Chinese Medicine. Being the Dean of the ACCHS DAOM Program enables Dr. Settels to combine his familiarity with academic research and writing with his intimate knowledge of the ACCHS DAOM Curriculum, which helps make the capstone process relevant for the DAOM students.

### RM307 - Research Methodology and Intro to Capstone IV

**(0.5 units / 7.5 hours)**

**Description:** All the Research Methodology courses serve as to prepare and guide the students in working towards the completion of their capstone research projects. RM307 is the 4th class in a 7-class research methodology series designed to lead students through their capstone research project. This class continues the focus on multiple methodological approaches that may be undertaken by students for their capstone project. The class will build on the materials from Day 3. How to compose a Methods section will be reviewed. Students will be equipped to compose

their capstone draft through the methods section, minus shell tables for relevant statistics.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of RM 306 - Research Methodology and Intro to Capstone III.

**Competencies:** Consultation and collaboration skills; Clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, Essays, Examination, Research Critique, Research Proposals, Case Studies, Literature Review and Sample Research Paper.

**Faculty:** Dr. Phil Settels, DAOM. **Reasoning:** As a PhD Candidate at the Nanjing University of Chinese Medicine (NJUCM), as well as a graduate of a DAOM program here in the US, Dr. Settels has gained valuable experience in research as it pertains to the field of Chinese Medicine. Being the Dean of the ACCHS DAOM Program enables Dr. Settels to combine his familiarity with academic research and writing with his intimate knowledge of the ACCHS DAOM Curriculum, which helps make the capstone process relevant for the DAOM students.

### RM308 - Research Methodology and Intro to Capstone V

**(0.5 units / 7.5 hours)**

**Description:** All the Research Methodology courses serve as to prepare and guide the students in working towards the completion of their capstone research projects. RM308 is the 5th class in a 7-class research methodology series designed to lead students through their capstone research project. This class focuses on presenting your data through appropriate methods descriptively. Statistical approaches to comparing groups will also be introduced. Students will be equipped to construct a data analysis plan for their results section.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of RM307 - Research Methodology and Intro to Capstone IV.

**Competencies:** Consultation and collaboration skills; Clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, Essays, Examination, Research Critique, Research Proposals, Case Studies, Literature Review and Sample Research Paper.

**Faculty:** Dr. Phil Settels, DAOM. **Reasoning:** As a PhD Candidate at the Nanjing University of Chinese Medicine (NJUCM), as well as a graduate of a DAOM program here

in the US, Dr. Settels has gained valuable experience in research as it pertains to the field of Chinese Medicine. Being the Dean of the ACCHS DAOM Program enables Dr. Settels to combine his familiarity with academic research and writing with his intimate knowledge of the ACCHS DAOM Curriculum, which helps make the capstone process relevant for the DAOM students.

### **RM309 - Research Methodology and Intro to Capstone VI**

**(0.5 units / 7.5 hours)**

**Description:** All the Research Methodology courses serve as to prepare and guide the students in working towards the completion of their capstone research projects. RM309 is the 6th class in a 7-class research methodology series designed to lead students through their capstone research project. This class focuses on how to compose the results section for the main types of accepted capstone methodologies. Students will be equipped to complete their results section after approval to collect data is received.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of RM308 - Research Methodology and Intro to Capstone V.

**Competencies:** Consultation and collaboration skills; Clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, Essays, Examination, Research Critique, Research Proposals, Case Studies, Literature Review and Sample Research Paper.

**Faculty:** Dr. Phil Settels, DAOM. **Reasoning:** As a PhD Candidate at the Nanjing University of Chinese Medicine (NJUCM), as well as a graduate of a DAOM program here in the US, Dr. Settels has gained valuable experience in research as it pertains to the field of Chinese Medicine. Being the Dean of the ACCHS DAOM Program enables Dr. Settels to combine his familiarity with academic research and writing with his intimate knowledge of the ACCHS DAOM Curriculum, which helps make the capstone process relevant for the DAOM students.

### **RM310 - Professional Ethics (0.5 units / 7.5 hours)**

**Description:** This course covers medical values, professional ethics, laws and regulations, standards of care and risk management, as they pertain to the practice of acupuncture (specifically in California).

**Specifically:**

- The course explores the relationship of values, ethics, laws and standards.
- It covers the process and consequences of complaints to licensing boards and malpractice lawsuits.
- It covers alignment of patient and practitioner goals and importance of informed consent.
- It reviews "gray areas" of California scope of practice. It emphasizes what proper documentation entails.
- It introduces management of malpractice and recognition and management of high-risk patients
- It addresses financial issues such as fee setting, splitting, discounts, sales of herbs and self-dealing
- It addresses insurance billing and the avoidance of audits
- It covers patient abandonment, and custodianship of records

**Prerequisites:** None

**Competencies:** Consultation and collaboration skills; Clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, Essays, Examination.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. Furthermore, his familiarity with laws and regulations and with matters pertaining to ethics and best practice have led to his being called to serve as an expert witness in acupuncture malpractice cases on multiple occasions This makes him an ideal candidate to teach Professional Ethics.

### **RM311 - Pedagogy in Chinese Medicine (0.5 units / 7.5 hours)**

**Description:** This course teaches a modern understanding of knowledge acquisition, with focus on the particular teaching methods that are most relevant to the transmission of Chinese medical knowledge in both a classroom and clinical setting. Upon completion of the course, students will have learned the distinguishing features of effective teaching, and will have developed the skills necessary to be effective didactic teachers and clinical supervisors

**Prerequisites:** None

**Competencies:** Consultation and collaboration skills; Clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, essay, examination, presentation.

**Faculty:** Dr. Carla Wilson, PhD. **Reasoning:** Dr. Carla Wilson combines a background in TCM with a strong background in research and education. Her dual focus in clinical studies and academia make her an ideal candidate to teach many of the Research-oriented courses found in the Integration and Research Module of the ACCHS DAOM program. She has been involved in conducting research, and in educating, and has done a great deal of work to bridge the gaps of knowledge and understanding between the mainstream medical community and Chinese Medicine.

### **RM312 - Integrative Case Management and Herb-Drug Interactions (1.0 units / 15 hours)**

**Description:** This course will explore the management of complex cases in which multiple healthcare practitioners are involved, as well as inter-professional communication and research for optimal patient care. Students will learn about sources and methods for researching potential interactions between pharmaceuticals and Chinese medicinal herbs.

**Prerequisites:** None

**Competencies:** Advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, essay, examination, Patient Drug-Herb reports

**Faculty:** Dr. Misha Cohen, OMD. **Reasoning:** Dr. Cohen's extensive experience practicing TCM in the Bay Area

has involved pioneering programs and partnerships with biomedical colleagues and institutions. She has been managing her patients' cases for over 40 years, including taking into the account the western pharmaceuticals they are taking. All this provides her with a strong basis from which to teach about herb-drug interactions, and about strategies to take these and other factors into account in managing a patient's health. Additionally, her many years of academic engagement as a teacher in both MSTCM and DAOM programs in the SF Bay Area, provide her with the experience needed to teach Chinese Medicine students at a high level.

### **RM321 - Capstone Development (0.5 units / 7.5 hours)**

**Description:** This is the 7th class in a 7-class research methodology series designed to lead students through their capstone research project. This class is tailored to address common issues with conducting and writing the capstone. Students will have the opportunity to ask questions about the capstone process after going through their drafts for the benefit of the entire class. Special topics about challenges in CIH research will be presented.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of RM 309 - Research Methodology and Intro to Capstone VI.

**Competencies:** Consultation and collaboration skills; clinical evaluation and research skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, examination, research critique, research proposals, case studies, literature review and sample research paper.

**Faculty:** As a PhD Candidate at the Nanjing University of Chinese Medicine (NJUCM), as well as a graduate of a DAOM program here in the US, Dr. Settels has gained valuable experience in research as it pertains to the field of Chinese Medicine. Being the Dean of the ACCHS DAOM Program enables Dr. Settels to combine his familiarity with academic research and writing with his intimate knowledge of the ACCHS DAOM Curriculum, which helps make the capstone process relevant for the DAOM students.

### **RM108 - Professional Ethics (0.5 units / 7.5 hours)**

**Description:** This course covers medical values, professional ethics, laws and regulations, standards of care and risk management, as they pertain to the practice of acupuncture (specifically in California).

**Specifically:**

- The course explores the relationship of values, ethics, laws and standards.
- It covers the process and consequences of complaints to licensing boards and malpractice lawsuits.
- It covers alignment of patient and practitioner goals and importance of informed consent.
- It reviews "gray areas" of California scope of practice. It emphasizes what proper documentation entails.
- It introduces management of malpractice and recognition and management of high-risk patients
- It addresses financial issues such as fee setting, splitting, discounts, sales of herbs and self-dealing
- It addresses insurance billing and the avoidance of audits
- It covers patient abandonment, and custodianship of records

**Prerequisites:** None

**Competencies:** Consultation and collaboration skills; clinical evaluation and research skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, examination

**Faculty:** Anthony Von der Muhll, L.Ac. (DAOM Candidate).

**Reasoning:** Anthony Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. Furthermore, his familiarity with laws and regulations and with matters pertaining to ethics and best practice have led to his being called to serve as an expert witness in acupuncture malpractice cases on multiple occasions This makes him an ideal candidate to teach Professional Ethics.

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### **Classical Foundations Modules**

#### **CF201 - Introduction to the Neijing and Nanjing (0.5 units, 7.5 hours didactic each), 2 unit / 30 hours didactic total**

**Description:** This course introduces the history, structure and significance of the Huangdi Neijing and the Nanjing. Students review the historical context in which these texts were created, compiled and edited throughout history. The course uses excerpts from selected chapters in order to explore the ancient Chinese worldview by highlight key concepts, and relate these concepts to modern life and medical practice. Topics from the Neijing include the importance of time and rhythms, yin-yang doctrine, five-phase doctrine, the body and its organs, blood and qi, the vessels, pathogenic agents, diseases, examination and therapy. Topics from the Nan Jing include pulse diagnosis and five-phase acupuncture systems. Students will learn the theory behind the Nan Jing-based pulse diagnosis system, get some time for hands-on practice, and discuss case studies in which pulse diagnosis and acupuncture informed by this text were used.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment; clinical evaluation and research skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, essays, and examinations.

**Faculty:** Allen Tsaor, DOM. **Reasoning:** Dr. Allen Tsaor has had the fortune to learn from Dr. Wei-Chieh Young and Dr. Michael Chung in acupuncture and canonical studies since 2016, and has practiced mainly Master Tung's Acupuncture since. He has also studied with Prof. Huang Huang in "Jing Fang" herbal medicine, and had extended training with Evan Robinowitz and Thea Elijah in channel theory, five-phase theory, and herbal medicine. In addition to his clinical work, Allen has undertaken major translation projects of medical commentaries by Zhang Jingyue (1563-1640) and Xu Lingtai (1693-1771). His commitment to learning from teachers who are well grounded in Classical thought in theory and in the applications of acupuncture and herbalism, as well as his direct study of Chinese Medical history and translation of historical texts, qualify him as a teacher of Historical Schools of Chinese Medicine.



### CF202 - Introduction to the Shanghan Lun: History and Text

**0.5 units, 7.5 hours didactic each, 2 unit / 30 hours didactic total**

**Description:** This course introduces the history, structure and significance of the Shanghan Zabing Lun. Students review the historical context in which these texts were created, compiled and edited throughout history. This exploration reveals insights about the text, and about the strategies scholars have used throughout different time periods to interpret and apply it.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment; clinical evaluation and research skills.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, essays, and examinations.

**Faculty:** Allen Tsaur, DOM. **Reasoning:** Dr. Allen Tsaur has had the fortune to learn from Dr. Wei-Chieh Young and Dr. Michael Chung in acupuncture and canonical studies since 2016, and has practiced mainly Master Tung's Acupuncture since. He has also studied with Prof. Huang Huang in "Jing Fang" herbal medicine, and had extended training with Evan Robinowitz and Thea Elijah in channel theory, five-phase theory, and herbal medicine. In addition to his clinical work, Allen has undertaken major translation projects of medical commentaries by Zhang Jingyue (1563-1640) and Xu Lingtai (1693-1771). His commitment to learning from teachers who are well grounded in Classical thought in theory and in the applications of acupuncture and herbalism, as well as his direct study of Chinese Medical history and translation of historical texts, qualify him as a teacher of Historical Schools of Chinese Medicine.

### CF203 - Introduction to the Shanghan Lun: Liu Jing Theory

**(0.5 units, 7.5 hours didactic each), 2 unit / 30 hours didactic total**

**Description:** This course introduces Liu Jing theory as it applies to the Shanghan Lun, and delves into the perspectives of different historical scholars to provide students a rich understanding of how Liu Jing may be interpreted and applied.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment; clinical evaluation and research skills.

**Methods of Instruction:** Teaching methods include pre-

readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, essays, and examinations.

**Faculty:** Allen Tsaur, DOM. **Reasoning:** Dr. Allen Tsaur has had the fortune to learn from Dr. Wei-Chieh Young and Dr. Michael Chung in acupuncture and canonical studies since 2016, and has practiced mainly Master Tung's Acupuncture since. He has also studied with Prof. Huang Huang in "Jing Fang" herbal medicine, and had extended training with Evan Robinowitz and Thea Elijah in channel theory, five-phase theory, and herbal medicine. In addition to his clinical work, Allen has undertaken major translation projects of medical commentaries by Zhang Jingyue (1563-1640) and Xu Lingtai (1693-1771). His commitment to learning from teachers who are well grounded in Classical thought in theory and in the applications of acupuncture and herbalism, as well as his direct study of Chinese Medical history and translation of historical texts, qualify him as a teacher of Historical Schools of Chinese Medicine.

### CF204 - Introduction to the Shanghan Lun: Formula Presentations

**(0.5 units, 7.5 hours) didactic**

**Description:** This course introduces the Formula Presentation style of Shanghan Lun practice as taught by Dr. Huang Huang, and traced back to scholars such as Ke Qin, Xu Dachun, and Yoshimasu Todo. Students will learn a three-part model of correspondence between patient characteristics, disease characteristics and formulas. Students will learn the concepts of Herb Presentations (Yao Zheng) and Formula Presentations (Fang Zheng), and will explore the presentations of Banxia and Chaihu, and of their respective formula families.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, content summaries and reflections, case studies, essay.

**Faculty:** Dr. Daniel Eng, PhD (China), L.Ac. **Reasoning:** Dr. Daniel Eng, PhD (China) was awarded his PhD in Classical Chinese Herbalism from the Nan Jing University of Chinese Medicine, under the tutelage of Dr. Huang Huang. Over the last decade, Dr. Eng has devoted his study to the practice of Jing Fang (Classical Formulas). He has studied with most of the well-known teachers who are known in the West (Dr. Huang Huang, Drs. Feng Shi Lun and Suzanne Robidoux).

### CF205 - Historical Schools of Chinese Medicine I (1 units / 15 hours) didactic

**Description:** This course presents the important historical schools of Chinese Medical thought in chronological order. Students will learn about the important figures, works and movements, with an emphasis on the worldview at the heart of each school. Students will learn ways to apply the strategies and treatments of historical doctors in their own clinical practice. This course covers the origins of Chinese Medicine, from antiquity up to the end of the Song Dynasty (900 CE to 1100 CE). In prehistory this includes the mythical figures of Huangdi and Shennong. In the Han Dynasty, it covers Zhang Zhongjing and his Shanghan Zabing Lun, and the Zhongzang Jing allegedly written by Hua Tuo. In the Tang Dynasty, it includes Wang Shuhe and the Mai Jing, Ge Hong and Zhouhou Beiji Fang, Chao Yuanfang and the Zhubing Yuanhou Lun, Sun Simiao and his Beiji Qianjin Yao Fang and Qianjin Yi Fang, and the Waitai Miyao. In the Song Dynasty, known as the Renaissance of Chinese Medicine Renaissance period (900 CE to 1100 CE). It also explores the emergence of the early Shanghan Lun School, including contributions from scholars such as Pang Anshi, Cheng Wuji and Xu Shuwei.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment, clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, essays, examinations.

**Faculty:** Allen Tsaur, DOM. **Reasoning:** Dr. Allen Tsaur has had the fortune to learn from Dr. Wei-Chieh Young and Dr. Michael Chung in acupuncture and canonical studies since 2016, and has practiced mainly Master Tung's Acupuncture since. He has also studied with Prof. Huang Huang in "Jing Fang" herbal medicine, and had extended training with Evan Robinowitz and Thea Elijah in channel theory, five-phase theory, and herbal medicine. In addition to his clinical work, Allen has undertaken major translation projects of medical commentaries by Zhang Jingyue (1563-1640) and Xu Lingtai (1693-1771). His commitment to learning from teachers who are well grounded in Classical thought in theory and in the applications of acupuncture and herbalism, as well as his direct study of Chinese Medical history and translation of historical texts, qualify him as a teacher of Historical Schools of Chinese Medicine.

### CF221 - Historical Schools of Chinese Medicine II (1 units / 15 hours) didactic

**Description:** This course presents the important historical schools of Chinese Medical thought in chronological order. Students will learn about the important figures, works and movements, with an emphasis on the worldview at the heart of each school. Students will learn ways to apply the strategies and treatments of historical doctors in their own clinical practice. This course covers the Jin-Yuan Dynasty through the Ming, Qing and Republic. It covers the contributions of Liu Wansu and his Cooling and Cold School, Zhang Congzheng and the Attacking and Purging School, Li Dongyuan and the Spleen/Stomach School, Zhu Danxi and the Yin Nourishing School. It also covers the Late Imperial period to the present time, including Warm Disease authors such as Liu Wansu, Ye Tianshi and Wu Jutong, as well as more modern schools such as the Menghe tradition and modern Jing Fang traditions.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment, clinical evaluation and research skills

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments

**Methods of Evaluation:** In-class participation, essays, examinations.

**Faculty:** Allen Tsaur, DOM. **Reasoning:** Dr. Allen Tsaur has had the fortune to learn from Dr. Wei-Chieh Young and Dr. Michael Chung in acupuncture and canonical studies since 2016, and has practiced mainly Master Tung's Acupuncture since. He has also studied with Prof. Huang Huang in "Jing Fang" herbal medicine, and had extended training with Evan Robinowitz and Thea Elijah in channel theory, five-phase theory, and herbal medicine. In addition to his clinical work, Allen has undertaken major translation projects of medical commentaries by Zhang Jingyue (1563-1640) and Xu Lingtai (1693-1771). His commitment to learning from teachers who are well grounded in Classical thought in theory and in the applications of acupuncture and herbalism, as well as his direct study of Chinese Medical history and translation of historical texts, qualify him as a teacher of Historical Schools of Chinese Medicine.

**CF207 - Sa'am Acupuncture I  
(1 units / 15 hours) didactic**

**Description:** This course explores Sa'am Acupuncture, a specific style of Korean acupuncture using four points to tonify or sedate a specific channel diagnosed as either deficient or excess according to a combination of Yin Yang, Six-Conformation, and Five-Phase theories. In this course students will learn the underlying theory, and the images of excess of each of the 12 channels. Students will then work on case studies, and finally participate in in-class diagnoses and demonstrations in which the tonification methods are used.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, case studies, essays, final examination.

**Faculty:** Toby Daly, L.Ac. **Reasoning:** Dr. Toby Daly began studying Chinese medicine in 1997 with Sunim Doam, a Korean monk trained in the Sa'am tradition. He has been using the Sa'am acupuncture system in his clinical practice exclusively over 15 years, and is now teaching in private seminars throughout the United States. He is thus a well-qualified instructor for teaching the Sa'am acupuncture system in the DAOM program.

**CF208 - Introduction to Shen-Hammer Pulse Diagnosis  
(1.0 units / 15 hours) didactic**

**Description:** This course explores a specific style of pulse diagnosis as taught by Dr. Leon Hammer, MD, as a result of the collaboration between himself and John HF Shen, OMD. Students will learn the theory behind this Contemporary Chinese Pulse Diagnosis, primary pulse positions and images and get some time for hands-on practice.

Students will also learn the meanings of the pulse findings, with reference to both diagnostic principles and classical herbalism.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, case studies, essays, final examination.

**Faculty:** Brandt Stickley, L.Ac. **Reasoning:** Brandt Stickley is an acupuncturist, herbalist, educator, and writer practicing Acupuncture and Chinese medicine with a focus

on neurology and psychiatry. He maintains a specialty in contemporary Chinese pulse diagnosis, Chinese medical psychology, and classical Chinese medicine. His experience in using classical Chinese medicine and contemporary pulse diagnosis to treat psychological disorders makes him the ideal instructor for Chinese medical psychology and pulse diagnosis courses.

**CF209 – Introduction to Classical Chinese Medicine  
(1 units / 15 hours) didactic**

**Description:** In this course, the concept of "Classical" is examined with respect to Chinese Medicine. A historical overview is provided with examples that serve to reinforce the students' ability to critically evaluate works and concepts in order to situate them in a historical time line. Students will gain an understanding of the contributions of various other professions, such as medical anthropologists and translators, in the field of Chinese Medicine.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, Essay, Final Examination.

**Faculty:** Dr. Sabine Wilms, Sharon Weizenbaum, L.Ac.

**Reasoning:** Dr. Wilms is one of the most celebrated medical historians and translators of Chinese Medicine in the West. Sharon Weizenbaum is a senior practitioner and educator of Chinese medicine who has been running one of the most successful and academically rigorous private mentorship programs in the US.

**CF210 – Introduction to Classical Chinese Physiology  
(0.5 units / 7.5 hours) didactic**

**Description:** In this course, students will delve into the classical view of physiology presented in the Nei Jing and Shanghan Lun using the Five-Phase (Wu Xing) and Six-Conformation (Liu Jing) models. It will also introduce the Qi Transformation models from the Nei Jing of Open, Close, Pivot (Kai He Shu) and Manifestation, Root and Middle Qi (Biao, Ben, Zhong Qi) that scholars have used to make sense of and apply the Shanghan Lun. Reconciling the five and the six allows students to interpret symptoms according to underlying movements and patterns in way that is elegant, flexible and clinically effective.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of

class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination.

**Faculty:** Brandt Stickley, L.Ac. **Reasoning:** Brandt Stickley is an acupuncturist, herbalist, educator, and writer practicing Acupuncture and Chinese medicine with a focus on neurology and psychiatry. He maintains a specialty in contemporary Chinese pulse diagnosis, Chinese medical psychology, and classical Chinese medicine. His experience in using classical Chinese medicine and contemporary pulse diagnosis to treat psychological disorders makes him the ideal instructor for Chinese medical psychology and pulse diagnosis courses.

**CF211 – Introduction to Wu Yun Liu Qi  
(1 units / 15 hours) didactic**

**Description:** This course will introduce the cosmological, philosophical, astronomical, and medical background to the theory found in chapters 66-74 in the Huangdi Neijing Suwen (as edited by Wang Bing in the Song Dynasty). Students will learn about microcosmic-macrocosmic physiology, ancient astronomy and science, the form, function and resonance of the four directions, five planets and the six atmospherical influences, a holistic view of physiology involving the Jing, Qi and Shen, and about the relevance of the eight trigrams and the nine squares to the practice of medicine.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination.

**Faculty:** Michael Givens, L.Ac. **Reasoning:** Michael Givens is a licensed acupuncturist with an MS in Oriental Medicine from National College of Natural Medicine (now NUNM). He also holds an MA in Eastern Classics from St. John's College, where he focused on classical Chinese language, the Yijing (Classic of Change), other Daoist and Confucian texts, and classical texts from India and Japan. In addition, Michael studied directly in a traditional clinical discipleship with Dr. Heiner Fruehauf. Michael has self-published three books/translations and established the Shen Ming Press with two other colleagues, through which he annually publishes the Classical Almanac for each year.

**CF222 – Shanghan Lun: Six-Syndrome Differentiation I  
(1 units / 15 hours) didactic**

**Description:** The Six-Syndrome Differentiation courses analyze the Liu Jing in the Shang Han Lun in terms of the Eight Principles (Ba Gang), according to the herbal system developed by the late Dr. Hu Xi Shu. Students will learn the essential qualities of the six syndromes, guiding their diagnosis to a relevant subset of formulas that treat specific presentations within each syndrome or combination of syndromes. Theory will be supplemented by case studies, so that students will develop an understanding of how this material translates into an effective clinical approach. CF222 covers an introduction to the Six-Syndrome lineage of Zhang Zhongjing and its origins, the system of symptom-identification of the six syndromes, a discussion of the symptoms related to the exterior syndromes of Taiyang, and presents the formulas presentations for 13 Guizhi Tang group formulas, 14 Mahuang group formulas.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination, case study.

**Faculty:** Dr. Suzanne Robidoux, PhD **Reasoning:** Dr. Robidoux has spent almost 20 years in China, searching out and studying with renowned practitioners while earning her own PhD and post-doctorate at major TCM Universities. Her vast experience studying with highly-renowned lao yi (old doctors), in both classical acupuncture and herbal traditions, uniquely qualifies her to teach this material in the ACCHS DAOM program. In particular for this course, Suzanne has spent the last 6 years in Beijing, doing her post-doc under Dr. Feng Shi Lun, who is continuing the Jing Fang tradition of his teacher, the late Dr. Hu Xi Shu.

**CF223 – Shanghan Lun: Six-Syndrome Differentiation II  
(1 units / 15 hours) didactic**

**Description:** The Six-Syndrome Differentiation courses analyze the Liu Jing in the Shang Han Lun in terms of the Eight Principles (Ba Gang), according to the herbal system developed by the late Dr. Hu Xi Shu. Students will learn the essential qualities of the six syndromes, guiding their diagnosis to a relevant subset of formulas that treat specific presentations within each syndrome or combination of syndromes. Theory will be supplemented by case studies, so that students will develop an understanding of how this material translates into an effective clinical approach.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 222 - Shanghan Lun: Six-Syndrome Differentiation I.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination, case study.

**Faculty:** Dr. Suzanne Robidoux, PhD Reasoning: Dr. Robidoux has spent almost 20 years in China, searching out and studying with renowned practitioners while earning her own PhD and post-doctorate at major TCM Universities. Her vast experience studying with highly-renowned lao yi (old doctors), in both classical acupuncture and herbal traditions, uniquely qualifies her to teach this material in the ACCHS DAOM program. In particular for this course, Suzanne has spent the last 6 years in Beijing, doing her post-doc under Dr. Feng Shi Lun, who is continuing the Jing Fang tradition of his teacher, the late Dr. Hu Xi Shu.

**CF224 – Shanghan Lun: Six-Syndrome Differentiation III  
(1 units / 15 hours) didactic**

**Description:** The Six-Syndrome Differentiation courses analyze the Liu Jing in the Shang Han Lun in terms of the Eight Principles (Ba Gang), according to the herbal system developed by the late Dr. Hu Xi Shu. Students will learn the essential qualities of the six syndromes, guiding their diagnosis to a relevant subset of formulas that treat specific presentations within each syndrome or combination of syndromes. Theory will be supplemented by case studies, so that students will develop an understanding of how this material translates into an effective clinical approach. CF 224 covers the symptoms related to the interior syndromes of Yangming, and presents the formula presentations for the 30 Yangming formulas.

**Prerequisites:** Demonstration of successful attainment

of the learning objectives of CF 222 - Shanghan Lun: Six-Syndrome Differentiation II.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination, case study.

**Faculty:** Dr. Suzanne Robidoux, PhD Reasoning: Dr. Robidoux has spent almost 20 years in China, searching out and studying with renowned practitioners while earning her own PhD and post-doctorate at major TCM Universities. Her vast experience studying with highly-renowned lao yi (old doctors), in both classical acupuncture and herbal traditions, uniquely qualifies her to teach this material in the ACCHS DAOM program. In particular for this course, Suzanne has spent the last 6 years in Beijing, doing her post-doc under Dr. Feng Shi Lun, who is continuing the Jing Fang tradition of his teacher, the late Dr. Hu Xi Shu.

**CF225 – Shanghan Lun: Six-Syndrome Differentiation IV  
(1 units / 15 hours) didactic**

**Description:** The Six-Syndrome Differentiation courses analyze the Liu Jing in the Shang Han Lun in terms of the Eight Principles (Ba Gang), according to the herbal system developed by the late Dr. Hu Xi Shu. Students will learn the essential qualities of the six syndromes, guiding their diagnosis to a relevant subset of formulas that treat specific presentations within each syndrome or combination of syndromes. Theory will be supplemented by case studies, so that students will develop an understanding of how this material translates into an effective clinical approach. CF225 covers the symptoms related to the interior syndromes of Taiyin, and presents the formula presentations for 18 Taiyin formulas.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 222 - Shanghan Lun: Six-Syndrome Differentiation III.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination, case study.

**Faculty:** Dr. Suzanne Robidoux, PhD Reasoning: Dr. Robidoux has spent almost 20 years in China, searching out and studying with renowned practitioners while earning her own PhD and post-doctorate at major TCM Universi-

ties. Her vast experience studying with highly-renowned lao yi (old doctors), in both classical acupuncture and herbal traditions, uniquely qualifies her to teach this material in the ACCHS DAOM program. In particular for this course, Suzanne has spent the last 6 years in Beijing, doing her post-doc under Dr. Feng Shi Lun, who is continuing the Jing Fang tradition of his teacher, the late Dr. Hu Xi Shu.

#### CF226 – Shanghan Lun: Six-Syndrome Differentiation V

##### (1 units / 15 hours) didactic

**Description:** The Six-Syndrome Differentiation courses analyze the Liu Jing in the Shang Han Lun in terms of the Eight Principles (Ba Gang), according to the herbal system developed by the late Dr. Hu Xi Shu. Students will learn the essential qualities of the six syndromes, guiding their diagnosis to a relevant subset of formulas that treat specific presentations within each syndrome or combination of syndromes. Theory will be supplemented by case studies, so that students will develop an understanding of how this material translates into an effective clinical approach. CF226 covers the symptoms related to the half and half syndromes of Shaoyang,, and presents the formula presentations for the 22 Shaoyang formulas, 6 additional Yangming formulas, and 12 Jueyin formulas.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 222 - Shanghan Lun: Six-Syndrome Differentiation IV.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination, case study.

**Faculty:** Dr. Suzanne Robidoux, PhD Reasoning: Dr. Robidoux has spent almost 20 years in China, searching out and studying with renowned practitioners while earning her own PhD and post-doctorate at major TCM Universities. Her vast experience studying with highly-renowned lao yi (old doctors), in both classical acupuncture and herbal traditions, uniquely qualifies her to teach this material in the ACCHS DAOM program. In particular for this course, Suzanne has spent the last 6 years in Beijing, doing her post-doc under Dr. Feng Shi Lun, who is continuing the Jing Fang tradition of his teacher, the late Dr. Hu Xi Shu.

#### CF227 – Shanghan Lun: Six-Syndrome Differentiation VI

##### (1 units / 15 hours) didactic

**Description:** The Six-Syndrome Differentiation courses

analyze the Liu Jing in the Shang Han Lun in terms of the Eight Principles (Ba Gang), according to the herbal system developed by the late Dr. Hu Xi Shu. Students will learn the essential qualities of the six syndromes, guiding their diagnosis to a relevant subset of formulas that treat specific presentations within each syndrome or combination of syndromes. Theory will be supplemented by case studies, so that students will develop an understanding of how this material translates into an effective clinical approach. CF227 covers the symptoms related to the half and half syndromes of Jueyin,, and presents the formula presentations for the 12 Jueyin formulas.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 222 - Shanghan Lun: Six-Syndrome Differentiation V.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination, case study.

**Faculty:** Dr. Suzanne Robidoux, PhD Reasoning: Dr. Robidoux has spent almost 20 years in China, searching out and studying with renowned practitioners while earning her own PhD and post-doctorate at major TCM Universities. Her vast experience studying with highly-renowned lao yi (old doctors), in both classical acupuncture and herbal traditions, uniquely qualifies her to teach this material in the ACCHS DAOM program. In particular for this course, Suzanne has spent the last 6 years in Beijing, doing her post-doc under Dr. Feng Shi Lun, who is continuing the Jing Fang tradition of his teacher, the late Dr. Hu Xi Shu.

#### CF228 - Sa'am Acupuncture II

##### (1 units / 15 hours) didactic

**Description:** This course follows from CF 207 - Introduction to Sa'am Acupuncture, and delves deeper into the system. Students review the basic theory of the system, based on Wu Xing and Liu Jing, and the basic patterns related to the excesses of the 12 channels. Students then work with more case studies, with a focus on combinations of patterns, sequencing or combining 4-point protocols, and the use of the sedation protocols.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 207 - Introduction to Sa'am Acupuncture.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of

class assignments.

**Methods of Evaluation:** In-class participation, case studies, essays, final examination.

**Faculty:** Toby Daly, L.Ac. **Reasoning:** Dr. Toby Daly began studying Chinese medicine in 1997 with Sunim Doam, a Korean monk trained in the Sa'am tradition. He has been using the Sa'am acupuncture system in his clinical practice exclusively over 15 years, and is now teaching in private seminars throughout the United States. He is thus a well-qualified instructor for teaching the Sa'am acupuncture system in the DAOM program.

### CF229 - Shanghan Lun: Formula Presentations II (1 units / 15 hours) didactic

**Description:** This course follows from CF 204 - Introduction to the Shanghan Lun: Formula Presentations, and covers Herb Presentations (Yao Zheng) and Formula Presentations (Fang Zheng) of Guizhi and Mahuang. Students will learn the physical and emotional characteristics, as well as the tendencies and signs and symptoms that relate to these herbs and to the following formulas: Guizhi Tang, Guizhi Jia Longgu Muli Tang, Xiao Jianzhong Tang, Danguai Sini Tang, Wenjing Tang, Ling Gui Zhu Gan Tang, Mahuang Tang, Gegen Tang, Ma Xing Shi Gan Tang, Yue Bi Tang, Xiao Qinglong Tang and Da Qinglong Tang.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 204 - Introduction to the Shanghan Lun: Formula Presentations.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, content summaries and reflections, case studies, essay.

**Faculty:** Dr. Daniel Eng, PhD (China), L.Ac. **Reasoning:** Dr. Daniel Eng, PhD (China) was awarded his PhD in Classical Chinese Herbalism from the Nan Jing University of Chinese Medicine, under the tutelage of Dr. Huang Huang. Over the last decade, Dr. Eng has devoted his study to the practice of Jing Fang (Classical Formulas). He has studied with most of the well-known teachers who are known in the West (Dr. Huang Huang, Drs. Feng Shi Lun and Suzanne Robidoux).

### CF230 - Shanghan Lun: Formula Presentations III (1 units / 15 hours) didactic

**Description:** This course follows from CF 204 - Introduction to the Shanghan Lun: Formula Presentations, and covers Herb Presentations (Yao Zheng) and Formula Presentations (Fang Zheng) of Ganjiang, Fuzi, Huangqin/Huanglian. Students will learn the physical and emotional

characteristics, as well as the tendencies and signs and symptoms that relate to these herbs and to important formulas that utilize these herbal methods.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 204 - Introduction to the Shanghan Lun: Formula Presentations.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, content summaries and reflections, case studies, essay.

**Faculty:** Dr. Daniel Eng, PhD (China), L.Ac. **Reasoning:** Dr. Daniel Eng, PhD (China) was awarded his PhD in Classical Chinese Herbalism from the Nan Jing University of Chinese Medicine, under the tutelage of Dr. Huang Huang. Over the last decade, Dr. Eng has devoted his study to the practice of Jing Fang (Classical Formulas). He has studied with most of the well-known teachers who are known in the West (Dr. Huang Huang, Drs. Feng Shi Lun and Suzanne Robidoux).

### CF231 - Shanghan Lun: Formula Presentations IV (1 units / 15 hours) didactic

**Description:** This course follows from CF 204 - Introduction to the Shanghan Lun: Formula Presentations, and covers Herb Presentations (Yao Zheng) and Formula Presentations (Fang Zheng) of Baishao, Huangqi, and Danguai. Students will learn the physical and emotional characteristics, as well as the tendencies and signs and symptoms that relate to these herbs and to important formulas that utilize these herbal methods.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF204 - Introduction to the Shanghan Lun: Formula Presentations.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, content summaries and reflections, case studies, essay.

**Faculty:** Dr. Daniel Eng, PhD (China), L.Ac. **Reasoning:** Dr. Daniel Eng, PhD (China) was awarded his PhD in Classical Chinese Herbalism from the Nan Jing University of Chinese Medicine, under the tutelage of Dr. Huang Huang. Over the last decade, Dr. Eng has devoted his study to the practice of Jing Fang (Classical Formulas). He has studied with most of the well-known teachers who are known in the West (Dr. Huang Huang, Drs. Feng Shi Lun and Suzanne Robidoux).

**CF232 - Shen-Hammer Pulse Diagnosis II  
(1.0 units / 15 hours) didactic**

**Description:** This course follows CF 208 - Introduction to Shen-Hammer Pulse Diagnosis. Students will review the basic theory and the primary qualities of the important pulse presentations, and delve deeper into secondary pulse positions and images. Students will also learn the meanings of the pulse findings, with reference to both diagnostic principles and classical herbalism.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 208 - Introduction to the Shen-Hammer Pulse Diagnosis.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, case studies, essays, final examination.

**Faculty:** Brandt Stickley, L.Ac. **Reasoning:** Brandt Stickley is an acupuncturist, herbalist, educator, and writer practicing Acupuncture and Chinese medicine with a focus on neurology and psychiatry. He maintains a specialty in contemporary Chinese pulse diagnosis, Chinese medical psychology, and classical Chinese medicine. His experience in using classical Chinese medicine and contemporary pulse diagnosis to treat psychological disorders makes him the ideal instructor for Chinese medical psychology and pulse diagnosis courses.

**CF233 - Shen-Hammer Pulse Diagnosis III  
(1.0 units / 15 hours) didactic**

**Description:** This course follows CF 231 - Shen-Hammer Pulse Diagnosis II. Students will review the basic theory and the primary qualities of the important pulse presentations, and then spend a great deal of time with hands-on practice, filling out pulse diagnosis sheets, comparing findings to those of the instructor's, and then proposing treatment using acupuncture and herbal formulas.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 231 - Shen-Hammer Pulse Diagnosis II.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of

class assignments.

**Methods of Evaluation:** In-class participation, case studies, essays, final examination.

**Faculty:** Brandt Stickley, L.Ac. **Reasoning:** Brandt Stickley is an acupuncturist, herbalist, educator, and writer practicing Acupuncture and Chinese medicine with a focus on neurology and psychiatry. He maintains a specialty in contemporary Chinese pulse diagnosis, Chinese medical psychology, and classical Chinese medicine. His experience in using classical Chinese medicine and contemporary pulse diagnosis to treat psychological disorders makes him the ideal instructor for Chinese medical psychology and pulse diagnosis courses.

**CF234 - Classical Chinese Physiology II  
(0.5 units / 7.5 hours) didactic**

**Description:** Each of the Six Conformations has distinctive elements of its own physiology, and corresponding ways in which pathomechanisms tend to manifest. This course will explore the most important pathomechanisms of each conformation, along with the use of herbs and formulas that correspond to specific movements to correct these deviations from optimal physiology.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 210 - Introduction to Classical Physiology.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination.

**Faculty:** Brandt Stickley, L.Ac. **Reasoning:** Brandt Stickley is an acupuncturist, herbalist, educator, and writer practicing Acupuncture and Chinese medicine with a focus on neurology and psychiatry. He maintains a specialty in contemporary Chinese pulse diagnosis, Chinese medical psychology, and classical Chinese medicine. His experience in using classical Chinese medicine and contemporary pulse diagnosis to treat psychological disorders makes him the ideal instructor for Chinese medical psychology and pulse diagnosis courses.



**CF235 – Classical Chinese Physiology III  
(0.5 units / 7.5 hours) didactic**

**Description:** In this course, students will go over the physiology and pathophysiology of common, uncommon and favorite formulas, and delve deeply into psycho-emotional disease categories such as vexation, heart vexation, anguish, mania, inability to sleep, fright, running piglet, lily bulb disease, and plumpit qi.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF234 - Classical Chinese Physiology II.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination.

**Faculty:** Brandt Stickley, L.Ac. **Reasoning:** Brandt Stickley is an acupuncturist, herbalist, educator, and writer practicing Acupuncture and Chinese medicine with a focus on neurology and psychiatry. He maintains a specialty in contemporary Chinese pulse diagnosis, Chinese medical psychology, and classical Chinese medicine. His experience in using classical Chinese medicine and contemporary pulse diagnosis to treat psychological disorders makes him the ideal instructor for Chinese medical psychology and pulse diagnosis courses.

**CF236 – Wu Yun Liu Qi II  
(1.0 units / 15 hours) didactic**

**Description:** This course will further introduce the cosmological, philosophical, astronomical, and medical background to the theory found in chapters 66-74 in the Huangdi neijing suwen (as edited by Wang Bing in the Song Dynasty). We will continue to explore the worldviews and perspectives from different time periods in ancient (classical and medieval) China that form a basis for the 7 Great Chapters (Qipian Dalun). We will then look at classical sources as well as the alternative fields of divination practice related to the Wuyun Liuqi practice, and the basic structures of the systems. This theory opens up the possibility of perceiving and understanding medicine from a holistic worldview beyond that of the authors, and for this reason, as well as its clinical significance and usefulness, we will explore the depths and profundity of these systems in relation to modern diseases, including epidemics. We will compare “epidemics” with the classical perspective of the “movements of heaven” (Tianxing), and conclude by looking at the Wuyun Liuqi for 2021 leading up to 2022, and the clinical prescriptions (of Wei (flavor) and Qi) that

are appropriate.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of CF 211 - Introduction to Wu Yun Liu Qi.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, and out of class assignments.

**Methods of Evaluation:** In-class participation, essays, final examination, case studies.

**Faculty:** Michael Givens, L.Ac. **Reasoning:** Michael Givens is a licensed acupuncturist with an MS in Oriental Medicine from National College of Natural Medicine (now NUNM). He also holds an MA in Eastern Classics from St. John's College, where he focused on classical Chinese language, the Yijing (Classic of Change), other Daoist and Confucian texts, and classical texts from India and Japan. In addition, Michael studied directly in a traditional clinical discipleship with Dr. Heiner Fruehauf. Michael has self-published three books/translations and established the Shen Ming Press with two other colleagues, through which he annually publishes the Classical Almanac for each year.

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**Orthopedic Medicine & Pain Management Module**

**OP101 - Intro to Acupuncture Physical Medicine  
(2 units / 30 hours) didactic**

**Description:** This foundational class provides knowledge and skills to examine, diagnose and plan treatment of a wide range of common, significant orthopedic injuries, pain and disabilities. It uses neck and shoulder injuries and pain to serve as a clinical example to demonstrate theory, principles, modalities and techniques of acupuncture orthopedics. It covers the theory of assessment using range of motion, orthopedic and neurological testing, treatment using anatomically relevant points, and case management and planning in the treatment of musculoskeletal conditions. In this course, students will gain the foundation for the rest of the Advanced Orthopedics courses, and also learn the language with which they can communicate with other healthcare professionals.

**Prerequisites:** None

**Competencies:** Consultation and collaboration skills; advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, In-class demonstrations, examination, essays.

**Faculty:** Anthony Von der Muhll, L.Ac. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

### **OP102 - Intro to Tung Acupuncture (1 unit / 15 hours) didactic**

**Description:** This course serves to lay a theoretical foundation for the understanding and application of Tung Acupuncture, as well as to cover key points of the system. Students will learn the historical and theoretical background and therapeutic strategies of Tung's system. They will learn the principles of image, channel and tissue correspondence which guide high level point selection. They will cover the majority of the points from all the different zones in Tung's acupuncture system, including location, needling method, indications, functions and combinations.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, demonstrations, examinations, essays, case studies.

**Faculty:** Dr. Henry McCann, DAOM. **Reasoning:** Dr. Henry McCann has published one of the most highly regarded Tung Acupuncture Manuals in the English language. His in-depth study of Tung's Acupuncture, combined with his study of the Chinese classics, allow him to ground the former in the context of the latter, in a way that clarifies and reinforces Chinese Medical theory and channel theory, rather than simply learning point protocols for specific symptoms or illnesses. His background and his style of teaching make him an ideal candidate to teach Tung acupuncture within a program that has a strong focus on the Chinese medical classics.

### **OP103 - Intro to Functional Assessment (0.5 unit / 7.5 hours) didactic**

**Description:** This course introduces functional assessment which complements orthopedic testing in clinical practice. It also introduces osteopathic techniques that acupuncturists

may utilize within their scope of practice. It uses cross syndromes to demonstrate the main characteristics, benefits and a survey of techniques within these systems.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, demonstrations, examination, essays, case studies.

**Faculty:** Joshua Margolis, L.Ac. **Reasoning:** Joshua Margolis has complemented his training as a licensed acupuncturist by completing the educational program at the Canadian College of Osteopathy. He has been utilizing orthopedic and osteopathic perspectives and techniques in his clinical practice for many years, and has taught in private seminars and doctoral programs across the United States.

### **OP104 - Introduction to Classical Anatomy: Jing Jin (2 units / 30 hours) didactic**

**Description:** This course covers the anatomy related to the Jing Jin (tendino-muscular meridians), physical examination and summary of treatment for the all six channels. Relevant muscles that form part of these channels will be explored, and trigger points will be identified and located for a great number of them.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, essays.

**Faculty:** Anthony Von der Muhll, L.Ac. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

**OP121 - Tung Acupuncture: Application of Neijing and Nanjing Treatment Strategies**

**(1 units / 15 hours) didactic**

**Description:** The Huang Di Neijing and Nanjing are Han Dynasty texts that laid out the very foundation of acupuncture. While some people think that Tung's acupuncture is separate from these, the truth is that all acupuncture when applied correctly exhibits the same basic expression of core theory. This course will explore how Tung's acupuncture utilizes clinical strategies from the Neijing and the Nanjing, supplemented with other pre-modern literature. We will explore the classical basis of distant point needling that is characteristic of Tung's approach, and then explore how Tung's points exemplify other strategies including using the Five Phases, and Yin/Yang theory. Advanced considerations for point selection will include local timing of day, seasonal variations, root and tip (branch), pulse diagnosis, and supplementing and draining.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP 102 – Intro to Tung Acupuncture.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, demonstrations, examination, case study.

**Faculty:** Dr. Henry McCann, DAOM. **Reasoning:** Dr. Henry McCann has published one of the most highly regarded Tung Acupuncture Manuals in the English language. His in-depth study of Tung's Acupuncture, combined with his study of the Chinese classics, allow him to ground the former in the context of the latter, in a way that clarifies and reinforces Chinese Medical theory and channel theory, rather than simply learning point protocols for specific symptoms or illnesses. His background and his style of teaching make him an ideal candidate to teach Tung acupuncture within a program that has a strong focus on the Chinese medical classics.

**OP122 - Tung Acupuncture for Pain Conditions**

**(1 unit / 15 hours) didactic**

**Description:** In this course students will focus on the treatment of pain conditions using Tung Acupuncture, moving through specific regions of the body. Students will learn the points that are often effective for specific types of pain, considering region, channel, chronicity, and other diagnostic criteria.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP 102 – Intro to Tung Acupuncture

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments

**Faculty:** Dr. Henry McCann, DAOM. **Reasoning:** Dr. Henry McCann has published one of the most highly regarded Tung Acupuncture Manuals in the English language. His in-depth study of Tung's Acupuncture, combined with his study of the Chinese classics, allow him to ground the former in the context of the latter, in a way that clarifies and reinforces Chinese Medical theory and channel theory, rather than simply learning point protocols for specific symptoms or illnesses. His background and his style of teaching make him an ideal candidate to teach Tung acupuncture within a program that has a strong focus on the Chinese medical classics.

**OP124a - Orthopedic Acupuncture: Head, Neck and Thorax**

**(1 units / 15 hours) didactic**

**Description:** This course will emphasize a clinical approach to diagnosis that will steer the students towards specific treatments for soft tissue issues involving syndromes of the head, neck and thorax. The methods involved will include orthopedic, neurological and manual muscle testing of the relevant joints and muscles, always with the goal of ruling out red flag conditions that require prompt referral, and then diagnosing precisely. Treatments will include an integration of acupuncture, myofascial techniques, cupping and guasha. There will be a significant hands-on component in order to help students develop both clarity and skill with the techniques being covered.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, demonstrations, examination, essays, case studies.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of

many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

**OP124b - Orthopedic Acupuncture: Hands-on Practice I (1 unit / 15 hours) didactic**

**Description:** This course will emphasize hands-on practice related to assessment and treatment of the head, neck and thorax. Assessment includes neurological, orthopedic and functional testing, and treatments include an integration of acupuncture, myofascial techniques, cupping and guasha.

**Prerequisites:** None

**Competencies:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, hands-demonstrations and out of class assignments

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, case study.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

**OP125 - Orthopedic Acupuncture: Shoulder, Arm and Hand**

**(1 unit / 15 hours) didactic**

**Description:** This course will emphasize a clinical approach to diagnosis that will steer the students towards specific treatments for soft tissue issues involving syndromes of the shoulder, arm and hand. The methods involved will include orthopedic, neurological and manual muscle testing of the relevant joints and muscles, always with the goal of ruling out red flag conditions that require prompt referral, and then diagnosing precisely. Treatments will include an integration of acupuncture, myofascial

techniques, cupping and guasha. There will be a significant hands-on component in order to help students develop both clarity and skill with the techniques being covered.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, demonstrations, examination, essays, case study.

**Faculty:** Anthony Von der Muhll, L.Ac. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

**OP125b - Orthopedic Acupuncture: Hands-on Practice II**

**(0.5 units / 7.5 hours) didactic**

**Description:** This course will emphasize hands-on practice related to assessment and treatment of the shoulder, arm and hand. Assessment includes neurological, orthopedic and functional testing, and treatments include an integration of acupuncture, myofascial techniques, cupping and guasha.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, hands-demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, case study.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of

many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

### **OP126a - Orthopedic Acupuncture– Lumbo-Sacral Spine**

**(1 unit / 15 hours) didactic**

**Description:** This course will emphasize a clinical approach to diagnosis that will steer the students towards specific treatments for soft tissue issues involving syndromes of the lumbo-sacral spine. The methods involved will include orthopedic, neurological and manual muscle testing of the relevant joints and muscles, always with the goal of ruling out red flag conditions that require prompt referral, and then diagnosing precisely. Treatments will include an integration of acupuncture, myofascial techniques, cupping and guasha. There will be a significant hands-on component in order to help students develop both clarity and skill with the techniques being covered.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, essays.

**Faculty:** Anthony Von der Muhll, L.Ac. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

### **OP126b - Orthopedic Acupuncture: Hands-on Practice III**

**(0.5 unit / 7.5 hours) didactic**

**Description:** This course will emphasize hands-on practice related to assessment and treatment of the lumbo-sacral spine. Assessment includes neurological, orthopedic and functional testing, and treatments include an integration of acupuncture, myofascial techniques, cupping and guasha.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, hand-demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, essays, case study.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

### **OP127a -Orthopedic Acupuncture – Buttock, Hip, Thigh and Knee**

**(1 unit / 15 hours) didactic**

**Description:** This course will emphasize a clinical approach to diagnosis that will steer the students towards specific treatments for soft tissue issues involving syndromes of the buttock, hip, thigh and knee. The methods involved will include orthopedic, neurological and manual muscle testing of the relevant joints and muscles, always with the goal of ruling out red flag conditions that require prompt referral, and then diagnosing precisely. Treatments will include an integration of acupuncture, myofascial techniques, cupping and guasha. There will be a significant hands-on component in order to help students develop both clarity and skill with the techniques being covered.

**Prerequisites:** OP221 – Essentials of Integrative Acupuncture and Physical Medicine (or review of material and passing exam).

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, hands-demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, essays, case study.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

#### **OP127b - Orthopedic Acupuncture: Hands-on Practice IV**

**(1 unit / 15 hours) didactic**

**Description:** This course will emphasize hands-on practice related to assessment and treatment of the buttock, hip, thigh and knee. Assessment includes neurological, orthopedic and functional testing, and treatments include an integration of acupuncture, myofascial techniques, cupping and guasha.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, hands-demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, essays, case study.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of

many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

#### **OP128a - Advanced Orthopedics V – Calf, Ankle and Foot**

**(1 unit / 15 hours) didactic**

**Description:** This course will emphasize a clinical approach to diagnosis that will steer the students towards specific treatments for soft tissue issues involving syndromes of the calf, ankle and foot. The methods involved will include orthopedic, neurological and manual muscle testing of the relevant joints and muscles, always with the goal of ruling out red flag conditions that require prompt referral, and then diagnosing precisely. Treatments will include an integration of acupuncture, myofascial techniques, cupping and guasha. There will be a significant hands-on component in order to help students develop both clarity and skill with the techniques being covered.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, hands-demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, essays, case study.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

### **OP128b - Orthopedic Acupuncture: Hands-on Practice IV**

**(1 unit / 15 hours) didactic**

**Description:** This course will emphasize hands-on practice related to assessment and treatment of the calf, ankle and foot. Assessment includes neurological, orthopedic and functional testing, and treatments include an integration of acupuncture, myofascial techniques, cupping and guasha.

**Prerequisites:** Demonstration of successful attainment of the learning objectives of OP101 – Intro to Acupuncture Physical Medicine.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment.

**Methods of Instruction:** Teaching methods include pre-readings, lectures, discussion, handouts, slides, hands-demonstrations and out of class assignments.

**Methods of Evaluation:** In-class participation, in-class demonstrations, examination, essays, case study.

**Faculty:** Dr. Anthony Von der Muhll, DAOM. **Reasoning:** Dr. Von der Muhll's experience running an orthopedics-heavy private practice, with constant communication with MD's (orthopedists, physiatrists, etc.), insurance companies, worker's comp, etc. have led to his development of many systems and strategies to precisely measure and clearly communicate his findings, treatment approach, and reasoning. This makes him an ideal candidate to teach both Medical Documentation and Report Writing and the program's series of Orthopedics courses. Students will benefit from his systematic approach to assessment, diagnosis, treatment, and reporting of findings and clinical outcomes.

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### **Practicum Training**

#### **PT302 - Clinical Training: Residency Observer**

**Description:** This component of the DAOM candidate's clinical training will be completed at ACCHS, or at an approved off-site location meeting the standards of the ACCHS residency clinic experience. Students must complete one shift (60 hours) of this course for each area of specialization. In these courses, students will observe an advanced practitioner, and relate the clinical reasoning and treatments given to their own didactic learning in the DAOM program.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment; consultation and collaboration skills and clinical supervision.

**Methods of Instruction:** Direct observation of practitioner-patient interactions, case studies, discussions on Chinese

Medicine topics.

**Faculty:** Various

#### **PT303 - Clinical Training: Residency Intern**

**Description:** This component of the DAOM candidate's clinical training will be completed at ACCHS, or at an approved off-site location meeting the standards of the ACCHS residency clinic experience. Students must complete at least one shift (60 hours) of this course, in either area of specialization. In these courses, students will consult with their supervisors, participate actively in patient treatment, and relate the clinical reasoning and treatments given to their own didactic learning in the DAOM program.

**Prerequisites:** Completion of PT 302 - Clinical Training: Residency Observer within that same area of specialization.

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment; consultation and collaboration skills and clinical supervision.

**Methods of Instruction:** Direct observation of practitioner-patient interactions, case studies, discussions on Chinese Medicine topics.

**Faculty:** Various

#### **PT305 - Clinical Training: Externship**

**Description:** As part of their clinical training, DAOM candidates must complete a minimum of 60 hours of their clinical training with professional supervisors. Here there is an option to study with qualified practitioners (terminal degree, 10+ years experience, approved by DAOM Director) from outside the field of Chinese Medicine (Medical Doctor (MD), Doctor of Osteopathic (DO), Naturopathic Doctor (ND), Doctor of Chiropractic (DC), Doctor of Physical Therapy (DPT)). By doing so, DAOM candidates will be able to intern in settings with an adequate number of professional supervisors and provide a wide range of educational experiences, and they will have opportunities to engage in collaborative interactions with other medical providers in appropriate clinical settings.

**Prerequisites:** None

**Competencies:** Advanced patient assessment and diagnosis; advanced clinical intervention and treatment; consultation and collaboration skills and clinical supervision.

**Methods of Instruction:** Teaching methods include discussions, clinical interactions, case studies, and demonstrations.

**Faculty:** Various

**PT308 - Professional Development**

**Description:** Professional development includes activities such as:

1. Clinical supervision/pedagogy
2. Clinical tutorials
3. Case study composition
4. Case study presentation
5. Scholarly writing for publication
6. Course review with clinical analysis
7. Supervised: teaching assignments
8. Supervised: participation in administration of services
9. Supervised: quality assurance activities
10. Supervised: clinical research activities
11. Supervised: supervision responsibilities

In fulfillment of the Professional Development component of their clinical experience, DAOM Candidates will fulfill the following competencies and objectives:

- (5) Synthesize knowledge from different sources, engage in original scientific and scholarly inquiry, think critically and creatively, and communicate their ideas to different audiences
- (7) Successfully navigate the evolving healthcare landscape by properly assessing, measuring and monitoring their patients' conditions, and properly documenting their work in order to share with other healthcare providers, and work with insurance companies, worker's compensation and personal injury cases
- (8) Manage patient flow, coordinate treatment plans, monitor patient progress and reassess accordingly

**Assessment:** Assessment depends on the nature of the activity. In the case of clinical supervision, the DAOM Candidate would be assessed by both their students and by the Clinical Director, with their final grade being the average of the two scores. The scoring is according to the following:

- Guide MSTCM students in conducting comprehensive yet focused intakes (20% of grade)
- Guide MSTCM students assessment and diagnosis, helping them draw logical conclusions from the data gathered during the intake (20% of grade)
- Guide the MSTCM students in selecting appropriate treatment plans, making use of all modalities of Chinese Medicine (20% of grade)
- Guide the MSTCM students in determining ap-

propriate criteria for the measurement of treatment outcomes

- Guide the MSTCM students in charting effectively and efficiently, so that all relevant information is recorded without redundancy or undue loss of time
- Communicate clearly and effectively with patients and other healthcare providers in language that makes sense to them
- Provide patients with information and resources that will help them make informed healthcare decisions, including information regarding lifestyle, diet and specific exercises

The specific means of assessment that will be used by both the MSTCM students and Clinic Directors who evaluate the DAOM Candidate are:

- Conversations - to determine the DAOM candidate's ability to reference clinically relevant information from a variety of sources
- Clinical Interaction - to DAOM candidate's ability to guide clinical reasoning in diagnosis according to physical examination and the principles of Chinese Medicine, as well as the DAOM candidate's ability to guide precise, accurate and objective (as much as is possible) measurement of the patient's condition/progress, and to guide effective and efficient charting strategies
- Patient Surveys - to assess accuracy of diagnosis and efficacy of treatment, as reported by the patient
- Patient Outcome Assessments - to assess the accuracy of diagnosis and efficacy of treatment as measured by the student
- Demonstrations - to assess the DAOM candidate's skillful demonstration of physical techniques (including but not limited to diagnostic testing and palpation, needling techniques, tuina, cupping, etc.)