# Course Description

The course will help the student examine the two fundamental aspects of their healthcare career: patient care and practice building. Students will identify areas in which both can be improved and create a program for further development. Along the way, the course will review current considerations in developing a successful practice, e.g. research access, marketing, management systems, etc. On the patient care side, students will present to faculty members and fellow doctoral candidates case work that integrates current research, Chinese medical theory, treatment plans, alternative approaches, biomedical considerations, community resources, and prognosis.

# Course Learning Outcomes

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

1. Explore, analyze and adopt methods of personal and professional self-reflection.
2. Through the above methods, identify areas of professional weakness including professionalism, interpersonal communication, incorporating evidence-based medicine into practice and leadership ability.
3. Identify resources for ongoing professional development, education, and research both classical and contemporary.
4. Establish a plan of lifelong learning that uses the above resources to address areas in need of development.
5. Describe and apply a variety of modern and up-to-date billing and collection systems.
6. Describe emerging technology systems for information access and practice management.
7. Provide a report of findings and health care plan to the patient or other healthcare professionals.
8. Create reports and professional correspondence relevant to the care of patients.
9. Assess professional development needs as well as utilize professional development resources to effectively respond to changes in the local, state, regional and national healthcare environment.

# Required Texts

<textRequireTexts>

# Optional Additional Reading/Methods of Presentation

You will be required to read online materials and any assigned articles.

# Course Requirements and Evaluation (Assignments)

All assignments must be typed and emailed using word or pdf for Moodle submissions or submitted digitally via Moodle. Hand-written assignments will not be acceptable. **In addition, all assignments must be completed to pass the course. You may not skip any of the assignments.**

In keeping with the course learning outcomes, students will be evaluated on course assignments (900 points possible) as well as participation in 3 discussion forums (100 points possible), details of which are outlined below, respectively:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignments** | **Points** | **Date Due** | **Time Due** |
| 1. Pre-course self-assessments | 25 | Tues. Sep 4 - Week 1 | 11:55pm PT |
| 1. Mission/vision statements | 25 | Tues. Sep 18 - Week 3 | 11:55pm PT |
| 1. Subject matter expert worksheet | 50 | Tues. Sep18 - Week 3 | 11:55pm PT |
| 1. Evidence Based Practice Original Article with Bio (1500-2000 words) | 175 | Tues. Oct 9 - Week 6 | 11:55m PT |
| 1. Going Viral Video | 100 | Tues. Oct 16 - Week 7 | 11:55pm PT |
| 1. Essay on bringing out your highest potential | 100 | Tues. Oct 23 - Week 8 | 11:55pm PT |
| 1. Career path plans – 5 and 10-year plans 2. Group Survey Project. Office Management, Billing, EHR (4-5 per group). | 25  150 | Tues. Nov 6 - Week 9  Tues. Nov 6 - Week 9 | 11:55pm PT  11:55pm PT |
| 1. Final Course Cumulative Project - Report of Findings, Clinical Case (ROFCC) | 250 | Tues. Nov 13 - Week 11 | 11:55pm PT |
| *Total points possible on assignments* | **900** |  |  |
|  |  |  |  |

**Discussion Forums Dates Time Due**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Philosophy of patient care and/or professional practice | Week 1-3 Sep 4-18 (Tues) | 11:55pm PT |
| 2 | Mission/Vision Statements | Week 1-3 Sep 4-18 (Tues) | 11:55pm PT |
| 3 | Article peer review | Week 3-7: Sep 18-Oct16 (Tues) | 11:55pm PT |
| 4 | Report of Findings Project peer review | Week 7–11: Oct 23-Nov 13 (Tues) | 11:55pm PT |
|  | *Total points possible on discussion forums =* ***100*** |  |  |

Refer to discussion forum grading rubric in Moodle.

|  |
| --- |
| **TOTAL POINTS POSSIBLE FOR ENTIRE COURSE: 1000 POINTS** |

Assignments must be in Word or PDF format. Pages, handwritten or other word processing formats will not be accepted.

# Late Assignments

**Late Policy: 5% will be deducted per day for late assignments up to 13 days late.**

**Zero points received on day 14 and later.**

# Course Assignment Grading Rubrics

**Detailed Course Assignment Grading Rubrics are listed in Moodle**

***All assignments must be in submitted in Word or PDF format***. Pages, handwritten or other word processing formats **will not be accepted.**

|  |  |
| --- | --- |
| **Assignments and Points** | **General Rubrics** |
| 1. Pre-course self-assessments   (25 points) | 25 points if all sections are filled out.  5 points given if any sections are left blank. |
| 1. Mission/vision statements   (25 points) | 25 points if two statements are turned in.  10 points given if only one statement is turned in. |
| 1. Subject matter expert worksheet   (50 points) | 50 points if filled out completely.  25 points given if 2/3 filled out or if no citation is given for the last question of the worksheet. |
| 1. Evidence Based Practice Original Article   (1000-1500words)  (175 points) | 175 points if the article meets all author guidelines in Moodle including short bio.  100 points given if article is well written but shorter than required.  75 points given if article is not well written (obvious typos and misspellings) and/or shorter than requirement. If a short bio is missing, 50 points will be taken off. Must be an original article written in the last 12 months. No co-authored articles will be accepted for this assignment. No previously written articles will be accepted. |
| 1. Going Viral Video (100 points) | 100 points if turned in via a YouTube link.  75 points if video is turned in via any other platform. |
| 1. Essay on bringing out your highest potential   (100 points) | 100 points if 500-word requirement is met.  50 points given if it does not meet wording requirement. |
| 1. Career path plans –   5 and 10-year  (25 points) | 25 points if both 5 and 10 year plans are complete.  If missing one, only 10 points are possible. |
| 1. Group Survey Project Billing, EHR, Office Management   (150 points) | 150 points if all survey criteria are met.  Must Include at least 5 systems in review.  This project will be presented during the last class. |
| 1. Final Course Cumulative Project - Report of Findings Clinical Case (ROFCC).   (250 points) | 250 points if ROFCC contains all required sections and is well-written with no typos.  25 points taken off for every required section that is omitted.  25 points taken off for typos and/or incorrect spelling/grammar. |
| ***900 Total points possible on assignments*** | **900** |

Refer to discussion forum grading rubric in Moodle making sure to post at least two (2) original posts and four (4) responses to peers for a total of six (6) posts for each discussion forum.

**Assignment #8 Group Survey Project:**

Working in groups of 4-5 students, groups will create a survey of current systems/programs that focuses on any combination of the below:

* Insurance billing and collections
* Practice management
* EHR's.

Differentiate between these systems providing comparison and contrast between systems (e.g. pro/con list). Identify areas that need improvement and possible solutions.

**Assignment #9 Cumulative Final Project - Report of Findings: Clinical Case.**

Assignment Instructions: 7-10 Pages. Each student creates a Report of Findings based on a specific clinical case relating to your chosen area of interest/specialty in the practice based learning course. The ROF/clinical case must include the following:

1. **Current research**. Clearly state your area of interest/specialty and provide current, relevant research making sure to site resources using APA formatting. The current research should be a highly abbreviated literature review. For example, cite the source articles and give a 1-2 sentence comment on applicability. This section should include at least one peer review journal reference.
2. **Chinese medical theory**. Describe your area of interest/specialty in terms of Chinese Medicine and how East Asian Medicine defines and approaches same. You may include Chinese characters and anything that would help a reader understand the condition from a TCM point of view. Make sure to cite resources here as well using APA formatting.
3. **Treatment plans**. List 2-3 treatment plans that you would recommend to the patient(s) affected by a condition in your chosen area of interest/specialty. Make sure to include how many treatments, frequency, re-assessment, objective measurements to use in assessing progress, point protocols, herbal formulas, adjunctive modalities such as cupping/gua sha/moxibustion/massage, nutritional advice, lifestyle advice, etc. In addition, include a discussion about the following typical patient considerations: ability to get treated, willingness to take herbs, willingness to diet, exercise, meditate, use community resources, etc.
4. **Alternative approaches**. Describe any alternative approaches that are available in treating your chosen area of interest/specialty.
5. **Biomedical considerations**. List any, and all, biomedical considerations including biomedical markers that can be used to measure progress for this condition.
6. **Community resources**. What community resources are available on local, governmental and/or global levels?
7. **Prognosis**. Provide a few examples of typical prognosis for patients affected by your area of interest/specialty. Make sure to include degrees of severity coupled with a specific treatment plan that would result in each possible prognosis.

1. **Summary of key learnings**. What are your key learnings from completing this project? How will it help you in your practice and/or future within this medicine? What worked and didn’t work for you in respect to the process of learning and researching for this project? Is there anything you learned that you think other healthcare practitioners need to know? Did you uncover something that could benefit people affected by this condition and if so, how can you get your information out to them?

# Course Outline

## Week 1: Introductions and Where are You Now? Sep 4

## The purpose of practice based learning within healthcare and completion of self-assessments. Identifying where you are now and where you want to go. Discuss mission and vision statements.

Review class syllabus, learning objectives and class assignments. Discuss the purpose of practice based learning within healthcare and completion of self-assessments. Identifying where you are now and where you want to go. Discuss mission and vision statements.

Assignments: (1) Pre-course self-assessments. Fill out the Word document and upload into Moodle. (2) Post in Discussion Forum #1 and Discussion Forum #2.

**Week 2: Becoming a Subject Matter Expert & Getting Published** **Sept 11**

Discuss the notion of becoming a “subject matter expert”.  Each student will identify one area of interest/specialty/expertise.  Determine what steps are needed to become considered a subject matter expert in that particular field or area of expertise.  The how-to’s of publishing in the leading publications within our field will be explored. Publishing requirements of Meridian, Journal of Chinese Medicine and PCOM’s Oriental Medicine publication will be discussed.  Students will discuss in small groups their article ideas and get peer feedback. *Special Note: The specific subject identified herein will become the basis of future assignments.*

Assignments: (1) Continue to post in the Discussion Forum #1 and Discussion Forum #2.

## Week 3: Integrating Evidence-Based Medicine into Your Practice Sept 18

Examples of several ways to incorporate evidence-based medicine within your practice will be discussed. Students will break into small groups to identify the most effective ways to incorporate EBM into private practice and/or their business model as it pertains to our medicine. Discuss examples of academic and scholarly peer review.

Assignments: (1) Start working on EBM article. (2) Complete Discussion forum #1 and Discussion forum #2. (3) Begin to post in Discussion Forum #3. (4) Complete and submit Subject Matter Expert Worksheet along with Mission and Vision Statements to Moodle.

*\*Begin work on your Final Course Cumulative Project - Report of Findings Clinical Case. Due last day of class.*

## Week 4: Patient Care Co-Management, Course Creation and CEU Providers Sept 25

How do we effectively co-manage our patient’s healthcare with other healthcare professionals?  We will discuss ways we can work with other healthcare providers to provide an integrative and comprehensive team approach to patient care. We will explore what are key elements to creating a great CEU course?  We will discuss this and identify the requirements to becoming a CEU provider within the state of California as well as on a national level.

Assignment/Reading: (1) Please read “The Successful Practitioner”. Continue to post in the Discussion Forum #3.

## Week 5: Going Viral Oct 2

Modern methods of educating the public will be discussed including the use of YouTube, Twitter, Pinterest, Facebook, Instagram, Blogs, and Periscope. The power of video presentations will be discussed along with the various benefits to creating videos such as growing your practice, gaining recognition, patient and community education and more. Each student will be required to produce a short video presenting their particular subject/area of interest/expertise or practice.

Assingment: (1) Continue to post in Discussion Forum #3.

## Week 6: Billing Standards, Office Management Systems and EHR Review Oct 9

Delivering effective and powerful presentations will be discussed in the first half of class. Following will be a discussion of what you have learned through practice in terms of what works, what doesn’t work, how to balance work-life balance and keeping a sense of mindfulness in practice. We will discuss the ways in which we can we become the best versions of ourselves and provide the highest quality of treatments to patients. How does the CAM community see you? How does the world see you? Effectively branding yourself within the field of CAM and to the public abroad will be discussed.

Assignments/Reading: (1) Read “The Therapeutic Role of the Practitioner’s Heart in Classical Chinese Medicine and Modern Medical Science” and “The Power of Writing Things Down.” (2) Continue to post in the Discussion forum #3. (3) Submit assignment Evidence Based Original Article with Bio in Moodle.

**Week 7: Effective Presentations, Bringing Out Your Highest Potential, Professional Image and Branding Oct 16**

Delivering effective and powerful presentations will be discussed in the first half of class. Following will be a discussion of what have you learned through practice in terms of what works, what doesn’t work, how to balance work-life balance and keeping a sense of mindfulness in practice. We will discuss the ways in which we can we become the best versions of ourselves and provide the highest quality of treatments to patients. How does the CAM community see you? How does the world see you? Effectively branding yourselfwithin the field of CAM and to the public abroad will be discussed.

Assignments: (1) Submit assignment, Bringing Out Your Highest Potential. (2) Continue to post in Discussion Forum #3.

## Week 8: No Class/Webinar Oct 23

Assignments: (1) Submit Going Viral Video. (2) Complete posting in Discussion Forum #3. (3) Begin to post in Discussion Forum #4.

**Week 9: Future Planning Oct 30**

Now what? You’ve learned all this information and what are you going to go with it? The importance of having a plan will be discussed. Each student will be asked to create a 5-year career plan as well as a 10-year career plan. Format for these plans will be at the student’s discretion.

Assignments: (1) Submit 5-Year Plan and 10-Year Career Plan via Moodle. (2) Submit assignment, Group Survey Project via Moodle. (3) Continue to post in Discussion Forum #4.

**Week 10: Health Care Disruptors, Drivers and Trends**  **Nov 6**

Students will break into small groups to discuss local, state and national health care disruptors in CAM, acupuncture and healthcare in general. We will identify, as a class, the available resources allowing us to participate and stay current on the political landscape of our profession. In addition, we will explore the current and future drivers and trends in healthcare and discuss ways we can participate in same.

Assignments: (1) Continue to post in Discussion Forum #4

## Week 11: Wrap Up Nov 13

## Presentation of Office Management, Billing and EHR Survey Group Projects. Videos, Special topics. Final Q&A and class wrap-up.

Assignments: (1) Submit Final Course Cumulative Project - Report of Findings: Clinical Case via Moodle. (2) Complete posting in Discussion Forum #4.

# 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.

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# Homework Assignments

Homework assignments ensure that students come to class prepared by covering material directly from the assigned readings. All written homework assignments are expected to be of graduate-level quality (i.e. free of spelling or grammatical errors), and these assignments are due promptly at the beginning of class. **94-100% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%**

# Grading Standards77-79% C = 70-76% F = 69% or lower I = Incomplete

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

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.

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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)

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

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 ­in an 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.

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

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

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”)

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 months’ 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

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

The Carnegie unit formula applies to all for-credit courses offered by the college. This formula directly relates to instructional assignments, both in and out of class. The Carnegie formula requires two hours of outside work for every one-hour of in-class didactic instruction. For example, in a 3-unit class that meets three hours per week, students should expect to perform 6 hours of outside work. The following formulas are used to ap­proximate the amount of time the average student will need to complete assignments:

|  |  |  |  |
| --- | --- | --- | --- |
| **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) |
|  |  | Other | If the assignment does not fall into any  of these categories, time is estimated  based on the closest category. |

# Library Resources

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 e-books 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.