

# JOIN THE NEXT PHASE OF THE PROFESSION

## Online Transitional Doctorate Open to ALL Acupuncture Graduates

- ✓ Financial Aid Now Available
- ✓ 22 Unit Program
- ✓ Complete at Your Own Pace
- ✓ All Classes Offered Online



**Pacific College of  
Oriental Medicine**



## YOU DESERVE A DOCTORATE

From the earliest discussions of the entry-level or first professional doctorate (FPD), Pacific College stated that no master's graduate should be left behind. Each of you deserve an opportunity to bridge the gap between your master's training and the new doctorate. Upon completion, you deserve degree parity with entry-level doctoral graduates. And, just like your colleagues in physical therapy, occupational therapy and other professions that have offered such pathways, that is what you will have.

Pacific College is proud to be at the forefront of entry-level doctoral education for new students. And now with this transitional doctorate, we provide the same opportunity for you, the pioneers and experienced practitioners in our field. Welcome to the next step in acupuncture education. While you gain in-depth knowledge of the modern healthcare system, integrative diagnosis and treatment, state-of-the art research, and refinements to your Chinese medicine skills, we will help you expand your career opportunities as an active

part of the integrative healthcare movement. Along the way, we will introduce you to the most innovative and successful acupuncturists in the world today to gain insight from their experience.

This curriculum was developed by doctoral educators, Chinese medicine experts, and experienced distance education designers and is based on 28 entry-level doctoral competencies. Each aspect of the program has been scrutinized and approved by WSCUC, one of the country's most prestigious accreditation agencies. The online delivery method has been time-tested for more than six years in our undergraduate degrees and post-graduate DAOM. It has been embraced by students at all levels of computer literacy. The curriculum has been refined by attention to student feedback since 2015. The continued development of this program will be a collaborative effort with you, as we forge the future of our medicine together.

## IMPORTANT FACTS

- Enrollment is open to qualified graduates of all acupuncture and Oriental medicine programs.
- Candidates who enter with a master's in Oriental medicine or the equivalent will earn the transitional Doctor of Acupuncture and Chinese Medicine (DACM), while those entering with a master's in acupuncture or the equivalent will earn the transitional Doctor of Acupuncture (DAc). The curriculum is the same for both DACM and DAc students.
- Program length is 22 units. Up to five units are transferrable. Most Pacific College graduates will receive five transfer credits.
- Financial aid is available for qualified students. Payment plans are also available.
- All classes are offered online. No travel to campus is required.
- You may complete the program at your own pace.
- Enjoy a very flexible schedule of classes, with multiple sections of classes offered at varying times to accommodate different time zones.
- Classes are in real time. You'll see and hear your teacher and fellow students.
- You will become a member of Pacific College's extensive alumni network, with access to referrals, discounts, and community.





# COURSE DESCRIPTIONS: YOUR PATHWAY TO INTEGRATION

## **Foundations of Evidence-Informed Practice (FEIP)**

Evidence-informed practice is an approach to decision-making that integrates clinical experience, relevant findings, patient preferences, and research. It is an opportunity to acquire the accumulated knowledge of countless practitioners and researchers and apply it to improve patient outcomes.

## **Inter-Professional Communication**

This course aids effective communication with patients, patient families, and healthcare team members. Students explore recognized methods of communicating healthcare issues to patients and their families. They are challenged to describe Chinese medicine theory, techniques, and case information to biomedical professionals, as well as patients. Conversely, they also improve their ability to apply biomedical terminology.

## **Healthcare Systems**

This course provides entry into one of the most fascinating aspects of American culture, where philosophy, economics, and technology intersect with medicine at both its most global and personal levels. In order to play a significant role in the system, students must

understand the incredible variety of institutions and personnel that deliver healthcare across the wide spectrum of our diverse population. Along the way, students grapple with the most challenging medical questions of our day and seek to identify Chinese medicine's role in answering them.

## **Preventive Medicine and Public Health**

This course presents epidemiology, risk factors, determinants of health, effects of different cultural practices, genetic predispositions, the effect of climate on the incidence of disease, and more. In addition to conventional therapies, students analyze and evaluate the role of Chinese medicine in preventive medicine and public health, along with the effects of diet, exercise, meditation, and more.

## **Advanced Integrative Diagnostics**

Students further their understanding of biomedical labs, diagnostic imaging, health screening, functional medicine, and more. Students also increase their ability to exchange diagnostic information with other healthcare providers. Most importantly, they learn to critically analyze diagnostic options and inform patients of their relative merits and risks.

## **Clinical Research and Design**

Building on the Foundations of Evidence-Informed Practice, students delve into the proper inductive methods for acquiring and validating clinical knowledge. The course presents the principles of experimental research design and statistics. It is designed to give acupuncturists an understanding of valid research and an appreciation of its importance to our profession. From placebo to experiments to proof, this course challenges how students determine what is true. Most PCOM master's alumni will receive transfer credit for this course.

## **Integrative Case Management**

Using the case-based method, conditions from a variety of specialties are presented to develop a template for the integrative case management of biomedicine and Chinese medicine. The appropriate use of diagnosis, treatment, and community resources pertinent to the given conditions are analyzed and evaluated. Most PCOM master's alumni will receive transfer credit for this course.

## **Practice-Based Learning**

This course helps students examine the two fundamental aspects of a healthcare career: patient care and practice building. Students identify areas in which both can be improved and create a personalized plan for further development. Along the way, the course reviews current considerations in developing a successful practice such as research access, marketing, and management systems.

## **Application of Inter-Professional Communication**

This course provides an opportunity for mentored clinical dialog in an approved biomedical setting. Students observe and discuss cases at practicum sites of their choosing in their own locale with, for example medical doctors, osteopaths, physician's assistants, nurse practitioners, chiropractors, or naturopaths.

“ Attending PCOM's transitional doctoral program was one of the best decisions I have made in my career. After having been in practice for well over a decade, the program has helped me advance more in my field more than I could have ever imagined. Since doing the transitional doctorate I have been on two television shows, published an article in a medical journal and a newspaper, and I see 25% more patients. I encourage all students and licensed acupuncturists to take the program to better themselves, our field, and most of all, our patients.

-Erin Hurme, DACM, LAc

“ The PCOM transitional doctoral program, focused on integrative medicine and interdisciplinary communication, is a critical piece of the future of our profession. I find the coursework both challenging and rewarding. The professors that I have worked with in this program are amazing. Working with doctoral level students as both peers and colleagues makes this a perfect program for professionals who have been in practice for many years and new graduates alike.

- Robert MacDonald, MS, LAc,  
CEO Intentional Health  
and Wellness

“ I have been waiting for the PCOM transitional master's to doctorate program to open to non-PCOM graduates since the program was first offered. I graduated from ACTCM in 1989 with an MS in TCM and I appreciate the opportunity to earn a doctorate. I am grateful for the caliber of instructors and their continued reminders that this is a collaborative learning process. Each of my instructors has responded in a timely manner with intention and attention to my questions. The students are serious, the classes engaging. This program is doable for people with practices and life responsibilities. Having the doctorate matters to me; it enhances my work with legislators and in my goal to be part of an integrative medicine team.

- Amy Mager, MS, DiplOM, LAc

# MEET SOME OF OUR FACULTY

## Rachel Pagonas, DAOM



Dr. Pagonas earned her doctorate in acupuncture and Oriental medicine from Yo San University of Traditional Chinese Medicine after completing her master's degree at Pacific College. Her doctoral research on the benefits of acupuncture for low-income older adults was published in the Journal of Alternative and Complementary Medicine. She has also maintained a private practice specializing in older adults and cancer patients. She is chair of the transitional doctorate department at PCOM.

## Kieran Cooley, BSc, ND



Dr. Cooley earned his undergraduate degree at the University of Saskatchewan in Physiology, and his Doctor of Naturopathic Medicine from the Canadian College of Naturopathic Medicine (CCNM). He has a broad research background and interests including pragmatic, whole-practice clinical trials on naturopathic care. He is Director of Research at CCNM as well as Chair-Elect of the Canadian Interdisciplinary Network of Complementary and Alternative Medicine Researchers (INCAM) and Visiting Research Fellow at the Australian Research Centre for Complementary and Integrative Medicine, University of Technology, Sydney through the International Naturopathy Research Leadership and Capacity Building Program.

## Leena Guptha, DO, MBA



Dr. Guptha graduated from the British College of Osteopathic Medicine. She also earned a master's in complementary therapy and medical science from the University of Westminster. She was the valedictorian of her MBA cohort. She is the academic dean of online education at Pacific College. She has also treated the winners of renowned European and American marathons and participants in the Commonwealth Games. She was inducted into the World Massage Hall of Fame in 2015.



## East Haradin, DAOM, LAc

Dr. Haradin has been a licensed acupuncturist and practitioner of integrative medicine since 1999. Her post-graduate doctoral research at Pacific College focused on combining aromatherapy with acupuncture. She has developed her own aromatherapy company and was invited to be a specialist at the Mind Body Medical Group at the Chopra Center.

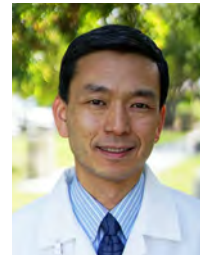
## David Hashemipour, PhD, MD, LAc



Dr. Hashemipour has a PhD in acupuncture and Oriental medicine from the Beijing University of Chinese Medicine. He holds a foreign medical doctor (MD) degree. He was an assistant professor at the Beijing University of Chinese Medicine, where he practiced and taught integrative

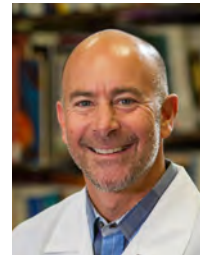
medicine for more than 7 years. Having a doctoral degree in both Western and Chinese medicine has led him to an integrative approach to a majority of diseases. Dr. Hashemipour worked as an integrative medicine doctor in the 2008 Beijing Olympics.

## Dong Ji, PhD, LAc



Dr. Ji is a graduate of the Beijing University of Chinese Medicine. Dr. Ji was the editor-in-chief of The World of Traditional Chinese Medicine and the assistant-editor of Chinese Journal of Pain Medicine. He presently serves as a reviewer for the Journal of Pharmacology, Biochemistry and Behavior. He is the chair of the clinical practice department at PCOM-San Diego.

## Greg Lane, DACM, LAc



Dr. Lane has practiced Chinese medicine for nearly 20 years, after a successful career as a professional dancer. Dr. Lane completed a DACM and MSTOM at Pacific College, and is currently Pacific College Dean of Graduate Faculty. Previously, he managed operations for Healthyroads Total Population Health Coaching for American Specialty Health. In this role Dr. Lane oversaw 100 health coaches

and supervisors, helping patient members achieve their weight management, tobacco cessation, and stress management goals.

## Leslie McCoy, DAOM, LAc



Dr. McCoy has worked as an acupuncturist in integrative healthcare settings for the past 15 years. Her doctoral work explored the use of manual needle techniques in the treatment of pain. Currently, she serves as the chair of the Oriental medicine department at Pacific College.

## Miles Thomas, DACM, LAc



Dr. Thomas has been involved in the study and practice of Asian medicine, meditation, and bodywork for 25 years. He is on the Permaculture Design Team of the Wild Willow Sustainable Farm, part of the San Diego Roots Sustainable Food Project. He completed the DACM and master's programs at Pacific College. His undergraduate work was in philosophy with an emphasis on science and ethics.

“

I was fortunate to be part of the inaugural class of the transitional DACM program at PCOM-SD. As a clinician, faculty member, and administrator for the college, it seemed the natural progression. I enjoyed the camaraderie I built with my classmates during the real time classes. It was a wonderful experience to engage with practitioners of all levels and experiences and made for a wealth of information from colleagues as well as the instructors. I especially appreciated the opportunity to follow Western medical healthcare practitioners to help us see how best to create a formidable integrative healthcare setting for the future.

- Daryl Thuroff, DACM, DiplOM, LAc, LMT

## **Are alumni from all acupuncture colleges and universities eligible for the transitional DACM and DAC programs?**

Yes. From the earliest discussions of the entry-level or first professional doctorate (FPD), Pacific College stated that no master's level graduate should be left behind. All acupuncturists deserve an opportunity to bridge the gap between their master's training and the new doctorate. Upon completion, they deserve degree parity with entry-level doctoral graduates.

## **Are the online classes synchronous or asynchronous? In other words, are they in "real time"?**

All the classes are online and synchronous with the exception of Application of Inter-Professional Communication, which includes an observation experience in your home town. They occur in "real time" and are interactive. Students and teachers can see and hear each other. The program is 100% online and will not involve any travel to a campus.

## **What does "online" mean in relation to the Application of Inter-Professional Communication course and how is it different compared to the other courses that have designated class times?**

Application of Inter-Professional Communication includes 30 hours of observing a health care professional other than an acupuncturist in your home town, and online mentorship from a Pacific College faculty member.

## **How much homework will there be for these courses?**

This program was designed for the working practitioner. The program may be taken on a part-time basis--as few as one course per term. A variety of class schedules allow the busy practitioner to take the program while still working, while full-time enrollment (12 units) requires approximately 30 hours per week of class and outside work.

## **Will transfer credit be available for any of these courses?**

Yes. Up to five units may be transferred. To be eligible, a course must be a graduate level course that achieves all the course learning objectives of the designated course. Work experience and CEU courses do not qualify for transfer credit. Most Pacific College master's alumni will earn five units of transfer credit, making their program 17 units. Other students may qualify, as well.

## **Is there a capstone project or dissertation?**

No, although there is a culminating assignment in Practice-Based Learning that synthesizes many of the program learning objectives.

## **Will the lectures be made available for missed classes?**

Yes, archived lectures are typically available of each course. However, they may not be used as a substitute for attendance.

## **Is there Title IV financial aid available?**

Yes. Eligible students may apply for financial aid, and a payment plan is available for students who choose not to use financial aid. Students may defer current Title IV loans while in the program.

## **Will there be CEUs/PDA available?**

The California Acupuncture Board and The National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) regularly update their continuing education policies. While some of the transitional doctorate courses are currently approved for continuing education credit by the California Acupuncture Board and accepted as PDAs by NCCAOM, Pacific College cannot make any guarantee regarding our ability to offer CEUs/PDAs for doctoral courses.

## **May I use the doctoral title in my state?**

Some students have asked about the use of the doctoral degree or title in various states. PCOM staff has researched each state in which acupuncturists are licensed. If you have questions about a specific state, please contact admissions-DACM@pacificcollege.edu for the latest information. We will email you the relevant regulations. If you have current information for your state, let us know so we can compare it to our findings.

## **Does this program lead to different licensure? Are there different continuing ed requirements for the doctorate?**

This program is designed for acupuncturists who are currently practicing or licensed. It is not a licensure-qualifying program nor does it change any state license that we are aware of. If you are interested in gaining licensure in California or another state, we do offer such programs. Please contact admissions-DACM@pacificcollege.edu for more information.



## **What is regional accreditation and why does it matter?**

The transitional doctoral program is approved by the WASC Senior College and University Commission (WSCUC) as part of PCOM's regional accreditation. As the gold standard of higher education accreditation, regional accreditation carries the highest prestige and credibility among educators and employers and opens the possibility of financial aid for doctoral students. Regional accreditors are trusted by the federal government to regularly review institutions to ensure that they follow strict educational standards. "Regional" refers only to the fact that each regional accreditor has jurisdiction over a specific, geographical area, while the accreditation itself is recognized nationally, even internationally. The six regional accreditation organizations work together to ensure educational quality across their networks, recognizing schools with established criteria that foster excellence in education through continuous improvement. As a result, degrees and credits from regionally-accredited institutions have very wide recognition and acceptance--wider than those with only national or programmatic accreditation. Programmatic accreditation normally pertains to a single program or department within a college or university, while national accreditation is usually sought by more specialized institutions like career or trade schools. Standards for these kinds of accreditation can vary from accreditor to accreditor. Schools with national and programmatic accreditation often offer different courses than regionally accredited schools, which can make transferring credits difficult or impossible, whereas regionally accredited coursework and degrees enjoy the most recognition.



# HEAR FROM OUR STUDENTS

“ PCOM's DACM degree is important to the profession because it establishes educational parity with doctoral degrees of other healthcare professions. This program affords experience in on-line live, real-time classes. The educational experience includes varied assignments and in-class discussions, exercises, and assignments that were more dynamic than I would have imagined. The coursework requires an exposure to the larger community of healthcare practitioners and forges relationships with other primary care practitioners. PCOM has created a DACM program that enables those who have already achieved their MSTOM or MSAc degrees to transition to a doctoral degree. Always seek the highest possible degree. In short – DO IT!

- Lois Denmark, DACM, DiplOM, LAc

“ PCOM has done a great job in providing a transitional doctorate in acupuncture and Chinese medicine for our profession. It was a great opportunity to participate in online learning with teachers who were passionate about their topics. I was inspired to learn new aspects of traditional East Asian medicine within the context of evidence-informed practice and our modern healthcare systems.

- Erin Raskin, DACM, LAc

“ I would like to express my appreciation and satisfaction of the DACM program. It truly has exceeded my expectations and I feel privileged for my enrollment. It has connected the TCM education with the medical profession and provided me with the perspective and understanding of where the practice of Chinese medicine fits in the healthcare delivery system. It has increased my confidence and I have highly recommended it to all my friends and cohort.

I believe it is the missing link in the MSTOM program. In addition, the benefits of listening to the experiences of PCOM alumni, shared through the class discussions, can't be overstated. They provide entirely new insight into the profession and help me prepare to meet the challenges and opportunities ahead.

- Ali Hakimi

“ The program is awesome! It was apparent from the first class meeting that the courses had been designed by professional educators – it was great! The knowledge and skills I acquired were very on-point and will definitely make a positive difference in the practice of the students.

And most of all, thank you so much for continuing to raise the bar for our profession. I think it is of great importance that we continue to set the bar higher for ourselves – everyone wins! I'm proud to be associated with an institution that is forward thinking and committed to excellence.

- Anna Smith, DACM, LAc

# ADMISSIONS PROCESS

Following application, non-PCOM graduates will start the admissions process with a comparison of their master's level curriculum to Pacific College's. Some remedial work may be required. Pacific College has prepared online solutions to the most frequently encountered deficiencies.

## Pre- and Co-Requisites:

- 90 semester units of undergraduate coursework.
- Minimum GPA of 3.0 within your acupuncture education.

Contact a student advisor for the wide variety of ways to meet the pre- or co-requisites. Pacific College undergraduate massage program courses qualify as undergraduate units.

To apply for admission to Pacific College an applicant should send the following to the Office of Admissions:

1. A completed Pacific College application form found at:  
<http://tinyurl.com/applyTDACM>
2. Application fee (\$100)
3. Official master's degree transcripts
4. Proof of the 90 semester units of undergraduate coursework

Candidates are accepted for entry to terms beginning in January, May, or September of each year. Applications are accepted throughout the year but we suggest submitting your application 3- 4 months prior to the term to increase your chances of a spot in that cohort and to allow time to complete the short computer training requirement, approximately one month before the start of the term.

**For the Upcoming Winter Term, Starting January 7th:**

**Early Registration Begins Wednesday, October 17th**

**Late Registration Begins Monday, December 3rd**

**Questions? Ready to Get Started? 877-958-9677**  
**admissions-DACM@pacificcollege.edu**