# Course Description

The purpose of this course is to provide the doctoral candidate with direct patient management observation in biomedical settings to develop advanced clinical knowledge and skills and instill the habits of self-directed learning and critical thinking in an integrated setting.

Applications of Inter-Professional Communication is designed to provide advanced clinical training and experiences in an approved biomedical setting designed to articulate closely with the didactic portion of the curriculum. Doctoral candidates will be supervised at the practicum sites by allopathic/osteopathic doctors (MD/DO), physician assistants (PA), nurse practitioners (NP), certified nurse midwives (CNM), registered nurses (RN), advanced practice nurses (APN), physical therapists (PT), occupational therapists (OT), pharmacists (PharmD), dentists (DDS/DMD), doctors of chiropractic (DC), doctors of naturopathy (ND), registered dietician (RD), or other approved healthcare clinicians.

# Course Learning Outcomes

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Upon the successful completion of this course, each student will be able to:

1. Observe a biomedical case management team in the diagnosis and treatment of presenting conditions as well as discussed with allied providers possible OM treatment options.
2. Demonstrate advanced critical thinking skills via the process of diagnosis and treatment methods from an integrative medicine, modern TCM and classical TCM perspective.
3. Demonstrate advanced comprehension of TCM and biomedical disease etiology, patho-mechanisms, and biomedical standard of care by effectively communicating treatment strategy, expectations and goals to their peers.
4. Practically apply the knowledge synthesized from scientific and scholarly inquiry.
5. Demonstrate developing skills in integrating both OM and biomedicine treatment options for patient care.
6. Obtain a comprehensive understanding of the requirements for developing and maintaining a viable acupuncture practice inclusive of the understanding of practice in the interdisciplinary setting of a hospital.

**Course Requirements and Evaluation (Assignments)**

There are 10 live synchronous meetings. Each session is 1 hour 15 minutes for 10 weeks per the schedule. All other activity for AIPC is asynchronous.

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| --- | --- | --- | --- |
| **Assignments** | **%** | **Date Due** | **Time Due** |
| Assignment#1: 6 Forums  (a)-(f) 6 Topic Forum Entries (5% each) – Moodle entry | 30 | 1/12, 1/19, 2/2, 2/9 2/23, 3/2 | 11:55pm PT |
| Assignment#2: 3 Journal Entries  (a)-(c) 3 Journal Entries (10% each) – Moodle entry | 30 | 1/26, 2/16, 3/9 | 11:55pm PT |
| Assignment#3: Forms  (a) Site Approval Form – upload to Moodle  (b) Screen shot of license verification – upload to Moodle  (c) Screenshot of disciplinary record – upload to Moodle | 10 | 2/11 | 11:55pm PT |
| Assignment#4: Hours  Hours Log Form (30 hours of observation minimum) – upload to Moodle | 10 | 4/1 | 11:55pm PT |
| Assignment#5: 2 Narrative Reports   1. Narrative Report 1 (10% each) – upload to Moodle 2. Narrative Report 2 (10% each) – upload to Moodle | 20 | 4/1 | 11:55pm PT |
| *Total points possible on assignments* | **100** |  |  |

**All forum posts and journal entries are due by 11:55pm PT two days prior to day of class meeting.**

**All assignments are due by 11.55pm PT on the day of the class meeting.**

**Any late assignments will receive a zero.**

**Assignment details are listed in Moodle.**

**Required Rubric Elements – Please read thoroughly. It will probably answer your questions!**

You are required to complete each element below to receive your semester grade. If the course work below is not complete by the end of the semester, you will receive a grade of F unless you received approval from the Academic Dean to receive a grade of IP:

Once you have located a biomedical healthcare professional (or professionals), fill out the Site Approval Form for each location*.* **It must be completed and uploaded by Week 7, if possible.** *Then, go to the state licensing board for their profession and look up their license verification and disciplinary record.* ***If both the license verification is active and they have a clean disciplinary record, your site is automatically approved. Upload the site approval form, screenshot of license verification and screenshot of disciplinary record to Moodle and please go and complete your hours.*** If possible, pleaseupload all license verification, disciplinary record, and site approval documents together in one Moodle post.

*\*If you find that your healthcare professional’s license is not up to date, OR they have a disciplinary record, please upload to Moodle for further evaluation. There are many reasons why an issue may exist requiring additional evaluation – it does not automatically mean you have to find someone else but it may be necessary, so please find more than one site so you are not stuck if this occurs.*

**Assignment Details (please read carefully)**

**Assignment #1: 6 Discussion Forums**

You will be required to post responses on Moodle to the six (6) Topic Forums. These topics will have a resource posted on Moodle for your review and comment. Try and limit your forum posts to <250 words. These topics will also be discussed in the weekly broadcast. Specific topics include:

* 1. Forum #1 Week 3 – Asking questions from a professional during an observership and how to discuss and inquire on topics with which you are unfamiliar in a clinical setting.
  2. Forum #2 Week 4 – How to disagree with another healthcare provider in a superordinate/subordinate relationship, like an observership.
  3. Forum #3 Week 6 – How and when to refer a patient or seek a consultation from another healthcare professional and how to find the best specialists in your local area.
  4. Forum #4 Week 7 – How to discuss sensitive topics and what is appropriate to share with a patient.
  5. Forum #5 Week 9 – Encouraging patients to change unhealthy behaviors.
  6. Forum #6 Week 10 - What it takes to become part of a successful healthcare team.

**Assignment #2: Journal Entries**

Students will be required to post three (3) Journal Entries on Moodle. Students will be encouraged to keep a journal of their observer-ships and will use journal entries to reflect on their experience. If observations have not started before the first journal entry is due, please write about experiences and challenges you have had during your search for observations. Entries should be approximately 250, but no more than 500, words. See the assignment rubric for more details.

**Assignment #3: Forms**

(a) Site Approval Form – upload to Moodle

(b) Screen shot of license verification – upload to Moodle

(c) Screenshot of disciplinary record – upload to Moodle

**Assignment #4: Hours Log**

Complete 30 hours of observation at site(s) and biomedical professionals(s) approved by the faculty member.

**Assignment #5: Narrative Reports**

Complete two (2) different Narrative Reports/case studies containing the following information from your observations:

1. Brief case in clinic format (i.e., Age, Gender, Height, Weight, Meds, Allergies, Chief Complaint, History of Present Illness, Review of Systems, Etiology, Diagnosis, Treatment Plan, Treatment Given). Make certain all above elements are present in each Narrative Report/case study. If one of the elements is unknown, state it is unknown.
2. Biomedical description/definition of the disease with common signs and symptoms.
3. State biomedical standard of care (how is the condition typically treated within biomedicine not how the individual medical professional treated it).
4. The report should be 2 to 4 pages long. Try to limit your reports to <4 pages. \*Title Page and Abstract are not required.

# Course Outline

**Week 1: NO CLASSES DECEMBER 31**

## **Week 2: Introduction to AIPC Syllabus and Assignments JANUARY 7**

* Review class syllabus, learning objectives and class assignments.
* Discuss the purpose of practice-based learning within healthcare and completion of self-assessments.
* Read the posted article and review and answer the posted questions in Discussion Forum #1 prior to Week 3 - *Van der Zwet, J, et al. The power of questions: a discourse analysis about doctor–student interaction. Medical Education 2014; 48: 806-819.*

## **Week 3: Asking Questions in a Clinical Setting JANUARY 14**

## Forum #1 - Discuss Week 2’s reading using the following questions:

## What did you think of the van der Zwet, et al. article?

## What did you think about the Q&A dynamic, specifically the six discourses?

## Do you think this article addressed the topic of asking the professional you are observing questions?

## Do you have any experiences on this topic you would like to share?

* Read the posted articles and review and answer the posted questions in Discussion Forum #2 prior to Week 4.– *Engel, J, et al. Informed Strangers: Witnessing and Responding to Unethical Care as Student Nurses. Global Qualitative Nursing Research, 2017; 4: 1–9. Rentmeester, C. Professionalism, fidelity and relationship-preservation: Navigating disagreement and frustration in clinical encounters. Human Vaccines & Immunotherapeutics 2013; 9:8, 1812–1814.*

## **Week 4: Disagreeing with Another Healthcare Professional JANUARY 21**

Forum #2 - Discuss Week 3’s readings using the following questions:

1. What did you think of the resources posted?
2. In the Engel, et al. paper, do you think the hierarchy of themes adequately describes the challenges faced with questioning another healthcare practitioner or mentor?
3. Do you think these resources addressed the topic of disagreeing and discussing healthcare issues with another healthcare professional?
4. Do you have any experiences or resources on this topic you would like to share?

**Week 5: Open Forum JANUARY 28**

* Open forum discussion based upon Journal Entries and any other topics important to interns.
* Read the posted articles and review and answer the posted questions in Discussion Forum #3 prior to Week 6 – *Keehn, J. How to Find a Good Doctor: 9 steps to help you find the right doctor for you and your family. Consumer Reports on Health, 2014.*

## **Week 6: Finding Quality Healthcare Providers and Referrals FEBRUARY 4**

Forum #3 - Discuss Week 5’s readings using the following questions:

1. What did you think of the resources posted?
2. What did you think about the Consumer Reports website and links from their site?
3. Do you think these resources addressed the topic of finding the best healthcare professionals in your area?
4. Do you have any experiences or resources on this topic you would like to share?

* Read the posted articles and review and answer the posted questions in Discussion Forum #4 prior to Week 7 – *Wilkens C, et al. How to Talk About Sensitive Topics so That People Will Listen. Health, 2014.*

## **Week 7: Discussing Sensitive Topics FEBRUARY 11**

Forum #4 - Discuss Week 6’s readings using the following questions:

## What did you think of the article?

## The authors used the term "strike while the iron is cold.  What do you think they meant by this and do you agree with their advice?

## Do you think the article addressed the topic?

## Do you have any experiences or resources on this topic you would like to share?

## **Week 8: Open Forum FEBRUARY 18**

Open forum discussion based upon Journal Entries and any other topics important to interns.

Read the posted articles and review and answer the posted questions in Discussion Forum #5 prior to Week 9 – *Stewart, EE and Fox, C. Encouraging patients to change unhealthy behaviors through motivational interviewing. Family Practice Management, May/June 2011:21-25.*

## **Week 9: Professional and Educational Resources FEBRUARY 25**

Forum #5 - Discuss Week 8’s readings using the following questions:

## What did you think of the article?

## Would/do you use the OARS structure or something similar in your practice?

## Do you think the resources posted addressed the topic?

## Do you have any resources on this topic you would like to share?

Read the posted articles and review and answer the posted questions in Discussion Forum #6 prior to Week 10 – *Corsino de Palva, L, et al. Burnout syndrome in health-care professionals in a* *university hospital. Clinics, 2017. DOI: 10.6061/clinics/2017(05)08.*

## **Week 10: Being Part of a Successful Healthcare Team and Avoiding Burnout MARCH 4**

## Forum #6 - Discuss Week 9’s readings using the following questions:

## What did you think of the article?

## In the Corsino de Paiva, et al. article, ‘Emotional Exhaustion’ is listed as one of the symptoms of burnout. How would you define ‘Emotional Exhaustion’?

## Do you think the article addressed the topic?

## Do you have any experiences or resources on this topic you would like to share?

## **Week 11: Open Forum MARCH 11**

Open forum discussion based upon Journal Entries and any other topics important to interns.

# Technology Requirements \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The college requires that all students have access to a computer, software applications, and an internet connection that meet certain specifications. These specifications are outlined in the PCOM catalog, which is available as a free download from the college’s website. Computers that meet these specifications are also available for use in the college library during normal hours of operation. Students are expected to have basic proficiency in the use of word processing software such as Microsoft® Word (including the ability to “track changes”), and presentation software such as PowerPoint®. Students should also be checking their PCOM email accounts on a daily basis to keep abreast of any course-related announcements. Communication with the instructor is to be done exclusively through the student email account to ensure messages are not rejected as spam.

# Late Assignments

Late assignments will result in a zero for that assignment. All assignments are due 11.55pm PT on the day stated above.

# Grading Standards

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**A = 94-100% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%**

**C+ = 77-79% C = 70-76% F = 69% or lower I = Incomplete**

The faculty of Pacific College has adopted the following descriptions of letter grades to supplement the numerical descriptions in the catalog:

An **“A**“ represents outstanding achievement. The student has met more than 90% of the course objectives. An **“A” grade is only available for the highest, most exemplary accomplishments.**

A “**B**” represents substantially acceptable performance. The student has met at least 80% of the course objectives, but the student may still need remedial work in order to fully meet the course objectives. Because all course objectives are important in this curriculum, some remediation (either by focused independent study or tutorial) is recommended before proceeding to more advanced courses.

A **“C**” is awarded for marginally satisfactory performance. The student may proceed to courses for which the completed course is a prerequisite, but remediation is strongly recommended. A “C” should be considered a warning grade; it is the college’s observation that “C” students are at risk of failure on comprehensive and state licensure exams.

# Authorization for a Grade of Incomplete (I)

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Any student seeking authorization for grade of “I” must first present a written petition to the Academic Dean. It is the responsibility of the student to bring pertinent information to the instructor and the Dean, and to reach an agreement on the means by which the remaining course requirements will be satisfied. An incomplete shall not be assigned when the only way a student can make up the work would be to attend a major portion of the course when the class is next offered. An “I” may not be assigned when the student’s course total is less that 70%. A student receiving an “I” must make up the specified deficiency and receive a grade by the end of the second week of the next semester. If not, the “I” automatically lapses to an “F” on the first day of the third week, and the course must be retaken at normal tuition rates. There are no extensions to this policy. It is the student’s responsibility to ascertain whether the instructor has delivered the final grade change to administration before the third week of the term begins.

**Attendance**

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The college’s policy on tardiness is as follows:

* Arriving 15 minutes late or leaving 15 minutes early = 1 tardy
* 3 tardies = 1 absence
* Arriving 30 minutes late or leaving 30 minutes early = 1 absence

The college’s policy on absences is as follows:

Students must attend at least 75% of the class hours scheduled in order to receive credit for a given academic course. Excessive absences, regardless of the reason for the absences, will result in a grade of “WF” (unless a grade of “I” has been approved). Students who receive a grade of “WF” must retake the course at normal tuition rates.

Class meetings take place as a combination of online webinars (30 hours) and discussion forums (15 hours). Students must be present at least 75% of both webinars and forums.

In order to be marked present in a webinar, students are required to ensure the following:

* They must log in to the webinar using their full real name as it appears on their invoice
* Their face must clearly visible on the webcam at all times
* Their webcam must be active and not paused at all times except class breaks

In order to be marked “present” for a forum, students are required to participate at a satisfactory level. The minimum requirements for satisfactory participation in online forums are described in the rubric or grading requirements for the forums. Please be aware that forums all receive individual grades. So, missing a forum is not advised, as you will lose points as well as be marked absent.

The Registrar will drop students from applicable Associate Internship, Internship, and DTD classes if, by the second week of the respective term, all sections of the required exams have not been passed.

It is the student’s responsibility to stop attending courses for which they are not qualified. No credit and no refund will be granted for courses taken out of sequence whether or not the student was notified individually. To avoid any inconvenience or unnecessary cost, please make sure you are registered for and attending the correct courses. The Registrar or Academic Dean can provide official answers to related questions. Please do not hesitate to contact them if you have any questions.

# Academic Integrity

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Students who cheat on course assessments exhibit a willful disregard for the ethical and professional conduct expected of aspiring practitioners. At minimum, the cheating offense will result in a one-semester suspension from the College with the violation noted on the student’s transcript; a repeat offense will lead to the student’s expulsion. Students must also ensure that they are submitting original work that is written or developed for their particular courses. The presentation of someone else’s ideas or work as one’s own is considered plagiarism and will result in a failing grade for the course. When submitting information that is not their own original research or accepted as common knowledge, students must cite the source of the information using American

Psychological Association (APA) standards, unless a different formatting standard is requested by the course instructor.

Suggested websites for up-to-date APA formatting include:

http://owl.english.purdue.edu/owl/section/2/10/

http://nova.campusguides.com/content.php?pid=114919&sid=992685 http://en.wikipedia.org/wiki/APA\_style

A website providing helpful information concerning plagiarism:

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Additional information concerning quoting, paraphrasing, and summarizing:

http://owl.english.purdue.edu/handouts/research/r\_quotprsum.html

# Online Etiquette (“Netiquette”)

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An increasing proportion of student-instructor and student-student communications are now taking place in the online environment, and many PCOM courses contain a significant online component. As online communications lack the context afforded by body language or tone of voice, students should choose their words carefully and avoid comments that could be misinterpreted as disrespectful or discriminatory. Students are also reminded not to write messages in all capital letters, as this is considered shouting in the online environment, and is an impolite form of communication.

Students are reminded that the online chat box is solely for communication directly related to the class subject at hand. Personal communication or opinions unrelated to the class subject should be communicated through other media. Any online postings that distract other students should be avoided and may considered as grounds for disciplinary action.

**Make-Up Assessments**

Students are not permitted to make up a missed exam, quiz, homework assignment, or any other course assessment unless they can provide documentation of “extenuating circumstances;”

* “Extenuating circumstances” are defined by Pacific College as serious illness, labor and delivery, a death in the family, military deployment, study abroad trips (with at least 1 month’s notice), and religious observances. Events other than those listed may be considered “extenuating circumstances” with the advanced consent of both the course instructor and the Academic Dean.
* Make-up assessments must normally occur (or be submitted) within one week of the original date (or due date). A PCOM staff member or administrative officer will typically proctor make-up exams or quizzes, and students are normally required to pay a fee unless their absence was due to a religious observance;
* In the absence of timely documentation of “extenuating circumstances,” PCOM faculty will assign the student a failing grade for any missed assessment;
* Students who frequently request make-up assessments will be required to meet with the Academic Dean and/or Student Advisor to explain their frequent absences.

**Make-up Fees for Exams and Quizzes:**

* Written $50
* Practical $75
* Combined written and practical $110

# Disability Support Services

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The college provides assistance for students, faculty, staff, and patients with disabilities, and does not discriminate on the basis of disability in the admission or retention of students. Under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, qualified persons with disabilities are entitled to reasonable accommodations to achieve nondiscriminatory access to programs, services, and activities at Pacific College.

In order to request accommodations, a student must:

* Document disability;
* Document limitations;
* Request specific accommodations in writing and make an appointment to discuss these requests;
* Engage in dialogue with college representatives;
* Update requests as needed.

For more information on Disability Support Services or to discuss your specific needs, please schedule an appointment with the Student Adviser or the Academic Dean.Student Resource Services

24 hours a day, 7 days a week, confidential support services are available to help Pacific College students work through any personal challenges that may be interfering with their academic success. Phone: 1-866-640-4777 To register online:

1. Visit www.studentlifetools.com and go to the orange box titled “Student Life Tools Login.” Select “New Users Click Here to Register.”
2. On the next screen, fill in your basic information. Use your school code to gain access to the site. Student Access Code: **L357**
3. On this page, you will be prompted to create a unique user ID & password.
4. Click register at the bottom.

Support services include:

* Immediate access to Masters-level counselors
* A nationwide network of licensed providers for one-on-one counseling
* Online self-help tools
* Individualized assistance identifying up-to-date community-based agencies and organizations that can facilitate access to childcare, transportation and other daily living needs

# A specialist can be reached by telephone at any time of day (including weekends and holidays) so that students have access to around-the-clock support, whether at school or at home. One-on-one counseling is available on an as-needed basis. Common reasons why students reach out to Student Resource Services include (but are not limited to): feelings of stress related to school, family, or work; struggles with depression or anxiety; relationship issues; drug or alcohol problems; childcare concerns; or financial troubles.

# Carnegie Units/Hours

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|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Assignments** | | **Written Assignments** | |
| **Reading Level** | **Hours/Pages Read** | **Writing Level** | **Hours/Pages Written** |
| Easy | 1 hour / 30 pages | Easy | 1 hour / 2 pages (500 Words) |
| Text | 1 hour / 20 pages | Guided Response | 1 hour / 1.5 pages (375 words) |
| Technical | 1 hour / 15 pages | Research-Based | 1 hour / 1.5 pages (375 words) |
| Graduate | 1 hour / 15 pages | Analytical (Documented) | 1 hour / 1 page (250 words) |
|  |  | Original Research | 1 hour / 1 page (250 words) |

# Library Resources

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E-resources at Pacific College of Oriental Medicine libraries are available to users on or off campus from the library’s web page. These e-resources include access to online full-text journals, databases with full-text articles, and e-book collections of textbooks.

E-Books includes access to major publications in the Ebrary Academic Complete Collection and the OVID ebooks of TCM. Ebrary has over 100,000 textbook titles on general education topics, as well as health sciences, massage therapy, and alternative & integrative medicine. The OVID eBooks of TCM includes over 100 major books from the People’s Medical Publishing House. These collections are searchable by keyword, subject, title or author. For example, you can select a title, open the book, and view and select chapters to download, read, print, or study. The EBooks portal also includes online books from universities and publishers, and dissertation style guides. Off-campus access to proprietary systems such as Ebrary, OVID EBooks, ProQuest, and others requires a user login through MyPCOM, or access codes.

Online tutorials for database searching include the PCOM Health Information Literacy tutorials, the online catalog, and the NLM Quick Tours section. Hands-on training is also available. The online catalog is open to public-access searching of printed and non-printed materials including books; journals; media such as CDs, DVDs, and videos; and anatomical models that can be borrowed or requested.