Advisory Board Update

By Ted Hall, L.Ac.
Vice Chairman, Southwest Acupuncture College Advisory Board

The Advisory Board of Southwest Acupuncture College meets once each trimester to discuss issues pertaining to the school’s ongoing development & accreditation, budgetary issues, and administrative organization. The Advisory Board’s last meeting was in November at the Santa Fe campus. We reviewed a number of agenda items. In addition to reports from the CEO, the Executive Director, and the Finance Committee, the Board discussed written reports from the Campus Directors’ for each of our three locations. The school’s operating budget was discussed, reviewing areas for increased efficiency, while looking at needs for each of the three campus locations. There was comprehensive discussion of maintenance and administration costs for all campuses, and decisions were considered for needed maintenance work at the Boulder campus clinic, which was subsequently undertaken during the winter break.

The Advisory Board discussed enrollment trends both here at Southwest Acupuncture College and nationally. We discussed increased marketing efforts. The Board undertook its annual reviews of the Executive Director & the CEO, as well as the annual review of the school’s mission statement. Also discussed were the Leadership Council reports, where the school continually reviews its program for effectiveness in meeting goals & benchmarks, along with ongoing improvements in the program relative to accreditation requirements. The next Advisory Board meeting for the spring trimester is scheduled for April.
Amy Dickinson, L.Ac., Southwest Acupuncture College, Boulder Associate Professor and Clinic Supervisor at the CU Dal Ward Athletic Center, Sports Acupuncture Externship, was recently chosen to be an Honorary Captain for the CU Women’s Basketball Team in recognition of her efforts to bring acupuncture to CU Student-Athletes through the Southwest Acupuncture College, Boulder clinic externship program. Amy was given a signed game ball during pregame February 15.

“As an Honorary Captain, Amy was with the team and coaching staff prior to and after the game and had a seat of honor on the bench during the game. What an exciting opportunity!

“I am super proud of this program. To be honored in this way is a testament to the great work we are doing with the Student-Athletes at CU,” said Dickinson.

Amy was chosen by the Athletic Department for this honor in recognition of the excellent work that she provides for the team and for the CU student-athletes. Her work at the CU Dal Ward Athletic Center Sports Acupuncture Externship is a win-win opportunity for CU student-athletes and Southwest Acupuncture College Boulder students alike. The student-athletes’ benefit from receiving acupuncture and SWAC Boulder students are provided with an opportunity to treat college-level NCAA athletes in an integrated setting. This is a unique externship that is available to the SWAC Boulder campus students who meet the application process. Many acupuncturists can only dream of such an opportunity in their educational program!!

Amy has worked on bringing integrated care to athletes for several years. Thank you Amy for all your excellent work!”
Populi Comes to Southwest Acupuncture College

By Valerie Hobbs, Dipl. O.M., L.Ac.
Director of Program Development

The Academic section of the College’s Student Information System, Populi, came fully online in Spring 2015. This section tracks all student academics, degree requirements, grades, student evaluations and materials utilized in the classroom. At this time, and due to program constraints with the software, we are not planning to launch the financial part of the program. We hope to have online registration for classes available for Summer 2015.

The benefit to students of launching this software is that course requirements, syllabi, and assignments are accessible to students 24/7 from any computer terminal. As grades are posted, they are also available. Student degree plans and academic history are readily visible. Instructors may use the enhanced functions available, such as discussion boards and chats.

As with any change, there are challenges as well as the benefits. I want to address class evaluations, as they have presented some challenge for some of our students. Accreditation agencies require all post-secondary institutions to consider student feedback in making decisions. This is so widespread as an academic standard that evaluation in classes is now built into software systems. We are all in a situation where evaluations just have to be done. The big benefit to students in adopting Populi is that your responses are truly anonymous. One of the reasons we opted for Populi was to remove any student concern over being identified as a source of criticism, and we think making comments anonymous was really a big step forward. If you are a student, you will notice an “alert” pop up on your page. Clicking through will get you to the evaluation for your class or clinic. If you don’t fill one out, you won’t be able to access your grades once your final exam starts. Once the evaluations are submitted, you have full access to view your grades again.

Here are some pointers about the system:
• Write down your log in (user name) and password. DO NOT share your password with ANYONE.
• Keep your info up to date. You can now easily change your address, phone number, and email address. All your contact information defaults to being private. If you want to make it public, you will need to go into your profile and click on the icon that looks like a lock beside the information on your profile you would like to make public.
• Use the Bulletin Boards. The Bulletin Boards are attached to every class, and to your profile. You can actually follow other classmates so that you can see what they post. According to the developers, it works a lot like Twitter. This is a very public function, if you post to a class, everyone in the class will see it. This is exactly where to post a video of the coolest ATP cycle animation you could find, or helpful study guides. To see more about bulletin boards, log into Populi and see https://support.populiweb.com/entries/162958-Profiles-Bulletin-Board.

Integrating this new system is a learning process for everyone. We hope that you soon see the benefits of more access to your academic material. I personally appreciate the feedback and problem solving I have received from our faculty and student body, as I think it will help us serve you better. Please feel free to email me with your suggestions at vhobbs@acupuncturecollege.edu.

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.
Albert Einstein 1940

Albuquerque students taking their end of semester class evaluations.
The Santa Fe Campus kicked off the Fall Semester with their first Annual New Student Welcome Mixer. The cocktail party was held in the library and about 75 people attended including the 15 new students for Fall. Annie Sparno, Academic Dean and well-known sommelier, served champagne and wine to those attending. The local Whole Foods catered the many appetizers. The event brought Alumni and Faculty, as well as existing students, to meet the new class of students. Laughter and cheers rang through the administrative hallway as people poured in and out of the library.

This year’s Pizza Party was combined with our Halloween Party for a fun luncheon with costumes and pizza!!! Students and staff voted on the costumes. This year’s first prize went to Clara Wetmore who had a great original idea to dress as a Freudian slip. Antoinette Farbrook dressed as the Bride of Frankenstein and Laura Ellis as a Gothic Witch shared second place. Xena Augustine, as Princess Leia, won third place.

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We also announced the Scholarship winners at the party. Amber Lee Trout won the Golden Flower scholarship, Xena Augustine won the Thaddeus Bukowski scholarship, and Jean Loscalo won the Gentle Tiger scholarship.

Student Representatives for the 2015 school year include: Scott Humason, Jessica Sullivan, Charley Newberry and Gregory Myers. They meet once a semester.

Annie Sparno, our Academic Dean and Dr. Melanie Richardson, our Clinic Director attended the Community College of Santa Fe Transfer Day on October 21st. Dr. Richardson gave free mini treatments to those who visited the Southwest Acupuncture College booth. On November 5th, the Academic Dean and Cecily Martin, Director of Admissions and Alumni Relations attended UMN Taos for their Career Expo.

Piper King, our CFO for the last 8 years has retired to travel the country. She purchased an RV and will be hitting the road in February. The Santa Fe campus combined their Holiday Staff Luncheon with a Going Away Party for Piper. We wish you the best, Piper! We welcome Charles Rountree to the Campus as our new CFO. Charles is from Alabama and trained with Piper before she left. He has an extensive background in insurance and hospitality, and has been visiting Santa Fe for years. He now has the opportunity to live here year round. Welcome Charles!

Happenings at the Boulder Campus
By Susannah Neal, M.A., L.Ac.
Boulder Campus Director

The year of 2014, saw the largest number of graduates from Southwest Acupuncture College—Boulder ever in one year.

On December 13, 2014, Southwest Acupuncture College, Boulder held its second graduation ceremony this year at the Boulderado Hotel. A total of 25 students participated in the ceremony and there were nearly 200 people in attendance to wish them well, including faculty speakers and administration. We wish our 2014 graduates all the best! (see page 6)

Dr. Jake Fratkin, OMD, has joined the Boulder campus faculty. He is teaching Patent Medicine and Tai Ji this semester and will be offering a one day seminar on “Treating Pain and Trauma with Chinese Herbal Medicine” in March. The American Association of Teachers of Acupuncture and Oriental Medicine named Dr. Jake Fratkin Teacher of the Year in 2006. He authored Chinese Herbal Patent Medicines, The Clinical Desk Reference (2001) and just published Essential Chinese Formulas (2014). The SWAC Boulder campus is thrilled to have Dr. Fratkin join the faculty.
Southwest Acupuncture College—Boulder held its second graduation ceremony this year at the Boulderado Hotel on December 13, 2014.

The Boulder campus also welcomed a presentation by Dr. Shuichi Katai, Professor of Acupuncture from Tsukuba University and the Director of the Japan Society for Oriental Medicine. Dr. Katai offered Southwest Acupuncture College Boulder students a free lecture and demonstration on using Japanese acupuncture techniques for treating cervical pain. Two students from the Boulder campus offered to translate the presentation from Japanese to English. It was a tremendous learning opportunity and great honor to host Dr. Katai.

The students at the Boulder campus also had the opportunity to attend free lunchtime presentations by Dr. Fratkin as well as Damiana Corca, an acupuncture sleep specialist trained by Dr. Hamid Montakab. Damiana’s presentation on insomnia and acupuncture was very well received and she will be offering it again in Spring 2015. Ver Dar Luz also presented a fascinating presentation on shamanism and astrology as part of the library series “Tea with the Author.”

Over the winter break of 2014 the Boulder campus clinic underwent a complete renovation with new hard floors in each clinic room, new carpet in the waiting room and hallways, and new paint throughout with a pleasing and relaxing color scheme. It is gorgeous and we are looking forward to showing it off at the Chinese New Year Celebration and Open House that is scheduled for February 19th, 2015.

We will be hosting a campus wide celebration of the Year of the Wood Goat followed by an open house for prospective students. Ted Hall, Albert Stern, and Carol Conigliario from the faculty will be giving presentations and there will be refreshments.

Wishing everyone a Happy New Year from the Southwest Acupuncture College Boulder campus.
“A wise man adapts himself to circumstances, as water shapes itself to the vessel that contains it.”—Chinese Proverb

In the month of November, our Administration department, along with our faculty, students and staff experienced a managerial changeover. Our longtime Campus Director, Toni Meeks—and Dr. Babette Saenz, DOM, the Albuquerque Academic Dean—left Southwest Acupuncture College to pursue new endeavors. It was a sad time…it’s never easy to have great people leave your organization.

On a positive note, we were fortunate to quickly replace the positions with thoughtful, dedicated and hardworking individuals that are committed to serve and support the campus.

I, Roberta McGrew, held the position of the Administrative Director, and was promoted to the position of Campus Director. Dr. Deb Boehme, D.O.M., a clinical shift supervisor for the College for four years, joined us as the new Academic Dean. Our beloved Nancy Ferguson, who had been our Administrative Assistant for six years, was promoted to Administrative Director. We are grateful to have found and hired Ashley Beard as our Administrative Assistant. Ashley received her Bachelor of Arts in Asian Studies and traveled to Beijing, PRC for study abroad in 2005.

I believe we have a great team that, despite our short time together, has already become quite close. Our team’s ability to both cooperate and communicate will help us weather any changes and difficulties the future may bring.

Last Fall semester we received several inspiring scholarship essays from our students; however, we were surprised that no one applied for the “Gentle Tiger Scholarship”. Future applicants, surely any modesty about your great acupuncture skills will not be needed in this case!

The Golden Flower, Thaddeus Bukowski, and the Fourth Treasure scholarships were awarded to the following students:

M.G. McCullough—Golden Flower
Mindy McIntire—Thaddeus Bukowski
Michael Finnegan—Fourth Treasure

**Congratulations to our scholarship recipients!**

Students: It is never too early to start drafting an essay. Allow yourself time to reflect, and then bring your thoughts to paper. How do you want to express your life’s work up to now, and what do your dreams mean to you? Outline your personal history and experiences and how they are important. Compose your story, edit as you see fit—and don’t forget to double-check your grammar and spelling!

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The chart below lists the scholarships that will be available, the amount, requirements and a description.

<table>
<thead>
<tr>
<th>Name</th>
<th>Amount</th>
<th>Requirement</th>
<th>Scholarship Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thaddeus Bukowski</td>
<td>$500</td>
<td>1st year entering 2nd year</td>
<td>Shows outstanding promise as a practitioner during his/her first year of school</td>
</tr>
<tr>
<td>Fourth Treasure</td>
<td>$500</td>
<td>1st year entering 2nd year</td>
<td>Demonstrates academic excellence during 1st year</td>
</tr>
<tr>
<td>Gentle Tiger</td>
<td>$500</td>
<td>1st year (who has finished points)</td>
<td>Superior understanding of point locations and point energetics</td>
</tr>
</tbody>
</table>

The following scholarship is available to 3rd year students:

<table>
<thead>
<tr>
<th>Name</th>
<th>Variability</th>
<th>Requirement</th>
<th>Scholarship Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Flower</td>
<td>Varies</td>
<td>Entering 3rd year and 3rd year</td>
<td>Possesses outstanding Herbal Skills</td>
</tr>
</tbody>
</table>

Scholarship applications will be available to students in late August.

The spirit of Halloween on our campus never disappoints! Our Halloween party last year brought lots of fun and laughter. Pizza and salad were made available for all to enjoy, along with great camaraderie. Students had the opportunity to vote for their favorite costumes. Here were the winners for best costumes in 2014:

1st Prize: LeNita Arritt—Huntress
2nd Prize: Denise Lengyel—Renaissance Maiden
3rd Prize: Julie Wood—Blankman

On February 19th, 2015, a Thursday, we celebrated the New Lunar Year of the Ram. Chinese food was ordered from Plum Café, a local restaurant. Eggrolls, brown and fried rice, orange chicken, Mongolian beef, and a vegetable stir-fry were laid out in front of the Student Lounge for easy access between classes. We decorated the Lounge with posters, paper dragons, and other charms. For our six students born in the Year of the Ram, we provided a gift: a tiny golden goat and coin-frog figurine, both suspended from a Longevity Knot—a talisman wishing happiness, wealth and long life in the New Year!

It was a stressful day for some, as students were either preparing for or taking their Midterm exams during the week of Chinese New Year. Once classes were out, though, the Lounge filled up quickly with students laughing, talking and relaxing together as they ate.

We hope the food and festivity brightened the students’ day, and that the fortune cookies they opened promised them good grades for their Midterms! To the many, many students who showed us their appreciation—we’re so glad you were here to celebrate with us.

新年快樂—Happy 2015!
Each of us has a unique contribution to the alternative medicine community. The market may seem saturated with acupuncturists in this area, but your defining characteristics will be your launching pad to success.

I’m passionate about emotional wellbeing, so one of my niches is a supplemental modality called The Emotion Code™. I discovered it in 2011, and it spoke so strongly to me that I got certified by 2012. Its overlap with Chinese medical theory made it a perfect fit for my practice, and I often incorporate Emotion Code sessions with my acupuncture treatments.

The Emotion Code is a form of energy work developed by chiropractor Dr. Bradley Nelson. The concept is that most ailments have an underlying trapped emotion at the root. This is right in line with the TCM concept that emotions are a major internal cause of disease.

Trapped emotions are actual balls of energy about the size of a fist and can distort our body’s energy field. By the time we are adults we have hundreds of trapped emotions. So, it’s not hard to see that many common complaints of aging, from joint pain to cataracts, are likely due to a build-up of trapped emotions.

Working on the quantum physics level, an Emotion Code session involves muscle testing to ask the body if there are trapped emotions behind the main complaint, and if so, what are they? I refer to a chart of 63 emotions categorized by TCM organ systems and muscle test the client to find out exactly which emotions are contributing to the problem and what age they occurred. I release the emotions one at a time by rolling a magnet down the Governing vessel. Most clients feel an immediate shift. Pain lessens, heaviness lifts, and hope fills the air. It’s subtle, yet powerful.

The beauty of this system is that it can be done either in-person or long-distance via proxy, and both methods work equally well. In fact, some of my most loyal regulars are long-distance. I even do sessions on animals—which is loads of fun!

My favorite Emotion Code sessions involve clearing what is called the “Heart Wall.” This is a literal wall of trapped emotions built by the subconscious mind as a protective shield in front of our heart. It’s to help us survive acute emotional distress, but when the wall stays up after the battle, it blocks us from fully experiencing life. Symptoms include depression, feeling stuck, and even physical heart/throat/lung issues. After a Heart Wall is cleared, clients usually feel a profound shift in their life toward joy, opportunity, abundance, and hope. It’s beautiful to see unfold, and everyone has a powerful story to share of what happens after their Heart Wall is cleared.

Holding sacred space for a client, facilitating these deep releases is an honor, to say the least, and I’m thrilled to have found such a wonderful side modality.

Dr. Lindsey Rushmore graduated from Southwest Acupuncture College, Albuquerque in August 2013. She owns Hallomai Healing Arts www.hallomai.com and is an independent contractor at Urban Escape Massage & Bodywork in Rio Rancho, where she practices both acupuncture and Emotion Code. Rushmore’s specialties include injury/pain management, emotional wellbeing, and facial rejuvenation. Dr. Rushmore may be reached at 505-514-0238 or dr.rushmore@hallomai.com.
It is well known and documented that exercising daily is part of the recipe for healthy living, but did you know that exercising can also enhance your brainpower and creativity? In 2005, the “Creativity Research Journal” reported a study on the effects of aerobic exercise and the boost it gives creativity. The results were profound! The study showed that the participants who did aerobic exercise had a much greater ability to be creative versus the participants who did not exercise. The study also demonstrated that the highest creativity was explored 2 hours after the aerobic exercise.

An associate professor of neuroscience at NYU, Wendy Suzuki, found that when she went to the gym, it was easier for her to remember facts and write grant proposals. This observation inspired her to create a course at New York University called “Exercise and the Brain” in which students performed aerobic exercise for one hour followed by a one-hour lecture. Suzuki also created the same course, but without the aerobic exercise. Suzuki compared the two courses in regards to test taking speed and accuracy and reported, “the results were significant.” The students who completed the course with exercise, completed tests faster than their counterparts. This study has now promoted a movement to create similar courses in other universities and grade schools.

How does this work? In 2001, the journal of “Health Psychology” reported that the area of the brain that is affected during exercise is the prefrontal cortex, located in the anterior part of the brain. This area of the brain is responsible for problem solving and complex thoughts. This explains how physical exercise affects learning ability. Another area of the brain that is affected by exercise is dentate gyrus. This region of the hippocampus is critical for retaining long term memory for facts and events and creating new memories.

- Workout before you begin your study routine (it is not procrastination if you are warming up your brain!)
- Workout prior to your morning class.
- After your workout, mentally review your notes and review the key concepts from that day’s lecture.
- During a long day at school, work out for a portion of lunch break, so you can be energized for the afternoon class.
- Study your notes while you are on a treadmill or exercise machine.
- While you are running or walking, review your point location on your body. Think about how the meridians are moving on your body.
- Prior to any exam, complete your workout. This will help to decrease your stress and anxiety and prime your brain for the test.

Aerobic exercise is not only essential for a healthy body and heart it is also beneficial for increasing your brainpower. While I was in acupuncture school, I established the routine of working out prior to exams to relieve my test anxiety and I also worked out in-between classes, so I would not be fatigued in my afternoon classes. Little did I know that I was boosting my brainpower and utilizing my brain to a higher potential. Aerobic exercise is one more tool that everyone has to increases their brainpower and grades.

References:
   Studying the link between exercise and learning
How To Get the Most from Your Classes and Instructors

By Annie Sparno
Santa Fe Campus Academic Dean

To ensure you will succeed in any college is to have no fear when it comes to asking instructors questions. There are scores of college students, particularly those in their first semesters, who may feel insecure about asking their instructors for assistance with new topics, feeling they will seem inadequate as a student.

Instructors are there to assist students in reaching their full potential as a student. Instructors need to be effective in the classroom, in creating materials, and in offering guidance to students. However it is your responsibility as a student to ask questions, guide your instructors and get the most out of what they have to offer you.

If it is a specific question about your Anatomy and Physiology class, or you are having difficulty understanding a general concept in Chinese Medical Theory class, your instructor is one of the most valuable resources you have at your disposal to solve those problems, but if you are not getting the information in a clear manner or the way you need it, you have a voice and you should use it. Don’t be afraid of approaching your teachers. You should be eager to approach them, learn from them about the career you have chosen to study. This is a valuable time. It is one of the best things you can do to make your path toward your MSOM/MSAc degree a little bit easier.

Here are a few things you should remember and utilize when approaching your teachers for assistance. The first step is to know how to reach your instructors. If there is not time during instruction, or you feel self conscious about asking your questions in class, know how you can get in touch with your teacher. Ask if it is okay to contact them with some questions, or request a few moments after class for assistance.

Remember technology is your friend, not foe. It wasn’t long ago that if you wanted to talk to your teacher, the phone or office hours were necessary. Now all you have to do is send a quick email or, if the whole class has questions, ask the teacher to set up a chat session. Populi, our new database, does both of these things.

Don’t approach an instructor with a vague question such as, “I’m not understanding the class. Can you help me?” Know exactly what topic or topics you need help with, or how they could better get the material across to you and your classmates. The more specific you can be about what it is you are not understanding, the more likely it is your teacher will be able to make the topics clearer for you and your class.

Lastly, always remember you have a voice and use it constructively. You will be surprised at how responsive and adaptable most teachers will be so that you learn and retain the material from their class.
What's a grace period?

The grace period is a set period of time after you graduate, leave school, or drop below half-time enrollment before you must begin repayment on your loan. The grace period gives you time to get financially settled and to select your repayment plan. Not all federal student loans have a grace period. Note that for most loans, interest will accrue during your grace period.

- Direct Subsidized Loans, Direct Unsubsidized Loans, Subsidized Federal Stafford Loans, and Unsubsidized Federal Stafford Loans have a six-month grace period before payments are due.
- PLUS loans have no grace period. They enter repayment once they are fully disbursed but may be eligible for a deferment. Contact your loan servicer for more information.
- If you received a Federal Perkins Loan, check with the school where you received your loan.

Can my grace period change?

Circumstances that may change your grace period include the following:

- Active duty military—If you are called to active military duty for more than 30 days before the end of your grace period, you will receive the full six-month grace period when you return from active duty.
- Returning to school before the end of your loan's grace period—If you reenroll in school at least half-time before the end of your grace period, you will receive the full six-month grace period when you stop attending school or drop below half-time enrollment (other conditions apply).
- Loan consolidation—if you consolidate your loans during your grace period, you will give up the remainder of your grace period and begin repayment after your Direct Consolidation Loan is disbursed (paid out). Your first bill will be due approximately two months after the Direct Consolidation Loan is disbursed.

Can I cancel my loan?

You have a right to cancel all or a portion of a loan disbursement within 120 days of the date your school disbursed your loan money (by crediting the loan money to your school, by paying it directly to you, or both). If you choose to cancel, the money you received will have to be returned, but no interest or fees will be charged. See your school's financial aid office for further information.

You are generally required to repay your student loan. In certain situations, your loan may be forgiven, canceled, or discharged.

Can I pay more than my required monthly payment?

You can make payments before they are due or pay more than the amount due each month. Paying a little extra each month can reduce the interest you pay and reduce your total cost of your loan over time. If you want to ensure that your loan is paid off faster, tell your loan servicer that the extra you pay is not intended to be put toward future payments.

REMEmBER: You must repay a student loan even if your financial circumstances become difficult. Loans can't be canceled because you didn't get the education or job you expected, and they can't be canceled because you didn't complete your education (unless you couldn't complete your education because your school closed).

Reference: https://studentaid.ed.gov/repay-loans/understand

Title IV Direct Loan Benefits
By Angela Anaya
Financial Aid Director

I owe all of my learning to a wonderful two weeks with Dr. Babette Saenz (the former dean who allowed me to shadow her). Since her departure, Roberta McGrew—Campus Director; Nancy Ferguson—Administrative Director; Annie Sparno—Academic Dean from Santa Fe; and Valerie Hobbs—Director of Program Development from Boulder campus have provided a tremendous amount of support.

As a liaison for faculty, staff, and students my office, and actually this entire office, is here to support and answer questions related to this multi-faceted educational experience. While we are also learning the ins and outs of Populi and the Carnegie Foundation formula for credit assignment, there are many things that we are very familiar with and can handle as they arise. I look on this office as the quintessential portal of the building. If that word is unfamiliar to some, quintessence is the fifth essence distinguished from the four elements of air, fire, water and earth. When you put that essence to a practical application, we are a place to drop in for a breath of fresh air, we put out a lot of fires, we attempt to embellish the calmness of water and we have a lot of earth mothers who like to nurture and give hugs!!!

Stop by to say “hi” or just wave as you are hurrying to class. The semester will go very quickly, and as the dean, I will make myself available to help. It does work best if you make an appointment, but if this is not possible, I will attempt to be available to handle situations as they arise. Enjoy this new semester and know you are joining one of the most exciting and emerging health care fields in which you can make a huge difference helping people heal.
Supporting Data

By Dr. Paul R. Rossignol, D.O.M.
Albuquerque Campus Clinic Director

One of the fundamental principles that makes Chinese Medicine unique (and in my opinion, so powerful...) is the principle of “same disease, different treatment” (tóng bìng yì zhì 同病异治). Essentially, not all insomnia, coughing, rheumatic conditions, etc. are treated in the same way. Each syndrome (zhèng 症) must be differentiated into a specific pattern that indicates the most appropriate principle to be applied to treat this condition, for this person, at this time. We form these “patterns” by gathering “evidence” (zhèng 证) utilizing some variation of the methodology of the “Four Examinations” (sì zhēn 四诊: Inspection, Listening and Smelling, Palpation, and Questioning). Once we have determined our diagnosis, the Southwest Acupuncture College Patient Treatment Forms require that we enumerate “Supporting Evidence” to clarify our reasoning. “Supporting Evidence” represents the synopsis of why you (as a Student Intern, practicing medicine) made the Assessment you did of your patient’s condition. This is where we define for ourselves, as well as other practitioners who may review our chart, how we made our judgment. Among all of the reported symptoms and observed signs, which were those we felt were most relevant? Which defined this pattern, for this person, at this time? In the process of learning a sophisticated system, such as East Asian Traditional Medicine, writing careful supporting data reinforces the learning process. It supports development of the higher level Cognitive skills described by Bloom’s Taxonomy, such as:

- **Application**: Applying acquired knowledge to solve problems in new situations.
  - How do I best apply the “4 Examinations” to gather evidence about this patient?
  - How can I develop a diagnosis for this person based on the supplied information?
- **Analysis**: Making inferences and finding evidence to support generalizations.
  - Which observed signs and symptoms are most relevant in the context of this patient’s main complaint?
  - Which of the patient’s signs/symptoms support my conclusion?
  - What is my final diagnosis based on this information?
- **Evaluation**: Presenting and defending opinions by making judgments about information based on a set of criteria.
  - How did I rule out other possible diagnosis?
  - How do changes from previous treatments support or disqualify previous diagnosis?
  - Are my criteria consistent in diagnosing similar conditions in other patients?

As I review charts in our clinic, I encounter both excellent examples of “Supporting Evidence” and those that could use some clarification. Often, I see students fill in the Supporting Evidence section with entries like “pulse”, “hara”, “subjective and objective data” or by providing a Western medical diagnosis such as “Diabetes,” all without any further explanation. These are all inadequate because they are not specific and do not demonstrate understanding of the criteria of the system.

Let’s look at each one of these individually to demonstrate why they are insufficient on their own:

**Pulse**
- Pulses contain a lot of information. However, it is precisely because they contain a lot of information that I need to clarify specifically which qualities that I noted indicate support for my assessment.
- This is particularly important if you are learning different pulse diagnosis methods. I often see students report a “Dai Mai pulse” or a “Yinwei Mai pulse” or a “Cottony pulse”, without any other description. What characteristics in a pulse constitute a “Dai Mai pulse”? What characteristics constitute a “Cottony pulse”? If I were to ask you what a “Dai Mai pulse” feels like, could you describe it to me?
- Most importantly, are you sure you understand what it was about the pulse that provided the indication? If I were to read your chart, could I tell?

**“Hara”**
- Abdominal palpation is another powerful tool to assess patients. It is also one that may have differences depending on tradition. If you state that “hara” was a finding that supports your assessment, what specifically about their abdomen did you note? Was there a vacuity or emptiness noted in a single area? Was there an excess noted in the area representing the controlling element? Did you note a change in the pulse or a change in symptoms when palpating that area? Did you note a “ju” or “ji” nodule? A “hidden beam”? Running piglet qi?
- Most importantly, are you sure you understand what it was about the abdomen that provided the indication? If I were to read your chart, could I tell?

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Impartiality of Time
By Dr. Melanie Richardson, D.O.M.
Santa Fe Campus Clinic Director

"Time and tide wait for no (hu)man" Geoffrey Chaucer.

When a new patient walks in for the first time a clinician begins the job as a private detective. Before we have earned the right to such private information, we ask the most intimate details of her habit and history. Many events have passed in the moments and recoveries in her life and we try to encapsulate it in a single first meeting. A nugget of information may come forward; such as a fall in childhood. This answer to a question may send our minds in pursuit of a thousand other questions, but we must manage our time. We must seek out a root and assess the branch. Ideally, the intake consumes less than 25 minutes of a student intern’s time so the consultation with the instructor can occur and the treatment begin. But each client’s story is rich with experience. Even the person who says they have been healthy all their life has a reason to be in front of us that day.

With an hour and a half for the treatment from beginning to end, it becomes an ever increasing struggle to accommodate time as the intern advances. The beginning 200-level practitioner must work to identify the key signs and symptoms to clarify a diagnosis. To add a level of challenge to time management, adjunct therapies must be considered. The time it takes for an intern in a 250-clinic to take vitals and begin the intake process leaves many in a struggle to be done with all the details on time. Yet, they always manage.

By the end of the 200-levels the student intern has found a flow and can work their way through intake, charting, consultation and treatment in the 1.5 hours allotted. Practice brings with it skill and refinement. Then before they know it we have set them with a new task with the next phase as an intern: Herbs.

Just as the sweetness of childhood passes, that acquired and learned rhythm for a clinic session has a new level for assessment and the ease of the past has left us. Now the student must have a greatly refined diagnosis to make herbal prescription clear. This phase is the beginning of challenge to identify root and branch.

The branch may be what occurs today. Another shoot off the same core imbalance that captivates the attention, the main complaint, of the patient. The chief complaint may be showing itself today; the chronic central underlying condition that feeds each and every complaint. Complexity draws us in seeking the answer to richly expressed lives and patterns.

The acute condition my have created a history the intern must unravel and hopefully relieve to some degree. That fall years ago, the sore throat that was a symptom of scarlet fever, the head injury that no one took seriously at the time are all moments in the time the body keeps experiencing. A moment that keeps advancing in the body may bring a pathogen deeper in. That little hitting of the head on the schoolyard may have disturbed the shen with blood stagnating. Yet for that patient time kept marching on making a condition harder to bear. Heavy and painful time became a palpable symptom.

Oriental medicine does not halt time nor can it reverse all that has happened to the body. But the next time you feel overwhelmed with time leaving you and your story quickly behind, remember there is a rhythm you have gained as an intern; a relationship to nature. For three or more years you become immersed in the ancient world of poetry and symbiosis with the seasons and elements. These sweep us to the past presenting a gift to slow the ravages of time and procure some safety and nourishment in a tick tock that doesn’t care. The diagnosis revealed, a pattern rebalanced and an intern defiant to time.

Check out our newly designed website www.acupuncturecollege.edu
Treating Peripheral Neuropathy with Acupuncture

By Joanne Neville L.Ac.
Boulder Campus Clinic Director

I have been supervising an externship clinic at Golden West Senior Living for about a year now and am constantly delighted and inspired by the clientele at this site. They have taught me how I would like to step into my elder years by shining a light on their vulnerabilities and capabilities, their joy and humor and most of all, their courage. Aging is not for wimps.

In working with this population the physical issue that is most predominant, which really affects their quality of life, is peripheral neuropathy, especially in the lower limbs, so it is here that I will focus today. Many of the falls so dangerous to our elders come about because they don’t have feeling in their feet. If you can’t feel your feet you can’t balance.

Here are some of the many treatment strategies, which may help in treating this pervasive issue. First diagnosis. Often peripheral neuropathy falls under the category of Bi Syndromes. Often it is Fixed Bi. This is pain and numbness that is fixed, caused by pathogenic dampness in the limbs, which slows the circulation of Qi and Blood causing numbness. Dampness is a yin factor, so while we often think of the yang channels in treating musculoskeletal conditions, we must also consider the yin channels to help in dealing with the damp. However, not all peripheral neuropathy has a dampness component, as evidenced by Bob Flaws’ diagnostic patterns below.

Bob Flaws Pattern Discriminations and Point Prescriptions include:
- Damp Heat Invasion—SP 6, SP 9, SP 10, ST 36
- LU & ST Fluid Damage—ST 44, ST 36, SJ 6, KI 6, DU 14
- SP/ST Vacuity—SP 6, SP 10, ST 36, UB 20, UB 21
- LR/KI Insufficiency (Qi & Yin Xu)—SP 6, SP 10, KI 3, KI 7, ST 36
- SP/KI Insufficiency with Cold Damp Pouring Down—SP 6, KI 3, UB 20, UB 21, UB 23, DU 4

Needles, Plum Blossom or Tuina on the Hua Tuo Jia Ji points are excellent for stimulation of the nerve roots. Focus the treatment on the levels of T7 and the lumbar area to promote circulation in the lower limbs. I have had good success with this.

Needling the plantar surface of the feet. Be careful because people with this issue heal slowly. Use care when needling.

Scalp Acupuncture on the upper portion of the Motor and Sensory lines to affect the lower limbs.

Needle top Moxa or needles only, on the Ba Feng points and other local channel points to warm the channels and drain the dampness.

The most important things to remember are 1. Get the diagnosis right. 2. Be patient. There are no quick fixes when dealing with peripheral neuropathy.

Use of a Western diagnosis as support. continued from page 13

- This is simply never support for an East Asian Medical diagnosis. Period. For example, if we state a diagnosis of “Kidney Yin Vacuity” or even “Xiao Ke” and for supporting evidence provide “Diabetes”, that does not provide sufficient evidence to support your pattern. It is incorrect to state that “patients with Diabetes Mellitus have Xiao Ke” in the same way that it would be incorrect to state “patients with a cough have Wind Cold”. In any case where a patient reports that they have a particular Western medical diagnosis, I have to then ask them what specific symptoms manifest for them. I need to know their specific pattern. For example, Diabetes, as a Western medical diagnosis may present with a number of different symptoms and signs. From an East Asian Medical perspective there are a minimum of three (I have seen it broken down into as many as six) basic patterns of Xiao Ke which can then be refined based on complications. If your supporting evidence is stated as “Diabetes”, how can I assess which pattern of Xiao Ke you are diagnosing?

Stating adequate Supporting Evidence provides for a careful account of your exam data and a systematic review of your diagnostic criteria. This reinforces important methods of thinking, and reduces the chances of error. It also helps us identify which aspects of the case may be followed to assess progress in the future. Without understanding the criteria by which we made our diagnosis, what criteria can we use to determine progress? In particular if the course is long or the progress is incremental.

Students who are seeking licenses in New Mexico should also be aware that this systematic presentation of your diagnosis, supported by specific evidence gathered during your intake, is the crux of the State Practical Exam. In my own practice I make sure to explain my reasoning for any diagnosis, both to adequately complete my medical charts and as an exercise to consider my own decision making process. This continual evaluation of my process and judgments helps me to review my cases and refine my current methods as well as more quickly integrate new methodology into my practice.
Boulder Library Seeks to Contribute in Multiple Directions

By Lisa Wood, B.A., M.L.S.

Boulder Campus Librarian

The Fall 2014 semester hailed exciting accomplishments at the Boulder library: unprecedented resource growth, a continued dynamic speaker program, and contributions to support student understanding of research.

Resource Growth

Most of the new resources were books, but CDs and DVDs were also among the additions. A total of 67 new books were purchased. To add perspective, the 67 new books are more than double the total 24 books purchased in the entire year of 2012—when the physical library structure was enlarged during a remodel. Compared to the total 35 new books added in 2013, they are also nearly double. This kind of expansion of our collection is impressive. The support of the Southwest Acupuncture College administration in supporting the library with increased funding has enabled such remarkable growth.

By the way, these statistics do not include the boxes full of generous donations Boulder received.

While these statistics are one indicator of progress, they are strictly quantitative. Qualitative descriptions can often breathe life into what is taking place. Among the added Fall resources the following books highlight a few that are new titles among all 3 campuses:

- *The 5 Transport Points: Clinical Applications and Personal Insights* Wei Chieh Young

- *Harvard Medical School Pain Relief Without Drugs or Surgery* Harvard Medical School Publications

- *Desktop Guide to Herbal Medicine: The Ultimate Multidisciplinary Reference to the Amazing Realm of Healing Plants* Brigitte Mars

Local author Mars began developing her field knowledge while living for 2½ years on solely wild edible plants while residing in a teepee in the early seventies.

Library Speaker Program

The library brought three speakers to campus. Jake Fratkin, OMD, L.Ac., the author of some distinguished formulas books that are undoubtedly on the shelves of most acupuncture colleges across the United States. Fratkin spoke to an overflow crowd and made formulas a down-to-earth topic for students at all levels. Damiana Corca, L.Ac., lectured on her specialty area of sleep disorder acupuncture with carry-overs into conditions such as depression, anxiety, and diet. Ver Dar Luz, a local author, spoke on topics including the archetype of the Healer, and the gifts of the Wounded Healer.

Research

Adding to research and evidence-based medicine (EBM) instruction, the library endeavored to further strengthen this developing part of the curriculum. The librarian gave a mini-lecture in one class on library resources and effective search strategies for scientific, peer-reviewed articles. This connected with the requirements for specific assignments students were being given, so met a real curriculum need. One-on-one help was also available.

News from the Santa Fe Library

By Charley Seavey, B.A., B.S., M.S.M., M.S.L.S., Ph.D.

The holiday break provided an excellent opportunity to add some badly needed shelving options, and move parts of the collection into a more logical sequence.

An unused display case gave us the opportunity to highlight the location of the NCCAOM study guides so useful in preparing for the board exams once Southwest Acupuncture College studies are complete. The previous location was not quite as obvious.

We also, finally, had a better home for the journals to which we currently subscribe. *INC* is a small business oriented journal, and most TCM/OM operations are, after all, a small business. *Scientific American* is the leading general purpose scientific journal published in the US. Keeping up with general developments is well worth the effort.

*Meridians: The Journal of Acupuncture and Oriental Medicine* is a recently started journal published in the United States. We have high hopes for its future. *The Journal of Chinese Medicine*, on the other hand, has been around since 1978 and is probably the authoritative journal in the field.

The break also gave us the opportunity to create a separate media section—something suggested by a student in spring, 2014. Until acquiring the shelving used for the NCCAOM guides and the current journals, we never really had a convenient space to create a separate media section. Now we do. All the CDs and DVDs were moved onto one shelf, in call number order.

The same area is being used to hold paper copies of journal holdings. Some of the journals in question are available full text via our online databases such as Medline, and AltHealthWatch, but it is always handy to have a paper copy immediately at hand.
Libraries face constant accusations of irrelevance. Over the past several years, tales of The Imminent Demise of The Library have abated somewhat, but only after years of would-be prophets insisting that we had no use following the advent of the internet, no place in its brave new electronic world. Somehow librarians never panicked. Information, organization of information, and access to information; public space, programming, service, culture, and a side of entertainment are as relevant as ever. The role libraries and librarians serve in their communities has adapted and evolved, even grown in many directions, but the fundamentals have not dramatically altered.

In some ways this narrative parallels the role of acupuncture and Chinese medicine in a predominantly Western medical environment.

The brave, new, pharmaceutical world of Western medicine has its own prophets, arguing that there is no place for Alternative medicine. The field of medicine has evolved dramatically in the past couple hundred years, and in many ways for the better. We understand the human body better than ever before, can perform complex surgeries, can treat with powerful antibiotics, and have a system that efficiently makes these health care options available. Some skeptics wonder what role traditional medicine can play going forward.

Somehow, acupuncturists aren’t panicking. Treatment of the whole person, an emphasis on balance in the body, medicine from natural sources, non-surgical intervention for pain, and personalized attention from and a relationship with one’s practitioner are as relevant as ever, as are so many other facets of TCM neglected in Western medicine. Oriental medicine draws on Western medicine where relevant and uses that information to grow stronger, without losing its original focus. For example, the Natural Standard database reviews foods, herbs, and supplements through the quantitative lens of Western analysis. This perspective supports use of herbs that Oriental Medicine has harnessed for thousands of years. At the same time, this approach doesn’t acknowledge Oriental Medicine’s emphasis on the cause or nature of a specific ailment to determine the treatment method. Western medicine has been able to quantify some benefits of acupuncture, but not all. Nor does it embrace the emphasis on treating the whole person, which is so important in TCM. People continue to seek out acupuncture treatments, and often rely on TCM practitioners as their front line of defense for maintaining their health. As with libraries, although the roles of TCM and its practitioners have adapted, evolved, and grown in many directions, the fundamentals have not dramatically altered.

Your libraries at Southwest Acupuncture College balance the fundamentals, the old, and the new for both libraries and TCM: books and TCM history, journals and acupuncture theory, programming and whole-person care, databases and evidence-based medicine. TCM and its practitioners can harness the power of evidence-based medicine to grow stronger, while still relying on the historical and theoretical foundations that define Chinese medicine. TCM libraries can likewise harness the power of databases full of quantitative studies and articles, while still relying on the foundational books that practitioners have used for centuries. In both cases, respect for the origins and fundamentals preserves the deep-rooted traditions of both libraries and Chinese medicine. At the same time, by embracing new technologies and new approaches to analysis, we can open doors, expand our roles, and redefine the many ways in which we are not only relevant, but necessary.
If you have been wondering about or thinking about participating in the wonderful opportunity to go to China for extended clinical experience, think no more! In a four-week period, you see things and participate in treatment modalities that you have heard about from your Chinese instructors. The trip will change your life and give you a totally new perspective about the Chinese culture and TCM.

Last August, I had the unique experience of being the faculty representative to accompany five Boulder campus Southwest Acupuncture College students to Harbin, China. Dr. Li Xu did all of the logistical planning and put together a wonderful four-week experience for us at Heilongjiang University of Chinese Medicine Second Affiliated Hospital. In addition, she arranged a three day trip to Beijing at the midway point of our adventure and once again arranged interpreters, transportation and sight-seeing that will stay with me for a lifetime.

Instead of going on and on about how much this experience will change your life, I will just duplicate the graduation speech that I gave at the ceremony hosted by the staff at the hospital and college. I will also enclose a China blog http://needlesnoelle.wordpress.com and a You Tube website: www.youtube.com/results?search_query=Chinaquerque, put together by Noelle Baroody, a student who went to China two years ago. She has created five videos around her experience and offers a lot of information from a student perspective. Noelle is now a graduate and working at a clinic in Albuquerque.

Graduation Speech

It is hard to believe that we have already been in Harbin at Heilongjiang University of Chinese Medicine Second Affiliated Hospital for a month. My name is Dr. Deb Boehme from Southwest Acupuncture College (SWAC) in Albuquerque, New Mexico and I had the distinct pleasure of being the faculty team leader for this brilliant group of students from the SWAC branch located in Boulder, Colorado.

Let’s take a minute to introduce these five students. Let’s start with the three who just recently graduated from the program. Veronica Contos and Jessica Crofts completed the four-year MSOM degree, where they specialized in both acupuncture and herbology, and they have also passed their national boards. Brett Sanders specialized in the acupuncture track and will be testing his national boards in the near future. Corinne LeBlanc has two semesters and Jessica Haligowski has three semesters remaining before they also test national boards and start their pursuit as Masters and Doctors of Oriental Medicine. The reason we are here today is to recognize the accomplishment these five students have completed in their advanced external studies and also to recognize and thank the wonderful Doctors of TCM who have shared their knowledge and expert skills with these students.

I am going to list each discipline and the scholar Doctor or Doctors from that program in the order that we were introduced. The first week we were here we studied Tui Na under the leadership of Dr. Lee (Tung Jun). Week two had us right in the center of both in-patient and out-patient acupuncture with Dr. Song (Chun Hua). At the end of the second week, we traveled by train to Beijing to experience the magnificent beauty and cultural experiences of The Great Wall of China, Forbidden City, The Summer Palace, Ming Tomb, Tiananmen Square, and some jade and silk factories.

Upon our return to Harbin and week three, we went right into the rehab side of medicine with Dr. Xing and Dermatology studies with Dr. Liu. In week four, we experienced a visit to the Pediatric Outpatient Clinic with Dr. Zhang (Feng Chun) and then we moved right into the OB/GYN side of things with Dr. Cong and Dr. Li. We were also fortunate to receive advanced acupuncture observations with Dr. (Yuang Zheng) Sun and Dr. (Shen Tian) Sun. In addition we spent quality time observing Dr Sheng (Guo Bia) and Dr. Wang perform some remarkable acupuncture techniques for a variety of stroke and neurological conditions.

The Great Wall of China
This university has produced a number of Master Teachers who became famous Doctors in the U.S. Dr. Fan Dong Ming trained the Boulder students and the Albuquerque campus is the home to Dr. Jason Huo and Dr. Linda Huo (scalp acupuncture) and Dr. Li Xu, who helped to create this advanced training for all three SWAC campuses along with Dr. Li from Harbin.

All teachers who were with the students during their clinical practicum were so impressed with the student knowledge that they commented to our interpreters about the level of training and comprehension. The students saw a large number of patients and the record, held by Jessica Crofts, was 362. The five graduates we are honoring today could very well be our teachers of tomorrow as they are the future for TCM. Hopefully the teachings and practices of the legends will live on through scholars and we will continue to strive to achieve the best practice traditions.

And last but not least, we are here to recognize and express our most sincere gratitude to Mr. “Eddie” Tianyang Yu and Ms. Kristy Wang. They have been the support and life line for this group and they will be our friends for life. This school has been very good to us and we will take away valuable memories and stories. Thank you so much Boulder students, for enriching my life. I think we can say collectively, we are better people and practitioners as a result of this experience.
Treating Pain and Trauma with Chinese Herbal Medicine

Dates: March 14, 2015
Time: 8:45 a.m. - 5:30 p.m.
Presenter: Jake Paul Fratkin, OMD, L.Ac.

Course Description: Many patients come to the clinic for complaints related to pain and trauma. While acupuncture remains the foundation for treatment, integrating Chinese herbal medicine, both internal and external, can help the patient make significant progress. In this workshop, we will discuss trauma-related complaints including acute injury with swelling, acute soft-tissue injuries, muscle strain, wounds, and chronic pain following trauma. Non-traumatic pain conditions will include arthritis, lower back pain, sciatic pain, knee pain, and neck pain.

Following an overview of the etiology and pathophysiology of the various conditions, we will concentrate on available herbal products and formulas for both internal and external application, with emphasis on ingredient composition. Most formulas discussed are available in product form, with certain custom prescriptions for advanced herbalists. This course is designed for the orthopedic acupuncturist, with or without formal herbal training, and both advanced practitioners and students are welcomed.

It is recommended that participants obtain Jake’s new book, Essential Chinese Formulas (drjakefratkin.com/essential-chinese-formulas), prior to or at the beginning of the workshop.

NCCAOM PDAs: 6

Fees:
Student $130.00
Alumni $150.00
Professional $160.00

Location: Southwest Acupuncture College
6630 Gunpark Drive, Suite 200
Boulder, Colorado 80301

For more information: Phone: 303.581.9955
Registration form available at:
http://acupuncturecollege.edu/sites/default/files/sites/default/files/imce/Fratkin-Brochure.pdf