



2015–2016
COURSE CATALOG



Institutional and Program Accreditation

Northwest Commission on Colleges and Universities (NWCCU)

National College of Natural Medicine is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial, but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by NWCCU should be directed to the administrative staff of the institution. Individuals may also contact:

NWCCU
8060 165th Ave. NE, Suite 100
Redmond, WA 98052
425.558.4224 | nwccu.org

Council on Naturopathic Medical Education (CNME)

The degree program in naturopathic medicine is accredited by the Council on Naturopathic Medical Education, a professional accrediting agency for naturopathic medicine programs.

CNME
P.O. Box 178
Great Barrington, MA 01230
413.528.8877 | cnme.org

The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)

NCNM's Master of Science in Oriental Medicine program is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine. ACAOM is a professional accrediting agency for the approval of programs preparing acupuncture and Oriental medicine practitioners.

ACAOM
8941 Aztec Dr.
Eden Prairie, MN 55347
952.212.2434 | acaom.org

Other sources of information available to prospective students about NCNM include the Viewbook, the Exploration Day program, campus visits and ncnm.edu.

For further information regarding NCNM programs, please contact:

Office of Admissions
049 SW Porter St., Portland, OR 97201
503.552.1660 | admissions@ncnm.edu | ncnm.edu

Information regarding a consumer or civil complaint can be filed with:

Oregon Department of Justice
Consumer Protection Section
1162 Court St. NE, Salem, OR 97301-4096
1.877.877.9392 | help@oregonconsumer.gov

Information regarding any violation of civil rights is available at:

U.S. Department of Education – Office for Civil Rights
400 Maryland Ave., SW
Washington, DC 20202
800.421.3481 | ed.gov/ocr

Equal Opportunity Statement

NCNM complies with the Equal Opportunity Act of 1965, American Disabilities Act of 1990, Title IV of the Higher Education Act as federally reauthorized in 1998, and Title IX of the Educational Amendments of 1972. These acts and amendments prohibit discrimination on the basis of age, sex, race, national or ethnic origin, religion or disability, or veteran's status in any of its policies, procedures or practices. NCNM also complies with Oregon state discrimination laws that prohibit discrimination for sexual orientation, marital status, gender identity and family relationship. NCNM adheres to guidelines set forth by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Information Portability and Accountability Act (HIPAA), which pertain to limitations and rights of access to student records (FERPA) and patient-protected health information (HIPAA). To ensure compliance with these requirements, NCNM enacts policies and procedures, and articulates protocols in this catalog, the student handbook, departmental policy and procedural guides, and employee handbook.

NCNM's nondiscrimination policy covers admission and access to, and treatment and employment in college programs and activities, including but not limited to academic admissions, financial aid, educational services and employment. Title IX prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The dean of students has been designated to handle inquiries regarding NCNM's Title IX policies and procedures.

Title IX Coordinator

Cheryl Miller, MA
National College of Natural Medicine
049 SW Porter St., Portland, OR 97201
cmiller@ncnm.edu | 503.552.1510

Every effort has been made to ensure the catalog's informational accuracy. NCNM regularly reviews its policies to improve the institution and the quality of education provided. Changes to the catalog can be made without prior notice. This catalog is not a contract between NCNM and current or prospective students. This catalog can be downloaded in PDF format at ncnm.edu.

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NCNM Mission Statement

*To educate and train physicians,
practitioners and pre-professionals
in the art, science and research
of natural medicine*



Greetings from the Office of the President

Dear Prospective Student,

Welcome! You've chosen the right place to begin your journey into the profession of natural medicine. You're taking your best first step toward becoming a naturopathic physician, a Chinese medicine practitioner, an integrative medicine researcher, or an expert in nutrition, global health or mental health. You'll quickly learn that NCNM is North America's first and longest-thriving accredited college of natural medicine. Since 1956, NCNM has been a leader and an innovator.

As the parent institution of naturopathic programs taught in North America, NCNM has educated and trained generations of naturopathic physicians for nearly 60 years. NCNM is the academic home of the Foundations of Naturopathic Medicine Project, an undertaking many years in the making, which will culminate as it completes the task of codifying the knowledge of the naturopathic profession through a team of over 150 clinical and classroom educators, researchers, editors and writers.

NCNM's crown has lots of jewels. Our School of Classical Chinese Medicine was founded in 1995 and the Master of Science in Oriental Medicine was approved by the Oregon Office of Degree Authorization in 1998 and accredited by the Accreditation Commission for Acupuncture and Oriental Medicine. Our new Doctor of Science in Oriental Medicine program is one of the most comprehensive classical Chinese medicine degrees in the world. It is accredited by the Northwest Commission on Colleges and Universities. Together with China's Guangxi College, our School of Classical Chinese Medicine is leading a worldwide movement to return classical Chinese medicine to the glory of its ancient roots.

Another jewel is the School of Research & Graduate Studies, which offers four unique master's programs for students who want to contribute new and exciting solutions to the healthcare challenges of today. Our Master of Science in Integrative Medicine Research gives our students the distinctive opportunity to design and execute natural medicine research under the guidance of our world-class faculty. There's also the Master of Science in Nutrition that focuses on diets based on whole, unprocessed foods and presents an active-learning curriculum of skill-training for a variety of careers. The Master of Science in Global Health combines public health with traditional medicine, giving graduates a whole-systems approach to complex health issues throughout the world; and the Master of Science in Integrative Mental Health offers integrative medicine mental healthcare training as a multidisciplinary and collaborative learning experience.

Then there's NCNM's Helfgott Research Institute, where renowned research investigators champion critical studies in natural medicine. Students and faculty work together



and with Western medical schools on contract and NIH-funded research, moving the natural medicine profession forward with innovative research and inquiry.

NCNM's amazing faculty are internationally recognized for their excellence in classroom and clinical education. They'll put you through your paces to prepare you for an outstanding career in natural medicine—and they'll do it with skill and sensitivity. They're deeply committed to the mission of the college in the classroom and the clinic, powerfully serving the professional formation of natural medicine in the U.S. and abroad. Our NCNM Clinic and Beaverton Clinic are thriving, and with more than a dozen community clinics, we offer medical services throughout Portland where our students experience a remarkable array of presenting conditions from diverse patient populations.

All of this happens in this progressive city known for its healthy lifestyle and leadership in sustainability. Portland is surrounded by the breathtaking beauty of the Pacific Northwest. You can see the snowy cap of Mount Hood from our classroom windows. It is Oregon's highest peak and one spot among many within the rich tapestry of ecosystems just an hour from our rapidly evolving campus. Come join us. Bring your hiking boots, your snowboard or surfboard—and your sense of adventure. Your life is about to transform.

We're here to help you succeed in reaching your dreams. Take a close look at our website; talk to our Admissions counselors; ask a thousand questions. Become a healer at this pivotal time in our nation's history as health care continues to transform. More and more, everything depends on outstanding, holistic clinical and theoretical knowledge, all focused on the patient. It all starts in Portland.

We're waiting for you.

David J. Schleich, PhD
President of NCNM

Greetings from the Provost and Deans

Dear Prospective Student,

NCNM's academic programs, from undergraduate to doctoral level, are dedicated to the art and science of natural medicine education and research that honors the timeless wisdom of our classical medical roots. NCNM is organized into three schools: Classical Chinese Medicine, Naturopathic Medicine, and Research & Graduate Studies. We currently offer seven graduate or first professional medical degree programs. In fall 2016, two undergraduate degree completion programs, one in Integrative Health Sciences and one in Nutrition, will join our innovative offerings.

NCNM's School of Naturopathic Medicine confers the oldest Doctor of Naturopathic Medicine (ND) degree in North America. Naturopathic physicians are trained to be primary care physicians, combining the use of evidence-based medicine with the wisdom of traditional healing arts. Our naturopathic medical school education includes not only natural modalities, but also conventional therapeutics in a very challenging and rewarding program. Core to naturopathic medicine is the understanding that the human body is capable of healing itself if given the right tools that resonate with nature. The naturopathic program at NCNM teaches students to assess a whole person, not separate disease processes, and to treat that whole person to achieve balance and optimum health. In light of the broadening scope of naturopathic medicine and research findings in higher education, we are rolling out a redesigned curriculum this fall. It features the integration of basic, clinical and social sciences in organ system block courses; active learning opportunities for students at every stage of the program; decreased "seat in chair" time; promotion of critical thinking, interprofessionalism, and cultural competence skills; increased use of simulation experiences; and increased clinical hours and patient contacts.

The two degree programs within our School of Classical Chinese Medicine, Master of Science in Oriental Medicine (MSOM) and Doctor of Science in Oriental Medicine (DSOM), attract faculty and students who are passionate about the ancient roots of this powerful system of medicine. Our programs provide comprehensive, world-class training in acupuncture, moxibustion, Chinese herbal formulation, Asian bodywork, cultivation practices (including qigong and taiji) and Asian dietetics, as well as provide a solid foundation in biomedicine. Students learn how to integrate Western scientific knowledge into the ancient whole-systems approach, as well as how to interface effectively with the larger healthcare community. MSOM and DSOM students pursue the content areas of patient care, systems-based medicine and professional development. In addition, the DSOM student engages the classical texts of Chinese medicine directly in the original language; learns to read and translate the classical texts; and pursues the knowledge, skills and behaviors required for AOM practitioners to more fully communicate and collaborate within the biomedicine-based healthcare system in the U.S.



Clockwise from top left: Melanie Henriksen, Cheryl Miller, Heather Zwickey, Laurie Regan, Andrea Smith (Not shown: Regina Dehen)

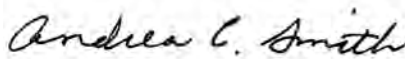
The four degree programs within our School of Research & Graduate Studies cater to multiple career paths. Many students choose to pursue degrees within this school concurrently with a degree from the Schools of Naturopathic or Classical Chinese Medicine. The Master of Science in Integrative Medicine Research (MSiMR) program trains evidence-based clinicians, clinician researchers, and master's level researchers. This unique program combines course subjects from standard Master of Public Health (MPH) and Master of Clinical Research (MCR) programs with a strong literary and scientific base in integrative medicine research. The MSiMR program's active learning approach builds applied, basic and clinical research skills. Student research is pursued through our Helfgott Research Institute, which is dedicated to rigorous, high-quality research on the art and science of healing. The research completed by NCNM's faculty and students further establishes the evidence base for natural medicine.

The Master of Science in Nutrition (MScN) program is designed to train students in master's level, evidence-based nutrition and is created for those interested in a strong foundation in whole-food nutrition and using food as medicine. As the U.S. population struggles with obesity, Alzheimer's disease, chronic pain, heart disease, and other maladies that have nutritional components, the demand for people with expertise in nutrition has increased. The role of nutrition in health and medicine has never been more evident and, increasingly, nutrition experts are a part of integrative medicine care teams.

The Master of Science in Global Health (MScGH) offers a whole-systems approach to global health, wherein students are trained to view a broader context of health and medicine rooted in integrative medicine. They are encouraged to explore multidisciplinary solutions to complex health issues. A public health curriculum establishes the base of this degree, with additional emphasis in health disparities and social justice. Skills learned in this program can be applied locally or internationally. Fieldwork allows students to hone their skills with current challenges in public and global health.

The Master of Science in Integrative Mental Health (MSiMH) is available to students who are pursuing a degree within one of NCNM's first professional medical programs (ND, MSOM, DSOM). The MSiMH offers formalized training in clinical psychology topics, occasions to network with other mental health professionals, and opportunities for self-growth and development. Students are provided with additional training in mental health disorders, as well as therapies to address them. Graduates of the program will be better equipped to address the diagnosis, treatment and prevention of mental health disorders from an integrative medicine perspective.

Your exploration into the field of natural medicine comes at an auspicious time, as there is a rapidly increasing recognition that natural medicine is a critical component of any healthcare system focused on true healing. We are excited about what our community offers to serve the healthcare needs of humanity and welcome you to join us! We look forward to meeting you.



Andrea Smith, EdD,
on behalf of the NCNM Academic Team
Provost/Vice President of Academic Affairs

NCNM—The Profession's College

NCNM is proud of its longstanding legacy of academic excellence. Founded in 1956, NCNM is the oldest college of naturopathic medicine in North America. NCNM's reputation for healthcare innovation and leadership grows as new generations of practitioners and healthcare professionals help change the course of health care in the U.S. through their research, publications and exemplary patient care. NCNM offers seven exceptional accredited degree programs—Doctor of Naturopathic Medicine (ND); Master of Science in Oriental Medicine (MSOM); Doctor of Science in Oriental Medicine (DSOM); Master of Science in Integrative Medicine Research (MSiMR); Master of Science in Nutrition (MScN); Master of Science in Global Health (MScGH); and the college's newest program, Master of Science in Integrative Mental Health (MSiMH).

In addition to the NCNM Clinic, the largest natural medicine clinic in Oregon, and the NCNM Beaverton Clinic, the college has access to a dozen local community clinics offering diverse clinical experiences to students. NCNM is home to a collaborative and inspiring learning environment, as well as a vital and groundbreaking research community. Our campus, located in the heart of Portland, Oregon, offers students and faculty the benefits and advantages of city living at its most sustainable within an urban setting infused with natural beauty, culture and social conscience.

NCNM is an international leader in the training of naturopathic primary care physicians and Chinese medicine practitioners. While many graduates go on to clinical practice, they are also researchers, professors, public health educators, and political activists bringing natural medicine to the forefront of the national healthcare system. Students from around the globe come to NCNM for the opportunity to work with a faculty who are world-renowned for their expertise in natural medicine. NCNM cultivates exceptional curricula that offer medical students a rich combination of classroom study, hands-on research and patient care.

Health awareness is making giant strides—and interest in natural medicine is rising significantly. Studies have

shown that Americans are seeking more natural health products, alternatives and services than ever before. Natural medicine provides patients a wide variety of beneficial treatment options unavailable to conventional medical practitioners. At the same time, Western medical doctors at hospitals, medical clinics and research centers are opening the doors to naturopathic and Chinese medical practitioners as natural medicine experiences an exciting period of integration into the healthcare system. It is a rapidly growing and evolving field that is serving the escalating need for effective preventive health care for millions of Americans.

Natural Medicine Today

Natural medicine is known by many names: alternative medicine, integrative medicine, complementary medicine and others. One reason for its many labels is that natural medicine includes a variety of healing modalities. Your education at NCNM may include some or all of the following therapeutic methods, depending on your course of study.

- Traditional medical systems such as naturopathic medicine, Chinese medicine, homeopathy and acupuncture
- Mind-body medicine
- Physical medicine, including hydrotherapy and naturopathic manipulation
- Botanical medicine and supplements
- Nutrition counseling
- Conventional therapies including pharmaceuticals and minor surgery
- Mental health counseling

Each of these modalities present a tool for the physician to gain a better understanding of patient diagnosis and treatment for health conditions ranging from minor ailments to chronic and acute care. When these

modalities are used in conjunction with conventional medicine, they have been called complementary medicine. When used as a substitute for conventional medicine, the same modalities may be called alternative medicine. When a conventional physician and a naturopathic physician work together to create the best healing plan for the patient, it's called integrative medicine. As more people seek combination treatments, future natural medicine practitioners and physicians will need to be knowledgeable about both conventional and natural medicine. Our graduates are able to bridge this gap.



Academic Calendar 2015–2016

Summer quarter begins	6/29/2015	Winter quarter begins	1/4/2016
New student orientation, MScN summer admits only	7/2/2015	Last day to add or change sections	1/15/2016
July 4 holiday (<i>campus & clinics closed</i>)	7/3/2015	Last day to pay tuition & fees	1/15/2016
Summer academic classes begin	7/6/2015	Last day to make changes to Clinic Benefit Plan	1/15/2016
Summer academic classes end	8/28/2015	Martin Luther King Day (<i>campus & clinics closed</i>)	1/18/2016
Labor Day holiday (<i>campus & clinics closed</i>)	9/7/2015	Late payment fee assessed	1/19/2016
New student orientation	9/9–11/2015	OSCE 2 & 3 exams	1/22–23/2016
Convocation	9/11/2015	Last day to drop classes	2/26/2016
Summer quarter ends	9/12/2015	Make up for Martin Luther King Day	3/14/2016
		Practical exam/makeup week	3/15–18/2016
Fall quarter begins	9/14/2015	Finals week	3/21–25/2016
Last day to add or change sections	9/25/2015	Last day to petition to participate in commencement	3/25/2016
Last day to pay tuition & fees	9/25/2015	Winter quarter ends	3/26/2016
Last day to make changes to Clinic Benefit Plan	9/25/2015	Spring break (<i>no academic classes</i>)	3/28–4/2/2016
Late payment fee assessed	9/28/2015	Clinic holiday V	3/28–4/2/2016
Last day to drop classes	11/6/2015		
Veterans Day (<i>campus & clinics closed</i>)	11/11/2015	Spring quarter begins	4/4/2016
Clinic holiday I	11/23–25/2015	Last day to add or change sections	4/15/2016
Thanksgiving break (<i>no academic classes</i>)	11/23–25/2015	Last day to pay tuition & fees	4/15/2016
Thanksgiving holiday (<i>campus & clinics closed</i>)	11/26–28/2015	Last day to make changes to Clinic Benefit Plan	4/15/2016
Make up for Veterans Day	12/2/2015	Late payment fee assessed	4/18/2016
Practical exam/makeup week	11/30 & 12/1, 3, 4/2015	OSCE 1 exams	4/22–23/2016
Finals week	12/7–11/2015	College Council	4/29/2016
Mid-year graduation celebration	12/11/2015	Last day to drop classes	5/27/2016
Fall quarter ends	12/12/2015	Memorial Day (<i>campus & clinics closed</i>)	5/30/2016
Winter break (<i>no academic classes</i>)	12/14/2015–1/2/2016	Make up for Memorial Day	6/6/2016
Clinic holiday II	12/14–19/2015	Practical exam/makeup week	6/14–17/2016
Orientation, January admits	12/18/2015	Finals week	6/20–24/2016
Clinic holiday III	12/21–22/2015	Spring quarter ends	6/25/2016
Winter break (<i>campus closed</i>)	12/23–27, 30–31/2015	Commencement	6/25/2016
Clinic holiday IV	12/28–29/2015 & 1/2/2016		
New Year's Day (<i>campus & clinics closed</i>)	1/1/2016		

NCNM Campus

Situated in the beautiful Pacific Northwest city of Portland, Oregon, National College of Natural Medicine is located near the Willamette River waterfront, close to the heart of the city. Portland is the nation's hub for integrated medical education and sustainability.

Close to NCNM's campus, students will find a unique combination of collaborative allopathic, Chinese and chiropractic medical schools, as well as many affiliated health professions and public health programs. NCNM students have access to world-class research and medical school libraries, in addition to NCNM's own excellent collection, which includes one of the world's finest rare medical book collections.

NCNM resides in the greenest city in America. Portland is college-friendly and rich in arts and culture; the city offers an amazing music scene, fabulous restaurants and great shopping. NCNM students will be delighted by an array of natural food stores, as well as a thriving industry of local farmer's markets with fresh organic produce and herbs. Student housing can be found throughout the city; the campus is easily accessible by bicycle, car, or one of the nation's best public transportation systems. Portland residents live near some of the most remarkable

natural wonders in the country, including beautiful ocean beaches, snow-capped mountains, breathtaking waterfalls, stunning high-deserts, and thousands of acres of state and urban forests that offer miles and miles of hiking and bicycle paths.

Campus Facilities

Located just south of downtown Portland, NCNM's growing urban campus features academic, clinic and administrative facilities; as well as the Galen's Way Garden, a community herb garden open to local school children; and the Min Zidell Healing Garden, a botanical teaching garden for NCNM students and a place of refuge for the community. The 60,000 square-foot Academic Building combines quaint early 20th century architecture with bright, airy classrooms and laboratories, and the NCNM library.

In close proximity is the Administration Building, with offices for administrative staff and faculty; and the Spaulding House, a community event center and the offices of the NCNM Institutes. Nearby is NCNM's Radelet Hall, a large student lecture hall that accommodates community events. At the other end of campus is the NCNM Clinic,



offering naturopathic primary care services and acupuncture and Chinese herbal medicine. The 20,000 square-foot NCNM Clinic includes treatment rooms for naturopathic and Chinese medicine, student-faculty conference rooms, a medical lab, botanical pharmacy and gift store. NCNM's clinical education also includes experiential learning rotations at NCNM's Beaverton Clinic and more than a dozen satellite community clinics throughout the Portland metropolitan area.

Located a short walk from campus is NCNM's School of Research & Graduate Studies, which houses the acclaimed Helfgott Research Institute and Charlee's Kitchen, NCNM's ultramodern nutrition classroom and research kitchen, which also supports community classes focused on healthy meals. Near the NCNM campus are Oregon Health & Science University and Portland State University—two urban higher educational institutions offering partnerships with NCNM and opportunities for NCNM students.

NCNM Clinic

NCNM's large natural medicine teaching clinic is located on campus and adjacent to the Academic Building. The NCNM Clinic serves the local Portland community with a full range of primary care services, featuring 20,000 square feet of consultation, examination and treatment rooms. The clinic offers a wide range of primary care and naturopathic medical services, including preventive health screenings for adults and children, hydrotherapy, physical medicine, colonics, homeopathy, gynecology, minor surgery, and specialized services such as integrated oncology care and cardiac care. Chinese medicine treatments, such as acupuncture, moxibustion, herbs and shiatsu complement classes in qigong. An on-site natural medicine medicinary is open to the public, and the clinic's state-licensed laboratory is available to NCNM physicians as well as other physicians throughout the region. The NCNM Clinic is home to the SIBO Center for Digestive Health.

Community Clinics Network

The NCNM community clinics program was established in the early 1990s to provide primary healthcare services to a culturally and ethnically diverse, medically underserved, low-income population. Having our teaching clinics in accessible community locations provides NCNM students an enhanced and valuable clinical education environment. NCNM maintains the community clinics program in collaboration with a broad network of community partners. NCNM is on the board of the Coalition of Community Health Clinics and partners with community service agencies including Multnomah and Washington Counties, Oregon Health & Science University, PCC Workforce



Training Center, Pacific University, Central City Concern and others. In 2014-2015, through this safety-net clinic program, NCNM offered low-cost family health care for nearly 12,000 patient visits at numerous community clinic locations in the greater Portland metropolitan area. Approximately 40 percent of NCNM's 30,000 total patient visits take place annually at our community clinics, which provide a rich clinical training experience for our naturopathic, integrative research and classical Chinese medicine students.

Library

NCNM's library occupies approximately 4,500 square feet on the first floor of the Academic Building. During the academic year the library is open seven days a week.

General Circulating Collection

Our general collection includes both classic and modern works of natural and Chinese medicine, as well as current books from the biomedical sciences. The collection consists of more than 19,000 volumes of books, videos, audio cassettes, CDs and DVDs. NCNM students may use their NCNM identification cards to borrow circulating materials and to access electronic journals and databases off campus.

Reciprocal Lending Relationships

NCNM library materials are available to students, faculty and staff of NCNM, Oregon Health & Science University, Oregon College of Oriental Medicine, University of Western States, Linfield College (Portland campus) and Birthingway College of Midwifery. With a current NCNM identification card, NCNM students, faculty and staff may check out materials from these institutions.



Friedhelm Kirchfeld Rare Book Collection

The NCNM library maintains a large collection of rare and historic materials related to naturopathic medicine. The extensive collection of rare books—more than 1,900 bound volumes and periodicals, including materials from the estate of Benedict Lust—are housed in a separate rare book room. Dr. Lust was the founder of the first U.S. school of naturopathic medicine at the turn of the 20th century and is considered the “father of naturopathy” in the U.S.; he also published numerous naturopathic books and journals. In addition, the rare book room includes a significant homeopathy collection, anatomical models and antique medical equipment. Much of the material found in NCNM’s Kirchfeld Collection is unique and unavailable anywhere else in the world.

Other Collections

The library maintains a reference collection, a reserve collection of required and recommended texts, an audiovisual collection including lectures and presentations by well-known guest speakers, and a book collection at the NCNM Clinic. Our periodicals collection consists of nearly 200 print journal titles and thousands of online subscriptions on naturopathic medicine, nutrition, herbal medicine, homeopathy, Chinese medicine, complementary therapies and the biomedical sciences. Reference books, rare books, clinic books and journals do not circulate.

The library’s most recent special collection is built around a substantial gift from Mike and Simone Chilton. The Chiltons donated more than 2,000 books in the subject area of botanical sciences, including many valuable herbal books from the 16th, 17th, 18th and 19th centuries.

Chinese Herb Library

This special collection contains 165 single herbs, providing a unique opportunity to interact with common Chinese medicinals.

Electronic Resources

The library has built an extensive electronic resource collection, including CHANT, UpToDate, Natural Medicines, Scopus, ScienceDirect and other full-text databases. The library maintains computers for student use, providing Internet access, word processing and specialty software programs on nutrition, homeopathy and more.

NCNM Store

The NCNM Store exists to serve the NCNM community by providing a holistic support system of earth- and human-friendly products, information and education. We offer a variety of medical equipment, class supplies, gifts, logo merchandise, NCNM Press books, food, drinks and sundries. We are committed to helping decrease our ecological footprint by focusing on environmentally responsible products. We carry local, organic, fair trade and recycled products whenever possible. We also promote our community’s talent by highlighting NCNM artists’ jewelry, clothing, music, books, cards and artwork.

During the academic year, the NCNM Store is typically open 8 a.m. to 5 p.m., Monday through Friday, but hours are always subject to change.

Scientific Research at NCNM

Research is vital to providing a body of evidence-based data to support the practice of natural medicine. NCNM is committed to fully integrating research with existing academic and clinical activities. Faculty members are currently participating in National Center for Complementary and Integrative Health (NCCIH) grants from the National Institutes of Health, including collaborations with Oregon Health & Science University (OHSU), University of Washington, and other biomedical

schools or accredited natural medicine schools. While not all physicians and practitioners wish to become researchers, our goal is to train all of our graduates in the critical analysis of research studies so that they may accurately evaluate the quality of medical literature. In addition, learning about case analysis enables graduates to clearly investigate therapeutic results in their practices and share these results via publication in peer-reviewed journals. For those with an interest, there are many opportunities to participate in research at NCNM's Helfgott Research Institute.

Helfgott Research Institute

The Helfgott Research Institute conducts rigorous, high-quality research on the art and science of healing. From basic science studies to clinical trials, Helfgott scientists from the fields of naturopathic medicine, Chinese medicine, acupuncture, immunology, biostatistics and nutrition apply their expertise to seek out natural medicine therapies that are effective, to discover why they work, and to develop methodologies for studying modalities that may not fall into the traditional biomedical model of research.

Established in June 2003, Helfgott has state-of-the-art research laboratories and institutional resources to carry out clinical research. Faculty and student research projects are published in peer-reviewed journals and presented at national and international conferences. At Helfgott, we believe in collaborative research and make every effort to include conventional biomedical and other complementary and alternative medicine institutions in our projects. Helfgott promotes a strong student research program. In addition to the Master of Science in Integrative Medicine Research program, students in NCNM's clinical programs and School of Research & Graduate Studies have opportunities to participate in research during their course of study.

The Institutes of NCNM

Beginning in fall 2012, NCNM embarked on an exciting mission to bring its wealth of knowledge in various aspects of natural medicine to those in the Portland metro community. This is the current roster of NCNM Institutes dedicated to sharing health and wellness information with students of all ages and levels of interest.

Food as Medicine Institute

The goal of NCNM's Food as Medicine Institute (FAMI) is to adapt the intensive nutrition training that naturopathic and Chinese medicine students receive during their medical education into meaningful learning opportunities for community members. FAMI naturopathic physicians and NCNM students offer a variety of hands-on learning experiences through community-based nutrition and cooking programs, including the FAME (Food as Medicine Everyday) series. FAME is a 12-week series of interactive

nutrition classes and whole-foods cooking instruction available to families and adults in the Portland area.

Traditional Roots Institute

The Traditional Roots Institute launched in spring 2013 with a simple goal: to feed and grow natural medicine's herbal roots. The institute helps bring the people's medicine back to our communities through education and experiential learning. It also offers opportunities for all types of healthcare providers to deepen their understanding of herbal medicine and advance their clinical practice. With the guidance of a lead physician, NCNM students help lead herb walks, organize educational events, and write articles for NCNM's Traditional Roots website.

Women in Balance Institute

NCNM's Women in Balance Institute (WIBI), introduced in 2012, is the first natural medicine educational institute in the nation dedicated to education and research on women's hormone health. The institute's goal is to educate women and the healthcare community about hormone imbalance, and its impact on a woman's health and well-being as she ages. With the guidance of a lead physician, NCNM medical students have the opportunity to play a role in women's health education and public speaking outreach.



Life in Portland, Oregon

The City

Portland's metropolitan area is home to more than two million residents and 95 neighborhoods, each with its own unique style. The thriving food culture within the city offers an array of restaurants and food carts, ranging from gourmet to bistro, to organic and vegetarian, and more. Coffee houses, pubs, galleries, and a wide range of event venues support an exciting and diverse nightlife. Portland offers a multitude of urban amenities and also abounds with parks and green space (10 percent of all city land must be dedicated to public park space), including the 5,157-acre Forest Park, with its 80 miles of trails and forest roads.

Cascade Mountains and the Columbia Gorge

Situated in the northernmost part of the Willamette Valley, Portland is nestled between the Coast Mountain Range to the west and the Cascade Range to the east. Prominent peaks, including Mount Hood, Mount St. Helens, Mount Adams and Mount Rainier, can be seen on clear days. Mount Hood offers hiking trails, snow sport areas and campgrounds. Only 30 minutes from downtown, to the east, is the spectacular Columbia River Gorge with easy access to hiking trails, river beaches, inspiring views and the stunning Multnomah Falls. This series of dramatic waterfalls reaches 611 feet, making it the second highest year-round waterfall in the nation.

Pacific Coast

The Pacific Coast, with its rugged, rocky headlands and lush forests, is just a 90-minute drive from Portland. Three hundred miles of public beaches connect numerous coastal communities that offer visitors delicious food and lodging, along with a treasure trove of local art, crafts and collectibles.

Agriculture

The Willamette Valley, home to a majority of the state's population, stretches from Portland down to Eugene in the south. The region offers organic produce, locally roasted coffee, fresh bouquets of colorful flowers and fine wine. The Valley's wineries are internationally acclaimed for their Pinot Noir grapes.

Industry

Oregon's economy is growing at a rapidly accelerated rate—faster than San Francisco and Seattle, second in the nation, and nearly three times faster than the nation as a whole, according to a January 2015 report from the Oregon Center for Public Policy. Seventy-five percent of the state's economy is generated in the Portland metro area. Top companies in

the Portland metro area include Intel, Comcast, Providence Health Systems, OHSU, Fred Meyer, Kaiser Foundation, Legacy Health System, Nike, Wells Fargo, New Seasons, Adidas, Columbia Sportswear and many others.

Climate

Portland, the “City of Roses,” is known for its breathtaking spring filled with blossoming flowers and trees. The city enjoys a mild turn of the four seasons. The sunny summer days offer temperatures that typically average in the mid-70s with little to no precipitation, and mild damp winters deliver a dusting of snow. While Portland has a reputation for rain—on average 39 inches a year—most Eastern cities get more annual precipitation. A benefit of our mountain rainfall is an abundant water supply—among the purest in the nation.

A haven for those seeking well-being, community, culture, and an environment steeped in natural beauty, Portland, Oregon, is an ideal place to study natural medicine.

Culture

The Portland area offers cultural events for all facets of its community. The largest and most famous of these is the Portland Rose Festival, an annual celebration for more than a century. The festival kicks off with fireworks on Memorial Day, and features several dozen events through June. The highlight is the Grand Floral Parade, one of the top two floral parades in the nation. Other festivals include the Oregon Seafood and Wine Festival, The Bite of Oregon, (featuring Oregon's finest in food and wine tasting), Cinco de Mayo Fiesta (Oregon's largest multicultural event), the Waterfront Blues Festival and the Oregon Brewers Festival, where 90+ breweries from Oregon and across the country present their best beers to many thousands of appreciative beer aficionados.

Attractions

Perennial attractions include the acclaimed Oregon Zoo, Oregon Museum of Science and Industry (OMSI), Portland Art Museum, Portland Japanese Garden, Lan Su Chinese Garden, Pittock Mansion, Portland Saturday Market (the largest weekend open-air crafts market in the nation) and Powell's City of Books, “the largest independent used and new bookstore in the world.”

Portland Links

Portland Oregon Visitors Association
travelportland.com

Official Portland Website
portlandonline.com

Oregon Travel Guide
traveloregon.com

The Oregonian (daily newspaper)
oregonlive.com

Willamette Week (weekly alternative paper)
wwweek.com

Classified Ads for Everything
portland.craigslist.org

Arts

The Portland arts community is diverse and vibrantly creative. Live-music lovers can find virtually any musical genre they desire played somewhere, from local pubs to the Arlene Schnitzer Concert Hall. Regular performing groups include the Oregon Symphony Orchestra, Portland Opera, Portland Youth Philharmonic and Oregon Ballet Theatre. While there are many small theaters, the Portland's 5 Centers for the Arts attracts large nationally acclaimed productions. The city also supports more than 90 art galleries and 10 museums. Area galleries promote new monthly exhibits during evening art walks on First Thursdays (downtown) and Last Thursdays (Alberta district).

Sports

Sports enthusiasts can root for a wide variety of teams. There are Portland's professional teams—the NBA Trail Blazers, the American Soccer League Timbers, the National Women's Soccer League Thorns FC, and the American Football League Thunder. There are also 14 semi-professional teams, including the Western Hockey League's Winterhawks, the Minor League Baseball Hillsboro Hops, two Pacific Football League men's teams, and two Women's Football Alliance teams. Other teams include basketball, frisbee, rugby, martial arts, Australian Rules football—and, finally, the popular Rose City Rollers—Portland's all-women roller derby league. Many of these sporting events are held at Portland's MODA Center arena and Providence Park.

The Portland metro area also plays host to men's and women's professional golf tournaments.

Public Transportation

Portland leads the country in light rail development and boasts one of the best transit systems in the country. TriMet, Portland's public transportation provider, is working with city government and urban planners to meet the needs of the metro area's growing population while also helping preserve the region's environmental air quality by designing and improving rapid transit and light rail commuter traffic. Portland, sometimes called "America's bicycle capital," has a flourishing bicycle culture due to continually improved lanes for biking enthusiasts and commuters. The City of Portland Parks & Recreation reports that Portland offers more than 152 miles of regional connecting trails for walkers, runners and hikers who enjoy the benefits of the city's urban outdoors.

Technology Magnet

Intel is the area's largest employer, and a growing technology sector is calling Portland home. The city has been nicknamed "the Silicon Forest" due to its reputation as one of the most "wired" regions in the country, and there are more than 10,000 high-technology companies employing approximately 100,000 workers in the larger metropolitan area. In 2015, computer and electronic products accounted for more than 38 percent of Oregon's total merchandise exports, or \$8.2 billion.

Admissions

School of Undergraduate & Part-Time Studies

Beginning fall 2016, NCNM will offer two undergraduate degree programs: a Bachelor of Science in Integrative Health Sciences and Bachelor of Science in Nutrition. Both are two-year, degree completion programs.

Applicants interested in the Bachelor of Science in Integrative Health Sciences (BSiHS) or Bachelor of Science in Nutrition (BScN) programs must have earned at least 60 semester or 90 quarter credit hours from a regionally accredited college or university with a minimum 2.0 GPA.

NCNM requires a grade of “C” or better in basic proficiency skills, general education and required science courses. Basic proficiency skills include written and oral communication, critical thinking and quantitative reasoning. Required science coursework includes general chemistry, biology and mathematics. The general education requirement is fulfilled by coursework in the humanities/arts, life sciences, social sciences, and electives that can encompass other knowledge areas, such as ethical reasoning and cultural values and traditions.

Basic Proficiency Requirements

- English Composition, 9 quarter or 6 semester credits
- Mathematics (must be algebra or math-based statistics), 4 quarter or 3 semester credits
- Oral Communication/Public Speaking, 3 quarter or 2 semester credits

Science Requirements

- Human Psychology, 4 quarter or 3 semester credits
- General Biology (science-major level with labs), 8 quarter or 6 semester credits
- General Chemistry (science-major level with labs), 10 quarter or 7 semester credits

General Education Requirements

- Arts and Letters, 12 quarter or 8 semester credits
- Social Sciences, 12 quarter or 8 semester credits
- Life Sciences general education requirements are met by the science requirements listed above
- Electives/Other Knowledge Areas*, 28 quarter or 19 semester credits

**A maximum of 3 quarter or 2 semester credits of physical education may be applied to total requirement.*



Application Process

Applicants for the School of Undergraduate & Part-Time Studies must submit the following required items to complete an application:

- **Application for Admission:** A file is created for the applicant once a complete application is received and accompanied by the application fee.
- **\$50 Application Fee:** This fee is nonrefundable.
- **Transcripts:** Students are required to request and submit official sealed transcripts from each college and/or university attended, and have them sent directly to NCNM. Students who decide to enroll at NCNM must send an official copy from their undergraduate degree granting institution to the Office of Admissions before starting the program, as well as the official transcripts fulfilling all prerequisites.
- **Essays:** Applicants are required to submit essays to be considered for admissions. Essays should tell us about an applicant’s background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NCNM. Ideally, applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NCNM is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essay. The application for admission indicates the length or word limitation based on the program to which the applicant is applying.
- **Letters of Recommendation:** Letters should be written by persons who know the applicant well and can evaluate the applicant’s skills and abilities. We look especially for those skills that transfer to the classroom setting (critical thinking, reasoning, writing, problem solving, assessment, etc.). Professors make great recommenders (assuming the student has taken a class with them). If an applicant has been out of school for a while, employers are also acceptable sources.

- **Resume:** The resume should include work experience, research, activities, community service and any honors/awards received.

Applicants are selected regardless of race, gender, gender identity, age, religion, national or ethnic origin, sexual orientation, marital status, disabilities, or any other protected class under local, state or federal law.

Application Deadline

NCNM begins to accept applications on September 1, 2015, for fall 2016. The deadline to apply is June 1, 2016.

Please follow the application's detailed instructions and direct all application materials to:

Office of Admissions
National College of Natural Medicine
049 SW Porter Street
Portland, OR 97201

It is the sole responsibility of the applicant to ensure that materials are received by NCNM on time. Application materials become the property of NCNM and will not be returned or forwarded to other institutions.

Graduate and Professional Programs

Applicants interested in the Doctor of Naturopathic Medicine (ND), Doctor of Science in Oriental Medicine (DSOM), Master of Science in Oriental Medicine (MSOM), Master of Science in Integrative Medicine Research (MSiMR), Master of Science in Nutrition (MScN), Master of Science in Integrative Mental Health (MSiMH), and Master of Science in Global Health (MScGH) programs must have a bachelor's degree (or its equivalent) from a regionally accredited college or university. While at NCNM, students may undertake any two programs concurrently.

There is no advantage to holding a Bachelor of Science rather than a Bachelor of Arts degree, as long as you have completed the program's prerequisites. Credit will only be given for prerequisite coursework earning a "C" or better. Applicants may apply with coursework still in progress; however, the Office of Admissions must receive all official transcripts showing completed coursework prior to matriculation. For the purpose of prerequisites, the Office of Admissions defines a "course" as either a quarter or semester term.

Age of Course

Prerequisite courses not taken within seven years of matriculation into the program are subject to review. Additional coursework may be required.

Application Process

Applicants for the graduate and professional programs must submit the following required items to complete an application:

- **Application for Admission:** A file is created for the applicant once a complete application is received and accompanied by the application fee.
- **\$75 Application Fee:** This fee is nonrefundable.
- **Transcripts:** Students are required to request and submit official sealed transcripts from each college and/or university attended, and have them sent directly to NCNM. Students who decide to enroll at NCNM must send an official copy from their undergraduate degree granting institution to the Office of Admissions before starting the program, as well as the official transcripts fulfilling all prerequisites.
- **Essays:** Applicants are required to submit essays to be considered for admissions. Essays should tell us about an applicant's background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NCNM. Ideally, applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NCNM is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essay. The application for admission indicates the length or word limitation based on the program to which the applicant is applying.
- **Letters of Recommendation:** Applicants applying to the Doctor of Naturopathic Medicine, Doctor of Science in Oriental Medicine, and Master of Science in Oriental Medicine programs are required to submit one letter of recommendation, although we will take up to two. References may send their letters either directly to the Office of Admissions or have the applicant send it to the Office of Admissions him/herself in a sealed envelope. Letters should be written by persons who know the applicant well and can evaluate the applicant's skills and abilities. We look especially for those skills that transfer to the classroom setting (critical thinking, reasoning, writing, problem solving, assessment, etc.). Professors make great recommenders (assuming the student has taken a class with them). If an applicant has been out of school for a while, employers are also acceptable sources. Recommendations from family members, significant others, or close, personal friends are not viewed favorably by the Admissions Committee.
- **Resume:** The resume should include work experience, research, activities, community service and any honors/awards received.
- **Supplemental Materials:** These include statements regarding academic dismissal, criminal charges,

scholarship statements, diversity statements, and/or an addendum with any additional information the applicant wishes to share with the committee. Videotapes, DVDs, cassettes, CDs and lengthy manuscripts will not be reviewed, and will be returned to the applicant.

Applicants are selected regardless of race, gender, gender identity, age, religion, national or ethnic origin, sexual orientation, marital status, disabilities, or any other protected class under local, state or federal law.

Application Deadlines

Initial consideration goes to candidates who apply by the dates listed below. However, NCM continues to consider applicants on a space-available basis thereafter. Applicants may apply up to one year in advance for admission.

Master of Science in Nutrition (MScN)

Summer 2016: January 15, 2016

Fall 2016: April 1, 2016

School of Research & Graduate Studies: Fall 2016

Scholarship Deadline: February 1, 2016

Application Deadline: April 1, 2016

ND and CCM programs: Fall 2016

Scholarship Deadline: February 1, 2016

Application Deadline: June 1, 2016

Winter 2017 (CCM & MScGH programs)

Scholarship Deadline: August 1, 2016

Application Deadline: October 15, 2016

Candidates who have selected NCM as their first choice are encouraged to apply on or before the scholarship deadline.

Please follow the application's detailed instructions and direct all application materials to:

Office of Admissions
National College of Natural Medicine
049 SW Porter Street
Portland, OR 97201

It is the sole responsibility of the applicant to ensure that materials are received by NCM on time. Application materials become the property of NCM and will not be returned or forwarded to other institutions.

Prerequisites

Prerequisite courses are designed to ensure entering students are academically prepared for the curriculum of the program. Prerequisite courses may be substituted with comparable coursework if the learning objectives are

met at the determination of the Admissions committee, utilizing the evaluation procedures set by that committee.

For programs within the School of Classical Chinese Medicine, the committee may allow a student to take physics as a co-requisite with first-year coursework.

ND Program Prerequisites

Mathematics 1 course
Algebra, calculus or math-based statistics

General Chemistry with lab 2 courses
Science-major level

Organic Chemistry 2 courses
Science-major level

OR

Organic Chemistry 1 course
and

Biochemistry 1 course
Science-major level

General Biology with lab 2 courses
Science-major level, must cover cellular biology

Physics 1 course
Must cover mechanics

OR

Kinesiology 1 course
Must be approved

Social Sciences 2 courses
One course must be human psychology (life span or developmental)

Humanities 2 courses
One course must be English composition

Strongly Recommended Courses

- Cellular Biology
- Anatomy and Physiology
- Biochemistry
- Statistics
- Business and/or Marketing

Other Suggested Courses

- Biomedical Ethics
- Philosophy of Science
- Public Speaking
- Microbiology
- Immunology
- Public Health

MSimH Program Prerequisites

All candidates must meet the requirements for, and be concurrently enrolled in, a clinical degree program at NCM (ND, DSOM or MSOM).

MSOM/DSOM Program Prerequisites

General Chemistry 1 course

General Biology 1 course

Physics 1 course

Must include mechanics

Social Sciences 1 course

Humanities 1 course

Strongly Recommended Courses

- Anatomy and Physiology
- Chinese Language (*old Mandarin; complex characters*)
- Systems Science
- Mythology
- Quantum Physics
- Philosophy of Science
- Biochemistry
- Cellular Biology
- Chinese History/Culture

MSiMR Program Prerequisites

Minimum GRE Scores*

Verbal: 150 | Quantitative: 160 | Writing: 4.0

Subject test not required | NCNM GRE Code: 4528

**Will accept MCAT score of 25 or higher, or a PCAT score at the 60th percentile rank or higher in place of the GRE.*

General Chemistry 2 courses

General Biology with lab 1 course

Mathematics 2 courses

Pre-calculus, calculus 1 or math-based statistics

Social Sciences 1 course

Human psychology

Humanities 1 course

English composition

Strongly Recommended Courses

- Statistics
- Cell Biology
- Ethics

MScGH Program Prerequisites

General Chemistry 1 course

General Biology 1 course

Any discipline

Mathematics 1 course

Algebra or statistics

Social Sciences 1 course

Human psychology

MScN Program Prerequisites

Minimum GRE Scores*

Verbal: 145 | Quantitative: 145 | Writing: 3.5

Subject test not required | NCNM GRE Code: 4528

**Will accept MCAT score of 25 or higher, or a PCAT score at the 60th percentile rank or higher in place of the GRE.*

General Chemistry 1 course

General Biology 1 course

Any discipline

Mathematics 1 course

Algebra or statistics

Social Sciences 1 course

Human psychology

On-Campus Interview

Completed applications for the Schools of Naturopathic and Classical Chinese Medicine will be evaluated, and those individuals who competitively meet requirements will be invited to a required interview on campus. Telephone and video (Skype) interviews are normally not granted, but may be considered under extenuating circumstances. The interview allows students to visit the college and decide if it is a good fit. The School of Research & Graduate Studies programs do not require an interview.

International Applications

In addition to the requirements outlined above, international applicants must meet the following requirements:

- Complete an international student Certificate of Finance. This satisfies visa application requirements by verifying adequate financial resources to cover the anticipated period of study (required once applicant is admitted).
- If English is a second language, submit official scores from the Test of English as a Foreign Language (TOEFL). NCNM requires a score of 550 on the written exam, or 213 on the computer exam and 79 on the Internet-based test.
- Submit all non-U.S. accredited transcripts for translation and evaluation to one of the following approved evaluation services:

International Education Research Foundation, Inc.
310.258.9451 | ierf.org

Office of International Education Services
202.296.3359 | aacrao.org

World Education Services, Inc.
212.966.6311 | wes.org



Transcripts from accredited Canadian colleges and universities are generally exempt from this requirement. NCNM reserves the right to require outside evaluation in certain cases. Transcripts in French must be submitted for translation to one of the services above.

Transfer Credit Policy

Applicants wishing to transfer to any of NCNM's programs must meet the following requirements:

1. An applicant who applies for transfer credit must meet the current admissions requirements at NCNM on the date the student applies for admission, including the verification of good academic standing. All transfer students must meet the prerequisites as stated in the catalog.
2. Credits being considered for transfer must be graduate level and completed at a U.S. Department of Education recognized and regionally accredited institution. Transfer credit will only be approved for courses from a professional degree program or a graduate program closely related to the health sciences. **See next page for specific program requirements.*
3. Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.0 or better on a 4.0 scale will be considered for transfer. If an application is received before coursework at another institution has been completed, transfer credit will be considered to be conditional until satisfactory completion of the outstanding coursework.
4. Credits accepted for transfer must be determined by NCNM to be substantially equivalent to the courses offered by NCNM. This determination is to be made by the program dean or her/his designee. All requests for transfer credit are considered on a course by course basis, and a catalog or course description will be required. Challenge examinations may be required to determine whether coursework is comparable.
5. Credits accepted for the transfer of coursework must have been awarded within seven years of the date of admission to NCNM, except that NCNM may, at its discretion, accept older credits if the entering student holds a graduate degree in an academic discipline closely related to the health sciences and has been working in the field.
6. The ND and MSOM degree programs could take a minimum of three years education at NCNM, even with maximum transfer credit awarded, due to differences between programs.
7. NCNM does not give transfer credit for life experience.
8. Applications for transfer credit must be accompanied by a letter from the applicant's previous program dean stating that the applicant is in good academic and behavioral standing at the time of application.
9. Credits will be evaluated for transfer before an offer of admission is made. The applicant will receive a copy of the transfer credit evaluation with a list of courses that must be taken at NCNM and a tentative class schedule for their first term, if they are admitted. Students will sign a letter agreeing to the final list of approved transfer credits.
10. Any veteran receiving GI Bill benefits while attending NCNM is required to obtain transcripts from all previously attended schools and submit them to the VA School Official (located in the Registrar's Office) for review of prior credit.

Second professional degree candidates, defined as a healthcare practitioner with a doctoral level degree or master's level degree may apply for fall or winter admission to the MSOM or DSOM programs. Depending upon prior completed coursework, a full-time schedule may not be available for one of these terms of entry. A proposed class schedule for the intended term of entry and a degree completion plan can only be created after a candidate's prior coursework has been evaluated.

Please note that there is a \$75 non-refundable transcript evaluation fee.

Below are transfer policies specific to the School of Naturopathic Medicine and the School of Classical Chinese Medicine beyond those in the general transfer policy section above.

***Transfer Credit Specific to the ND Program**

- Transfer credit will be considered for applicants to the ND program who are eligible to sit for a first professional medical licensing examination in the United States.
- Transfer credit will be allowed for first-year and some second-year ND courses. Credit for clinical experiences or clinical education at another school is not transferable.
- NCNM has a requirement that all ND students complete sixteen (16) elective credits in addition to the required core curriculum, in order to encourage students to take additional coursework in areas of special interest and round out their education at NCNM. Transfer students may be allowed transfer credit for some of their non-core coursework if completed in a doctoral program at a regionally accredited institution. This determination will be made by the ND program dean or her/his designee.
- Applicants seeking advance-standing status into the ND program must hold a first professional medical degree. Accepted are medical (MD), osteopathic (DO), and chiropractic (DC) doctors who have graduated from a regionally accredited institution. Satisfaction of this requirement meets the NCNM prerequisite condition for a bachelor's level degree.

***Transfer Credit Specific to the School of Classical Chinese Medicine**

Due to the classical orientation of the MSOM and DSOM programs, only a limited number of credits from programs with a traditional orientation are transferable. Only AOM coursework completed at a school approved by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) will be accepted for transfer.

***Transfer Credit Specific to the School of Research & Graduate Studies**

Up to six (6) credits from regionally accredited, graduate-level programs may be transferred to count towards core courses in the School of Research & Graduate Studies.

All transfer credits are evaluated for relevance and are subject to approval by the program chair or dean.

***Transfers from NCNM to Other Institutions**

Transfer of credit from NCNM to other institutions is at the discretion of the receiving institution. Credit generally depends on comparability of curricula and may depend on comparability of accreditation. NCNM is regionally accredited. Inquiries should be directed to the receiving institution to determine the transferability of credits from NCNM.

Transfer of Elective Credit Among NCNM Programs

Some course credits may be eligible for transfer among NCNM programs to satisfy program requirements. For more information regarding which courses might be transferable, contact the Academic Advising Office and/or program dean. All transfer credits are evaluated for relevance and are subject to approval by the program chair or dean.

School of Naturopathic Medicine

For the ND program, at least half of the required number of elective credits must be taken from courses *designated as electives within the ND program*. The remainder may come from elective courses offered at NCNM, as long as course prerequisites are met *and the course has been approved by the program dean as counting toward the ND program*. Approval from the program dean is required in order for a core course from another program to count towards elective credit.

Example: A student in the ND program is required to take a total of 14 elective credits. Seven credits must be come from courses *within* that program. The other seven credits may come from electives *approved to count towards that program*.

School of Classical Chinese Medicine and School of Research & Graduate Studies

For each program, at least half of the required number of elective credits must be taken from courses *designated as counting towards that program*. The remainder may come from any *elective course offered at NCNM*, as long as course prerequisites are met. Approval from the program dean is required in order for a core course from another program to count towards elective credit.

Example: A student in a specific program is required to take a total of 14 elective credits. Seven credits must be come from courses *designated as counting towards that program*. The other seven credits may come from electives in *any program*.

Technical Standards & Expectations

Health sciences programs have a societal responsibility to train competent graduates, healthcare providers and scientists that demonstrate critical judgment, extensive knowledge and well-honed technical skills. Students and graduates are engaging in a profession that requires the highest standards of ethical conduct, honesty and professionalism. NCNM students are expected to conduct themselves in accordance with the high ethical standards expected of professionals who may be required to assume responsibility for the life, health and well-being of others. Every student is expected to demonstrate a level of competence consistent with these professional responsibilities and NCNM has the right to discipline, suspend or expel, at any time, any student considered unfit for a career as a practitioner of naturopathic and/or Chinese medicine, in accordance with the policies and procedures set forth in the college student handbook.

The Technical Standards define the essential functions that an applicant or student must be able to perform to be admitted to NCNM, progress satisfactorily through an NCNM program of study, and to graduate.

To be qualified for health sciences programs at NCNM, those individuals must be able to meet both NCNM's academic standards and the technical standards, with or

without any reasonable accommodation as established by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Technical Standards for all Programs

For entry, participation and graduation from all NCNM academic programs, students must be able to:

I. Communication Skills

- Communicate effectively, accurately and sensitively with all community members (including but not limited to faculty, administrators, staff, peers, patients, and/or clients) both orally and in writing.

II. Empathy Toward Diversity

- Recognize personal perspectives on cultural and personal identity, and the potential intersection with others' cultural identities.
- Actively work to subjugate their own biases so as to act in the best interest of others.

III. Flexibility

- Adapt to changing environments, display flexibility, and learn to function within the uncertainty inherent to situations encountered within diverse health sciences programs.

IV. Motor Skills

- Manipulate the equipment, instruments, apparatus and tools necessary to complete program requirements.

V. Observation and Participation

- Observe demonstrations and participate in laboratory work, such as dissection of cadavers, and gross and microscopic examination of specimens.

VI. Personal Responsibility

- Admit errors and assume personal responsibility for mistakes.
- Respond to feedback, suggestions and criticism in a constructive manner and modify behavior appropriately.

VII. Physical Capability

- Tolerate physically taxing workloads, environments, schedules and/or travel. Function effectively in times of stress.

VIII. Problem-Solving and Critical Thinking

- Solve problems and think critically to develop appropriate products and services.
- Acquire and synthesize information to develop and defend conclusions regarding observations and outcomes.





IX. Relationships

- Maintain professional, respectful, mature and compassionate relationships with all community members. Demonstrate concern for others.
- Maintain appropriate professional boundaries.
- Demonstrate the ability to express opinions, alternative points of view, and/or support or challenge others in a non-conflictual manner.
- Contribute effectively within a team, as well as an individual.

X. Self-Awareness

- Demonstrate self-awareness of one's emotional state and reactions, and how they impact others.
- Practice appropriate strategies for effectively dealing with stress, uncertainty and conflict.

XI. Timeliness

- Respond and complete all assignments, duties and requests in a timely manner.

XII. Trustworthiness

- Maintain standards of honesty and integrity, including intellectual honesty.

Technical Standards for Clinical Programs

For entry, participation and graduation from NCNM's programs that include a clinical component, students must meet the criteria listed above in addition to the following:

I. Communication Skills

- Communicate effectively and efficiently with patients, their families and members of the healthcare team.

- Obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients.
- Record information accurately and clearly; and communicate effectively with other healthcare professionals in a variety of patient settings.

II. Motor Skills

- Possess the capacity to perform physical examinations and diagnostic maneuvers.
- Respond to emergency situations in a timely manner and provide general and emergency care.
- Adhere to universal precaution measures and meet safety standards applicable to outpatient settings and other clinical activities.

III. Observation

- Accurately observe patients and assess findings.
- Obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations, and develop an appropriate diagnostic and treatment plan. These skills require the use of vision, hearing and touch, or the functional equivalent.

IV. Professional Responsibilities

- Demonstrate the ability to meet the ethical and legal standards of the profession.

Choosing National College of Natural Medicine

Alumni

NCNM has a network of over 2,700 graduates across the United States, Canada and in many other countries. Our alumni are dedicated physicians, acupuncturists and other professionals who treat thousands of patients each year or work to advance the field of natural medicine. As part of their commitment, our alumni often talk with prospective students about careers in natural medicine. If you would like to visit with one of our alumni in your area, please call the Office of Admissions for a referral.

Our alumni are dedicated natural medicine practitioners who treat thousands of patients each year; they are researchers expanding integrative medicine.



Visit Our Campus

It is impossible to fully convey in writing the experience of being a student at NCNM. The best way to explore a future with NCNM is to either visit the campus during an NCNM Exploration Day program, or to arrange for an individual visit.

NCNM Exploration Day Program

Our NCNM Exploration Day program provides a general overview of NCNM and all degree programs. Open houses are held to provide greater insight into the curriculum, student life and faculty of the respective programs. The Office of Admissions invites all prospective students to attend one of these day-long programs where you will have the opportunity to meet members of the NCNM faculty, staff and student body; learn about our degree programs; tour the campus and teaching clinic; and explore careers in naturopathic medicine, classical Chinese medicine, integrative medicine research, global health, nutrition and mental health.

If an NCNM Exploration Day program does not fit into your schedule, individual visits are welcomed. Please call to arrange your visit, providing as much notice as possible. Schedules permitting, we are happy to meet with you and provide a campus tour. Our professors and current students welcome visitors to selected classes, but to avoid conflicts such as examination periods, please contact the Office of Admissions to arrange a visit to a class. Additionally, prospective students are invited to visit NCNM's teaching clinic located on campus. As this is a medical facility, it is especially important that arrangements are made prior to your visit so patient service is not disrupted. For any questions you might have regarding the application and admissions process, please visit ncnm.edu or call 503.552.1660 (local) and 877.669.8737 (toll free).

Financial Policies 2015–2016

Tuition

Beginning in fall 2015, **all courses will be charged at the per credit rate of \$402.** Students who entered the MSiMR program before fall 2014 will be charged at the per-credit rate of \$526. Students who are not in the MSiMR program wishing to take MSiMR courses may do so at the \$402 per credit rate by submitting a petition for reduced credit rate. All amounts paid must be in U.S. currency. All students who elect to pay their account balances with a credit card (Visa, MasterCard or Discover) will be charged a convenience fee of 3% of the amount paid at the time of processing. Payments made by debit card and/or check will not be charged a fee.

2015 Summer Tuition—\$394 per credit for continuing students and \$402 for students matriculating in summer term. MSiMR courses are at the per credit rate of \$526 (per the above) for students who entered the MSiMR program before fall 2014. All students enrolled in MSiMR after this date will be charged the current per credit rate of \$402.

Tuition and Fee Payment Policy

All tuition and fees listed above are in U.S. currency. NCNM maintains tuition, fee and refund policies that are fair and uniformly administered. Tuition and fees for each quarter are payable in full at the beginning of each quarter. The Business Office may apply a late payment fee of \$50 to a student's account unless the student has paid tuition or made arrangements (e.g., a deferral promissory note) by the end of the fourth week of each quarter. Students unable to pay their entire tuition must see the Business Office to make payment arrangements before the due date. No balance may be carried forward to the following term. A promissory note may be written to defer payment of tuition until the last day of the quarter. There may be a \$20 fee assessed for each deferral. The Business Office may deny or rescind a student's eligibility for a promissory note if a student (1) misses the required payment due date, (2) provides inaccurate or incomplete information, or (3) has a poor credit history. In no case is a student permitted to register for a quarter until all money owed the college is paid in full from previous quarters.

Credit for courses will not be given until tuition and fees have been paid in full. The Business Office may also block future registration until all debts have been paid in full. Transcripts or diplomas will not be issued to students if they owe the college any money, regardless of the source (e.g., outstanding clinic balances). Students with past due accounts who pay in full with a personal check will have transcripts or diplomas issued to them two weeks after payment.

Any adjustments or modifications to the schedule of tuition charges are subject to the approval of the chief financial officer.

Summer Quarter Tuition

Students taking elective, hydrotherapy rotation or additional summer clinic in non-required summers may not be eligible for financial aid. You must be enrolled at least half time to qualify for financial aid.

Change of Track

A change of track requires a signature from the program dean. All change of track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

NCNM Emergency Loans

Short-term emergency loan assistance is available to those eligible students who are experiencing an emergency. Budgetary shortfalls such as paying rent/mortgage, utilities, car repair, etc., do not meet the definition of emergency status. The emergency loan is considered a loan of last resort for those experiencing a true emergency. The maximum amount that can be borrowed is \$500. A \$10 loan processing fee may be charged for each loan. Please contact the director of financial aid to request an application for consideration. Students must be in good academic standing and cannot borrow this loan in the final quarter of the academic year.

Student Responsibilities

- When students register for classes at NCNM, they incur charges on their account. Students are responsible for payment of all charges on their account by the due date, even if another party is paying the account.
- Students experiencing financial problems in the payment of any tuition and fees are responsible for contacting the Business Office to make satisfactory arrangements.
- Students are responsible for keeping NCNM informed of their current address and should submit address changes to the Registrar's Office immediately upon moving.
- Students are responsible for formally withdrawing from classes they wish to drop. Students who fail to formally drop classes during the refund period are responsible for the tuition charges. (See section on Add and Drop Policy.)

- Any assessment or judgment against a student for damage to NCNM property, whether arising from a Student Conduct Code proceeding or a court action, shall be considered money due NCNM as if it were tuition. No transcripts or diplomas will be released to the student until the amount due the college has been paid. The Business Office may also block future registration.

NOTE: The college is not responsible for any loss of, or damage to, the personal property of a student.

Other Expenses

Students are required to purchase textbooks and other personal equipment, as well as basic diagnostic equipment for use in courses and clinic. These costs vary from year to year.

Tuition and Fee Refund Policies

If a student finds it necessary to withdraw, either completely or from specific courses, the following policies apply:

- The application fee, submitted with the initial application for acceptance to NCNM, is nonrefundable.
- The acceptance deposit fee will be forfeited by a student who withdraws after accepting admission, but before attending classes.
- Calculation of tuition refunds are based on the date the student begins NCNM's withdrawal process.
- Tuition refunds will first be applied to balances due NCNM. If a student receiving financial aid is eligible for a refund, that refund is returned to the Federal Financial Aid program.

Tuition refunds are calculated according to NCNM's tuition and fee refund policy outlined below:

Week of Quarter	Tuition Refund Rate
First week	100% tuition
Second week	100% tuition
	90% tuition (if withdrawing from school completely)
Third week	80% tuition
Fourth week	70% tuition
Fifth week	60% tuition
Sixth week	50% tuition
Beyond sixth week	No refund

Any refund of tuition and fees resulting from a withdrawal or a reclassification of tuition status must be applied to the recipient's financial aid awards before any payment is made to the student. Tuition refunds are calculated according to NCNM's tuition and fee refund policy. Return of Federal

Title IV funds is calculated according to Department of Education regulations. (See Financial Aid section for more information.) Students whose accounts were paid-in-full often have a balance due NCNM after withdrawal. The Title IV return of funds policy operates independently of the college's tuition refund policy. It is possible for a withdrawing student to owe NCNM money because aid must be returned to the Title IV program, but the student is not entitled to a refund of institutional charges.

Federal regulations for this refund policy allow the college to retain an administrative fee that reduces the institutional charges subject to refund. This fee is five percent of total charges, up to a maximum of \$100. Furthermore, federal regulations require that any student who has received a loan while attending NCNM and who leaves the college for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted by the Financial Aid Office and can be arranged by calling that office. (See Financial Aid section for more information.)

Academic Fees

CCM Clinic Exit Exam Retake (fee each) <i>(payable before Retake can be taken)</i>	\$75
CCM Initial Exit Exam	\$125
CCM Makeup Lab Exam with an Excused Absence <i>(payable before Makeup can be taken)</i>	\$60
CCM Remediation Exam or Project (for FR grades) <i>(payable before Retake can be taken)</i>	\$60
Challenge Examination Fee	\$60 plus 50% of the per credit rate
Petition to Deviate	\$50 each approved submission
Clinic Private Tutoring (6 weeks)	\$1500
Clinic Shift Change Fee	\$50
Clinic Skill Enhancement (6 weeks)	\$650
CPR Initial Certification Fee (5 hours) <i>(re-certification required every two years)</i>	\$50
CPR Re-Certification Fee (3 hours)	\$40
Independent Study Fee	equal to one credit hour of tuition rate
ND Makeup Exam with an Excused Absence (quizzes)	\$25
ND Makeup Lab Exam with an Excused Absence	\$100
ND OSCE (any) Skill Enhancement (3 weeks)	\$350
ND OSCE 1, 2 & 3 Initial Exam <i>(charged to student's account)</i>	\$100
ND OSCE 1, 2 & 3 Retake <i>(payable before Retake can be taken)</i>	\$100
ND Remediation (Makeup) Quiz Fee	\$25
ND Remediation Exam or Project (for FR/R grades) (fee each) <i>(payable before Retake can be taken)</i>	\$100
Petition to Deviate	\$50 each approved submission

Lab and Other Fees *(All lab fees are non-refundable)*

Acu-Moxa Techniques I-VI (each)	\$10
Advanced Acu-Moxa Techniques I-II (each)	\$10
All Cooking and/or Teaching Kitchen Courses (each)	\$50
BAS 5110L, 5120L, 5130L Structure and Function I-III Lab (each)	\$30
BAS 5111L, 5121L Anatomy I-II Lab (each)	\$85
BOT 705E Herbal Garden Processing	\$30

BOT 5101E, 5103E Northwest Herbs I-II (each)	\$55
CLE 430 Intro to Clinic	\$30
CLE 716 Clinical Lab Practicum	\$30
CLE 5120 Clinic Observation I	\$15
CLS 510L, 520L, 530L Clinical and Physical Diagnosis Lab (each)	\$35
CLS 513L, 523L, 533L Lab Diagnosis Lab (each)	\$35
CLS 656E Simulation Lab	\$215
CM 11E Bazi Suanming	\$30
CM 43E Introduction to Chinese Tea	\$60
CM 556, 566 Herbs I-II Practicum (each)	\$20
CM 526 Herbs II	\$75
CM 530 Intro to Clinic	\$30
CM 576 Herbs III Practicum	\$15
CM 656, 666, 676 Herbs IV-VI Practicum (each)	\$20
CM 735 Applied Palpation and Perception	\$10
CM 826 Herbs Review/Medicinary Practicum	\$5
GSGH 821E Tanzania Global Health Experience^	Varies
GSGH 832E Thailand Global Health Experience^	Varies
GSGH 833E Nicaragua Global Health Experience^	Varies
NCB 720E Natural Childbirth – Neonatology	\$140
NMT/Orthopedic Synthesis I, II, III, IV & V (each)	\$25
NOS 615 GYN Lab	\$200
NOS 723 Proctology Lab	\$48
PHM 412L Hydro Lab	\$50
PHM 523L Physiotherapy Lab	\$35
PHM 621 Minor Surgery Lab I (includes instrument purchase)	\$200
PHM 631 Minor Surgery Lab II	\$125
PHM 699E Nature Cure Lab	\$30
PHM 710L IV Therapy Lab	\$65
PHM 740E Advanced Minor Surgery	\$50
RES 622E Botanicals: Bench to Bedside	\$100
RES 620 Intro to Laboratory Methods	\$75
RES 700 & CM 799 Introduction to Nutrition	\$50
THR 5100E, 5101E, 5102E Bodywork I-III (each)	\$40
THR 5104E, 5105E, 5106E Somatic Re-Education (each)	\$25
THR 5120L Intro to Therapeutics I Lab	\$90
THR 5131L Intro to Therapeutics II Lab	\$40

^Trip fees vary depending on itinerary

Retreats

CM 16E Five-Element Retreat*	\$125
CM 26E Shan Ren Dao Retreat	\$1125
CM 44E Taiji Retreat*	\$205
CM 501 Immersion Retreat*	\$235
BOT 700E Shaw Island Herb Intensive*	\$165
BOT 703E Living Herbal Medicine of Southern Oregon	\$310
GSGH 844E Taos Self-Care Retreat^	Varies
GSN 577E Holistic Nutrition Weekend Retreat	\$100
PHL 5130 Naturopathic Medicine Retreat	\$80
Qigong Retreats (each) I-IX*	\$205

*Non-refundable after term begins | ^Trip fees vary depending on itinerary

Miscellaneous Fees

Advance-Standing Transcript Evaluation Fee (<i>one-time application fee</i>)	\$75
Audit Fee	80% of the per credit rate
Bike Room Fee	\$25 per quarter
Bus Pass Replacement Fee	Prorated – TBD
Credit Card Fee	3.0% of the total charged
Diploma (<i>replacement</i>)	\$50
Graduation Fee (<i>fall quarter billing</i>)	\$160
Late Payment Fee	\$50 per quarter
MScN HIPAA Training	\$25
NCNM Clinic Benefit Plan (<i>per term</i>)	\$220
<i>Students are automatically enrolled fall, winter, spring and summer. Students may opt out of the CBP (including the next summer term) by submitting a signed waiver form to the Business Office by the end of the second week of fall term. Full details: page 150</i>	
NMSA Fee (<i>winter quarter billing, cannot be waived</i>)	\$25
NSF Check Returned	\$30
Orientation Fee (<i>one-time fee for all new students</i>)	\$100
Parking Fee	\$100 per quarter
Repeat Courses (<i>educational enhancement</i>)	30% of the per credit rate
Returned Check Fee	\$30 per check
Stop Payment Fee	\$25 per check
Student Activity Fee	\$30 per quarter
Transcript Fee	\$10 per transcript
Tuberculosis Testing Fee	\$60
<i>(can be waived to new students who have documentation of testing)</i>	
Tuberculosis Re-Testing Fee	\$60
<i>(for students who return from trips in foreign countries during the academic year)</i>	
Tuition Deferment Fee (<i>per deferral</i>)	\$20

Application Fees

Graduate/Professional (<i>non-refundable</i>)	\$75 all programs
Undergraduate/Part-time Studies (<i>non-refundable</i>)	\$50 all programs
Non-Degree	\$25

Acceptance Tuition Deposits

(non-refundable, applied toward first quarter tuition)

Schools of Naturopathic and Classical Chinese Medicine	\$500
School of Research & Graduate Studies	\$250
School of Undergraduate & Part-Time Studies	\$100



Financial Aid

At National College of Natural Medicine, we understand that furthering your education will mean a significant investment of your time, energy and resources. NCNM participates in federal financial aid programs, including loans and work-study, in addition to non-federal programs such as the Student Employment Program (STEP).

Financial aid is available to students enrolled at least half time. NCNM's definition of full-time enrollment is 11 credits and half-time is set at 5.5 credits for all programs, except the MSiMR program, for which the full-time credit load is defined as 8 credits and half-time is set at 4 credits. All students applying for federal financial aid are required to file a Free Application for Federal Student Aid (FAFSA) form. This document becomes available January 1 each year. Additionally, prospective students must have been accepted for enrollment and paid all required fees and deposits at NCNM to receive financial aid award information. Eligibility for financial aid is determined using a federal methodology formula outlined by the U.S. Department of Education. The financial aid awarding process begins in early spring of each academic year for matriculated students, and late spring for new students entering in the fall. NCNM's Early Bird packaging date is February 15 for need-based aid consideration. Federal Work-Study is the only need-based aid available at NCNM. Funds are awarded on a first-come, first-served basis to the highest need students as determined by the U.S. Department of Education.

Availability for this need-based grant is dependent on the annual federal allocation to the college and awarded on a first-come, first-served basis.

Currently NCNM is a graduate-level institution, all students are considered "independent" and are eligible to receive the maximum allowable in federal loans. Graduate students are eligible to receive Federal Direct Unsubsidized Stafford and Graduate PLUS Loans. Amounts received will depend on the institutional cost of attendance budget for the program chosen. Students receiving federal financial aid are required to disclose all outside resources received on their behalf to the Financial Aid Office. These resources will be included and calculated as part of their financial aid award packet. To continue to receive financial aid, the student must make satisfactory academic progress, as defined by academic policies, and must be enrolled at least half time to qualify for federal aid. The Financial Aid Office can advise the student about sources of financial aid and budgeting strategies. This office is available as a resource even after the student leaves the college. Alumni may contact the Financial Aid Office for information about lender and servicer contacts, as well as guidance about confidential counseling pertaining to student indebtedness and loan repayment, both by phone and email.

We want to provide you with clear and concise information about financial aid. This is a brief overview of federal financial aid programs available to eligible students at NCNM.

To be considered an "eligible student," you must be a U.S. citizen or permanent resident and be enrolled at least half time at the college. Students who attend NCNM on an F-1 Visa (foreign students) are not eligible to participate in federal student aid programs.

Free Application for Federal Student Aid (FAFSA)

To apply for federal student financial aid, and to apply for many state student aid programs, students must complete a Free Application for Federal Student Aid (FAFSA). The information you provide on your FAFSA determines if you are eligible for financial aid. The Federal Title IV school code for NCNM is B07624. The application and other relevant information is located at fafsa.gov.

Federal Direct Loan Program

National College of Natural Medicine currently processes Federal Unsubsidized Stafford and Graduate PLUS loans through the Federal Direct Loan program, in which borrowers obtain loan funds directly from the U.S. Department of Education.

Types of Loans

Ninety-eight percent of students attending NCNM find it necessary to receive some form of financial assistance. However, loans comprise the majority of financial aid at NCNM. Student loan borrowers must sign a Master Promissory Note (MPN) that details the terms of their agreement with the U.S. Department of Education. As a condition of signing the MPN, the student agrees to restrict use of student loan funds to pay for current year educationally related expenses only and as such, agrees to immediately repay any loan proceeds that cannot be attributed to educational expenses for attendance, on at least a half-time basis, at NCNM.

The maximum amount of graduate student education loans available will depend on a student's program(s) of enrollment. The student should keep in mind the amount of loans they choose to borrow and their overall indebtedness, and that the money borrowed will have to be repaid with interest. All students interested in federal loans must complete and submit the Free Application for Federal Student Aid (FAFSA).

Fixed interest rates for 2015-2016:

Federal Direct Stafford Loan: 5.84%

Federal Direct Graduate PLUS Loan: 6.84%



Federal Direct Unsubsidized Stafford Loan

This loan accrues interest immediately upon disbursement and during the grace period. Students are offered the option of paying the interest while in school, or capitalize the interest (add the interest to the principal) when the loan enters repayment. Maximum unsubsidized loan amounts are determined by subtracting all financial aid received from the estimated Cost of Attendance (COA) budget, as well as considering the student's eligibility and program(s) of enrollment.

Aggregate Graduate Loan Limits for Master's Degree Programs

The maximum amount of student education loans is limited federally to \$20,500 per nine-month period (academic year), and cannot exceed a maximum borrowing amount of \$138,500—of which no more than \$65,500 can be in subsidized loans. This aggregate limit includes undergraduate loan debt and applies to students enrolled solely in master's degree programs.

Extended Loan Limits and Aggregate Cap for Naturopathic Degree Students and Concurrent-Track Cap

The Secretary of Education has added naturopathic medicine as an approved discipline eligible for increased unsubsidized Stafford amounts—if the program is offered by a domestic institution that is accredited by the Council on Naturopathic Medical Education (CNME). The additional amount, up to \$20,000 if the academic year of the program is nine months in length and up to \$26,667 if the academic year is 12 months in length, can be awarded only to students enrolled in a program that leads to a Doctor of Naturopathic Medicine (NMD) degree, Doctor of Naturopathy (ND) degree, or a Doctor of Naturopathic Medicine (ND) degree. In either case, loan limits cannot exceed the student's cost of attendance budget. The new aggregate limit for eligible students is \$224,000—of which no more than \$65,500 can be in subsidized loans. These limits include all loans made to the student for all

attendance, including loans received as an undergraduate student. Students enrolled in a concurrent track are eligible to receive the extended loan limits as long as they are enrolled in the ND degree program. Students enrolled in a concurrent track typically find that they will need loans beyond the Stafford Loan Program, such as the Federal Direct Graduate PLUS Loan.

Federal Direct Graduate PLUS Loan

This is a federal fixed-rate loan that can be used to help cover the costs of attending college for graduate students who are enrolled at least half time. You must be either a U.S. citizen or permanent resident. A credit check is required; however, income or assets and credit scores are not typically considered as part of the eligibility criteria. Before applying for a Graduate PLUS Loan, a graduate or professional student must also apply for, and the school must determine the student's eligibility for, the maximum annual Federal Unsubsidized Loan amounts. We expect that a Graduate PLUS applicant would wish to receive a Federal Graduate PLUS Loan to supplement the maximum Federal Unsubsidized Loan amounts that he or she is eligible to receive. However, a graduate or professional student is not required to receive Federal Unsubsidized Loan funds as a condition for receiving a Federal Graduate PLUS Loan. For more information about this loan, please contact the Financial Aid Office.

Emergency Loans

Emergency loans are permitted in the event of an actual emergency and only in the term they occur. Loan requests may range from \$100 to \$500 depending upon the availability of funds. Emergency loans are only available to students with an acute immediate need, at the discretion of the director of financial aid. Additional criteria for this loan are outlined in the application process.

Emergency Loan Examples:

- Personal/Family Crisis – a situation or period in which things are very uncertain, difficult or painful; especially a time when action must be taken to avoid complete disaster or breakdown
- Disaster – an event that causes serious loss, destruction, hardship or death
- Tragedy – serious illness, financial ruin or fatality
- Theft – having property stolen, vehicle damage, etc.

Change of Program Track and Adding/Dropping Courses – Effect on Financial Aid

Students receiving federal financial aid must provide their Student Status Change form or Add/Drop form and schedule a meeting with the Financial Aid Office staff to discuss program changes that may affect their eligibility for financial aid.

Financial Aid Refund Procedure

If a student receiving financial aid is eligible for a refund, that refund is returned to the Federal Financial Aid program. If the amount of the refund exceeds the total amount of aid, the excess will be returned to the student. Federal regulations require that any student who has received a loan while attending NCNM and who leaves the college for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted by the Financial Aid Office and can be arranged by calling that office.

Return of Federal Title IV Funds

NCNM is required to recalculate federal financial aid eligibility for students who withdraw, drop out, are dismissed, or take a leave of absence prior to completing at least 60 percent of an academic quarter. Recalculation is done from the actual date the student begins the institution's withdrawal process. For students who leave without notifying the institution, calculations will be made from the last day of recorded attendance or the midpoint of the quarter. Recalculation is based on formulas that determine the amount of aid earned and the amount of aid to be returned. The formulas used for recalculation can be obtained from NCNM's Financial Aid Office. Federal refund calculations are completely independent of NCNM's tuition refund policies. Federal Title IV Funds are always returned in the order mandated by the U.S. Department of Education.

For graduate-level students attending NCNM, the order is:

1. Unsubsidized Stafford Loan
2. Graduate PLUS loan

Note: The Federal Title IV refund calculations only apply to withdrawals from all classes. However, if a student changes track and if there is an adjustment made to her/his tuition charge, the Financial Aid Office may recalculate the student's Cost of Attendance budget to see if her/his aid eligibility has changed.

Federal Work-Study Program

The Federal Work-Study Program (FWSP) provides job opportunities that complement and reinforce our student's educational and career goals. The program is available to students as an alternate resource to earn money to help cover educational expenses. Student employees earn an hourly wage and are paid monthly.

Part-time employment while enrolled in school can help make ends meet. However, due to the demands of the programs, students generally find their schedules limit the amount of time they can work to 20 hours per week or less. The Financial Aid Office administers a Federal Work-Study Program and maintains an online timesheet database.

NCNM has a priority packaging date of February 15 for need-based aid consideration. Students with demonstrated financial need, and who indicate on the FAFSA application an interest in work-study, are eligible to receive an award. However, due to fund limitations, only those students with the highest need will receive an award.

FWSP is a federally subsidized program with a limited allocation. The number of students receiving an award is limited by the program funding received by the college, and is awarded to students as applications are received, until the funding is fully utilized. Allocated funds could be exhausted regardless of whether or not a student applies by the priority deadline.

Federal Work-Study Conditions and Limitations

The following are mandated conditions and limitations regarding student employment, and are summarized as follows:

- Federal Work-Study is governed by any and all applicable federal, state and/or local laws.
- Federal Work-Study must not displace employees or impair existing service contracts. Replacement is interpreted as displacement.
- Federal Work-Study employees must be paid for all hours worked. The Fair Labor Standards Act prohibits employers from accepting voluntary services from any person who has been compensated for those worked hours.
- Students receiving, or eligible to receive, Federal Work-Study funds may not receive institutional student employment funds.

The Federal Work-Study Program allows students to work on- or off-campus to earn money to be applied to education-related expenses. The typical annual FWSP award ranges from \$300 to \$690. Wage rates are \$11 per hour and these jobs include positions such as teaching assistant, grader, library assistant, medicinary support, front desk help, patient coordinator and reading tutor, to name a few. To view a list of current work-study opportunities, please visit the Student Life web page and select work-study listings. Search all departments to see all jobs posted for the year. Only eligible Federal Work-Study students at NCNM are eligible to apply for these positions.

Student Employment Program

The Student Employment Program (STEP) provides job opportunities that complement and reinforce our student's educational and career goals. The program is available to students as an alternate resource to earn money to help cover educational expenses. Student employees earn an hourly wage and are paid monthly. The STEP program operates independent from the Federal Work-Study

Program. Limited positions exist and students employed by this program are subject to the budgeted funds of the department. *Students employed under the STEP program cannot work under the Federal Work-Study Program.*

Student Employment Conditions and Limitations

The following are mandated conditions and limitations regarding student employment, and are summarized as follows:

- Student employment is governed by any and all applicable federal, state and/or local laws.
- Student employment must not displace employees or impair existing service contracts. Replacement is interpreted as displacement.
- Student employees must be paid for all hours worked. The Fair Labor Standards Act prohibits employers from accepting voluntary services from any person who has been compensated for those worked hours.
- Student employees are provided with limited funds determined by the hiring department each budget year.
- Students receiving, or eligible to receive, student employment funds may not receive Federal Work-Study funds.

STEP awards are included in the cost of attendance budget as an outside resource and other aid may be reduced.

Student Employment Criteria

In order to participate in the Student Employment Program (STEP), a student must be an international student; or be ineligible for the Federal Work-Study Program; or have voluntarily relinquished their FWSP award.

Note: students missing the financial aid priority deadline or failing to file the FAFSA are not eligible for STEP funds.

Eligibility and Rehabilitation

Financial Aid Policy and Drug-Related Convictions

Students are ineligible for Federal Title IV aid if convicted of an offense involving the possession or sale of illegal drugs. The period of ineligibility is contingent upon the offense committed and on whether the student is a first-time or repeat offender. (Information on Oregon and federal sanctions, and periods of ineligibility, is available from the Office of Financial Aid and in the student handbook.)

Drug Rehabilitation

To restore Title IV eligibility early, students must successfully complete a qualified drug rehabilitation program. This program must conduct two unannounced drug tests and receive, or be qualified to receive, funds directly or indirectly from a federal, state or local government program.

Government Program

An acceptable government program is one that is administered or recognized by a federal, state or local government agency or court. The drug rehabilitation program must be qualified to receive, or is currently receiving, payment directly or indirectly from a state-licensed insurance company; or administered or recognized by a state-licensed hospital, health clinic or medical doctor.

Scholarships

Money received from scholarship sources does not have to be repaid. At NCMN, there are limited scholarships available for entering and matriculated students. In order to be assured full consideration for available scholarships, students are encouraged to submit application materials in a timely manner. The amount and availability varies for all scholarships from year to year.

Admissions Scholarships

Decisions on scholarship awards for incoming students are based on a holistic evaluation of the entire application file and are made at the same time admissions decisions are made. Applicants do not need to complete a separate application for these scholarships.

Since these awards are given on a rolling basis, the probability of receiving a scholarship decreases for applications received later in the year. As of the end of January, approximately half of the available scholarships have already been awarded. For more information about these scholarships, please contact the Admissions Office at 503.552.1660.

NCNM Enrolled Student Scholarships

All current full-time students in good academic standing are encouraged to apply for student scholarships. Finalists are selected based on a record of outstanding academic achievement, leadership, service to the college and community, dedication to the profession of natural medicine, and a commitment to honoring and celebrating diversity. Scholarship applications are available late in spring term of each year. Selected recipients are announced after spring term and are awarded evenly over the students' following academic year. Additional criteria may apply.

The Office of Advancement operates the college's scholarship program. More information about scholarship availability can be obtained by contacting the vice president of advancement at 503.552.1512.

School of Naturopathic Medicine

Naturopathic Medicine

Naturopathic medicine is a patient-centered primary care approach to health care that focuses on restoring and optimizing health. It is a distinct system of health care—an art, science, philosophy and practice of diagnosing, treating and preventing disease.

Naturopathic medicine is heir to the vitalistic tradition of medicine in the Western world and emphasizes the treatment of disease through the stimulation, enhancement and support of the inherent healing power of the body. Methods of treatment are chosen that respect the natural healing process.

The mission of the School of Naturopathic Medicine is to educate and train physicians in the art, science and research of naturopathic medicine.

experienced a decline in the 1940s and '50s with the rise of pharmaceutical drugs, technological medicine, and the idea that drugs could eliminate all disease. As ND degree programs began closing down, one after another, NCNM was founded to keep

History of Naturopathic Medicine

The roots of naturopathic medicine go back thousands of years, drawing on the healing wisdom of many cultures including East Indian (Ayurvedic), Chinese (Taoist), Greek (Hippocratic), Arabian, Egyptian and European (monastic medicine) traditions.

With the age of scientific inquiry, medicine took on differing dimensions and developed new tools for fighting disease. In fact, many older time-tested healing and health maintenance methods were discarded at a rapid rate as doctors began treating disease almost solely with surgery and drugs.

Some practitioners in Europe and the United States, however, recognized that valuable empirically proven natural therapies were being lost, and struggled to retain the practice of promoting health through stimulation of the vital force and the appropriate use of natural agents.

As a distinct North American healthcare profession, naturopathic medicine is well over 100 years old, with origins tracing back to Dr. Benedict Lust and Dr. Robert Foster. Dr. Lust originally came to the United States from Germany to practice and teach hydrotherapy techniques popularized in Europe by Sebastian Kneipp. A committee of Kneipp practitioners met in 1900 and determined that the practice should be expanded to incorporate all natural methods of healing, including botanical medicines, nutritional therapy, physiotherapy, psychology (mind/body connection), homeopathy and the manipulative therapies. They called their profession “naturopathy.” The first school of naturopathy was founded by Dr. Lust in New York City and graduated its first class in 1902. During the same period,

Dr. Foster founded a similar institution in Idaho that trained the early naturopathic pioneers responsible for establishing licensing laws in Oregon and Washington states.

Naturopathic medical conventions in the 1920s attracted more than 10,000 naturopathic physicians. There were more than 20 naturopathic medical colleges and NDs were licensed in a majority of states. Naturopathic medicine

the medicine alive. The drop-off in popularity was so steep that during its first 20 years, NCNM graduated only 70 students. From its founding in 1956 until 1979, when three of its alumni founded John Bastyr College (now Bastyr University) in Seattle, NCNM was the only naturopathic medical college in the United States.

Founded by those who began practicing in the 1920s and '30s, NCNM has been at the center of the profession for more than half a century, preserving and extending the legacy of naturopathic medicine by training future physicians. The profession has experienced resurgence and tremendous growth in the past two decades as a health-conscious public has sought alternatives for conditions that conventional medicine has not adequately addressed. This growth is in direct response to the changing needs of our society. Not only is the public demanding a medical model in which the individual plays a more active role in her/his health and healing process, but doctors also want a medical model that is more patient-centered and holistic.

NCNM is alma mater to more than 2,200 naturopathic physicians. Our graduates practice in a rapidly growing number of U.S. states, territories, Canadian provinces and many foreign countries. Many are nationally acclaimed healthcare experts, as well as successful physicians. NCNM alumni have been advancing the naturopathic profession and the benefits of naturopathic medicine since the college's founding in 1956. This is an exciting time to join the profession and help make history in the field of naturopathic medicine.

Scope of Practice

Naturopathic physicians' scope of practice varies by jurisdiction. Once universally licensed in the United States, naturopathic physicians have seen their laws sunset in

many states over the past 50 years. Currently, 17 states, Washington D.C., the U.S. territories of Puerto Rico and the Virgin Islands, and six Canadian provinces license naturopathic physicians. Many jurisdictions regard NDs as primary care physicians and provide them with a diagnostic and therapeutic scope of practice necessary to offer a wide range of treatment options. These include general and preventive health care, as well as diagnosis and treatment for acute and chronic conditions. In those jurisdictions in which NDs are not licensed, the scope of practice excludes the diagnosis and treatment of disease. The naturopathic physician is defined by the U.S. Department of Labor as one who: “Diagnoses, treats and cares for patients, using a system of practice that bases treatment of physiological functions and abnormal conditions on natural laws governing [the] human body: Utilizes physiological, psychological and mechanical methods, such as air, water, light, heat, earth, phytotherapy, food and herb therapy, psychotherapy, electrotherapy, physiotherapy, minor and orificial surgery, mechanotherapy, naturopathic corrections and manipulation, and natural methods and modalities, together with natural medicines, natural processed foods and herbs and nature’s remedies. Excludes major surgery, therapeutic use of X-ray and radium, and use of drugs, except those assimilable substances containing elements or compounds which are components of body tissues and are physiologically compatible to body processes for maintenance of life.” (However, many states have broad drug formularies that allow NDs to prescribe drugs.) It should be noted that the state of Utah requires a one-year residency before licensing NDs. Like other physicians, recently graduated NDs are encouraged to seek additional clinical experience under the supervision of a licensed physician in the form of residencies and mentorships.

Licensing and Certification of Naturopathic Physicians

Naturopathic doctors are legally recognized to practice medicine throughout the United States and U.S. territories, Canada, as well as many other countries. NDs are fully licensed to practice as primary care physicians in: Alaska, Arizona, California, Colorado, Connecticut, Hawaii, Kansas, Maine, Maryland, Minnesota, Montana, New Hampshire, North Dakota, Oregon, Utah, Vermont and Washington. They are also licensed in Washington D.C., the U.S. territories of Puerto Rico and the Virgin Islands, and in the Canadian provinces of Alberta, British Columbia, Manitoba, Ontario, Nova Scotia and Saskatchewan. In other U.S. and Canadian jurisdictions, a varying scope of naturopathic practice may be permitted or protected by court decisions, attorney general opinions or local regulations. Efforts to enact licensing laws are underway in several American states, and licensure



legislation is in the final stages of consideration in several states. The best sources of current information about the legal status of naturopathic medicine in a particular area are the American Association of Naturopathic Physicians (818 18th St. NW, Suite 250, Washington, DC 20006, or naturopathic.org), state or provincial naturopathic associations, and individual naturopathic physicians practicing in those areas.

Currently, all states that license naturopathic physicians require graduation from a residential course of study offered through a college approved by the examining jurisdiction. NCNM meets all requirements of, and is accredited by, the Council on Naturopathic Medical Education (CNME). Completion of the ND degree at NCNM or another CNME-recognized institution qualifies candidates to sit for a board licensing examination that every applicant must pass to be licensed. Similarly, NCNM graduates are eligible to sit for examination in Canadian provinces that license naturopathic medicine. While each jurisdiction has its own examination requirements, an increasing number use the Naturopathic Physicians Licensing Exam (NPLEX) as part or all of the required testing.



Educational Outcomes of the Program

- **Medical Knowledge:** Apply appropriate biomedical knowledge and clinical skills to patient-centered naturopathic primary care.
- **Patient Management:** Apply the philosophy of naturopathic primary care to effectively encourage prevention, treat health problems, and foster optimal health.
- **Communication and Collaboration:** Apply communication skills that result in an effective connection with patients, their loved ones, and other health professionals.
- **Practice-Based Learning and Improvement:** Appraise, assimilate and apply scientific evidence to improve patient care.
- **Ethics and Professionalism:** Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
- **Practice Management and Business Skills:** Identify opportunities and develop resources for establishing and maintaining a viable career using your naturopathic medical education.
- **Systems-Based Practice:** Effectively call on system resources to provide care that is of optimal value.

Principles of Naturopathic Medicine

The practice of naturopathic medicine emerges from six principles of healing. These principles are based on the objective observation of the nature of health and disease, and are examined continually in light of scientific analysis. These principles stand as the distinguishing marks of the profession:

First Do No Harm

primum non nocere

Therapeutic actions that are complementary to and synergistic with the body's innate healing process prevent harm to patients. Naturopathic physicians follow three precepts to avoid harming the patient:

- Use methods and medicinal substances that minimize the risk of harmful effects, and apply the least possible force or intervention necessary to diagnose illness and restore health.
- Whenever possible, avoid symptom suppression as it can interfere with the healing process.
- Respect and cooperate with the *vis medicatrix naturae* in diagnosis, treatment and counseling.

The Healing Power of Nature

vis medicatrix naturae

The body has the inherent ability to establish, maintain and restore health. The healing process is ordered and intelligent; nature heals through the response of the life force. The physician's role is to facilitate and augment this process, to identify and remove obstacles to health and recovery, and to support the creation of a healthy internal and external environment.

Identify and Treat the Cause

tolle causam

Illness does not occur without cause. Underlying causes of disease must be discovered, and removed or treated, before a person can recover completely from illness. Symptoms are expressions of the body's attempt to heal, but are not the cause of disease; therefore, naturopathic medicine addresses itself primarily to the underlying causes of disease, rather than to the symptoms. Causes may occur on many levels, including physical, emotional, mental and spiritual. The physician must evaluate fundamental underlying causes on all levels, directing treatment at root causes as well as seeking relief of symptoms.

Treat the Whole Person

in perturbato animo sicut in corpore sanitas esse non potest

Health and disease are conditions of the whole organism, involving a complex interaction of physical, spiritual, mental, emotional, genetic, environmental and social factors. The physician must treat the whole person by taking all of these factors into account. The harmonious functioning of all aspects of the individual is essential to recovery from and prevention of disease, and requires a personalized and comprehensive approach to diagnosis and treatment.

The Physician as Teacher

docere

Beyond an accurate diagnosis and appropriate prescription, the physician must work to create a healthy, sensitive interpersonal relationship with the patient. A cooperative doctor-patient relationship has inherent therapeutic value. The physician's major role is to educate and encourage the patient to take responsibility for her/his own health. The physician is a catalyst for healthful change, empowering and motivating the patient to assume responsibility. It is the patient, not the doctor, who ultimately creates or accomplishes healing. The physician must strive to inspire optimism as well as understanding. The physician must also make a commitment to her/his personal and spiritual development in order to be a good teacher.

Prevention

principiis obsta: sero medicina curatur

The ultimate goal of naturopathic medicine is prevention. This is accomplished through education and promotion of lifestyle habits that foster good health. The physician assesses risk factors and hereditary susceptibility to disease and makes appropriate interventions to avoid further harm and risk to the patient. The emphasis is on building health, rather than on fighting disease. Because it is difficult to be healthy in an unhealthy world, it is the responsibility of both physician and patient to create a healthier environment in which to live.

Diagnostic Techniques

NDs are trained in conventional diagnostic techniques such as physical exam, laboratory testing, differential diagnosis, diagnostic imaging and psychological assessment. NDs endeavor to identify disease states in the context of the individual's overall health.

Therapeutic Techniques

Botanical Medicine: Many plant substances are powerful medicines. Where isolated chemically derived drugs may address only a single problem, botanical medicines are able to address a variety of problems simultaneously. When properly administered, most botanical medicines can be applied effectively with minimal chance of side effects.

Clinical Nutrition: Food is the best medicine and is a cornerstone of naturopathic practice. Many medical conditions can be treated effectively with foods and nutritional supplements, with fewer complications and side effects. NDs use diet, natural hygiene, fasting and nutritional supplementation in their practices.

Homeopathic Medicine: Homeopathic medicine is the treatment of disease/symptoms using correctly prescribed, minimal doses of natural substances (plant, animal,

mineral), which, if taken in larger doses, would cause disease/symptoms—the acting principle being “like cures like.” It promotes the return to health on physical, mental and spiritual levels.

Mind/Body Medicine: Mental attitudes and emotional states may influence or even cause physical illness. Counseling, nutritional balancing, stress management, and other therapies are used to help patients heal psychologically.

Minor Surgery: Naturopathic physicians perform in-office minor surgery, including repair of superficial wounds and removal of foreign bodies, cysts and other superficial lesions.

Naturopathic Natural Childbirth/Midwifery: Trained and licensed naturopathic physicians facilitate natural childbirth in and out of hospital settings. They offer prenatal and postnatal care using modern diagnostic techniques combined with ancient midwifery wisdom. The naturopathic approach strengthens healthy body functions so that complications associated with pregnancy may be prevented. NCNM offers an elective course sequence resulting in a Natural Childbirth/Midwifery Certificate that allows students to apply for separate licensure in naturopathic natural childbirth.

Physical Medicine: Naturopathic medicine has its own methods of therapeutic manipulation of soft tissue, muscles, bones and spine. NDs also use ultrasound, diathermy, exercise, massage, water, heat and cold, and other gentle electrical therapies in the treatment of musculoskeletal conditions and pain.

Parenteral Therapy: Intravenous and intramuscular injections of micronutrients and macronutrients are used for many purposes, from simple nutritional support to detoxification procedures in cases of poisonings, and specific treatment of both chronic and acute diseases.

Nature Cure: The use of time-honored natural treatments including fresh air, exercise, whole foods and hydrotherapy are important in the naturopathic treatment and prevention of disease.

Naturopathic practice includes the use of any medicinal substances that contain elements which are components of bodily tissues, or can be utilized by the body for the maintenance of life and the repair of tissues. The current scope of practice in Oregon includes minor surgery techniques. While naturally derived pharmaceutical drugs have been within the scope of naturopathic practice in Oregon for decades, legislation now allows naturopathic physicians to use most prescription pharmaceutical agents commonly employed in a primary care setting, effective January 2010.

“Scope of practice” is specifically defined by legislation in the various states and provinces that license or regulate naturopathic medicine, and practice varies significantly among states, provinces and countries.



Doctor of Naturopathic Medicine

The ND degree course of study at NCNM is an intensive four-year doctoral program that prepares candidates for national (NPLEX) and state board licensing examinations, and the general practice of naturopathic medicine. Upon graduation, alumni are eligible to sit for board examinations in states and provinces that license naturopathic physicians. The core, or required, curriculum provides the foundation and skills necessary for naturopathic family practice.

First-year classroom studies include the normal structure and function of the body with a solid introduction to naturopathic theory, philosophy, therapeutics and medical systems. Students enter the clinic in an observational capacity and begin preceptorships in the first year.

The second- and third-year didactic curriculum focuses on organ system block courses that integrate all aspects of the normal and abnormally functioning system, including pathophysiology, prevention, evaluation and diagnosis of disease. Therapeutic modalities, including botanical medicine, clinical nutrition, physical medicine, homeopathy, hydrotherapy, and other natural and pharmacological methods are woven throughout all organ systems courses. All courses highlight cultural competency, ethics, evidence-informed decision-making, medical jurisprudence, naturopathic philosophy, communication skills and professionalism, while emphasizing a whole-system approach to optimal health and wellness.

Second-year clinical experience continues with preceptorships and hydrotherapeutics. After the completion of second-year coursework, students are eligible to sit for the NPLEX Part 1 Biomedical Science exam.

The third-year clinical curriculum consists of practical training as a secondary intern in a variety of supervised settings, ranging from community-based clinics to the on-campus teaching clinic. To advance to secondary status, students must pass a clinical proficiency examination, or OSCE 1 (Objective Structured Clinical Evaluation).

The fourth year is focused on clinical training as a primary intern as well as elective coursework. To attain primary status, students must pass the OSCE 2 exam, with a final OSCE examination required for graduation.

Because the program is rigorous and the course load heavy, students may apply to complete the ND degree in five rather than four years. In some cases, students may be required to be in the five-year track. Students may take no more than seven years to complete the ND program.

While at NCNM, students may undertake any two programs concurrently (e.g., ND/MSOM, ND/MSiMR, MSOM/MScN, etc.). Contact the Office of Admissions for more information.

ND Course Descriptions

Course codes ending in a “T” designate tutorial; course codes ending in an “L” designate lab. If a student fails a lecture portion of a block course, the student will need to retake all three sections—lecture, tutorial and lab. If a student fails a tutorial or lab portion of a block course, the student will only need to re-take the tutorial or lab.

Basic & Biomedical Sciences

BAS 5110, 5120, 5130 – Structure and Function I-III

This year-long sequence is an in-depth exploration of the microscopic and gross structure and function of the human body. Students will examine the anatomy, physiology and embryology of each organ system, including the cardiovascular, gastrointestinal, endocrine, integumentary, nervous, lymphatic, respiratory, urinary and reproductive systems. Biochemical structures and pathways of metabolism, including the roles of vitamins and minerals, will also be covered.

BAS 5110, 5110T, 5110L – Structure and Function I

(Lecture – 13 credits, tutorial – 3 credits, lab – 0.5 credit)

Course I covers basic biochemistry; cell and tissue pathology; and heart, blood, respiratory, and renal structure and function. *Corequisites: BAS 5110, 5110T, 5110L*

BAS 5120, 5120T, 5120L – Structure and Function II

(Lecture – 8 credits, tutorial – 3 credits, lab – 0.25 credit)

Course II covers gastrointestinal and dermatology structure and function, pathology and cancer. *Corequisites: BAS 5120, 5120T, 5120L; Prerequisite: BAS 5110*

BAS 5130, 5130T, 5130L – Structure and Function III

(Lecture – 8 credits, tutorial – 3 credits, lab – 0.25 credit)

Course III covers the central nervous system, behavior, pain, stress, the reproductive systems structure and function, and psychological development. *Corequisites: BAS 5130, 5130T, 5130L; Prerequisite: BAS 5120*

BAS 5111, 5121 – Anatomy I & II

This series covers the anatomy of the muscular, skeletal, vascular and neurological elements of the extremities, spinal column and skull. The lab component includes participation in palpation and biomechanics labs, and cadaver dissection as an aid to learning the interrelationships of the parts of the human body. Students study the microscopic anatomy of all major body tissues with an emphasis on histopathology.

BAS 5111, 5111T, 5111L – Anatomy I

(Lecture – 3 credits, tutorial – 1 credit, lab – 1.5 credits)

Course I covers the anatomy of the upper extremity, joint types, muscle types, heart, great vessels, neuromuscular units, lungs, arthrokinematics, pelvis, hip, renal anatomy, gluteal region and thigh.

Corequisites: BAS 5111, 5111T, 5111L

BAS 5121, 5121T, 5121L – Anatomy II

(Lecture – 3 credits, tutorial – 1 credit, lab – 1.5 credits)

Course II covers anatomy of the gastrointestinal system; lower extremity; liver; gall bladder; head, neck and face; skull; axial skeleton and core muscles; spinal mechanics; diaphragm; and male and female genitourinary systems.

Corequisites: BAS 5121, 5121T, 5121L; Prerequisite: BAS 5111

BAS 5131, 5131T – Microbiology, Public Health and Immunology

(Lecture – 3 credits, tutorial – 2 credits)

This course explores infectious diseases, microbial structure and function, and the normal flora and common pathogens of the human body. The etiology, epidemiology, prevention and control of communicable diseases from a public health perspective is also covered. Special emphasis is given to how practitioners effectively interact with public health agencies. The class will also explore the basic functions of the immune system with emphasis on its role in the protection against microbial infections and tumors, immune deficiency states, autoimmunity and psychoneuroimmunology. *Corequisites: BAS 5131, 5131T*

Business

BUS 7320, 7330, 8410, 8420, 8430 – Business Seminar I-V Series

(BUS 7320, 7330, 8410, 8420 – 1 credit each; BUS 8430 – 1.5 credits)

The Business Seminar series covers the required steps necessary to start and maintain a private naturopathic medical practice. The series includes an in-depth review of clinic business operations and management, development, administration and marketing. Students will also have an opportunity to explore other professional paths as naturopathic physicians, such as starting a career in academics, research, consulting, sales, or joining existing integrative medicine practices. *Prerequisites: Classes must be taken in sequence from I–V.*

BUS 8400 – Jurisprudence (1 credit)

This course surveys medical healthcare law as it applies to naturopathic physicians. Topics include licensing and regulation, reporting requirements, informed consent, patient confidentiality, advanced directives, HIPAA, malpractice and provider service agreements.

Clinical Sciences

All courses within the clinical sciences curriculum begin with a brief overview of structure, function, anatomy, physiology and whole-system wellness. The bulk of the courses are devoted to diagnosis, assessment and treatment of pathology. Within the context appropriate to that discipline, clinical science courses will address criteria for referral to specialists and integration of naturopathic medicine with conventional medicine. Courses will also integrate cultural competency, ethics, evidence-informed practice, inter-professional practice, jurisprudence and practitioner cultivation. These courses place a strong emphasis on case-based learning and practical clinical skills.



CLS 6210, 6210T, 6210L – Musculoskeletal, Orthopedics, Exercise Physiology and Rehabilitation

(Lecture – 9 credits, tutorial – 6 credits, lab – 3 credits)

This course integrates the information learned and applied in first-year courses, emphasizing assessment of a diverse patient population, development and clinical justification of differential and working diagnoses, building patient rapport, and development and implementation of a comprehensive treatment and management plan. The course will include the following topics: the musculoskeletal system, biomechanics, a review of clinical anatomy and musculoskeletal physiology, orthopedics, exercise physiology, physical rehabilitation, pain education and neurophysiology, neurodynamics, and manual therapies. *Corequisites:* CLS 6210, 6210T, 6210L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131

CLS 6211, 6211T, 6211L – Neurology

(Lecture – 5.5 credits, tutorial – 1.5 credits, lab – 0.25 credit)

Students who successfully complete the CLS 6211 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic neurologic conditions. *Corequisites:* CLS 6211, 6211T, 6211L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131

CLS 6220, 6220T, 6220L – Cardiology and Pulmonology

(Lecture – 9 credits, tutorial – 4 credits, lab – 5 credits)

Students who successfully complete the CLS 6220 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute

and chronic cardiovascular and pulmonary conditions.

Corequisites: CLS 6220, 6220T, 6220L;

Prerequisites: BAS 5130, 5121; THR 5120, 5131

CLS 6221, 6221T, 6221L – Hematology and Oncology

(Lecture – 7 credits, tutorial – 1.5 credits, lab – 0.25 credit)

Students who successfully complete the CLS 6221 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic hematologic and oncologic conditions.

Corequisites: CLS 6221, 6221T, 6221L;

Prerequisites: BAS 5130, 5121; THR 5120, 5131

CLS 6230, 6230T, 6230L – Gastroenterology and Proctology

(Lecture – 8.5 credits, tutorial – 2 credits, lab – 0.25 credit)

Students who successfully complete the CLS 6230 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic gastrointestinal conditions. *Corequisites:* CLS 6230, 6230T, 6230L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131

CLS 6231, 6231T – Urology and Nephrology

(Lecture – 5.5 credits, tutorial – 3 credits)

Students who successfully complete the CLS 6231 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to urologic and nephrologic conditions.

Corequisites: CLS 6231, 6231T; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131

CLS 6232, 6232T – Metabolism and Endocrinology

(Lecture – 7 credits, tutorial – 3 credits)

Students who successfully complete the CLS 6232 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to metabolic and endocrine conditions. This course focuses on complex interactions of the body's hormonal systems and the causes and effects of metabolic and hormonal imbalances. *Corequisites: CLS 6232, 6232T; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

CLS 7310, 7310T, 7310L – Reproductive Systems (Andrology, Gynecology and Natural Childbirth)

(Lecture – 11 credits, tutorial – 0.5 credit, lab – 3 credits)

Students who successfully complete the CLS 7310 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic biological sex-specific conditions and LGBTQI health care. This course also provides students with foundational knowledge of natural childbirth, as well as prenatal and post-partum care. *Corequisites: CLS 7310, 7310T, 7310L; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

CLS 7311, 7311T – Rheumatology and Clinical Immunology

(Lecture – 4 credits, tutorial – 2 credits)

Students who successfully complete the CLS 7311 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to rheumatologic and immunologic conditions. *Corequisites: CLS 7311, 7311T; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

CLS 7320, 7320T, 7320L – Eyes, Ears, Nose and Throat (EENT)

(Lecture – 5 credits, tutorial – 2 credits, lab – 0.25 credit)

Students who successfully complete the CLS 7320 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic ophthalmologic and otorhinolaryngeal conditions. *Corequisites: CLS 7320, 7320T, 7320L; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

CLS 7321, 7321T, 7321L – Dermatology and Minor Surgery

(Lecture – 7.5 credits, tutorial – 2 credits, lab – 1 credit)

Students who successfully complete the CLS 7321 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic dermatological conditions. Students will learn minor surgery techniques such as nerve blocks, excision and biopsy, laceration repair, toenail removal, and a variety of suturing techniques. *Corequisites: CLS 7321, 7321T, 7321L; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

CLS 7330, 7330T – Pediatrics and Geriatrics

(Lecture - 6 credits, tutorial – 2 credits)

Students who successfully complete the CLS 7330 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to pediatric and geriatric populations. *Corequisites: CLS 7330, 7330T; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

CLS 7331, 7331T, 7331L – Parenteral Therapy and Environmental Medicine

(Lecture – 3.5 credits, tutorial – 2 credits, lab – 0.5 credit)

Environmental medicine is the diagnosis and treatment of conditions related to the human exposure of both macro- and microtoxins from the environment. Exposure routes regarding the macroenvironment including air, water, soil and food sources will be discussed in addition to exposures based on activity, occupation, or in-home sources. Exposure routes for the microenvironment will also be reviewed including transdermal, inhalation, ingestion and ocular routes. Students will learn the safe and appropriate intravenous and intramuscular injections of micro- and macronutrients for nutritional support and detoxification procedures in cases of poisonings, and specific treatment of both chronic and acute diseases. Students will learn the clinical rationale for parenteral therapy; how to perform parenteral therapy techniques and develop therapy protocols; how to treat complications and handle common emergencies that can occur during parenteral therapy; and successful IV catheter insertion. *Corequisites: CLS 7331, 7331T, 7331L; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

CLS 7332, 7332T – Psychology and Mental Health

(Lecture – 4 credits, tutorial – 3 credits)

Students who successfully complete the CLS 7332 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic mental health conditions. *Corequisites: CLS 7332, 7332T; Prerequisites: BAS 5130, 5121; THR 5120, 5131*

Clinical Education

Students gain practical clinical skills by working under the supervision of licensed naturopathic physicians, both in NCNM's primary teaching clinic and at other healthcare facilities. Students begin learning through observation and gradually gain more responsibility for patient care. All patient care is under the direct supervision of licensed physicians.

Requirements for the completion of the clinical practicum include 1,264 clock hours of direct patient contact with a minimum of 500 patient contacts and 225 primary contacts. Under the guidance and assessment of the clinical faculty, students must demonstrate competence

in specific areas, including medical knowledge, clinical skills, judgment, professional and ethical behavior, and communication skills.

Clinical experience begins during winter term of the first year. The first year and a half of clinical experience is chiefly observational and technical—with students observing various clinical rotations and performing various hydrotherapy treatments (and massage if qualified) on clinic patients. Students enter the clinic as secondary interns after their second year is completed, and as primary interns after their third year. As interns, students become part of the treatment teams that deliver naturopathic care in the college clinics.

Each student has a required summer clinic rotation as a primary intern. Summer rotations prior to the summer before a student's last year are available at the request of the student and are not required.

CLE 931, 932, 933 – Objective Structured Clinical Examinations 1, 2 and 3

Prior to beginning secondary rotations, students must pass the secondary clinic entrance examination (Objective Structured Clinical Examination 1, CLE 931). Prior to beginning primary rotations, students must successfully complete a primary entrance exam (Objective Structured Clinical Examination 2, CLE 932) and third-year courses, as defined in the student handbook, to become a primary clinical student. These exams are traditionally given during the winter and spring quarters. Successful completion of the OSCE 3, administered in spring quarter of the final year, is required for graduation.



CLE 5120, 5130 – Clinical Observation I & II (1.25 credits and 1 credit)

Clinical observations provide students with learning experiences under the mentorship of licensed physicians in practice. During this first-year series, students are assigned to NCNM clinic shifts where they will observe routine clinic policies and procedures, doctor/student intern-patient relationships, diagnosis and treatment, application of therapeutic modalities, and referral management. CLE 5120 has 5 hours of didactic training to prepare students for the observation role.

CLE 5131 – Introduction to Community Education (0.25 credit)

Through promotion of naturopathic medicine to the greater community, students will enhance their public speaking, communication, presentation, organizational, networking and outreach skills. Examples of community education projects include developing educational materials, giving lectures, creating flyers or handouts, staffing a wellness table, and teaching a class. This course will cover the community education guidelines and required paperwork, and will provide the resources and support needed to complete CLE 7311.

CLE 6212 – Introduction to Clinic (0.25 credit)

This course gives students an overview of the NCNM clinic procedures and includes required HIPAA and OSHA trainings.

CLE 6222 – Hydrotherapy Rotation (2 credits)

Students provide hydrotherapy treatments to NCNM clinic patients under the supervision of a licensed naturopathic physician. Students will continue to develop their diagnostic assessment and patient communication skills, refine their hydrotherapy treatment skills, monitor patients during treatment, and recommend hydrotherapy home treatments. *Prerequisites: CLE 5120, 5130*

CLE 7300 – Secondary Rotation (2.5 credits each; 3 required rotations)

Students serve as secondary student interns at NCNM clinics under the supervision of a licensed naturopathic physician. As a secondary student intern, students will be responsible for the initial patient interaction including taking patient vital signs, reviewing medications and allergies, etc. In addition, the secondary student will participate in patient care by assisting the primary intern, which may include interviewing patients, conducting physical exams, and ordering and assessing diagnostic lab work. *Prerequisites: Musculoskeletal, Cardiovascular and Pulmonary, Gastroenterology and Proctology, Introduction to Clinic Education, Hydrotherapy Rotation, Clinical Observation I & II. Successful completion of OSCE 1.*

CLE 7311 – Community Education (2 credits)

Through promotion of naturopathic medicine to the greater community, students will enhance their public speaking, communication, presentation, organizational, networking and outreach skills. Examples of community education projects include developing educational



materials, giving lectures, creating flyers or handouts, staffing a wellness table, and teaching a class. Students will complete 24 hours of community education during their time at NCNM. *Prerequisite: CLE 5131*

CLE 8400 – Primary Rotations (2.5 credits each; 13 required rotations)

The primary student intern rotation is the culmination of a student’s naturopathic medical education with NCNM. Under the supervision of a licensed naturopathic physician, a primary student intern will be responsible for interviewing patients, conducting physical exams, ordering and assessing diagnostic lab work, developing a diagnosis and treatment plan, and managing patients. Students are expected to synthesize knowledge and skills from all courses in the naturopathic program and demonstrate the ability to apply critical thinking skills, evidence-informed practice, and diagnostic skills to the treatment and management of patients in a primary care setting. *Prerequisites: All organ system block courses, all secondary rotations, successful completion of OSCE 2.*

CLE 8400T, 8410T, 8420T, 8430T – Case Integration Mentorship (1.5 credits each)

These seminar-style courses consist of small groups of students who meet with faculty mentors. Under the guidance of an experienced clinician, students will present and analyze cases, discuss and review the evidence behind therapeutic options, and support their peers in determining diagnosis, treatment and management protocols for their patients. *Corequisite: CLE 8400*

CLE 8411, 8421, 8431 – Grand Rounds (1.5 credits each)

Grand Rounds lectures are given by physicians or subject matter experts, typically from outside the NCNM community. Topics may include the Health Insurance

Portability and Accountability Act (HIPAA), OSHA and other regulating agencies, best practice charting principles, cultural sensitivity, clinical cases, and other areas that are important in a physician’s practice. Students are exposed to a variety of clinical conditions and treatments designed to augment material delivered in the core curriculum.

CLE 8401, 8431 – Preceptorship (5 credits and 4 credits)

Students participate in external preceptorships throughout all four years under the mentorship of licensed physicians outside NCNM. Students will observe and may participate in medical interviewing, physical examination, diagnostic techniques and analysis, and application of therapeutic modalities. Students will also observe routine clinic policies and procedures, doctor/patient communications, coding and billing practices, and referral management.

CLS 999 – Case Portfolio

Each student is required to write six case papers, which will be selected from patients seen on different shifts during each quarter as a primary intern; generally, two papers per term are completed. These papers are used to assess the following:

- Demonstrate knowledge of patient assessment, diagnosis, treatment and management.
- Ability to write a clear, concise report on a patient’s condition, analysis, treatment and therapeutic outcome in a professional manner, including the appropriate use of references.
- Ability to critically analyze a patient’s diagnosis and management.

Prerequisite: Concurrent enrollment as a primary student intern

Philosophy

PHL 5110, 5120 – Naturopathic History and Philosophy I & II (1 credit each)

This series introduces the philosophical basis of naturopathic medicine and the role of the naturopathic physician in today's world. Students will survey the history of naturopathic medicine, historical figures that played key roles in the development of naturopathic medicine, and the formation of naturopathic philosophy. Emphasis is placed on the six guiding principles of naturopathic philosophy: first do no harm, the healing power of nature, identify and treat the cause, treat the whole person, physician as teacher, and prevention.

PHL 5113 – Introduction to Medical Systems (2 credits)

Students study the history and philosophy of the major medical systems of the world. Characteristics of the U.S. medical system are explored, as well as the developing role of naturopathic medicine within the larger context of the healthcare system. Insurance practices, strategies for delivering quality care, and best practices in referral and management of patients are also covered.

PHL 5130 – Naturopathic Medicine Retreat (0.75 credit)

This weekend experiential course is an extension of the naturopathic history and philosophy course. Naturopathic philosophy comes to life as students discuss and experience nature cure and related therapies in a natural setting.



Therapeutics

THR 5120, 5120T, 5120L – Introduction to Therapeutic Modalities I (Lecture – 6 credits, tutorial – 2 credits, lab – 1 credit)

This course introduces three of six major naturopathic therapeutic modalities: clinical nutrition, hydrotherapy and physical medicine. History and philosophy, terminology, mechanism of action, and general therapeutic applications, indications, contraindications, safety and monitoring for each modality are covered. Students will analyze evidence for effectiveness of each modality. The role of each modality in the context of naturopathic care and in the greater medical system will also be explored. *Corequisites: THR 5120, 5120T, 5120L*

THR 5131, 5131L, 5131T – Introduction to Therapeutic Modalities II (Lecture – 6 credits, tutorial – 0.5 credit, lab – 2 credits)

This course introduces three of six major naturopathic therapeutic modalities: homeopathy, botanical medicine and pharmacology. History and philosophy, terminology, mechanism of action, and general therapeutic applications, indications, contraindications, safety and monitoring for each modality are covered. Students will analyze evidence for effectiveness of each modality. The role of each modality in the context of naturopathic care and in the greater medical system will also be explored. *Corequisites: THR 5131, 5131T, 5131L*

Electives

ND students are required to complete 16 elective credits. Some elective courses are not offered every quarter or year.

BOT 620E, 630E – Advanced Topics in Botanical Medicine I & II (3 lecture credits each)

These courses build on the required botanical materia medica classes. Studies expand training in plant medicines, and the creation of botanical formulas for various disorders. Plant energetics, the most recent research on botanical medicines, and the spiritual and metaphysical aspects of herbs are explored in more depth. *Prerequisite: THR 5131*

BOT 700E – Shaw Island Herbal Intensive (2 lecture credits)

This is an experiential class focusing on the unique environment found on the San Juan Islands. Faculty will lead a small group of students on a 3-day/2-night exploration of the rich diversity of land and sea plants of the maritime islands; traveling in groups to Anacortes and Shaw Island, and car camp at the University of Washington's field station on Shaw Island. Students will bring all personal items for camping, including tents and sleeping bags, and will be responsible for various camp chores including meals. The cost of the ferry, transportation, camping at Washington Park, seaweed, and shellfish license will be paid by each student and is not covered by the lab fee. *Prerequisite: THR 5131*

BOT 701E – Cascade Mountain Herbal Intensive (2 lecture credits)

This course delivers a direct experience of medicinal



plants in their natural habitat under the guidance of an experienced herbalist and wild crafter, grower and botanist. The first day is spent in the lush plant life of the Columbia River Gorge. The second and third days will be spent at a private sanctuary in rural Hood River, Oregon. At each stage the local plants and their botany, properties, ecology and lore are discussed. Students have the opportunity to gather wild herbs and prepare medicines from them.

Prerequisite: THR 5131

BOT 703E – Living Herbal Medicine of Southern Oregon
(3 lecture credits)

This hands-on course is designed to advance knowledge in all areas of botanical studies with field trips to the Siskiyou National Forest for plant identification. Students will identify herbs to become familiar experientially with the growing and manufacturing processes related to their use; to examine the laboratory processes instrumental in preparing, manufacturing and testing these herbs; and to understand good manufacturing processes and overall product quality systems intrinsic to herbal medicine. This course will refine the student's knowledge ranging from industrial preparation, growing, cultivation and environmentally sound processing practices; including packaging and distribution systems, as well as the significant areas of product research, naturopathic and herbal medicine education and training, to clinical practice settings where patient care, safety, efficacy and evaluation are key elements of professional practice.

Prerequisite: THR 5131

BOT 704E – Ayurveda Herbs (2 lecture credits)

This class covers Ayurveda from a basic perspective, and focuses on the role of herbal medicines in the Ayurvedic healthcare system. Students are taught to describe basic clinical uses for 60 select major Ayurvedic botanicals, describe basic Ayurvedic energetics as appropriate to a clinical

setting, and describe basic Ayurvedic clinical approaches to therapy for 10 body systems. *Prerequisite: THR 5131*

BOT 705E – Herbal Garden Processing (0.5 lecture credit)

Held in Battle Ground, Washington, this outdoor course features demos including sprouting, fermenting, making cheese, making tinctures, salves, oils, creams, vinegars, canning, vacuum sealing, freezing, drying, preserving flowers, harvesting seeds, storing bumper crops, and garden crafts. Many recipes will be provided; several dozen live plants and herbs studied and worked with; all equipment and set ups will be demonstrated. As a result of taking this class, students will gain comfort, familiarity and resources to undertake preparing a wide variety of foods, medicines and body products at home, in their offices, or hold their own community classes. *Prerequisite: THR 5131*

BOT 706E – CASEE Center Herb Walk (0.5 lecture credit)

This field study course is intended to be part botanical and medical, part ecological, and part energetic and awareness building. Held at the CASEE Center in Brush Prairie, Washington, the course focuses on Pacific Northwest ecosystems, plant identification and basic taxonomy. The medicinal properties of both introduced and native plants will be presented. The class will also include time to discuss and experience the different feel and energy of the various gardens, deep forest, and grassland regions of the center. The interconnectedness of the plants of these various ecosystems will be examined, and from there the interconnectedness of the various insects and animals with the plants will be examined. *Prerequisite: THR 5131*

BOT 710E – Effective Formulas for Top General Practice
Conditions (1 lecture credit)

This course will consider the conditions most common to general family practice (gyn conditions, common infections, common skin complaints, diabetes and most common complications, etc.) and focus on sophisticated formulations for a variety of presentations. Students hone their formulation skills and include energetic and constitutional considerations and specific indications of niche herbs. A variety of formulation styles and practices will be addressed using dietary herbs and approaches, teas versus tinctures versus pill, topical applications and cost, and practical considerations. *Prerequisites: CLS 7310, 7320, 7311, 7321*

BOT 730E – Botanical Cell Biology, Molecular Mechanisms and Research (1 lecture credit)

This physiology and research-based class will focus on chemical constituents in plants, published research on mechanisms of action, and clinical trial results. Plants effecting cell membrane receptors, glycoproteins, neurotransmitters, action potential, ion gates, liver enzymes, collagen regeneration, photosensitization and many other molecular mechanisms of action will be covered. The important and popular topics of drug herb interactions, cancer management tools, and herbs in pregnancy and lactation will also be addressed. *Prerequisite: THR 5131*



BOT 741E – Ethnobotany Intensive (5 lecture credits)

This course is an intensive study of the ethnobotany of Peruvian Andes, cloud forests and the “eyebrows” of the jungle. The course will involve botanical, ethnobotanical, biochemical and ecological information and discussions; involve all the senses; and include lecture, experiential, field investigations and cultural immersion components. The course will improve students’ familiarity with botanical families and ground their understanding of medicinal actions and the clinical application of herbs.

Prerequisite: THR 5131

BOT 5101E, 5103E – Northwest Herbs I & II (2 lecture credits each)

These courses cover local plant identification, ethical harvesting, drying techniques, and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants.

CM 5100E, 5101E, 5102E – ND Qigong Retreat Series I-III
(1 lecture credit each)

With this series of weekend qigong retreats, the Chinese medicine department makes available a synthesis of the Eastern art of cultivation for the beginning ND student. In the serene surroundings of a retreat center in the Pacific Northwest, students will learn to experience energy-based phenomena such as qi and be introduced to a variety of ancient practices that cultivate body, mind and spirit. Specific exercises include Free Style Dragon Qigong

(Longzi Linggan Gong) from the Emei School of Qigong; Yin Yang Raise and Descend Open and Close Qigong (Yin Yang Sheng Jiang Kai He Gong) from the Jinjing School of Qigong; Daoist quiet meditation and sacred chants from a variety of healing traditions.

CLS 536E – Pharmacology for Clinical Practice (2 lecture credits)

This course looks at the top most prescribed drugs in the U.S., the disease states they represent, standards of care, and stepwise approach to drug therapy in those disease states. Various patient cases/scenarios are used to determine how that might change drug therapy. Students practice writing the prescriptions, adding nutrients to offset any known depletions, then determine the best means of safely discontinuing the agents as the patient’s health improves. *Prerequisites: CLS 7310, 7320, 7311, 7321*

CLS 635E – Transgender Health and Gender Transition
(2 lecture credits)

This course provides an in-depth description of transgender identities and terminology, including first-hand accounts of the transgender experience. Students will gain extensive understanding of endocrinology and reproductive health in the context of cross-gender hormone transition; and naturopathic, herbal and acupuncture point support for patients in various stages of gender transition; surgical options will also be discussed. *Prerequisite: CLS 7310*

CLS 643E – The Liver in Health and Disease (2 lecture credits)

This course involves an in-depth study of hepatic pathophysiology and treatments of diseases including: hepatitis C, steatohepatitis, alcoholic liver disease, liver cirrhosis, liver cancer and diabetes. Emphasis is put on interpreting laboratory results, understanding the psychophysiology of the liver, liver detoxification systems and their clinical applications, the basics of Chinese medicine perspectives on the liver, and the critical role a healthy liver plays in overall health. *Prerequisite: CLS 6230*

CLS 656E – Simulation Lab (1 lecture credit)

Students will work with high-fidelity medical simulators at Legacy Emanuel Hospital, experiencing acute scenarios of conditions encountered in naturopathic primary care. *Prerequisite: must be in last year of ND program*

CLS 657E – Sleep Health and Disorders (2 lecture credits)

Healthy sleep is imperative for overall good health. This course will begin with sleep and circadian physiology and normal sleep throughout the life span. Then the six primary categories of sleep disorders will be covered. Cases will be presented with time for discussion and work-up of the differential diagnosis. Women’s sleep health and the interaction between sleep and other disorders will be included. The course will conclude with information on ways to promote healthy sleep, botanical and nutrition approaches, and common pharmaceuticals. *Prerequisite: BAS 5130*

CLS 658E – Pain: Pathophysiology and Management Options (2 lecture credits)

This course is a comprehensive approach to pain management. Students learn assessment and diagnostic techniques; ways to communicate with patients about pain; treatment options; and new theories in the application of pain management strategy. *Prerequisite: CLS 6210*

HOM 630E – Homeopathy V (3 lecture credits)

For the discussed disease states, students will learn the most common symptoms and the related rubrics, the most common remedies indicated, and how to differentiate among them. Students will view and analyze cases being taken, observe patients of different “remedy types,” match the symptoms of the patient with rubrics in Kent’s Repertory, and study materia medica to find the most appropriate remedy. Students will understand the main indications and uses of discussed remedies. *Prerequisite: THR 5131*

HOM 710E – Homeopathy VI (3 lecture credits)

Upon the completion of this course, students will know the most common symptoms and the related rubrics, as well as the most common remedies indicated, and how to differentiate among them for the discussed disease states. Cardiovascular, neurological, musculoskeletal and genitourinary (including sexual) problems are studied. Materia medica are presented in each area, along with differentials, important rubrics to consider and the most prominent remedies for each condition. Cases are presented, taken and analyzed. Remedies are prescribed. *Prerequisite: THR 5131*

HOM 720E – Homeopathy VII (3 lecture credits)

Upon completing this course, students will be able to describe the characteristic general and keynote symptoms, and major therapeutic indications for at least eight additional homeopathic remedies. Students will be able to give the symptom indications with remedy comparisons for at least 10 remedies most often used for each of several common gastrointestinal and dermatological complaints. The student will be able to describe the uses, strengths, and weaknesses of various repertories and methods of repertorization. In addition, they will be able to prepare potencies from crude substances. *Prerequisite: THR 5131*

HOM 730E – Homeopathy VIII (3 lecture credits)

Upon completion of this course, students will have learned the most important remedies in the treatment of the following conditions and will be able to differentiate and prescribe from among the leading remedies: anxiety disorder, arthritis, cancer, diabetes, eczema, gangrene, herpes zoster, insomnia, lumbago, multiple sclerosis, neuralgias, psoriasis, sciatica, suicidal tendencies, thyroid dysfunction, tumors, ulcers and warts. Case analysis and patient management skills will be refined. *Prerequisite: THR 5131*

HOM 740E – Sensation in Homeopathy (2 lecture credits)

This course teaches students homeopathic case taking, case analysis, repertorization and prescribing using the Sensation Method as developed by Rajan Sankaran and colleagues. Sensation Method focuses on studying case taking, case analysis, miasms, materia medica (kingdoms



and sub-groups), and follow-up management through the lens of this comprehensive and effective method of practicing homeopathy. This will be used in conjunction with classical repertorizing for best clinical outcomes.

Prerequisites: THR 5131

NCB 620E – Natural Childbirth II: Pregnancy (3 lecture credits)

This course initiates specialty training in naturopathic natural childbirth. The emphasis is on the role of prenatal care in assessing and assisting the maintenance of well-being for mother and fetus. Screening skills introduced in Reproductive Systems (CLS 7310) are refined and expanded. Complications of pregnancy are studied along with the continuum of appropriate treatment possibilities, ranging from naturopathic therapeutics to referral for high-risk cases. *Prerequisite: CLS 7310*

NCB 630E – Natural Childbirth III: Labor and Delivery (3 lecture credits)

This course prepares students to provide support and safety to the birthing family through labor and the emergence of the new baby. Films of normal labor and birth are used to enhance lectures on the techniques of monitoring the fetal/maternal condition and the progress of the labor. Complications of labor and birth are examined, and the hands-on skills required for response to those situations are discussed and demonstrated. *Prerequisite: CLS 7310*

NCB 710E – Natural Childbirth IV: Postpartum Management (3 lecture credits)

This course begins with the third stage of birth, delivery of the placenta, and concludes with the six weeks of postpartum. The effects of pregnancy resolution and the beginning of motherhood on a woman's body, mind and spirit are studied. Students are taught practical skills such as perineal repair, bladder catheterization, IV insertion, blood loss estimation, management of postpartum hemorrhage and breast-feeding support, as well as an appreciation for the dynamics of personal and familial transition during this period. *Prerequisite: CLS 7310*

NCB 720E – Natural Childbirth V: Neonatology (3 lecture credits)

This course educates both the naturopathic physician and the ND obstetrical specialist on case management of the mature fetus, and newborn to 12 weeks of age. Lectures include a review of fetal development from 34 weeks gestation, transition anatomy-physiology in the neonate, normal newborn assessment, screening/treatment for newborn anomalies, and neonatal resuscitation.

Prerequisites: CLS 7310, 7330

NCB 730E – Natural Childbirth VI: Special Topics (2 lecture credits)

This seminar provides students with the opportunity to research topics of special interest and share information with colleagues. Topics presented by the course instructors include developing childbirth education classes, counseling and grief in pregnancy loss, and adoption. Additionally, this course covers water births, working with related social agencies, and intubation training. *Prerequisite: CLS 7310*

NCB 740E – Natural Childbirth VII: Legal Aspects (1 lecture credit)

Medical, legal and malpractice issues are discussed with respect to different states, as well as requirements for licensure.

NOS 614E – Advanced Gynecology: Special Topics (2 lecture credits)

The student will learn to assess/evaluate, treat and manage female sexual dysfunction and interstitial cystitis, as well as receive updated information on menopause regarding HT prescribing, non-HT prescribing and management. Half of the class will be focused on breast cancer risk factors, diagnosis, conventional treatment options, and naturopathic treatment as an integrative approach, followed by a class devoted to breast cancer cases. The majority of the course will be lecture based, with some interactive cases and a final paper due week 10.

Prerequisite: CLS 7310

NOS 616E – Advanced Gynecology: Infertility and Endocrinology (2.5 lecture credits)

The student will learn to assess/evaluate, treat and manage medical conditions related to endocrinology in women's health care. This includes: infertility, secondary amenorrhea, thyroid disease, hyperprolactinemia, adrenal dysfunction, premature ovarian failure, polycystic ovary syndrome, luteal phase defect, conditions that present with anovulation, hypothalamic dysfunction, age-related infertility, obesity and diabetes. *Prerequisite: CLS 7310*

NOS 631E – EKG/PFT Testing (0.5 lab credit)

This tutorial emphasizes the interpretation and analysis of electrocardiographs and spirograms, as well as the presentation of case studies to provide additional context. The course will also provide the opportunity for further discussion of the material from the lecture course.

Corequisite: CLS 6220



NOS 699E – Advanced Pediatrics (2 lecture credits)

This course takes an in-depth look at the care and management of children. In-office management of common pediatric illnesses and complaints, how to deal with parents and other caregivers, understanding children's particular needs in medical situations, handling pediatric referrals and emergencies, and recognizing developmental milestones are discussed in detail. *Prerequisite: CLS 7330*

NOS 733E – Advanced Gastroenterology (2 lecture credits)

This course explores certain key disorders of the digestive tract with a focus on the small intestine (bacterial overgrowth), inflammatory bowel disease and altered GI anatomy. Physical exam, lab and imaging studies, management of these disorders, as well as optimization of the digestive function are emphasized through lecture and case discussions. *Prerequisite: CLS 6230*

NOS 734E – Diabetes Management (2 lecture credits)

This course trains students in the naturopathic treatment of diabetes. It covers the pathophysiology and diagnosis of diabetes, and takes an integrative approach to its treatment, which includes diet, exercise, natural and pharmacologic agents, and behavioral strategies. *Prerequisite: CLS 6232*

NOS 735E – Gastroenterology Lab (1 lab credit)

This lab covers basic techniques used in a functional gastroenterology practice: integrated abdominal exam, gastric pH testing, visceral release and energetic psychology techniques. It is a mixture of both scientifically based and clinically proven techniques. *Prerequisite: CLS 6230*

NOS 737E – Advanced Rheumatology (2 credits)

The inflammatory conditions involving the connective tissue structures of the body, including muscles and joints, are discussed. Emphasis is placed on autoimmune disorders and their treatment with both conventional and naturopathic therapeutics. *Prerequisite: CLS 7311*

NPH 739E – History of Natural Medicine (1 lecture credit)

This course presents a solid understanding of the chronological professional history of the 20th century naturopathic profession, antecedents and international relationships.

PHM 510E – Colonic Hydrotherapy (1 lecture credit)

This course explores the history, use and effectiveness of colonic hydrotherapy. Students learn indications, contraindications, treatment protocols and supportive therapies. *Prerequisite: THR 5120*

PHM 600E – Auriculomedicine (2 lecture credits)

This class is a solid introduction to ear microsystem acupressure therapies for primary care practitioners. The goal is to provide NDs with safe, natural, evidence-based tools and strategies to treat both pain and psychological conditions using appropriate touch.

**PHM 699E – Nature Cure** (2 lecture credits)

This class emphasizes the essence of natural medicine as taught by the founding naturopathic doctors. Students will practice water and herbal therapies, poultices, Cayce treatments and other therapies on themselves and each other. There are opportunities to experience an internal cleansing/detoxification, learn practical applications, and hear case experiences of natural, safe remedies.

PHM 740E – Advanced Minor Surgery (2.5 lecture credits)

Upon completion of this course, students will have a broader knowledge of surgical procedures, treatment and follow-up. Various new suturing techniques will enable students to handle a wider variety of cases. *Prerequisites: CLS 7321*

PSY 422E – Personal Development as a Physician (1.5 lecture credits)

This class facilitates the transition from student to physician by focusing on personal development within the doctor/patient interaction. Emphasis will be placed on difficult interactions, with guidance in taking responsibility and first steps in moving the relationship along.

PSY 690E – Behavioral Medicine (2 lecture credits)

The student will look at different sets of issues through a biopsychosocial lens, observing how behavior contributes to both the creation and resolution of those issues. A variety of tools are introduced, such as open focus, autogenics, peripheral temperature regulation, breath training and mindfulness. Students are expected to demonstrate skill with several self-regulation techniques.

THR 5100E – Bodywork I Massage Foundations (1 lab credit)

Bodywork I teaches the basic language and strokes of Swedish massage, and is the foundation course for Bodywork II and III. Students learn by giving and receiving treatments while being guided in hands-on classes.



THR 5101E – Bodywork II Advanced Massage (1 lab credit)

Bodywork II covers advanced massage techniques—trigger point work and therapeutic touch. Students learn by giving and receiving treatments in supervised hands-on classes.

Prerequisite: THR 5100E

THR 5102E – Bodywork III Energy Work (1 lab credit)

Bodywork III teaches students to open, become sensitive to, and develop their energy work. This is taught in several ways, including subtle energy techniques and the vocabulary of energy. Respect for personal boundaries is emphasized. *Prerequisite: THR 5101E*

THR 5104E, 5105E, 5106E – Somatic Re-Education I-III (1 lab credit each)

Somatic Re-Education is an interactive approach to human learning that uses touch and movement to bring about improved cognitive and physical abilities. This gentle, noninvasive approach to physical medicine provides an alternative for working with patients for whom traditional manipulation is not an optimal procedure. *Prerequisite: these courses are to be taken in the ordered sequence*

Naturopathic Medicine Certificate Programs

ND students in good academic standing are eligible to apply for admission into the Homeopathic Medicine and Naturopathic Obstetric/Midwifery Certificate programs. Due to space constraints, admission is limited. These are not degree programs. Contact the Office of Admissions for further information.

Homeopathic Medicine Certificate

The Homeopathy Certificate is open to current naturopathic medicine students, and begins to prepare the recipient to apply for the Homeopathic Academy of Naturopathic Physicians (HANP) credential after they graduate. The certificate requires a student to take all the required coursework in the naturopathic program, as well as three elective courses. There are additional requirements for case analysis and written papers to complete this certificate. Students are required to apply to be included in the program, to ensure that they can be scheduled in the required courses while they are pursuing their naturopathic medicine degree. Contact the Registrar's Office for further information.

Natural Childbirth/Midwifery Program Certificate

The natural childbirth/midwifery program at NCNM is a synthesis of the philosophies of natural medicine and traditional midwifery. Although NCNM's program for credit is didactic only, and does not include the experiential aspects of training, it prepares students to seek further education through clinical preceptorships, should they so choose. With dual training as naturopathic physicians and midwives, naturopathic midwives are uniquely qualified to provide comprehensive health care for the woman and her family throughout their lives.

The Natural Childbirth/Midwifery Certificate program provides the didactic education necessary for a graduate to complete requirements to sit for the American College of Naturopathic Obstetricians (ACNO) licensing

examination. These courses are in addition to the required Reproductive Systems block course in the ND program, and are comprised of six elective courses. Students receive instruction in the natural process of pregnancy, labor and birth, while also being trained in detection and management of unusual and emergency situations. Students intending to include natural childbirth in their practices must complete the entire didactic sequence of coursework to familiarize themselves with the management of pregnancy, childbirth, postpartum and neonatal periods.

Program coursework meets Oregon licensure requirements for the certificate of natural childbirth, and is recognized by Washington state midwifery requirements. Both states also require practical clinical experience, which is not included in this certificate program. Individuals interested in practicing naturopathic midwifery in other areas should contact local governing agencies to inquire about requirements.

Students must be in good academic standing and may apply for the program in their third year of the naturopathic medicine program after completing CLS 7310 (Reproductive Systems). Although NCNM does not formally offer a clinical component, the ND department works to connect students with qualified preceptors in the community. Students who are interested in a clinical preceptorship will be interviewed by the preceptor. Unfortunately, due to limited available positions, not all students will be offered a clinical rotation.

ND Residency Program

At the end of the four-year program, NDs can become licensed for practice once they have successfully passed their NPLEX board exams and have completed state licensure requirements. However, post-graduate education and training is highly encouraged. There are increasing opportunities for further clinical education in the form of naturopathic residencies. NCNM leads the profession in developing the first and largest residency program certified by the Council on Naturopathic Medical Education (CNME). Currently, residency placement is a highly competitive process. In addition to earning a Doctor of Naturopathic Medicine degree from an accredited institution, candidates must demonstrate professionalism, maturity, commitment to serve, excellent clinical abilities, and an aptitude for enhancing their clinical skills. NCNM is committed to assisting the profession in developing an adequate number of resident opportunities to allow the graduates of all accredited naturopathic degree programs to participate in a residency.

For the most current information, please visit: ncnm.edu/residency-program/.

Residency Program Deadlines for 2015-2016 Academic Year

These dates are estimates based on the previous year's Match Deadline. Applicants should look for the confirmed deadlines when they are published in the fall of 2015.

November 6, 2015	Residency applications available to all participating naturopathic students and all participating naturopathic colleges/universities via the NCNM website: ncnm.edu
December 6, 2015	Residency selection committee begins accepting applications
January 11, 2016	Application deadline for first-year residency positions due by 5 p.m.
February 8, 2016	Scheduling of interviews begins for NCNM Clinic residencies
February 22, 2016	Interview process begins for all first-year residency positions, for all sites
April 15, 2016	Deadline for completion of interviews for all residency sites
April 29, 2016	Match day and official offer letters to selected candidates for all participating sites
May 13, 2016	Deadline for candidates to submit signed Statement of Intent, accepting positions at the NCNM Clinic and all other participating sites

For more information regarding the residency program, please visit ncnm.edu, or contact Dr. Leslie Fuller at lfuller@ncnm.edu or 503.552.1833.

second year

COURSE #	SECOND-YEAR FALL	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 6210	Musculoskeletal, Orthopedics, Exercise Physiology and Rehab				108	108	9.00
CLS 6210T	Musculoskeletal, Orthopedics, Exercise Physiology and Rehab Tutorial		72			72	6.00
CLS 6210L	Musculoskeletal, Orthopedics, Exercise Physiology and Rehab Lab			72		72	3.00
CLS 6211	Neurology				66	66	5.50
CLS 6211T	Neurology Tutorial		18			18	1.50
CLS 6211L	Neurology Lab			6		6	0.25
CLE 6212	Introduction to Clinic				3	3	0.25
	Second-Year Fall Totals	0	90	78	177	345	25.50
COURSE #	SECOND-YEAR WINTER	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 6220	Cardiology and Pulmonology				108	108	9.00
CLS 6220T	Cardiology and Pulmonology Tutorial		48			48	4.00
CLS 6220L	Cardiology and Pulmonology Lab			12		12	0.50
CLS 6221	Hematology and Oncology				84	84	7.00
CLS 6221T	Hematology and Oncology Tutorial		18			18	1.50
CLS 6221L	Hematology and Oncology Lab			6		6	0.25
CLE 6222	Hydrotherapy Rotation	48				48	2.00
	Second-Year Winter Totals	48	66	18	192	324	24.25
COURSE #	SECOND-YEAR SPRING	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 6230	Gastroenterology and Proctology				102	102	8.50
CLS 6230T	Gastroenterology and Proctology Tutorial		24			24	2.00
CLS 6230L	Gastroenterology and Proctology Lab			6		6	0.25
CLS 6231	Urology and Nephrology				66	66	5.50
CLS 6231T	Urology and Nephrology Tutorial		36			36	3.00
CLS 6232	Metabolism and Endocrinology				84	84	7.00
CLS 6232T	Metabolism and Endocrinology Tutorial		36			36	3.00
	Second-Year Spring Totals	0	96	6	252	354	29.25
SECOND-YEAR TOTALS		48	252	102	621	1023	79.00

ND ELECTIVES 16 Credits Required

electives

At least half of the 16 required elective credits for the ND degree must be taken from courses designated as counting towards the program (listed below). The remainder may come from elective courses offered at NCNM, as long as the prerequisites are met and the course has been approved by the program dean as counting toward the specific program. Approval from the program dean is required in order for a core course from one program to count as elective credit to the ND Program. *NOTE: only on-campus (not online) classes will count toward ND elective credits.*

COURSE #	COURSE	TERM	LAB	LECTURE	TOTAL HOURS	CREDITS
BOT 5101E	Northwest Herbs I	Fall		24	24	2
BOT 5103E	Northwest Herbs II	Spring		24	24	2
BOT 620E	Advanced Topics Botanical Medicine I	Fall		36	36	3
BOT 630E	Advanced Topics Botanical Medicine II	Spring		36	36	3
BOT 700E	Shaw Island Herbal Intensive	Summer		24	24	2
BOT 701E	Cascade Mountain Herbal Intensive	Summer		24	24	2
BOT 703E	Living Herbal Medicine of Southern Oregon	Summer		36	36	3
BOT 704E	Ayurveda Herbs	Winter		24	24	2
BOT 705E	Herbal Garden Processing	Fall		6	6	0.5
BOT 706E	CASEE Center Herb Walk	Spring		6	6	0.5
BOT 710E	Effective Formulas for Top General Practice Conditions	Fall		12	12	1
BOT 730E	Botanical Cell Biology, Molecular Mechanisms and Research	Spring		12	12	1
BOT 741E	Ethnobotany Intensive	Summer		60	60	5
CM 5100E	Qigong I Retreat for ND	Fall		12	12	1
CM 5101E	Qigong II Retreat for ND	Winter		12	12	1
CM 5102E	Qigong III Retreat for ND	Spring		12	12	1
CLS 536E	Pharmacology for Clinical Practice	Fall		12	12	2
CLS 635E	Transgender Health and Gender Transition	Winter		24	24	2
CLS 643E	The Liver in Health and Disease	Spring		24	24	2
CLS 656E	Simulation Lab	Fall, Winter, Spring		6	6	0.5
CLS 657E	Sleep Health and Disorders	Spring		24	24	2
CLS 658E	Pain: Pathophysiology and Management Options	Spring		24	24	2
HOM 630E	Homeopathy V	Spring		36	36	3
HOM 710E	Homeopathy VI	Fall		36	36	3
HOM 720E	Homeopathy VII	Winter		36	36	3
HOM 730E	Homeopathy VIII	Spring		36	36	3
HOM 740E	Sensation in Homeopathy	Winter		24	24	2
NCB 620E	Natural Childbirth II: Pregnancy	Winter		36	36	3
NCB 630E	Natural Childbirth III: Labor and Delivery	Spring		36	36	3
NCB 710E	Natural Childbirth IV: Postpartum Mgmt.	Fall		36	36	3
NCB 720E	Natural Childbirth V: Neonatology	Winter		36	36	3
NCB 730E	Natural Childbirth VI: Special Topics	Spring		24	24	2
NCB 740E	Natural Childbirth VII: Legal Aspects	Spring		12	12	1
NOS 614E	Advanced Gynecology – Special Topics	Winter		24	24	2
NOS 616E	Advanced Gynecology – Infertility/Endocrinology	Spring		30	30	2
NOS 631E	EKG/PFT Testing	Spring	12		12	0.5
NOS 699E	Advanced Pediatrics	Spring		24	24	2
NOS 733E	Advanced Gastroenterology	Spring		24	24	2
NOS 734E	Diabetes Management	Fall		24	24	2
NOS 735E	Gastroenterology Lab	Winter	24		24	1
NOS 737E	Advanced Rheumatology	Spring		24	24	2

electives

COURSE #	COURSE	TERM	LAB	LECTURE	TOTAL HOURS	CREDITS
NPH 739E	History of Natural Medicine	Spring		12	12	1
THR 5100E	Bodywork I Massage Foundations	Fall	24		24	1
THR 5101E	Bodywork II Advanced Massage	Winter	24		24	1
THR 5102E	Bodywork III Energy Work	Spring	24		24	1
THR 5104E	Somatic Re-Education I	Fall	24		24	1
THR 5105E	Somatic Re-Education II	Winter	24		24	1
THR 5106E	Somatic Re-Education III	Spring	24		24	1
PHM 510E	Colonic Hydrotherapy	Fall		12	12	1
PHM 600E	Auriculomedicine	Summer, Spring		24	24	2
PHM 699E	Nature Cure	Fall, Spring		24	24	2
PHM 740E	Advanced Minor Surgery	Fall		36	36	3
PSY 422E	Personal Development as a Physician	Fall	12	12	24	1.5
PSY 690E	Behavioral Medicine	Spring		24	24	2

Research & Graduate Study Courses that count as ND electives

COURSE #	COURSE	LECTURE	TOTAL HOURS	CREDITS
GSGH 703E	Maternal and Child Health	24	24	2
GSGH 821E	Tanzania Global Health Experience	24	24	2
GSGH 831	International Travel Skills	24	24	2
GSGH 833E	Nicaragua Global Health Experience	60	60	5
GSGH 841E	Intro to International Public Health	24	24	2
GSGH 842E	Intro to Tropical Disease	24	24	2
GSN 505	Healing Foods	24	24	2
GSN 551E	Therapeutic Diets	24	24	2
GSN 564E	Nutritional Genetics	24	24	2
RES 501	Journal Club	12	12	1
RES 530	Research Methodology	36	36	3
RES 538	Teaching Strategies and Course Development	24	24	2
RES 611E	Grant Writing	24	24	2
RES 615E	How to Write and Publish Case Studies	24	24	2
RES 623E	Mind as Medicine: Mind-Body Therapies	24	24	2
RES 802E	Health Disparities and Diversity	24	24	2
RES 806E	Essentials of Integrative Oncology	24	24	2
RES 809E	Women's Health: Fertility and Beyond	24	24	2
RES 832E	Vaccinations	24	24	2
RES 833E	Gut Immunology	24	24	2



School of Classical Chinese Medicine

Chinese Medicine as Rooted in the Classics

NCNM's classical Chinese medicine (CCM) community is devoted to tapping the source of this ancient medical system. Why? Because we find the classical approach to be exceptionally interesting and effective.

The roots of Chinese Medicine extend back thousands of years—to the wisdom and work of sages who understood that human beings are microcosms of the natural world (the macrocosm). They recognized that everything in the material world, including the human body, is a creation and reflection of a higher dimension of reality. Health and harmony can be achieved by living in accordance with the laws of nature, and in alignment with one's own "Heavenly Nature."

Deeply attuned to the rhythms of nature, ancient *yangsheng* ("nurturing life") practitioners learned to read the map of that higher reality (the *Dao*) as it is imprinted in (literally "in-forms") the physical realm. The symptoms of disease were not seen as errors to be eradicated, but were instead read as signals of a disharmony that could be resolved to regain the experience of wholeness.

The School of Classical Chinese Medicine is committed to transmitting the art, science and spirit of Chinese medicine to cultivate clinical practitioners rooted in the ancient tradition of the medical scholar.

It is of immeasurable benefit to the profession that the wisdom of the ancients is codified in works referred to as the "classical texts" of Chinese medicine. While some consider these texts to be curious museum-worthy artifacts, classically oriented practitioners recognize and honor them as key resources in the essential quest of unlocking the secrets of existence.

But the texts are not easy to decipher—the journey requires a steadfast seriousness of purpose. The combinations of classical Chinese characters comprising these works are rich etymological word fields having many layers of symbolic meaning. Discerning the depth of meaning contained in even a short passage can require the rhythmic interplay of scholarly pursuit, contemplative study, and ultimately,

the illumination of one's direct clinical experience. Therefore, even excellent scholarly translations capture only a fraction of the richness contained in the original language. This is why it is extremely valuable to study with faculty having expertise in the texts, and (if one has the passion for it) to develop one's own capacity to enter the texts directly through the original classical characters. The texts become a doorway to a vast trove of timeless wisdom and knowledge.

The Classical Approach at NCNM

Heiner Fruehauf, PhD, LAc, was pursuing scholarship in Sinology (the study of Chinese language, literature and history) when he entered the profession of Chinese medicine through the doorway of his own health challenges. An essential feature of his medical education was lineage-style apprenticeship with renowned experts in Daoist and classical Chinese medicine. When hired by NCNM in 1992, Dr. Fruehauf's mission of developing a unique offering in Chinese medicine was inspired and informed by discussions with his Chinese mentors. Their vision continues to attract a group of like-minded scholar-practitioners from across Asia and the West who are committed to training students excited to explore and embody the richness and true power of the classical approach to Chinese medicine. Many have access to knowledge that is not typically taught in any Western language.

NCNM is currently enrolling students in two CCM programs—Master of Science in Oriental Medicine (MSOM) and Doctor of Science in Oriental Medicine (DSOM). The MSOM is fully nested within the DSOM, with the latter having an additional 48 credits and 582 hours. Students in both programs gain a classical orientation to the medicine. A primary goal of the DSOM program is to set graduates firmly on the path of the scholar-practitioner, capable of uncovering ancient knowledge and integrating it into modern-day clinical practice. In addition to learning to read and translate the classical texts, DSOM students gain a more complete understanding of the philosophical, historical and cultural context of the medical texts, and later developments in Chinese medicine based upon these texts. This advanced curriculum also prepares graduates to more fully embody the knowledge, skills and behaviors required for classical Chinese medicine practitioners to integrate, communicate and collaborate within the biomedicine-based healthcare system.



Overview of the CCM Programs

The following provides a year-by-year tour through the CCM programs. All information applies to both the MSOM and DSOM; content that is specific to the DSOM program is noted separately.

Year One: Immersion in the Way of Classical Chinese Medicine

Theory/Knowledge

Students learn the fundamental theory and principles of Chinese medicine, and become familiar with the historical, philosophical and cultural context in which the many streams of Chinese medicine arose in mainland China. Having gained a solid introduction to the classical roots of the medicine, students then examine the origins and potential strengths and limitations of the modern TCM approach.

DSOM: Students receive more extensive training in the historical, philosophical and cultural context of many of the major classical texts of Chinese medicine.

Skills

Students become adept at point location and begin to practice freehand needle insertion. They practice musculoskeletal/myofascial palpation, and begin their training in Chinese medicine diagnostic techniques, including tongue and pulse diagnosis. Students also gain fluency in sensing the flavor, nature and movement of individual Chinese herbs and herb combinations, and develop critical thinking and research literacy skills.

Cultivation

Students begin a series of nine weekly qigong practicums and weekend retreats, held in ancient forest, mountain and hot springs settings. In these courses, students refine their awareness of qi flow by engaging in the “nourishing life” practices of the Jinjing Gong lineage, one of China’s authentic alchemical life science traditions.

Recognizing that development into a thriving business person is an integral element of cultivation, the business series of courses starts in the first quarter of the program. The goal of this series is to equip students with the knowledge, skills and resources needed to conceptualize, start-up and successfully manage a profitable practice that is personally and professionally rewarding.

DSOM: A key component of cultivation training in the DSOM curriculum starts in the first year with the classical texts series of courses. Through the study and acquisition of the classical Chinese language, students develop a kind of cognitive capacity that transcends Western rational, dualistic thought. The goal is to engage a way of knowing that will enrich each clinical encounter and enhance clinical outcomes.

Another key feature of the DSOM program is a series entitled “Imaginal and Experiential Inquiries” (IEI) that

is threaded throughout every quarter of the curriculum. These courses have a small group format, and emphasize reflective learning, appreciative inquiry and self-awareness exercises to promote each student's personal engagement with the curriculum and to support their professional development. Through the process, students choose and hone their doctoral capstone topic and create a professional portfolio. In year one of the IEI series, the resources, challenges and unique perspective of each student are explored. A year-one theme is the role of metaphor in medicine, in particular how it relates to Eastern versus Western perspectives on the body.

Biomedicine

The first-year curriculum has very little emphasis on biomedicine. The goal is to immerse students in the language of Chinese medicine without promoting the natural tendency to translate new learning into the more familiar framework of biomedicine.

Clinic

In the spring quarter, students are introduced to the practical and philosophical fundamentals of working in the NCNM clinics.

Year Two: Exploring How it All Comes Together—Embodiment and Integration

Theory/Knowledge

Students study classical models of human pathology and expand their knowledge of acupuncture prescription and Chinese herbal formulation. They deepen their understanding of CCM as a macrocosm/microcosm symbol science as they explore the cosmology and symbolism associated with the 12 Chinese organ networks.

Skills

Students continue to build their hand skills through the acquisition and practice of bodywork and acupuncture tonification and dispersion techniques. They are introduced to the art of medicinal food preparation, and to classical methods of herb processing.

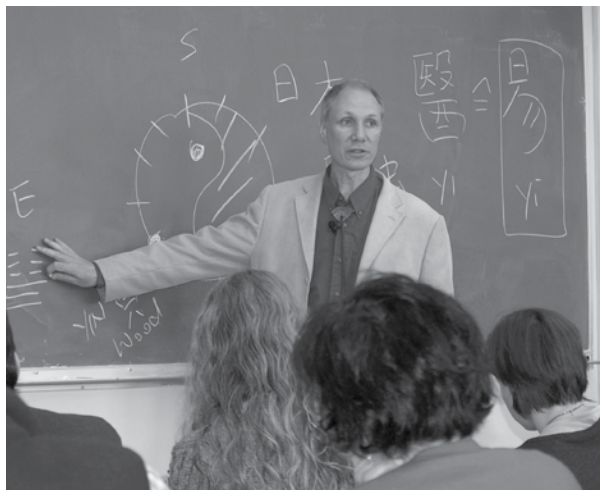
Cultivation

The qigong and business series continue, and a practitioner cultivation course promotes self-reflection and increased awareness of personal resources and challenges.

DSOM: In the second year of the classical texts series, students translate the *Shanghanlun* and *Jingui Yaolüe*. The information gleaned from the texts supports the concurrent study of pathology and herbal formulation. The theme of the year-two IEI series is “awareness of awareness.”

Biomedicine

The biomedicine series starts in the second year. The foundation gained in the first year of the program provides students with the background needed to integrate biomedical knowledge into the much more expansive



framework of CCM. This approach is in conscious contrast to the modern trend of interpreting Chinese medicine from within the material confines of the biomedical perspective. The School of Classical Chinese Medicine believes that the brilliance of biomedicine is most powerfully applied within the context of whole-systems science, and that Chinese medicine can truly flourish only when understood and applied according to its own precepts and tenets.

Clinic

Students enter the clinic in the second year as they observe seasoned clinical faculty diagnose and treat clinic patients using individual lineage styles of practice.

Year Three: Refining Clinical Skills and Developing a Medical Mind

Theory

The third year is devoted to the advancement of clinical reasoning. Incorporating modern and classical case analysis, students learn to compare and integrate biomedical, TCM and classical approaches to patient diagnosis and treatment.

DSOM: Third-year students gain a deeper functional understanding of the acupuncture channels by studying the symbolic meaning of the acupuncture point names. They also study the symbolic meaning of herb names.

Skills

Students hone their palpation, perception and clinical reasoning skills, with a focus on applying them to the diagnosis and treatment of disease. In addition to learning advanced manual and needling techniques, students practice adjunctive acu-moxa modalities, including moxibustion, cupping, guasha, bleeding and teishin. The refinement of clinical skills includes the use of microsystems in diagnosis and treatment. It also includes standard physical examination and assessment methods from the biomedical approach.



Cultivation

The qigong series concludes with an emphasis on clinical application, and the business series continues with an emphasis on marketing and business systems.

A two-course series explores the classical understanding of what in the West is characterized as psychological dysfunction, including the role of the emotions in chronic disease. These courses encourage the exploration and understanding of one's own self-limiting patterns.

DSOM: In the third year of the classical texts series, students translate portions of the *Huangdi Neijing*, with an emphasis on clinical application of the knowledge gleaned from this seminal text of Chinese medicine. The theme of the third year IEI series is “developing a medical mind.”

Biomedicine

As the biomedicine series continues, the Western approach to the diagnosis and treatment of disease is compared to TCM and CCM approaches. The third year includes courses on the biomedical understanding of nutrition and public health.

Clinic

The third-year clinical rotations enhance the confidence and competence of students in preparation for the internship phase of training. In the clinical mentoring rotations, students engage directly in the intake and treatment of patients under the complete guidance of their clinical supervisor. In a spring quarter pre-internship rotation, students become familiar with the process and responsibilities of being an intern by shadowing and supporting the interns who are about to graduate.

Year Four: Becoming a CCM Practitioner

Theory/Skills

In the fourth year, students undertake one of the signature features of the program—a year-long Traditional Mentorship Tutorial (TMT) series. The small-group,

apprentice-style format of this unique offering affords students the opportunity to absorb the lineage system of their chosen mentor. Many students elect to do more than one TMT series.

Review courses help prepare students for the national board exams. The herbs review course is combined with training that prepares soon-to-be graduates with the knowledge and skills required to run a successful herbal medicinary.

Cultivation

Qi cultivation continues in the fourth year with three taiji practicums. The second of two practitioner cultivation courses focuses on relationship dynamics between the practitioner and patient. The final course in the business series prepares students to be successful, fulfilled and ethically/legally upright with regards to the business and practice management aspects of their professional life.

DSOM: Students receive additional training in systems-based medicine, providing an understanding of the broader healthcare system necessary to coordinate care within this system, and to collaborate effectively within a multidisciplinary healthcare setting. The theme of the fourth year IEI series is “the courage to be vulnerable.” The IEI series, as well as a Doctoral Capstone Tutorial class, prepare students to undertake a Doctoral Capstone Project in the final year of the DSOM program. The project includes a written report and an oral presentation to peers.

Biomedicine

DSOM: To ensure that DSOM graduates are prepared to communicate effectively with providers in the broader biomedically based healthcare system, they complete cutting-edge coursework exploring the relationship between Chinese medicine and biomedicine models of understanding the pathological basis, diagnosis and treatment of disease.

Clinic

During the final year of study, students step into the role of intern and assume an increasing level of responsibility for the diagnosis and treatment of patients under the expert supervision of clinical faculty. Through an application process, each intern is paired with a clinical faculty mentor of their choosing, with whom they experience at least one internship rotation per quarter throughout the final year. This provides students continuity of training in their resonant style of practice and long-term management of patient cases.

DSOM: In addition to participating in one or more primary care teams with naturopathic physicians at NCNM's multidisciplinary primary teaching clinic, DSOM interns complete at least one rotation at one of NCNM's multidisciplinary community clinic sites (e.g., the Richmond Clinic at Oregon Health & Science University and the Integrative Medicine Program at Providence Hospital Cancer Center).

Electives

MSOM and DSOM students are required to complete 6 and 10 elective credits, respectively, for the purpose of rounding out their education. There are two major categories of electives—those offered by the School of Classical Chinese Medicine, which deepen the student's connection with the classical roots of their medicine, and those offered by either the Naturopathic Doctoral (ND) program, or by one of the programs within the School of Research & Graduate Studies (SoRGS) at NCNM. Approved ND and SoRGS elective courses serve to promote the inter-professional development of CCM students.

The CCM-specific electives include coursework in such subjects as calligraphy, shiatsu, classical tea arts, bazi suanming, *Yijing*, weiqi (a form of Chinese chess), and Confucian Five-Element emotional healing. These courses provide valuable tools and opportunities for cultivation, and connect students with the milieu of the ancient sage-practitioner.

Licensing and Certification of Acupuncturists and Oriental Medicine Practitioners

MSOM graduates are eligible to apply for acupuncture licensure in the state of Oregon, and to take all exams administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), which most states use as a basis for licensure.

The MSOM degree that is nested within the DSOM is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) and qualifies graduates to apply for licensure in Oregon and other states, and to take all of the AOM examinations administered by NCCAOM, used in most states as the basis for licensure.

For additional information, contact:
NCCAOM
76 South Laura St., Suite 1290
Jacksonville, FL 32202
904.598.5001 | nccaom.org

Graduates of the DSOM program have completed all of the requirements of the MSOM program, and therefore also receive the MSOM degree. The DSOM is not accredited or pre-accredited by ACAOM. Graduates of the DSOM program are not considered to have graduated from an ACAOM accredited or candidate program and may not rely on ACAOM accreditation or candidacy for professional licensure or other purposes. The DSOM program is eligible for ACAOM accreditation and NCNM is currently in the process of seeking ACAOM candidacy/accreditation. However, NCNM cannot provide assurance that candidacy or accreditation will be granted by ACAOM.

The DSOM program is accredited by the Northwest Commission on Colleges and Universities, which is located at: 8060 165th Avenue NE, Suite 100, Redmond, WA 98052 425.558.4224 | nwccu.org

The MSOM program is approved by the California Acupuncture Board, allowing all CCM graduates to sit for the California licensing exam; and is on the state of New Mexico education program approved list. For additional information concerning acupuncture licensure in the state of California, contact:

California Acupuncture Board
1747 N. Market Blvd., Sacramento, CA 95834
916.515.5200 | acupuncture.ca.gov

For additional information concerning licensure in the state of New Mexico, contact:

New Mexico Board of Acupuncture and Oriental Medicine
2550 Cerrillos Rd., Santa Fe, NM 87505
505.476.4630 | rld.state.nm.us/boards/acupuncture_and_oriental_medicine.aspx



Master of Science in Oriental Medicine

The Master of Science in Oriental Medicine is a four-year program consisting of 3,372 hours and 219 credits. Students are immersed in the classical foundations of the medicine, receive a holistic education in Western medical sciences, and are trained in the clinical application of the major modalities of acupuncture, moxibustion, herbal formulation, bodywork, qigong and nutrition.

The curriculum emphasizes personal and professional cultivation in order to support the health of students as they progress through school, and to optimize their proficiency as practitioners. Many elective courses are available, including those providing advanced study in the areas of qigong and shiatsu.

MSOM Program Outcomes

- Apply the fundamental principles of classical Chinese medicine to patient care
- Craft and perform individualized Chinese medicine treatments in which the component parts (e.g., acupuncture, herbal prescription, bodywork, lifestyle recommendations) are applied according to consistent treatment principles
- Teach patients how to incorporate traditional Chinese “nourishing life” practices into a regular routine
- Design a plan for establishing a sustainable career rooted in one’s classical Chinese medicine education
- Integrate evidence-based biomedical analysis into the practice of Chinese medicine
- Discuss the role of the AOM practitioner in patient-centered care within the healthcare system
- Describe the theory and practices of Chinese medicine to patients and the public

MSOM Course Descriptions

Acu-Moxa Points

Students start this series of classes by learning the acupuncture points and point combining principles. As they advance, they learn the art of individualized point prescribing using appropriate classical and modern treatment principles.

CM 513, 523 – Acu-Moxa Points I-II (Point Actions)

(2 lecture credits each)

These courses focus on the therapeutic actions of points. Location, name and category information are reviewed in the context of learning the traditional functions, as well as specific symptomatic indications for each point. Therapeutic functions correspond to treatment principles derived from Chinese pattern differentiation. Both Eastern and Western diseases are correlated to complete the therapeutic understanding of the point’s potential range and repertoire for treatment. *Corequisite for CM 513: concurrent enrollment in CM 514 (Tech I); Prerequisites for CM 523: CM 513 & 514 (Pts & Tech I), Corequisite: concurrent enrollment in CM 524 (Tech II)*

CM 533 – Acu-Moxa Points III (2 lecture credits)

Students apply their knowledge of point location and action to the creation of individualized treatment protocols that consider the use of acupressure and the full array of non-needle techniques, including moxibustion, cupping, guasha, magnets, beads and micro-needles. In the second half of the term, students gain a thorough understanding of the complete Jing Luo system. Students learn about the physiological functions, pathogenic indications and clinical significance of the 12 regular channels, 12 divergent branches, 12 sinews, 12 cutaneous zones, 15 collaterals, and 8 extraordinary vessels. Understanding the distribution



of all of the sub-channels is intimately related to the clinical application of these theories. *Prerequisite:* CM 523, *Corequisite:* concurrent enrollment in CM 534

CM 613 – Acu-Moxa Points IV (2 lecture credits)

Building on the knowledge learned in Acu-Moxa Points III, students deepen their understanding of the principles of point combining, and learn classic two- and three-point combinations. Protocols based on classical treatment principles and therapeutic strategies are emphasized. Highlights of the class include a guided session on Shen Anchoring and Deqi; the consideration of how to support acupuncture point prescriptions with herbs; a class debate focused on understanding the dose of acupuncture associated with specific needling techniques; and the study of Dou Hanqing's *Biao You Fu*, a famous acupuncture classic from the Jin-Yuan dynasty. *Prerequisite:* CM 533, *Corequisite:* concurrent enrollment in CM 614

CM 623 – Acu-Moxa Points V (2 lecture credits)

This course focuses on point prescriptions designed to address diseases and symptoms that are commonly seen in a clinical setting. Class discussions focus on diagnostic differentiation, treatment principles, key points and basic prescriptions in order to develop a repertoire of treatment plans and model the creation of well-crafted prescriptions. *Prerequisite:* CM 613, *Corequisite:* concurrent enrollment in CM 624

CM 633 – Acu-Moxa Points VI (2 lecture credits)

This course is specifically designed to integrate and put into practice all the elements that have been learned during previous courses in preparation for clinical internship. Each week students are presented with three actual cases to analyze outside of class. Students analyze a patient's signs and symptoms, arrive at a diagnosis and treatment plan, and then devise a point prescription complete with the rationale for each point. This is presented and debated in class with fellow students and the instructor. *Prerequisite:* CM 623, *Corequisite:* concurrent enrollment in CM 634

CM 663 – Auricular Points (1 lecture credit and 0.25 lab credit)

This course explores one of the primary subcategories of acupuncture therapeutics that exclusively utilizes points in the ear. This method, though modern, has developed into one of the most accepted and useful micro-system methodologies. It comprises a complete system of diagnosis and treatment known also as auricular medicine. Students are exposed to all aspects, from underlying theories through diagnosis and treatment, focusing on the placement of ear seeds/pellets for treatment.

CM 813 – Acu-Moxa Board Review (1 lecture credit)

This course is offered during the fall quarter of the final year in preparation for national board exams. The course highlights all essential aspects of acupuncture and Asian medical theory through a series of mock exams, discussion and question/answer sessions. *Prerequisite:* CM 724

Acu-Moxa Techniques

The Acu-Moxa Techniques I-VI series focuses on developing diagnostic and treatment skills in preparation for the clinical practice of acupuncture. The format is typically a combination of lecture and demonstration, followed by a practice session in which students work on each other under the observation and guidance of experienced supervisors. Students learn appropriate positioning of the patient and proper alignment of their own body. In addition, they learn to attend to patient concerns and reactions while soliciting feedback. In a third-year series of classes, students learn advanced classical needling techniques and additional adjunct therapies, including guasha, cupping, bleeding and teishin. A particular focus is placed on learning to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. Techniques classes include a qigong component in the belief that good acupuncture is dependent on the practitioner's awareness of, and sensitivity to, qi.

CM 514, 524 – Acu-Moxa Techniques I & II (Point Location)

(1 lecture credit and 0.5 lab credit each)

These courses focus on learning to accurately locate all of the standard points on the 14 primary channels using the Chinese system of anatomical measurement, as well as a cultivated ability to directly perceive the points. Students contemplate and meditate on a specific channel, and then practice locating it on their classmates. The focus is on the development of skills that will bring clinical success and patient satisfaction. Classical approaches from source texts are integrated into the class. *Corequisite for CM 514:* concurrent enrollment in CM 513; *Prerequisite for CM 524:* CM 514, *Corequisite:* concurrent enrollment in CM 523

CM 534 – Acu-Moxa Techniques III

(1 lecture credit and 0.5 lab credit)

This course introduces students to the manual therapies of Chinese medicine. In the first half of the term, students are supported in the design and performance of individualized treatments using acupressure and an array of non-needle techniques, including devices, magnets and micro-needles. In the second half of the term, students learn two-handed classical styles of needling, starting with tubes and progressing to classical free-hand techniques that emphasize painless, freehand needle insertion, careful needle advancement, and finding/obtaining the qi. Students learn to palpate and apply indication-specific acupressure and cupping techniques to the front mu and back shu points, and learn the location and functions of commonly used extra points. *Prerequisite:* CM 524, *Corequisite:* concurrent enrollment in CM 533. *Note:* The Clean Needle Technique course offered by the CCAOM is also required.

CM 614 – Acu-Moxa Techniques IV (1 lecture credit and 0.5 lab credit)

Building on the skills learned in Acu-Moxa Techniques III, students apply different technical patterns, and simple and complex tonifying-reducing techniques as

indicated for specific syndromes and constitutional types. Students are supported in the process of becoming flexible, effective and safe in their use of various classical needling techniques. The instructor emphasizes the anchoring of *shen* and sensitivity to *deqi*. *Prerequisite: CM 534, Corequisite: concurrent enrollment in CM 613*

CM 624 – Acu-Moxa Techniques V (1 lecture credit and 0.5 lab credit)

Needling practice continues with a focus on more challenging points and learning to manipulate qi according to traditional methods of tonification and dispersion (bu & xie). Another 100 points are chosen from all parts of the body to familiarize the student with a wide range of points and needling experience. *Prerequisite: CM 614, Corequisite: concurrent enrollment in CM 623*

CM 634 – Acu-Moxa Techniques VI (1 lecture credit and 0.5 lab credit)

This course focuses on perfecting acupuncture diagnostic skills, as well as treatment planning and implementation. In class, each student takes a fellow student's case. After discussing the diagnosis and treatment plan with an instructor, the student proceeds to administer the treatment. Attention is given to the orchestration of the entire process and to the subtleties of working with real people. The techniques of scalp and electro-acupuncture are also introduced. *Prerequisite: CM 624, Corequisite: concurrent enrollment in CM 633*

CM 714, 724 – Advanced Acu-Moxa Techniques I & II

(1 lecture credit and 0.5 lab credit each)

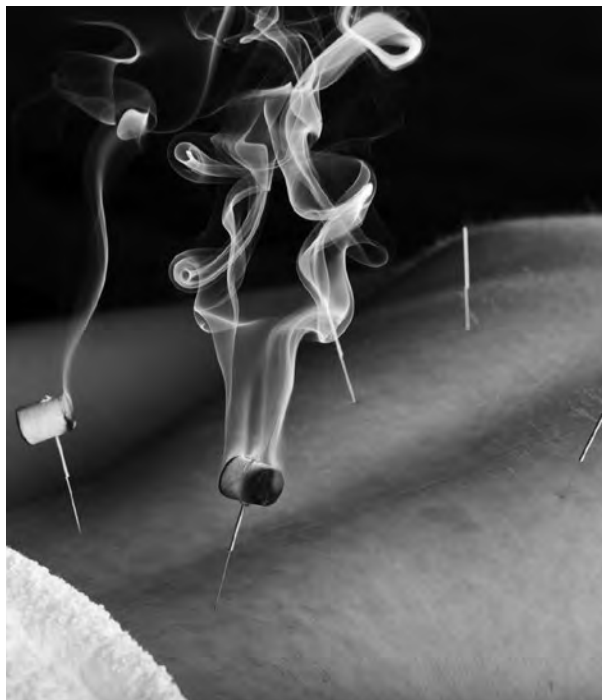
In these two courses, students refine their hand-skill and acupuncture needling technique, and learn a variety of additional adjunctive therapies, including different styles of moxibustion, cupping, guasha, bleeding and teishin. Referencing knowledge gained in the concurrent clinical medicine courses, students learn to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. The first course focuses on the application of holographic theory (microsystems) and channel theory in the diagnosis and treatment of pain, stroke and musculoskeletal disorders. Needling techniques and strategies are practiced primarily in relationship to the treatment of pain.

In the second course, students explore needling techniques using the Hua T'uo Jia Ji points. Soft tissue injuries are discussed and treatment strategies practiced. Scalp acupuncture protocols expand the use of microsystems, with a focus on Dr. Sheng'an Wu's daily needling protocols. The course concludes with a focus on Dr. Qin's needling techniques gleaned from years of practice. *Prerequisite: CM 634*

Biomedical Sciences

CM 599 – Evidence-Informed Practice (2 lecture credits)

This course is designed to build students' research literacy skills. Upon completion, students will be able to quickly



locate relevant medical literature, as well as evaluate the strengths and weaknesses of the studies they need to support their clinical practice.

CM 617, 627, 637, 717, 727, 737 – Biomedicine I-VI

(4 lecture credits each; except for CM 627, which is 2 lecture credits)

This course series, which starts in the second year of the program, introduces students to the biomedical approach to health and illness. Following an overview of foundational concepts of organic chemistry, biochemistry and cell biology, students learn the anatomy, biochemistry and physiology of the major body structures, organs and systems, together with an overview of their known pathologies. Students will learn the basic pathophysiological mechanisms of disease as understood through the biomedical perspective, and will develop an understanding of important laboratory markers, diagnostic imaging and clinical findings relevant to each system discussed. In addition, pertinent pharmacological and microbiological concepts will be discussed. Through quizzes, class discussion and case studies, students will develop the ability to integrate biomedical and classical Chinese medical concepts regarding disease processes, and to view biomedical knowledge from the perspective of whole-systems science. The goal of this course series is to enable students to cultivate a broad understanding of conventional biomedical sciences, which will be useful in their future clinical training. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 657, 667 – Acu-Moxa Anatomy I & II

(1 lecture credit and 0.25 lab credit each)

In this innovative course series, which includes a cadaver laboratory component, students learn the anatomy associated with specific acupuncture points and gain an appreciation

for the structure and organization of the tissues associated with the Chinese organ networks. *Corequisite for CM 657: concurrent enrollment in CM 614; Prerequisite for CM 667: CM 657, Corequisite: concurrent enrollment in CM 624*

CM 699 – Immunology (3 credits)

This course focuses on the basic functions of the immune system with emphasis on its role in protecting against microbial infections and tumors; and immune deficiency states, autoimmunity and psychoneuroimmunology. Students learn the roles of cells, proteins and other chemicals involved in an immune response, and gain the skill of communicating immune principles to patients and the lay public.

CM 777 – Clinical and Physical Diagnosis

(1 lecture credit and 0.5 lab credit)

In this course, students learn to perform and interpret basic integrative physical examinations of the major body systems. A strong emphasis is placed on the recognition of “red flag” signs and symptoms indicating the need for urgent medical intervention and/or co-management.

CM 799 – Nutrition (2 lecture credits)

This introductory course explores diet and its relationship to health and disease, with an emphasis on the health effects of different foods and specialized diets. The course covers the basics of recommended daily allowance, food labels and hidden ingredients, as well as topics like organic foods and genetically modified foods. Each week, students will experience cooking healthy whole-foods meals.

CM 817 – Physiology of Acupuncture (1 lecture credit)

This course reviews the current scientific literature on how acupuncture exerts its effects, and relates the physiological mechanisms of acupuncture action to both the classics and everyday clinical practice.

CM 899 – Public Health Policy (2 lecture credits)

Students learn how policy plays an important role in public health and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. The course compares public health topics at local, national and international levels. Recent journal and news articles are utilized for a current range of topics. Students will discuss recent healthcare reform efforts (nationally and locally), learn how research informs policy, and learn how to interpret epidemiologic and health services research.

Elective: CM 537 – CCM View of Biomedicine (1 lecture credit)

The content of this weekend seminar includes a comparison of Eastern and Western epistemology, and a discussion of how the information in the biomedicine series can be viewed from the perspective of CCM. It will also include a consideration of how insights gained from the classical texts of Chinese medicine can illuminate the understanding of modern scientific discoveries.

Elective: CM 857 – Eastern and Western Correspondences (2 lecture credits)

Through lecture and case examples, this course attempts to link concepts in Chinese medical physiology and pathology with Western biomedicine. Specifically, the zang-fu pattern differentiation approach of Chinese medicine is explored within the context of the neuro-endocrine-immune systems. In addition to providing a conceptual bridge between Chinese medicine and biomedicine, students will be provided with tools to foster more effective communication with biomedical practitioners and researchers.

Elective: DDC 500E – ND/CCM Integration (2 lecture credits)

This course is primarily intended to help concurrent degree students (those working towards both their ND and MSOM degrees) integrate concepts they have learned from both models of healing into a more unified and comprehensive system that can be applied to their patients. Through class and case discussion, students explore concepts related to terrain, tissue states, diathesis, temperament, miasm, and the Chinese Five-Element organ networks. A unified model of Chinese and Western herbalism is also explored. *Prerequisite: third-year status in the ND and MSOM programs*

Elective: DDC 501E – Integrative Phytotherapy (2 lecture credits)

This course explores the pharmacology and constituents of commonly prescribed Chinese herbs. *Prerequisite: third-year status in the ND and/or MSOM programs*



Classical Chinese Medicine Foundations

CM 501 – Classical Chinese Medicine Immersion Retreat (0.5 lecture credit and 0.5 lab credit)

This weekend retreat introduces beginning students to traditional Chinese culture, to enhance sensitivity and appreciation for the cultural background of classical Chinese medicine. Students are actively immersed in traditional pursuits, such as calligraphy, morning exercises and tea drinking. They explore the Chinese language and examine any preconceived ideas about traditional Chinese culture.

CM 511, 521, 531 – Foundations of Classical Chinese Medicine I-III (2 lecture credits each)

This course series introduces students to the common principles that underlie all traditional nature sciences, as case observed from the specific perspective of classical Chinese medicine. Core concepts considered in the first quarter include the holographic quality of nature (*Dao*; Heaven-Earth-Humanity), dynamism, complexity, the symbolic pattern language of the universe (*yin-yang*; *wu xing*; *zang-xiang*), and the relationship between matter, energy and spirit (*jing-qi-shen*). The curriculum attempts to correlate the wisdom of these ancient concepts with contemporary insights gleaned from the quantum cosmology of modern



physics and other contemporary sciences. Students learn how to critically read the introductory literature of the field.

In the second quarter, students are introduced to basic anatomy and physiology of the body as understood by classical Chinese medicine. Topics include *zang-xiang* (organ manifestation) theory and channel pathways, as well as the relationships between the organs, between the channels, and between the organs and the channels. References are made to the *Huangdi Neijing* and other classical Chinese medicine texts. The curriculum endeavors to weave the wisdom of these ancient concepts with contemporary insights.

The third quarter focuses on the mechanics of pattern differentiation and TCM syndromes. It covers patterns for each organ system and introduces the basic six conformation patterns found in the *Shanghanlun*. Reference to both standard herbal formulas and acupuncture protocols will be provided. The course begins the process of bridging the gap between learned knowledge and actual clinical practice. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 512 – Chinese History and Culture I (1.5 lecture credits)

This course creates a foundation for the program by presenting an overview of Chinese history and culture to help students understand the worldview and mindset that created this unique form of medicine. It introduces the basic characteristics of historical China from the dawn of civilization through the classical period. In addition to surveying the major historical developments, the course focuses in particular on those aspects of Chinese culture that have in any way affected and contributed to the development of Chinese medicine.

CM 562, 572 – Chinese Diagnostic Techniques I, II (1 lecture credit and 0.5 lab credit each)

This lecture and lab series is designed to teach, demonstrate and practice the basic diagnostic procedures of Chinese medicine, including visual observation (*wang*), olfactory perception (*wen*), questioning (*wen*) and palpation (*qie*), including Chinese medicine physical diagnosis and pulse diagnosis. The course begins with an introduction to the theoretical precepts of classical diagnosis as recorded in the medical classics *Huangdi Neijing* and *Nanjing*. The course then focuses on the theory and practice of pulse diagnosis and visual observation. The instruction of the pulses is rooted in key passages from the Pulse Classic (*Maijing*) and Li Shizhen's Pulse Studies (*Binhu maixue*). The basic pulse diagnosis practiced in this class prepares students for the Acu-Moxa Techniques lab series. Visual and olfactory perception, along with the traditional Ten Questions (*shiwu*), is also practiced in class.

CM 611, 621, 631 – Chinese Organ Systems: Cosmology and Symbolism I-III (2 lecture credits each)

This course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which describes the physiology of the microcosm in terms of macrocosmic processes, involving



such phenomena as stellar constellations, months of the year, earthly branches, hexagrams and rivers in the sacred landscape of ancient China. Presenting the results of more than a decade of continuous inquiry by NCNM's ancient symbolism research group, the functional archetypes of the organ systems of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. Specifically, the first course presents the "Earth Organs" (the lung, large intestine, stomach and spleen) and the functions of the animal body; the second presents the "Heaven Organs" (the heart, small intestine, bladder and kidney) and the functions of the sage body; and the third presents the "Humanity Organs" (the pericardium, triple warmer, gallbladder and liver) and the functions of the emotional body.

Prerequisite: second-year status

CM 612, 622, 632 – Chinese Pathology I-III (2 lecture credits each)

This series introduces the models employed throughout the classical medical literature for the study of human pathology. In each course, students read important lines and passages from the classical texts of Chinese medicine to develop an understanding of Chinese medical pathology. Specific models explored include the Three Causes (*san yin*), the Six Qi (*liu qi*), the Six Conformations (*liujing bianzheng*), Eight Parameters (*bagang bianzheng*), the Nineteen Lines on Pathology (*bingji shijiu tiao*), systems of organ differentiation (*zangfu bianzheng*), and

Four Layer (*wei qi ying xue*) differentiation. Emphasis is placed on synthesizing multiple approaches into a cohesive understanding of pathology that can be applied to more advanced clinical material. *Prerequisites: second-year status; these courses are to be taken in the ordered sequence*

CM 712, 722, 732 – Clinical Medicine I-III (4 lecture credits each)

This course series focuses on the development of clinical reasoning that integrates biomedical, TCM and classical approaches to patient diagnosis and treatment. The focus extends to a consideration of the prognosis, long-term case management, and referral and co-management of patient cases in a framework that is sensitive to issues of cultural literacy. Using modern case studies (including monthly live cases in a clinical theater format), as well as the analysis of cases from the classical literature, students learn how to approach modern disorders such as Lyme disease, multiple sclerosis, cancer, and other types of chronic and recalcitrant diseases from a classical perspective.

The classical texts of Chinese medicine provide the core guidance for the majority of the course modules. Students should expect to leave this course with a solid understanding of how classical physician-scholars have understood and treated a variety of illnesses through many historical periods. *Prerequisites: third-year status; these courses are to be taken in the ordered sequence*

Elective: CM 522 – Chinese History and Culture II (1.5 lecture credits)

This course picks up where Chinese History and Culture I left off, and covers the basic characteristics of historical China from the classical period through the 20th century. In addition to surveying the major historical developments, the course focuses in particular on those aspects of Chinese culture that have in any way affected and contributed to the development of Chinese medicine. *Prerequisite: CCM 512*

Elective: CM 532 – Chinese History and Culture III (1.5 lecture credits)

Students learn about the major medical classics and their authors as keystones in the development of medical theory. At the same time, this course considers historical changes in clinical practice, as much as these can be reconstructed through archaeology and direct and indirect textual references. *Prerequisite: CM 522*

Elective: CM 711, 721, 731 – Advanced Chinese Organ Systems: Cosmology and Symbolism I-III (2 lecture credits each)

This series represents a gradually deepening introduction to specific applications of Chinese symbol science, which defines the body as a projection of macrocosmic themes. Specifically, the first course presents the symbolism behind the point names of the channels of the lung, large intestine, stomach, spleen, heart and small intestine; the second course presents those of the bladder, kidney, pericardium, triple warmer, gallbladder and liver. The third course introduces the functional symbolism of the most important herb names.



Elective: CM 01E – China Trip (1.5 lecture credits and 4 lab credits)

During two weeks of lineage-style study in Shanghai, China, students are immersed in a particular classical Chinese medical approach to diagnosis, herbalism, acupuncture and self-cultivation. The course includes instruction by local masters, as well as the exploration of traditional culture. *Prerequisite: second-year standing*

Elective: CM 11E, 21E – Bazi Suanming I, II (1.5 lecture credits each)

These courses provide an introduction to “The Calculation of Life According to the Eight Signs”—a highly sophisticated model of Chinese constitutional and medical chronobiology and chronopsychology that has very practical implications for clinical practice. Students will learn the fundamental relationships between the heavenly stems, hidden heavenly stems and earthly branches, providing the foundation for the composition and interpretation of individual “*bazi*” charts.

Elective: CM 36E – Embodied Cosmology (1.5 lecture credits)

This interactive weekend retreat focuses on gaining a physically embodied experience of Chinese cosmology. Group exercises will investigate the nature of the movement from undifferentiated source (the *Dao*) to articulated symptom pictures (the 10,000 things), and explore the possibility of the reverse journey as a critical stage in the process of transformation. What might that look like in practice? Can we facilitate the movement back and forth between undifferentiated flow and fully articulated structures as a pathway towards evolution and vitality?

Classical Texts of Chinese Medicine

The Classical Texts series of courses are elective courses for students in the MSOM program. These courses deepen the student’s understanding of the cultural and philosophical background of Chinese medicine through careful translation and analysis of selected classical texts. These texts are presented to students in their original written and grammatical form, so that students will gain a deeper understanding of both the vocabulary and the texture of Chinese philosophy, and hence the unique style of medicine that evolved from it.

Elective: CM 911, 921, 931 – Classical Texts I-III: Introduction to Classical Chinese Language and the Chinese Classical Texts (3 lecture credits each)

The first three courses in this series introduce the basics of the spoken and written classical Chinese language, including the fundamentals of classical Chinese grammar. Students learn how to use a Chinese dictionary. Included in this series is an introduction to the major concepts in the seminal text of classical Chinese medicine, the *Huangdi Neijing*. *Prerequisite: these courses are to be taken in the ordered sequence*

Elective: CM 941, 951, 961 – Classical Texts IV-VI: Shanghanlun, Jingui Yaolüe (2 lecture credits each)

The next three classical text courses focus on translation of the *Shanghanlun* and *Jingui Yaolüe*. *Prerequisite: these courses are to be taken in the ordered sequence*

Elective: CM 971, 981, 991 – Classical Texts VII-IX: Neijing Seminar (2 lecture credits each)

The final three classical text courses focus on translation of portions of the *Huangdi Neijing*, with an emphasis on understanding the clinical insights revealed by this seminal text of Chinese medicine. *Prerequisite: these courses are to be taken in the ordered sequence*

Elective: CM 17E – Yijing I (I Ching): An Introduction to the Yijing (2 lecture credits)

Everything you need to know about the *Yijing (I Ching)*, as well as many things you did not know you needed to know about the *Yi*, in order to embark upon and develop an enduring and productive relationship with this world famous text from ancient China. *Open to all NCNM students.*

Elective: CM 27E – Yijing II: Hexagram Names (2 lecture credits)

This course examines the characters that comprise the name for each of the 64 hexagrams. Together, the instructor and students systematically explore and explain those characters from both a language and a practitioner’s perspective. Class time is devoted to understanding the many interpretations that have been put forth by a myriad of translators.

Elective: CM 37E – Yijing III: Exploring One’s Personal Hexagrams (2 lecture credits)

This course is an exploration of the personal hexagrams

computed in the *Yijing* I course. Students present their individual explorations to the group for collective examination and discussion. In the process, an enormous amount is learned about those hexagrams and the actual interpretation of a hexagram as applied to a real person and their life circumstances. *Class size is limited to 8 students.*
Prerequisites: CM 17E, 27E

Elective: CM 47E – Yijing IV: Daxiang Commentary (2 lecture credits)

This course explores a specific commentary on the *Yijing*, known as the *Daxiang* or Greater Images commentary. It forms the core of Wings III and IV of the collection of *Yijing* commentaries known as the *Shiyi* or 10 Wings. It is one of the most important commentaries in that it articulates the role of the component trigrams in each hexagram, and outlines behavior deemed appropriate for a *junzi* based on understanding them. Students translate and discuss the text, which is relatively brief and follows a clear pattern, making it ideal for novice translators. In the process, the meaning of the concept of a *junzi* is explored. *Prerequisite: the student should know how to use a Chinese dictionary*

Elective: CM 57E, 67E, 77E, 87E – Yijing V-VIII: Translating the Zhouyi Series (2 lecture credits each)

In this series, the instructor will guide students to translate the original text of the *Yijing* and provide commentary on each of the hexagrams and the meaning of the translated words. This course is a combined translation project and deep exploration of the *Zhouyi*, and thus deeply satisfying for students interested in either or both. After the first course is taken, the rest can be taken in any order.
Prerequisites: CM 57E for CM 67E, 77E, 87E

Herbal Studies

In the first year of the herbal series, three consecutive quarters are devoted to learning individual herbs and primary two- and three-herb combinations, along with the theories pertinent to their classification and usage. (*Please note that there is only Herbs I Practicum, and no Herbs I lecture course.*) The second year focuses on formulas, with an emphasis on classical prescriptions. Formula modifications and the principles involved are presented throughout the series in the context of their base prescriptions.

CM 526, 536 – Herbs II & III (3 lecture credits each)

The first two herbs classes provide students with the foundation of Chinese herbology needed to become competent practitioners of Chinese herbal medicine. After being introduced to the history and development of Chinese herbal medical knowledge, students learn approximately 150 key herbs including their properties, therapeutic actions, doses, preparation and application. The focus is on learning the core herbs used in Zhang Zhongjing's *Shanghanlun*, the foundational text of Chinese herbal medicine. Herbs are presented sequentially in groups for their affinity and formulaic relation in classical formulas. (*Please note that there is only Herbs I Practicum, and no Herbs I lecture course.*)
Prerequisite: CM 526 for CM 536

CM 556, 566, 576 – Herbs I-III Practicum (1 lecture credit each)

In this series, students develop a relationship with Chinese herbs that expands on and deepens the material learned in the Herbs lecture courses. Through weekly “herbal immersions” involving sensory experience, students learn to





trust in the basic senses of the human body as sources of valid information. Through the sensory work, combined with online and offline research, group work and class discussions, students gain fluency with the qi, flavor, movement and direction of herbs; the preparation, purchase and storage of herbs; the application of botanical concepts to herb identification; and the science of combining herbs as a foundation for herbal formulation. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 616, 626, 636 – Herbs IV-VI (2 lecture credits each)

In this series, students study classical Chinese herbal formulation, starting with the history and significance of formula studies (*fangli xue*) as the important bridge between the classroom and clinic. Following the consideration of formula composition and architecture, students explore the diagnostic parameters and therapeutic approaches into which the field of formula studies is organized. Approximately 140 classical formulas are covered in depth. Using case studies, students learn the indicated disease patterns, hallmark symptoms, actions, indications and contraindications of specific prescriptions. Classical formula archetypes as well as formula family archetypes are studied, progressing to a focus on formula modification and clinical application. *Prerequisites: CM 536 for CM 616; these courses are to be taken in the ordered sequence*

CM 656, 666, 676 – Herbs IV-VI Practicum (1 lecture credit each)

This series largely involves the hands-on application of the material learned in Herbs IV-VI. Students engage with the practicalities of Chinese herbal formulations as well as food as medicine, in a case-based, practicum setting. Instruction focuses on classical preparation and cooking methods, as well as the principles of the composition and

basic architecture of key formulas. In Herbs V Practicum, instruction focuses on the classical formula archetypes and the formula family archetypes; in Herbs VI Practicum, the focus moves into formula modifications and clinical applications, using classical modifications from the *Shanghanlun* and *Jingui Yaolue* as guides for this art. *Prerequisites: CM 576 for CM 656; these courses are to be taken in the ordered sequence*

CM 826 – Herbs Review/Medicinary Practicum (1.5 lecture credits)

This course supports the student in the synthesis of herbal knowledge by reviewing all categories of the science of Chinese herb prescribing incorporated into most national and state exams on the subject, including herbal theory, single herbs, herb combinations and herbal formulas, as well as the preparation and administration of herbs. In addition, this course prepares graduates for herbal practice and running an herbal dispensary by covering such topics as federal and state regulation, quality control, and ethical and environmental sustainability. *Prerequisite: fourth-year status*

Elective: CM 66E – Chinese Patent Medicines (3 lecture credits)

This course introduces acupuncture students to general principles of Chinese herbal treatment, focusing specifically on Chinese patent formulas. It includes an historical overview, as well as a survey of the modern methods used to make patent medicines by the major companies in the U.S. and mainland China. Students learn how to supplement acupuncture treatments with Chinese patent formulas chosen according to the Five-Element and Six-Conformation diagnostic systems. They also learn how to prescribe patent medicines for specific Western disease diagnoses.

Practice Management

CM 551, 671, 751, 861 – The Business of Chinese Medicine I-IV (1.5 lecture credits each; except for CCM 671, which is 1 lecture credit)

This course series, which is spread out over all four years of the curriculum, is designed to equip each student with the understanding, skills and resources needed to conceptualize, start-up and successfully manage a profitable practice that resonates with their personality, ethical standards and the heart of the medicine.

CM 805 – Ethics and Jurisprudence (1 lecture credit*)

Students explore both ethical and legal issues most pertinent to the practice of Chinese medicine in the United States. The focus is on combining the theoretical and the practical, the personal and the universal, and the ancient and contemporary to arrive at a complex and functional understanding of the landscape of the profession.

**This course is required for ND/CCM students only.*

CM 871 – Community Education (0.5 lab credit)

Toward the attainment of this credit assignment, students are supported through the process of developing professional relationships and creating/delivering educational offerings to the public.

Elective: CM 862 – Healthcare Landscape (1 lecture credit)

This course examines the current and projected state of health care in the United States. Topics include the Affordable Care Act, systems-level considerations of insurance reimbursement, and complexities associated with the coordination of care within the variety of healthcare systems.

Mind/Body Medicine

CM 635 – Practitioner Cultivation I (1 lecture credit and 0.5 lab credit)

Students reflect on their personal goals and motivations for becoming CCM practitioners. Self-reflection exercises provide the opportunity for students to study their personal histories and identify their strengths, limitations, values and core challenges. Through increased self-awareness, students learn to identify personal challenges, as well as potential professional challenges. They are encouraged to explore the steps they can take while in school and beyond to strengthen their character and undertake the lifelong pursuit of becoming a mature medical practitioner. Discussion, reflection, individual and group awareness exercises, and writing projects are employed.

CM 815 – Practitioner Cultivation II (1 lecture credit and 0.5 lab credit)

This course focuses on relationship dynamics between the practitioner and patient with a strong emphasis on listening, connection, communication, boundary definition, and understanding transference/counter transference. The primary tools of exploration are discussion, lecture, case-study, role-play, mind/body exercises, self-reflection and writing. *Prerequisites: CM 635 and intern status*

CM 715, 725 – Chinese Medical Psychology I & II

(2 lecture credits each)

These courses offer an introduction to Chinese medical systems of five-phase element healing. From a general perspective, an in-depth analysis of the “spirits” and pathological emotions associated with each organ network is presented. Multiple models are employed, including *Neijing* perspectives on *Dian-Kuang* disease, the Dragon Rises, Red Bird Flies model of Dr. Leon Hammer, the Wang Fengyi system of Confucian therapeutics, and Eight Extraordinary Vessel approaches to psychological conditions. Emphasis is placed on the practical application of therapeutic techniques (including herbal prescriptions) that facilitate physical and emotional healing. *Prerequisite: third-year status*

Elective: CM 555, 565, 575, 655, 665, 675, 755, 765, 775, 845, 855, 865, 875 – Imaginal and Experiential Inquiries I-XIII

(0.5 lecture credits each)

This series emphasizes reflective learning, appreciative inquiry, and self-awareness exercises to promote each student’s personal engagement with the curriculum and support their professional development. In small groups facilitated by faculty advisors, students continuously define, achieve and refine their learning goals. Through the process, they create a professional portfolio. Special attention is given to the cultivation of resilience, clarity of purpose, self-responsibility and professionalism. The courses in each year have a particular theme: year 1: The Role of Metaphor in Medicine, year 2: Awareness of Awareness, year 3: Developing a Medical Mind, and year 4: The Courage to be Vulnerable.

Elective: CM 16E – Five-Element Wilderness Retreat

(1.5 lecture credits)

This wilderness-based course facilitates the practitioner’s journey toward a more intimate connection to nature, including a deeper connection to each other, as well as the hidden layers of one’s own healing potential. More specifically, this course presents an immersion in the natural manifestations of the five-phase elements. In a retreat format, participants cultivate their sensitivity toward the natural world and experience natural manifestations of the phase elements and selected acu-moxa points. Energetic practices, including art, poetry, group sharing and personal reflection are landmarks of this process.

Elective: CM 26E – Shan Ren Dao Retreat (4 lab credits)

In this two-week retreat, students are immersed in the theory and practice of the healing system created by the modern Confucian educator Wang Fengyi (1864-1937). This system remains the most complete emotional healing system of Chinese medicine still in practice today. The goal of the retreat is for participants to experience the abstract Confucian concept of humanity’s “true nature” by achieving a heightened sense of health, happiness and well-being through the process of moderating negative emotions and restoring the inherently positive qualities of our human mandate.



Physical Medicine

CM 515, 525, 535 – Palpation and Perception I-III Practicum (1 lab credit each)

Through supervised hands-on experience, students develop the ability to sense and palpate the physical and energetic bodies. Students become familiar with internal and external anatomical landmarks, and practice palpating the mobility and motility of various body fluids and tissues, including bone, connective tissue and organs. The process of evaluating lesion patterns from a whole-body perspective is also explored. These courses cultivate hand-skill perception and prepare students for bodywork and acu-moxa techniques courses. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 615 – Asian Bodywork (1 lecture credit and 0.5 lab credit)

Students learn key massage and bodywork strategies to treat a variety of conditions, with a focus on the resolution of pain. Topics include assessment, patient communication and strategic thinking. Students practice the techniques of rocking, stretching, palming and percussion. Also covered are gentle movement techniques to be done with patients. *Prerequisite: second-year status*

CM 735 – Applied Palpation and Perception (1 lecture credit and 0.5 lab credit)

Students learn key assessment, bodywork, acupuncture, and adjunctive therapy techniques and strategies to treat a variety of conditions, primarily physical pain. The course also covers patient communication and strategic thinking. Gentle movement techniques learned in the Palpation and Perception series and Asian Bodywork are revisited with a focus on clinical application. *Prerequisites: CM 535, 615*

Shiatsu Acupressure Massage

The shiatsu series presents a thorough grounding in the principles and style of Asian bodywork, the energetic anatomy upon which it is based, and the fundamentals of touching with quality. Students learn a variety of techniques and maneuvers in the context of a complete, full-body massage. This style of shiatsu is highly effective and enjoyable to give as well as receive. Though shiatsu is a Japanese word and massage tradition, it derives from Chinese sources and is based on the same theories and principles that have influenced the entire pan-Asian approach to medicine. Shiatsu I-III can be taken early in the Chinese medicine program to more fully prepare students for what they will learn in the Points and Techniques series. These courses present shiatsu as a holistic massage focusing on wellness, and do not require the ability to diagnose in order to be effective. Shiatsu is a complete modality on its own, but also trains the student in the art of palpation and general sensitivity, which is useful in all aspects of a medical practice.

Elective: CM 15E – Shiatsu I, Back of the Body (1.5 lab credits)

This introductory course, presents two of the cornerstones of Asian/Japanese massage, shiatsu and Do-In (a self-massage routine (*Dao-Yin* in Chinese)). Neither massage uses oil nor requires disrobing. This course presents traditional Asian style massage on a table and teaches the back half of the body. It takes about 45 minutes to an hour to perform. An emphasis is placed on learning the proper alignment and body position for the practitioner, and on memorizing and internalizing the sequence (*kata/form*) of the massage. Students are exposed to the energetic, theoretical and technical aspects of shiatsu. Theory focuses

on learning the channel pathways. Instruction emphasizes kinesthetic learning, alternating between demonstration and practice. *Open to all NCNM students.*

Elective: CM 25E – Shiatsu II Short Form, Front of the Body
(1.5 lab credits)

Shiatsu II teaches the second half of the short form. In terms of the kata, it covers the front of the body. The front of the body also takes about 45 minutes to do. This course continues the Do-In (*Dao-Yin*) training with an emphasis on being able to teach it to others. The last part of the course combines the back of the body from Shiatsu I with the front learned in this term to complete the ‘short form.’ The whole shiatsu short form takes about an hour and a half to perform and constitutes a very thorough and satisfying massage for both the giver and the receiver. *Prerequisite: CM 15E*

Elective: CM 35E – Shiatsu III Short Form, Integration Practicum
(1.5 lab credits)

Shiatsu III, the short-form practicum, integrates the material learned in Shiatsu I and II. In a mock clinical approach to classroom learning, students bring a different volunteer client to class each week to give them a shiatsu massage. The instructor circulates and provides individualized feedback during each session. The short form constitutes the basic framework for the clinical practice of shiatsu, and by the end of the term the student should be capable of performing it professionally in about an hour and a quarter. *Prerequisite: CM 25E*

Elective: CM 45E – Shiatsu IV Long Form, Back of the Body
(1.5 lab credits)

The long form builds on the short form learned in the first year and introduces new techniques. Specifically, stretching maneuvers for all the major joints of the body, along with more specific pressing of acu-points, are integrated into the massage. Pertaining to the self-cultivation aspect of the training, another *Dao-Yin* form is presented. Students learn a comprehensive series of stretches (much like yoga) for the practitioner, both as preparation to give as well as receive the shiatsu stretches, but also to generally open and strengthen the practitioner’s body. Intimate knowledge of these stretches also constitutes the basis for the use of stretches as a prescription for clients. *Prerequisite: CM 35E*

Elective: CM 55E – Shiatsu V Long Form, Front of the Body
(1.5 lab credits)

Shiatsu V covers the long-form kata for the front half of the body. This course completes the very thorough whole-body treatment, which takes two to three hours to perform. Again, stretches and specific point work are integrated into the kata. Useful for both assessment and treatment, the long form is a comprehensive and satisfying massage. *Prerequisite: CM 45E*

Elective: CM 65E – Shiatsu VI Long Form, Interaction Practicum
(1.5 lab credits)

Shiatsu VI is the long-form practicum. Students bring a volunteer client into the classroom to perform a long-form treatment on them. The instructor circulates providing guidance and feedback. Students work on solving their technical difficulties, generally refine their massage technique, and hone their theoretical understanding, while developing their capacity to relate to their clients and discuss shiatsu in a professional manner. Some diagnostic palpation is practiced focusing on shu and mu points. Opportunities for improvisation from amongst the myriad of techniques become necessary to keep the treatment to a reasonable length of time. These processes train the student to tailor their treatments in real world settings to their clients’ individual needs and limits within the context of the shiatsu kata, while the kata provides the basis for a consistent product/service that ensures continuity between sessions and across providers. *Prerequisite: CM 55E*

Traditional Arts of Cultivation

Chinese Cultural Arts: Chinese Calligraphy

Chinese calligraphy is an ancient and elegant art form that originated with the ancient Chinese shamans known as the Wu. Calligraphy is the traditional Wu’s way of accessing the universal qi for healing and creating harmonizing *feng shui* energy. Shamans have used brushes to express their healing power for thousands of years in China. Calligraphy is still used as a tool for cultivating inner knowledge and to understand the roots of classical Chinese medicine.

Elective: CM 13E – Chinese Calligraphy I (1 lab credit)

Students first learn how to use the basic tools of calligraphy, namely brush, ink and paper. Progressing through the basic strokes of Chinese writing to the writing of specifically chosen characters, this process is designed to facilitate their understanding of the relationship between characters, philosophy and universal qi. In the process, students learn to harness and control their own internal qi. *Open to all NCNM students.*

Elective: CM 23E – Chinese Calligraphy II (1 lab credit)

Students learn new symbols and continue the inner cultivation begun in Chinese Calligraphy I. *Prerequisite: CM 13E*

Elective: CM 33E – Weiqi (1 lab credit)

Students learn the history, philosophy and principles of weiqi (Chinese chess, also known as “Go”). This course develops the critical thinking skills of students as they learn to apply the strategies and techniques of the game to the art of treating disease.

Elective: CM 43E – Introduction to Chinese Tea (0.5 lab credit)

In this two-day retreat, students are introduced to using

Chinese tea in service of healing and self-cultivation, and understanding the energetics of tea. Students learn the six classes of teas in the world and how to brew each type.

Qigong

Qigong literally means “energy work” or “energy cultivation.” Personal experience of, awareness of, and sensitivity to qi are considered imperative to the successful practice of classical Chinese medicine. In a series of nine weekend retreats and sets of weekly practice sessions, students are immersed in the fundamentals of the Jinjing (Tendon and Channel) School of Qigong, one of China’s true alchemical life science traditions. By way of traditional lineage instruction, students experience the elements of a deeply nourishing qigong practice and learn to apply their skills and knowledge to the education and treatment of others. In particular, students learn to prescribe individualized qigong treatment plans for patients.

CM 518 – Qigong I Retreat | CM 519 – Qigong I Practicum (0.5 lab credit and 1.5 lecture credits)

The first qigong module explores the alchemical and shamanic origins of qigong theory and practice. Students are introduced to the fundamentals of the Jinjing School of Qigong, including shaking (tou), walking (zou), and quiet meditation or “settling” (ding). A key element of this course is the practice of the Universe Stance (Yuzhou



Zhuang) or Standing Meditation (Zhan Zhuang)—the position that occupies a central role in most qigong traditions. A sitting “internal alchemy” form (neidan) is also emphasized. Through these practices, students are guided to experience the phenomenon of qi in their bodies as well as in nature.

CM 528 – Qigong II Retreat | CM 529 – Qigong II Practicum (0.5 lab credit and 1.5 lecture credits)

In addition to strengthening and deepening the practices learned in the first module, students learn the first eight-segment long form of the Jinjing School of Qigong, namely Yin Yang Harmonization Qigong (Yin Yang Sheng Jiang Kai He Gong). *Prerequisites:* CM 518, 519

CM 538 – Qigong III Retreat | CM 539 – Qigong III Practicum (0.5 lab credit and 1.5 lecture credits)

This qigong module integrates the medical concept of “strengthening the sinews” into the existing qigong practice through the introduction of a second eight-segment long form of the Jinjing School of Qigong, namely Strengthening the Sinews Qigong (Jinjian Gong). *Prerequisites:* CM 528, 529

CM 618 – Qigong IV Retreat | CM 619 – Qigong IV Practicum (0.5 lab credit and 1.5 lecture credits)

This qigong module teaches students the third eight-segment long form of the Jinjing School of Qigong, namely Esoteric Eight Pieces of Brocade (Jin Baduan). At the same time, progress in the first stage of the quiet meditation is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced. *Prerequisites:* CM 538, 539

CM 628 – Qigong V Retreat | CM 629 – Qigong V Practicum (0.5 lab credit and 1.5 lecture credits)

Students learn the fourth Jinjing Gong long form, the Five Sacred Peaks Qigong (Wuling Gong). This vigorous form strengthens the student’s ability to integrate the scholarly (wen) and martial (wu) aspects of qigong practice. *Prerequisites:* CM 618, 619

CM 638 – Qigong VI Retreat | CM 639 – Qigong VI Practicum (0.5 lab credit and 1.5 lecture credits)

Students review and deepen their practice of the forms and walks learned in the Qigong I-V Retreats and Practica. *Prerequisites:* CM 628, 629

CM 718, 728 – Qigong VII & VIII Retreat | CM 719, 729 – Qigong VII & VIII Practicum (0.5 lab credit and 1.5 lecture credits each)

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients. *Prerequisites:* CM 638, 639 for CM 718, 719; CM 718, 719 for CM 728, 729



CM 738 – Qigong IX Retreat | CM 739 – Qigong IX Practicum
(0.5 lab credit and 1.5 lecture credits)

This qigong module serves to deepen and assess each student's level of mastery of the performance and therapeutic application of the qigong practices covered in the previous eight modules. *Prerequisites:* CM 728, 729

Elective: CM 18E, 28E, 38E – Medical Application of Qigong I-III
(2 lecture credits each)

Students are mentored in the use of qigong prescriptions as a therapeutic modality. Working under close supervision by qualified practitioners of the Jinjing Gong lineage, each student develops and delivers individualized treatment protocols for patients referred to the class. *Prerequisite:* completion of *Qigong I-IX Retreats and Qigong I-IX Practicum*

Qigong Teaching Series

This series is designed for CCM students admitted into the Qigong Certificate program.

Elective: CM 19E, 29E, 39E – Teaching Qigong I-III Practicum
(1.5 lecture credits each)

This advanced elective series is designed for the serious qigong student who wishes to continue formal training in qigong and integrate the teaching of qigong into their clinical practice. *Prerequisite:* completion of *Qigong I-IX Retreats and Qigong I-IX Practicum*

Taiji

Taiji Quan (T'ai Chi Ch'uan) literally means "the very pinnacle, highest, or greatest fist," i.e., martial art. A more useful translation might be "the ultimate exercise." Its precisely choreographed movements create a relaxing mind-body dance that stretches and strengthens the entire body. Its slow, deliberate moves develop balance and grace. Its meditative style facilitates harmonious breathing and a focused mind. It is, in short, meditation in motion. There

are many variations within the world of taiji. Yang style taiji is the most commonly practiced style in both China and the U.S. Within styles there are various practice lengths, loosely divided into long and short forms. Here, the focus is on a long form. This form takes around 30-40 minutes to perform and thus also takes some time to learn. The three sections of the long form are divided neatly into the three terms of the academic year. Thus, the first year of study is devoted to learning the sequence of moves along with the principles of movement that accompany them and an inward-looking focus that emphasizes the cultivation of qi within the student.

From a Chinese medical perspective, taiji harmonizes the "three treasures," jing, qi and shen (essence, energy and spirit). Each class includes specially designed warm-up exercises, qigong, and detailed instruction in the form. The first year of study focuses on learning the sequence of movements and the correct way of doing each move. Taiji I is required in the fourth year of the MSOM program. However, students are encouraged to take it sooner if they wish to take full advantage of the taiji elective series. *The taiji courses are open to all NCNM students.*

CM 819, 829, 839 – Taiji I-III Practicum (1.5 lecture credits each)

The first section, which is the subject of Taiji I, teaches all the basic moves and principles and thus constitutes an effective short form that can be practiced on its own. Subsequent courses build on the foundation, emphasizing deepening awareness through the practice of the form. At NCNM, our instructors focus more on the health and spiritual cultivation attributes of taiji as opposed to its martial arts aspects. In this context, these courses are effective and enjoyable for anyone who enjoys movement arts or exercise. At the same time taiji is very meditative, one of the reasons people like to practice taiji, and indeed many find this moving meditation preferable to sitting meditation.

Elective: CM 14E, 24E, 34E – Taiji IV-VI Practicum

(1.5 lecture credits each)

The second year of taiji consists of elective classes that pick up at the completion of the long-form sequence and focus on practicing the taiji quan. Having learned the sequence of moves, the next steps have to do with refining and perfecting the form through practice over time. Each term, and indeed each class, focuses on a different aspect of practice until the form is thoroughly integrated and the student is confident in the ability to practice alone.

Elective: CM 44E – Taiji Retreat (0.5 lab credit)

In this weekend retreat, students are introduced to the history, principles and practice of taiji. A classical approach is used to enable students to understand and experience that taiji is a healing tool capable of playing a critical role in the prevention of disease and the nourishment of life.

Traditional Mentorship Tutorial

CM 812, 822, 832 – Traditional Mentorship Tutorial I-III

(2 lecture credits each)

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the mentor's own path of learning and knowledge integration. This series is required in the internship year of study.

Prerequisite: these courses are designed to be taken in sequence

Elective: CM 12E, 22E, 32E – Traditional Mentorship Tutorial I-III

(2 lecture credits each)

Students take the CM 812, 822 and 832 Traditional Mentorship Tutorial series in the final year of their program. They can take an extra year of this uniquely structured course offering by registering for this elective series that is taught in a manner appropriate for students in their pre-internship year. *Prerequisite: these courses are designed to be taken in sequence*

Elective Requirement

MSOM students are required to take six credits of elective courses as part of their core program.

Clinical Training Overview

The clinical training objectives of the CCM programs are aligned with the overall mission of training competent practitioners in the art and science of classical Chinese medicine. The clinical aspect is expected to be a refinement of the knowledge base acquired in the academic portion of the program, with the implicit understanding that many important skills can only be attained in the applied context of a practical learning situation. These skills include, but are not limited to:

- Development of foundational knowledge and understanding of classical Chinese medical concepts and techniques
- Evolution of interpersonal communication abilities
- Refinement of problem-solving capacities and clinical judgment
- Proficiency in executing the technical skills required to effectively apply treatments in Chinese medicine

To begin the first year of the Observation component, students must complete the first year of study and pass Herbs I-III, Acu-Moxa Points and Techniques I-III, Palpation and Perception I-II, Chinese Diagnostic Techniques I-II, Evidence-Informed Practice, and Introduction to Clinic. To begin the Clinical Mentoring Rotations in the following year, students must complete the second year of study and pass Chinese Pathology I-III, Herbs I-VI, Acu-Moxa Points and Techniques I-VI, Biomedicine I-III, and Practitioner Cultivation I. Students must complete Biomedicine IV, Clinical Medicine I, Clinical Case Presentation I, and a minimum of two Clinical Mentoring Rotations before they undertake the Clinical Pre-Internship Rotation. To advance into Clinical Internship, students must complete the third year of study and pass Biomedicine VI, Clinical Medicine III, Clinical Case Presentation III, Clinical and Physical Diagnosis, and six Clinical Mentoring Rotations. In addition, students must pass all components of the Clinic Entrance Examination. An Internship orientation is required before beginning the Internship rotations.

Students are gradually led through the clinical experience in a sequential fashion, from active observation to being able to conduct a comprehensive patient intake and treatment protocol. In the spirit of the classics, emphasis is placed on recognition of Chinese syndrome pattern differentiation (rather than symptomatic prescribing), with the goal of creating individual treatment plans designed to assist patients in returning to a more harmonious and balanced state.

Training in how to write a case report (using the CARE Guidelines) is woven through all four years of the clinical education. In order to complete the clinical portion of their program, students must pass the Clinic Exit Examination, and produce a well-researched and well-written case report based on their own patient encounters.

CM 530 – Introduction to Clinic (0.75 clinic credit)

This course introduces students to the fundamentals of working in the NCNM clinics. Topics include clinic policies and procedures, hygienic standards, charting, patient confidentiality, patient-practitioner relations, issues surrounding addiction and chemical dependency, and cultural humility. The course prepares students to begin observing treatments with a focus on the material and non-material changes that take place throughout treatment, and to support the supervisor efficiently and effectively.

Clinical Training

The components of the clinical portion of the program are Introduction to Clinic, Clinical Observation, Clinical Mentoring, Clinical Case Presentation, Pre-Internship, Internship, and Internship Case Presentation.

Year of Study		Clinical Component	Brief Description
MSOM	MSOM/ND		
1st		Introduction to Clinic	Students learn the fundamentals of working in the NCMN clinics
2nd	4th	Clinical Observation Rotation I-III	Students observe experienced practitioners treat patients
3rd	5th	Clinical Mentoring Rotation I-VI	Students become involved in patient cases under direct clinical supervision
3rd	5th	Clinical Case Presentation I-III	Discussion of clinical case studies
4th	6th	Clinical Internship Rotation I-III	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients; all needle insertions observed
4th	6th	Clinical Internship Rotation IV-IX	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Clinical Internship Holiday Requirement (24 hrs)	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Internship Case Presentation I-III	Presentation and discussion of internship cases with peers and supervisors

CM 600 – Clinical Observation I-III (2 clinic credits each)

Clinical observation is a forum in which five observers watch the clinical supervisor in session with a client. While observing, the objective is to absorb as much of the method and process of clinical practice as possible. Students practice creating patient timelines for case reports. *Prerequisites: students must be CPR certified and have completed CM 530*

CM 700 – Clinical Mentoring Rotation I-VI (2 clinic credits each)

Clinical Mentoring Rotations have the same structure as the Clinical Observation Rotations, with the addition that students become more directly involved in the patient intake, diagnosis and treatment, under the direct guidance of their clinical supervisor. Students learn to gather the information needed to create a meaningful case report.

CM 710, 720, 730 – Clinical Case Presentation I-III (1 clinic credit each)

The Clinical Case Presentation series provides a forum for students to apply and integrate the concepts and information learned in their academic courses to clinical scenarios encountered during their Clinical Mentoring Rotations. *Prerequisite: third-year status*

CM 770 – Pre-Internship Rotation (2 clinic credits)

In the pre-internship rotation, students pair with interns as they prepare to assume this role. *Prerequisite: completion of at least two clinical mentoring rotations*

CM 800 – Clinical Internship Rotation I-III (2 clinic credits each)

During clinical internship the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners. In the first quarter of Clinical Internship, interns are paired and every needle insertion is directly supervised. *Prerequisite: students must be CPR certified*

CM 800 – Clinical Internship Rotation IV-IX (2 clinic credits each)

During clinical internship the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners. By the end of the year, students have produced a case report based on their own patient encounters. *Prerequisite: students must be CPR certified*

Clinical Internship Holiday Requirement (no credit assignment)

Students are required to do 24 hours (six individual shifts) of clinical internship during designated holiday periods.

CM 810, 820, 830 – Internship Case Presentation I-III (1 clinic credit each)

In this clinical course series, interns present case histories of chosen clients, and receive feedback and critique by fellow interns and a clinical faculty member.

Prerequisite: intern status

Classical Chinese Medicine Certificate Programs

Students in the CCM programs, who meet the prerequisites and are in good academic standing, are eligible to apply for admission into the Qigong and Shiatsu Certificate programs. Due to space constraints, admission is limited. These are not degree programs and do not lead to eligibility to sit for licensure exams. Contact the Office of Admissions for further information.

Qigong Certificate Program

The Qigong Certificate program is taught in two levels, with each level having a separate admissions screening process. The first level, with an academic focus, is presented over a three-year period that includes three courses in theory, nine weekend retreat courses, and nine

quarters of weekly qigong practice sessions. The student who successfully completes this portion of study may apply for admission into the second level, the teaching portion of the program. Over the subsequent year, the student continues qigong coursework, progressing from observing qigong instruction of NCNM patients and students, to teaching her/his own qigong classes.

Shiatsu Certificate Program

The Shiatsu Certificate program consists of six courses (204 hours) taken over two years, and the completion of two terms of performing shiatsu treatments in one of the NCNM clinics. This certificate program is designed to be pursued concurrently with the DSOM or MSOM programs. At the end of the certificate program, students will be fully prepared to use shiatsu as an independent treatment modality.



CCM ELECTIVES 6 Credits Required for MSOM

electives

At least half of the 6 required elective credits for the MSOM degree must be taken from CCM electives and DSOM-specific courses listed below. In addition, students may take electives from the ND and SoRGS programs, provided that prerequisites are met and the course is approved by the dean of the School of Classical Chinese Medicine.

COURSE #	COURSE	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 01E	China Trip	96	18	114	5.50
CM 11E	Bazi Suanming I		18	18	1.50
CM 21E	Bazi Suanming II		18	18	1.50
CM 12E	Traditional Mentorship Tutorial I		24	24	2.00
CM 22E	Traditional Mentorship Tutorial II		24	24	2.00
CM 32E	Traditional Mentorship Tutorial III		24	24	2.00
CM 13E	Chinese Calligraphy I	24		24	1.00
CM 23E	Chinese Calligraphy II	24		24	1.00
CM 33E	Weiqi	24		24	1.00
CM 43E	Introduction to Chinese Tea	12		12	0.50
CM 14E	Taiji IV		18	18	1.50
CM 24E	Taiji V		18	18	1.50
CM 34E	Taiji VI		18	18	1.50
CM 44E	Taiji Retreat	12		12	0.50
CM 15E	Shiatsu I	36		36	1.50
CM 25E	Shiatsu II	36		36	1.50
CM 35E	Shiatsu III	36		36	1.50
CM 45E	Shiatsu IV	36		36	1.50
CM 55E	Shiatsu V	36		36	1.50
CM 65E	Shiatsu VI	36		36	1.50
CM 16E	Five-Element Wilderness Retreat		18	18	1.50
CM 26E	Shan Ren Dao Retreat	96		96	4.00
CM 36E	Embodied Cosmology Retreat		18	18	1.50
CM 17E	Yijing I – Introduction		24	24	2.00
CM 27E	Yijing II – Hexagrams Names		24	24	2.00
CM 37E	Yijing III – Exploring Your Hex		24	24	2.00
CM 47E	Yijing IV – Daxiang Commentary		24	24	2.00
CM 57E	Yijing V – Translating the Text		24	24	2.00
CM 67E	Yijing VI – Translating the Text		24	24	2.00
CM 77E	Yijing VII – Translating the Text		24	24	2.00
CM 87E	Yijing VIII – Translating the Text		24	24	2.00
CM 18E	Medical Applications of Qigong I		24	24	2.00
CM 28E	Medical Applications of Qigong II		24	24	2.00
CM 38E	Medical Applications of Qigong III		24	24	2.00
CM 19E	Qigong Teaching Practicum I		18	18	1.50
CM 29E	Qigong Teaching Practicum II		18	18	1.50
CM 39E	Qigong Teaching Practicum III		18	18	1.50
CM 66E	Chinese Patent Medicines		36	36	3.00
CM 522	Chinese History and Culture II		18	18	1.50
CM 532	Chinese History and Culture III		18	18	1.50
CM 537	CCM View of Biomedicine		12	12	1.00
CM 711	Advanced Chinese Organ Systems: Cosmology and Symbolism I		24	24	2.00
CM 721	Advanced Chinese Organ Systems: Cosmology and Symbolism II		24	24	2.00
CM 731	Advanced Chinese Organ Systems: Cosmology and Symbolism III		24	24	2.00
CM 857	Eastern and Western Correspondences		24	24	2.00

electives

COURSE #	COURSE	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 862	Healthcare Landscape		12	12	1.00
CM 911	Classical Texts I		36	36	3.00
CM 921	Classical Texts II		36	36	3.00
CM 931	Classical Texts III		36	36	3.00
CM 941	Classical Texts IV		24	24	2.00
CM 951	Classical Texts V		24	24	2.00
CM 961	Classical Texts VI		24	24	2.00
CM 971	Classical Texts VII		24	24	2.00
CM 981	Classical Texts VIII		24	24	2.00
CM 991	Classical Texts IX		24	24	2.00
CM 555	Imaginal and Experiential Inquiries I		6	6	0.50
CM 565	Imaginal and Experiential Inquiries II		6	6	0.50
CM 575	Imaginal and Experiential Inquiries III		6	6	0.50
CM 655	Imaginal and Experiential Inquiries IV		6	6	0.50
CM 665	Imaginal and Experiential Inquiries V		6	6	0.50
CM 675	Imaginal and Experiential Inquiries VI		6	6	0.50
CM 755	Imaginal and Experiential Inquiries VII		6	6	0.50
CM 765	Imaginal and Experiential Inquiries VIII		6	6	0.50
CM 775	Imaginal and Experiential Inquiries IX		6	6	0.50
CM 845	Imaginal and Experiential Inquiries X		6	6	0.50
CM 855	Imaginal and Experiential Inquiries XI		6	6	0.50
CM 865	Imaginal and Experiential Inquiries XII		6	6	0.50
CM 875	Imaginal and Experiential Inquiries XIII		6	6	0.50
DDC 500E	ND/CCM Integration		24	24	2.00
DDC 501E	Integrative Phytotherapy		24	24	2.00

Doctor of Science in Oriental Medicine

The Doctor of Science in Oriental Medicine is a four-year program consisting of 3,954 hours and 267 credits. It fully contains the coursework and outcomes of the MSOM program. In addition, students undertake a more extensive exploration of ancient symbol science and macrocosm-microcosm relationships. They learn how to translate the classical texts of Chinese medicine and to apply their understanding to patient care. DSOM students also achieve competencies preparing them to integrate the principles and practice of classical Chinese medicine into the broader healthcare system.

DSOM Program Outcomes

- Relate the ancient Chinese view of macrocosm-microcosm correspondences to the contemporary practice of medicine
- Apply principles and treatment strategies gained through translation of the classical texts of Chinese medicine to clinical scenarios
- Craft and perform individualized Chinese medicine treatments in which the component parts (e.g., acupuncture, herbal prescription, bodywork, lifestyle recommendations) are applied according to consistent treatment principles
- Teach patients how to incorporate traditional Chinese “nourishing life” practices into a regular routine

- Design a plan for establishing a sustainable career rooted in your classical Chinese medicine education
- Integrate evidence-based biomedical analysis into the practice of Chinese medicine
- Demonstrate the ability to work collaboratively within the healthcare system to provide patient-centered care
- Describe the theory and practices of Chinese medicine to patients and the public

DSOM Course Descriptions

Acu-Moxa Points

Students start this series of classes by learning the acupuncture points and point combining principles. As they advance, they learn the art of individualized point prescribing using appropriate classical and modern treatment principles.

CM 513, 523 – Acu-Moxa Points I-II (Point Actions) (2 lecture credits each)

These courses focus on the therapeutic actions of points. Location, name and category information are reviewed in the context of learning the traditional functions, as well as specific symptomatic indications for each point. Therapeutic functions correspond to treatment principles derived from Chinese pattern differentiation. Both Eastern



and Western diseases are correlated to complete the therapeutic understanding of the point's potential range and repertoire for treatment. *Corequisite for CM 513: concurrent enrollment in CM 514 (Tech I); Prerequisites for CM 523: CM 513 & 514 (Pts & Tech I); Corequisite for CM 523: concurrent enrollment in CM 524 (Tech II)*

CM 533 – Acu-Moxa Points III (2 lecture credits)

Students apply their knowledge of point location and action to the creation of individualized treatment protocols that consider the use of acupressure and the full array of non-needle techniques, including moxibustion, cupping, guasha, magnets, beads and micro-needles. In the second half of the term, students gain a thorough understanding of the complete Jing Luo system. Students learn about the physiological functions, pathogenic indications and clinical significance of the 12 regular channels, 12 divergent branches, 12 sinews, 12 cutaneous zones, 15 collaterals, and 8 extraordinary vessels. Understanding the distribution of all of the sub-channels is intimately related to the clinical application of these theories. *Prerequisite: CM 523, Corequisite: concurrent enrollment in CM 534*

CM 613 – Acu-Moxa Points IV (2 lecture credits)

Building on the knowledge learned in Acu-Moxa Points III, students deepen their understanding of the principles of point combining, and learn classic two- and three-point combinations. Protocols based on classical treatment principles and therapeutic strategies are emphasized. Highlights of the class include a guided session on Shen Anchoring and Deqi; the consideration of how to support acupuncture point prescriptions with herbs; a class debate focused on understanding the dose of acupuncture associated with specific needling techniques; and the study of Dou Hanqing's *Biao You Fu*, a famous acupuncture classic from the Jin-Yuan dynasty. *Prerequisite: CM 533, Corequisite: concurrent enrollment in CM 614*

CM 623 – Acu-Moxa Points V (2 lecture credits)

This course focuses on point prescriptions designed to address diseases and symptoms that are commonly seen in a clinical setting. Class discussions focus on diagnostic differentiation, treatment principles, key points and basic prescriptions in order to develop a repertoire of treatment plans and model the creation of well-crafted prescriptions. *Prerequisite: CM 613, Corequisite: concurrent enrollment in CM 624*

CM 633 – Acu-Moxa Points VI (2 lecture credits)

This course is specifically designed to integrate and put into practice all the elements that have been learned during previous courses in preparation for clinical internship. Each week, students are presented with three actual cases to analyze outside of class. Students analyze a patient's signs and symptoms, arrive at a diagnosis and treatment plan, and then devise a point prescription complete with the rationale for each point. This is presented and debated in class with fellow students and the instructor. *Prerequisite: CM 623, Corequisite: concurrent enrollment in CM 634*

CM 663 – Auricular Points (1 lecture credit and 0.25 lab credit)

This course explores one of the primary subcategories of acupuncture therapeutics that exclusively utilizes points in the ear. This method, though modern, has developed into one of the most accepted and useful micro-system methodologies. It comprises a complete system of diagnosis and treatment known also as auricular medicine. Students are exposed to all aspects, from underlying theories through diagnosis and treatment, focusing on the placement of ear seeds/pellets for treatment.

CM 813 – Acu-Moxa Board Review (1 lecture credit)

This course is offered during the fall quarter of the final year in preparation for national board exams. The course highlights all essential aspects of acupuncture and Asian medical theory through a series of mock exams, discussion and question/answer sessions. *Prerequisite: CM 724*

Acu-Moxa Techniques

The Acu-Moxa Techniques I-VI series focuses on developing diagnostic and treatment skills in preparation for the clinical practice of acupuncture. The format is typically a combination of lecture and demonstration, followed by a practice session in which students work on each other under the observation and guidance of experienced supervisors. Students learn appropriate positioning of the patient and proper alignment of their own body. In addition, they learn to attend to patient concerns and reactions while soliciting feedback. In a third-year series of classes, students learn advanced classical needling techniques and additional adjunctive therapies, including guasha, cupping, bleeding and teishin. A particular focus is placed on learning to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. Techniques



classes include a qigong component in the belief that good acupuncture is dependent on the practitioner's awareness of, and sensitivity to, qi.

CM 514, 524 – Acu-Moxa Techniques I & II (Point Location)

(1 lecture credit and 0.5 lab credit each)

These courses focus on learning to accurately locate all of the standard points on the 14 primary channels using the Chinese system of anatomical measurement, as well as a cultivated ability to directly perceive the points. Students contemplate and meditate on a specific channel, and then practice locating it on their classmates. The focus is on the development of skills that will bring clinical success and patient satisfaction. Classical approaches from source texts are integrated into the class. *Corequisite for CM 514: concurrent enrollment in CM 513; Prerequisite for CM 524: CM 514, Corequisite: concurrent enrollment in CM 523*

CM 534 – Acu-Moxa Techniques III (1 lecture credit and 0.5 lab credit)

This course introduces students to the manual therapies of Chinese medicine. In the first half of the term, students are supported in the design and performance of individualized treatments using acupressure and an array of non-needle techniques, including devices, magnets and micro-needles. In the second half of the term, students learn two-handed classical styles of needling, starting with tubes and progressing to classical free-hand techniques that emphasize painless, freehand needle insertion, careful needle advancement, and finding/obtaining the qi. Students learn to palpate and apply indication-specific acupressure and cupping techniques to the front mu and back shu points, and learn the location and functions of commonly used extra points. *Prerequisite: CM 524, Corequisite: concurrent enrollment in CM 533. Note: The Clean Needle Technique course offered by the CCAOM is also required.*

CM 614 – Acu-Moxa Techniques IV (1 lecture credit and 0.5 lab credit)

Building on the skills learned in Acu-Moxa Techniques III, students apply different technical patterns, and simple and complex tonifying-reducing techniques as indicated for specific syndromes and constitutional types. Students are supported in the process of becoming flexible, effective and safe in their use of various classical needling techniques. The instructor emphasizes the anchoring of *shen* and sensitivity to *deqi*. *Prerequisite: CM 534, Corequisite: concurrent enrollment in CM 613*

CM 624 – Acu-Moxa Techniques V (1 lecture credit and 0.5 lab credit)

Needling practice continues with a focus on more challenging points and learning to manipulate qi according to traditional methods of tonification and dispersion (bu & xie). Another 100 points are chosen from all parts of the body to familiarize the student with a wide range of points and needling experience. *Prerequisite: CM 614, Corequisite: concurrent enrollment in CM 623*

CM 634 – Acu-Moxa Techniques VI (1 lecture credit and 0.5 lab credit)

This course focuses on perfecting acupuncture diagnostic



skills, as well as treatment planning and implementation. In class, each student takes a fellow student's case. After discussing the diagnosis and treatment plan with an instructor, the student proceeds to administer the treatment. Attention is given to the orchestration of the entire process and to the subtleties of working with real people. The techniques of scalp and electro-acupuncture are also introduced. *Prerequisite: CM 624, Corequisite: concurrent enrollment in CM 633*

CM 714, 724 – Advanced Acu-Moxa Techniques I & II

(1 lecture credit and 0.5 lab credit each)

In these two courses, students refine their hand-skill and acupuncture needling technique, and learn a variety of additional adjunct therapies, including different styles of moxibustion, cupping, guasha, bleeding and teishin. Referencing knowledge gained in the concurrent clinical medicine courses, students learn to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. The first course focuses on the application of holographic theory (microsystems) and channel theory in the diagnosis and treatment of pain, stroke and musculoskeletal disorders. Needling techniques and strategies are practiced primarily in relationship to the treatment of pain.

In the second course, students explore needling techniques using the Hua T'uo Jia Ji points. Soft tissue injuries are discussed and treatment strategies practiced. Scalp acupuncture protocols expand the use of microsystems, with a focus on Dr. Sheng'an Wu's daily needling protocols. The course concludes with a focus on Dr. Qin's needling techniques gleaned from years of practice. *Prerequisite: CM 634*

Biomedical Sciences

CM 537 – CCM View of Biomedicine (1 lecture credit)

The content of this weekend seminar includes a comparison of Eastern and Western epistemology, and a discussion of how the information in the biomedicine series can be viewed from the perspective of CCM. It will also include a consideration of how insights gained from the classical texts of Chinese medicine can illuminate the understanding of modern scientific discoveries.

CM 599 – Evidence-Informed Practice (2 lecture credits)

This course is designed to build students' research literacy skills. Upon completion, students will be able to quickly locate relevant medical literature, as well as evaluate the strengths and weaknesses of the studies they need to support their clinical practice.

CM 617, 627, 637, 717, 727, 737 – Biomedicine I-VI

(4 lecture credits each; except for CCM 627, which is 2 lecture credits)

This course series, which starts in the second year of the program, introduces students to the biomedical approach to health and illness. Following an overview of foundational concepts of organic chemistry, biochemistry and cell biology, students learn the anatomy, biochemistry and physiology of the major body structures, organs and systems, together with an overview of their known pathologies. Students will learn the basic pathophysiological mechanisms of disease as understood through the biomedical perspective, and will develop an understanding of important laboratory markers, diagnostic imaging and clinical findings relevant to each system discussed. In addition, pertinent pharmacological and microbiological concepts will be discussed. Through quizzes, class discussion and case studies, students will develop the

ability to integrate biomedical and classical Chinese medical concepts regarding disease processes, and to view biomedical knowledge from the perspective of whole-systems science. The goal of this course series is to enable students to cultivate a broad understanding of conventional biomedical sciences, which will be useful in their future clinical training. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 657, 667 – Acu-Moxa Anatomy I & II

(1 lecture credit and 0.25 lab credit each)

In this innovative course series, which includes a cadaver laboratory component, students learn the anatomy associated with specific acupuncture points and gain an appreciation for the structure and organization of the tissues associated with the Chinese organ networks.

Corequisite for CM 657: concurrent enrollment in CM 614;

Prerequisite for CM 667: CM 657, Corequisite: concurrent enrollment in CM 624

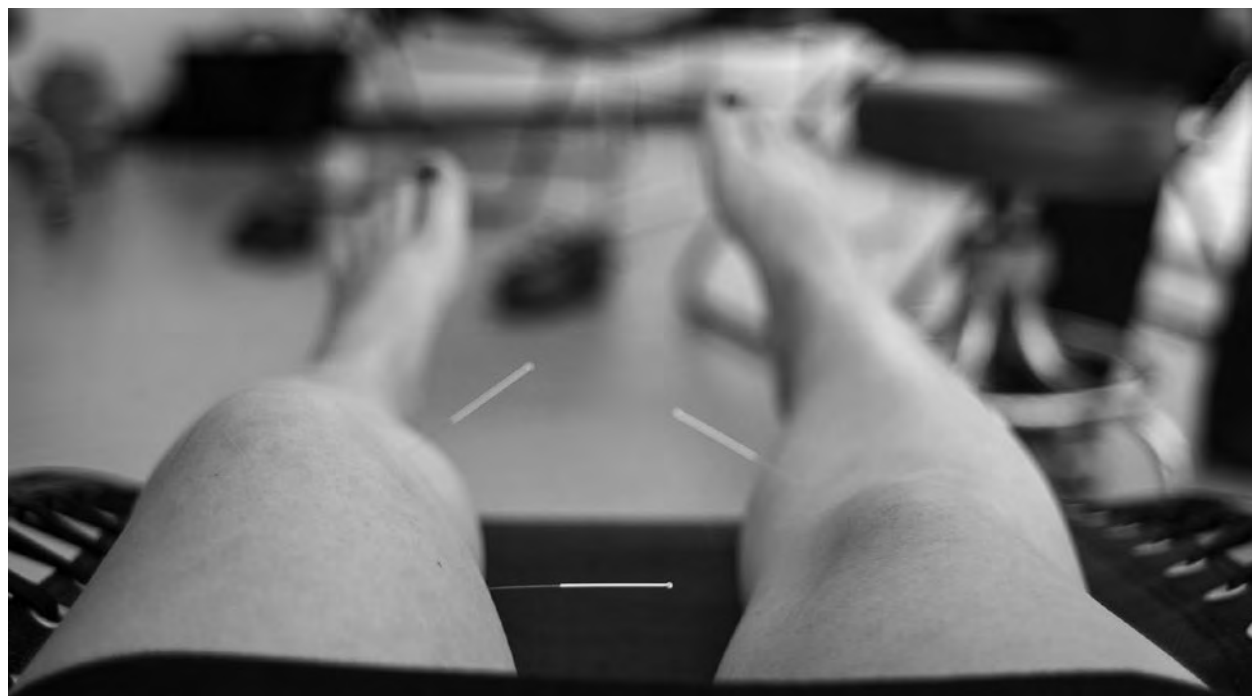
CM 699 – Immunology (3 credits)

This course focuses on the basic functions of the immune system, with emphasis on its role in protecting against microbial infections and tumors; and immune deficiency states, autoimmunity and psychoneuroimmunology. Students learn the roles of cells, proteins and other chemicals involved in an immune response, and gain the skill of communicating immune principles to patients and the lay public.

CM 777 – Clinical and Physical Diagnosis

(1 lecture credit and 0.5 lab credit)

In this course, students learn to perform and interpret basic integrative physical examinations of the major body systems. A strong emphasis is placed on the recognition



of “red flag” signs and symptoms indicating the need for urgent medical intervention and/or co-management.

CM 799 – Nutrition (2 lecture credits)

This introductory course explores diet and its relationship to health and disease, with an emphasis on the health effects of different foods and specialized diets. The course covers the basics of recommended daily allowance, food labels and hidden ingredients, as well as topics like organic foods and genetically modified foods. Each week, students will experience cooking healthy whole-foods meals.

CM 817 – Physiology of Acupuncture (1 lecture credit)

This course reviews the current scientific literature on how acupuncture exerts its effects, and relates the physiological mechanisms of acupuncture action to both the classics and everyday clinical practice.

CM 857 – Eastern and Western Correspondences (2 lecture credits)

Through lecture and case examples, this course attempts to link concepts in Chinese medical physiology and pathology with Western biomedicine. Specifically, the zang-fu pattern differentiation approach of Chinese medicine is explored within the context of the neuro-endocrine-immune systems. In addition to providing a conceptual bridge between Chinese medicine and biomedicine, students will be provided with tools to foster more effective communication with biomedical practitioners and researchers.

CM 899 – Public Health Policy (2 lecture credits)

Students learn how policy plays an important role in public health and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. The course compares public health topics at local, national and international levels. Recent journal and news articles are utilized for a current range of topics. Students will discuss recent healthcare reform efforts (nationally and locally), learn how research informs policy, and learn how to interpret epidemiologic and health services research.

Elective: DDC 500E – ND/CCM Integration (2 lecture credits)

This course is primarily intended to help concurrent (those working towards both their ND and CCM degrees) degree students integrate concepts they have learned from both models of healing into a more unified and comprehensive system that can be applied to their patients. Through class and case discussion, students explore concepts related to terrain, tissue states, diathesis, temperament, miasm, and the Chinese Five-Element organ networks. A unified model of Chinese and Western herbalism is also explored. *Prerequisite: third-year status in the ND and CCM programs*

Elective: DDC 501E – Integrative Phytotherapy (2 lecture credits)

This course explores the pharmacology and constituents of commonly prescribed Chinese herbs. *Prerequisite: third-year status in the ND and/or CCM programs*

Classical Chinese Medicine Foundations

CM 501 – Classical Chinese Medicine Immersion Retreat

(0.5 lecture credit and 0.5 lab credit)

This weekend retreat introduces beginning students to traditional Chinese culture, to enhance sensitivity and appreciation for the cultural background of classical Chinese medicine. Students are actively immersed in traditional pursuits like calligraphy, morning exercises and tea drinking. They explore the Chinese language and examine any preconceived ideas about traditional Chinese culture.

CM 511, 521, 531 – Foundations of Classical Chinese Medicine I-III

(2 lecture credits each)

This course series introduces students to the common principles that underlie all traditional nature sciences, as observed from the specific perspective of classical Chinese medicine. Core concepts considered in the first quarter include the holographic quality of nature (*Dao*; Heaven-Earth-Humanity), dynamism, complexity, the symbolic pattern language of the universe (*yin-yang, wu xing, zang-xiang*), and the relationship between matter, energy and spirit (*jing-qi-shen*). The curriculum attempts to correlate the wisdom of these ancient concepts with contemporary insights gleaned from the quantum cosmology of modern physics and other contemporary sciences. Students learn how to critically read the introductory literature of the field.

In the second quarter, students are introduced to basic anatomy and physiology of the body as understood by classical Chinese medicine. Topics include *zang-xiang* (organ manifestation) theory and channel pathways, as well as the relationships between the organs, between the channels, and between the organs and the channels. References are made to the *Huangdi Neijing* and other classical Chinese medicine texts. The curriculum endeavors to weave the wisdom of these ancient concepts with contemporary insights.

The third quarter focuses on the mechanics of pattern differentiation and TCM syndromes. It covers patterns for each organ system and introduces the basic six conformation patterns found in the *Shanghanlun*. Reference to both standard herbal formulas and acupuncture protocols will be provided. The course begins the process of bridging the gap between learned knowledge and actual clinical practice. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 512, 522 – Chinese History and Culture I & II

(1.5 lecture credits each)

These courses create a foundation for the program by presenting an overview of Chinese history and culture to help students understand the worldview and mindset that created this unique form of medicine. The first course introduces the basic characteristics of historical China from the dawn of civilization through the classical period; the second covers the classical period through the 20th century. In addition to surveying the major historical developments,

these courses focus in particular on those aspects of Chinese culture that have in any way affected and contributed to the development of Chinese medicine. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 532 – Chinese History and Culture III (1.5 lecture credits)

Students learn about the major medical classics and their authors as keystones in the development of medical theory. At the same time, this course considers historical changes in clinical practice, as much as these can be reconstructed through archaeology and direct and indirect textual references. *Prerequisite: CM 522*

CM 562, 572 – Chinese Diagnostic Techniques I & II

(1 lecture credit and 0.5 lab credit each)

This lecture and lab series is designed to teach, demonstrate and practice the basic diagnostic procedures of Chinese medicine, including visual observation (*wang*), olfactory perception (*wen*), questioning (*wen*) and palpation (*qie*), including Chinese medicine physical diagnosis and pulse diagnosis. The course begins with an introduction to the theoretical precepts of classical diagnosis as recorded in the medical classics *Huangdi Neijing* and *Nanjing*. The course then focuses on the theory and practice of pulse diagnosis and visual observation. The instruction of the pulses is rooted in key passages from the Pulse Classic (*Maijing*) and Li Shizhen's Pulse Studies (*Binbu maixue*). The basic pulse diagnosis practiced in this class prepares students for the Acu-Moxa Techniques lab series. Visual and olfactory perception, along with the traditional Ten Questions (*shiwu*), is also practiced in class.

CM 611, 621, 631 – Chinese Organ Systems: Cosmology and Symbolism I-III (2 lecture credits each)

This course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which describes the physiology of the microcosm in terms of macrocosmic processes, involving such phenomena as stellar constellations, months of the year, earthly branches, hexagrams, and rivers in the sacred landscape of ancient China. Presenting the results of more than a decade of continuous inquiry by NCNM's ancient symbolism research group, the functional archetypes of the organ systems of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. Specifically, the first course presents the "Earth Organs" (the lung, large intestine, stomach and spleen) and the functions of the animal body; the second presents the "Heaven Organs" (the heart, small intestine, bladder and kidney) and the functions of the sage body; and the third presents the "Humanity Organs" (the pericardium, triple warmer, gallbladder and liver) and the functions of the emotional body. *Prerequisite: second-year status*

CM 612, 622, 632 – Chinese Pathology I-III (2 lecture credits each)

This series introduces the models employed throughout the classical medical literature for the study of human pathology. In each course, students read important lines



and passages from the classical texts of Chinese medicine to develop an understanding of Chinese medical pathology. Specific models explored include the Three Causes (*san yin*), the Six Qi (*liu qi*), the Six Conformations (*liujing bianzheng*), Eight Parameters (*bagang bianzheng*), the Nineteen Lines on Pathology (*bingji shijiu tiao*), systems of organ differentiation (*zangfu bianzheng*), and Four Layer (*wei qi ying xue*) differentiation. Emphasis is placed on synthesizing multiple approaches into a cohesive understanding of pathology that can be applied to more advanced clinical material. *Prerequisites: second-year status; these courses are to be taken in the ordered sequence*

CM 711, 721, 731 – Advanced Chinese Organ Systems: Cosmology and Symbolism I-III (2 lecture credits each)

This series represents a gradually deepening introduction to specific applications of Chinese symbol science, which defines the body as a projection of macrocosmic themes. Specifically, the first course presents the symbolism behind the point names of the channels of the lung, large intestine, stomach, spleen, heart and small intestine; the second course presents those of the bladder, kidney, pericardium, triple warmer, gallbladder and liver. The third course introduces the functional symbolism of the most important herb names.

CM 712, 722, 732 – Clinical Medicine I-III (4 lecture credits each)

This series focuses on the development of clinical reasoning

that integrates biomedical, TCM and classical approaches to patient diagnosis and treatment. The focus extends to a consideration of the prognosis, long-term case management, and referral and co-management of patient cases in a framework that is sensitive to issues of cultural literacy. Using modern case studies (including monthly live cases in a clinical theater format), as well as the analysis of cases from the classical literature, students learn how to approach modern disorders such as Lyme disease, multiple sclerosis, cancer, and other types of chronic and recalcitrant diseases from a classical perspective.

The classical texts of Chinese medicine provide the core guidance for the majority of the course modules. Students should expect to leave this course with a solid understanding of how classical physician-scholars have understood and treated a variety of illnesses through many historical periods. *Prerequisites: third-year status; these courses are to be taken in the ordered sequence*

Elective: CM 01E – China Trip (1.5 lecture credits and 4 lab credits)
During two weeks of lineage-style study in Shanghai, China, students are immersed in a particular classical Chinese medical approach to diagnosis, herbalism, acupuncture and self-cultivation. The course includes instruction by local masters, as well as the exploration of traditional culture. *Prerequisite: second-year standing*

Elective: CM 11E, 21E – Bazi Suanming I & II (1.5 lecture credits each)
These courses provide an introduction to “The Calculation of Life According to the Eight Signs”—a highly sophisticated model of Chinese constitutional and medical chronobiology and chronopsychology that has very practical implications for clinical practice. Students will learn the fundamental relationships between the heavenly stems, hidden heavenly stems and earthly branches, providing the foundation for the composition and interpretation of individual “*bazi*” charts.

Elective: CM 36E – Embodied Cosmology (1.5 lecture credits)
This interactive weekend retreat focuses on gaining a physically embodied experience of Chinese cosmology. Group exercises will investigate the nature of the movement from undifferentiated source (the *Dao*) to articulated symptom pictures (the 10,000 things), and explore the possibility of the reverse journey as a critical stage in the process of transformation. What might that look like in practice? Can we facilitate the movement back and forth between undifferentiated flow and fully articulated structures as a pathway towards evolution and vitality?

Classical Texts of Chinese Medicine

The Classical Texts I-IX series of courses form a core component of the DSOM program (and are elective courses for students in the MSOM program). These courses deepen the student’s understanding of the cultural and philosophical background of Chinese medicine through careful translation and analysis of selected

classical texts. These texts are presented to students in their original written and grammatical form, so that students will gain a deeper understanding of both the vocabulary and the texture of Chinese philosophy, and hence the unique style of medicine that evolved from it.

CM 911, 921, 931 – Classical Texts I-III: Introduction to Classical Chinese Language and the Chinese Classical Texts
(3 lecture credits each)

The first three courses in this series introduce the basics of the spoken and written classical Chinese language, including the fundamentals of classical Chinese grammar. Students learn how to use a Chinese dictionary. Included in this series is an introduction to the major concepts in the seminal text of classical Chinese medicine, the *Huangdi Neijing*. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 941, 951, 961 – Classical Texts IV-VI: Shanghanlun, Jingui Yaoliue (2 lecture credits each)

The next three classical text courses focus on translation of the *Shanghanlun* and *Jingui Yaoliue*. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 971, 981, 991 – Classical Texts VII-IX: Neijing Seminar
(2 lecture credits each)

The final three classical text courses focus on translation of portions of the *Huangdi Neijing*, with an emphasis on understanding the clinical insights revealed by this seminal text of Chinese medicine. *Prerequisite: these courses are to be taken in the ordered sequence*

Elective: CM 17E – Yijing I (I Ching): An Introduction to the Yijing
(2 lecture credits)

Everything you need to know about the *Yijing (I Ching)*, as well as many things you did not know you needed to know about the *Yi*, in order to embark upon and develop an enduring and productive relationship with this world famous text from ancient China. *Open to all NCNM students.*

Elective: CM 27E – Yijing II: Hexagram Names (2 lecture credits)

This course examines the characters that comprise the name for each of the 64 hexagrams. Together, the instructor and students systematically explore and explain those characters from both a language and a practitioner’s perspective. Class time is devoted to understanding the many interpretations that have been put forth by a myriad of translators.

Elective: CM 37E – Yijing III: Exploring One’s Personal Hexagrams
(2 lecture credits)

This course is an exploration of the personal hexagrams computed in the *Yijing I* course. Students present their individual explorations to the group for collective examination and discussion. In the process, an enormous amount is learned about those hexagrams and the actual interpretation of a hexagram as applied to a real person and their life circumstances. *Class size is limited to 8 students. Prerequisites: CM 17E, 27E*



Elective: CM 47E – Yijing IV: Daxiang Commentary
(2 lecture credits)

This course explores a specific commentary on the *Yijing*, known as the *Daxiang* or Greater Images commentary. It forms the core of Wings III and IV of the collection of *Yijing* commentaries known as the *Shiyi* or 10 Wings. It is one of the most important commentaries in that it articulates the role of the component trigrams in each hexagram, and outlines behavior deemed appropriate for a *junzi* based on understanding them. Students translate and discuss the text, which is relatively brief and follows a clear pattern, making it ideal for novice translators. In the process, the meaning of the concept of a *junzi* is explored. *Prerequisite: the student should know how to use a Chinese dictionary*

Elective: CM 57E, 67E, 77E, 87E – Yijing V-VIII: Translating the Zhouyi Series (2 lecture credits each)

In this series, the instructor will guide students to translate the original text of the *Yijing* and provide commentary on each of the hexagrams and the meaning of the translated words. This course is a combined translation project and deep exploration of the *Zhouyi*, and thus deeply satisfying for students interested in either or both. After the first course is taken, the rest can be taken in any order. *Prerequisites: CM 57E for CM 67E, 77E, 87E*

Herbal Studies

In the first year of the herbal series, three consecutive quarters are devoted to learning individual herbs and primary two- and three-herb combinations, along with the theories pertinent to their classification and usage. *(Please note that there is only Herbs I practicum, and no Herbs I lecture*

class.) The second year focuses on formulas, with an emphasis on classical prescriptions. Formula modifications and the principles involved are presented throughout the series in the context of their base prescriptions.

CM 526, 536 – Herbs II & III (3 lecture credits each)

The first two herbs classes provide students with the foundation of Chinese herbology needed to become competent practitioners of Chinese herbal medicine. After being introduced to the history and development of Chinese herbal medical knowledge, students learn approximately 150 key herbs including their properties, therapeutic actions, doses, preparation and application. The focus is on learning the core herbs used in Zhang Zhongjing’s *Shanghanlun*, the foundational text of Chinese herbal medicine. Herbs are presented sequentially in groups for their affinity and formulaic relation in classical formulas. *(Please note that there is only Herbs I practicum, and no Herbs I lecture class.)* *Prerequisite: CM 526 for CM 536*

CM 556, 566, 576 – Herbs I-III Practicum (1 lecture credit each)

In this series, students develop a relationship with Chinese herbs that expands on and deepens the material learned in the Herbs lecture courses. Through weekly “herbal immersions” involving sensory experience, students learn to trust in the basic senses of the human body as sources of valid information. Through the sensory work, combined with online and offline research, group work and class discussions, students gain fluency with the qi, flavor, movement and direction of herbs; the preparation, purchase and storage of herbs; the application of botanical concepts to herb identification; and the science of combining herbs as a foundation for herbal formulation. *Prerequisite: these courses are to be taken in the ordered sequence*

CM 616, 626, 636 – Herbs IV-VI (2 lecture credits each)

In this series, students study classical Chinese herbal formulation, starting with the history and significance of formula studies (*fānglǐ xué*) as the important bridge between the classroom and clinic. Following the consideration of formula composition and architecture, students explore the diagnostic parameters and therapeutic approaches into which the field of formula studies is organized.

Approximately 140 classical formulas are covered in depth. Using case studies, students learn the indicated disease patterns, hallmark symptoms, actions, indications and contraindications of specific prescriptions. Classical formula archetypes as well as formula family archetypes are studied, progressing to a focus on formula modification and clinical application. *Prerequisites:* CM 536 for CM 616; these courses are to be taken in the ordered sequence

CM 656, 666, 676 – Herbs IV-VI Practicum (1 lecture credit each)

This series largely involves the hands-on application of the material learned in Herbs IV-VI. Students engage with the practicalities of Chinese herbal formulations, as well as food as medicine, in a case-based, practicum setting. Instruction focuses on classical preparation and cooking methods, as well as the principles of the composition and basic architecture of key formulas. In Herbs V Practicum, instruction focuses on the classical formula archetypes and the formula family archetypes; in Herbs VI Practicum, the focus moves into formula modifications and clinical applications, using classical modifications from the *Shanghanlun* and *Jingui Yaoliue* as guides for this art. *Prerequisites:* CM 576 for CM 656; these courses are to be taken in the ordered sequence

CM 826 – Herbs Review/Medicinary Practicum (1.5 lecture credits)

This course supports the student in the synthesis of herbal knowledge by reviewing all categories of the science of Chinese herb prescribing incorporated into most national and state exams on the subject, including herbal theory, single herbs, herb combinations and herbal formulas, as well as the preparation and administration of herbs. In addition, this course prepares graduates for herbal practice and running an herbal dispensary by covering such topics as federal and state regulation, quality control, and ethical and environmental sustainability. *Prerequisite:* fourth-year status

Elective: CM 66E – Chinese Patent Medicines (3 lecture credits)

This course introduces acupuncture students to general principles of Chinese herbal treatment, focusing specifically on Chinese patent formulas. It includes an historical overview, as well as a survey of the modern methods used to make patent medicines by the major companies in the U.S. and mainland China. Students learn how to supplement acupuncture treatments with Chinese patent formulas chosen according to the Five-Element and Six-Conformation diagnostic systems. They also learn how to prescribe patent medicines for specific Western disease diagnoses.

Practice Management

CM 551, 671, 751, 861 – The Business of Chinese Medicine I-IV

(1.5 lecture credits each; except for CM 671, which is 1 lecture credit)
This course series, which is spread out over all four years of the curriculum, is designed to equip each student with the understanding, skills and resources needed to conceptualize, start-up and successfully manage a profitable practice that resonates with their personality, ethical standards and the heart of the medicine.

CM 805 – Ethics and Jurisprudence (1 lecture credit*)

Students explore both ethical and legal issues most pertinent to the practice of Chinese medicine in the United States. The focus is on combining the theoretical and the practical, the personal and the universal, and the ancient and contemporary to arrive at a complex and functional understanding of the landscape of the profession.

**This course is required for ND/CCM students only.*

CM 862 – Healthcare Landscape (1 lecture credit)

This course examines the current and projected state of health care in the United States. Topics include the Affordable Care Act, systems-level considerations of insurance reimbursement, and complexities associated with the coordination of care within the variety of healthcare systems.

CMD 871 – Community Education (1 lab credit)

Toward the attainment of this credit assignment, students are supported through the process of developing professional relationships and creating/delivering educational offerings to the public.

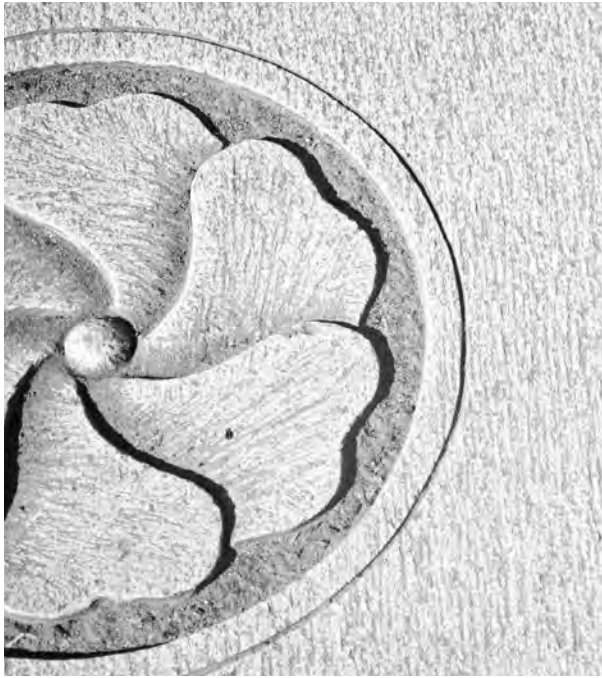
Mind/Body Medicine

CM 555, 565, 575, 655, 665, 675, 755, 765, 775, 845, 855, 865, 875 – Imaginal and Experiential Inquiries I-XIII (0.5 lecture credit each)

This series emphasizes reflective learning, appreciative inquiry, and self-awareness exercises to promote each student's personal engagement with the curriculum and support their professional development. In small groups facilitated by faculty advisors, students continuously define, achieve and refine their learning goals. Through the process, they choose and hone their doctoral capstone topic and create a professional portfolio. Special attention is given to the cultivation of resilience, clarity of purpose, self-responsibility and professionalism. The courses in each year have a particular theme: year 1: The Role of Metaphor in Medicine, year 2: Awareness of Awareness, year 3: Developing a Medical Mind, and year 4: The Courage to be Vulnerable.

CM 635 – Practitioner Cultivation I (1 lecture credit and 0.5 lab credit)

Students reflect on their personal goals and motivations for becoming CCM practitioners. Self-reflection exercises provide the opportunity for students to study their personal histories and identify their strengths, limitations, values and core challenges. Through increased self-awareness,



students learn to identify personal challenges, as well as potential professional challenges. They are encouraged to explore the steps they can take while in school and beyond to strengthen their character and undertake the lifelong pursuit of becoming a mature medical practitioner. Discussion, reflection, individual and group awareness exercises, and writing projects are employed.

CM 815 – Practitioner Cultivation II (1 lecture credit and 0.5 lab credit)

This course focuses on relationship dynamics between the practitioner and patient with a strong emphasis on listening, connection, communication, boundary definition, and understanding transference/counter transference. The primary tools of exploration are discussion, lecture, case-study, role-play, mind/body exercises, self-reflection and writing. *Prerequisites:* CM 635 and intern status

CM 715, 725 – Chinese Medical Psychology I & II (2 lecture credits each)

These courses offer an introduction to Chinese medical systems of five-phase element healing. From a general perspective, an in-depth analysis of the “spirits” and pathological emotions associated with each organ network is presented. Multiple models are employed, including *Neijing* perspectives on *Dian-Kuang* disease, the Dragon Rises, Red Bird Flies model of Dr. Leon Hammer, the Wang Fengyi system of Confucian therapeutics, and Eight Extraordinary Vessel approaches to psychological conditions. Emphasis is placed on the practical application of therapeutic techniques (including herbal prescriptions) that facilitate physical and emotional healing. *Prerequisite:* third-year status

Elective: CM 16E – Five-Element Wilderness Retreat (1.5 lecture credits)

This wilderness-based course facilitates the practitioner’s journey toward a deeper connection to nature, including a deeper connection to each other, as well as the hidden

layers of one’s own healing potential. More specifically, this course presents an immersion in the natural manifestations of the five-phase elements. In a retreat format, participants cultivate their sensitivity toward the natural world and experience natural manifestations of the phase elements and selected acu-moxa points. Energetic practices, including art, poetry, group sharing and personal reflection are landmarks of this process.

Elective: CM 26E – Shan Ren Dao Retreat (4 lab credits)

In this two-week retreat, students are immersed in the theory and practice of the healing system created by the modern Confucian educator Wang Fengyi (1864-1937). This system remains the most complete emotional healing system of Chinese medicine still in practice today. The goal of the retreat is for participants to experience the abstract Confucian concept of humanity’s “true nature” by achieving a heightened sense of health, happiness and well-being through the process of moderating negative emotions and restoring the inherently positive qualities of our human mandate.

Physical Medicine

CM 515, 525, 535 – Palpation and Perception I-III Practicum

(1 lab credit each)

Through supervised hands-on experience, students develop the ability to sense and palpate the physical and energetic bodies. Students become familiar with internal and external anatomical landmarks, and practice palpating the mobility and motility of various body fluids and tissues, including bone, connective tissue and organs. The process of evaluating lesion patterns from a whole-body perspective is also explored. These courses cultivate hand-skill perception and prepare students for bodywork and acu-moxa techniques courses. *Prerequisite:* these courses are to be taken in the ordered sequence

CM 615 – Asian Bodywork (1 lecture credit and 0.5 lab credit)

Students learn key massage and bodywork strategies to treat a variety of conditions, with a focus on the resolution of pain. Topics include assessment, patient communication and strategic thinking. Students practice the techniques of rocking, stretching, palming and percussion. Also covered are gentle movement techniques to be done with patients. *Prerequisite:* second-year status

CM 735 – Applied Palpation and Perception

(1 lecture credit and 0.5 lab credit)

Students learn key assessment, bodywork, acupuncture, and adjunctive therapy techniques and strategies to treat a variety of conditions, primarily physical pain. The course also covers patient communication and strategic thinking. Gentle movement techniques learned in the Palpation and Perception series and Asian Bodywork are revisited with a focus on clinical application. *Prerequisites:* CM 535, 615

Shiatsu Acupressure Massage

The shiatsu series presents a thorough grounding in the principles and style of Asian bodywork, the energetic anatomy upon which it is based, and the fundamentals of touching with quality. Students learn a variety of techniques and maneuvers in the context of a complete, full-body massage. This style of shiatsu is highly effective and enjoyable to give as well as receive. Though shiatsu is a Japanese word and massage tradition, it derives from Chinese sources and is based on the same theories and principles that have influenced the entire pan-Asian approach to medicine. Shiatsu I-III can be taken early in the Chinese medicine program to more fully prepare students for what they will learn in the Points and Techniques series. These courses present shiatsu as a holistic massage focusing on wellness, and do not require the ability to diagnose in order to be effective. Shiatsu is a complete modality on its own, but also trains the student in the art of palpation and general sensitivity, which is useful in all aspects of a medical practice.

Elective: CM 15E – Shiatsu I, Back of the Body (1.5 lab credits)

This introductory course, presents two of the cornerstones of Asian/Japanese massage, shiatsu and Do-In (a self-massage routine (*Dao-Yin* in Chinese)). Neither massage uses oil nor requires disrobing. This course presents traditional Asian style massage on a table and teaches the back half of the body. It takes about 45 minutes to an hour to perform. An emphasis is placed on learning the proper alignment and body position for the practitioner, and on memorizing and internalizing the sequence (*kata/form*) of the massage. Students are exposed to the energetic, theoretical and technical aspects of shiatsu. Theory focuses on learning the channel pathways. Instruction emphasizes kinesthetic learning, alternating between demonstration and practice. *Open to all NCNM students.*

Elective: CM 25E – Shiatsu II Short Form, Front of the Body (1.5 lab credits)

Shiatsu II teaches the second half of the short form. In terms of the *kata*, it covers the front of the body. The front of the body also takes about 45 minutes to do. This course continues the Do-In (*Dao-Yin*) training with an emphasis on being able to teach it to others. The last part of the course combines the back of the body from Shiatsu I with the front learned in this term to complete the 'short form.' The whole shiatsu short form takes about an hour and a half to perform and constitutes a very thorough and satisfying massage for both the giver and the receiver. *Prerequisite: CM 15E*

Elective: CM 35E – Shiatsu III Short Form, Integration Practicum (1.5 lab credits)

Shiatsu III, the short-form practicum, integrates the material learned in Shiatsu I and II. In a mock clinical approach to classroom learning, students bring a different volunteer client to class each week to give them

a shiatsu massage. The instructor circulates and provides individualized feedback during each session. The short form constitutes the basic framework for the clinical practice of shiatsu, and by the end of the term the student should be capable of performing it professionally in about an hour and a quarter. *Prerequisite: CM 25E*

Elective: CM 45E – Shiatsu IV Long Form, Back of the Body (1.5 lab credits)

The long form builds on the short form learned in the first year and introduces new techniques. Specifically, stretching maneuvers for all the major joints of the body, along with more specific pressing of acu-points, are integrated into the massage. Pertaining to the self-cultivation aspect of the training, another *Dao-Yin* form is presented. Students learn a comprehensive series of stretches (much like yoga) for the practitioner, both as preparation to give as well as receive the shiatsu stretches, but also to generally open and strengthen the practitioner's body. Intimate knowledge of these stretches also constitutes the basis for the use of stretches as a prescription for clients. *Prerequisite: CM 35E*

Elective: CM 55E – Shiatsu V Long Form, Front of the Body (1.5 lab credits)

Shiatsu V covers the long-form *kata* for the front half of the body. This course completes the very thorough whole-body treatment, which takes two to three hours to perform. Again, stretches and specific point work are integrated into the *kata*. Useful for both assessment and treatment, the long form is a comprehensive and satisfying massage. *Prerequisite: CM 45E*

Elective: CM 65E – Shiatsu VI Long Form, Interaction Practicum (1.5 lab credits)

Shiatsu VI is the long-form practicum. Students bring a volunteer client into the classroom to perform a long-form treatment on them. The instructor circulates providing guidance and feedback. Students work on solving their technical difficulties, generally refine their massage technique, and hone their theoretical understanding, while developing their capacity to relate to their clients and discuss shiatsu in a professional manner. Some diagnostic palpation is practiced focusing on shu and mu points. Opportunities for improvisation from amongst the myriad of techniques become necessary to keep the treatment to a reasonable length of time. These processes train the student to tailor their treatments in real world settings to their clients' individual needs and limits within the context of the shiatsu *kata*, while the *kata* provides the basis for a consistent product/service that ensures continuity between sessions and across providers. *Prerequisite: CM 55E*

Research

CM 992 – Doctoral Capstone Tutorial: Research and Writing in Chinese Medicine (1 lecture credit)

This course, taken in the summer of the final year of the DSOM program, provides training in CCM scholarship



and prepares students to complete the required doctoral capstone project. It introduces students to the three components of the capstone project (written report, oral presentation and professional growth). Students receive support in determining and refining the focus of their project, which may be on any approved topic pertinent to classical Chinese medicine. By the end of the course, students will have produced an abstract and a preliminary outline for their project report and chosen a capstone project committee, who will guide them in the completion of the project. Details of the process and requirements are described in the “Doctoral Capstone Resource Guide” provided in the course. *Prerequisite: fourth-year standing*

CM 993 – Doctoral Capstone Mentorship (2 lecture credits)

Over the course of their final year in the program, students are mentored by their committee chair to research, write and present their doctoral capstone project.

Traditional Arts of Cultivation

Chinese Cultural Arts: Chinese Calligraphy

Chinese calligraphy is an ancient and elegant art form that originated with the ancient Chinese shamans known as the Wu. Calligraphy is the traditional Wu’s way of accessing the universal qi for healing and creating harmonizing *feng shui* energy. Shamans have used brushes to express their healing power for thousands of years in China. Calligraphy is still used as a tool for cultivating inner knowledge and to understand the roots of classical Chinese medicine.

Elective: CM 13E – Chinese Calligraphy I (1 lab credit)

Students first learn how to use the basic tools of

calligraphy, namely brush, ink and paper. Progressing through the basic strokes of Chinese writing to the writing of specifically chosen characters, this process is designed to facilitate their understanding of the relationship between characters, philosophy and universal qi. In the process, students learn to harness and control their own internal qi. *Open to all NCNM students.*

Elective: CM 23E – Chinese Calligraphy II (1 lab credit)

Students learn new symbols and continue the inner cultivation begun in Chinese Calligraphy I.

Prerequisite: CM 13E

Elective: CM 33E – Weiqi (1 lab credit)

Students learn the history, philosophy and principles of weiqi (Chinese chess, also known as “Go”). This course develops the critical thinking skills of students as they learn to apply the strategies and techniques of the game to the art of treating disease.

Elective: CM 43E – Introduction to Chinese Tea (0.5 lab credit)

In this two-day retreat, students are introduced to using Chinese tea in service of healing and self-cultivation, and understanding the energetics of tea. Students learn the six classes of teas in the world and how to brew each type.

Qigong

Qigong literally means “energy work” or “energy cultivation.” Personal experience of, awareness of, and sensitivity to qi are considered imperative to the successful practice of classical Chinese medicine. In a series of nine weekend retreats and sets of weekly practice sessions, students are immersed in the fundamentals of the Jinjing (Tendon and Channel) School of Qigong, one of China’s

true alchemical life science traditions. By way of traditional lineage instruction, students experience the elements of a deeply nourishing qigong practice and learn to apply their skills and knowledge to the education and treatment of others. In particular, students learn to prescribe individualized qigong treatment plans for patients.

CM 518 – Qigong I Retreat | CM 519 – Qigong I Practicum
(0.5 lab credit and 1.5 lecture credits)

The first qigong module explores the alchemical and shamanic origins of qigong theory and practice. Students are introduced to the fundamentals of the Jinjing School of Qigong, including shaking (tou), walking (zou), and quiet meditation or “settling” (ding). A key element of this course is the practice of the Universe Stance (Yuzhou Zhuang) or Standing Meditation (Zhan Zhuang)—the position that occupies a central role in most qigong traditions. A sitting “internal alchemy” form (neidan) is also emphasized. Through these practices, students are guided to experience the phenomenon of qi in their bodies as well as in nature.

CM 528 – Qigong II Retreat | CM 529 – Qigong II Practicum
(0.5 lab credit and 1.5 lecture credits)

In addition to strengthening and deepening the practices learned in the first module, students learn the first eight-segment long form of the Jinjing School of Qigong, namely Yin Yang Harmonization Qigong (Yin Yang Sheng Jiang Kai He Gong). *Prerequisites:* CM 518, 519

CM 538 – Qigong III Retreat | CM 539 – Qigong III Practicum
(0.5 lab credit and 1.5 lecture credits)

This qigong module integrates the medical concept of “strengthening the sinews” into the existing qigong practice through the introduction of a second eight-segment long form of the Jinjing School of Qigong, namely Strengthening the Sinews Qigong (Jinjian Gong). *Prerequisites:* CM 528, 529

CM 618 – Qigong IV Retreat | CM 619 – Qigong IV Practicum
(0.5 lab credit and 1.5 lecture credits)

This qigong module teaches students the third eight-segment long form of the Jinjing School of Qigong, namely Esoteric Eight Pieces of Brocade (Jin Baduan). At the same time, progress in the first stage of the quiet meditation is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced. *Prerequisites:* CM 538, 539

CM 628 – Qigong V Retreat | CM 629 – Qigong V Practicum
(0.5 lab credit and 1.5 lecture credits)

Students learn the fourth Jinjing Gong long form, the Five Sacred Peaks Qigong (Wuling Gong). This vigorous form strengthens the student’s ability to integrate the scholarly (wen) and martial (wu) aspects of qigong practice. *Prerequisites:* CM 618, 619

CM 638 – Qigong VI Retreat | CM 639 – Qigong VI Practicum
(0.5 lab credit and 1.5 lecture credits)

Students review and deepen their practice of the forms and walks learned in the Qigong I-V Retreats and Practica. *Prerequisites:* CM 628, 629

CM 718, 728 – Qigong VII & VIII Retreat | CM 719, 729 – Qigong VII & VIII Practicum (0.5 lab credit and 1.5 lecture credits each)

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients. *Prerequisites:* CM 638, 639 for CM 718, 719; CM 718, 719 for CM 728, 729

CM 738 – Qigong IX Retreat | CM 739 – Qigong IX Practicum
(0.5 lab credit and 1.5 lecture credits)

This qigong module serves to deepen and assess each student’s level of mastery of the performance and therapeutic application of the qigong practices covered in the previous eight modules. *Prerequisites:* CM 728, 729

Elective: CM 18E, 28E, 38E – Medical Application of Qigong I-III
(2 lecture credits each)

Students are mentored in the use of qigong prescriptions as a therapeutic modality. Working under close supervision by qualified practitioners of the Jinjing Gong lineage, each student develops and delivers individualized treatment protocols for patients referred to the class. *Prerequisite:* completion of Qigong I-IX Retreats and Qigong I-IX Practica

Qigong Teaching Series

This series is designed for CCM students admitted into the Qigong Certificate program.

Elective: CM 19E, 29E, 39E – Teaching Qigong I-III Practicum
(1.5 lecture credits each)

This advanced elective series is designed for the serious qigong student who wishes to continue formal training in qigong, and integrate the teaching of qigong into their clinical practice. *Prerequisite:* completion of Qigong I-IX Retreats and Qigong I-IX Practica

Taiji

Taiji Quan (T’ai Chi Ch’uan) literally means “the very pinnacle, highest, or greatest fist,” i.e., martial art. A more useful translation might be “the ultimate exercise.” Its precisely choreographed movements create a relaxing mind-body dance that stretches and strengthens the entire body. Its slow, deliberate moves develop balance and grace. Its meditative style facilitates harmonious breathing and a focused mind. It is, in short, meditation in motion. There are many variations within the world of taiji. Yang style taiji

is the most commonly practiced style in both China and the U.S. Within styles there are various practice lengths, loosely divided into long and short forms. Here, the focus is on a long form. This form takes around 30–40 minutes to perform and thus also takes some time to learn. The three sections of the long form are divided neatly into the three terms of the academic year. Thus, the first year of study is devoted to learning the sequence of moves along with the principles of movement that accompany them and an inward-looking focus that emphasizes the cultivation of qi within the student.

From a Chinese medical perspective, taiji harmonizes the “three treasures,” jing, qi and shen (essence, energy and spirit). Each class includes specially designed warm-up exercises, qigong, and detailed instruction in the form. The first year of study focuses on learning the sequence of movements and the correct way of doing each move. Taiji I is required in the fourth year of the DSOM program. However, students are encouraged to take it sooner if they wish to take full advantage of the taiji elective series. *The taiji courses are open to all NCNM students.*

CM 819, 829, 839 – Taiji I-III Practicum (1.5 lecture credits each)

The first section, which is the subject of Taiji I, teaches all the basic moves and principles and thus constitutes an effective short form that can be practiced on its own. Subsequent courses build on the foundation, emphasizing deepening awareness through the practice of the form. At NCNM, our instructors focus more on the health and spiritual cultivation attributes of taiji as opposed to its martial arts aspects. In this context, these courses are effective and enjoyable for anyone who enjoys movement arts or exercise. At the same time taiji is very meditative, one of the reasons people like to practice taiji, and indeed many find this moving meditation preferable to sitting meditation.

Elective: CM 14E, 24E, 34E – Taiji IV-VI Practicum

(1.5 lecture credits each)

The second year of taiji consists of elective classes that pick up at the completion of the long-form sequence and focus on practicing the taiji quan. Having learned the sequence of moves, the next steps have to do with refining and perfecting the form through practice over time. Each term, and indeed each class, focuses on a different aspect of practice until the form is thoroughly integrated and the student is confident in the ability to practice alone.

Elective: CM 44E – Taiji Retreat (0.5 lab credit)

In this weekend retreat, students are introduced to the history, principles and practice of taiji. A classical approach is used to enable students to understand and experience that taiji is a healing tool capable of playing a critical role in the prevention of disease and the nourishment of life.

Traditional Mentorship Tutorial

CM 812, 822, 832 – Traditional Mentorship Tutorial I-III

(2 lecture credits each)

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the mentor’s own path of learning and knowledge integration. This series is required in the internship year of study. *Prerequisite: these courses are designed to be taken in sequence*

Elective: CM 12E, 22E, 32E – Traditional Mentorship Tutorial I-III

(2 lecture credits each)

Students take the CM 812, 822 and 832 Traditional Mentorship Tutorial series in the final year of their program. They can take an extra year of this uniquely structured course offering by registering for this elective series that is taught in a manner appropriate for students in their pre-internship year. *Prerequisite: these courses are designed to be taken in sequence*

Elective Requirement

DSOM students are required to take 10 credits of elective courses as part of their core program.

Clinical Training Overview

The clinical training objectives of the CCM programs are aligned with the overall mission of training competent practitioners in the art and science of classical Chinese medicine. The clinical aspect is expected to be a refinement of the knowledge base acquired in the academic portion of the program, with the implicit understanding that many important skills can only be attained in the applied context of a practical learning situation. These skills include, but are not limited to:

- Development of foundational knowledge and understanding of classical Chinese medical concepts and techniques
- Evolution of interpersonal communication abilities
- Refinement of problem-solving capacities and clinical judgment
- Proficiency in executing the technical skills required to effectively apply treatments in Chinese medicine

To begin the first year of the Observation component, students must complete the first year of study and pass Herbs I-III, Acu-Moxa Points and Techniques I-III, Palpation and Perception I-II, Chinese Diagnostic Techniques I-II, Evidence-Informed Practice, and Introduction to Clinic. To begin the Clinical Mentoring Rotations in the following year, students must complete the second year of study and pass Chinese Pathology I-III, Herbs I-VI, Acu-Moxa Points and Techniques I-VI, Biomedicine I-III, and Practitioner

Cultivation I. Students must complete Biomedicine IV, Clinical Medicine I, Clinical Case Presentation I, and a minimum of two Clinical Mentoring Rotations before they undertake the Clinical Pre-Internship Rotation. To advance into Clinical Internship, students must complete the third year of study and pass Biomedicine VI, Clinical Medicine III, Clinical Case Presentation III, Clinical and Physical Diagnosis, and six Clinical Mentoring Rotations. In addition, students must pass all components of the Clinic Entrance Examination. An Internship orientation is required before beginning the Internship rotations.

Students are gradually led through the clinical experience in a sequential fashion, from active observation to being able to conduct a comprehensive patient intake and treatment protocol. In the spirit of the classics, emphasis is placed on recognition of Chinese syndrome pattern differentiation (rather than symptomatic prescribing), with the goal of creating individual treatment plans designed to assist patients in returning to a more harmonious and balanced state.

Training in how to write a case report (using the CARE Guidelines) is woven through all four years of the clinical education. In order to complete the clinical portion of their program, students must pass the Clinic Exit Examination, and produce a well-researched and well-written case report based on their own patient encounters.

CM 530 – Introduction to Clinic (0.75 clinic credit)

This course introduces students to the fundamentals of working in the NCNM clinics. Topics include clinic policies and procedures, hygienic standards, charting, patient confidentiality, patient-practitioner relations, issues surrounding addiction and chemical dependency, and cultural humility. The course prepares students to begin observing treatments with a focus on the material and non-material changes that take place throughout treatment, and to support the supervisor efficiently and effectively.

CM 600 – Clinical Observation I-III (2 clinic credits each)

Clinical observation is a forum in which five observers watch the clinical supervisor in session with a client. While observing, the objective is to absorb as much of the method and process of clinical practice as possible. Students practice creating patient timelines for case reports. *Prerequisites: students must be CPR certified and have completed CM 530*

CM 700 – Clinical Mentoring Rotation I-VI (2 clinic credits each)

Clinical Mentoring Rotations have the same structure as the Clinical Observation Rotations, with the addition that students become more directly involved in the patient intake, diagnosis and treatment, under the direct guidance of their clinical supervisor. Students learn to gather the information needed to create a meaningful case report.

Clinical Training

The components of the clinical portion of the program are Introduction to Clinic, Clinical Observation, Clinical Mentoring, Clinical Pre-Internship, Clinical Case Presentation, Clinical Internship, and Internship Case Presentation. These are organized as follows:

Year of Study		Clinical Component	Brief Description
DSOM	DSOM/ND		
1st		Introduction to Clinic	Students learn the fundamentals of working in the NCNM clinics
2nd	4th	Clinical Observation Rotation I-III	Students observe experienced practitioners treat patients
3rd	5th	Clinical Mentoring Rotation I-VI	Students become involved in patient cases under direct clinical supervision
3rd	5th	Clinical Case Presentation I-III	Discussion of clinical case studies
4th	6th	Clinical Internship Rotation I-III	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients; all needle insertions observed
4th	6th	Clinical Internship Rotation IV-IX	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Clinical Internship Holiday Requirement (24 hrs)	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Internship Case Presentation I-III	Presentation and discussion of internship cases with peers and supervisors



CM 710, 720, 730 – Clinical Case Presentation I-III (1 clinic credit each)

The Clinical Case Presentation series provides a forum for students to apply and integrate the concepts and information learned in their academic courses to clinical scenarios encountered during their Clinical Mentoring Rotations. *Prerequisite: third-year status*

CM 770 – Pre-Internship Rotation (2 clinic credits)

In the pre-internship rotation, students pair with interns as they prepare to assume this role. *Prerequisite: completion of at least two clinical mentoring rotations*

CM 800 – Clinical Internship Rotation I-III (2 clinic credits each)

During clinical internship, the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners. In this first quarter of Clinical Internship, interns are paired and every needle insertion is directly supervised. *Prerequisite: students must be CPR certified*

CM 800 – Clinical Internship Rotation IV-IX (2 clinic credits each)

During clinical internship, the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners. By the end of the year, students have produced a case report based on their own patient encounters. *Prerequisite: students must be CPR certified*

Clinical Internship Holiday Requirement (no credit assignment)

Students are required to do 24 hours (six individual shifts) of clinical internship during designated holiday periods.

CM 810, 820, 830 – Internship Case Presentation I-III (1 clinic credit each)

In this clinical course series, interns present case histories of chosen clients, and receive feedback and critique by fellow interns and a clinical faculty member. *Prerequisite: intern status*

Classical Chinese Medicine Certificate Programs

Students in the CCM programs, who meet the prerequisites and are in good academic standing, are eligible to apply for admission into the Qigong and Shiatsu Certificate programs. Due to space constraints, admission is limited. These are not degree programs and do not lead to eligibility to sit for licensure exams. Contact the Office of Admissions for further information.

Qigong Certificate Program

The Qigong Certificate program is taught in two levels, with each level having a separate admissions screening process. The first level, with an academic focus, is presented over a three-year period that includes three courses in theory, nine weekend retreat courses, and nine quarters of weekly qigong practice sessions. The student who successfully completes this portion of study may apply for admission into the second level, the teaching portion of the program. Over the subsequent year, the student continues qigong coursework, progressing from observing qigong instruction of NCNM patients and students, to teaching her/his own qigong classes.

Shiatsu Certificate Program

The Shiatsu Certificate program consists of six courses (204 hours) taken over two years, and the completion of two terms of performing shiatsu treatments in one of the NCNM clinics. This certificate program is designed to be pursued concurrently with the DSOM or MSOM programs. At the end of the certificate program, students will be fully prepared to use shiatsu as an independent treatment modality.

DSOM FOUR-YEAR CURRICULUM

first year

COURSE #	FIRST-YEAR FALL	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 911	Classical Texts I			36	36	3.00
CM 501	CCM Immersion Retreat		12	6	18	1.00
CM 511	Foundations of CCM I			24	24	2.00
CM 512	Chinese History and Culture I			18	18	1.50
CM 513	Acu-Moxa Points I			24	24	2.00
CM 514	Acu-Moxa Techniques I		12	12	24	1.50
CM 515	Palpation and Perception I		12	12	24	1.50
CM 555	Imaginal and Experiential Inquiries I			6	6	0.50
CM 556	Herbs I Practicum			12	12	1.00
CM 518	Qigong I Retreat		12		12	0.50
CM 519	Qigong I Practicum			18	18	1.50
CM 551	Business of Chinese Medicine I			18	18	1.50
	First-Year Fall Totals	0	48	186	234	17.50
COURSE #	FIRST-YEAR WINTER	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 921	Classical Texts II			36	36	3.00
CM 521	Foundations of CCM II			24	24	2.00
CM 522	Chinese History and Culture II			18	18	1.50
CM 562	Chinese Diagnostic Techniques I		12	12	24	1.50
CM 523	Acu-Moxa Points II			24	24	2.00
CM 524	Acu-Moxa Techniques II		12	12	24	1.50
CM 525	Palpation and Perception II		12	12	24	1.50
CM 565	Imaginal and Experiential Inquiries II			6	6	0.50
CM 526	Herbs II			36	36	3.00
CM 566	Herbs II Practicum			12	12	1.00
CM 599	Evidence-Informed Practice			24	24	2.00
CM 528	Qigong II Retreat		12		12	0.50
CM 529	Qigong II Practicum			18	18	1.50
	First-Year Winter Totals	0	48	234	282	21.50
COURSE #	FIRST-YEAR SPRING	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 931	Classical Texts III			36	36	3.00
CM 531	Foundations of CCM III			24	24	2.00
CM 532	Chinese History and Culture III			18	18	1.50
CM 572	Chinese Diagnostic Techniques II		12	12	24	1.50
CM 533	Acu-Moxa Points III			24	24	2.00
CM 534	Acu-Moxa Techniques III		24	12	36	2.00
CM 535	Palpation and Perception III		12	12	24	1.50
CM 575	Imaginal and Experiential Inquiries III			6	6	0.50
CM 536	Herbs III			36	36	3.00
CM 576	Herbs III Practicum			12	12	1.00
CM 537	CCM View of Biomedicine			12	12	1.00
CM 538	Qigong III Retreat		12		12	0.50
CM 539	Qigong III Practicum			18	18	1.50
CM 530	Introduction to Clinic	18			18	0.75
	First-Year Spring Totals	18	60	222	300	21.75
FIRST-YEAR TOTALS		18	156	642	816	60.75

second year

COURSE #	SECOND-YEAR FALL	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 941	Text IV – Shanghanlun/Jingui Yaolüe I			24	24	2.00
CM 611	Cosmology and Symbolism I			24	24	2.00
CM 612	Chinese Pathology I			24	24	2.00
CM 613	Acu-Moxa Points IV			24	24	2.00
CM 614	Acu-Moxa Techniques IV		24	12	36	2.00
CM 615	Asian Bodywork		12	12	24	1.50
CM 655	Imaginal and Experiential Inquiries IV			6	6	0.50
CM 616	Herbs IV			24	24	2.00
CM 656	Herbs IV Practicum			12	12	1.00
CM 617	Biomedicine I			24	24	2.00
CM 657	Acu-Moxa Anatomy I		6	12	18	1.25
CM 699	Immunology			36	36	3.00
CM 618	Qigong IV Retreat		12		12	0.50
CM 619	Qigong IV Practicum			18	18	1.50
CM 600	Clinical Observation Rotation	48			48	2.00
	Second-Year Fall Totals	48	54	252	354	25.25
COURSE #	SECOND-YEAR WINTER	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 951	Text V – Shanghanlun/Jingui Yaolüe II			24	24	2.00
CM 621	Cosmology and Symbolism II			24	24	2.00
CM 622	Chinese Pathology II			24	24	2.00
CM 623	Acu-Moxa Points V			24	24	2.00
CM 663	Auricular Points		6	12	18	1.25
CM 624	Acu-Moxa Techniques V		24	12	36	2.00
CM 665	Imaginal and Experiential Inquiries V			6	6	0.50
CM 626	Herbs V			24	24	2.00
CM 666	Herbs V Practicum			12	12	1.00
CM 627	Biomedicine II			48	48	4.00
CM 667	Acu-Moxa Anatomy II		6	12	18	1.25
CM 628	Qigong V Retreat		12		12	0.50
CM 629	Qigong V Practicum			18	18	1.50
CM 600	Clinical Observation Rotation	48			48	2.00
	Second-Year Winter Totals	48	42	228	318	24.00
COURSE #	SECOND-YEAR SPRING	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 961	Text VI – Shanghanlun/Jingui Yaolüe III			24	24	2.00
CM 631	Cosmology and Symbolism III			24	24	2.00
CM 632	Chinese Pathology III			24	24	2.00
CM 633	Acu-Moxa Points VI			24	24	2.00
CM 634	Acu-Moxa Techniques VI		24	12	36	2.00
CM 635	Practitioner Cultivation I		12	12	24	1.50
CM 675	Imaginal and Experiential Inquiries VI			6	6	0.50
CM 636	Herbs VI			24	24	2.00
CM 676	Herbs VI Practicum			12	12	1.00
CM 637	Biomedicine III			48	48	4.00
CM 638	Qigong VI Retreat		12		12	0.50
CM 639	Qigong VI Practicum			18	18	1.50
CM 600	Clinical Observation Rotation	48			48	2.00
CM 671	Business of Chinese Medicine II			12	12	1.00
	Second-Year Spring Totals	48	48	240	336	24.00
SECOND-YEAR TOTALS		144	144	720	1008	72.00

third year

COURSE #	THIRD-YEAR FALL	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 971	Text VII – Neijing Seminar I			24	24	2.00
CM 711	Advanced Cosmology and Symbolism I			24	24	2.00
CM 712	Clinical Medicine I			48	48	4.00
CM 714	Advanced Acu-Moxa Techniques I		12	12	24	1.50
CM 715	Chinese Medical Psychology I			24	24	2.00
CM 755	Imaginal and Experiential Inquiries VII			6	6	0.50
CM 717	Biomedicine IV			48	48	4.00
CM 799	Nutrition			24	24	2.00
CM 718	Qigong VII Retreat		12		12	0.50
CM 719	Qigong VII Practicum			18	18	1.50
CM 710	Clinical Case Presentation I	24			24	1.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 751	Business of Chinese Medicine III			18	18	1.50
	Third-Year Fall Totals	120	30	258	408	26.50
COURSE #	THIRD-YEAR WINTER	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 981	Text VIII – Neijing Seminar II			24	24	2.00
CM 721	Advanced Cosmology and Symbolism II			24	24	2.00
CM 722	Clinical Medicine II			48	48	4.00
CM 724	Advanced Acu-Moxa Techniques II		12	12	24	1.50
CM 725	Chinese Medical Psychology II			24	24	2.00
CM 765	Imaginal and Experiential Inquiries VIII			6	6	0.50
CM 727	Biomedicine V			48	48	4.00
CM 728	Qigong VIII Retreat		12		12	0.50
CM 729	Qigong VIII Practicum			18	18	1.50
CM 720	Clinical Case Presentation II	24			24	1.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
	Third-Year Winter Totals	120	24	204	348	23.00
COURSE #	THIRD-YEAR SPRING	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 991	Text IX – Neijing Seminar III			24	24	2.00
CM 731	Advanced Cosmology and Symbolism III			24	24	2.00
CM 732	Clinical Medicine III			48	48	4.00
CM 735	Applied Palpation and Perception		12	12	24	1.50
CM 775	Imaginal and Experiential Inquiries IX			6	6	0.50
CM 737	Biomedicine VI			48	48	4.00
CM 777	Clinical Physical Diagnosis		12	12	24	1.50
CM 899	Public Health Policy			24	24	2.00
CM 738	Qigong IX Retreat		12		12	0.50
CM 739	Qigong IX Practicum			18	18	1.50
CM 730	Clinical Case Presentation III	24			24	1.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 770	Clinical Pre-Internship Rotation	48			48	
	Third-Year Spring Totals	168	36	216	420	26.50
THIRD-YEAR TOTALS		408	90	678	1176	77.25

fourth year

COURSE #	FOURTH-YEAR SUMMER	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 992	Doctoral Capstone Tutorial			12	12	1.00
CM 845	Imaginal and Experiential Inquiries X			6	6	0.50
CM 800	Clinical Internship Rotation	48			48	2.00
CM 800	Clinical Internship Rotation	48			48	2.00
CM 800	Clinical Internship Rotation	48			48	2.00
	Fourth-Year Summer Totals	144	0	18	162	7.50
COURSE #	FOURTH-YEAR FALL	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 812	Traditional Mentorship Tutorial I			24	24	2.00
CM 813	Acu-Moxa Board Review			12	12	1.00
CM 815	Practitioner Cultivation II		12	12	24	1.50
CM 855	Imaginal and Experiential Inquiries XI			6	6	0.50
CM 817	Physiology of Acupuncture			12	12	1.00
CM 819	Taiji I Practicum			18	18	1.50
CM 810	Internship Case Presentation I	24			24	1.00
CM 800	Clinical Internship Rotation	48			48	2.00
CM 800	Clinical Internship Rotation	48			48	2.00
	Fourth-Year Fall Totals	120	12	84	216	12.50
COURSE #	FOURTH-YEAR WINTER	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 822	Traditional Mentorship Tutorial II			24	24	2.00
CM 865	Imaginal and Experiential Inquiries XII			6	6	0.50
CM 826	Herbs Review/Medicinary Practicum			18	18	1.50
CM 829	Taiji II Practicum			18	18	1.50
CM 820	Internship Case Presentation II	24			24	1.00
CM 800	Clinical Internship Rotation	48			48	2.00
CM 800	Clinical Internship Rotation	48			48	2.00
CM 861	Business of Chinese Medicine IV			18	18	1.50
CM 862	Healthcare Landscape			12	12	1.00
	Fourth-Year Winter Totals	120	0	96	216	13.00
COURSE #	FOURTH-YEAR SPRING	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 993	Doctoral Capstone Mentorship			24	24	2.00
CM 832	Traditional Mentorship Tutorial III			24	24	2.00
CM 875	Imaginal and Experiential Inquiries XIII			6	6	0.50
CM 857	Eastern-Western Correspondences			24	24	2.00
CM 839	Taiji III Practicum			18	18	1.00
CM 830	Internship Case Presentation III	24			24	1.00
CM 800	Clinical Internship Rotation	48			48	2.00
CM 800	Clinical Internship Rotation	48			48	2.00
CMD 871	Community Education ^		24		24	1.00
	Fourth-Year Spring Totals	120	24	96	240	14.00
FOURTH-YEAR TOTALS		504	36	294	834	47.00

^These hours are cumulative and may be earned in a term other than term registered.

PROGRAM TOTALS BEFORE ELECTIVES	1074	426	2334	3834	257.00
PROGRAM TOTALS WITH ELECTIVES				3954	267.00

CCM ELECTIVES 10 Credits Required for DSOM

electives

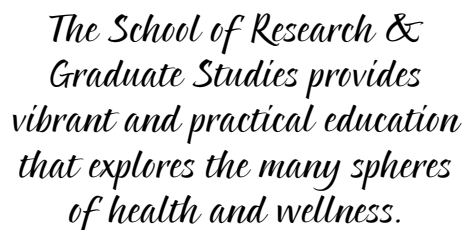
At least half of the 10 required elective credits for the DSOM degree must be taken from CCM electives listed below. In addition, students may take electives from the ND and SoRGS programs, provided that prerequisites are met and the course is approved by the dean of the School of Classical Chinese Medicine.

COURSE #	COURSE	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 01E	China Trip	96	18	114	5.50
CM 11E	Bazi Suanming I		18	18	1.50
CM 21E	Bazi Suanming II		18	18	1.50
CM 12E	Traditional Mentorship Tutorial I		24	24	2.00
CM 22E	Traditional Mentorship Tutorial II		24	24	2.00
CM 32E	Traditional Mentorship Tutorial III		24	24	2.00
CM 13E	Chinese Calligraphy I	24		24	1.00
CM 23E	Chinese Calligraphy II	24		24	1.00
CM 33E	Weiqi	24		24	1.00
CM 43E	Introduction to Chinese Tea	12		12	0.50
CM 14E	Taiji IV		18	18	1.50
CM 24E	Taiji V		18	18	1.50
CM 34E	Taiji VI		18	18	1.50
CM 44E	Taiji Retreat	12		12	0.50
CM 15E	Shiatsu I	36		36	1.50
CM 25E	Shiatsu II	36		36	1.50
CM 35E	Shiatsu III	36		36	1.50
CM 45E	Shiatsu IV	36		36	1.50
CM 55E	Shiatsu V	36		36	1.50
CM 65E	Shiatsu VI	36		36	1.50
CM 16E	Five-Element Wilderness Retreat		18	18	1.50
CM 26E	Shan Ren Dao Retreat	96		96	4.00
CM 36E	Embodied Cosmology Retreat		18	18	1.50
CM 17E	Yijing I – Introduction		24	24	2.00
CM 27E	Yijing II – Hexagrams Names		24	24	2.00
CM 37E	Yijing III – Exploring Your Hex		24	24	2.00
CM 47E	Yijing IV – Daxiang Commentary		24	24	2.00
CM 57E	Yijing V – Translating the Text		24	24	2.00
CM 67E	Yijing VI – Translating the Text		24	24	2.00
CM 77E	Yijing VII – Translating the Text		24	24	2.00
CM 87E	Yijing VIII – Translating the Text		24	24	2.00
CM 18E	Medical Applications of Qigong I		24	24	2.00
CM 28E	Medical Applications of Qigong II		24	24	2.00
CM 38E	Medical Applications of Qigong III		24	24	2.00
CM 19E	Qigong Teaching Practicum I		18	18	1.50
CM 29E	Qigong Teaching Practicum II		18	18	1.50
CM 39E	Qigong Teaching Practicum III		18	18	1.50
CM 66E	Chinese Patent Medicines		36	36	3.00
DDC 500E	ND/CCM Integration		24	24	2.00
DDC 501E	Integrative Phytotherapy		24	24	2.00

School of Research & Graduate Studies

Research and Graduate Studies at NCNM

Integrative medicine involves using the best parts of different medical systems to create optimal health and wellness for patients. As people face significant health challenges worldwide, the need for additional approaches to health care is increasingly evident. At NCNM, our unique master's programs in the School of Research & Graduate Studies empower students for careers in nutrition, research, global health, mental health and other fields that support medicine. We emphasize small class sizes, so that our students receive personal attention from our diverse faculty. Our one-of-a-kind programs prepare our graduates to make significant contributions to the fields of integrative medicine, including public health, research and nonprofits.



The School of Research & Graduate Studies provides vibrant and practical education that explores the many spheres of health and wellness.

Master of Science in Integrative Medicine Research

The Master of Science in Integrative Medicine Research (MSiMR) degree is rooted in natural medicine research literature and brings in expert faculty from integrative medicine fields to teach their disciplines. As the use of integrative medicine continues to increase, so does the need to develop the evidence base for its use. Both clinical and laboratory research are essential to provide a solid foundation for natural therapies. Students in this program conduct research on therapies such as meditation, herbal medicine, spa therapies and nutrition. The unique aspect of this program is that students identify their own area of interest and pursue research on that topic.

Required courses are derived from clinical research and public health, and include courses in clinical research design, epidemiology, biostatistics and bioethics. Students may choose from a variety of elective courses based on their research interests. Students also gain practical experience by attending research conferences, completing a research study, writing papers and defending a master's thesis. The program prepares students for master's level research and public health careers. Students who are preparing for PhD programs, MD programs, or post-doctoral research positions at natural or conventional medical institutions also benefit from this degree. Medical students who concurrently pursue this degree go on to careers as physician-researchers or use it to specialize in a clinical area.

Program Learning Outcomes

Graduates of this program will:

- Apply research processes including literature review, critical thinking, research study design, selection of appropriate outcomes, data collection, data analysis and statistics
- Develop, use and evaluate methodologies and technology applicable to natural medicine
- Communicate professionally and articulate integrative medicine research concepts verbally and in writing for scientific, political and lay audiences
- Create and sustain a network of collaborative and collegial relationships with all types of researchers and healthcare providers
- Utilize the legal and ethical framework of research and scientific integrity
- Establish a foundation of learning skills that promotes a career in a continually evolving profession

MSiMR Course Descriptions

Core Curriculum

RES 501 – Journal Club (1 credit each)

In this course, students present and discuss recently published articles in natural medicine. *Required to take two terms.*

RES 502 – Principles of Epidemiology (3 credits)

Concepts in epidemiology such as multivariate causality, relative risk, odds ratio, sampling error, and different types of bias (selection, information, definition biases) and confounding factors will be introduced and applied to integrative medicine. Students discuss study designs, survey and sample selection, cross-sectional, cohort, case-control; prospective and retrospective designs will be discussed from the epidemiological and integrative medicine perspective. A review and discussion of current literature will be used in the class to highlight epidemiological issues.

RES 505 – Bioethics (2 credits)

Students will learn about ethical issues in research, with special attention to vulnerable subjects. Additionally, students discuss concepts related to study regulation, study design, reporting data, and ethics in clinical and biomedical research. Students will review common problems encountered in protocols and informed consent, and discuss the roles and responsibilities of those involved in the conduct of human research.

RES 510 – Introduction to Integrative Medicine (2 credits)

The field of integrative medicine involves many complex disciplines. This course explains the basic philosophies and practices of Ayurveda, Chinese medicine, naturopathy, homeopathy, shamanic healing and other integrative medicine practices.

RES 520 – Integrative Research Fundamentals I (1 credit)

This course covers landmark studies in integrative medicine, and foundational complementary and alternative medicine research concepts. Students will learn about researchers, mentors and projects at NCNM; and community groups and doctors will present potential research topics.

RES 521 – Integrative Research Fundamentals II (1 credit)

This course focuses on critical appraisal of research, including research ethics, blinding and consent. Students will also learn about assessment and evaluation of current research publications, and begin literature searches to establish a gap in knowledge where they may focus their own thesis project.

RES 533 – Integrative Research Fundamentals III (1 credit)

Students will explore the diversity of research happening locally and globally in integrative health. This course will also highlight scholars currently involved in integrative medicine research, funding mechanisms for researchers, networking and career planning.



RES 530 – Research Methodology (3 credits)

This core course provides an introduction to research design, including how to formulate a research question, identify primary and secondary hypotheses, distinguish between types of experimental designs, and methods to identify bias and flaws in study designs. Students develop a study proposal as they learn to develop inclusion and exclusion criteria, identify outcome measures, and provide rationale for choices. Participant recruitment, screening, retention and adherence will be addressed. Students will develop a preliminary research proposal for their own research in this course.

RES 531 – Integrative Medicine Research Seminar (2 credits)

This course is meant to inspire and inform students about integrative medicine research ideas and the researchers in the field by attending a local research conference.

Required to take two terms.

RES 535 – Research Practicum (2-3 credits each)

Students work on an integrative medicine research study with their mentors. This class is taken every quarter with mentor assignment. Students propose an independent research project, design and implement the study, analyze data, and synthesize the results for presentation or publication.

RES 600 – Biostatistics I (2 credits)

This course covers different statistical designs, concepts and procedures that are commonly used in clinical and integrative medicine research. This will also equip students to understand the statistical rationale and analysis presented in medical literature. They will be introduced to basic concepts of probability, random variation and common statistical probability distributions,

and understand the roles of descriptive versus inferential statistics. They will also understand the different statistical designs, concepts and analysis.

RES 601 – Biostatistics II (3 credits)

In this advanced course, students will learn techniques appropriate for handling a single outcome variable and multiple predictors. They will also develop skills in the use of appropriate statistical procedures for estimation and inference, according to underlying assumptions and type of study design. The interpretation of statistical analysis and understanding the limitations of the data and its consequences will also be discussed. The other component of this course includes the developing of basic skills for analyzing data using statistical computing software packages.

GSGH 705 – Biostatistics – Secondary Data Analysis (3 credits)

Secondary Data Analysis builds off of the foundation of Biostatistics I (RES 600), presenting an advanced understanding and the practical implementation of statistical methods in data analysis. This course will use the software package SPSS to calculate statistics from raw data, focusing on techniques that are particularly applicable to analysis of secondary data sets, as well as meta-analysis of published results.

RES 610 – Technical Writing (2 credits)

Students concentrate on general writing skills and strategies, with tips to writing the abstract, introduction, background, hypothesis and aims, methods, results and discussion sections of an IRB application or a peer-reviewed article.

RES 620 – Introduction to Laboratory Methods (2 credits)

This course is aimed at familiarizing students with the methodology, data analysis, and critical literature evaluation of common laboratory techniques. Students will have hands-on exposure to a variety of lab techniques, including ELISA, flow cytometry, HPLC and cell culture, and will learn how these techniques are applied to answer a scientific question. In addition, students will read and critically evaluate primary articles in order to advance their understanding of appropriate experimental design.

RES 630 – Public Health Policy (2 credits)

Students will learn about the important role policy plays in public health, and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. Guest lecturers provide perspective on the issues facing public health, including addiction, mental health, vaccination, obesity and tobacco use. The course compares public health topics at local, national and international levels. Recent journal and news articles are utilized for a current range of topics.

RES 636 – Capstone (2 credits)

Students complete the capstone credit during the quarter that they finalize and defend their master's thesis. Students





work with their graduating peers, sharing and editing each other's theses, and practicing their thesis defense presentations.

RES 700 – Nutrition (2 credits)

This introductory course explores diet and its relationship to health and disease with an emphasis on the health effects of different foods and specialized diets. The course covers the basics of recommended daily allowance, food labels and hidden ingredients, as well as topics like organic foods and genetically modified foods. Each week, students will experience cooking healthy whole-foods meals.

RES 701 – Anatomy and Physiology (2 credits)

This course takes a system approach to gross and microscopic anatomy, physiology, and internal organ, endocrine and central nervous systems. It provides basic descriptions and functions of the body, with emphasis on how biological outcomes are collected to measure function of different organs.

RES 702 – Integrative Immunology (3 credits)

The basic functions of the immune system, with emphasis on using immunological outcomes to track health outcomes, are the focus of this course. Students learn basic immunology, as well as how to measure white blood cells, antibodies and cytokines.

RES 703 – Integrative Microbiology (2 credits)

This course provides an overview of the major infectious bacteria and viruses, as well as normal microflora. The course also includes the etiology, epidemiology, prevention and control of communicable diseases from a public health point of view.

Elective Courses

RES 500E – History of Medicine (1 credit)

This course provides an overview of medical traditions from ancient to modern times. It covers how some medical practices have fallen out of favor over time, and others have risen in popularity. The medicinal practices in different countries and cultures are discussed.

RES 538E – Teaching Strategies and Course Development (2 credits)

Many physicians and researchers become faculty at colleges and universities. This course prepares students with practical skills and teaching strategies. Students learn how to develop course outcomes, competencies, syllabi and notes. Educational theory, teaching, and assessment strategies and techniques are discussed and practiced.

RES 611E – Grant Writing (2 credits)

The aim of this course is to teach skills in communication, problem-solving and critical thinking in order to write

successful grant proposals. It will introduce students to types of grants, as well as the process of submitting a grant to NIH and other potential funding sources. Students will learn the skills to write and submit a successful NIH grant.

RES 615E – How to Write and Publish Case Studies (2 credits)

This practical course teaches how to conduct case studies and case series. Students will use real-world cases to learn to form hypotheses, collect clinical data, analyze data, and write a case report. While this course requires substantial work outside the class, students finish the course with a publishable case study in just 12 weeks.

RES 621E – Acupuncture and Chinese Medicine: Philosophy and Evidence (2 credits)

Students in this course read the seminal acupuncture research papers and familiarize themselves with the breadth and depth of acupuncture research. Students discuss the challenges and limitations to conducting acupuncture research. Students also develop the skills to conduct a research project on acupuncture or acupressure.

RES 622E – Botanicals: Bench to Bedside (2 credits)

Students in this course read botanical research papers, including basic science, translational and clinical studies. They discuss the challenges and limitations to conducting botanical research and why many large clinical botanical research studies have failed. Students also work in a botanical lab, and develop the skills to conduct research on botanicals.

RES 623E – Mind as Medicine: Mind-Body Therapies (2 credits)

Students in this course experience and read research papers on a variety of different mind-body modalities,

such as meditation, mindfulness-based stress reduction, and guided imagery. Students become familiar with the breadth and depth of diseases and conditions for which they are used. They discuss the challenges and limitations to conducting mind-body research. Students will practice different mind-body techniques each week.

RES 624E – Psychology and Behavior Change (2 credits)

Because every clinical trial involves some sort of behavioral modification, psychology and behavior change are critical components of research. This course reviews literature of some of the landmark papers in health behavior research, and teaches the students how to do health behavior research. Students also learn how to employ behavior change strategies to help with participant compliance, and assist with patients making behavioral changes. Students experience a behavioral intervention, and become familiar with applied psychology outcome measures.

RES 625E – Advances in Nutrition (2 credits)

In this course, students learn to evaluate published nutrition research. They evaluate nutritional intervention strategies that are effective and those that fail. Students also develop skills to conduct nutrition studies, including how to teach a cooking class to research study participants. The course includes a hands-on cooking component.

RES 801E – Global Health Research (2 credits)

This course examines global health issues through journal and news articles, and discusses challenges to practicing medicine and targeting research to different areas. Experts in global health from various medical backgrounds bring their perspectives to international health policy and medicine.

RES 802E – Health Disparities and Diversity (2 credits)

All health professionals need to recognize and understand the factors that contribute to the health of our communities and of our global society. This course will introduce students to key areas of research in health disparities, especially pertaining to health care in the United States. We will read recent papers documenting health disparities and discuss how research informs policy. Students will become familiar with some of the national data sources used to assess progress in mitigating disparities in the U.S. We will also discuss health activism and the role that social movements have played in promoting health equity globally.

RES 803E – Advanced Research Methods (2 credits)

Integrative medicine research is full of methodological challenges. This advanced course delves deeper into how to create feasible hypotheses and research aims. It will also expose students to techniques and instrumentation through visits to local labs. Small research projects will be completed to utilize the new skills gained through this class. This course is offered in independent study format. *Permission from the department chair is required for course registration.*



**RES 804E – Pharmacology (2 credits)**

Many natural medicines are administered as adjunctive therapies to standard care. Thus, it's necessary for researchers to understand basic pharmacology, as well as drug/herb interaction. In this course, students look at the development of drugs (production lab and manufacturing), as well as FDA oversight and the regulatory process. Students also learn how drugs are detoxified, and which herbs, nutrients and natural therapies may affect this process.

RES 805E – Environmental Impact on Health and Disease (2 credits)

Environmental health issues are faced everyday: Which foods to buy? Which water to drink? What neighborhood to live in? What are the safety concerns of backyard farming? This course covers current topics in environmental medicine, including toxicology, air and water quality, food standards and other issues. Environmental psychology and envirosociology are also discussed. The course provides evidence for environmental influences on health outcomes such as obesity, chronic disease and stress.

RES 806E – Essentials of Integrative Oncology (2 credits)

Cancer patients who pursue integrative care often receive conventional chemotherapy and radiation with natural medicine modalities. This evidence-based course familiarizes students with the basics of cancer diagnosis, an overview of conventional therapies, and evidence that supports natural therapies for cancer. Students will read landmark studies and cutting-edge oncology research. Students will discuss scientific validity, clinical benefits, toxicities, and limitations of state-of-the-art integrative therapies when applied to oncology patients.

RES 807E – Research in Sports Medicine (2 credits)

This course reviews literature of some of the landmark papers in exercise research, and teaches how to do exercise

research. Students experience some interventions, become familiar with the outcome measures for these types of studies, and how to administer them. Students will exercise in this course every week, and should be prepared with athletic shoes and clothing that allows them to move.

RES 809E – Women's Health: Fertility and Beyond (2 credits)

The diversity of health issues that affect women vary from pregnancy, menopause, aging, mental health, illness and more. As students learn to conduct research on women's health topics, they learn background in female anatomy, physiology and development. Students discuss current women's health news and research topics.

RES 832E – Vaccinations (2 credits)

This course is designed to bring students up-to-date with the most recent science and issues surrounding vaccinations. The course will discuss new vaccine strategies, current vaccines, components and schedules, and vaccine safety. Students will be able to identify types of vaccines, ingredients of each vaccine, predicted immune responses to those vaccines, and potential side-effects of each vaccine. This course emphasizes critical evaluation of vaccines from current research, public health, and medical sources such that students will be able to assess future vaccine studies and apply them directly to their medical practice. *Note: This course is not offered every year.*

RES 833E – Gut Immunology (2 credits)

This weekend elective course is designed to give a comprehensive overview of the immunology of the gut. It will teach students how to better assess how natural therapies and diet affect the gut, and how the immune response in the gut then has systemic effects on health. This course includes the study of the immunology of the gastrointestinal tract, food allergies and hypersensitivities, IBS, IBD, Crohn's disease, colon cancer and nutritional influences on immunity. *Note: This course is not offered every year.*

MSiMR TWO-YEAR CURRICULUM

first year

COURSE #	FIRST-YEAR FALL	LECTURE	CREDITS
RES 510	Introduction to Integrative Medicine	24	2
RES 520	Integrative Research Fundamentals I	12	1
RES 535	Research Practicum	36	3
RES 600	Biostatistics I	24	2
RES 701	Anatomy and Physiology	24	2
RES 702	Integrative Immunology	36	3
	First-Year Fall Totals	156	13

COURSE #	FIRST-YEAR WINTER	LECTURE	CREDITS
RES 521	Integrative Research Fundamentals II	12	1
RES 530	Research Methodology	36	3
RES 535	Research Practicum	36	3
RES 700	Nutrition	24	2
	First-Year Winter Totals	108	9

COURSE #	FIRST-YEAR SPRING	LECTURE	CREDITS
RES 531	Integrative Medicine Research Seminar*	24	2
RES 533	Integrative Research Fundamentals III	12	1
RES 535	Research Practicum	36	3
RES 601 - OR - GSGH 705	Biostatistics II Biostatistics – Secondary Data Analysis	36	3
RES 703	Integrative Microbiology	24	2
	First-Year Spring Totals	132	11

COURSE #	FIRST-YEAR SUMMER	LECTURE	CREDITS
RES 502	Principals of Epidemiology	36	3
RES 535	Research Practicum	36	3
RES 620	Introduction to Laboratory Methods	24	2
	First-Year Summer Totals	96	8

FIRST-YEAR TOTALS	492	41
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second year

COURSE #	SECOND-YEAR FALL	LECTURE	CREDITS
RES 501	Journal Club*	12	1
RES 505	Bioethics	24	2
RES 535	Research Practicum	36	3
	Second-Year Fall Totals	72	6

COURSE #	SECOND-YEAR WINTER	LECTURE	CREDITS
RES 535	Research Practicum	36	3
RES 610	Technical Writing	24	2
RES 630	Public Health Policy	24	2
	Second-Year Winter Totals	84	7

COURSE #	SECOND-YEAR SPRING	LECTURE	CREDITS
RES 501	Journal Club*	12	1
RES 531	Integrative Medicine Research Seminar*	24	2
RES 636	Capstone	24	2
	Second-Year Spring Totals	60	5

SECOND-YEAR TOTALS	216	18
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Total Core Course Credits	59
Total Elective Course Credits	8
Total Required Credits	67

*Required to take two terms; offered all terms

MSiMR ELECTIVES 8 Credits Required

electives

At least half of the 8 required elective credits for the MSiMR degree must be taken from courses designated as counting towards the program (listed below). The remainder may come from any elective course offered at NCNM, as long as course prerequisites are met.

COURSE #	COURSE	LECTURE	CREDITS
RES 500E	History of Medicine	12	1
RES 538E	Teaching Strategies and Course Development	24	2
RES 611E	Grant Writing	24	2
RES 615E	How to Write and Publish Case Studies	24	2
RES 621E	Acupuncture and Chinese Medicine: Philosophy & Evidence	24	2
RES 622E	Botanicals: Bench to Bedside	24	2
RES 623E	Mind as Medicine: Mind-Body Therapies	24	2
RES 624E	Psychology and Behavior Change	24	2
RES 625E	Advances in Nutrition	24	2
RES 801E	Global Health Research	24	2
RES 802E	Health Disparities and Diversity	24	2
RES 803E	Advanced Research Methods	24	2
RES 805E	Environmental Impact on Health and Disease	24	2
RES 806E	Essentials of Integrative Oncology	24	2
RES 807E	Research in Sports Medicine	24	2
RES 809E	Women's Health: Fertility and Beyond	24	2
RES 832E	Vaccinations	24	2
RES 833E	Gut Immunology	24	2
GSGH 703E	Maternal and Child Health	24	2
GSGH 705	Biostatistics – Secondary Data Analysis	36	3
GSGH 707E	Qualitative Data Analysis and Mixed-Methods Research	24	2
GSGH 715E	Chronic Diseases in Global Health Settings	24	2
GSGH 821E	Tanzania Global Health Experience	24	2
GSGH 841E	Intro to International Public Health	24	2
GSGH 842E	Intro to Tropical Disease	24	2
GSN 517	Psychology of Eating	24	2
GSN 546E	Food Allergies and Intolerances	24	2
GSN 551E	Therapeutic Diets	24	2
GSN 564E	Nutritional Genetics	24	2

Master of Science in Nutrition

It's becoming widely understood that nutrition plays a significant role in health and disease. The old adage "you are what you eat" has never been more true. The Master of Science in Nutrition (MScN) degree program focuses on diets that are based on whole, unprocessed foods and integrates nutritional biochemistry and pathophysiology with advanced clinical nutrition knowledge. An active-learning curriculum provides a solid foundation in holistic nutrition and food systems, complemented by skill-training in cooking, teaching and nutritional counseling.

Nutrition is a dynamic science with new research findings constantly being published. As we continue to learn about the complex relationship between food and human metabolism, there is no argument that whole and minimally processed foods are better for reducing disease risk. Fruits, vegetables, nuts and seeds provide us with many beneficial nutrients beyond vitamins and minerals. However, each individual also has their own unique nutritional needs. No one diet is right for everyone. Focusing on each person as an individual allows for variation of dietary needs that provide the best nutritional support possible.

Nutrition books are top-sellers, demonstrating that the public wants more information about nutrition. Simultaneously, obesity is at an all-time high and chronic disease continues to rise. This paradox demonstrates that nutrition knowledge is not translating to individuals' ability to make dietary changes. People need help and support to make significant behavioral changes. In order to make nutrition accessible to every individual in every community,

we need a nutritional philosophy that embraces cultural preferences. We need to treat food as medicine.

The Master of Science in Nutrition program at NCNM prepares its graduates for a variety of settings, including health coaching and nutritional counseling, serving on integrative healthcare teams, being a personal chef and professional food service consultant, nutrition research, and community nutrition educational programs.

Program Tracks

Nine Month

Students looking for an accelerated program may complete the degree in nine months. This track is designed to be completed prior to entering a graduate or medical program.

Twelve Month

This is the standard program track, beginning in the summer term and ending in the spring. This track allows students to take the Farm to Table course in the summer during peak harvest season. This track also allows students to take experiential courses prior to the core nutritional science courses.

Two Year

Developed for individuals with competing commitments, this track spreads the curriculum over two years, allowing students to attend to life's responsibilities while also meeting their personal educational goals.



Program Learning Outcomes

Graduates of this program will:

- Match nutritional therapies to basic diagnoses, design individualized meal plans for a client, identify nutrition resources for varied environments, and have a working knowledge of different nutritional assessments
- Gain proficiency in cooking, recipe development, meal planning, and analyzing nutrient content of diets to best facilitate dietary changes associated with optimizing health
- Teach cooking in one-on-one and classroom settings. Know how to effectively communicate with physicians, the scientific community and the general public. Gain competency in nutrition counseling and implementing lifestyle behavioral changes
- Discuss the role social disparities play in nutrition and work to develop plans to reduce injustice in the politics of food
- Keep up to date with scientific literature in nutrition, strive to learn additional cooking skills, and maintain a plan for personal and professional growth



MScN Course Descriptions

Core Curriculum

GSN 502 – Culinary Skills (1 credit)

This hands-on course will expose students to the basics of culinary skills, including proper knife and cooking preparation techniques. Students will develop a solid foundation of kitchen essentials to promote culinary competence and confidence. These skills will be honed through food preparation, reinforcing their nutritional and culinary applications.

GSN 503 – Farm to Table (2 credits)

This course trains students in the process of local food systems, specifically increasing awareness of local agriculture and the food service industry. Students will appraise food production, distribution and accessibility. A variety of class experiences include visiting local farms, farm-to-table restaurants and farmers' markets.

GSN 504 – Food Policy (2 credits)

Investigate the public policy behind food production and distribution, and the factors that influence policy development. Topics include food systems, food needs and food safety, environmental sustainability, accessibility and food labeling.

GSN 505 – Healing Foods I (2 credits)

In this course students discover how to use food as medicine. They examine how food and food choices impact health and disease. Students will discuss specific foods that can be utilized to support health and prevent disease.

GSN 506 – Healing Foods I Practicum (2 credits)

This complementary course brings to life the content covered in the Healing Foods lecture. Students will have hands-on experience preparing foods and meals that showcase their healing properties in creative ways.

GSN 507 – Fundamentals of Nutrition (4 credits)

An in-depth look at carbohydrates, proteins, lipids, vitamins, minerals and water, and their roles in health and disease. Areas of focus include molecular structure, function, digestion, absorption, metabolism and optimal food sources. Students learn specific dietary requirements, and how dietary excess or deficiencies present clinically.

GSN 508 – Fundamentals of Nutrition Workshop (1 credit)

This hands-on class emphasizes the objectives of macro- and micronutrient nutrition and is taken concurrently with the Fundamentals of Nutrition course. Students will learn through a variety of culinary experiments and case-based activities.

GSN 514 – Nutritional Biochemistry (2 credits)

An examination of the impact nutrition has on health at the cellular level. Students will learn about metabolic pathways and how health is affected when those pathways



are impaired. This class covers the breakdown and usage of carbohydrates, proteins and lipids, as well as cellular utilization of vitamins and minerals. Students will also be introduced to basic inflammation pathways and microbiome health.

GSN 515 – Nutritional Assessment (2 credits)

This course introduces clinical and dietary evaluations to determine an individual's nutritional status. This includes anthropometric measurements, nutritional physical, food frequency questionnaires, diet recall, diet records and nutrient intake analysis.

GSN 516 – Pathophysiology (3 credits)

An introduction to human pathological processes and how they can be influenced by nutrition.

GSN 517 – Psychology of Eating (2 credits)

This course offers an understanding of the art and science of mindfulness within our relationship to food, providing a renewed sense of appreciation and satisfaction when eating. Each week, students will cook a meal together and practice mindful eating techniques.

GSN 522 – Public Health and Community Nutrition (2 credits)

An overview of factors influencing nutritional health within the population at large, with a brief examination of public and private agencies and their role in community assessment, policy development and public health assurance.

GSN 524 – Medical Nutrition Therapy (3 credits)

Students will apply nutritional concepts for specific disease states, including gastrointestinal disorders, metabolic concerns, cardiovascular disease and hypertension, anemia,

renal disease and bone health. Students will synthesize medical literature and nutrition literature to determine which diets to implement for each patient type.

GSN 529 – Applied Medical Nutrition Therapy (2 credits)

In this experiential course, students will develop recipes and menus, as well as prepare meals for specific medical conditions. *This course complements GSN 524.*

GSN 534 – Cultural Humility and Social Justice (1 credit)

This course is designed to explore the broad context of social justice issues within nutritional settings. Students will consider the complexities of working with individuals' specific needs. In addition, the course will cover the impact of systems, institutions and policies that relate to food equity issues.

GSN 526 – Lifecycle Nutrition I (2 credits)

The specific nutritional needs and nutrition-related issues during various stages of the lifecycle are identified. This course focuses on preconception, pregnancy, lactation and childhood nutrition.

GSN 528 – Health Coaching (2 credits)

Students will learn an integrative health coaching framework that includes models of behavior change, goal setting, identifying obstacles to success, and developing support systems. Skills in motivational interviewing, and one-on-one and group coaching are highlighted. Practical application of the material is woven throughout the course.

GSN 538 – Cooking Pedagogy (2 credits)

This course will teach students how to teach others in a kitchen setting. In addition, students will learn

proper food preparation techniques, recipes and menu development, and food pairings.

GSN 531 – Nutritional Counseling (2 credits)

An interactive assessment of individual nutritional health and status, with determination of detailed nutrient needs to improve health and minimize risk of chronic disease. Effective strategies are explored to assure that patient goals are met and maintained to achieve success.

GSN 532 – Nutrition Internship (2 credits)

Field experience including opportunities to observe health practitioners, reinforcing counseling techniques, and the practical implementation of nutrition education.

GSN 533 – Lifecycle Nutrition II (2 credits)

The specific nutritional needs and nutrition-related issues during various stages of the lifecycle are identified. This course focuses on adolescent, adulthood and geriatric nutrition in health and disease.

Elective Courses

At least half of the 15 required elective credits for the MScN degree must be taken from courses designated as counting towards the program. The remainder may come from any elective course offered at NCNM, as long as course prerequisites are met.

GSN 501E, 510E, 520E, 530E – Seasonal Cooking (2 credits each)

Fruits and vegetables are an integral part of a healthy diet. With increasing accessibility of local produce, seasonal fruits and vegetables are easily available. Within Portland city limits, there are a handful of year-round farmers markets. This hands-on course will introduce students to the vast array of seasonal produce and seasonal cooking techniques so they may help their future clients integrate more fruits and vegetables into their diets, and have a working knowledge of the importance of eating with the seasons.

GSN 525E – Cultural and Traditional Diets (2 credits)

This course provides a practical approach to various cultural and traditional diets, such as vegetarian, vegan, Halal and Kosher; including weekly preparation of specific foods to complement dietary concepts.

GSN 541E – Cuisine of Thailand (2 credits)

This course provides a broad introduction to Thai food. The increasing popularity of Thai cuisine in the United States can be seen as a positive development in light of its delicious flavors and healthy focus on fresh produce and herbs. Through a combination of hands-on cooking activities, assignments, guest presentations and participatory lectures, students will be exposed to techniques, ingredients and dishes through the unique cultural lens of the four food regions, as well as the traditional Thai healing system.

GSN 543E – Personal Chef and Food Service (2 credits)

Students learn about individual catering for private

service and how to successfully incorporate all aspects of food service and preparation. Emphasis is placed on food purchasing, menu development, food pairing, food safety and sanitation, and cooking techniques.

GSN 544E – Food Systems: Global and Ecological Food Issues (2 credits)

This course will explore global and federal organizations participating in the food system; global food policy and trade agreements; food production, processing and distribution; food security and access; and sustainability on a global perspective. Students will be able to choose a subject to study in depth, such as: certifications and labeling; how healthy are organic, local and natural foods; marketing food to children; GMOs; food health claims; should you eat local products; cultural traditions and religious impacts of food choice; and linking food accessibility and the obesity epidemic.

GSN 545E – Global Cuisine: Foods of the World (2 credits)

Students will be exposed to delicious cuisine from around the world. The course will demonstrate how food availability, local ecosystems, cooking traditions and cultural differences vary from region to region. Preparation of regional cuisine each week will support these concepts.

GSN 546E – Food Allergies and Intolerances (2 credits)

A detailed look at immunological effects of food allergies and intolerances, including potential symptoms, diagnosis and treatment options to reduce health implications.

GSN 547E – Fad Diets (2 credits)

This course examines popular diets and how they are marketed and promoted for weight loss and metabolic issues.

GSN 548E – Eating Disorders and Intuitive Eating (2 credits)

Abnormal eating patterns are discussed, including bulimia, anorexia nervosa and binge eating. The course includes detailed examination of physiology, psychology, prevention and treatment of various eating disorders. Intuitive eating philosophy is explored to understand how the human body can signal the need for food and nutrition.

GSN 549E – Detoxification and Cleanses (2 credits)

This course examines the body's natural detoxification processes and how to optimize detoxification through the use of whole-food nutrition.

GSN 551E – Therapeutic Diets (2 credits)

A comprehensive examination of commonly prescribed therapeutic diets, including the DASH, Mediterranean, Paleo, anti-inflammatory, gluten-free and casein-free diets. Nutrition fundamentals, current research and popular media views will be thoroughly explored. Hands-on preparation sessions provide practical experience with each diet.

GSN 552E – Nutritional Supplements: Myths and Clinical Pearls (2 credits)

Discover the importance of nutritional supplements and their use for specific health concerns, understand when to

use certain nutrients, which forms found in supplements are best, and appropriate dosing. This course also examines how nutritional supplements influence human biochemistry.

GSN 553E – Gluten-Free Cooking (2 credits)

Investigate the impacts of gluten on human health and understand how gluten can affect physiology. Students will learn how to shop and cook gluten-free with a comprehensive understanding of how to find hidden ingredients on food labels that may be derived from gluten or wheat.

GSN 554E – Sports Nutrition (2 credits)

This course investigates the human demands for increased nutritional support from athletic performance, the timing of meals, and what types of balanced menus are appropriate to support individual exercise regimens. Research on sports nutrition supplements to support athletic training is also discussed.

GSN 557E – Cooking with Medicinal Herbs (2 credits)

Medicinal herbs do not always have to be taken in pill, powder or concentrated form. Learn how to incorporate herbs into everyday meals to support health, gain an understanding of the basics of botanical medicine, and discover which herbs are best suited to culinary use.

GSN 558E – Food as Medicine in the Community (2 credits)

Community cooking and nutrition programs have been identified as a key factor in reducing chronic diseases such as diabetes and obesity. Learn how to build a successful, community-based, hands-on cooking and nutrition series from the ground up; including how to navigate project location development, cultural competency in diverse populations, sustainable program funding, and cooking workshop management and logistics.

GSN 559E – Vegan Diets (2 credits)

Vegan diets are plant-based and include fruits, vegetables, whole grains, legumes, seeds and nuts. A vegan lifestyle choice is becoming more popular for people trying to lower cholesterol or control obesity. This hands-on course will teach students to develop healthy and delicious vegan menu plans as they help their future clients transition to veganism.

GSN 562E – Nutrition in the News (1 credit)

In this course, students will investigate current topics in nutrition. With the constant bombardment of varying nutrition information from popular media it is important to examine the heart of each issue. Discussion topics may include food policy and regulation, ethics in nutrition, local food systems, current events, and new peer-reviewed nutrition research. Students will compare the story in the news to the original research, further teaching them how to read research studies.

GSN 563E – Business of Nutrition (2 credits)

Nutritional counseling or being a personal chef requires





the knowledge of running a small business. This course teaches students how to launch and operate a small business, from filing for a business license, to marketing and basic accounting. Students will learn practical skills, such as how to bill insurance and when to file taxes. Local business experts will guest lecture to discuss their experiences and provide tricks of the trade. Students will have the opportunity to develop a business plan for their own business.

GSN 564E – Nutritional Genetics (2 credits)

Have you ever wondered if your diet affects your genes? Or whether your genes affect what you can eat? Students in this course will examine the relationship between genetics, metabolism and diet. Topics include how diet can affect epigenetic patterns and gene expression, how our metabolic response to food has been shaped by genetic variation, and how our health is impacted by the interplay of genetics and diet. Students will also consider the utility of using genetic information to make dietary choices.

GSN 565E – Food Anthropology (2 credits)

Explore the interconnections of cultural forces that influence what, when, where and how we eat. This course is organized around critical analysis and discussion of why and how these cultural forces are successful in developing and reinforcing personal food choices. Based on historical, anthropological and literary sources, as well as contemporary writing and films on the politics and socioeconomics of food.

GSN 566E – Intro to Recreational Therapy (2 credits)

This class provides an overview of the benefits of exercise and physical activity (via the perspectives, philosophy and practice strategies of the discipline of recreational therapy), complementary to their understanding about the importance of nutrition. This will encompass topics relevant to psychological, emotional and social issues,

as well as the physiological domain. In an introspective and engaging manner, students will explore and discuss relevant issues and the competencies needed by practitioners regarding the role exercise and physical activity have on overall client health and wellness.

GSN 567E – Healing Foods II (2 credits)

The course examines how bioactive compounds in foods can influence human metabolism and biochemistry. Foods with anti-inflammatory, healing and nourishing properties will be covered. Following the course, students will be able to identify specific foods that can be utilized to support health and prevent disease.

GSN 568E – Healing Foods II Practicum (2 credits)

Students will discover how to make food as medicine in a kitchen setting. This course is a continuation of Healing Foods I (GSN 505). The course examines how bioactive compounds in foods can influence human metabolism and biochemistry. Foods with specific properties, including anti-inflammatory and detoxifying foods will be covered, and students will practice making these foods in an active learning kitchen setting.

GSN 577E – Holistic Nutrition Weekend Retreat (2 credits)

Planning your career in nutrition involves a variety of steps, including identifying your skills and values, researching your options, setting goals and developing a plan to achieve those goals. The nutrition retreat is a concentrated time for education and career planning. Students will engage in self-reflection, as well as investigate different career options. At the end of the retreat, students will have a map of their education at NCNM, and goals for their future employment. This weekend course is set off-campus and has a fee to cover the expenses of the retreat site. As with any nutrition retreat, discussion will take place over delicious and healthy food.

MScN NINE-MONTH CURRICULUM

nutrition

COURSE #	FALL	LECTURE	CREDITS
GSN 502	Culinary Skills	12	2
GSN 503	Farm to Table	24	2
GSN 507	Fundamentals of Nutrition	48	4
GSN 508	Fundamentals of Nutrition Workshop	12	1
GSN 514	Nutritional Biochemistry	24	2
GSN 515	Nutritional Assessment	24	2
GSN 516	Pathophysiology	36	3
GSN 517	Psychology of Eating	24	2
GSN 528	Health Coaching	24	2
	Elective	24	2
	Fall Totals	252	21

COURSE #	WINTER	LECTURE	CREDITS
GSN 505	Healing Foods	24	2
GSN 506	Healing Foods Practicum	24	2
GSN 522	Public Health and Community Nutrition	24	2
GSN 524	Medical Nutrition Therapy	36	3
GSN 526	Lifecycle Nutrition I	24	2
GSN 529	Applied Medical Nutrition Therapy	24	2
GSN 531	Nutritional Counseling	24	2
GSN 534	Cultural Humility and Social Justice	12	1
	Elective	24	2
	Elective	12	1
	Winter Totals	228	19

COURSE #	SPRING	LECTURE	CREDITS
GSN 504	Food Policy	24	2
GSN 532	Nutrition Internship	24	2
GSN 533	Lifecycle Nutrition II	24	2
GSN 538	Cooking Pedagogy	24	2
	Elective	24	2
	Elective	24	2
	Elective	24	2
	Elective	24	2
	Elective	24	2
	Spring Totals	216	18

Total Core Course Credits	43
Total Elective Course Credits	15
TOTAL REQUIRED CREDITS	58

MScN TWELVE-MONTH CURRICULUM

nutrition

COURSE #	SUMMER	LECTURE	CREDITS
GSN 502	Culinary Skills	12	1
GSN 503	Farm to Table	24	2
GSN 504	Food Policy	24	2
GSN 505	Healing Foods	24	2
GSN 506	Healing Foods Practicum	24	2
GSN 516	Pathophysiology	36	3
	Elective	24	2
	Elective	24	2
	Summer Totals	192	16

COURSE #	FALL	LECTURE	CREDITS
GSN 507	Fundamentals of Nutrition	48	4
GSN 508	Fundamentals of Nutrition Workshop	12	1
GSN 514	Nutritional Biochemistry	24	2
GSN 515	Nutritional Assessment	24	2
GSN 517	Psychology of Eating	24	2
GSN 528	Health Coaching	24	2
	Elective	24	2
	Fall Totals	180	15

COURSE #	WINTER	LECTURE	CREDITS
GSN 522	Public Health and Community Nutrition	24	2
GSN 524	Medical Nutrition Therapy	36	3
GSN 526	Lifecycle Nutrition I	24	2
GSN 529	Applied Medical Nutrition Therapy	24	2
GSN 531	Nutritional Counseling	24	2
GSN 534	Cultural Humility and Social Justice	12	1
	Elective	24	2
	Winter Totals	168	14

COURSE #	SPRING	LECTURE	CREDITS
GSN 532	Nutrition Internship	24	2
GSN 533	Lifecycle Nutrition II	24	2
GSN 538	Cooking Pedagogy	24	2
	Elective	24	2
	Elective	24	2
	Elective	24	2
	Elective	12	1
	Spring Totals	156	13

Total Core Course Credits	73
Total Elective Course Credits	15
TOTAL REQUIRED CREDITS	58

MScN ELECTIVES 15 Credits Required

At least half of the 15 required elective credits for the MScN degree must be taken from courses designated as counting towards the program (listed below). The remainder may come from any elective course offered at NCNM, as long as course prerequisites are met.

COURSE#	COURSE	LECTURE	CREDITS
GSN 501E	Seasonal Cooking – Summer	24	2
GSN 510E	Seasonal Cooking – Fall	24	2
GSN 520E	Seasonal Cooking – Winter	24	2
GSN 530E	Seasonal Cooking – Spring	24	2
GSN 525E	Cultural and Traditional Diets	24	2
GSN 541E	Cuisine of Thailand	24	2
GSN 543E	Personal Chef and Food Service	24	2
GSN 544E	Food Systems: Global and Ecological Food Issues	24	2
GSN 545E	Global Cuisine: Foods of the World	24	2
GSN 546E	Food Allergies and Intolerances	24	2
GSN 547E	Fad Diets	24	2
GSN 548E	Eating Disorders and Intuitive Eating	24	2
GSN 549E	Detoxification and Cleanses	24	2
GSN 551E	Therapeutic Diets	24	2
GSN 552E	Nutritional Supplements	24	2
GSN 553E	Gluten-Free Cooking	24	2
GSN 554E	Sports Nutrition	24	2
GSN 557E	Cooking with Medicinal Herbs	24	2
GSN 558E	Food as Medicine in the Community	24	2
GSN 559E	Vegan Diets	24	2
GSN 562E	Nutrition in the News	12	1
GSN 563E	Business of Nutrition	24	2
GSN 564E	Nutritional Genetics	24	2
GSN 565E	Food Anthropology	24	2
GSN 566E	Intro to Recreational Therapy	24	2
GSN 567E	Healing Foods II	24	2
GSN 568E	Healing Foods II Practicum	24	2
GSN 577E	Holistic Nutrition Weekend Retreat	24	2
BOT 530	Botanical Medicine II	24	2
BOT 610	Botanical Medicine III	36	3
BOT 700E	Shaw Island Herbal Intensive	24	2
BOT 701E	Cascade Mountain Herbal Intensive	24	2

COURSE #	COURSE	LECTURE	CREDITS
BOT 703E	Living Herbal Medicine of Southern Oregon	36	3
GSGH 832E	Thailand Global Health Experience	48	4
GSMH 700E	Intro to Addictions	24	2
NOS 734E	Diabetes Management	24	2
NPH 724-727	Business Series	48	4
RES 501	Journal Club	12	1
RES 502	Epidemiology	36	3
RES 510	Intro to Integrative Medicine	24	2
RES 530	Research Methodology	36	3
RES 531	Integrative Medicine Research Seminar	24	2
RES 538E	Teaching Strategies and Course Development	24	2
RES 610	Technical Writing	24	2
RES 611E	Grant Writing	24	2
RES 622E	Botanicals: Bench to Bedside	24	2
RES 623E	Mind as Medicine: Mind-Body Therapies	24	2
RES 624E	Psychology and Behavior Change	24	2
RES 625E	Advances in Nutrition	24	2
RES 802E	Health Disparities and Diversity	24	2
RES 813	Immunology	36	3
RES 833E	Gut Immunology	24	2

Master of Science in Global Health

The Master of Science in Global Health (MScGH) degree is designed for students who desire to understand the complexity of global health challenges and contribute to solutions in a meaningful way. The world has become smaller through the ease of international travel and technology, yet the disparity in health outcomes between countries has never been greater. Many countries with low economic resources lack the means to implement a biomedical approach to medicine, thus these are places where traditional medicines can thrive.

This program offers a whole-systems, traditional world medicine approach to global health. Students are trained to view a broad context of health and wellness rooted in integrative medicine. They are encouraged to explore multidisciplinary solutions to complex health issues. A public health curriculum establishes the base of this degree, with additional emphasis in health disparities and social justice. Skills learned in this degree program can be applied locally or internationally. Students complete a cultural immersion experience at the end of their first quarter of study by taking a faculty-led trip to one of several destinations. After completing the foundational coursework, students embark on a fieldwork trip that allows them to explore current dilemmas, demands and health services with a global focus and perspective.

The MScGH trains students for multiple career paths, including those in international health organizations such as non-governmental organizations (NGOs), governmental organizations and multilateral organizations.



Program Learning Outcomes

Graduates of this program will:

- Describe and prioritize major historic and current global health problems and approaches
- Identify and analyze the determinants of global health disparities
- Design potential strategies and solutions for global health challenges
- Discuss models of domestic and international health systems
- Characterize the use and role of traditional medicine in global health systems
- Display cultural competence/humility/intelligence and professionalism necessary to participate in public health programs in local and international settings
- Demonstrate effective communication and collaboration skills with diverse stakeholders in a global health setting
- Describe the concepts of advocacy, social justice and human rights, and how they apply in global health settings
- Appreciate the ethical, moral and legal standards in cultural, medical, political and socio-economic contexts
- Consider traditional and complementary, preventive and integrative medicine perspectives to solve problems in resource-limited settings
- Participate in the design, implementation and evaluation of global health programs

MScGH Course Descriptions

Core Curriculum

GSGH 510 – Global Health Discussion Series (1 credit each over 2 quarters)

Each session in the series will have a thematic frame that guides facilitated discussion. Themes will be recommended by students and participating faculty. Formats might include: presentations, showing and discussion of a documentary, discussion of a news report, discussion of a book chapter or article, or attending a special campus speaker's presentation or event. Students will present their proposed projects in this forum for feedback from other students and faculty.

GSGH 511 – Foundations in Global Health (3 credits)

This course introduces students to key global health topics and issues. Each week students are exposed to different social, economic, political and environmental factors that affect global health. Students explore global health organizations

and major players in global health. Focus is on interventions that address health disparities, social justice and low-income settings; students learn to appraise global health problems and suggest innovative solutions. At the end of the course, students will be able to identify key global health questions and suggest projects to address these questions.

GSGH 512 – Global Health Practicum (1 credit)

Students will use the practicum credit to identify a global health question they wish to address; propose a project; develop a plan and a project tree; identify collaborators; and prepare for the fieldwork component of the program. Students are expected to work with an existing NGO for their fieldwork.

GSGH 521 – Social and Behavioral Foundations of Health (2 credits)

This course provides students with an introduction to social and behavioral science issues that influence patterns of health and healthcare delivery. Students will explore biomedical, social, psychological and behavioral factors that must be taken into consideration when global health initiatives are developed, implemented and evaluated. Course materials highlight the integration of research from the social and behavioral sciences with epidemiology and biomedical sciences. A community-based participatory approach to understanding community needs is emphasized, and upon completion of this course, students will be able to propose viable public health research questions and conduct a needs assessment informed by determinants of health relevant to a particular geographical region.

GSGH 522 – Global Health Seminar (2 credits)

This course examines global health issues through journal and news articles, and discusses challenges to practicing medicine and targeting research to different areas. Experts in global health from various medical backgrounds bring their perspectives to international health policy and medicine.

GSGH 523 – Global Health Programs: Design and Evaluation (2 credits)

This course builds on concepts and skills learned in Social and Behavioral Foundations of Health, and will provide students with an understanding of the fundamentals of program design and evaluation of public health programs, global health programs, policies, and other types of interventions. Students will gain skills in framing and modifying *a priori* evaluation questions, and disseminating results and recommendations. Class format includes lecture, discussion and small group exercises. For their final project, students will design and write an evaluation plan in the format of a proposal for funding. *Prerequisite: GSGH 521*

GSGH 630 – Fieldwork (8 credits)

Students will conduct a project in the field with a nonprofit, university or community group. Students will be responsible for conducting the project and evaluating it. They will complete weekly reflections on the process. At the end of the quarter, students will present their project to the global health faculty in a conference format.



GSGH 705 – Biostatistics – Secondary Data Analysis (3 credits)

Secondary Data Analysis builds off of the foundation of Biostatistics I (RES 600), presenting an advanced understanding and the practical implementation of statistical methods in data analysis. This course will use the software package SPSS to calculate statistics from raw data, focusing on techniques that are particularly applicable to analysis of secondary data sets, as well as meta-analysis of published results.

GSGH 831 – International Travel Skills (1 credit)

This course trains students in essential travel skills needed when traveling, living, working or volunteering in a global health context. Topics include travel logistics and safety and health for the tourist, student, volunteer and working traveler.

RES 503 – Principles of Epidemiology (3 credits)

Concepts in epidemiology, such as multivariate causality, relative risk, odds ratio, sampling error and different types of bias (selection, information, definition biases), and confounding factors will be introduced and applied to integrative medicine. Students discuss study designs, survey and sample selection, cross-sectional, cohort, case-control; prospective and retrospective designs will be discussed from the epidemiological and integrative medicine perspective. A review and discussion of current literature will be used in the class to highlight epidemiological issues.

RES 600 – Biostatistics I (2 credits)

This course covers different statistical designs, concepts and procedures that are commonly used in clinical and integrative medicine research. This will also equip students to understand the statistical rationale and analysis presented in medical literature. They will be introduced to basic concepts of probability, random variation and common statistical probability distributions, and understand the roles of descriptive versus inferential statistics. They will also understand the different statistical designs, concepts and analysis.

RES 601 – Biostatistics II (3 credits)

In this advanced course, students will learn techniques appropriate for handling a single outcome variable and

multiple predictors. They will also develop skills in the use of appropriate statistical procedures for estimation and inference, according to underlying assumptions and type of study design. The interpretation of statistical analysis and understanding the limitations of the data and its consequences will also be discussed. The other component of this course includes the developing of basic skills for analyzing data using statistical computing software packages.

RES 630 – Public Health Policy (2 credits)

Students will learn about the important role policy plays in public health and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. Guest lecturers from numerous entities provide perspective on the issues facing public health, including addiction, mental health, vaccination, obesity and tobacco use. The course compares public health topics at local, national and international levels. Recent journal and news articles are utilized for a current range of topics.

Elective Courses

At least half of the 14 required elective credits for the MScGH degree must be taken from courses designated as counting towards the program. The remainder may come from any elective course offered at NCNM, as long as course prerequisites are met.

GSGH 703E – Maternal and Child Health (2 credits)

This class focuses on improving the health of mothers, children, youth and families, including socially vulnerable populations, and the environments and policies that affect their well-being. Students learn of nonprofit organizations, research organizations, public health agencies and healthcare organizations that focus on maternal and child health.

GSGH 704E – Leadership Development (2 credits)

This course prepares students for leadership positions by combining leadership skills with population-level knowledge and cross-cultural sensitivity. Students learn leadership theory and styles, identify their own style, and build their leadership skills.

GSGH 706E – Conferences in Global Health (2 credits)

Students attend one conference in global health, or at least 10 hours of global health seminars locally. A reflective paper summarizing the experience is required.

GSGH 707E – Qualitative Data Analysis and Mixed-Methods Research (2 credits)

This course introduces students to the field of qualitative research and provides them with the skills, techniques and knowledge necessary to conduct mixed-methods research. Students will learn to conduct interviews and focus groups, and gain additional experience with participant observation and archival research. A mixed-methods approach will demonstrate how qualitative and quantitative data can be combined to more fully answer a research question or

inform a study design. By the end of this class, students will be able to design and critically evaluate mixed-methods studies to answer a specific research question.

GSGH 708E – Ethnography (2 credits)

Research is a craft requiring methods fitted to each researcher's unique research situation and questions. This seminar on the craft of research will consider a mix of (a) conceptual issues, such as what is distinctive to the anthropological practice of ethnography, and (b) practical and ethical challenges of fieldwork, including obtaining research permission, choosing where to stay, presenting one's research to the community, reciprocating assistance, anticipating and mitigating research risks, selecting proper equipment, budgeting money and time, negotiating conflicts and power dynamics, recording and transcribing, and preparing to write.

GSGH 709E – Policy Studies and Analysis (2 credits)

This course introduces students to the field of policy studies and the methods of policy analysis. Faculty, students and guests discuss policy problems facing diverse communities; explore models of social change, social justice and market justice; and incorporate ideas of sustainability and "outcomes-based" assessment into comparative analyses of issues facing international policymakers and global communities. Students apply knowledge of multiple disciplines to analyze case studies of complex policy issues.

GSGH 710E – Medical Anthropology (2 credits)

Medical anthropology compares different cultures' ideas about illness and curing. Although disease is a concept referring to a pathological condition of the body in which functioning is disturbed, illness is a cultural concept: a condition marked by deviation from what is considered a normal, healthy state. Treatment of illness in Western industrial societies focuses on curing specific diseased organs or controlling a specific virus. In many so-called "traditional" societies, greater emphasis is placed on the



social and psychological dimensions of illness. In this course students will learn that different cultures, even in the U.S., have different ways to talk about illness, and that the American medical community is at times as “culture bound” as anywhere. “Science” does not stand outside culture. This course will explore traditional healers, shamans and witch doctors, as well as conventional biomedical physicians.

GSGH 712E – Disaster Relief (2 credits)

Disaster relief includes response to natural hazards, as well as a broad range of human-induced disasters, complex emergencies and crises. Economic globalization and competition for resources has resulted in conflict, displacement and forced migration in certain regions of the world, all of which can be viewed within the lens of disaster relief. This course provides an integrated approach to all stages of disaster management in a comprehensive and holistic manner, including (a) pre-disaster preparedness and mitigation; (b) rescue and relief in the context of disaster; and (c) post-disaster rehabilitation, reconstruction and recovery.

GSGH 713E – Global Health Organizations (2 credits)

This course reviews the major public health organizations involved on a global health scale. Students will learn the basic history of global health organizations. Guest speakers from several key global health organizations will present on the role and purpose of their organizations, and students will work in collaboration to research and present on additional global non-governmental organizations. Throughout the course, students will select a specific health topic area of interest and research that organizations are actively engaged in meeting the needs of.

GSGH 715E – Chronic Diseases in Global Health Settings (2 credits)

This course provides an overview of recent epidemiological trends in noncommunicable diseases (NCDs) in a global health context. The focus of this course is on the four major noncommunicable disease categories (cardiovascular, oncologic, diabetic and pulmonary), public policy, surveillance and monitoring systems of NCDs in developing countries, and cultural considerations relating to policy acceptance and behavior change.

GSGH 800E – African Herbal Medicine (2 credits)

Tanzania is one of the most ethno-botanically diverse countries on the planet. With more than 10,000 species of plants, the soils of Tanzania grow many herbal medicines. Students will work with a traditional healer in Tanga to learn how the herbs are used in the villages. A naturopathic faculty member will be present to discuss Western uses of the herbs and how Western uses relate to the Tanzanian uses. Students also have the opportunity to visit with herbal medicine researchers in Tanzania.

GSGH 821E – Tanzania Global Health Experience (2 credits)

This course is a three-week cultural immersion trip with a focus on examining the healthcare system in Tanzania. Students will have the opportunity to visit and stay in

remote villages to learn about life and medicine in rural areas, observe in various urban and rural clinical settings, learn about traditional medicine, and provide public health education. *Itinerary-specific trip fee applies.*

GSGH 832E – Thailand Global Health Experience (4 credits)

This course is a 10-day global health experience trip in Northern Thailand with coursework focusing on traditional Thai medicine, including Thai cooking, herbal medicine, Thai massage and self-care. There are options to receive certification in Thai massage and for additional study in yoga, meditation, movement classes, and Ayurvedic and Chinese medicine. Students also participate in activities such as visits to organic farms, hot springs, conservation camps, and other cultural and historic sites. *Itinerary-specific trip fee applies.*

GSGH 833E – Nicaragua Global Health Experience (5 credits)

This course is a 10-day global health experience in Southern Nicaragua. The course will cover topics in globalization, global health, cultural humility, clinical service in under-resourced settings, and working with local women’s empowerment groups and campesino farmers. Students will work with the nonprofit organization Natural Doctors International, shadowing a variety of CAM providers in an integrative naturopathic clinic. For students in clinical programs (ND, MSOM, DSOM), the 28 hours of clinical shadowing may be applied toward preceptor hours. *Itinerary-specific trip fee applies.*

GSGH 841E – Intro to International Public Health (2 credits)

This course provides a daily discussion of public health initiatives with international relevance. It addresses childhood nutrition programs, maternal survival programs, environmental studies, refugee health, water systems and safe water, food systems and health education. *This course is currently only offered on global health trips.*

GSGH 842E – Intro to Tropical Disease (2 credits)

This course provides a basic overview of tropical disease in developing nations. Students differentiate between the microbiology, pathology and clinical symptoms of different microbes. Students are exposed to conventional and natural treatments for each disease. *This course is currently only offered on global health trips.*

GSGH 844E – Taos Self Care Retreat (2 credits)

This course is a self-care retreat for students at Ojo Caliente Mineral Springs Spa in Taos, New Mexico. An additional day is optional for those who would like to explore the Taos area. Each day will consist of self-care classes in a workshop format with a combination of lecture, discussion and practice on the following subjects: movement and meditation, balneotherapy, nutrition, mind/body medicine and medical spa treatments. There will also be a basic introduction to the concepts of geographic/environmental medicine, and an overview of the Chinese Five-Elements and Ayurveda woven throughout the retreat. *Itinerary-specific trip fee applies.*

MScGH NINE-MONTH CURRICULUM*

global health

COURSE #	FALL	LAB	LECTURE	CREDITS
GSGH 511	Foundations in Global Health		36	3
GSGH 521	Social and Behavioral Foundations of Health		24	2
RES 503	Principles of Epidemiology		36	3
RES 600	Biostatistics I		24	2
GSGH 510	Global Health Discussion Series		12	1
GSGH 831	International Travel Skills		12	1
	Elective 1		24	2
	Elective 2		24	2
	Fall Totals	0	192	16

*Cultural Immersion Trip to be completed in November-December. (Scheduled as a winter-term elective.)**

COURSE #	WINTER	LAB	LECTURE	CREDITS
RES 601 - OR - GSGH 705	Biostatistics II Biostatistics – Secondary Data Analysis		36	3
RES 630	Public Health Policy		24	2
GSGH 522	Global Health Seminar		24	2
GSGH 523	Global Health Programs: Design and Evaluation		24	2
GSGH 510	Global Health Discussion Series		12	1
GSGH 512	Global Health Practicum		12	1
	Elective 3*		24	2
	Elective 4		24	2
	Winter Totals	0	180	15

COURSE #	SPRING	LAB	LECTURE	CREDITS
GSGH 630	Global Health Field Work	192		8
	Elective 5		24	2
	Elective 6		24	2
	Elective 7		24	2
	Spring Totals	192	72	14

Total Core Course Credits	31
Total Elective Course Credits	14
TOTAL REQUIRED CREDITS	45

COURSE #	SUMMER – OPTIONAL	LAB	LECTURE	CREDITS
<i>Optional summer trip consists of the following electives:</i>				
GSGH 821E	Tanzania Global Health Experience		24	2
GSGH 841E	Intro to International Public Health		24	2
GSGH 842E	Intro to Tropical Disease		24	2
	Summer Totals	0	72	6

*The MScGH program offers 9-month, 12-month and 2-year tracks. Contact the Admissions Office for more information.

MScGH ELECTIVES 14 Credits Required

electives

At least half of the 14 required elective credits for the MScGH degree must be taken from courses designated as counting towards the program (listed below). The remainder may come from any elective course offered at NCNM, as long as course prerequisites are met.

COURSE #	COURSE TITLE	LECTURE	CREDITS
GSGH 703E	Maternal and Child Health	24	2
GSGH 704E	Leadership Development	24	2
GSGH 706E	Conferences in Global Health	12	1
GSGH 707E	Qualitative Data Analysis and Mixed-Methods Research	24	2
GSGH 708E	Ethnography	24	2
GSGH 709E	Policy Studies and Analysis	24	2
GSGH 710E	Medical Anthropology	24	2
GSGH 712E	Disaster Relief	24	2
GSGH 713E	Global Health Organizations	24	2
GSGH 715E	Chronic Diseases in Global Health Settings	24	2
GSGH 800E	African Herbal Medicine	24	2
GSGH 821E	Tanzania Global Health Experience	24	2
GSGH 832E	Thailand Global Health Experience	48	4
GSGH 833E	Nicaragua Global Health Experience	60	5
GSGH 841E	Intro to International Public Health	24	2
GSGH 842E	Intro to Tropical Disease	24	2
GSGH 844E	Taos Self-Care Retreat	24	2
GSN 504	Food Policy	24	2
GSN 525	Cultural and Traditional Diets	24	2
GSN 541E	Cuisine of Thailand	24	2
GSN 544E	Global and Ecological Food Issues	24	2
GSN 545E	Global Cuisine	24	2
RES 510	Intro to Integrative Medicine	24	2
RES 530	Research Methodology	36	3
RES 538E	Teaching Strategies and Course Development	24	2
RES 610	Technical Writing	24	2
RES 611E	Grant Writing	24	2
RES 622E	Botanicals: Bench to Bedside	24	2
RES 623E	Mind as Medicine: Mind-Body Therapies	24	2
RES 624E	Psychology and Behavior Change	24	2
RES 625E	Advances in Nutrition	24	2
RES 700	Nutrition	24	2
RES 701	Anatomy and Physiology	24	2
RES 801E	Global Health Research	24	2
RES 802E	Health Disparities and Diversity	24	2
RES 805E	Environmental Impact on Health and Disease	24	2
RES 809E	Women's Health: Fertility and Beyond	24	2
RES 813	Immunology	36	3
RES 832E	Vaccinations	24	2

Master of Science in Integrative Mental Health

Integrative mental health is a whole-person, whole-systems approach to mental and emotional well-being. This new and expanding model of care incorporates complementary therapies such as nutrition, mind-body medicine, and somatic therapies with the best of conventional treatments.

The Master of Science in Integrative Mental Health (MSiMH) degree combines integrative medicine and mental healthcare training for a truly unique, multidisciplinary, and collaborative learning experience. This holistic approach to mental health provides students with concrete skills in biopsychosocial assessment, evaluation, diagnosis, and integrative and conventional therapies. The experiential curriculum is designed to enhance self-awareness and facilitate self-exploration. Candidates should be prepared to explore their own personal psyche, to be vulnerable with their peers and instructors, and to use their own psychological material for learning how to work with clients. Several courses are delivered in a weekend format allowing sufficient time and a safe space for deep exploration and processing. Students explore how their personal identity as a healthcare professional is shaped by what they learn about themselves. Throughout this process, students have ample opportunity to practice new psychotherapeutic techniques as they support one another in self-exploration. Group supervision is built into the program, and students work closely with mentors to conceptualize and manage cases, practice skills, and continually reflect on their own experience and growth as a practitioner. Graduates will be equipped to address the diagnosis, treatment and prevention of mental health disorders from an integrative medicine perspective.

Because the MSiMH degree does not qualify students to sit for licensing exams as a professional counselor, candidates must be concurrently enrolled in, or recently graduated from, a clinical degree program at NCNM that will provide them with a degree or license to work

with patients in a medical context (ND, MSOM or DSOM). The program is designed to provide students with additional training in mental health disorders and psychotherapeutic approaches to healing, and graduates will be prepared to more effectively address mental health care within the scope of their individual licenses.

Program Learning Outcomes

Students in the MSiMH program will be prepared to meet the following learning outcomes:

Clinical Care – Combine knowledge of bio-psycho-social-cultural foundations of behavior with psychotherapeutic modalities and natural pharmacotherapy for a holistic mental health approach to prevention, personal growth and treatment.

- Set therapeutic expectations, create and maintain professional boundaries, begin and end the therapeutic relationship
- Incorporate theories of learning and personality development into clinical assessment therapeutic strategies
- Administer and interpret clinical assessments of cognitive, psychosocial, emotional and personality function
- Demonstrate effective use of counseling skills that facilitate client reflection and self-discovery
- Develop evidence-based psychopharmacologic and behavioral treatment plans
- Discuss the psychological and political underpinnings of culture, diversity and disparities while promoting equity and justice for underserved individuals and groups
- Interpret and critically appraise the primary psychology literature to inform clinical decision making
- Make appropriate interventions and referrals for acute mental health crises



Legal/Ethical – Apply professional, ethical and legal standards within the scope of one’s clinical practice.

- Describe specific ethical and privacy concerns that differentiate the psychotherapeutic relationship and the doctor/practitioner-patient relationship
- Demonstrate effectual risk-management strategies, competent decision-making, and consultation skills for managing ethical dilemmas in practice
- Demonstrate appropriate record keeping and documentation
- Understand when and how to report information to appropriate authorities as required by law
- Describe the scope of one’s clinical competency and limitations

Integrated Care – Understand one’s professional role and clinical offerings as a member of an integrated healthcare team and within the context of the broader mental health community.

- Describe the clinical offerings and responsibilities of a variety of cross-disciplinary mental health professionals
- Establish and maintain cross-disciplinary relationships for resource building, referrals and collaborative care
- Identify and describe one’s specific role in the context of an integrated care team for a unique client
- Communicate effectively and responsibly with other human-service providers

Personal and Professional Growth – Cultivate an ongoing practice of self-reflection that fosters personal growth and nurtures one’s professional identity as a healthcare provider.

- Explore bodily expression, interpersonal dynamics, and moment-to-moment choices in order to better understand oneself and the human experience
- Use mindful awareness to monitor personal experience as a practitioner, attuning to specific client behaviors or therapeutic content that challenges or activates one’s own psychological process
- Demonstrate mature and effective interpersonal skills to navigate difficult conversations with colleagues, clients and community members
- Develop confidence as a contributing practitioner within the broader healthcare community

MSiMH Course Descriptions

Core Curriculum

GSMH 510 – Intro to Psychotherapeutics: Weekend Retreat (1 credit)
An introduction to the fundamentals of psychotherapeutic

work that sets the stage for the MSiMH program. As a cohort, students will explore issues of group dynamics, safety and vulnerability in the context of the program, and their future work together.

GSMH 511 – Psychological/Character Development (2 credits)

Learn the basic childhood patterns of psychological development. Emphasis is placed on how particular types of wounding can lead to habitual protective mechanisms that manifest as distinct personality characteristics. Specific treatment orientations and strategies for working with particular character types are presented. Students will explore their own character strengths and challenges in an effort to develop their own therapeutic range.

GSMH 520 – Personal Growth (4 credits)

This class emphasizes personal growth and is specifically designed to enhance self-awareness and cultivate interpersonal skills. Students will use mindful awareness to explore personal habits, biases, resources, bodily expression, interpersonal dynamics, and moment-to-moment choices. This cultivation of self-awareness is an essential skill for working effectively with others and will provide a strong foundation for students as they develop their personal identity as a healthcare professional.

Interpersonal skills learned in this class will help students confidently navigate difficult conversations with colleagues and patients.

GSMH 530 – Ethics of Psychotherapeutic Relationships (1 credit)

Students learn how to differentiate between the psychotherapeutic relationship and the doctor-patient relationship. Guest speakers, who specialize in mental health, will share how they navigate these relationships within their defined scope of practice (ND and CCM). Ethical issues unique to working in mental health are covered, and students will develop decision-making and consultation skills for managing ethical dilemmas in practice. Students will learn sound risk management practices, know how to take action when ethical and legal dilemmas emerge, and understand when and how to report information to appropriate authorities as required by law.

GSMH 531 – Counseling Skills (3 credits)

This course covers introductory counseling skills, including contact statements, listening, facilitating client reflection, and going deeper. Students will use mindful awareness to monitor their personal experience as a counselor, attuning to specific client behaviors or therapeutic content that challenges or activates their own psychological process. The counseling relationship is defined, and students will learn how to set therapeutic expectations, create and maintain boundaries, and begin and end the therapeutic relationship.

GSMH 540 – Psychological Diagnosis I (2 credits)

This course covers topics in mental health and psychiatric medicine, including the common diagnostic features

in psychopathologic disorders. Emphasis is placed on recognizing mental health states and diagnoses commonly found in naturopathic medical practices. Students will gain a general knowledge of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), including naturopathic perspectives for common conditions.

GSMH 541 – Biopsychosocial Assessment and Evaluations (2 credits)

This course covers the basic assessment of cognitive functioning; selected measures of psychosocial, emotional and personality functioning; ethical, cultural and clinical issues associated with psychological assessment; case formulation and integrative report writing; and the principles of psychological measurement. Students will learn to administer and interpret several clinical assessment tools and a set of neuropsychological assessment tools. Emphasis is placed on report writing as an important part of learning to convey interpretations to others in a clear and concise way.

GSMH 512 – Integrative Psychopharmacology I (2 credits)

This class provides a strong foundation for naturopathic and Chinese medicine practitioners who want to specialize in mental health care. The neurobiochemistry and pharmacology for conventional drugs most often seen in mental health practice are covered, and students learn dietary approaches and natural supplements used to treat common mental health concerns, as well as supplement-drug interactions. Emphasis is placed on developing psychopharmacologic treatment plans and medical case management for common mental health concerns like anxiety, depression and ADD/ADHD.

GSMH 521, 532 – Group Supervision I & II (2 credits each)

Students meet with a clinical supervisor (a Chinese medicine or naturopathic practitioner specializing in mental health) to discuss psychotherapeutic strategies and case management. This course integrates assessment, intervention, cultural competence, case conceptualization and documentation, self-evaluation, and other areas related to competence as a mental healthcare practitioner.

GSMH 600 – Culturalism, Diversity and Social Justice (3 credits)

This course examines how culture and diversity shape psychological processes. Psychological and political

underpinnings of culture and diversity are explored, including cultural and social cognition, self- and group-identity formation, psychology of multiculturalism, stereotyping, prejudice and gender. Students will dissect health issues in the light of disparities due to socioeconomics, education, gender identity, sexual orientation, race, culture and ability. This course will also challenge students to take a closer, more critical view of psychopathology by examining how mental disorders are experienced and understood by those who have them.

GSMH 601 – Research Methods (3 credits)

An introduction to the design, analysis and critique of different experimentation methods in psychology and integrative medicine. Qualitative and quantitative research methodology are covered, and the selection and application of appropriate research methods and designs will be explored. Students will demonstrate the ability to interpret and critically appraise the primary psychology literature.

GSMH 610 – Psychological Diagnosis II (2 credits)

Students will further their knowledge of the DSM-V for serious mental health conditions. This course builds on the knowledge gained from Biopsychosocial Assessment and Evaluation, and students will learn to perform psychological assessments for a variety of conditions, including post-traumatic stress disorder, schizophrenia, bipolar, eating disorders and obsessive-compulsive disorders.

GSMH 612 – Integrative Psychopharmacology II (3 credits)

Building on the first course in this series, students learn the neurobiochemistry and pharmacology for conventional drugs used to treat serious mental health disorders (e.g., schizophrenia, bipolar, paranoid and other psychotic disorders). Students will explore dietary approaches and natural supplements that can support the treatment of serious mental health diagnoses, as well as supplement-drug interactions. Emphasis is placed on developing supportive psychopharmacologic treatment plans and managing cases as part of an integrated medical team.

GSMH 620, 643 – Psychotherapeutic Strategies I & II (3 credits each)

Building on the basic counseling skills developed earlier in the program, this course provides students with a variety of effective ways for working with patients in the psychotherapeutic setting. Specific modalities that are covered include: Hakomi/somatic psychotherapy, attachment work, mindfulness-based therapies, trauma work and resourcing. Students learn how to determine which techniques are most appropriate for particular character types, client challenges and clinical settings.

GSMH 630 – Professional Growth II (3 credits)

With an emphasis on professional growth, students explore how personal habits, biases, resources, bodily expression, interpersonal dynamics, and moment-to-moment choices revealed in Personal/Professional Growth I influence their work as a healthcare practitioner. This class provides





students with an opportunity to work through personal issues of practicing medicine and will also address general themes that often challenge complementary and alternative medicine practitioners (e.g., underdog mentality, challenges with self-promotion and marketing, scarcity and competition).

GSMH 614, 622, 631 – Clinical Practicum I-III (7 credits each)

Clinical shifts specialize in mental health concerns and provide students an opportunity to integrate and apply skills in assessment, counseling, psychotherapeutic processing, psychopharmacology, cultural competence, case conceptualization and documentation, and self-evaluation; honing their skills as integrative mental healthcare practitioners. Format: Clinical rotation; students see clients as student practitioners and are overseen by an attending clinician.

GSMH 613, 621 – Group Supervision III & IV (2 credits each)

Group supervision at this stage of the program provides more in-depth exploration and conceptualization for cases that students are working with in the clinic. This course provides a safe space for students to practice techniques under the guidance of a supervisor, as well as process any challenges they might be experiencing as a developing practitioner.

Elective Courses

At least half of the 6 required elective credits for the MSiMH degree must be taken from courses designated as counting towards the program. The remainder may come from any elective course offered at NCNM, as long as course prerequisites are met.

GSMH 700E – Introduction to Addictions (2 credits)

This course explores neurobiological, genetic, social, behavioral and cultural influences on individual vulnerabilities to addictive behavior. Topics include substance-based addictions (e.g., alcohol, drugs, tobacco, food) as well as addiction behaviors (e.g., gambling, internet gaming, sex). Controversies and advances in addiction theory and treatment modalities are discussed.

Students will examine their own relationship to the spectrum of use, habit, dependency and addiction by engaging in (1) an abstinence project, and (2) a behavior acquisition project of their choice.

GSMH 702E – Attachment Work (3 credits)

This course covers the neurobiology and implications of the attachment drive in childhood. Students will learn to assess attachment states in adult clients, recognize the need for intervention, and learn to create the necessary conditions for secure attachment in the therapeutic relationship. Students will explore their own attachment states, identify how this impacts their therapeutic work, and develop skills for working with clients that complement their own clinical style.

GSMH 703E – Trauma Work (3 credits)

This course presents an integrated framework for working with neurological trauma. Students will develop skills in the following areas: assessment; recognizing trauma signs and patterns; safety concerns; distinguishing neurological from developmental trauma; pacing and titration of experience; the pursuit of self-regulation; somatic resourcing; PTSD considerations; interventions for the somatic release of trauma; vicarious and therapist self-care; and knowing when to refer.

GSMH 704E – Chinese Medicine Applications for Mental Health (3 credits)

Chinese medicine practitioners are called upon to counsel patients and regularly deliver herbs as part of their therapeutic approach. This course covers key theories, systems and therapies for addressing mental health concerns, including Five-Element theory, Shan Ren Dao, and herbal considerations.

GSMH 705E – Nutrition for Mental Health – Cooking Class (2 credits)

Students will discover how to use food as medicine to treat a variety of mental health conditions. This course examines how bioactive compounds in foods influence neurobiochemistry, and how food choices can impact health and disease. A hands-on cooking component provides students with practical skills for working with clients.

GSMH 706E – Introduction to Expressive Art Therapy (2 credits)

Art media is explored as a treatment modality. Art therapy origins, historical development, current research, and application to diverse populations are covered. Experiential coursework provides a foundational understanding of individual and group processes in art therapy.

GSMH 707E – Working with Autism Spectrum Disorders (3 credits)

This course covers clinical practices for early identification, assessment and diagnosis of autism spectrum disorders. Factors that affect communication, learning and development will be discussed, as well as evidence-based instructional strategies; social interventions; and pharmacological, dietary and behavioral approaches to care.



GSMH 708E – Body Image and Disordered Eating (2 credits)

This course explores body image theories, research and clinical applications. Students will learn empirical methods to assess body image dissatisfaction, and psychological models for understanding and treating body image dissatisfaction will be covered. This course reviews the etiology, diagnosis and treatment of eating disorders, including anorexia nervosa, bulimia and binge eating. An interdisciplinary approach to treatment will be considered, including psychological, cognitive and physiological interventions.

GSMH 709E – Evolutionary Psychology (2 credits)

The evolutionary basis of human behavior is examined, with a focus on how natural selection has shaped the social, cognitive, developmental and emotional processes of humans. Topics include mating strategies, altruism and cooperation, parental care and family relations, theory of mind, neuropsychology and language.

GSMH 710E – Motivational Interviewing and Behavior Change (3 credits)

Motivational interviewing is a non-judgmental, non-confrontational, client-centered method for eliciting behavioral change. Students will develop specific skills that will help clients explore ambivalence and discover intrinsic motivation, including: the use of open-ended questions, affirmations, reflective listening and summative statements. Emphasis is placed on using motivational interviewing in the healthcare setting and enabling clients to make healthier lifestyle choices.

GSMH 711E – Personality Theory and Assessment (2 credits)

This course covers a broad array of theories and empirical findings in the field of personality psychology. Current and key issues related to personality are covered, including how personality is measured, how it is influenced by various factors, issues of contention, and how understanding personality is important in a number of real-world contexts, including its relation to physical and mental illness, self-injury and suicide.

GSMH 712E – The Psychology of Sexual Orientation (3 credits)

This course examines the development and psychological implications of sexual orientation, gender identity and sexuality. Specific topics include historical perspective, theories of sexuality, sex research, sexual anatomy, sexual variation, sexual response, gender, sexual dysfunction and sex therapy. Students will compare and contrast psychological research and scholarly works with popular media depictions of these topics. Students will also explore how culture, gender and race intersect with sexual orientation and sexuality.

GSMH 713E – Crisis Management and Psychological First Aid (3 credits)

Crisis intervention is not psychotherapy; rather, it is a specialized acute emergency mental health intervention. This course prepares students to understand a wide range of crisis intervention services for both the individual and for groups, and provides students with the knowledge and cultural competence required to respond to crisis and disaster situations. Psychological theories, conflict management and negotiation skills are covered.

GSMH 714E – Introduction to Hakomi (3 credits)

The Hakomi method is a form of somatic psychotherapy that combines mindfulness, gentleness and experiential explorations of client behavior. Formalized as psychotherapeutic technique in the mid-1970s, Hakomi draws from an enormous range of influences, including Buddhism, Taoism, Gestalt, Feldenkrais, Bioenergetics, neuro-linguistic programming, and General Systems Theory. Throughout this course, students will learn the Hakomi method and gain concrete skills for immediate application in the clinical setting.

GSMH 715E – Applied Mindfulness (2 credits)

Mindfulness is the ability to be genuinely aware of exactly what is happening in one's internal and external environment. This practice of non-judgmental awareness represents a radical shift in how most people pay attention to, and experience, the moment-to-moment unfolding of their lives. This course will train students in the art of mindful awareness and provide concrete skills for the application of mindfulness to psychological exploration and clinical work.

CM 26E – Shan Ren Dao Retreat (4 credits)

Shan Ren Dao (path of the Real Person) is a Five-Element healing system that facilitates healing through the releasing of emotions such as blame, anger and judgment. This two-week retreat is an opportunity for students to learn the Shan Ren Dao system and engage in focused and sustained personal work in a deep and meaningful way. Mornings begin with qigong practice, and days include lectures on Wang Fengyi teachings and the Shan Ren Dao system, plus contemplative exercises that guide participants in exploring the personal relevance of the teachings. Exploration typically includes journaling, meditation and visualization.

MSiMH FOUR-YEAR CURRICULUM

first and second year

COURSE #	FIRST-YEAR FALL	LECTURE	CREDITS
GSMH 510	Intro to Psychotherapeutics: Weekend Retreat	12	1
GSMH 511	Psychological/Character Development	24	2
	First-Year Fall Totals	36	3

COURSE #	FIRST-YEAR WINTER	LECTURE	CREDITS
GSMH 520	Personal Growth	48	4
	First-Year Winter Totals	48	4

COURSE #	FIRST-YEAR SPRING	LECTURE	CREDITS
GSMH 530	Ethics of the Psychotherapeutic Relationship	12	1
GSMH 531	Counseling Skills	36	3
	First-Year Spring Totals	48	4

FIRST-YEAR TOTALS	132	11
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COURSE #	SECOND-YEAR SUMMER	LECTURE	CREDITS
GSMH 540	Psychological Diagnosis I	24	2
GSMH 541	Biopsychosocial Assessment and Evaluation	24	2
	Second-Year Summer Totals	48	4

COURSE #	SECOND-YEAR FALL	LECTURE	CREDITS
GSMH 512	Psychopharmacology I	24	2
	Elective	24	2
	Second-Year Fall Totals	48	4

COURSE #	SECOND-YEAR WINTER	LECTURE	CREDITS
GSMH 521	Group Supervision I	24	2
	Elective	24	2
	Second-Year Winter Totals	48	4

COURSE #	SECOND-YEAR SPRING	LECTURE	CREDITS
GSMH 532	Group Supervision II	24	2
	Second-Year Spring Totals	24	2

SECOND-YEAR TOTALS	168	14
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MSiMH FOUR-YEAR CURRICULUM

third and fourth year

COURSE #	THIRD-YEAR SUMMER	LECTURE	CREDITS
GSMH 600	Culturalism, Diversity and Social Justice	36	3
GSMH 601	Research Methods	36	3
	Third-Year Summer Totals	72	6

COURSE #	THIRD-YEAR FALL	LECTURE	CREDITS
GSMH 610	Psychological Diagnosis II	24	2
GSMH 612	Psychopharmacology II	36	3
	Third-Year Fall Totals	60	5

COURSE #	THIRD-YEAR WINTER	LECTURE	CREDITS
GSMH 620	Psychotherapeutic Strategies I: Weekend Format	36	3
	Third-Year Winter Totals	36	3

COURSE #	THIRD-YEAR SPRING	LECTURE	CREDITS
GSMH 630	Professional Growth: Weekend Format	36	3
	Third-Year Spring Totals	36	3

THIRD-YEAR TOTALS		204	17
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COURSE #	FOURTH-YEAR SUMMER	LECTURE	CREDITS
GSMH 643	Psychotherapeutic Strategies II: Weekend Format	36	3
	Fourth-Year Summer Totals	36	3

COURSE #	FOURTH-YEAR FALL	LECTURE	CREDITS
GSMH 613	Group Supervision III	24	2
GSMH 614	Practicum I	60	5
	Fourth-Year Fall Totals	84	7

COURSE #	FOURTH-YEAR WINTER	LECTURE	CREDITS
GSMH 621	Group Supervision IV	24	2
GSMH 622	Practicum II	60	5
	Fourth-Year Winter Totals	84	7

COURSE #	FOURTH-YEAR SPRING	LECTURE	CREDITS
GSMH 631	Practicum III	60	5
	Elective	24	2
	Fourth-Year Spring Totals	84	7

FOURTH-YEAR TOTALS		288	24
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TOTAL REQUIRED CREDITS **66**

MSiMH ELECTIVES 6 Credits Required

electives

At least half of the 6 required elective credits for the MSiMH degree must be taken from courses designated as counting towards the program (listed below). The remainder may come from any elective course offered at NCNM, as long as course prerequisites are met.

COURSE #	COURSE	LECTURE	CREDITS
GSMH 700E	Introduction to Addictions	24	2
GSMH 702E	Attachment Work	36	3
GSMH 703E	Trauma Work	36	3
GSMH 704E	Chinese Medicine Applications for Mental Health	36	3
GSMH 705E	Nutrition for Mental Health – Cooking Class	24	2
GSMH 706E	Introduction to Expressive Art Therapy	24	2
GSMH 707E	Working with Autism Spectrum Disorders	36	3
GSMH 708E	Body Image and Disordered Eating	24	2
GSMH 709E	Evolutionary Psychology	24	2
GSMH 710E	Motivational Interviewing and Behavior Change	36	3
GSMH 711E	Personality Theory and Assessment	24	2
GSMH 712E	The Psychology of Sexual Orientation	36	3
GSMH 713E	Crisis Management and Psychological First Aid	36	3
GSMH 714E	Introduction to Hakomi	36	3
GSMH 715E	Applied Mindfulness	24	2
CM 26E	Shan Ren Dao Retreat	48	4



Academic Policies

Registration

The Office of the Registrar will notify students regarding registration details. All continuing students are registered for the upcoming academic year's fall classes by the end of spring quarter.

Students may attend only the specific course sections for which they are registered. Non-adherence to this policy will result in no credit for the course. Students will not be registered for courses, labs or clinic shifts that occur at overlapping times. Credit will be earned for only one course during any given segment of time. All changes in courses and sections must be made through the Office of the Registrar.

Students who wish to register for less than the full-time curriculum must receive written approval from the program dean. No student may add or begin classes after the end of the second week of any quarter.

Eligibility to Register

A non-degree seeking student is someone who is not matriculated into one of the degree programs at NCNM. Persons who wish to attend a course as a non-degree seeking student must make application through the Office of Admissions. Approval is based upon space availability and meeting prerequisite requirements. Practitioners seeking continuing education units (CEUs) should contact the Office of Advancement.

Credit Hour Policy

Credits will be awarded based upon hours of instruction. NCNM is on a quarter system. A quarter is defined as 12 weeks (summer quarter is 11 weeks). Credits for coursework are awarded according to the following:

1 lecture credit = 12 hours instruction per quarter + 24 hours per quarter outside of class time

1 laboratory credit = 24 hours instruction per quarter + 12 hours per quarter outside of class time

1 clinical credit = 24 hours instruction per quarter + 12 hours per quarter outside of class time

Challenge Examinations

NCNM policy allows an individual to challenge by examination the content of a required course. Applicants who have been accepted may request to challenge a course prior to matriculation. This option is only available to students who have appropriately documented prior graduate coursework and there is a question as to whether or not the information covered sufficiently meets NCNM requirements. Transfer credit policies and course descriptions are outlined in the college catalog

and are available from the Office of Admissions. There must be a difference in hours between a transfer course and the college's course and/or a question of equivalency of material covered in order for a challenge exam to be given. After the challenge exam has been administered, the grade is recorded and the student is notified of the results. If the student fails the exam, he/she must register for the course and pay the appropriate tuition.

To be considered for a challenge exam, the student must:

- Complete transfer credit review during the admissions process to identify which courses may be eligible for challenge. Students who are applying for transfer credit reviews must sign the "NCNM Transfer of Credit Agreement" form upon admission to the college. **Transfer credits will not be considered after matriculation.**
- Submit a "Transfer/Challenge Exam" form (obtained from the registrar) to the associate dean of academic progress and the instructor (to which the challenge exam is related) for approval. Once permission is obtained, the Office of Academic Progress will facilitate arrangements for the student to take the challenge exam.
- Pay the appropriate fees and submit an "Exam" form, located in the Faculty Support Office, to the instructor before taking the exam. See the Financial Policies section for information on fees.
- Take the challenge exam prior to the offering of the course that is being challenged; with the exam taken, graded, and the grade submitted to the registrar no fewer than two weeks prior to the start of the quarter in which the course is offered.

The following statement is for veteran students inquiring about prior credit: Any veteran receiving GI Bill benefits while attending NCNM is required to obtain transcripts from all previously attended schools and submit them to the VA School Official (located in the Registrar's Office) for review of prior credit.

Auditing

Students may audit a lecture course, space allowing, if they have met the prerequisites, have obtained the instructor's consent, and have registered for the course. The course will appear on the student's official transcript as an audit. Classes taken as an audit must be declared by the end of the quarter's second week. Audited courses are not eligible for challenge exams. See the Financial Policies section for information on fees.

Attendance and Tardiness

In order to maintain educational standards, NCNM expects one hundred percent (100%) attendance at classes



and clinical rotations. Faculty members may exercise discretion on attendance, as well as require students to attend up to one hundred percent (100%) of scheduled classes in order to pass a course. Students should consult course syllabi for additional details on individual faculty attendance expectations. Students may not miss more than two clinic shifts within a given clinic rotation. Instructors may take into account habitual tardiness when calculating a course or clinic grade. Students are responsible for being aware of and meeting faculty attendance expectations.

Grading and Promotion

NCNM maintains high standards of scholarship, and at the same time recognizes its responsibility to provide each student the best opportunity to complete the program successfully. At the beginning of each course, the instructor is required to define clearly for class members the objectives of the course and the standards and methods by which student achievement will be measured. Students are responsible for checking their grades online in SONIS. Courses that are graded using the “P/F” grading system are not included in a student’s GPA.

For students enrolled in the School of Naturopathic Medicine in fall 2015 or later, the School of Classical Chinese Medicine, and School of Research & Graduate Studies: at the end of each quarter each student’s course performance is reported to the registrar, using the following

letter grading system. Student’s grade point average will be calculated using the following chart:

Grade	Percentage	Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 or less	0.0

- A (SUPERIOR PERFORMANCE)
- B (SATISFACTORY PERFORMANCE)
- C (MARGINAL PERFORMANCE): passing
- D (UNSATISFACTORY PERFORMANCE): not passing
- F (FAILURE): not passing, permanent grade
- P (PASS): satisfactory performance
- W (WITHDRAWAL): student withdrew from course
- WF (WITHDRAWAL, FAILING): student withdrew from course while failing
- I (INCOMPLETE): course requirements not yet completed due only to serious illness or bereavement (temporary grade)

- T (TRANSFER): course received approved transfer credit. Transfer credit does not apply toward overall GPA calculation
- AU (AUDIT)
- IP (IN PROGRESS)
- R (REMIEDIATION REQUIRED): marginal performance (temporary grade)
- RC (REMIEDIATED C): pass remediation exam

For students enrolled in the ND program prior to fall 2015, at the end of each course, each student's performance is reported to the registrar, using the following pass/fail grading system:

- H (HONORS): superior performance; equivalent to "A," not available for all courses
- P (PASS): satisfactory performance; equivalent to "B" or "C"
- FR (FAIL REMEDIATE): marginal performance (temporary grade)
- RP (REMIEDIATED PASS): Equivalent to "C-"
- F (FAILURE): unsatisfactory performance (permanent grade); equivalent to "F"
- I (INCOMPLETE): course requirements not yet completed due only to serious illness or bereavement (temporary grade)



- W (WITHDRAWAL): student withdrew from course
- WF (WITHDRAWAL, FAILING): student withdrew from course while failing
- AU (AUDIT)
- CMP (COMPLETE): used for courses that are not graded, but attendance is required and a specified number of hours need to be completed, such as preceptor hours
- T (TRANSFER): course received approved transfer credit. Transfer credit does not apply toward overall GPA calculation
- NC (NOT COMPLETED): hour requirement or attendance not met
- IP (IN PROGRESS)

Remediation

ND Program

ND students who earn a 67-69% ("D" range or "FR" grade) are eligible to remediate a final exam. An "R" or "FR" grade will be listed on their transcript until a remediation exam has been taken and a permanent grade is entered into SONIS.

CCM Programs

CCM students who earn a 60-69% ("D" range) for their final grade 'may' be eligible to remediate a final exam if, in the judgment of the instructor, it is likely that the student could pass the course by successfully taking a remediation exam. An "R" grade will be listed on their transcript until a remediation exam has been taken and a permanent grade is entered into SONIS. In order to have the "R" grade as an option, faculty must include it in their syllabus.

SoRGS Programs

SoRGS students who earn a 67-69% ("D" range) for their final grade 'may' be eligible to remediate a final exam if, in the judgment of the instructor, it is likely that the student could pass the course by successfully taking a remediation exam. An "R" grade will be listed on their transcript until a remediation exam has been taken and a permanent grade is entered into SONIS. In order to have the "R" grade as an option, faculty must include it in their syllabus.

Grade of "R/FR"

"R" (remediation required) or "FR" (fail remediate) is a temporary grade. Students who fail a course may receive an "R/FR" grade rather than an "F" (fail) if they meet the criteria.

"R" grades are converted to either a "RC" (remediated "C") or a "D/F." "FR" grades are converted to either a "RP" (remediated pass) or "F," not to a "P" or an "H." Grades of "R/FR" are not eligible for grade appeals.



Students who receive two or more “R/FR” grades (regardless of whether they have been changed to “RC/RP”) will be placed on academic probation and must sign an academic contract. Students earning three or more “R/FR” grades (regardless of whether they have been changed to “RC/RP”) will be required to appear before the Academic Review and Appeals Committee (ARAC), and may be suspended.

An “R/FR” grade that has not been remediated by the end of the second week of the following term (e.g., a spring term course should be remediated by the end of the second week of summer term) will automatically be changed to an “F.”

Grade of “RC/RP”

Students who pass the remediation exam will earn a permanent grade of “RC (remediated C)/RP (remediated pass).”

Grade of “D/F”

When a student receives a failing grade in a required course (including clinical rotation), the course/clinic rotation must be repeated the next time it is offered, usually the next year. The student is prohibited from continuing in any courses for which the failed course is a prerequisite. The student will repeat the course at the current per-credit rate. Any naturopathic student failing a clinical rotation will be required to register for and attend skills-building.

Grade of “I”

A grade of “I” (incomplete) is given when a student has satisfactorily completed a minimum of 80% of the course and its requirements, but is unable to complete the course during the term the course is offered. The student must petition the faculty for an incomplete grade by submitting a “Petition for an Incomplete” form. Incomplete grades should only be issued in the case of illness, bereavement, or circumstances beyond the student’s control. Incomplete

grades should be given only if the student has an approved absence excuse issued by the Office of Academic Progress.

A student receiving an “I” grade is responsible for completing the course requirements as specified by the instructor, and for seeing that the registrar receives proper notification of the grade change. Whenever possible, the student is encouraged to sit in on the remaining classes and finish the necessary grading requirements by the second week of the term they return. A grade of incomplete that is not converted to a passing grade by the deadline will automatically become a grade of “F.” Under extenuating circumstances, an instructor may extend the deadline for an incomplete grade by notifying the registrar in writing of the extension and give a date by which the grade must be resolved; an extension may be no longer than one year, after which time it will convert to a failing grade. If the grade of “I” is due to on-going illness, and cannot be made up by the deadline, the student will be required to take a medical leave of absence for the quarter and will be allowed to complete the course material upon return from medical leave. Students who apply for a leave of absence and have not completed 80% of the coursework will receive a grade of “W” for the class, and will need to repeat it upon return from leave. A withdrawal will affect the student’s ability to continue in certain course sequences in subsequent quarters. Any student who is failing the course after week eight (8) is not eligible to request an incomplete and will receive a grade of “WF.”

Grade of “CMP”

This grade (complete) is used for courses that the student is required to attend, but no evaluation is given. Examples of such courses include, but may not be limited to, community education for which the student is required to complete a certain number of hours, or skills enhancement for which the student is required to attend and receive tutoring in a specific area.

Grade of “IP”

Course is in progress, temporary grade. Once the faculty member submits the grades the “IP” grade will be changed to the appropriate rating.

Grade Appeals

Students have the right to appeal a failing grade if they perceive that there has been an error in the grading procedure, or if there is a perceived lack of clarity about the faculty member’s expectation for passing a course. **The appeal must be made within two weeks of receipt of the grade.** Passing grades cannot be appealed.

A student may request a review of a grade given in an exam or a final grade for a course only in the following manner:

1. A written request by the student, for a review of the grade, must be submitted to the faculty member. This appeal must be within two weeks of the posted grade.
2. The faculty member will advise the student in writing of the decision within seven days of receipt of the request.

Passing grades cannot be appealed to receive a grade of “honors.”

The student may appeal the faculty member’s decision in writing via a “Grade Appeal” form. The completed appeal form will be submitted to the registrar. This appeal must be made within seven days of the faculty member’s written notice to the student regarding the decision. The written appeal to the registrar must be accompanied by appropriate

written documentation as to why the student feels the grade is in error, and what the outcome was of the discussion and appeal with the faculty member. The registrar will forward the appeal to the Academic Appeal and Review Committee (ARAC). The ARAC will review the documentation, have a discussion with the faculty member, and issue a recommendation to the program dean. The recommendations from the ARAC may include upholding the grade as submitted or requiring the student to remediate an exam. The ARAC may not recommend a passing grade to be substituted in place of a failing grade. The program dean will review the recommendations and will make a final decision. The student and faculty member will be notified in writing of the final decision. The decision is final and may not be appealed to higher authority.

College Advising

Upon entering NCNM, each student is assigned an advisor (or mentor for the MSiMR program) by the Office of Academic Progress. Faculty advisors include all full-time faculty and a select group of administrative faculty members. College advisors/mentors are ongoing contacts for their assigned students throughout the duration of the student’s enrollment. College advisors/mentors facilitate a connection to the institution, ensure that students understand general academic policies and procedures, serve as a student advocate, and assist in general student support. Advisors/mentors assist students by referring them to appropriate staff and other resources. They are also a point



of contact for other faculty to register any concerns and, when needed, serve as a starting point for a college response.

Advisors/mentors are required to meet with their first-year advisees early in the academic year and then on an as-needed basis. Advisors/mentors have an advisor handbook that is updated annually to help guide the student appropriately. Academic advising is managed and administered by the Office of Academic Progress.

MSiMR students are assigned a research faculty mentor upon enrollment. Faculty mentor assignment is based on research and career interests, and serves to support student project progression and accountability. Faculty mentors assist students with understanding how projects fit into the larger research scopes, as well as on publication possibilities. MSiMR students are enrolled in a research practicum course every term until the completion of the program (concurrent ND or CCM students are registered each term beginning spring of their first year). Faculty mentors serve on defense committees.

Academic Advising

The Office of Academic Progress administers academic advising for all students. Guidance is available to assist in creating a personal timetable for students on an extended program, and for academic and professional progress. Although students are not required to consult with an advisor/mentor, students who are not making satisfactory academic progress must consult with their program's associate dean. Faculty advisors/mentors are notified in writing when a student they have been advising/mentoring has been placed on academic probation or has a sanction imposed on them for nonacademic behavior. The faculty advisor/mentor is expected to contact the student concerning the issues to ensure that the student is accessing available assistance. Students who are pursuing any track other than the standard published tracks must confer with the Office of Academic Progress to ensure all requirements are met.

The associate dean of academic progress is responsible for advising students on the following:

- Academic probation
- Changing tracks (four- to five-year, etc.)
- Academic aspects of leaves of absence (regular or medical)
- Questions regarding concurrent track options
- Requests for permission to take exams early or late (in extraordinary circumstances only)
- Grade appeals
- Petitions for excused absences
- General questions regarding academic progress and success

The associate dean of academic progress is responsible for follow-up with all students on academic probation.

Satisfactory Academic Progress

Students must maintain satisfactory academic progress toward a degree in order to continue in the program and to continue to receive federal, state and institutional financial aid. "Satisfactory Academic Progress" is defined as passing all program requirements within one and one-half (1.5) times the length of the longest published enrolled program, generally between 5-7 years and a minimum of 11 credits (8 credits for MSiMR) each term (excluding summer, unless applicable), unless on an approved deviated track. Students must enroll in courses per published and/or approved curriculum layouts.

Grades of "D" or failure (grades of "F") of two (2) or more courses are considered not making satisfactory academic progress as outlined in section 7.5 of the student handbook. An Academic Progress Committee meets twice per academic term to determine students' academic progress. Students making unsatisfactory academic progress will be referred to the Academic Review and Appeals Committee (ARAC). Students who have met all graduation requirements, except for thesis completion, must register each term for one (1) credit of "Thesis Completion" until they have completed their thesis (students will not be aid-eligible at this point); and may take an additional year to complete their thesis. Failure to register each term for thesis completion will constitute a withdrawal. Students who do not have a thesis requirement, but need to complete clinical hours, check-offs, preceptor hours or other graduation requirements, must register for one (1) credit of "Graduation Completion" each term until all graduation requirements are met, with a maximum of two academic terms.

A minimum enrollment of one credit is required to maintain student status. Any student who does not enroll in a minimum of one (1) credit each quarter will be considered withdrawn and must re-apply, and will be subject to graduation requirements under the new catalog (this does not apply to standard summer breaks).

If a student is not making satisfactory academic progress in a course prior to the end of the term, the faculty member may request the student to access tutoring; and may share concerns with the program dean and/or associate dean of academic progress about classroom attendance, performance on examinations, and any other factors that may impact the student's success in the course.

Students who fail to make satisfactory academic progress in any term will be subject to the terms and conditions outlined in the Financial Aid Satisfactory Academic Progress Policies in place for that office (see Academic Probation Policy). These policies are separate from the institution's satisfactory academic progress policies.

Students who have "reached maximum timeframe status," depending on the enrolled program, are considered not to be making satisfactory academic progress and will no longer be eligible for federal financial aid.

However, if a student wants to continue their program beyond the deadlines, they will be required to meet with the associate dean of academic progress and program dean to determine if they may continue at NCNM. The associate dean of academic progress and program dean will assess if the student can demonstrate knowledge retention and skills of their program. If it is determined that the student has gaps of knowledge and/or skills, the student will be required to complete additional academic and/or clinical work. Students who elect to continue their program beyond the matriculated deadline will then be matriculated under the college catalog of the year of their extended program, and are subject to the graduation requirements of that program listed in that catalog, and will be required to sign a new academic contract.

Academic Probation

Students failing any course that is part of their curriculum will be placed on academic probation. When placed on probation, all students must meet with the associate dean of academic progress within one week to sign an academic contract. This agreement will delineate a timetable for repeating failed courses, identify needed resources, and require that the student not fail any other required courses during the probationary period. Students may not register or receive financial aid until a current academic contract is on file in the Registrar's Office. Students who fail to complete an academic contract will be withdrawn from

any courses in which they are currently enrolled. Students are advised to meet with their college advisor(s) to discuss strategies for successful completion of their program.

Students are removed from academic probation once any courses or clinic shifts are repeated and passed, and the terms of the academic contract are met.

Unsatisfactory Academic Progress

Students who fail one course ("F" or "D" grade), OSCE exam twice or clinic shift; students who earn three or more grades of "C" or lower in the School of Research & Graduate Studies, or two or more failures (grades of "F" or "D"); drop below full time for more than one term (unless on an approved deviated track), or will not complete their degree within the maximum length of study (defined as 1.5 times the length of the longest published program), are not making satisfactory academic progress and may be referred to the Academic Review and Appeals Committee.

Re-Application and Re-Admissions Policy

Students who have been suspended cannot submit an application for re-admission to NCNM for a minimum of one (1) calendar year from time of suspension, unless noted differently in the suspension letter. A suspended student who wishes to apply for re-admission to NCNM must meet one of the following criteria at the time of suspension.





1. The student had a serious illness or medical issue.
2. An event, or series of events, occurred that prohibited the student's academic performance due to high levels of stress. Examples would include a death in the family, divorce or separation from a long-term partner, assault.
3. Documentation of a disability that can be, but has not been previously or reasonably, accommodated.
4. The student experienced any other serious problem that significantly affected academic performance.

Documentation may be required to prove that the situation leading to suspension has been remedied. NCNM may impose the following requirements upon re-admission for a student who was academically suspended:

1. Complete remedial work prior to re-admission, repeating some courses and/or clinic shifts.
2. Meet with the associate dean of academic progress to sign and comply with all conditions of an academic contract.
3. Return on academic probation for a minimum of one (1) academic year, and until all previously failed courses have been resolved.

A student who was suspended due to conduct violations will return on disciplinary probation upon re-admission for a minimum of one (1) academic year.

Students who have withdrawn, either administratively or voluntarily, from NCNM must wait one application cycle to apply for re-admission. Withdrawn students are required to follow the application process as outlined by the Office of Admissions. NCNM may impose one or more of the following requirements for a student who applies for re-admission, and has been separated from NCNM for more than one year:

1. Take an entrance exam prior to entering the clinic to assess skill level.
2. Complete remedial work, which may include repeating some courses and/or clinic shifts.
3. Meet with the associate dean of academic progress to sign and comply with all conditions of an academic contract if on academic probation when withdrawn. The student will remain on academic probation until all previously failed courses have been resolved.

Expelled students are ineligible for re-application or re-admission to NCNM.

Completing these steps does not guarantee re-admission to NCNM. These are the criteria for consideration for re-application. Questions regarding this policy may be directed to the director of admissions, the program dean or dean of students.

Honor Council

The Honor Council is a standing committee composed of faculty, resident, student and staff representation. The committee meets monthly to review written complaints and performance reports referred from the dean of students that reflect failure of a student to maintain behavioral standards according to the Honor Code. Behavioral standards include, but are not limited to, honesty, respect, interpersonal skills, deportment and demeanor, learning skills, professional behavior and communication skills. The committee reviews reports that may be submitted by faculty, staff or students. The Honor Council, depending on the nature and severity of the report, may request the dean of students to conduct a code of conduct investigation. The committee does not accept anonymous reports.

After reviewing all information, students will meet with the committee to discuss reported problems. The committee makes recommendations to the dean of students, who then makes the final determination and notifies the student, in writing, of the outcome. The dean of students reviews all reports submitted for Honor Council review, and on occasion, may choose to expedite the process and make a determination without submitting the information to the Honor Council for review. An accumulation of non-academic performance reports in a student's file may interfere with a student's progress through the program if it is deemed that the behavior interferes with the student's progress as a developing physician. If the Honor Council determines that the frequency of reports or the seriousness of a report demonstrates a problem, they may recommend that the student be placed on disciplinary probation. Thereafter, any reports forwarded to the Honor Council may serve as a basis for the committee to recommend suspension. Meetings of the Honor Council are not legal proceedings. No attorneys may be present at any meeting of the committee. A student may bring a faculty member or a member of the Student Life Office for moral support.

However, the individual accompanying the student may not participate in the meeting.

After reviewing a student file, the committee may provide recommendations including, but not limited to, the following to the dean of students:

- The student is progressing appropriately. No further action is required.
- A letter of warning outlining policy, with a reminder to adhere to the policy or procedure.
- The student has areas of deficiency and remedial work may be required. This may include, but is not limited to, counseling, tutoring, meeting with an advisor or mentor, repeated course work, or restricted enrollment in certain courses. A letter of warning may be given.
- The student does not currently demonstrate the appropriate behaviors, attitudes, skills or knowledge required for the program and is placed on disciplinary probation for behavioral reasons. A student placed on disciplinary probation for behavioral reasons may be required to perform remedial work, which may alter their course of study. In this case, any additional reports forwarded to the committee showing concern may result in suspension from the program.
- It is recommended that the student be suspended.
- The committee may provide any additional recommendation it believes is suitable to address the issue at hand.



Reports and letters outlining decisions made by the Honor Council and/or dean of students are maintained in the student's file in the program dean's office, and the Office of Student Life. Honor Code reports do not affect a student's academic record unless the outcome is suspension or expulsion from NCNM. Generally, copies of reports and letters are maintained in compliance with NCNM's Record Retention Policy.

Patient Safety Monitoring Board

The purpose of the Patient Safety Monitoring Board (PSMB) is to apply a systematic, objective review process to adverse clinical events, and to provide formative feedback about clinical policies, procedures and educational practices with the goal of improving patient care and clinical quality. The PSMB serves as a sub-committee of the Honor Council. Once a student has been referred to the Honor Council for a clinical violation, the PSMB conducts a root cause analysis using the fishbone/cause and effect method to audit NCNM systems. The information is presented to the Honor Council, which deliberates as to whether there was a patient safety issue, as well as makes recommendations for prevention of future similar problems.

Appeal of Academic Suspension

A student suspended will have three (3) business days from the date of the sanction notification to submit an intention to appeal to the provost, or the provost's designee, in writing. The student then has seven (7) calendar days to submit the written appeal and supporting documentation to the provost or designee. The written appeal does not provide an opportunity for the committee to re-hear the case. The provost, or the provost's designee, will respond to the written appeal with a final decision, within ten (10) calendar days, based on assessment of the information presented by the dean and the committee, the student, and a review of the investigation process and procedure. An appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the program dean or the Academic Review and Appeals Committee to follow the procedures set forth in the policy on unsatisfactory academic progress.
- The sanction is grossly out of proportion/alignment with the offense.
- Information relevant to the decision that was not available to the committee for consideration at the time of the hearing.

The provost may elect to uphold the decision of the dean; reverse the decision; request a different resolution; or refer the case back to the Academic Review and Appeals Committee if there is new information that was previously not available to the ARAC for consideration.

Appeal of Honor Council Suspension or Expulsion

Students have the right to appeal a suspension or expulsion from NCNM for Honor Code or Code of Conduct violations. Violations of a lesser nature may not be appealed. No adverse action will be taken against a student for registering an appeal in accordance with these policies. Within three (3) business days from the date disciplinary action was levied against the student by the dean of students, the student must notify the provost (or designee) of intention to appeal. The student will then have seven (7) calendar days to complete and submit to the provost (or designee) a written request for review. The provost or designee will respond with a final decision within ten (10) business days, not including weekends or established holidays, based on assessment of the information provided by the dean of students and the investigation of procedure, or refer the appeal to the Student Appeals Committee. In the unforeseen event the provost or designee needs additional time in reviewing the evidence, the provost or designee will notify the student in writing of the deadline extension. An appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the dean of students or the Honor Council to follow the procedures set forth in the policy in the student handbook.
- The sanction is grossly out of proportion/alignment with the offense.
- Information relevant to the decision that was not available to the committee for consideration at the time of the hearing.

The provost (or designee) may elect to uphold the decision of the dean, reverse the decision, or request a different resolution.

Examination Schedule Change

Students are required to complete all examinations on schedule. In cases of severe illness, bereavement or family emergency, please refer to the policy on Petitioning for Excused Absences in the student handbook. Please also see the Financial Policies section regarding fees. A student may postpone final exams for health reasons no more than twice in their academic career. Need for a third examination deferral requires approval of the associate dean of academic progress. Deferred exams must be taken within three days of the approved excused absence date, and must be scheduled through the specific academic department. After one week from the approved absence date, make-up exams are no longer available. Students who may have a temporary disability that inhibits their attendance and participation in class or clinic should contact the Office of Student Life for an accommodation. An unexcused absence from an examination or major graded exercise will be considered a failure.



Graduation Policy

Candidates for graduation must:

- Satisfy all courses in the degree program
- Satisfy clinic requirements for all medical students
- Transfer students enrolled in a clinical program must complete at least three (3) years of professional training at NCNM
- Second professional degree students must complete at least two (2) years of professional training at NCNM
- Satisfy thesis requirement if applicable to the student's degree program
- Satisfy all financial obligations to NCNM

Only students who have completed all their academic coursework, thesis and capstone project (if applicable to student's degree program), ND case papers, and requisite program clinic hours by the scheduled commencement ceremony date may participate in the ceremony (and in taking the oath). They must also have completed the majority of clinical requirements, including preceptorship (ND only) and community service. ND students must have taken and passed their OSCE 3 exit exam. CCM students must have also taken and passed their clinic exit exam. Refer to the student handbook for more detail regarding requirements.

MSiMR: Students are required to complete a master's thesis by the middle of the final term of their last year. A master's thesis instruction document is provided to all MSiMR students.

A student who anticipates that he/she will be unable to complete required coursework at the time of graduation, and wishes to participate in the commencement ceremonies, may petition to participate to the associate dean of academic progress and program dean. Students should submit their request in writing to the program dean's office by the first day of spring term. The student must submit a "Petition to Participate in Commencement Ceremonies" form, and should include a list of outstanding requirements and a completion plan for finishing during the summer term.

A diploma will not be issued to students that petition to participate in commencement ceremonies until all clinical, academic and financial requirements have been met. An ND student is ineligible to take licensing examinations until all required work is completed. "Petition to Participate in Commencement Ceremonies" forms are located in the Office of Student Life, Registrar's Office and online. Students who have not completed all requirements may participate in the following year's ceremony. Official graduation date will be commencement or the last day of the term in which they complete their requirements.

Voluntary Leave of Absence

Students considering a leave of absence must schedule an appointment with the dean of students. A student in good academic standing may apply for a leave of absence of up to, and no more than, one academic year (four academic terms), which entitles the student to re-enter NCNM during a pre-determined term the following academic year, provided there is space in the class. Students who are on a leave of absence cannot participate in any academic activities, including participating in clinical rotation shifts or preceptor rotations. Students taking less than a full academic year off may not be allowed to continue with a full class load due to sequential courses and missing prerequisites. In such instances, the student may be required to enter a new educational track, which must be approved by the student's program dean and registrar. The program dean and/or associate dean of academic progress can guide students through a new schedule. The registrar must be advised of a student's intention to return to NCNM within 30 days of intended return, and before the beginning of the quarter in which the student plans to register. The registrar will instruct students to complete and submit a "Returning Student Notification" form to the following offices: Registrar, Financial Aid, Business Administration, Office of Academic Progress and Student Life; with the form being returned to the Office of the Registrar when completed.

Concurrently enrolled students are not required to take a leave from both programs at the same time, allowing them to remain in one program while on leave from the other program. If a student does not return within one year, the student will be considered administratively withdrawn from the program and will be required to submit a new application for admission.

The student will need to satisfy admission requirements in effect at the time of re-application, but may request that the application fee be waived. A leave of absence normally will be granted to any student who is in good standing (i.e., has no outstanding grades of incomplete, fail remediate or failure for required courses, and is not on academic or disciplinary probation), and who has satisfied all financial obligations to NCNM.

Students are not allowed to take more than one year (four terms) of absence from NCNM during their academic career.

Medical Leave of Absence

Students considering a medical leave of absence must schedule an appointment with the dean of students. In the case of a medical leave of absence, which may be granted to a student on academic probation, appropriate documentation is required from the attending physician. The physician must indicate the necessity of granting the leave.

A student who is not in good academic standing (i.e., has outstanding grades of incomplete, fail remediate or failure for required courses; or is on academic or disciplinary probation) and is serving in the military will be granted a medical leave of absence without medical documentation. The student must submit documentation from the military branch of his/her time serving.

Students who are on a medical leave of absence cannot participate in any academic activities, including remediating incomplete grades or exams; and/or participating in clinical rotation shifts, including preceptor rotations. A student who wishes to return from a medical leave of absence must provide to the dean of students adequate documentation from the attending physician demonstrating the student's fitness for returning to the program. After documentation has been reviewed and accepted by the dean of students, the registrar will be advised of the student's intention to return to NCNM. The advisement of a student's intention to return must be given within 30 days of intended return, and before the beginning of the quarter in which the student plans to register. The registrar will instruct the student to complete and submit a "Returning Student Notification" form to the following offices: Registrar, Financial Aid, Business Administration, Office of Academic Progress and Student Life. The form should be returned to the Office of the Registrar when completed.

If a student on a medical leave of absence does not return within one year, the student will be considered administratively withdrawn from NCNM and will be required to submit a new application for admission. Any incomplete grades will be converted to a failing grade. The student will need to satisfy admission requirements in effect at the time of re-application, but may request that the application fee be waived.

Students are not allowed to take more than one year (four terms) of absence from NCNM during their academic career.



Involuntary Leave of Absence

This policy is designed to maintain the health and safety of all campus community members. A student may be restricted from campus or subject to an involuntary leave of absence, when, due to a mental, emotional, physical or psychological health disorder, their continued presence at the college poses a significant risk of substantial harm to themselves or others, or is creating a substantial disruption to the educational environment. A significant risk is based upon an individualized assessment and constitutes a high probability of substantial harm that cannot be mitigated by reasonable means.

In most situations where a student's medical, psychiatric or psychological condition poses a threat to themselves or to others, the student will be highly encouraged by the dean of students to voluntarily accept a leave of absence (LOA) or medical leave of absence (MLOA). However, if the student does not take such a voluntary leave, the involuntary leave of absence (ILOA) process may commence.

If a student has taken actions that are identified as being a significant risk to the health or safety of oneself or other(s), or is creating a substantial disruption to the educational environment, the dean of students, acting on behalf of NCNM and in consultation with the Crisis Assessment and REsponse Team (CARE Team), may initiate the ILOA process as set forth below. The significant risks may include, but are not limited to, acute danger/loss of life, inability to independently manage daily tasks, or inability to cooperate with necessary support services, etc.

If the decision is made to place the student on an ILOA, the student is prohibited from participating in any academic or non-academic NCNM activities, including remediating incomplete grades or exams, and/or participating in clinical rotation and preceptor rotations. The student may be subjected to actions including, but not limited to:

- A temporary ban from campus
- Withdrawal from class attendance or experiential learning (i.e., preceptor rotations, community education, college-sponsored travel, etc.)
- An interim suspension of participation in any campus or off-campus NCNM activities
- Completion of a mental health, substance abuse, or other necessary evaluation conducted by an appropriate off-campus licensed health provider

Students will receive a written description of the details of the ILOA pertaining to them, including the appeal procedures as outlined in section 14 of the student handbook.

The letter regarding the ILOA will be placed in the student's file with a copy sent to the program dean(s), associate dean of academic progress, registrar, director of financial aid and the provost. The Registrar's Office will notify course instructors of the student's leave status.

A student who wishes to return from an ILOA must provide to the dean of students adequate documentation as outlined in the initial letter from the attending physician or mental health professional demonstrating the student's fitness for returning to NCNM.

Students taking less than a full academic year off may find, upon their return, that the appropriate course load required to stay on track will not qualify them for full-time financial aid. In such instances, the student may be required to enter a new educational track, which must be approved by the associate dean of academic progress/program dean and the registrar.

Students who take an ILOA will earn a grade of "W" for all enrolled courses at the time the leave is instated. If the student has completed at least 80% of the course at the time of the withdrawal, they may be eligible to petition the faculty member for a grade of "incomplete."

Withdrawal from School

Students may initiate formal withdrawal by meeting with the dean of students. Students withdrawing from school at any time during the school year must complete an exit interview with Financial Aid and submit a completed “Leave Withdrawal” form available from the dean of students. Failure to register for any quarter is considered a withdrawal, and the student will need to submit a new application and application fee for re-admission.

A student facing an alleged violation of the Code of Conduct or Honor Code is not permitted to withdraw from NCNM until all allegations are resolved. A student required to attend an ARAC meeting is not permitted to withdraw or take a leave of absence from NCNM until they have resolved the referral to the committee.

Federal Loan Exit Interviews

Federal regulations require that any student who has received a federal loan while attending NCNM and who leaves for any reason, including official leaves of absence, must participate in a loan exit interview. Loan exit interviews are conducted by the Financial Aid Office.

Independent Study

A required course may be completed as an independent study only in exceptional circumstances. Scheduling conflicts may occur for transfer, second professional degree students admitted with advanced standing, or for students who have had their normal program progress interrupted

(e.g., by a medical leave of absence). This option does not apply to students following standard program tracks. Independent studies may be arranged for required courses by contacting the program dean and appropriate faculty. The “Independent Study” form must be completed and filed with the Registrar’s Office. Independent studies are not available for elective courses. See the section on Financial Policies for fee information.

Conduct and Professional Standards

NCNM expects all students to maintain professional standards of conduct and appearance. These standards are found in the academic and nonacademic policies and procedures section of the student handbook, and in the clinic handbook and honor code. The naturopathic oath, classical Chinese medicine oath, state laws and regulations, and documents of professional organizations such as the American Association of Naturopathic Physicians (AANP) and the American Association of Acupuncture and Oriental Medicine (AAOM) provide further insight concerning professional standards of conduct. The student conduct code in the student handbook specifies procedures for investigating violations of college policies and the sanctions that may be imposed.

Academic Freedom

NCNM faculty and students are free to question, discover and test all knowledge appropriate to their discipline as judged by the academic community in general.



Student Records

The Registrar's Office maintains permanent records of each student enrolled at NCNM. Unless otherwise required by law or special circumstances, the college will generally follow the policies set forth in this section. Typically, a student's record contains an application file, personal information necessary for NCNM business, grade reports, and records of any official action by NCNM concerning the student. Students are notified annually via email of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA) – commonly referred to as the “Buckley Amendment.” The Business Office, Financial Aid Office, Office of Student Life and Academic Affairs Office may also maintain student files as required by their respective functions. NCNM will maintain information on students in a secure, confidential manner in accordance with FERPA, and to that end will observe the following guidelines:

- College officers may review student records on an as needed basis.
- NCNM holds the following information as directory information, which may be disclosed in response to legitimate requests: name, address, telephone number, college email address, dates of attendance, enrollment status (full time, part time, and leave of absence), academic program, graduation date, photograph and awards received. NCNM will only print the following information in directories: name, year in school, college email and telephone number.
- Personal information about students will not be shared with third parties on- or off-campus, except as directed in writing by the student, the courts or governmental agencies.
- A student who wishes to review their records may do so by submitting a request in writing 48 hours prior to the time they wish to view their records.
- A student may not make copies of documents in their files.
- A student who believes information contained in official records is inaccurate, misleading, or a violation of privacy may request that the records be amended.
- In the event of a disagreement between a student and the administration as to the disposition of an issue, the student has the right to place a personal position statement in their academic file.
- A student has the right to file complaints with the appropriate agencies concerning alleged failures by NCNM to comply with applicable laws and rules, and/or their implementing regulations.
- Students may request information to be withheld by completing a “Directory Hold Request” form available from the Registrar's Office.



- NCNM may, in accordance with FERPA, disclose personally identifiable information from a student's education record without consent if the disclosure is in connection with a health or safety emergency.

Each student is responsible for furnishing, completely and accurately, all information required by NCNM so that it may perform its proper function as an educational institution. If a student's circumstances change (e.g., name, address, financial situation, etc.), the student is responsible to ensure that appropriate college officials are informed of the changed circumstance as soon as possible.

No part of a student's file, except directory information as noted above, will be released to any person outside of NCNM without written consent of the student, except as required by law.

Records for students attending NCNM under the provisions of the Veterans Administration will be accessible to certain authorized state and federal personnel without prior consent in accordance with 45 CFR, part 99.31 and part 99.35.

FERPA does not apply to employment situations, nor does it apply to candidates for matriculation to NCNM. However, Human Resources and the Office of Admissions adhere strictly to guidelines of professional conduct. All student admission applicant and employee applicant records are the property of NCNM and will not be released or returned except as outlined above.

Change of Track

Students are admitted to a specific educational program and required to follow their educational track. Within a track, students are not allowed to drop required courses or take required courses ahead of schedule.



After matriculation, students may request to change tracks to any of the standard educational tracks by submitting a “Student Status Change” form, approved by the associate dean of academic progress, to the Registrar’s Office.

Once processed by the Registrar’s Office, students must follow their new educational track. Students may deviate from the standard educational tracks for the following reasons: documented chronic illness, bereavement, or approved academic accommodations and considerations. Deviation requests must be accompanied by the appropriate documentation before approval can be given. A \$50 fee is applied to every approved track deviation.

A track change also requires a signature from the Office of Financial Aid, since there is likelihood of award modification to the student. All track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

Students may require an individual track layout due to approved deviations, a leave of absence, transfer credit, adding a second program, failure of a required course, etc. Due to the timing of some deviations, a student’s course schedule may not meet full-time enrollment status. Adjustments to individual tracks may be required due to course conflicts, and will be made at the discretion of

the registrar at no additional cost beyond the change fee. Students who deviate from their approved educational track may be required to take a leave of absence.

Students who are admitted into a degree program that does not have a lockstep track are exempt from this policy.

Change/Addition of Degree(s)

Students who wish to withdraw from one degree program and enroll into another must formally apply through the Office of Admissions. Once admitted, the Registrar’s Office and the associate dean of academic progress will inform the student regarding potential transfer credit, challenge exam options, and establish a new track. Students must meet with the Office of Financial Aid, since there is likelihood of award modification to the student.

Students who wish to add an additional degree (i.e., become a concurrently enrolled student in two degrees) must formally apply through the Office of Admissions. Once admitted, the student will work with the Registrar’s Office to establish a new track. Students must meet with the Office of Financial Aid, since there is likelihood of award modification. Students may pursue no more than two degrees concurrently. See the Financial Policies section for information on fees.

Students who matriculate into a second degree will do so under the catalog corresponding to the year in which the student begins the new degree.

Adding/Dropping Courses

No student may deviate from the established curriculum unless they have submitted and received approval via a “Petition to Deviate from Current Policy or Requirements” form.

During weeks 1-2 of each quarter, students may change sections in courses for which this is applicable. During this same period, they may also register for elective courses, and must submit an “Add/Drop” form with proper signatures to the Registrar’s Office. Courses may be officially dropped during weeks 1-6 by submitting the “Add/Drop” form with proper signatures to the Registrar’s Office. No core course can be officially dropped without the program dean’s signature. The grade for courses dropped weeks 3-6 will be recorded as “W” (withdrawal) or “WF” (withdrawal failing). Students who are withdrawing from the institution will receive a grade of “W” regardless of the week they withdraw. Non-attendance in any course will earn a grade of “F.” Any courses withdrawn after week 6 are ineligible for a refund. Weekend courses may be added or dropped up to the day before they begin based on the same criteria as above. Weekend courses that are dropped before they begin will receive a one hundred percent (100%) tuition refund. Lab and retreat fees are non-refundable once the term begins, even when the course occurs later in the term.

Students who request withdrawal from a course after week 6 must receive program dean and faculty approval. Courses dropped after week 6 are ineligible for a refund. Students who withdraw from a course after week 6 will be assigned a “W/WF” based on the grade they were receiving at the time of withdrawal.

In addition, students who are on federal financial aid and whose reduced course loads change their status from full time to part time must meet with the director of financial aid.

- **Week 1 of term** – Students may add/drop/change sections/change to audit and receive a 100 percent (100%) refund.
- **Week 2 of term** – Students may add/drop/change sections/change to audit and receive a 100 percent (100%) refund. Students withdrawing from school completely will receive a 90 percent refund.
- **Weeks 3-6 of term** – Instructor and program dean signature required, and instructor must indicate the grade of “W” (withdrawal) or “WF” (withdrawal failing); refund of eighty percent (80%), seventy percent (70%), sixty percent (60%), or fifty percent (50%), respectively.

- **Weeks 7-10 of term** – Instructor and program dean signature required, and instructor must indicate the grade of “W” (withdrawal) or “WF” (withdrawal failing), and grade is reflected on transcript; no refund allowed.
- **Weeks 10-12 of term** – Course cannot be dropped.

All courses starting after week one of the term will follow the same add/drop policy as outlined above.

Clinic Shifts

To add or drop a clinic shift, students must have an “Add/Drop” form approved by the associate registrar. Students have a three- to five-day period after the first clinic schedule has been posted to make any additional changes in their clinic shift schedule (add or drop) without being charged. This period is known as the “schedule adjustment” period. The actual deadline date is indicated on all schedules posted on campus prior to the beginning of the term. A \$50 add/drop fee will be charged for any shift changes after the deadline date, which is approximately one week after the “schedule adjustment” period has ended. Students who request any changes in their clinic shifts after the deadline must fill out a “General Appeal to Deviate from Current Policy or Requirements” form and submit it to the associate dean of academic progress. The student will be notified of the decision by the associate registrar. Students are responsible for attending their current clinic shifts until decisions are finalized. All fees concerning clinic shifts will apply.

Full-Time/Part-Time Student Status

Full-time student status requires enrollment of no fewer than 11 credits per quarter except for MSiMR, which is 8 credits for full time. Half-time student status requires enrollment of at least 5.5 credits per quarter except for MSiMR, which is 4 credits. Students on financial aid, who reduce their course loads from full-time to part-time status, must meet with the director of financial aid.



Student Life

Student Handbook

The NCNM Student Handbook is written and distributed by the Office of Student Life under the direction of the dean of students. It is the official notification of its policies, rules, regulations and standards of conduct. The student handbook is not a contract between NCNM and current or prospective students. NCNM reserves the right to modify or discontinue any of the services, programs or activities described in the student handbook without prior notice.

Students are responsible for understanding and abiding by the policies, rules, regulations and standards of conduct. Enrollment is considered acceptance of all conditions specified in the handbook. A current student handbook can be found online at ncnm.edu. Paper copies are available in the Office of Student Life.

Student Government Association

The NCNM Student Government Association (SGA) is an elected government of the student body. According to the NCNM student body constitution, the mission of SGA is “to serve as a forum in which the common needs of the diverse NCNM student body are identified, and to use SGA resources to address those needs and to enhance the student experience at NCNM.”

SGA also oversees the management and distribution of the student activity fees collected each quarter with registration. Students elect an executive council: president, vice president, secretary, treasurer and judicial liaison, as well as class officers and student representatives to college committees. Elections for SGA positions occur every spring quarter, except for the incoming first-year class, whose class-wide elections are conducted in the fall quarter. All members of the student body are invited to attend and participate in all SGA meetings. For more information, consult any of the class representatives or any member of SGA.

Student Disability Support Services

Student Life staff coordinate student accommodations based on Section 504 of the Americans with Disabilities Act. Students with questions should contact the Office of Student Life.

Health Insurance

NCNM does not require students to carry medical health insurance coverage. NCNM offers an optional NCNM Clinic Benefit Plan (CBP) for use at the NCNM Clinic. Students are automatically enrolled in the CBP for fall, winter, spring and summer. Students may opt out of the CBP (including the next summer term) by submitting a signed waiver form to the Business Office by the end of the second week of fall term. Students cannot drop the CBP

after the two week period. Students wishing to waive the CBP must submit a new waiver form each year beginning fall term. Students may opt back in to the CBP at the beginning of a new term by submitting a re-enrollment form by the end of the second week of classes. As well, students may opt out of the CBP any term as long as it's done within the first two weeks of that term.

Housing

Although on-campus housing is not available, NCNM is located near residential areas with ample rentals at reasonable rates. Students may contact the Office of Admissions for additional information; consult the postings on NCNMlist, an online forum; or the Office of Admissions webpage.

Student Identification Cards

All students receive a photo identification card on completion of new student orientation. Wearing a photo ID is recommended at all college facilities, and required at all NCNM clinics and for entrance to campus buildings after hours. This card also allows students to check out books at the NCNM library and at several other Portland college libraries with which NCNM has borrowing agreements.

Substance Abuse Policy and Program

NCNM is in compliance with U.S. Public Law 100-297 and the Improving America's Schools Act of 1994 (U.S. Public Law 103-382). NCNM policy prohibits unlawful possession, use or distribution of illicit or recreational drugs, or abuse of alcohol by students or employees on or off the college premises.

Oregon voters legalized the recreational use of marijuana effective July 1, 2015. However, as an institution that receives federal funds (all student loans are tied to federal allocation of funds), NCNM must abide by federal laws regarding drug use. Marijuana is considered a Class A controlled substance according to federal law.

A copy of the Substance Abuse Policy and Program is contained in the student and employee handbooks.

Drug Testing Policy

NCNM is in compliance with Oregon Health Authority and Oregon Administrative Rules 409-030-0100. All students are required to undergo a drug screen prior to matriculation. Refusal to take the required substance test will result in a revocation of the offer of admission to NCNM. The student will forfeit the enrollment deposit. A copy of the Drug Testing Policy is contained in the student handbook.



Campus Crime Statistics

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, codified at 20 USC 1092 (f) as a part of the Higher Education Act of 1965, is a federal law that requires colleges and universities to disclose certain timely and annual information about campus crime and security policies. In accordance with U.S. Public Law 101-542, the Crime Awareness and Campus Security Act of 1990, the college annually publishes and distributes statistics concerning the occurrence on campus of reportable criminal offenses that are reported to campus security authorities. These statistics are available to all students and employees of NCNM. Statistics are also posted online at ope.ed.gov/security. Students and employees are advised of campus

security procedures and practices, incident reporting and crime prevention during training; and are encouraged to be responsible for their own security and the security of others.

Arrest Policy

Violations of local, state and/or federal law are subject to college action. A student who has pleaded guilty to, or otherwise accepted responsibility for, a violation should be aware that the college may also sanction the student. Regardless of a plea, the dean of students must be notified within 72 hours if a student is arrested for, charged with, or convicted of any offense other than a minor traffic violation. If a student is unable to meet the 72 hour deadline, the student may be placed on an involuntary leave of absence pending a conversation with the dean of students.



A student may be suspended immediately, pending a conduct hearing, when an arrest involves an act of violence; the illegal sale, manufacture or delivery of drugs; or when the continued presence of the student on-campus poses a threat to the safety or the rights, welfare or property of another. If found in violation, a student will be subjected to disciplinary sanctions as outlined in section 14 of the student handbook, up to and including expulsion.

If a matriculating student has been charged with a criminal offense between the time he/she submitted an application and the time he/she arrives at school, he/she must inform the Office of Admissions and dean of students prior to arrival. If the college later discovers that a student has withheld disclosure of a criminal charge, he/she may be subject to immediate suspension.

If a student is convicted of an offense and allowed to remain enrolled at NCNM, the student will be required to meet with the dean of students and program dean(s) to discuss possible ramifications for clinical rotation and licensure requirements. The intent of this policy is to ensure the safety of patients and other members of the college.

Remote Classroom and Children on Campus

A remote classroom with audio/video live feeds is available for student parents who have nursing infants. Others may petition the Office of Student Life for permission to use the remote classroom. Please note that not all classes are available for remote viewing due to the nature of some classes and specific instructor requirements. Babies-in-arms are permitted in the remote room, but parents must find off-site childcare once babies become mobile or are over 12 months of age. Due to academic concerns regarding class participation and video education, students are permitted to use the remote classroom for a maximum of two quarters per infant during their program at NCNM. Babysitting is not available on campus, nor is it possible to make private arrangements for on-campus babysitting. Parents are required to make suitable arrangements for off-site childcare so that they can attend class. Children are not permitted to attend class with parents unless authorized by the Office of

Student Life. The remote room policy and privileges do not include exams and quizzes. Students are expected to find alternative childcare during exams.

Children are not allowed to attend clinic shifts with parents unless they are being seen as a patient and accompanied by a guardian.

New Student Orientation

New student orientation is a required course that provides students with the opportunity to become oriented and familiar with the campus and their peers; meet with essential faculty, staff and administrators; and learn the rights, responsibilities and expectations of being a student at NCNM.

Any student who is enrolling at NCNM part time or greater is required to attend new student orientation prior to the first term of enrollment. At that time, students will be assessed the new student orientation fee, which is charged to their student account. Attending new student orientation is a requirement for graduation from NCNM. A student who matriculates into an additional program during their academic career is exempt from participating in a second new student orientation course.

Students who complete new student orientation will receive a grade of "CMP" for completion. Failure to attend all of new student orientation will result in a grade of "NC," and the student will be required to retake the course the next time it is offered. Students who miss new student orientation will not be refunded the fee.

Students re-admitted to NCNM must make an appointment with the Office of Student Life to determine if re-orientation is required. Non-degree seeking students are not required to attend new student orientation, however, they are required to familiarize themselves with NCNM policies and should contact the Office of Student Life with questions.

Grievances

NCNM provides a grievance process by which a student may pursue a complaint against a member of the faculty, staff or administration for an alleged violation of a written NCNM campus policy or procedure, or an established practice that is arbitrary, capricious or unequally applied toward the student. The grievance process begins in the Office of Student Life, either by the dean of students or an appointed representative. A copy of the Grievance Policy is contained in the student handbook.

If a student is not satisfied that NCNM has adhered to its policy or been fair in its handling of the complaint, the student may contact the appropriate accreditation or regulatory agency listed on the inside front cover of the catalog and in the student handbook.

Organization and Governance

NCNM is a nonprofit 501(c) (3) corporation organized under Oregon law. The college is governed by a board of directors whose members serve three-year terms and represent the general community. The board oversees the organization and exercises management through the president. NCNM's day-to-day operations are performed by the president, administration, faculty and staff.

Board of Directors

Executive Committee Members

Chair, **Ellen Goldsmith, MSOM**

Vice-Chair, **Willow Moore, DC, ND**

Secretary, **Brian Camastral, MBA**

Treasurer, **Don Drake**

President, *Ex-Officio*, **David J. Schleich, PhD**

Directors

Lori Blankinship, ND

B. Winston Cardwell, ND, MSOM

Christoph Kind, ND

Patricia Kramer, PhD

Mohan Nair, MS

Jo Smith, CMC

Andrea (Andy) Wolcott, MSHRM

Campus Representation (Non-voting)

Faculty Representative, **Steven Sandberg-Lewis, ND**

Staff Representative, **Sarah Hammer, MAcOM**

Senior Student Representative, **Brook Ahnemann, NMS⁴**

Junior Student Representative, **Dylan Shanahan, NMS³, AOMS³**

Administration

Office of the President

Chief Executive Officer and President, **David J. Schleich, PhD**

Executive Assistant to the President, **Colleen Corder**

Director of Campus Development, **Keith North**

Office of the Provost

Provost and Vice President of Academics, **Andrea Smith, EdD**

Executive Assistant to the Provost, **Gina Starling**

Director of Curriculum and Faculty Development, **Denise Dallmann, MS, Doctor of Naturopathic Medicine**

Office of Institutional Research and Compliance

Director of Institutional Research and Compliance, **Laurie McGrath**

Senior Institutional Research Analyst, **Georgia Portuondo, MSI**

Finance and Administration

Vice-President of Finance and Administration and Chief Financial Officer, **Gerald Bores, MBA**

Director of Human Resources, **Kathy Stanford, PHR**

Human Resources Generalist, **Fox McGregor**

Payroll/HR Specialist, **Sandra Brydson**

Accounting Manager, **Sally Barrett**

Student Transactions, **Bob Jackson**

Accounts Payable Specialist, **Susan Wilkes**

Clinic Billing Supervisor, **Gina Gossage**

Clinic Billing Coordinator, **Kerri Evans**

Director of Financial Aid, **Laurie Radford**

Financial Aid Counselors, **Sally Kalstrom, Alison Pillette**

Registrar, **Kelly Garey**

Associate Registrar, **Chris Ballard**

Assistant Registrar, **Karen Meketa**

Registrar's Office Assistant, **Colin Anderson**

Campus Security Chief, **Spencer Brazes**

Campus Security Guards, **Joe Afranji, Stephanie Balicki, Mike Hale**

Campus Security Assistant, **Aaron Lamb**

Facilities Manager, **David McAllister**

Facilities Staff, **Thomas Coward, Aaron Lamb**

Information Technology Manager, **Steven Fong**

Information Technology Coordinators, **Dexter Asis, Frank Zhang**

Audio Visual and Instructional Technology Coordinator, **Stephen Dehner**

Director of Ancillary Services, **Nichole Wright, MBA**

Ancillary Services Quality Assurance and Risk Manager, **Micaela Angle, MSTCM**

Ancillary Services Operations Manager, **Leah Burch**

Medicines Manager, **Audrey Bergsma, ND**

Medicines Associate Manager, **Jennifer Baier**

Medicinary Development Supervisor, **Jennifer Brusewitz, ND**

Medicinary Service Representatives, **Michelle Denker, MSTCM;**

Kelly Drury, MAOM; Sarah Evans, MSTCM; Elisa Finos;

Teresa Gryder, ND; Polly Hatfield; Margaret Havlik,

ND; Dana Herms, ND; Xander Kahn, MAcOM;

Erin Moreland, MSOM; Kristy Viaches

Retail Representatives, **Nichole Alvarado, Riley Snyder**

Clinical Operations

Dean of Clinics, **Regina Dehen, ND, MAcOM**
Chief Medical Officer, **Judy Neall Epstein, ND**
Director of Clinic Operations, **vacant**
Acting Director of Clinic Operations, **Renee “Rae” Wright**
TB Coordinator/Administrative Support, **Sarah Hammer, MAcOM**
Epic Site Specialist, **Jeanna Smith**
Laboratory Director, **Sonia Kapur, PhD, HCLD**
Clinic Operations Coordinators, **Kara Christiansen, Mary Van Zant**
Clinic Referral Coordinator, **Gloria Gaxiola**
Director of Clinic Services and Information Center, **Brenda Sodowsky**
Information Center Coordinators, **Carolee Barrus, Belle-Suzanne Raymond**
Clinic Services Representatives, **Betsy Bengston, Megan Coning, Lauren Haight, Jessica Kostman, Shantelly Miles, Amber Nail**
Medical Records Coordinators, **Sara Callahan, Prudence Dickenson**
Laboratory Technologist, **Pramod Jha, MS**
Laboratory Technicians, **Stacy Nguyen, MLT; Tammy Vogel, MLT**
Laboratory Assistants, **Michelle Brown-Echerd, ND; Carrie Crouse**
Phlebotomist, **Niyousha Shahgaldi**
SIBO Center Coordinator, **vacant**
SIBO Center Laboratory Technicians, **Nikki Edwards; Audra Lee, MS; Crystal MacPherson, MA**
SIBO Center Assistant, **Allyson Kohlmann**
Community Clinics Manager, **Lori Knowles**
Patient Services Coordinator, **Erika Sanchez**
Community Clinics Operations Coordinator, **Teale Niles**
Beaverton Clinic Services Coordinators, **Talia Ramos Remon, Robert Shunk**

Department of Advancement and Continuing Education and Alumni Affairs

Vice President of Advancement, **Susan Hunter, MBA**
Advancement Officer, **Danielle Engles, ND**
Director of Institutes, **Sasha Steiner, MBA**
Rare Book Room Curator, **Sussanna Czeranko, ND**
Alumni Officer, **Bill Tribe**
Career Services Manager, **Tafflyn Williams-Thomas**
Director of Continuing Education, **Audra Mehan, DC**
CE Distance Learning Coordinator, **Justin Fowler**
CE Project and Technology Assistant, **Keegan Murphy**

Adjunct Faculty and Lead Physician, Traditional Roots Institute, **Orna Izakson, ND**

Adjunct Faculty and Lead Physician, Women in Balance Institute, **vacant**

Adjunct Faculty and Co-Lead Physicians, Food as Medicine Institute, **Julie Briley, ND; Courtney Jackson, ND**

Adjunct Faculty, Food as Medicine Institute, **Cory Szybala, ND; Shawnte Yates, ND**

Galen’s Way Garden Curator, **Brian Landever, MA**

Department of Marketing and Communications

Vice President of Marketing and Communications, **Sandra Snyder, PhD**

Director of Public Relations and External Communications, **Marilynn Considine**

Marketing and Communications Manager, **Sherrie L. Martel**

Graphic Designer/Art Director, **Jenny Bowlden**

Graphic Designer, **Vanessa Morrow**

Webmaster, **Ellen Yarnell**

Web Developer, **Michael Fields**

Publications and Internal Communications Officer, **Steve Dodge**

Department of Admissions and Enrollment Management

Director of Admissions, **Brandon Hamilton, MA**

Admissions Counselors, **Mary Doyle; Caiden Marcus, MS; Brenda Morrison, MA; Amber Timm**

Admissions Operations Manager, **Hang Nguyen**

Admissions Coordinator of Recruitment and Communications, **Tyler Ciokiewicz**

Admissions Events and Activities Manager, **Alice Franke**

Admissions Receptionist, **Kelley Cruz**

Academic Affairs

School of Naturopathic Medicine

Dean of the School of Naturopathic Medicine, **Melanie Henriksen, ND, MSOM, MN**

Associate Dean of Residency and Academics for the School of Naturopathic Medicine, **Leslie Fuller, ND**

Associate Dean of Clinical Education for the School of Naturopathic Medicine, **Carrie Baldwin-Sayre, ND**

Assistant to the Dean of the School of Naturopathic Medicine, **Sara Nañez**

Administrative Assistant to the Residency Department, **Gary Strong**

Academic Coordinators, **Molly Bailen, Isaa Sky**

School of Classical Chinese Medicine

Dean of the School of Classical Chinese Medicine, **Laurie Regan, PhD, ND**



Founding Professor of the School of Classical Chinese Medicine,
Heiner Fruehauf, PhD

Interim Associate Dean for the School of Classical Chinese Medicine,
Denise Dallmann, MS, Doctor of Naturopathic Medicine

Associate Dean of Clinical Education for the School of Classical Chinese
Medicine, **Daniel Silver, MTCM**

Residency Director, **David Berkshire, MACOM**

Assistant to the Dean of the School of Classical Chinese Medicine,
Jeaneth Villegas, MA

Academic Coordinator, **Terra Miezwa**

School of Research & Graduate Studies

Dean of the School of Research & Graduate Studies and Director of
Helfgott Research Institute, **Heather Zwickey, PhD**

Associate Dean of Administration, **Heather Schiffke, MATCM**

Assistant Dean of the School of Research & Graduate Studies,
Morgan Schafer, MA

Assistant Dean of the School of Research & Graduate Studies,
Angela Senders, ND, MCR

Assistant Director of Research, **Ryan Bradley, ND, MPH**

Interim Program Chair, Master of Science in Global Health,
Heather Zwickey, PhD

Program Chair, Master of Science in Integrative Medicine Research,
Morgan Schafer, MA

Program Chair, Master of Science in Integrative Mental Health,
Angela Senders, ND, MCR

Program Chair, Master of Science in Nutrition, **Andrew Erlandsen, ND**

Kitchen Manager, **Kendal Kubitz**

Nutrition Internship Coordinator, **Karissa Bent**

Administrative Coordinator, **Lena Murphy**

Administrative Assistant, **Sara Pavao**

Library

College Librarian, **Noelle Stello, MSLIS**

Associate Librarian, **Christina King, MSOM, MLS**

Circulation Coordinator, **Jessica Gorton, MLS**

Evening/Weekend Library Supervisor, **Jennifer Kim**

Office of Student Life

Dean of Students, **Cheryl Miller, MA**

Director of Student Life and Inclusion, **Morgan Chicarelli**

Director of Counseling Services, **Adrienne Wolmark, MSS, PhD**

Mental Health Counselor, **Olivia McClelland, MSW, MPA**

Intercultural Engagement and Support Manager,
Ayasha Shamsud-Din, MS

Student Life Administrative Assistant, **vacant**

Associate Dean of Academic Progress, **Catherine Downey, ND**

Academic Advisor, **Colleen Doherty, MAEd**

Faculty

School of Naturopathic Medicine

Full-Time Faculty

Joel Agresta, Associate Professor; DC, Western States Chiropractic
College, 1983

Tammy Ashney, Assistant Professor; ND, National College of Natural
Medicine, 2009

Carrie Baldwin-Sayre, Assistant Professor, Associate Dean of
Clinical Education; ND, National College of Naturopathic Medicine, 2004

Richard Barrett, Professor; ND, National College of Naturopathic
Medicine, 1986

John Brons, Professor; PhD, UCLA, 1978; MACOM, Oregon College of
Oriental Medicine, 1993

Ryan Chamberlin, DO, Western University of Health Sciences, 1995

Bracey Dangerfield, Assistant Professor; PhD, Maharishi
International University, 1992

Maleah Ermac, Assistant Professor; ND, National College of Natural
Medicine, 2010

Leslie Fuller, Assistant Professor, Associate Dean of Residency and
Academics; ND, National College of Natural Medicine, 2009

Megan Golani, Assistant Professor, National College of Natural
Medicine, 2012

Melanie Henriksen, Dean of the School of Naturopathic Medicine;
ND, MSOM, National College of Naturopathic Medicine, 2005; MN, CNM,
Oregon Health & Science University, 2009

Timothy Irving, Associate Professor; DC, Western States Chiropractic
College, 2005; MS, University of Bridgeport, 2009

Paul Kalnins, Assistant Professor; ND, MSOM, National College of
Naturopathic Medicine, 1998

Gaia Mather, Assistant Professor; ND, National College of
Naturopathic Medicine, 1990

Marcus Miller, Associate Professor; MD, Louisiana State University
Medical School, 1982; ND, National College of Naturopathic Medicine, 2001

Martin Milner, Assistant Professor; ND, National College of
Naturopathic Medicine, 1983; MA, University of Rhode Island, 1975



Glen Nagel, Assistant Professor; ND, National College of Naturopathic Medicine, 1993

Katherine Patterson, Assistant Professor; ND, National College of Natural Medicine, 2010

Steven Sandberg-Lewis, Professor; ND, National College of Naturopathic Medicine, 1978

Nancy Scarlett, Professor; ND, National College of Naturopathic Medicine, 1997

Kimberly Windstar, Professor; MEd, California State College, 1982; ND, National College of Naturopathic Medicine, 1991

Adjunct Faculty

Satya Ambrose, ND, National College of Naturopathic Medicine, 1989; MAcOM, Oregon College of Oriental Medicine, 1989

Amy Bader, ND, National College of Naturopathic Medicine, 2000

Deah Baird, ND, Bastyr University, 1994; MS, Portland State University, 2008

Roger Batchelor, DAOM, Oregon College of Oriental Medicine, 2007

Alicia Bigelow, ND, National College of Naturopathic Medicine, 2004

Eric Blake, ND, MSOM, National College of Naturopathic Medicine, 2004

Leslie Bottomly, JD, Northwestern School of Law of Lewis and Clark College, 1990

Meghan Brinson, ND, National College of Natural Medicine, 2010

Jennifer Brusewitz, ND, National College of Naturopathic Medicine, 2000

Stephen Bush, JD, MA, University of Southern California, 2001

Laurent Chaix, ND, National College of Naturopathic Medicine, 1995

Loch Chandler, ND, MSOM, National College of Naturopathic Medicine, 2001

Elizabeth Collins, ND, National College of Naturopathic Medicine, 1996

Catherine Darley, ND, Bastyr University, 2002

Elizabeth “Liz” Davidson, National College of Natural Medicine, 2012

Regina Dehen, MAcOM, Oregon College of Oriental Medicine, 1995; ND, National College of Naturopathic Medicine, 1997

Daniel DeLapp, DC, Los Angeles College of Chiropractic, 1986; MAcOM, Oregon College of Oriental Medicine, 1996; ND, National College of Naturopathic Medicine, 1997

Lysanji Edson, ND, National College of Naturopathic Medicine, 1996

Durr Elmore, DC, Western States Chiropractic College, 1982; ND, MSOM, National College of Naturopathic Medicine, 1984, 2004

Andrew Erlandsen, Assistant Professor; Program Chair, Master of Science in Nutrition; ND, National College of Natural Medicine, 2011

Sheryl Estlund, ND, National College of Naturopathic Medicine, 2003

Steve Gardner, DC, Western States Chiropractic College, 1977; ND, National College of Naturopathic Medicine, 1994

Jennifer Gibbons, ND, National College of Naturopathic Medicine, 1998

Mary Grabowska, ND, National College of Naturopathic Medicine, 1993; MAcOM, Oregon College of Oriental Medicine, 1994

Alena Guggenheim, ND, National College of Natural Medicine, 2007

Michael Hohn, MBA, EDD, George Fox University, 2009

Pamela Jeanne, ND, National College of Naturopathic Medicine, 1990

Keivan Jinnah, ND, MSOM, National College of Naturopathic Medicine, 1998

Carrie Jones, ND, National College of Natural Medicine, 2007

Mark Kaminski, MS, Northwestern University, 1979

Karta Purkh Singh Khalsa

Rosetta Koach, ND, National College of Naturopathic Medicine, 1998

Brittany Kolluru, ND, National College of Natural Medicine, 2010

Dohn Kruschwitz, Associate Professor; MD, University of Iowa College of Medicine, 1966; ND, National College of Naturopathic Medicine, 1997

Richard Lok, ND, National College of Natural Medicine, 2009

Tom Maier, PhD, University of British Columbia, 1982

Andrea Partel, ND, MSA, Bastyr University, 2009

Heidi Peterson, ND, National College of Naturopathic Medicine, 1999

Phyllecia Rommel

Kayle Sandberg-Lewis, MA, Goddard College, 2000

Allison Siebecker, ND, MSOM, National College of Naturopathic Medicine, 2005

Shawn Soszka, ND, MSOM, National College of Naturopathic Medicine, 2000, 2001

Kevin Spelman, PhD, University of Exeter, 2009

Jillian Stansbury, ND, National College of Naturopathic Medicine, 1988

Timothy D. Stecher, DC, Western States Chiropractic College, 1996

Lisa Taulbee, ND, National College of Natural Medicine 2010

Gary Weiner, ND, MSOM, National College of Naturopathic Medicine, 1997, 2005

Anna Wieman, ND, National College of Natural Medicine, 2011

Jared Zeff, ND, National College of Naturopathic Medicine, 1979

Katherine Zieman, ND, National College of Naturopathic Medicine, 1993

Matthew Zorn, ND, National College of Naturopathic Medicine, 2002

Heather Zwickey, Director of Helfgott, Dean of Research & Graduate Studies, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

School of Classical Chinese Medicine

Full-Time Faculty

Roger Batchelor, Associate Professor; DAOM, Oregon College of Oriental Medicine, 2007

David Berkshire, Assistant Professor; MAcOM, Oregon College of Oriental Medicine, 2001

Xiaoli Chen, Associate Professor; Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1987, 1994

Jim Cleaver, Instructor; Diploma in Traditional Chinese Acupuncture and Herbology, Five Branches Institute, 1987

Heiner Fruehauf, Professor; PhD, University of Chicago, 1990

Ken Glowacki, Assistant Professor; MSTOM, Pacific College of Oriental Medicine, 2002

Brenda Hood, Assistant Professor; PhD, Chinese Academy of Social Science, Beijing, 2006

Joon Hee Lee, Assistant Professor; MSOM, Samra University, Los Angeles, 2004; DAOM, Oregon College of Oriental Medicine, 2011

Charles Rothschild Lev, Assistant Professor; MAcOM, Oregon College of Oriental Medicine, 1998

Rihui Long, Professor; Master of Medicine (China), Chengdu University of TCM, 1984

Robert Quinn, Assistant Professor; MAcOM, DAOM, Oregon College of Oriental Medicine, 1998, 2008

Laurie Regan, Dean of the School of Classical Chinese Medicine, Assistant Professor; PhD, Harvard University, 1991; ND, National College of Naturopathic Medicine, 1997

Daniel Silver, Associate Dean of Clinical Education for the School of Classical Chinese Medicine, Assistant Professor; MTCM, Five Branches Institute, 2006

Brandt Stickley, Assistant Professor; MS, American College of Traditional Chinese Medicine, 2001

Adjunct Faculty

Paul Bellis, MAcTCM, Yo San University, 2000

John Blank, MAcOM, Oregon College of Oriental Medicine, 1994

Sara Bowes, MSOM, National College of Natural Medicine, 2012

Loch Chandler, ND, MSOM, National College of Naturopathic Medicine, 2001

Andrew Erlandsen, Assistant Professor; Program Chair, Master of Science in Nutrition; ND, National College of Natural Medicine, 2011

William Frazier, MA, Academy for Five Element Acupuncture, 2001

David Frierman, Certificate of Completion, San Francisco College of Acupuncture, 1989

Michael Givens, MA, St. John's College, 2003; MSOM, National College of Natural Medicine, 2009

Eric Grey, Assistant Professor; MSOM, National College of Natural Medicine, 2009

Paul Kalnins, Assistant Professor; ND, MSOM, National College of Naturopathic Medicine, 1998

Harry King, MSOM, Acupuncture and Integrative Medicine College Berkeley, 2010

Pikshan Ko

Gwen Lovetere, MAcOM, Oregon College of Oriental Medicine, 1994

Steven Marsden, ND, MSOM, National College of Naturopathic Medicine, 1999

Michael McMahon, MAc, National College of Natural Medicine, 2011

Cita Oudijk, MAcOM, Oregon College of Oriental Medicine, 1998

Karin Parramore, MSOM, National College of Natural Medicine, 2012

Youping Qin, Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1999, 2002

Paul Rosenberg

Gregory Sax, MSOM, National College of Natural Medicine, 2010

Nancy Scarlett, Associate Professor; ND, National College of Naturopathic Medicine, 1997

Shawn Soszka, MSOM, ND, National College of Naturopathic Medicine, 2000, 2001

Tamara Staudt, ND, MSOM, National College of Naturopathic Medicine, 1998

Kim Tippens, Assistant Professor; ND, MSAOM, Bastyr University, 2003; MPH, Oregon Health & Science University, 2012

Edythe Vickers, Diploma, Oregon College of Oriental Medicine, 1986; ND, National College of Naturopathic Medicine, 1987

Sabine Wilms, Assistant Professor; PhD, University of Arizona, 2002

Guangying Zhou, Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1999, 2002

Heather Zwickey, Director of Helfgott, Dean of Research & Graduate Studies, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

School of Research & Graduate Studies

Faculty

David Alderdice, ND, National College of Natural Medicine, 2008

Adam Baratta, MS, National College of Natural Medicine, 2015

Krista Barlow, MS, National College of Natural Medicine, 2015

Ashley Brauker, ND, MS, National College of Natural Medicine, 2015

Richard Barrett, Professor; ND, National College of Naturopathic Medicine, 1986

Kurt Beil, ND, MSOM, National College of Natural Medicine, 2006, 2008; MPH, Portland State University, 2010

Ryan Bradley, ND, Bastyr University, 2003; MPH, University of Washington, 2009

Julie Briley, ND, National College of Natural Medicine, 2011

Jennifer Brusewitz, ND, National College of Naturopathic Medicine, 2000

Amy Peterson Case, MA, St. Edward's University, 1994; PhD, University of Texas, Houston, 2012

Lauren Chandler, MSW, Portland State University, 2007

Ericha Clare, ND, MAC, National College of Natural Medicine, 2007, 2008

Andrea DeBarber, PhD, University of Newcastle, United Kingdom, 1997

Andrea Del-Olmo, ND, National College of Natural Medicine, 2013

Jill Edwards, ND, National College of Natural Medicine, 2007

Samantha Ellis, MS, National College of Natural Medicine, 2015

Andrew Erlandsen, Assistant Professor; Program Chair, Master of Science in Nutrition; ND, National College of Natural Medicine, 2011

Chelsie Falk, ND, National College of Natural Medicine, 2013

Leslie Fuller, Assistant Professor, Associate Dean of Residency and Academics; ND, National College of Natural Medicine, 2009

Melissa Gard, PhD, University of Kansas, 2012

Megan Golani, ND, National College of Natural Medicine, 2012

Alena Guggenheim, ND, National College of Natural Medicine, 2007

Douglas Hanes, Assistant Professor; PhD, University of Michigan, 1999

Wendy Hodsdon, ND, National College of Natural Medicine, 2007

David Howard, PhD, University of Florida, 2004

Zenia Junker, Doctor of Naturopathic Medicine, Southwest College of Naturopathic Medicine, 2010

Paul Kalnins, Assistant Professor; ND, MSOM, National College of Naturopathic Medicine, 1998

Andrew Litchy, ND, National College of Natural Medicine, 2011

Darcy Lyon, MA, California Institute of Integral Studies, 2008

Siobhan Maty, MPH, Johns Hopkins University, 1996; PhD, University of Michigan, Ann Arbor, 2002

Meredith McClanen, ND, National College of Naturopathic Medicine, 2006

Elizabeth McGlasson, MA, Western Oregon University, 2006; MPH, Portland State University, 2009

Scott Mist, MA, Western Michigan University, 1997; MACOM, Oregon College of Oriental Medicine, 1999; MS, PhD, Portland State University, 2003, 2007

Margaret Mills, MS, National College of Natural Medicine, 2015

Jessica Montgomery, MSW, Portland State University, 1993

Carolyn Nygaard, ND, National College of Natural Medicine, 2009

Erica Oberg, ND, Bastyr University, 2003; MPH, University of Washington, 2007

Laurie Menk Otto, ND, National College of Natural Medicine, 2007; MPH, University of Arizona Mel and Enid Zuckerman College of Public Health, 2012

Elena Panutich, PhD, University of California Los Angeles, 1992; ND, National College of Natural Medicine, 2008

Tabatha Parker, ND, National College of Naturopathic Medicine, 2004

Camella Potter, ND, National College of Natural Medicine, 2012

Corey Pressman, MA, Washington State University, 1994

Julie Reeder, MPH, PhD, Oregon State University, 1999, 2000

David Riley, MD, University of Utah, 1983

Cassandra Robinson, MSiMR, National College of Natural Medicine, 2013

Ian Rubin, MA, Goddard College, 2006

Jennifer Ryan, ND, MSiMR, National College of Natural Medicine, 2012, 2013

Nancy Scarlett, Associate Professor; ND, National College of Naturopathic Medicine, 1997

Morgan Schafer, Assistant Dean, School of Research & Graduate Studies; Program Chair, Master of Science in Integrative Medicine Research; MA, University of California, Santa Barbara, 2006

Angela Senders, Assistant Dean, School of Research & Graduate Studies; Chair, Master of Science in Integrative Mental Health; ND, National College of Naturopathic Medicine, 2005; MCR, Oregon Health & Science University, 2014

Julie Smircic, MSW, Portland State University, 1997

Amala Soumyanath, PhD, King's College London, University of London, 1987

Cory Szybala, ND, National College of Natural Medicine, 2014

Deanne C. Tibbitts, PhD, Oregon Health & Science University, 2011

Kimberly Tippens, Assistant Professor; ND, MSAOM, Bastyr University, 2003; MPH, Oregon Health & Science University, 2012

Maria Valdez, ND, National College of Natural Medicine, 2010

Nicole Vasilevsky, PhD, Oregon Health & Science University, 2009

Annastacia Weiss, Diploma of Culinary Arts, Western Culinary Institute, 1997

Jenna Wilson Crain, ND, National College of Natural Medicine, 2013

Heather Zwickey, Director of Helgott, Dean of Research & Graduate Studies, Associate Professor; PhD, University of Colorado Health Sciences Center, 1998

Library

Christina King, Instructor; MSOM, Natural College of Natural Medicine, 2009; MLS, Emporia University, 2014

Noelle Stello, Assistant Professor; MSLIS, University of Illinois, 2005



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It is the mark of an educated mind to be able to entertain a thought without accepting it.

ARISTOTLE



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At the top of the page, click on "Map & Directions."*





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