



GMP 2026 Syllabus

Welcome to the 2026

White Pine Graduate Mentorship Program

Please contact us at whitepinegmp@gmail.com for any questions

Introduction to the Course

Thank you for your interest in this program. I am truly looking forward to the 2025 Graduate Mentorship Program. Thank you to everyone for your interest and engagement in this training.

The Graduate Mentorship Program has been running for twenty years, since 2003. Over the years, my understanding has deepened through clinical experience, study, relationship with students, teachers, and life itself. In this rendition of the program, the foundational principles feel more crystallized and embodied for me, and also more clearly articulable.

Teaching is not only about knowing one's material. Unless a clear expression meets the student in a way that opens receptivity, the material cannot truly land. While teaching, I often ask, "Am I making sense to you?" I want you to have the experience of "Aha!" and "Yes—I see." I want the feeling of murky confusion to become clear. I have learned that this happens most reliably when the foundational principles are sound. Only then does the material find its natural place in the mind and heart.

The foundational principles of the Graduate Mentorship Program have evolved into what I now call Great Turning.

Although my expression of Great Turning is unique to me, the principles themselves are not new within East Asian medicine. My teachers and predecessors are consistently present—both as sources and in my heart—and I stand upon the foundation they created through their engagement with this medicine.

Sharon Weizenbaum

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What Is the Great Turning?

By *Great Turning*, I mean the living, circular motions through which life is continually organized, intelligently informed, restored, and expressed.

The Great Turning is the ceaseless circular movement of the universe around and within us. The stars, planets, sun, and moon all participate in an unending rotation. Our classical root text, the *Huángdì Nèijīng* (黃帝內經, *Yellow Emperor's Inner Classic*), describes these heavenly patterns in great detail and urges us to recognize how life on earth—particularly in the human body—is a reflection of these movements through time.

From this perspective, health is the ongoing dance of aligning with these celestial motions. Viewed through this lens, we will explore each of the six conformations described by Zhāng Zhòngjǐng in the *Shānghán Zábìng Lùn* (傷寒雜病論, *Treatise on Cold Damage and Miscellaneous Diseases*) as great sweeping gestures of movement. Seen this way, the six conformations offer a method for diagnosing how a person has become misaligned with the circular dynamics of nature—and for helping them re-establish right relationship with the processes of life.

When the patient is aligned, nature's Great Turning does the healing.

What Is Healing?

The word *heal* comes from the root *healan*, meaning “to make whole.” Wholeness is health: being in right relationship with the Great Turning of nature. When we view the body as separate from the rest of life, our capacity to restore wholeness becomes limited.

All living processes occur in cycles—cycles within cycles. Seasonal cycles, day and night, menstruation, breath, and pulse all express this rhythmic movement. Everywhere we look we see birth, growth, maturation, and completion. Human beings express suffering when they lose connection with these cycles. This expression is what we call *signs and symptoms*.

Symptoms are forms of suffering that the patient can describe. Signs require subtler perception by the practitioner—especially through looking, listening, and touching. As a practitioner of East Asian medicine, the Great Turning view teaches you to read the language of suffering expressed through signs and symptoms and translate it into a precise gesture of re-alignment.

These gestures take many forms: acupuncture, massage, words, and presence. The primary gesture we focus on in this program is classical herbal formula medicine. Formulas are not merely remedies; they are expressions of sweeping directional movement. They help restore the patient's relationship to a particular healing direction within the Great Turning.

Diagnosis, then, is the art of recognizing which directional movement has been lost—and which must be restored. Our root teachers in this work are the Yellow Emperor's physician Qì Bó, and the author of the *Shānghán lùn*, Zhāng Zhòngjǐng.

How Great Turning Medicine Will Support You

To learn and integrate large amounts of material, your foundational principles must be firm—structured like scaffolding. Only then will your knowledge be accessible and practically applicable in the clinic. Sound principles organize the mind and heart and connect you to your tools.

We must understand how life works, how we come into being, how the body participates in nature, what illness is, and how healing happens. Without a unified view, what we have learned can become a closet full of tricks—this for that, and that for this. We may feel overwhelmed by options without a clear path forward. With a unified view, such as Great Turning, we can recognize when and how to apply the appropriate tool.

More importantly, when principles are clear, you can take the material into your core and make it your own. I call this personal expression of healing *Great Turning*: a unified view I have slowly learned to articulate. This view helped me take the content of classical texts and contemporary teachings into my heart, make them my own, and then communicate them back to you in a way that is usable and alive.

I hope you can take this in, connect it with all you have learned, and integrate it with all you are—so that alchemy happens and the medicine becomes truly yours. I hope this program transforms experience into wisdom, and that you, in turn, can offer it back—whether in the clinic, in your life, or as a teacher. May the Great Turning view delight, support, inspire, empower, and heal.

Program Overview

The Graduate Mentorship Program is a complete course in the classical clinical application of the Shānghán Zábìng Lùn and Nèijīng. It offers a systematic, step-by-step pathway for mastering the clinical application of Zhāng Zhòngjǐng's classical formulas, as well as important non-classical formulas.

Step One: Physiology as laid out in the Nèijīng and expressed clinically in the Shānghán Zábìng Lùn. Course one is an indepth training on seeing the body through the lens of the Great Sweeping Motions.

Step Two: Accurate diagnosis as the foundation of clinical effectiveness. This step clears habitual tendencies to jump to conclusions and provides a grounded method for moving from a multitude of signs and symptoms to a concise, clearly articulated pattern diagnosis. Through diagnosis, we can see exactly how the patient is misaligned with the Great Sweeping Motions and which formula will correct this.

Step Three: We undertake a deep and systematic study of Zhāng Zhòngjǐng's formulas—their structure, clinical application, and relationship to physiology—so that diagnosis and treatment become a single, continuous movement rather than separate steps.

Formulas are approached through formula families and herbal combination methods. For example, we study the Guìzhī Tāng formula family, and within that family examine specific two-herb methods such as the *guìzhī-fúlíng* method, the *guìzhī-gāncǎo* method, the *sháoyào-gāncǎo* method, and others.

Through this approach, students not only learn individual formulas, but also come to understand the synergistic relationships between herbs. These two-herb combinations represent concise therapeutic “methods” that appear repeatedly across many formulas. Once these core pairings are recognized, a wide range of formulas become immediately intelligible.

Rather than memorizing prescriptions, students learn how formulas are built, how they move physiology, and how specific herbal relationships express distinct clinical intentions. This allows formulas to be understood as living structures that can be recognized, adapted, and applied with clarity and confidence.

Objectives of the Graduate Mentorship Program

1. To deeply integrate the healing possibilities of Great Turning principles as the heart of your work in East Asian medicine—and in life more broadly.
2. To develop a **living relationship** with the *Huángdì Nèijīng* and *Shānghán Zábìng Lùn*, so these texts become accessible clinical companions rather than distant classics.
3. To understand how Great Turning principles clarify clinical work, simplifying intake, diagnosis, recognition of the appropriate method, and the writing of formulas that naturally carry out that method.
4. To experience Great Turning as a source of confidence, clarity, effectiveness, and genuine excitement in your work with patients.
5. To learn and practice clear, grounded, and **reliable diagnostic skills**, rooted in classical physiology rather than symptom accumulation.
6. To cultivate a **lifelong joy in learning**, studying, and deepening clinical understanding.
7. To gain a firm grasp of Chinese herbs, classical formulas, and formula patterns of the *Shānghán Zábìng Lùn*.
8. To apply classical formula understanding to non-classical formulas, recognizing shared methods and movements.
9. To confidently apply formulas and appropriate modifications based on a clear and articulated diagnosis.
10. To apply these skills across a wide range of clinical presentations, including respiratory and digestive disorders, gynecology, pregnancy and postpartum care, oncology support, mental-emotional conditions, metabolic disorders, and autoimmune illness.
11. To feel engaged, fulfilled, and satisfied in your daily clinical work, arriving at work with enthusiasm and ending the day with a sense of completion.

My Primary Influences in East Asian Herbal Medicine

- Huángdì Nèijīng 黃帝內經
- Zhāng Zhòngjǐng's Shānghán Zábìng Lùn 張仲景《傷寒雜病論》
- Huáng Yuán Yù 黃元御¹
- Péng Zǐyì 彭子益²
- Zhèng Qǐnán 鄭啟南³
- Lǐ Kě 李可⁴

Teachers I Was Fortunate to Directly Study With:

- Qiū Xiǎomài 裘笑梅⁵
- Steven Clavey⁶
- [Huáng Huáng](#) 黃煌
- Zhāng Dàchāng 張大昌⁷
- [Yú Guójūn](#) 余國俊
- Féng Shìlún 馮世綸⁸
- Yaron Seidman⁹

[Sharon's CV](#)

¹ Huáng Yuán Yù, 1705-1758 advocated for a return to the classical perspective of the Nèijīng, emphasizing the circular motion of the “one qì that is the foundation of all life. Health is coherent rotation of the life-force, disease is broken circulation, treatment is restoring direction.

² Péng Zǐyì, 1877-1949, resisted strong pressure to modernize or abandon classical medicine. He re-articulated classical Chinese medicine as a coherent physiological system. He was very much in dialogue with Huáng Yuán Yù's work on the circular dynamics as the foundation of medical understanding.

³ Zhèng Qǐnán, late 19th and early 20th century, was also strongly influenced by Huáng Yuán Yù. He is considered by some to be the founder of the Fire Spirit School.

⁴ Lǐ Kě, 1933-2013, was an expert in the use of fùzǐ, especially for life-saving medicine. He considered Yang to be the movement of life and the capacity to transform and circulate.

⁵ One of my gynecology and obstetrics teachers in Hangzhou, PRC

⁶ Steven Clavey, a beloved friend and colleague, author of Fluid Physiology and Pathology and founder of The Lantern.

⁷ Zhāng Dàchāng, 1926-1995, was the lineage holder of the classical methods of the 復興訣

Fùxíng Jué.

⁸ Feng Shilun, a disciple of Hú Xīshù, 1898-1984. Dr. Hu emphasized recognizing the living presentation that corresponds to a specific formula.

⁹ Yaron Seidman taught on the teachings of Zheng Qinan.

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Program Structure:

The complete program includes eight topical courses. Each course contains six modules. Modules are added on Fridays every two weeks and remain available for the entire program. Each module is a learning unit that includes the following basic and optional resources:

Basic required tasks to receive the foundational course training:

- A three-hour live online interactive class on the current topic. (Recorded and posted promptly for those who can't attend the live class)
- A dedicated discussion forum for the current module topic.
Sharon invites you to ask questions, share insight and experience throughout the program, and she responds to each post.

Basic resources required for the certification track and optional for all, include the above plus the following:

- A facilitate-learning quiz designed to support learning through engagement
- Six one-hour live and recorded diagnosis group practice sessions with your TA in the first year
- Writing a case review and bringing it through the case review process with help from TA.
Final review of the case is done live with Sharon.
- Watching case reviews of other students live or recorded

Optional resources are offered to enhance learning:

- Readings, audio, or video related to the current topic
Readings include articles from a variety of authors, as well as ebooks compiled and translated by Sharon Weizenbaum. I give students over 15 eBooks throughout the program, totaling over 2000 pages of well-organized material that will serve as a clinical manual in years to come.
- Biweekly live online and recorded Q&A sessions to answer questions and discuss the current topic.
- Optional breakout classes.
- Abundant resources in the White Pine GMP Student Library
- All GMP students are welcome to attend clinic with Sharon at any time.

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Individual Course Start Dates

Note that, new to the GMP, we take summers off, making the program last 2 ½ years. Sharon added this since previous GMPs to give students more time to engage and catch up. Classes meet biweekly on Fridays, from 9:30 am-12:30 pm EST. All meetings and links are posted on the course calendar.

Course One	Begins September 4, 2026
Course Two	Begins January 8, 2027
Course Three	Begins April 2, 2027
Summer Break Begins June 11, 2027	
Course Four	Begins September 3, 2027
Course Five	Begins January 7, 2028
Course Six	Begins March 17, 2027
Summer Break Begins May 26, 2028	
Course Seven	Begins November 17, 2028
Course Eight	Begins January 5, 2029

Content Overview:

Sharon designed the first three courses to help immerse you in the Great Turning view so that you understand how it clarifies your perspective of your patients, even complex patients. After these courses, you can do a complete intake and then know what to do with the information obtained to articulate a diagnosis. For this to happen, we first build a foundation for understanding the basic physiology through the Great Turning lens. Physiology studies how our bodies work in harmony with the heavenly cycles. Only from this understanding can we see the message pathology is expressing to us and offer appropriate methods. In course three, we will combine all that we have learned into an approach to diagnosis and treatment, teaching a 40 herb pharmacy to address the Great Turning's essential functions.

There is a saying that "a single pattern can lead to many different diseases, and a single disease can be the result of any number of patterns." This saying tells us that the most critical aspect of diagnosis for us to master is recognizing patterns. The natural way to study pathological patterns is through studying classical formulas. The formulas themselves express the pattern of the pathology as well as the intervention the body needs to restore the right-relationship. Studying the formulas' architecture in the formula families of the four directions and center, as expressed by the Great Turning of the six conformations, will continuously review physiology, pathology, and diagnosis. As we go through each formula pattern, we will see how respiratory, digestive, gynecological, obstetrical, andrological, psychological, dermatological illnesses, etc., can arise from each pattern. For example, the formula pattern for *Xiao Chai Hu Tang* can manifest as illnesses that are respiratory, digestive, gynecological, obstetric, etc. We will look at many case examples in these areas as we go to deepen our understanding.

Handouts

Pdf handouts created from the PowerPoint presentation will be uploaded in the handout section on the menu at the top of the online classroom streaming page a day before the start of class. Given that PowerPoint slides are not ideal for compiling notes, you will often receive a handout summary in a word .doc for taking notes and creating notebooks of the material.

Ebooks

After the third weekend, we begin to learn formula patterns; you will start to receive Ebooks exclusive to the Graduate Mentorship Program, compiled and translated by Sharon Weizenbaum. Throughout the course, these Ebooks will end up being over 2000 pages of translated material. The books contain case studies and discussions about the formulas we cover that I have translated for this course. They begin with a table of contents, making them excellent reference texts for your clinic. Case examples and discussions of the doctor's thinking process are essential for learning diagnosis, formulas, formula modification, and dosage.

Student Library

The Graduate Mentorship Program Student Library contains a plethora of resources including access to all volumes of many Chinese medicine journals, membership access to other sites, additional courses and more. This library is only available to students of the Graduate Mentorship Program

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Detailed Course Schedule

Course One	Begins September 4, 2026	• Physiology: Introduction to the Great Turning view and its relationship to learning, to our connection with nature and the heavens. • You will learn the Great Turning physiology through numbers as delineated by the <i>Huángdì nèijīng</i>: Yin Yang, Three <i>Jiao</i>, Root, Branch & Middle, Four directions, Five phases, Six Confluences, Six Conformations, Seven Emotions, Eight Winds, Zang Fu, Qi, Blood, and Body Fluid
Course Two	Begins January 8, 2027	• Fluid Physiology • Intake: What information is important? • Diagnosis: How to work with the information we gather: • Analyzing Signs and Symptoms to reveal the Zang Fu, Qi, Blood, and Body Fluid diagnosis. Signs emphasize abdomen and tongue
Course Three	Begins April 2, 2027	• Placing the diagnosis in Yin Yang to see the Great Turnings • Deep dive into diagnosing the Great Turning mechanisms in relation to the <i>Nèijīng</i> and <i>Shānghán lùn</i>
Summer Break		Supplemental/Optional videos on Abdominal Diagnosis and Eight Channels of the Extraordinary Vessels
Course Four	Begins September 4, 2027	• Herb properties and flavors • The fundamental connection of fire and water: Taiyang and Shaoyin • Tai Yang: Gui Zhi formula family and Ma Huang formula family • Tai Yang patterns in gynecology, gastroenterology, respiratory, etc.
Course Five	Begins January 7, 2028	• Great Turning view on formulas: Taiyang and Shaoyin, the fundamental connection • Shaoyin: Fu Zi formulas: Basic Fu Zi formulas, Fu Zi with Fu Ling method, Fu Zi with exterior moving herbs, Fu Zi pain formulas, Fire Spirit School going around the circle Yangming
Course Six	Begins March 17, 2027	• The mediators, <i>yángmíng</i> and <i>juéyīn</i> • <i>Yángmíng</i> stations from top to bottom: <i>shígāo</i>, <i>huánglián</i>, <i>dàhuáng</i> • Diagnosing and treating Blood stasis, systemic, local, and purgeable • <i>Juéyīn dāngguī</i> and <i>dìhuáng</i> blood formula family
Summer Break		Supplemental/Optional videos on Pulse and Acupuncture

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Course Seven	Begins November 17, 2028	<i>Shàoyáng, tàiyīn</i> , and Central Axis formula families <i>Cháihú</i> and <i>huángqìn</i> formula families
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báizhú, *huángqì*, *shēngjiāng*, *rénshēn*, *gāncǎo*, *bǎihé* formula families

Mixed hot and cold central axis formulas: Bitter-Cold Huang Qin, Huang Lian type herbs combined with Pungent-Hot *gānjiāng*, *shujiāo*, *wūzhūyú*, type herbs. *Bànxìà Xiè Xīn Tāng*, *Wūméi Wán*, *Huánglián Tāng*, etc

Shàoyáng, *taiyin*, and central axis patterns in gynecology, gastroenterology, respiratory, etc.

Course Eight	Begins January 5, 2029	Miscellaneous formula Pattern: <i>xièbái</i> , <i>zhǐshí</i> , etc. Clinical application: Dosages, combination formulas, and stringing formulas Applying Diagnostic Skills and Formulas
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CEU/PDA quizzes

- The CEU/PDA quiz does not count toward the certification

Deadlines

- CEU/PDA Quiz Deadlines are posted with the Quiz

Understanding the Two Tracks

Student Track

The **Student Track** offers complete flexibility. There are **no requirements** and no obligation to complete assignments or assessments.

Students in this track are welcome to:

- attend classes live or via recordings
- participate in discussions
- complete assignments and quizzes
- submit cases for review

Participation is entirely **self-directed**. You may engage deeply or selectively, depending on your interests, time, and goals. You can move toward certification at any point—or simply take part in the aspects of the program that best support your learning.

This track is ideal for those who wish to study, reflect, and integrate the material at their own pace without formal evaluation.

Certification Track

The **Certification Track** is designed for practitioners who wish to engage the program with focused commitment and demonstrate a high level of mastery in diagnosis, treatment, and the use of classical formulas.

Certification signifies:

- clear diagnostic thinking
- skillful application of classical methods
- consistent clinical understanding
- knowledge of formulas and formula patterns

Certified graduates will be listed in a **registry of skilled practitioners** and may publicly identify as graduates of the Graduate Mentorship Program.

To pursue certification, students must complete the following:

1. Attend all classes (live or recorded)
2. Participate meaningfully in forum discussions
3. Complete all assigned coursework and quizzes

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4. Watch all case review sessions
5. Attend all sessions with their Teaching Assistant
6. Submit at least one case for formal case review
7. Pass the final examination

The final exam is completed remotely.

Students who successfully meet all certification requirements will be listed on the **White Pine Institute website** as certified Graduate Mentorship Program practitioners.

Detailed Requirements for Certification Track

I. Meaningful Participation in Forum Discussions

- Evidence of reflection in your questions. Your posts are reflective. To support your reflective practice throughout the course, consider how the material resonates with you when reading the material. What makes sense to you? How does it resonate with your practice or life? What is confusing or seemingly contradictory?
- Your comment on the forum questions and ideas shows evidence of understanding and reflection. Your posts express evidence of developing or emergent ideas and your knowledge of the required readings or videos.
- Your contributions offer new perspectives and encourage further discussion and critical thinking. Outstanding engagement requires substantive responses, including using scholarly references to support your views when responding to others in the forum. Avoid “shutting down” the discussion or merely agreeing with what others have said.
- The readability of ideas discussed in postings is critical, and we can't accept run-on sentences and stream-of-consciousness posts. Before posting, please read your post from the reader's perspective to ensure your points and questions are clear. If you are posting from a phone, please check your sentences and punctuation.
- Referencing: Name the article, slide number, or module you refer to in your post so readers can easily reference it.

II. Completion of Assignments

There will be reading, flashcards, videos, etc., for the modules of this course. We expect candidates to complete enough assignments.

III. Completion of Quizzes

Certification candidates should complete all facilitate-learning quizzes as the course progresses.

IV. Submission of a case for review

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Students can submit a case for review beginning at the start of the second year. Candidates have more than a year to submit a review.

VI. Passing the Final Exam

You will take the final exam remotely. It will be a timed exam, so the more you know through study, the more likely you will finish and pass it.

Gathering Points Toward Certification

All coursework is submitted through Canvas. Assignments and quizzes are graded **complete/incomplete** (except for the final exam). As you progress, you accumulate points through participation, assignments, discussions, quizzes, and case review.

- The program includes **8 courses**, each with **6 modules**.
- You must earn **at least 400 points** to qualify to take the final exam.
- A minimum of **450 points total** is required for certification.
- Points earned in previous GMP courses **carry forward**.

Point breakdown:

- **Participation:** ~300 points total

(about 60 points per course through assignments, discussions, and quizzes hence you will need to complete about 2/3 of the available work)

- **Case Review:** 100 points (required for certification)
- **Final Exam:** Must be passed

The instructor may mark work as *incomplete* if it does not meet requirements.

Case Reviews

Case reviews are a **core and distinctive feature** of the Graduate Mentorship Program. They provide a supportive, focused environment for refining diagnostic clarity and treatment strategy.

Beginning after we complete the Diagnosis part of our course, all students—whether or not they are pursuing certification—may submit a case for review. Cases are written using a structured template designed to encourage precise, articulated diagnosis.

The review process is as follows:

- Schedule a live Zoom case review session.
- Submit your case to your Teaching Assistant (TA).
- Your TA works with you to refine the case and ensure the instructions are followed.
- Once approved, the TA submits the case to Sharon a week before the scheduled zoom session.
- Recorded review session is posted for all in the program

All students are invited to attend case reviews, and sessions are recorded for those who cannot attend live. Reviews are collegial, supportive, and clinically focused, offering an opportunity to sharpen diagnostic insight and deepen understanding of treatment decisions.

Teaching Assistants

Our Teaching Assistants are experienced practitioners who have deeply engaged with the principles of the Graduate Mentorship Program. Each student is paired with a TA who serves as a steady point of support throughout the program.

Your TA is available to:

- help you navigate the course structure and requirements
- support your learning process
- guide you through case preparation and review

Teaching Assistants play an essential role in ensuring that your experience in the program is supported, clear, and productive.

Additional Courses:

To round out your education, we give a discount for add-on courses. These will be offered when we have a break in the GMP.

Fukushin Course: Fukushin is the Japanese word for abdominal diagnosis. Sharon does not teach in-depth fukushin as part of the Graduate Mentorship Program, but the White Pine Circle offers a complete didactic course to GMP students. Our teacher, Kumiko Shirai, has practiced and taught this clinical art for many years.

Pulse Course: Claus Sørensen has been a student and then TA in the GMP for many years. He is also a pulse master in the Shen-Hammer tradition. He has worked over these years to apply his approach to pulse to the *Great Turnings* and to working with herbal formulas. His pulse teaching will profoundly improve your diagnostic abilities.

Course Policies

Professionalism

Clinical medicine requires a high degree of ethics and professionalism. We hold all teachers and course participants to the same professional and ethical behavior standards. Although rare (it's never happened), participants may be expelled from classes for unprofessional, disrespectful, or unsafe behavior without prior warning. Such decisions are made at the teacher's discretion and are not subject to review or appeal. An expelled student will not receive a refund.

Course Content, Materials Use, and Authorization

Official registrants and those who had paid their course tuition alone are authorized to access the material and lectures in this course. If you would like to share material for a specific purpose, please ask Sharon; she will likely give permission. Unauthorized sharing of material or login information with others, copying, broadcasting, or using the material in research, publications, or other media venues without prior written permission is prohibited and grounds for dismissal from the course.

CEU/CME/PDA Credit

In the United States, classes are accredited (or pending accreditation) by the NCCAOM and California for Professional Development Activity credit. For live-streamed or recorded online lectures, students must sign in to the online classroom to complete a post-course quiz with a 70% or better score. *All students must complete the CEU quizzes to obtain CEUs regardless of whether they have attended or not you have attended live.*

FAQs

Most of your questions will be answered by clicking [this link](#).

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