

DOCTORAL DEGREE PROGRAM CATALOG

ACADEMIC YEARS 2012 - 2014



Pacific College of
Oriental Medicine

The Mission of Pacific College of Oriental Medicine

Mission

The mission of Pacific College is to educate and inspire students to become compassionate, skilled providers of patient-centered healthcare using traditional East Asian and integrative medicine.

Vision

Pacific College is a leader in serving the healthcare needs of the modern world through its diverse programs of study, clinics, centers of learning, and research. Pacific College is a preeminent resource for traditional East Asian and integrative medicine.

Core Values

- Education
- Compassion
- Excellence
- Integrity
- Mindfulness
- Self-Care

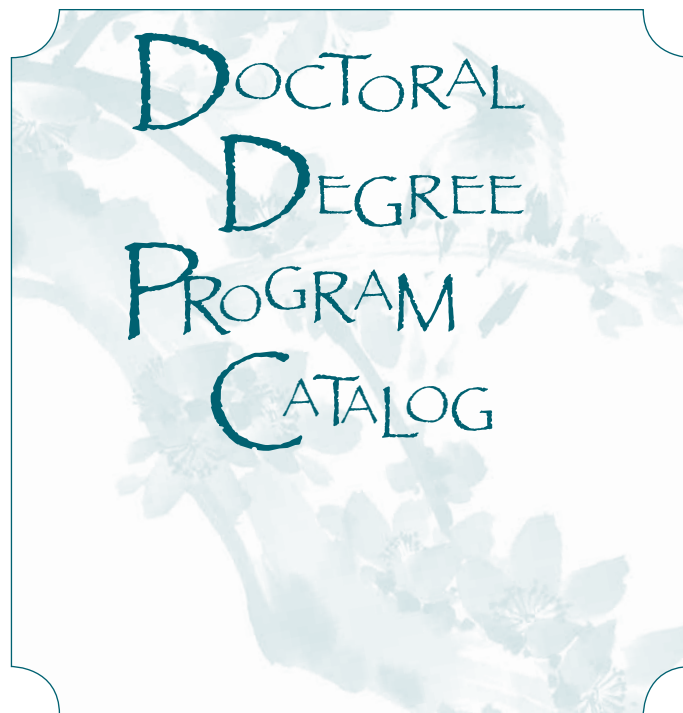
Pacific College Clinical Mission Statement

We, the Pacific College of Oriental Medicine Clinic, a nationally recognized educational facility, provide:

- Exemplary clinical training for our students
- Supportive services for our staff
- Personalized integrative medical treatments for our patients

Administrative Mission Statement

We, the Administration of Pacific College of Oriental Medicine, strive to provide personalized service and guidance to our students, faculty and staff with respect, integrity and compassion.



**Academic Years
2012 - 2014**

San Diego Campus
7445 Mission Valley Road, Suite 105
San Diego, CA 92108
(619) 574-6909
Fax: (619) 574-6641



www.PacificCollege.edu

MESSAGE FROM THE PRESIDENT



Americans have discovered the value of the healing systems known to many as holistic medicine. To a large extent these systems are based on the theories of Chinese medicine, and include acupuncture, herbal medicine, massage therapy, nutrition, meditative practices and more. In Chinese medicine, we find a health care system that can support the human body and spirit: a system that can prevent, as well as cure, disease. Perceiving the value of this system, we have set about making it our own.

What will we in America contribute to this time-honored medical tradition? One promising development has been the advent of Integrative Medicine, a concept embraced by both the biomedical and Oriental medical professions. From the Institute of Medicine, "Integrative Medicine can be described as... a seamless engagement by patients and caregivers of the full range of physical, psychological, social, preventive, and therapeutic factors known to be effective and necessary for the achievement of optimal health... Integrative medicine envisions a health care system that focuses on efficient, evidence-based prevention, wellness, and patient-centered care that is personalized, predictive, preventive and participatory."

Pacific College has embraced this philosophy and has expanded its curriculum and programs in order that its students may more effectively fulfill this vision. Pacific College of Oriental Medicine has established branch campuses on the East and West coasts and at the crossroads of America. At our campuses, and through our encyclopedic website and nationally recognized libraries, it is our goal to cultivate an exchange of information that will lead to the understanding and advancement of this medicine. We will reveal a system that is not the province of one particular culture, but a system that is practicable by any student willing to invest the time to learn it, and effective for any patient willing to give it the chance.

It is our goal at Pacific College to combine the useful principles of Chinese Medicine and its related fields with the freedom and innovation of our modern society. Through research and high educational standards, we will continue to increase our knowledge of the human condition. Not only will we live up to the honored standards of the past, we will meet the responsibilities of today. At Pacific College, we are aware of this unique position and accept its challenge. If you would like to be at the forefront of a growing profession, while experiencing the satisfaction of continuing a time-tested tradition, join us at Pacific College of Oriental Medicine.

*Jack Miller, L.Ac., M.A. (Ed.)
President*


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APPROVAL, ACCREDITATION STATUS, AND LICENSURE

San Diego Campus



Pacific College of Oriental Medicine (San Diego), founded in 1986, is a private institution that has been approved to operate by the California Bureau of Private Postsecondary Education to award the Doctorate of Acupuncture and Oriental Medicine, Master of Science (Traditional Oriental Medicine), Bachelor of Health Science (Asian Holistic Health and Massage), Associate of Science (Massage Therapy/Asian Bodywork), Associate of Applied Science (Holistic Health Science) and the Massage Therapist/Asian Bodywork Certificate. The San Diego Campus is also recognized by the Bureau of Private Postsecondary Education to offer general education distance education courses.

(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 at 2535 Capitol Oaks Drive, Suite 400, Sacramento, California 95833, Toll Free Number 1-(888) 370-7589; Fax Number (916)263-1897, www.bppve.ca.gov). 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 prior to signing an enrollment agreement.

Veterans' Information

Pacific College is approved for the training of veterans and eligible persons under the provisions of Title 38, United States Code. Please obtain a copy of "Veterans' Information: Addendum to Pacific College Catalog" available from the Financial Aid Office and Admissions Representatives for

important additional information pertaining to veterans only and not found in Parts One and Two of the catalog.

Institutional Accreditation

Pacific College of Oriental Medicine is accredited by the Accrediting Commission of Career Schools and Colleges. The Accrediting Commission of Career Schools and Colleges (ACCSC) is listed by the U.S. Department of Education as a nationally recognized accrediting agency. The San Diego Campus is approved by ACCSC to offer general education distance education courses.

ACCSC's scope does not include the accreditation of Pacific College's doctoral program.

Programmatic Accreditation

The professional master's and doctoral degree programs of Pacific College of Oriental Medicine are accredited by the Accreditation Commission of Acupuncture and Oriental Medicine (ACAOM), which is the recognized accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners. ACAOM is located at 14502 Greenview Drive, Suite 300B, Laurel, MD, 20708. Phone: (301) 313-0855.

THE CAMPUS

San Diego Campus

The main campus of Pacific College of Oriental Medicine is conveniently located at 7445 Mission Valley Road in the heart of San Diego's Mission Valley. The modern, spacious 24,000-square-foot facility is situated in a nicely landscaped medical and technology park. In Fall 2009, the college added 6,141 square feet of property, "Annex 1", located at 7540 Metropolitan Avenue. Annex 1 houses four classrooms and several administrative offices and is only a short walk from the main campus. The school has a fair amount of convenient parking, easy freeway access, and is minutes from shopping centers, beaches, and affordable housing. Carpooling is encouraged to aid the environment and to alleviate parking around the campus area. An on-line carpooling service, "Ridaroo", is available to our community to help carpooling become an easy option.

The central suite on the main campus houses the college's busy community clinic. Licensed acupuncturists, interns, assistants, and therapeutic massage practitioners work as a holistic team to treat a wide variety of health problems. Their use of the complete herbal pharmacy, massage, and Oriental physical therapies demonstrates that holistic healers have many tools at their fingertips. A gracious, sunlit waiting room and reception area reflect professionalism and say to all visitors that Oriental medicine has entered the mainstream of modern society.

The college's learning center comprises eight classrooms. The library provides an area conducive to study and research before or after class. The library, home to a portion of Dr. Ted Kaptchuk's collection, is open to health professionals and interested lay people by special arrangement and has provided a valuable resource to San Diego area researchers and alumni. Pacific

College's library received a Health Library Award as one of the top ten finalists in the country for the 2006 National Commission on Libraries and Information Sciences (NCLIS) Health Awards.

The central location of the school and clinic make it ideal for serving the expanding population of San Diego. The clinic provides a perfect location from which to start an acupuncture practice as an intern. Pacific interns have participated in research funded by the National Institutes of Health as well as institutionally sponsored research. The effective treatment provided by Pacific College students will ensure that the clinic remains one of the busiest in San Diego and will continue to provide a valuable educational experience for Pacific College students.

The Mission Valley district of San Diego is well known for its restaurants, shopping centers, and abundance of conveniently located apartments. The city of San Diego has widened and deepened the river that flows through Mission Valley. Walking and bike paths, parks, and other recreational opportunities have been added along the river, making the San Diego River project a serene place to relax between classes.

Close to Mission Valley, the North Park and Clairemont areas of San Diego offer some of central San Diego's most affordable housing while Hillcrest, Mission Hills, and the beach areas provide a community feeling at reasonable prices. Pacific does not have dormitory facilities under its control and assists students in finding housing only through identifying neighborhoods close to the college. Housing is reasonably near the institution's facilities and the approximate cost is \$650 for a one bedroom and \$1050 for a two bedroom apartment. Many homes

and apartments in San Diego are built on canyons and offer spectacular views and a feeling of country living within the city.

Life in San Diego

One of the best things about Pacific College of Oriental Medicine is something that the college can take no credit for is San Diego! It's hard to argue with its nickname, "America's Finest City." If you like sunshine, beaches, mountains, and a small town atmosphere within a growing metropolis.

Even as a student, it is nice to know you are living in one of America's premier vacation destinations. Within its city limits, you will find 70 miles of beaches, the world famous San Diego Zoo, Sea World, and the Wild Animal Park. San Diego's professional football and baseball teams have had their time at the top and locals are hopeful for the future. Within an hour's drive of San Diego, you will find the Anza-Borrego Desert State Park, with hot springs and spectacular scenery. The San Bernardino mountains, just two and a half hours away, are great for all winter

sports. In San Diego, it's true that you can surf in the morning and ski in the afternoon. For a change of pace, Mexico lies just minutes to the south. Practice your Spanish or simply relax between terms on the uncrowded beaches of Baja.

Regardless of what our counterparts in New York City may say, there is life west of the Mississippi, cultural life, that is. San Diego has a marvelous theater community. From the many quality neighborhood theatres to the well known Old Globe Theater, the Playbill on any weekend offers something for almost any taste. The downtown Gaslamp district is a blossoming circle of art galleries, studios, and coffee houses. San Diego's music scene inspires the musician in all of us. The University of California San Diego is the hub of the country's biotech research and development. Pacific's close alliance with the San Diego Taoist Sanctuary allows students interested in advanced internal and martial arts to extend their studies.





PACIFIC COLLEGE LIBRARIES

Access to Information Resources and Health Information Literacy

The library provides a live Health Information Literacy class for students which teaches them how to find and locate materials in all formats and databases. This class is taught for two courses each semester.

In addition, access to all the College's resources is available on the library web page through the online catalog with instructions under the self study tutorials section. It is at <http://www.pacificcollege.edu/acupuncture-massage-college-library/tutorials.html>

There is a tutorial overview which includes the catalog and access to print and non print resources. This is followed by numerous tutorials on specific resources and databases including Pub Med, MedlinePlus, My NCBI, Alt Healthwatch, Medline with Full Text and EJS on line journals.

In addition, we include the NLM tutorials which are Quick tours. There are several categories of databases including Health Databases, Complementary and Alternative Medicine Databases, Senior Health, and many subjects. The best place to start is the Databases under A to Z' <http://www.pacificcollege.edu/acupuncture-massage-college-library/resources/databases-a-z.html>

Students can request special assistance and tutorials at the library.

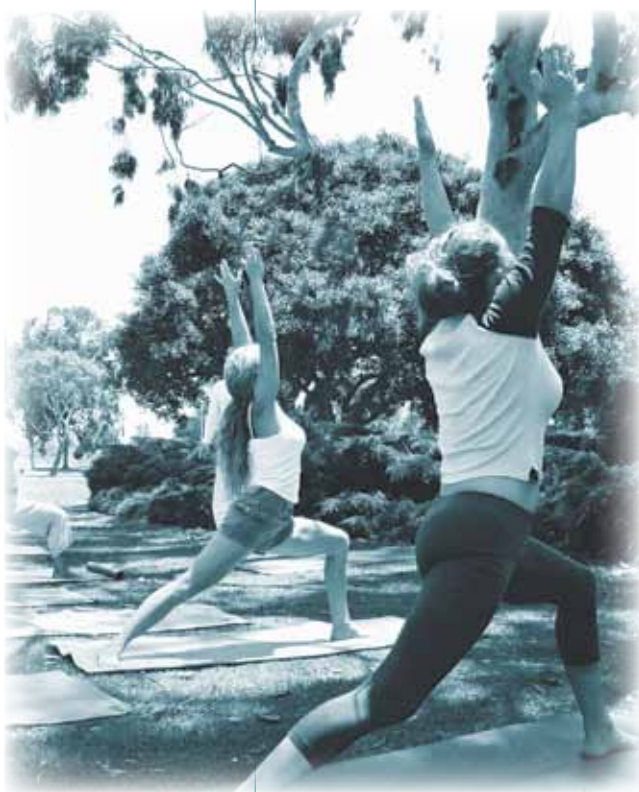
Holdings

There are many resources available in Pacific's library, including journals of Eastern & Western medicine, books, audiotapes and videotapes. The print collections currently include over 27,500 books, journals (50 current titles), a non-print collection containing over 4,500 items of educational software i.e. CDs, DVDs, videos and audiotapes. The library has a Special Collection of Chinese language monographs, a variety of articles, and research papers written by masters and doctoral students. Doctoral Capstone dissertations are available for reference use in the library. Required and recommended texts for each semester can be requested at the library's Reference/Circulation Desk, also known as the Front Desk. Click for San Diego's Online Library Catalog <<http://maple.cybertoolsforlibraries.com/cgi-bin/CyberHTML?PCOMHO>> . The other campuses also have a designated section.

OUR PHILOSOPHY, MISSION & GOALS

Our Educational Philosophy

Pacific College of Oriental Medicine believes that the energetic and physiological principles of Oriental medicine are grounded in the laws of nature. While they may seem mysterious at times, they are not mystical. That is, they are knowable by the average human being without any appeal to the supernatural. Moreover, the knowledge base of this medical system can be increased through scientific inquiry. Lastly, these principles comprise a system of medicine that is applicable through natural means to the treatment of disease. Simply stated, we believe that Oriental medicine is knowable, teachable...and that you can do it.



The overarching purpose of the Doctoral of Acupuncture and Oriental Medicine (DAOM) is to:

“foster self-directed learning and critical thinking within the framework of traditional Chinese medicine until it becomes an unshakable habit and a defining characteristic of the graduate’s professionalism.”

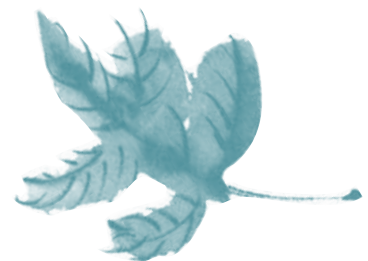
Practically speaking, the overarching purpose, the programmatic objectives, and the individual course objectives must be taken as a whole when defining the *raison d'être* of Pacific College’s DAOM. What we have called the overarching purpose states the primary cognitive skill of doctoral graduates. Our logic for it is as follows: The doctorate is the terminal degree in our field. Thus, following graduation we believe that there is, at least figuratively, nowhere else to turn but to one’s self and one’s peers for the knowledge that one will require to continue to develop professionally. Therefore, doctoral graduates must possess a much more advanced level of self-directed learning than the initial levels exhibited by graduates of a master’s level program. Additionally, when considering outside sources of information available for synthesis into new knowledge, it is essential that doctoral graduates are able to assess its validity, thus requiring greater levels of critical thinking skills. With the explosion of information today, it has never been more important that professionals have this ability. Of course, these cognitive skills would have no foundation were it not for the specific content of each course. Similarly, the doctoral degree outcomes would have little practical clinical application if we ignored the affective and psychomotor skills required of an advanced practitioner.

Programmatic Educational Objectives

Our doctoral program's purpose statement is manifested in the following programmatic, educational objectives. While each course within the curriculum has highly specific course objectives, the programmatic, educational objectives guide as well as summarize the specific course objectives.

The graduate of Pacific College's Doctorate of Acupuncture and Oriental Medicine (DAOM) will be able to:

1. Apply the principles of critical-thinking and clinical reasoning to patient assessment, diagnosis, and treatment.
2. As life-long learners, apply the principles of self-directed learning to medical inquiry.
3. Apply an integrative understanding of the nature and cause of disease to the prevention, diagnosis and treatment of disease.
4. Apply advanced Oriental medicine modalities, i.e., clinical skills, including acupuncture, herbal medicine, qi cultivation and energetics, diet and nutrition and manual therapy to the prevention, diagnosis and treatment of disease.
5. Apply biomedical knowledge within the scope of practice of Chinese medicine to facilitate:
 - consultation and collaboration with other health care personnel;
 - communication with patients;
 - recognition of ominous signs and emergency conditions;
 - proper referral procedures to appropriate health care providers; and
 - the increased efficacy of TCM diagnosis and treatment.
6. Apply an understanding of the unique philosophy in each of the major classical Chinese medical texts to:
 - prevent, diagnose and treat disease;
 - evaluate translations of classical texts, as well as modern texts purported to be based on the Classics;
 - engage in original thought on the source of TCM theories and their development; and
 - facilitate critical thinking about the application of classical theories in today's modern culture.



7. Apply Chinese medical Chinese language skills to:

- clarify essential TCM concepts by observing the relationship between language from the modern and classical periods;
- acquire basic translation ability in order to contribute to the knowledge base of the profession;
- enhance the understanding of Chinese medicine by gaining direct access to Chinese language source texts discussed in the classics tract;
- learn to utilize the available translation tools (electronic and otherwise), in order to access Chinese language sources.

8. Apply their specialization training:

- in the diagnosis and treatment of patients; particularly demonstrating their ability to integrate biomedical, classical TCM, and research information when working within the specialty of family medicine;
- in consultation and collaboration with allied health providers;
- by completing a related clinical capstone project that will add to the knowledge base of the profession.

9. Apply principles of scientific research to:

- engage in self-directed learning;
- engage in scientific and scholarly inquiry;
- demonstrate sound clinical reasoning; problem-solving methodology, and organized presentation skills;
- synthesize knowledge; and
- demonstrate critical thinking and creativity through a clinical capstone project that will add to the knowledge base of the profession.

10. Apply clinical supervision and teaching skills to the education of Master's of Traditional Oriental Medicine degree students.

11. Apply clinical management skills to direct and organize the provision of patient care services.

12. Apply the habits acquired in Case Review and Mentorship and other courses to maintain a life-long dialog with mentors in order to create an expanding community of learners that transcends the barriers of the institution and the doctoral program.



PROGRAM OF STUDY

Pacific College's Doctorate of Acupuncture and Oriental Medicine offers a six term, 1257-hour, 61.5 credit program of study. It is composed of a series of courses in five tracks in which each doctoral student completes 61.5 didactic and clinic courses in a residency program.

DIDACTIC COURSES

Track 1: Family Medicine

- Pediatrics (2.0 units)**
- Neurology (2.0 units)**
- Mental Health (2.0 units)**
- Orthopedics (2.0 units)**
- Geriatrics (2.0 units)**
- Women's Health (2.0 units)**
- Preventive Medicine (1.5 units)**

In the Family Medicine series doctoral students receive an advanced course of study in the above medical concentrations. Each of the above courses focus on the realistic and relevant integration of biomedical diagnosis and treatment with differentiation and treatment from the traditional Oriental medical perspective. Utmost respect for the essence of Chinese Medicine is preserved. More than that, these courses are presented concurrent with the Application of Chinese Classics courses. So, while studying biomedical and modern TCM approaches to disease, the student is challenged to consider the ways in which the classical texts are still relevant today.

Track 2: Application of Chinese Classics

- Nei Jing (1.5 units)**
- Nan Jing (1.5 units)**
- Shang Han Lun (1.5 units)**
- Jin Gui Yao Lue (1.5 units)**
- Wen Bing (1.5 units)**

This series of courses enables the doctoral fellow to understand and apply the

principles, theories and techniques in the Nei Jing, Nan Jing, Shang Han Lun, Jin Gui Yao Lue, and Wen Bing. Doctoral fellows compare and contrast classical Chinese medicine with modern treatment techniques, and critically examine both. Doctoral fellows are also able to discriminate among various translations of classical texts and texts purported to be based on classical theory. Lastly, they come to understand the foundations of the medicine represented by classical texts, and the maturation of those theories into their modern form, so as to achieve original thought regarding the future evolution of Oriental medicine theory.

Track 3: Chinese Medical Language 1-6

This series of courses enable the doctoral student to understand the basic features of the literary language of Chinese medicine and its relationship to the language of various classical periods and the modern vernacular of China. Postgraduate doctoral fellows develop a broader intellectual perspective in Chinese medicine through exposure to the philosophical and cultural foundations of the medicine in its source language. They translate excerpts from source texts of Chinese medicine to expand their knowledge base and enhance their research abilities. They also access contemporary Chinese medical literature using dictionaries and assistance from faculty and other experts in the field. Graduates are able to continue self-directed learning and contribute to the profession by way of translation and commentary.

Track 4: Clinical Research

- Clinical Research Methods 1 (1.5 units)**
- Clinical Research Methods 2 (1.5 units)**
- Clinical Research Methods 3 (1.5 units)**
- Capstone Proposal (1.5 unit)**

Capstone Project 1 (1 unit)

Capstone Project 2 (1 unit)

Capstone Presentation (.5 unit)

This series of courses presents clinical research methodology, design and biostatistics along with problem-solving methodologies to expand clinical reasoning and research abilities. These courses enable the doctoral student to validate their individual clinical conclusions, as well as the general principles of Chinese medicine, and to complete a clinical capstone project worthy of addition to the profession's knowledge base.

Professional Leadership Skills

Teaching and Leadership Skills (1 unit)

In addition to the four tracks of study doctoral fellows will be trained to become leaders in their profession by development of their teaching and lecturing skills. Doctoral fellows will present lectures within their Family Medicine specialty in the Pacific College master's level program under the supervision of experienced teachers.

CLINICAL COURSES

Track 5: Clinical Training

Family Medicine Clinic 1-6 (1.5 units each)

Case Review and Mentorship 1-6 (4.5 units)

Grand Rounds 1-6 (.5 units each)

Supervision Skills 1 & 2 (2.5 credits)

Integrative Medicine Practicum (3 units)

Family Medicine Clinic

Pacific College's *Family Medicine Clinic (1-6)* training includes a team approach to patient treatment. The Supervisory Team at Pacific College's on-site *doctoral integrative outpatient clinic* is composed of at least one licensed acupuncturist recognized as an expert in integrative medicine and/or recognized as an expert in the Chinese classical texts, and a biomedical health care provider, typically a medical doctor, as a specialist in Family Medicine.

Postgraduate fellows continue to focus on topics within the Family Medicine specialization, i.e., mental health, geriatrics, neuromuscular medicine, pediatrics, women's health, orthopedics, and preventive medicine. They work at Pacific College's on-site clinic and may work at off-site facilities under the supervision of a licensed acupuncturist and medical specialist (e.g., MD, DC, PhD) who are skilled in the related medical areas.

Case Review and Mentorship


The *Case Review and Mentorship 1-5* experience encourages practitioners to establish and maintain a life-long dialog with mentors in order to create an expanding community of learners that transcends the barriers of the institution and the doctoral program. It focuses on a dialog between student and mentor about representative cases from the student's own clinic. Pacific College's doctoral faculty believe that this is a key feature to advancing a practitioner's clinical competence. Through *Clinical Rationale* reports, the doctoral students present to their mentors an extensive background on the case, rationale for the direction of diagnostic inquiry, alternatives to such direction, rationale for treatment plan, alternate treatment plans, etc. In short, it makes the doctoral fellow's *clinical reasoning*, i.e., *critical thinking*, transparent and accessible for guidance and critique. This Case Review and Mentorship experience creates a supportive relationship between student and teacher that may last a lifetime.

Grand Rounds

In *Grand Rounds 1-6*, doctoral fellows or faculty present patients that represent the Family Medicine or Classics topic being studied that term. The doctoral cohort receives clinical instruction and participates in case discussion related to these patients.

Supervision

The Supervision and Teaching Skills experience presents training in the knowledge and skills required to become a supervisor and/or teacher for the Master's level student. In addition to receiving instruction in basic clinic administration and management, postgraduate doctoral fellows perform



the functions of a supervisor for both interns and assistants at the Master's level, while under the supervision of a doctoral supervisor.

Integrative Medicine Practicum

In addition, each term students observe treatment by medical professionals at a variety of clinical settings, as part of the integration of eastern and western modalities and treatment in the Integrative Medicine Practicum.

Off-Site Clinical Resources, San Diego

In addition to its own clinical facilities, Pacific College has agreements with the following organizations to provide facilities for observation, treatment, and/or collaboration:

- San Diego Hospice
- University of California, San Diego (UCSD) Free Clinic
- Senior's Clinic
- UCSD Sports Medicine Clinic
- Sharp Healthcare Facilities, including the Sharp's Cardiac-Pulmonary Rehabilitation department and Mesa Vista Hospital
- UCSD Owen HIV Clinic
- Naval Medical Center San Diego (NMCSD)
- Naval Health Research Center (NHRC)
- Children's Hospital Integrative Medicine Group

The above facilities offer a wide variety of clinical opportunities to work with related health care professionals within the San Diego community.

Doctoral Students' Private Clinical Resources

Students will be required to report extensively on patients from their own practices in the Case Review and Mentorship clinical courses. This resource and experience is an important one for achieving the transference of knowledge between the program's classroom and clinical training and the student's private practice. Special arrangements may be made for students who do not have private practices.

THE INSTRUCTIONAL DESIGN OF THE DOCTORATE PROGRAM

Case-Based Instruction in Didactic Courses

Pacific College has used case-based instruction in the Integrative Oriental Medicine series of its Master's degree since 2000. The results are impressive and have been taken to greater levels of refinement and sophistication in the doctoral program. A clinical case provides an immediate context and relevance to the subject at hand. Context is important to retention. As we all know, relevance is a key characteristic of effective adult education, a field in which Pacific College's three academic deans are expert. Extensive lectures from recognized leaders in the field still supplement the case discussions. However, we recognize that it is impossible to teach the entirety of any of these constantly evolving subjects.

Therefore, doctoral graduates who will be considered leaders in the field must have the means and habit of staying current themselves. As part of the case-based approach, the faculty member models to students and students apply the problem-solving method that they have been taught by Pacific College's academic leadership team. Doctoral students demonstrate problem-solving in the written projects, which evidence their critical-thinking and self-directed learning in the particular subject. Pacific College's doctoral grading practices emphasize projects and minimize exams. The college believes that doctoral training is a time to demonstrate originality and productivity, not simply to memorize and repeat what has been presented in class.

Research Activities

The *Clinical Research* track supports the goal of self-directed learning and critical thinking (Clinical Capstone Research). Research is the formalized application of critical-thinking, problem-solving methodology. The college's clinical research courses provide the technical skills that underlie modern scientific inquiry, i.e., the inductive-deductive method. The most fundamental aspect of critical thinking is having a method by which one can ascertain that one's thinking is correct. This is the fundamental role of the clinical research series. It culminates in the *Capstone Project*. The Capstone Project is designed to promote and assess the student's understanding of problem solving, research methods, and the standards of modern, scientific publication. It allows the doctoral fellow to explore his or her area of interest within the Family Medicine specialization and to create a product that contributes to the knowledge base of the profession.



Specialization (Didactic and Clinical)

Even within the holistic framework of Chinese medicine, specialization has been a tradition and one that is of critical importance to the continued development of the field. Pacific College has selected the specialization area of Family Medicine from which the future leaders and teachers of this medicine will focus on the following areas of integrative medicine: Neuromuscular Medicine, Geriatrics, Mental Health, Orthopedics, Pediatrics and Women's Health. While the college has an interest and resources in many areas of integrative medicine topics, it chose the broad area of Family Medicine because the faculty felt this was an area currently relevant to a majority of an acupuncturist's practice.

A doctoral student may focus on an area within the Family Medicine specialization that best fits his or her professional and personal goals. They must complete the Family Medicine specialty series in its entirety, i.e., all integrative medicine courses, family medicine clinic, and a related capstone project in terms 4 through 6. Doctoral fellows participate in over 800 hours of didactic, clinical and research activities in the Family Medicine specialization. The college believes this significant level of specialization will create leaders who will raise the level of teaching, authorship, and research in their area of specialization.



COURSE DESCRIPTIONS

Family Medicine Track:

FM806 Pediatrics (2.0 Units)

Pediatric medicine, in both biomedical and Oriental medical perspectives, is quite different from adult medicine. This course explores these differences. While many childhood diseases are examined from both a biomedical and Oriental perspective, this course emphasizes the different natures of pediatric and adult patients, and focuses on the general constitution of children at various stages of their growth as well as the effects of the family on a child's health. Unique treatment modalities such as shonishin, pediatric massage, hand treatment, and pediatric acupuncture are explored. Various diagnostic methods are also employed including finger diagnosis and biomedical techniques such as otoscopy and the use of the stethoscope. Red flags are emphasized during this course.

FM804 Neurology (2.0 Units)

This course, in addition to FM703 Orthopedics, is an introduction to neuromuscular medicine or shang ke, trauma medicine. It explores various diseases of the neurological system including cardiovascular accidents (stroke), transient ischemic attacks, trauma, vertigo and dizziness, upper and lower motor neuron deficits, dementias, tremors, infections, migraines and headaches, and other neurological disorders. These diseases are explored from both a biomedical and Oriental medical perspective as well as with a humanistic view that allows the doctoral candidate to not only understand them in multiple medical perspectives but to understand how these deficits can impact quality of life. Scalp acupuncture, in addition to common Oriental medical methodologies, is emphasized in the treatment of neurological diseases.

FM701 Mental Health (2.0 Units)

This course focuses on jing shen ke, psychiatry, and is an introduction to mental

health. It emphasizes assessment of mental health disorders from both a biomedical perspective (using the DSM-IV) and an Oriental medical perspective. Diseases such as depression, schizophrenia, bipolar disorder, personality disorders, anxiety, and others are explored in a collaborative, case-based class. This course emphasizes the interaction between physical and psycho-emotional disharmonies as well as the role of the family. Therapeutic and clinical approaches to counseling are discussed in the treatment of mental health disorders in addition to use of acupuncture and herbs.

FM703 Orthopedics (2.0 Units)

Along with FM804 Neurology, this course is an introduction to neuromuscular medicine or shang ke, trauma medicine. It emphasizes the treatment of bones, tendons, ligaments and joints primarily in traumas and accidents, but also touches on other diseases such as rheumatoid and osteoarthritis and congenital defects. Emphasis is placed on diagnosis from both a biomedical perspective, using various radiographic imaging such as X-rays, MRI's, and CT scans, and an Oriental medical perspective employing such aspects of the Four Pillars as looking and feeling. Various treatment options are explored including gua sha, tui na, trigger point work, and external poultices, liniments, and plasters, in addition to use of acupuncture and internal herbs. Anatomy and ortho-neurological testing are emphasized throughout this course as are community and family resources.

FM702 Geriatrics (2.0 Units)

This course introduces geriatrics. Geriatrics examines diseases and disorders of the elderly variously defined as post-menopausal women to men and women from their fifties on. While many common diseases have different manifestations in this population, many unique diseases are also seen. Diseases explored in this class include

dementias, malignancies, diabetes, cardiovascular diseases, trauma, and arthritis, among others. Classes use an interactive methodology that emphasizes both the biomedical and Oriental medical approaches to these conditions along with the interactive role of the family.

FM805 Women's Health (2.0 Units)

This course focuses on fu ke (gynecology) and nu ke (obstetrics), Women's Health. By facilitating professional interaction, integration of Oriental and biomedicine in the treatment of obstetrics and gynecology is emphasized. Additionally, this course addresses other physical and social effects on women's health including pregnancy, maternity and marriage.

FM807 Preventive Medicine (1.5 Units)

The study of preventive medicine is studied from two aspects: clinical preventive medicine and epidemiological or public health preventive medicine. The clinical preventive medicine focus in this class explores supplementation, diet, exercise, including qi gong, tai ji, meditation, and other adjunctive therapies and the role of family in promoting longer, healthier life. The epidemiological focus of preventive medicine reviews populations, evidence-based medicine, and social works and constructs to see how preventive medicine relates to large populations rather than individual patients. This class is unique in that it integrates the strengths of Oriental medicine, especially its emphasis on discovering and preventing disease in its earliest stages, with some of the strengths of biomedicine including its ability to apply the scientific method to determine effective treatments and preventive measures. In addition, this class explores the interface between Oriental medicine and society and populations at large, a topic that is rarely examined.

Chinese Classics Track

CF731 Nei Jing (1.5 Units)

This course presents the Huang Di Nei Jing or Yellow Emperor's Classic of Internal Medicine. This class uses didactic teaching as well as interactive discussion to explore key concepts from this ancient text. More importantly, this course and all others in the classic track provides the historical and clinical context to explore the book and its relevance to modern Oriental medicine practice.

CF732 Nan Jing (1.5 Units)

This course examines the Nan Jing or Difficult Classic. Pulse diagnosis is emphasized and is presented in a different context than modern Oriental medical textbooks in English. Many other topics are discussed including the impact of the seasons on health.

CF733 Shang Han Lun (1.5 Units)

This course explores the Shang Han Lun, On Cold Damage, written around 200 B.C. This classic, along with the Jin Gui Yao Lue, is the basis for modern Chinese herbal theory and practice. This course examines external attacks through the liu jing or six divisions theory, and explores classic herbal prescriptions and clinical and diagnostic applications.

CF834 Jin Gui Yao Lue (1.5 Units)

Together with the Shang Han Lun, the Jin Gui Yao Lue, the Essentials from the Golden Cabinet, make up Zhang Zhong Jing's Shang Han Za Bing Lun. While the former emphasizes external diseases, the Jin Gui Yao Lue emphasizes internal medicine. These two courses form the basis of modern Chinese herbal theory and practice.

CF835 Wen Bing (1.5 Units)

This course introduces the school of Wen Bing or Warm Disease, an adjunct/opposite to the school of the Shang Han Lun, which emphasizes damage from cold. A more modern school with an emphasis on epidemics as well as other disease states, this is arguably among the more relevant schools of thought for treating patients in the modern Oriental medical clinic. The use of relevant herbs is emphasized in this class.

Chinese Medical Language Track

CL741 Chinese Medical Chinese 1 (1.5 Units)

This course series explores the fundamentals of Chinese language and grammar, basic medical Chinese, and elementary conversational Chinese. In a friendly, interactive environment, the doctoral students explore these aspects of the Chinese language.

CL742 Chinese Medical Chinese 2 (1.5 Units)

This course expands upon the first class by examining acupuncture point names and meanings, and furthering the doctoral student's understanding of conversational Chinese. The use of the Chinese dictionary is introduced.

CL743 Chinese Medical Chinese 3 (1.5 Units)

This course continues from the second course but adds herb names in addition to finishing acupuncture point names. An emphasis on translating basic medical texts persists throughout this term.

CL844 Chinese Medical Chinese 4 (1.5 Units)

This course continues the exploration of herb names, general medical terms, and Chinese grammar. Translations are still emphasized but become more substantial.

CL845 Chinese Medical Chinese 5 (1.5 Units)

This course continues the areas emphasized in previous Chinese courses.

CL846 Chinese Medical Chinese 6 (1.5 Units)

This course completes the language series and provides, at a deeper level, the areas emphasized in previous Chinese courses.

Clinical Research Track

CR751 Clinical Research Methods 1 (1.5 Units)

This course introduces basic research methods and concepts and begins the development of the capstone project. An emphasis is placed on discussing the common biases and errors researchers must confront. Interactive discussion of capstone projects allows the doctoral candidate to formulate his or her capstone idea and develop methods for completing it.

CR752 Clinical Research Methods 2 (1.5 Units)

This course builds on the previous course and encompasses further development of the capstone project. Research methodology is emphasized, especially assessment and application of the STRICTA protocols of acupuncture research. Research statistics are introduced in this course and include means and standard deviations, and concepts such as normal distribution and central tendencies. The second chapter of the capstone project, literature review, should be substantially completed by the end of this course.

CR753 Clinical Research Methods 3 (1.5 Units)

This course deals with two main areas: completing the research proposal for presentation to a capstone committee and delving much deeper into research statistics. This class uses enjoyable, interactive exercises to demonstrate more advanced statistics. Review of relevant literature is still emphasized. The third chapter of the capstone project, research methods, should be substantially completed by the end of this course. When the first three chapters of the capstone project are completed, the doctoral student may apply for candidacy.

CR854 Capstone Proposal (1.5 Units)

This class continues the work of the previous three with an emphasis on establishing a capstone committee to review the research proposal. Less class time is necessary as the doctoral candidate is doing much more outside work and beginning the actual research process. This work is done mostly with the guidance of the capstone project chair and committee members.

CR855 Capstone Project 1 (1 Unit)

This course emphasizes completion of the research project and writing the final capstone project. This work is done with the guidance of the capstone project chair and committee members.

CR856 Capstone Project 2 (1 Unit)

This course emphasizes what to do to complete capstone project including the final writing of the capstone project report.

CR857 Capstone Presentation (.5 Unit)

This course is taken in the same semester as the previous course and emphasizes the final presentation of the capstone project report.

Professional Leadership and Teaching Skills

MB886 Teaching and Leadership Skills (1 Unit)

This course is designed to develop teaching skills that can be applied to the classroom or public lectures. These skills include course development and appropriate delivery of information. Each doctoral student is expected to teach within his or her concentration within the specialty of Family Medicine.

Clinical Studies

FP701-703 and FP804-806 Integrative Medicine Practicum: 1-6 (.5 Clinical Units each)

The Integrative Practicum course series is designed to provide the doctoral student with direct patient management observation in a biomedical setting to develop advanced clinical knowledge and skills. Students will produce reports on how Oriental Medicine might be integrated into each setting along with best practices for collaboration on patient cases.

FC761-866 Family Medicine Clinic 1-6 (1.5 Clinical Units each)

The Family Medicine Clinic series is designed to allow doctoral students to integrate biomedical and Oriental medical knowledge in a patient care setting. This track utilizes at least two professionals as supervisors: one an expert in Oriental medicine, and another a medical doctor, an expert in biomedicine. Interaction and teamwork between doctoral students is emphasized and provides for an enjoyable work environment where collegiality provides for the best possible care for patients. Teams work on new patients to provide a strong basis for a treatment plan. The patient then goes with one member of the team for implementation of the plan. Tutorials are given regularly on biomedical assessment along with Chinese medicine.

CA751-753 Case Review and Mentorship 1-6 (4.5 Total Units)

This course series is designed to deepen the doctoral student's knowledge and ability to think critically. Clinical case reports are the main tool to accomplish these goals. Narrative reports emphasize succinct communication with other practitioners and with the biomedical community. Clinical rationales emphasize depth of thought by delving into a patient's history, the student's diagnosis and treatment plan, the biomedical background and diagnosis, differential diagnosis, and the rationale for decisions made in the case. In addition, basic communication skills are encouraged. These reports are supervised and mentored by a doctoral faculty member.

FG771-876 Grand Rounds 1-6 (.5 Clinical Units each)

In this course series, patient cases are discussed in an open, collegial, and supportive environment. The interaction between doctoral students helps flesh out cases and leads to many different clinical perspectives and ideas. Similarly, having the guidance of both the Oriental medical and biomedical clinic supervisors encourages open-minded discourse. Discussion and recognition of red flags is emphasized. These courses are taken in conjunction with the Family Medicine clinic courses.

MS884-885 Supervision Skills 1

(1.5 Clinical Units each)

Supervision Skills 2

(1 Clinical Unit)

This course is designed to develop clinical supervision skills of doctoral fellows. This is achieved through hands-on practice supervision in the clinic.

Schedule of Classes

Pacific College's doctoral program is designed for practitioners maintaining a fulltime private practice or other significant commitments. The program is 30 months long with classes held one intensive weekend each month. Students attend classes four days per month. For a detailed schedule of classes, please contact an admissions counselor.

Due to the comprehensive nature and length of the program of study, classes may be held on secular and religious holidays. While recognizing the importance of religious observation, Pacific College cannot promise students that scheduled classes will not conflict with religious obligations. The above workload and schedule descriptions are meant for general information purposes only. Students should expect some variation from course to course, term to term and in final scheduling of classes.

DAOM Chart of Courses

TERM 1:

COURSE #	COURSE NAME	UNITS	REREQUISITES
FM702	Family Medicine: Geriatrics	2	
CF835	Wen Bing	1.5	
CR751	Clinical Research Methods 1	1.5	
CL741	Chinese Medical Language 1	1.5	
FP701	Integrative Medicine Practicum 1	0.5	
CA761	Case Review and Mentorship 1	1	
FC761	Family Medicine Clinic 1	1.5	
FG771	Grand Rounds 1	0.5	
	Total	10	

TERM 2:

FM804	Family Medicine: Women's Health	2	
CF731	Nei Jing	1.5	
CR752	Clinical Research Methods 2	1.5	CR751
CL742	Chinese Medical Language 2	1.5	CL741
FP702	Integrative Medicine Practicum 2	0.5	
CA762	Case Review and Mentorship 2	1	
FC762	Family Medicine Clinic 2	1.5	
FG772	Grand Rounds 2	0.5	
	Total	10	

TERM 3:

FM806	Family Medicine: Pediatrics	2	
CF732	Nan Jing	1.5	
CR753	Clinical Research Methods 3	1.5	CR752
CL743	Chinese Medical Language 3	1.5	CL742
FP703	Integrative Medicine Practicum 3	0.5	
CA763	Case Review and Mentorship 3	1	
FC763	Family Medicine Clinic 3	1.5	
FG773	Grand Rounds 3	0.5	
	Total	10	

TERM 4:

FM703	Family Medicine: Orthopedics	2	
CF733	Shang Han Lun	1.5	
CR854	Capstone Proposal	1.5	CR753
CL844	Chinese Medical Language 4	1.5	CL743
MS884	Supervision Skills 1	1.5	
FP804	Integrative Medicine Practicum 4	0.5	
CA864	Case Review and Mentorship 4	0.5	
FC864	Family Medicine Clinic 4	1.5	
FG874	Grand Rounds 4	0.5	
	Total	11	

ADVANCEMENT TO CANDIDACY

TERM 5:

COURSE #	COURSE NAME	UNITS	REREQUISITES
FM701	Family Medicine: Mental Health	2	
CF834	Jin Gui Yao Lue	1.5	
CR855	Capstone Project 1	1	CR854
CL845	Chinese Medical Language 5	1.5	CL844
FP805	Integrative Medicine Practicum 5	0.5	
CA865	Case Review and Mentorship 5	0.5	
MS885	Supervision Skills 2	1	MS884
FC865	Family Medicine Clinic 5	1.5	
FG875	Grand Rounds 5	0.5	
	Total	10	

TERM 6:

FM805	Family Medicine: Neurology	2	
FM807	Preventive Medicine: Nutrition, Energetics and Diet	1.5	
CR856	Capstone Project 2	1	CR855
CR857	Capstone Presentation	0.5	CR855
CL846	Chinese Medical Language 6	1.5	CL845
MB886	Teaching and Leadership Skills	1	
FP806	Integrative Medicine Practicum 6	0.5	
CA866	Case Review and Mentorship 6	0.5	
FC866	Family Medicine Clinic 6	1.5	
FG876	Grand Rounds 6	0.5	
	Total	10.5	
	Didactic Total Credits/Hours	39.5	592.5
	Clinic Total Credits/Hours	22	660
	Grand Total	61.5	1252.5

CHART CODES DEFINITION/DESCRIPTION


Academic Hour An academic hour is defined as 54 minutes of instruction

Units Term units or credits equal 15 hours of instruction per unit, for DAOM students.
Clinical credits or units equal 30 hours of instruction per unit.

Prereq. Prerequisite to indicated course



FACULTY



Donna Agan, Ed.D., graduated from the University of San Diego (USD) in 2001 with a Doctor of Education in Leadership Studies. Since 1996, she has assisted graduate nursing and education students in their statistical studies and research. In 2003, Donna began teaching the Clinical Research, Design, and Statistics course at PCOM. In addition, she teaches applied statistics in the PhD – Nursing program at USD. In her spare time, Donna is a consultant for doctoral students, assisting them with the statistical components of their dissertation research. She also serves on the editorial board of Advanced Emergency Nursing Journal as a statistical consultant and is a resource on the APA writing style.

Jennifer Campbell, M.D., is a 1980 graduate of the University of Pittsburgh School of Medicine and Board Certified in both Family Practice and Holistic Medicine. She practiced and taught clinical medicine for twenty-five years before moving to San Diego this year. She is a graduate of the UCLA Medical School Acupuncture for Physicians Course and has practiced acupuncture for the last six years. Integrating acupuncture with Western Medicine is her current focus, so joining the integrative doctoral faculty at PCOM is a perfect fit. Dr. Campbell provides biomedical supervision in the Family medicine doctoral clinic.

Mike Corradino, DAOM, L.Ac., graduated from Pacific College of Oriental Medicine in 1995 with his Masters in Traditional Oriental Medicine. Dr. Corradino's has built his career focusing on integrated pain management and while on the East coast was in charge of 13 medical acupuncture accounts with 13 acupuncturists working for him. He also was V.P. of Premiere Medical Billing Solutions, an acupuncture medical billing company. Dr. completed his Doctorate in Acupuncture and Oriental Medicine in 2004 with research


on electroacupuncture for sciatica due to intervertebral disc herniation. Dr. Corradino's specialties are neuromuscular, internal disease, various types of electroacupuncture, cupping, Tui Na and teaches Orthopedics and Integrated Pain Management.

Karen Garmen, Ed.D., is president and senior training consultant for Healthcare Education, Leadership and Performance, Inc. or HELP Inc.

With a doctorate in medical education and a graduate of the newly created Masters in Applied Positive Psychology (MAPP) program from the University of Pennsylvania, she is a specialist in positive psychology in healthcare and is a human performance improvement expert, with over 30 years of experience in the delivery of a variety of professional development programs to public and private healthcare organizations. Dr. Garman trains healthcare providers on how to become better leaders, teachers and researchers at the local, state and national healthcare levels.

As professor of healthcare administration in the School of Health and Human Services at National University, her research is in the development and implementation of positive psychology and strengths-based feedback in administration and training. As assistant clinical professor at UC-San Diego School of Medicine, she coaches healthcare professionals on how to improve their skills in the domains considered critical to their success in medical education: doctor/patient communication; curriculum design; leadership; mentoring; and designing research in behavioral interventions.

Dr. Garman teaches the Clinical Research Methods Classes.



Stacy Gomes, M.Ed., Ed.D., is Vice President of Academic Affairs for Pacific College. She received her master's degree in education technology at San Diego State University in 1997 and her doctorate in educational leadership at the University of La Verne in 2006. In addition to her work at Pacific, Dr. Gomes serves on the Accreditation Committee for Acupuncture and Oriental Medicine First Professional Doctorate Task Force, UCSD Center for Integrative Medicine Research Committee, UC Irvine Susan Samueli Center for Integrative Medicine Clinical & Professional Advisory Committee, is the Co-Chair of Council of Colleges of Acupuncture & Oriental Medicine First Professional Doctorate committee, is a member of the Western Association of Schools and Colleges Academic Leadership Academy and the ACCAHC Education Working Group. Her expertise is in higher education accreditation, assessment and program evaluation. She writes, consults and trains on accreditation, instructional and curriculum design, faculty development, program evaluation and student learning. Dr. Gomes teaches Clinical Research Design in the master's program in addition to Teaching and Leadership Skills in the doctorate.

Tom Haines, Ph.D., has been in the field of education for over 35 years serving as a public school teacher, a university professor and administrator. Since 1996, he has been actively involved at the national level in the development of standards for the doctorate degree in Oriental medicine. Dr. Haines holds a regionally accredited Ph.D. in Leadership and Human Behavior, a Masters of Science in Math Education and a Bachelor of Arts in Elementary Education. Dr. Haines teaches the Clinical Research Methods courses.

Dong Ji, M.D., received his Chinese medicine degree from Beijing University of Chinese Medicine in 1996 and his master's in physiology in 1999. He earned his Ph.D. in neuroscience in 2003 from Peking University. He completed a post doctoral fellowship at the Institute of Psychiatric Research at Indiana University School of Medicine and the SALK Institute in La Jolla. He is also a Visiting Investigator For the Committee on the Neurobiology of Addictive Disorders at The Scripps Research Institute, La Jolla, California. His

research focuses on the neurobiological related diseases. He is an item writer for the NCCAOM biomedicine exam and a reviewer for *Pharmacology, Biochemistry and Behavior*. He is also an executive director for the Specialty Committee of Natural Therapy of World Federation of Chinese Medicine Societies (WFCMS).

Giovanni Maciocia, is one of the most highly respected practitioners of acupuncture and Chinese herbal medicine in Europe. Originally from a medical family in Italy, he graduated from the International College of Oriental Medicine in England in 1974 and from the National Institute of Medical Herbalists in 1977.

In 1980, 1982, and 1987 he attended three post-graduate courses in acupuncture at Nanjing University. He reads Chinese and has therefore access to all the Chinese medical textbooks, old and modern, published in China.

In 1996, Giovanni Maciocia was appointed Visiting Professor of the Nanjing University of Traditional Chinese Medicine, the foremost teaching institution in China.

Giovanni is the author of several books that have become textbooks in many colleges all over the world. These include *Tongue Diagnosis in Chinese Medicine*, *Gynecology in Chinese Medicine*, *Diagnosis in Chinese Medicine*, *The Channels of Acupuncture*, and *The Psyche in Chinese Medicine*.

In addition, he is the author of many articles published in professional journals and has been published in a Chinese medical journal, an honor rarely bestowed on foreign writers. Giovanni has been teaching for over 30 years at several schools all over the world.

Leslie McCoy, DAOM, L.Ac., Chair of the Doctoral of Acupuncture and Oriental Medicine program, received her DAOM from Pacific College and has worked in integrative settings with M.D.s, R.N.s, D.C.s, nutritionists, and midwives. Currently Dr. McCoy is an instructor at PCOM, and supervises acupuncture services at Rady Children's Hospital in San Diego.

Sonya Pritzker, L.Ac. M.S., M.A., Ph.D.


Candidate, is a medical anthropologist and a licensed practitioner of Chinese medicine. She is a clinician and researcher at the UCLA Center for East-West Medicine and a lecturer in the UCLA Department of Anthropology. Her research focuses on the global translation and dissemination of Chinese medical knowledge, including the linguistic choices of specific translators as well as the transfer of research findings into clinical practice, the interpretation of textbooks by teachers, and the explanation of Chinese medical concepts to patients. She is also currently involved in several research studies pertaining to the development and practice of integrative medicine in the U.S., and has previously researched the treatment of anxiety and depression with Chinese medicine in China. She is fluent in Chinese and has extensive experience studying Chinese medicine and researching both Chinese medicine and psychology in Beijing, China.

Greg Sperber, L.Ac., B.M.B.S., M.T.O.M, M.B.A.,

is the author of *Integrated Pharmacology, Combining Modern Pharmacology with Chinese Medicine*, published by Blue Poppy. He received a master's and doctor of acupuncture and Oriental medicine from Pacific College of Oriental Medicine, San Diego, a medical degree from Flinders University of South Australia, and a master of business administration from National University. Currently he is the Director of Clinical Services, Clinical Chair, and Professor at PCOM and is a past president of the California State Oriental Medical Association. His new book, *Playing the Game, A Step-by-Step Approach to Accepting Insurance as an Acupuncturists*, will be published in the third quarter of 2011.

Alex Tiberi, L.Ac., O.M.D. is one of the foremost teachers in the profession of Oriental Medicine. He is in demand as a lecturer at the best national and international conferences. He possesses a broad mastery of techniques and theories of





Oriental Medicine. He is perhaps best known as our profession's most able acupuncture-pediatrician. However, his clinical skill spans many specialties and stems from his deep understanding of the fundamental theories of our medicine. Mr. Tiberi was an early student of Dr. Soh, the master Korean acupuncturist. He is the chair of the Department of Oriental Medicine at Pacific College.

Yuan Wang, M.S. (China), L.Ac. earned her Bachelor's of Medicine from Chengdu College of TCM in 1983 and her Master's from Tianjin Institute of TCM. During her time at Chengdu, Dr. Wang was a lecturer, researcher and Physician in Charge for the Departments of Medicine, Kidney Diseases, Digestive Diseases, and the Research Institute of Blood Diseases at the Chengdu TCM Hospital. She also participated on research teams investigating stroke, cancer, diabetes, and menstrual disorders. In addition, she helped design course curricula and textbooks for the Chengdu College of TCM. In 1995 she moved to the United States. In 1997, she began teaching at the International Institute of Chinese Medicine, where she worked for five years. She joined the editorial board of Great China Encyclopedia, Column of Medicine, in 1989, where she stayed until 1995.

Barry (Baoyu) Xin, O.M.D., Ph.D., received his bachelor's degree from Hebei Medical School in 1993, his master's in Chinese medicine from Tianjin University of Chinese Medicine in 1997, and his Ph.D. From Beijing University in 2000. Dr Xin was the Director of the Chinese Medicine Department at Beijing Chao Yang Diabetes Hospital. He was also an advanced instructor at the International Acupuncture Training Center (WHO Collaborated Organization) and a consultant and research associate for the Institute of Chinese Medicine. Dr. Xin will be teaching in the doctorate and master's programs beginning in May, 2008.

Dr. Xin has contributed to TCM textbooks, including *A Comprehensive Book on Chinese Medicine*. In addition, his articles have been published in the Journal of Shanghai Acupuncture and Moxibustion.

Thomas Kouo, L.Ac., is a graduate of Pacific College's MSTOM and Doctorate programs in acupuncture and Chinese medicine. Thomas is the founder of Elemental Harmony Acupuncture and maintains a private San Diego practice. He is also the resident acupuncturist at A & B Medical Wellness Center in Hillcrest where he works with Dr. Sean Daneshmand to create a fully integrated and holistic wellness experience. Thomas is one of the six original Acupuncturists to work in UCSD's Center of Integrative Medicine (CIM) as a fully credentialed physician within the UCSD hospital system. Here he works with other medical professionals as a unit to provide the most comprehensive and effective patient centered health care possible.

At Pacific College, Thomas is a member of the distinguished faculty for both the Master's and Doctoral level and has also previously served as the Director of Alumni Services (Alumni Liaison). He is currently an appointed tutor by the California State Department of Rehabilitation for the subjects of Oriental Medicine, Acupuncture, and Chinese Herbal Medicine. Thomas is the Director of Research for The Alternative Healing Network, (a 501(c)(3) non-profit) which promotes the use of integrative healing arts and improves access to 'alternative' health care in under-served neighborhoods. He also serves on Althealnet's Board of Directors.

Thomas teaches in the Chinese Language Series.

ADMISSIONS

Preference will be given to applicants who demonstrate strong clinical reasoning skills and motivation to advance their career in the profession of Oriental medicine through specialization, classical studies, translation, and research. Individuals with a strong academic and professional background and those who have demonstrated evidence of exceptional potential to make a contribution to the field of Acupuncture and Oriental Medicine are encouraged to apply. Pacific College values creativity, scholarship, and an independent spirit in the discovery and application of new knowledge.

The following criteria will be given high importance in evaluating applications:

- Clear statement of purpose
- Ability to write and think critically
- Written and oral proficiency in English
- Ability to utilize academic, professional and community resources to achieve your learning objectives
- Computer literacy, familiarity with electronic databases, and access to e-mail and the Internet
- Ability to function as an independent learner

The following are required for admission to the doctoral program:

- Evidence of satisfactory completion of a Master's degree or a Master's level program in Acupuncture or Oriental medicine from an ACAOM-accredited or candidate institution or international equivalent.
- A grade point average of 3.0 or better in previous graduate level work
- Acupuncture license (California preferred). In some cases, an applicant who is currently scheduled to sit for a license exam will be considered.
- Currently engaged in a clinical practice (preferred)

All doctoral fellows are required to have vaccine/immunization for Hepatitis B or have a signed declination form. For those doctoral fellows planning to complete practicum hours at the PCOM NY clinic or at any of the Sharp facilities in San Diego, e.g., Mesa Vista Hospital, evidence of the following must be provided:

- *Annual tuberculosis screening:* Mantoux Tuberculosis test or if positive, Health Department guidelines for follow up.
- Positive titer to rubella and rubeola or vaccination against same or a physician's statement of disease concerning rubella and rubeola
- Varicella immunity
- Immunizations: Tetanus
- CPR /First Aid- Will be required if the area the student is in requires it.
- Vaccine/immunity Hepatitis B or signed declination form.

Special Admissions

Due to the emerging nature of the Doctor of Acupuncture and Oriental Medicine degree program, ACAOM standards allow a special admission policy for experienced practitioners that have been actively engaged in the profession for at least five years, but have not attained the master degree or its equivalent.

Experienced Practitioners

The program may admit applicants who are experienced practitioners that do not otherwise meet the criteria for standard admissions but who:

1. Complete an entrance evaluation to establish a foundation of knowledge, skills and abilities that are appropriate for admission to a clinical doctorate;
2. Document at least five years of full-time clinical practice in acupuncture or Oriental medicine.
3. Complete any of the prerequisite Master's courses indicated below that were not completed in previous acupuncture/OM training. The following chart indicates the courses from Pacific's master's curriculum. Please refer to the college's master's catalog for course descriptions.

Credit for these courses may be earned through the completion of specified courses, or by demonstrating achievement of the specific course objectives through successful completion of challenge examinations. Please note that the completion of the core Master's curriculum and doctoral program does not necessarily, and most likely will not, result in the award of a Master's degree or eligibility to sit for the California Acupuncture Licensing Examination (CALE). At this time, only the actual completion of the entire Master's degree curriculum enables a student to take the CALE and earn Pacific College's Master's degree.

The following chart indicates the courses that constitute the core of Pacific College's master's degree curriculum.

COURSE	SEMESTER UNITS
<i>Biology</i>	3
<i>Biochemistry</i>	3
<i>Clinical Counseling 1</i>	2
<i>Clinical Counseling 2</i>	2
<i>Clinical Counseling 3</i>	1
<i>Anatomy 1</i>	3
<i>Anatomy 2</i>	3
<i>Anatomy 3</i>	3
<i>Pathophysiology 1</i>	3
<i>Human Physiology</i>	3
<i>Pathophysiology 2</i>	3
<i>Ortho-Neuromuscular Eval 1</i>	3
<i>Ortho-Neuromuscular Eval 2</i>	3
<i>Clinical Science 1</i>	3
<i>Clinical Science 2</i>	3
<i>Physical Exam</i>	3
<i>Clinical Research Design and Stats</i>	2.5
<i>Medical Report Writing</i>	1
<i>Pharmacology</i>	2
<i>CPR</i>	0.5
<i>Fundamentals of Oriental Medicine 1-4</i>	12
<i>Diagnosis and Treatment of Disease 1-7</i>	21
<i>Acupuncture Points 1</i>	3
<i>Acupuncture Points 2</i>	3
<i>Acupuncture Points 3</i>	3
<i>Acupuncture Points 4</i>	3
<i>Acupuncture Points 5</i>	3
<i>Treatment of Orthopedic Disorders</i>	3
<i>Auricular Acupuncture</i>	2
<i>Introduction to Acupuncture Techniques</i>	3
<i>Needle Techniques</i>	3
<i>Advanced Needle Technique</i>	3
<i>Herbology 1</i>	3
<i>Herbology 2</i>	3
<i>Herbology 3</i>	3
<i>Herbology 4</i>	3
<i>Herbology 5</i>	3
<i>Herbology 6</i>	3
<i>Clinical Herbs and Internal Medicine 1</i>	3
<i>Clinical Herbs and Internal Medicine 2</i>	3
<i>Clinical Herbs and Internal Medicine 3</i>	3
<i>Clinical Internship or License</i>	800 hrs
<i>Total Credits</i>	140
TOTAL HOURS	2800 hrs (minimum)

Admissions with Deficiencies

The program may admit applicants with particular educational deficiencies of a limited nature who possess an ACAOM-accredited or candidate degree or master's level diploma or international equivalent provided that such persons complete any course work deficiencies prior to taking relevant doctoral program courses for which such course work is a prerequisite.

Non-Matriculated Students

Non-matriculated students may enroll in doctoral level coursework if the student meets all entry requirements and course prerequisites for participation in particular courses. Such students must successfully petition the Director of Doctoral Studies for approval prior to registration. The Director will consult with the appropriate faculty member(s) to determine if allowing any non-matriculated student to take a given course would adversely affect the quality of instruction.

Transfer Credit

The program may accept limited transfer credit (no more than 20 credits) for prior coursework toward the clinical doctoral program that the Admissions Committee judges to be equivalent to the requirements for graduation from the doctoral program. Transfer credit may only be awarded for didactic course work that is equivalent to the doctoral level, supports the program's objectives and meets the credits for completion of the program. These credits must come from an accredited institution or its international equivalent. The applicant must demonstrate that they meet the objectives of the courses being transferred by way of an examination or interview with the relevant faculty member.

College Statements Regarding Discrimination, Sexual Harassment, Diversity, and Students with Disabilities

Philosophy

Pacific College of Oriental Medicine is committed to creating and maintaining a community

in which all college community members can work together in an atmosphere free from all forms of harassment, exploitation, or intimidation.

Statement of Non-Discrimination

The college prohibits harassment of one person by another for any reason including, but not limited to: veteran status, race, color, religion, sex, national origin, ancestry, age, physical or mental disability, medical condition including genetic characteristics, marital status, and sexual orientation.

Sexual Harassment Prevention

The college is strongly opposed to sexual harassment and such behavior is prohibited both by law and by Pacific College policy. It is Pacific's intention to take whatever action may be needed to prevent, correct, and if necessary, discipline behavior that violates this policy.

For complete information on the college's Discrimination and Sexual Harassment Policies and Procedures please see the Pacific College Catalog, Part Two.

Statement on Diversity

Pacific College is committed to providing an atmosphere where all human potential is valued. The college strives to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration.

Students with Disabilities

Pacific College is an equal opportunity institution of higher education, and is committed to providing equal employment opportunity and full participation for persons with disabilities. In compliance with Section 504 of the Rehabilitation Act, and Titles I and III of the Americans with Disabilities Act of 1990, it is Pacific's policy that no qualified individuals shall, on the basis of disability, be excluded from participation in, or be denied the benefits of, any College sponsored program or activity.

The College reasonably accommodates qualified individuals with disabilities upon request. A professional assessment of a student or employee disability is required before the services can be engaged. If such an assessment is needed, the Dean of Students can direct students to where such assessments can be obtained.


Admission Procedure

Application to the Pacific College DAOM degree program is self-managed, that is, following the submission of the application form, we request that the student obtain all transcripts and letters of recommendation and complete all writing assignments and then submit a portfolio to Pacific College - San Diego campus, Admissions Office. Please include a note if you are aware that some materials will be arriving under separate cover, i.e., transcripts or recommendation letters. The Admissions Office will acknowledge receipt of your Admissions Portfolio and notify you of any missing documents, or that the material is complete and ready for review.

1. Send a completed Application Request Form.
2. Send your Admissions Portfolio when it is complete. A completed portfolio contains the following:
 - a) Two sealed recommendations from professional colleagues, supervisors or former teachers.
 - b) Official Transcripts - Obtain official transcripts in sealed, stamped envelopes from all previous colleges and universities you have attended, regardless of whether or not you completed a degree. Send them unopened with your application.
 - c) Purpose Statement - This statement (1 - 2 pages) should encompass your scholarly and professional interests and goals and link them with the academic and research components of Pacific College's doctoral program.

- d) An updated resume - Include a current resume that lists the following:
 - Education (both academic and continuing education)
 - Work history (include description of all clinical practice experience)
 - Experience in teaching and/or research
 - Publications and formal conference presentations
 - Membership in professional organizations
 - Honors and awards.
- e) Evidence of licensure status.
- f) Non-refundable Application Fee payable to Pacific College in the amount of \$100 (check or money order).
- g) International students for whom English is a second language must provide evidence of a Test of English as a Foreign Language (TOEFL) score of at least 600.
- h) Case Study - Once a completed application and fee are received, the applicant will be sent three case studies. The applicant is required to select one of the cases and submit no more than three typed pages of detailed diagnosis and treatment information in response to the case study





selected. This writing sample should represent the level of training and expertise the applicant currently has in the given context.

- 1) One passport size photo

Admissions Interview

Admissions Portfolios will be reviewed by the Doctoral Admissions Committee. Applicants whose portfolio indicate likely success in the doctoral program will be invited to an interview with one or more members of the Doctoral Admissions Committee, following which a final admissions decision will be made. If you are invited for an Admissions interview but cannot make the appointment, you can request to have your interview conducted over the phone.

Deferred Acceptance

If you are accepted into the program, but cannot matriculate with the cohort for which you were interviewed, you can request to have your application deferred for up to one year. Upon reapplication, your file will need to be updated prior to starting the program. There is no guarantee of acceptance, however, if your personal or professional circumstances have changed.

Orientation

If accepted, you will receive an information packet which will include your enrollment agreement, registration forms, orientation information. Attendance at orientation is required.

During the orientation, admitted students will be administered a pre-assessment inventory to determine present knowledge and skills in the basic master's level core competencies. Any identified deficiencies must be remediated before the doctoral student can be advanced to candidacy the fourth term of the doctoral program.

Disclaimers

Pacific College disclaims liability for any damages, bodily or otherwise, incurred by students on or off campus as a result of practice of Oriental medical or

massage techniques in or outside of class, athletic, or extra-curricular activities. The college disclaims any liability as a result of any printing error in this catalog. Enrollment in this institution or the payment of a fee in advance does not constitute a contract beyond any single academic term. This catalog does not constitute a contract between the student and the institution. Pacific College reserves the right to alter the curriculum, schedules, tuition, fees, and requirements at any time without prior notice. This catalog supersedes and replaces past issues. Students must meet the specific curriculum and graduation requirements detailed in the catalog current at the time of their initial enrollment in their current program, plus any upgraded, revised or additional requirements applicable to them set forth by the institution in subsequent catalogs or catalog addenda. Specific sections of this catalog referring to DAOM policy supercede Pacific College general Policy and Procedure catalog. Some sections pertaining to all programs may have been omitted from this catalog. In such cases, students should refer to Pacific College Policy and Procedure DAOM Catalog Part Two.

Part Two of Catalog

Part Two of Pacific's catalog, Academic Policies and Procedures, contains the policies and procedures of the institution, as well as specific admissions and graduation requirements for a given academic period. Part 2 of the catalog is available on the website at www.PacificCollege.edu. It is provided to students in printed form upon request.

Prospective students are encouraged to visit Pacific's campuses, and to discuss their educational, professional, and personal goals with college personnel prior to enrollment. We are happy to answer any question at length.

FINANCIAL INFORMATION

Tuition and Fees

Academic unit - \$320

Clinical unit - \$640

Independent Study (max 12 units) - \$640

Capstone 1: \$570

Capstone 2: \$570

Application fee - \$100

Doctorate tuition refundable deposit - \$500

The entire course of training at current rates is \$26,720. Monthly payments may be arranged and financial assistance is available. Prices are subject to change.

Approximate cost of books and supplies - \$4000

Late tuition fee - \$25 plus \$25 after 14 days if still late.

Per term fees:

Registration fee - \$20

Student council fee - \$10

Malpractice - \$70 per term

Incomplete Capstone Project - \$500 per term, beginning one term after completion of course work.

Exam fees:

Make up of final or midterm exams:

Written - \$35

Practical \$75

Challenge exam - \$150

Miscellaneous fees:

Student ID card - \$15

Tuition payment plan fee - \$25

Late registration fee - \$25

Returned check - \$25, plus any applicable late fees

Graduation - \$100

Add/drop fee
(no charge, first weekend only) - \$10

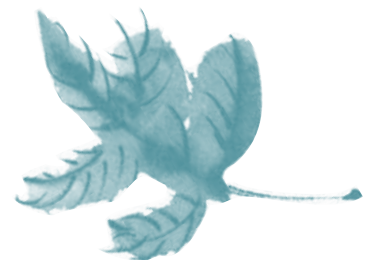
Copy of documents - \$15

Duplicate diploma - \$25

Transcripts - \$5

IMPORTANT NOTE - Until the accrediting agency doctoral programs are approved by the US Department of Education, the ACAOM approved doctoral program will not qualify for Title IV funding. However, there are a number of institutions that provide financial assistance. If you need financial assistance, please contact the Pacific College Financial Aid Office as early as possible in the application process. (619) 574-6909.

Cash is not accepted for tuition and fees.



Office Use Only

Date received:

Application Fee: \$100

Date Paid:

Receipt #:

Application for Admission to the Doctor of Acupuncture and Oriental Medicine (DAOM) Program

 San Diego Campus

Pacific College of Oriental Medicine
7445 Mission Valley Road, Suite 105
San Diego, CA 92108
(619) 574-6909
(800) 729-0941

INSTRUCTIONS: Please complete and submit this form along with the \$100 non-refundable application fee to the above address to receive the OM case study required for completing the doctoral Admissions Portfolio. Please print clearly.

All application information is confidential. All application materials, once submitted, are the property of Pacific College of Oriental Medicine and cannot be returned to the applicant.

Personal Information:
 Title: Dr. Mr. Mrs. Miss Ms

Social Security #: _____ - _____ - _____

Name

Last

First

Middle

Maiden Name

Present street address

City

State

Zip

Home phone ()

Business phone ()

Relative/alternate phone ()

Email address

Fax, if available ()

Employer/organization

Job title/position held

Date of birth* / /

Age

Country of birth

 RACE*: American Indian or Alaskan Native Asian or Pacific Islander Black Non-Hispanic

 SEX*: Male Female

 Asian or Pacific Islander Hispanic White Non-Hispanic Other

* This information is requested for various state and federal reports

	Name of Institution	From	To	Major	Degree/Diploma	GPA
					or # of Units*	(PCOM Use only)
College:						
<i>(Attach additional sheet if necessary)</i>	Languages: <input type="checkbox"/> English (1st) <input type="checkbox"/> English (2nd) <input type="checkbox"/> Chinese (read) <input type="checkbox"/> Chinese (speak) <input type="checkbox"/> Other					
	Licensed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, state(s) licensed in _____ and years in practice ____					

* Please indicate whether quarter units, trimester units, or semester units

I hereby request to be considered for admission to the PACIFIC COLLEGE OF ORIENTAL MEDICINE doctoral program. I understand that the clinical doctoral degree program is accredited by the Accrediting Commission for Acupuncture and Oriental Medicine (ACAOM) but is NOT approved to offer federal financial aid. I hereby state that all of the information given in this request is true and complete to the best of my knowledge. I understand that failure to give true and complete information may lead to denial of Admission, or future dismissal from the program.

Applicant's Signature

Date

Pacific College of Oriental Medicine
Phone: (800) 729-0941 * (619) 574-6909 * Fax: (619) 574-6641
www.pacificcollege.edu

REFERENT INSTRUCTIONS

The selection process for admitting applicants to the Doctoral program of Pacific College includes an assessment of recommendations provided to the college by referents selected by the candidate.

The information you provide on this form will be carefully reviewed and given considerable weight as part of our selection process. Pacific College is looking for individuals who have the attributes and abilities to contribute to the acupuncture profession.

In addition to having the abilities and motivation essential to being successful as a student and a professional, the candidate should:

- Display professionalism as a practitioner of Oriental medicine.
- Be emotionally mature.

Therefore, we ask that you provide candid responses to our questions and take time to comment at length upon the applicant's character. The personal insights you offer are instrumental to Pacific College in maintaining a well-rounded student population. Should the Admissions and Advancement Committee have questions regarding your comments, we may call you for further information.

If the student has waived his/her right to review this report, all answers will be kept in confidence in accordance with the Buckley Amendment concerning the privacy rights of students.

Please complete the reverse side of this form and return to:

- Pacific College of Oriental Medicine
Attention: Admissions Officer
7445 Mission Valley Rd.
Suite 105
San Diego, CA 92108

TO BE COMPLETED BY STUDENT

Applicant's Name	Last	First	Middle
Referent's Name	Last	First	Middle
Address	P.O. Box/ Street		
	City	State	Zip
	Email		Phone

YOUR RELATIONSHIP WITH THE REFERENT

- Health Care Professional
 Faculty Professor, Instructor
 Employer
 Other _____

Recommendations from relatives and family members are not accepted

PRIVACY STATEMENT

Under the *Family Education Rights and Privacy Act of 1974*, you have the right to review any information collected as part of your admissions application, including letters of reference. Most individuals you may ask for character references would prefer that their responses be kept confidential. Furthermore, the Admissions Committee at Pacific College gives greater weight to confidential responses where the prospective student waives the right to review such letters. Please indicate below if you would like to waive the right.

- I waive my right to review any information provided by the referent for evaluation in support of my application to Pacific College.

Signature

Date

PLEASE FORWARD THIS FORM TO YOUR REFERENT TO COMPLETE.

CHARACTER REFERENCE

Please check the appropriate boxes below:

In what capacity have you been associated with the applicant

- Instructor (Specify courses: _____)
- Employer (Please Specify: _____)
- Academic advisor (Specify institution: _____)
- Other (Please specify: _____)

How long have you known the applicant?

- More than a year
- Six months to a year
- Less than six months
- New acquaintance

How well do you know the applicant?

- Very well
- Fairly well
- Slightly
- New acquaintance

What would be your attitude toward having this person in a position under your direction?

- I would definitely want the applicant
- I would not want the applicant
- I would find the applicant satisfactory
- Uncertain

Please rate the applicant relative to the following categories:

	<i>Excellent</i>	<i>Very Good</i>	<i>Good</i>	<i>Fair</i>	<i>Inadequate</i>	<i>Not Observed</i>
Acupuncture/ Holistic Health Care Awareness						
Decision-Making Ability						
Initiative						
Integrity						
Intellectual Potential						
Interpersonal Skills						
Maturity						
Oral Communication Skills						
Personal Appearance						
Poise and Self-Control						
Problem Solving Skills						
Written Comm. Skills						

STUDENT ASSESSMENTS

Please assess the applicant's cognitive and emotional suitability for professional study or practice in the health care field.

How would you assess the applicant's character and motivation?

Please provide any other comments which will help assess the probability of success of this applicant in professional academic study.

Signature _____

Date _____

TRANSCRIPT REQUEST FORM

TO: Registrar's Office
College: _____
Address: _____

Dates Attended:
From ___ / ___ / ___ To ___ / ___ / ___
 Transcript Fee Enclosed
\$ _____ .00
 Please Bill Me

STUDENT _____
ADDRESS _____

SOC. SEC. NO. _____
PHONE (____) _____

Please forward an official transcript of my grades to:

PACIFIC COLLEGE OF ORIENTAL MEDICINE
ATTN: ADMISSIONS OFFICER
7445 MISSION VALLEY RD.
SUITE 105
SAN DIEGO, CA 92108

Student Signature _____ Date _____

College Administration

Jack Miller, L.Ac., M.A.

President

Elaine Gates-Miliner

Vice President of Operations/
Campus Director

Stacy Gomes, M.A. Ed.D

Vice President of Academic
Director of Education

Leslie McCoy, DAOM, L.Ac.

Director of Doctoral Studies

Greg Sperber, BMBS, MTOM,
MBA, L.Ac., DAOM

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Pacific College of
Oriental Medicine