

ENHANCEMENT OF TRADITIONAL CHINESE MEDICAL EDUCATION
WITH JAPANESE MERIDIAN THERAPY

A Capstone Project
Presented to the
Doctoral Faculty of
Pacific College of Oriental Medicine

In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Acupuncture and Oriental Medicine

by
Elizabeth Ann Talcott, L.Ac.

San Diego, 2013

ABSTRACT

This study was a review of a Traditional Chinese Medical (TCM) college curriculum conducted to determine if there were gaps in teaching how to treat deficiency conditions and adjust treatment techniques to the level of Qi of the patient. The curriculum reviewed was from an Accreditation Commission for Acupuncture and Oriental Medicine accredited California school. Required readings for key courses were examined to determine what proportion of required reading was devoted to deficient, excess or mixed patterns, and what proportion of treatment protocols included root treatments, mentioned Five Phase Theory, and adjusted the treatment to the level of Qi of the patient. Data showed that reading for excess and deficiency was approximately equal. On average, root treatments were recommended 60% of the time, Five Phase Theory was used 3.75% of the time, and adjusting the treatment to the level of Qi of the patient was mentioned 5% of the time. A recommendation was made to incorporate Japanese Meridian Therapy courses into the core curriculum.

Keywords: Traditional Chinese Medicine (TCM), Japanese Meridian Therapy (JMT), curriculum review.