

DULA Doctorate Syllabus DCL 833 (A-E), Preceptorship (I-V)

COURSE INFORMATION

Course Number, Title (Number of hours/Units):	DCL 833A, Preceptorship I (40 hours/2 units) DCL 833B, Preceptorship II (40 hours/2 units) DCL 833C, Preceptorship III (40 hours/2 units) DCL 833D, Preceptorship IV (40 hours/2 units) DCL 833E, Preceptorship V (40 hours/2 units)
Prerequisites:	None
Course Schedule:	As registered by students
Course Instructor (email):	Preceptor
Instructor Office Hours:	Same as course schedule

COURSE DESCRIPTION

Didactic and clinical teaching experience is created in the form of a Preceptorship in the DULA Didactic Classrooms and Oriental Medical Center (OMC). The primary educational objective of this preceptorship is for the doctoral student to demonstrate skills in the three roles: clinical teaching - professional role modeling, supervision of patient care (including quality assurance), and teaching (preparation, delivery and assessment/feedback). Doctoral students may choose to complete their preceptorship training either all in didactic setting, clinical setting or both didactic and clinical setting.

In didactic and/or clinical setting, students will be assigned and work closely with the faculty who serves as their preceptor to develop their didactic teaching and leadership skills. The OMC Director serves as the primary supervisor for all clinical preceptors and will ensure that each student meets all requirements for teaching, as well as provides periodic feedback on performance, including on the doctoral students' evaluation of Master's interns and any ratings of their teaching provided by interns. DAOM students are also provided guidance in planning their preceptorship by the Associate Dean of DAOM Program who guides them in incorporating the advanced teaching and leadership skills and knowledge.

Students, particularly those who are more junior, may design a formal learning plan for themselves as assistant faculty, which includes their own learning plans, objectives and the academic activities they will engage in to develop effective teaching skills. Students may also design the learning plans for their students, or may engage their learners in self-reflection or self-study evaluation, peer teaching, peer evaluation or small group learning activities.

For each 40 hours/2 units of preceptorship course, students are required to write one (1) report encapsulating their own learning experience and demonstrating their progression as a teacher.

LEARNING OBJECTIVES

- Demonstrate academic professional role model reflecting in their capability in designing and performing academic teaching related to their field either in clinical or didactic setting
- Able to create the effective learning plan , objectives and academic activities to engage in the teaching skills

- Able to create the effective student’s evaluation and peer evaluation method
- Able to integrate the academic teaching and leadership skill to the implementation of clinical practice
- Able to apply the learning experiences from the preceptor to the evidence-based medicine references, integrative medical practices and to specialty area in pain management

CORRELATION OF THE CLASS TO THE DAOM EDUCATIONAL OBJECTIVES

- (O) Competently apply the advanced diagnosis and treatment skills of the program’s core Oriental Medicine curriculum
- (O) Demonstrate competency in critical application of evidence-based medicine towards research, scholarship, and patient-care
- () Demonstrate competency in application of advanced Traditional Korean Medicine theories and modalities within the program’s specialty
- (O) Demonstrate ability to educate others in Acupuncture and Oriental Medicine
- (O) Demonstrate competency in integrative medical practices to advance Oriental Medicine and effectively collaborate on patient care with other healthcare systems
- (O) Demonstrate competency in engaging in “best practices” in patient-centered clinical management

TEACHING METHODS

Lecture	Case discussion	Hands-on practical training	Demonstration	Oral Presentation	Audio and/or visual tutorial segments	Off-campus field trips	Off-campus speakers/ consultants
O	O	O	O				

Other (explain): _____

INSTRUCTIONAL MATERIALS

Required Text(s):

- April D. Armstrong et al. Essentials of Musculoskeletal Care. 5th Edition. 2016, American Academy of Orthopaedic Surgeons and American Academy of Pediatrics.
- Lynn S. Bickley. Bates’ Guide to Physical Examination and History Taking. 12th Edition. 2017, Wolters Kluwer.
- How to Read Donguibogam Easily, Ahn, Sang Woo, 2nd Edition, Korean Institute of Oriental Medicine (2015)
- New Compilation of Four Constitutional Medicine, Wan, Ji-Sang, 2nd Edition, Korean Institute of Oriental Medicine (2015)
- Saam Five Element Acupuncture, Sanghoon Lee, Suk-Kyun Hahn, Jimoondang. 2009.
- Unschuld, Paul U. Huang Di Nei Jing Ling Shu. University of California Press, 2016, Oakland, California.
- Unschuld, Paul U. Huang Di Nei Jing Su Wen, 2 Volumes. University of California Press, 2011, Berkeley and Los Angeles, California.
- Intearctive Medical Acupuncture anatomy. Narda G. Robinson. Tenton New Media, 2016.

- Integrative Pain Medicine: The Science and Practice of Complementary and Alternative Medicine in Pain Management. Joseph Audette and Allison Bailey. Humana Press, 2008.
- Chinese Medical Herbology and Pharmacology. Chen. Art of Medicine Press, California, 2004.
- Chinese Herbal Formulas and Applications: Pharmacological Effects and Clinical Research. Chen. Art of Medicine Press, California, 2009.
- Flaws and Sionneau. The Treatment of Modern Western Medical Diseases with Chinese Medicine: A Textbook and Clinical Manual. Blue Poppy Enterprises, 2001.
- McPhee, S. and M. Papadakis, Current Medical Diagnosis & Treatment (58th Edition), New York, McGraw-Hill, 2019.
- Wei-Chieh Young. Lectures on Tung’s Acupuncture Therapeutic System. 2008, American Chinese Medical Culture Center.
- Jiao Shun Fa. Scalp Acupuncture and Clinical Cases. 1997, Foreign Language Press Beijing.
- Mingqing Zhu. Zhu’s Scalp Acupuncture. 1992.
- Any other references that presented or suggested by the preceptor.

COURSE REQUIREMENTS

Course Requirement Clarification	Description
Regular Attendance	Preceptorship Hours 40 hours / 2 unit Total : 200 hours / 10 units
Preceptorship Report	For each 40 hours/2 units of preceptorship course, students are required to write one (1) report encapsulating their own learning experience and demonstrating their progression as a teacher

GRADING POLICY & EVALUATION

P	(Pass) <ul style="list-style-type: none"> • Complete all the course requirements for the quarter • Complete of 1 preceptorship report for the quarter that student has registered • Complete all preceptorship hours for which the student has registered
F	(Fail) <ul style="list-style-type: none"> • Do not complete all the course requirements for the quarter • Do not complete of 1 preceptorship report for the quarter that student has registered • Do not complete all preceptorship hours for which the student has registered • Any violation to any disciplinary acts, restrictions and policy including health and safety that established in the registered preceptorship training facility and/or determined by the mentor
I	(Incomplete) <ul style="list-style-type: none"> • Do not complete all the course requirements for the quarter • Do not complete of 1 preceptorship report for the quarter that student has registered • Do not complete all preceptorship hours for which the student has registered

W	(Withdraw)
IP	(In progress)

Please reference the DAOM Catalog for more information regarding the University's grade point system.

ATTENDANCE POLICY

University policy requires that attendance is factored in as at least 10% of a student's final grade. Students with more than 2 unexcused absences will be considered to automatically fail a course, and 3 marks of tardiness will be counted as 1 absence.

Please reference the DAOM Catalog for more information regarding this policy.

ACADEMIC DISHONESTY

Academic dishonesty includes providing or receiving answers from other students during or after an examination, plagiarism, knowing use of illegally copied educational material in any format, using informational aids such as "crib sheets" or other types of notes during an examination (if not allowed), or anything else that might reasonably be construed as cheating. Students who are found to be academically dishonest will automatically receive an "F" in that particular course and are subject to dismissal or suspension for 1 quarter, and may be placed on administrative probation.

STUDENTS WITH DISABILITIES

Dongguk University Los Angeles is committed to providing support services to achieve equal access to the education experience. The Student Services Coordinator is available to provide assistance for students who exhibit significant difficulties due to a disability. DULA will support students to understand his/her limited abilities and compensate for them with ADA accommodations and alternative resources as well. Registration for assistance from the Student Services Coordinator is on a voluntary, self-identifying basis. However, services are only available after a student has registered and presents current documentation of the disability from an appropriate specialist or physician. All information and documentation are confidential.

Please refer to the DAOM Catalog for more information regarding this policy and procedure.

SPECIAL NOTES

[type here for additional notes]