WuHsing Tao School

Five Element
Acupuncture & Psychology Program
Dragon and Phoenix
are holding a “Pearl,” the logo of WuHsing Tao.
The Dragon is the Yang energy descending from Heaven, a gift and a blessing.
The Phoenix is the Yin energy rising out of the ashes, Earth, born into a new creation.

What is the meaning of this logo, this pearl?
The “Pearl of Wisdom” is the beautiful philosophy of the Five Elements, teaching us how to use this system of medicine and live in harmony with Nature.

“Inspired by a statue of a Bodhisattva, my brother, Leo Heinquet, a renowned painter living in Paris, created this image of a figure holding the hand in the teaching mudra, sitting in a landscape of the Five Element pictographs.” - Dirk Hein

How appropriate, the essence of WuHsing Tao is depicted by the Archetype of compassion, teaching the world about a way to end all suffering. Every disease, physical, mental or spiritual, is a form of suffering. All efforts in medicine aim to reduce such suffering. WuHsing Tao, the “Way of the Five Elements”, is a way to re-empower Nature’s own inherent healing powers. Every healer knows that only Nature can heal. It is our task to study and search for a way to support Nature in that effort. WuHsing Tao’s mission is to teach the wisdom of the Five Element System of Medicine, so that more and more compassionate practitioners can go out into the World and bring those in need into “Harmony with Nature”, making all efforts to reduce suffering by restoring their health.
The catalog of WuHsing Tao School is published for the purpose of providing applicants, students and the public with information about the educational program and policies of the school. The catalog is not to be regarded as a contract and may be modified following notice to students and approval by the Workforce Training and Education Coordinating Board.

If, after reading the material contained in our catalog, you have become interested in studying this system of medicine, please contact the School's Admissions Officer for questions, arrange for a visit or come to an open house.
About the Director

Dirk P. Hein has been in private practice for over 25 years. In 1987 he qualified as Master of Acupuncture and received his M.Ac, (UK) degree from the College of Traditional Chinese Acupuncture in Leamington Spa, England, where he studied under the tutelage of the late Professor JR Worsley. He holds a teaching degree from the Worsley Institute of Classical Acupuncture in Florida for which he was a clinical tutor. He has been two-term president of the Acupuncture Association of Washington and two-term chairman to the Acupuncture Advisory Committee to the State, setting standards and passing licenses.

His teaching experience in Acupuncture includes that of a faculty member of the Worsley Institute of Classical Acupuncture, the Academy of Five Element Acupuncture, the Bastyr University of Natural Medicine, the Northwest Institute of Acupuncture and Oriental Medicine and the Canadian College of Oriental Studies. He started a specialized Five Element Acupuncture program and an exclusive clinic shift at Bastyr University Health Clinic. He has presented papers on diagnosis and treatment at the Northwest Conference on Acupuncture and Oriental Medicine for several years and appeared in a TV-Interview on Health, Mind and Spirit. He also taught Taoist Philosophy at Antioch University in Seattle.

Dirk is the founder and director of the WuHsing Tao School. He created training programs for physicians to become certified in Five Element Acupuncture, a full professional program accredited by the state of Washington, as well as creating a certificate counseling program in Five Element Psychology. With his partner Chaitania, he also facilitates work-shops on the psychology of the Five Elements and their Archetypes, which use ritual, drumming, creative art play, drawing, brush painting, ritual, movement and theater to allow for a personal experience of the Tao of the Five Elements.

He is dedicated to the study and practice of medicine in the Five Element Acupuncture tradition. He has conducted many clinical Intensives and master classes in the United States with the late Professor JR Worsley. Currently, he is in the process of writing a book on the philosophy of the Five Elements and Archetypal Psychology, as well as completing a Ph.D. in Education at Akamai University.
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The WuHsing School of Five Element Acupuncture was founded in 1997 by Dirk Hein from students who wanted to learn this system of medicine, Classical Five Element Acupuncture. Dirk Hein is a senior practitioner, has a Master’s Degree from the College of Traditional Chinese Acupuncture, and is certified by Professor J.R. Worsley to teach Five Element Acupuncture. Since 1980, Dirk Hein has also hosted many patient day seminars with Worsley. The spirit of the teaching is strictly rooted in the tradition of Professor J. R. Worsley as passed down to Dirk Hein, his student of 18 years.

To meet 21st century needs, Chaitania Hein brought the valuable expansion of psychology to the program. She teaches the psychology of Five Elements derived from acupuncture and Taoist philosophy. She earned a master’s degree from Antioch University, writing her thesis on Five Element Psychology and received a degree in that field.

The School’s special emphasis is on developing the practitioner’s spirit, intuition, sense of service and the creative drive that it takes to be committed to the pursuit of understanding, practicing and teaching of Traditional Five Element Acupuncture. The didactic curriculum is dedicated to acquiring the knowledge and expertise, that assures the fulfillment of all state and national professional requirements of acupuncture education. The school continuously grows on the challenge to develop better ways to transmit this tradition, place it in the context of our contemporary civilization and its society, and find applications of the Five Elements to help people and nature, the environment and its inhabitants.

WuHsing Tao School has graduated so far: three graduating post-graduate classes for Five Element Acupuncture, two graduating post-graduate classes for Five Element Psychology and 14 graduating classes of the full 3.5 years program. The first class graduated from the full 3.5 years program of Acupuncture was in 2004. Patients from all over the Northwest come to be treated at WuHsing Health Care by Dirk Hein, and from the WuHsing Tao School Clinic.
MISSION STATEMENT

The mission of the WuHsing Tao School is to develop Students into instruments of Five Element Acupuncture, by incorporating acupuncture education, psychology, philosophy and the arts to graduate acupuncturists as health care providers.

EDUCATION OBJECTIVES

Graduates will be able to:

1) demonstrate their knowledge and understanding of Traditional Five Element Acupuncture, including its roots in Oriental medicine, philosophy and culture;

2) utilize the skills necessary to diagnose the cause of the patient’s disease by developing their ability to touch, feel, smell, see and hear, and to read the 12 pulses;

3) create a treatment plan for each patient that addresses individual needs;

4) employ the range of clinical methods and techniques required to perform Five Element treatments including needle insertion, moxabustion, point selection, and intent;

5) demonstrate their understanding of themselves as embodiments of each of the Five Elements, and be able to adapt their treatments to the personality of the patient in order to provide the most effective care possible;

6) demonstrate the knowledge necessary to identify medical emergencies and medical conditions requiring referral to conventional or other health care practitioners; and

7) demonstrate their understanding of the requirements needed to operate a legal and effective acupuncture practice, including scheduling, patient management, keeping and complying with all safety, legal and healthcare provider regulations.
Traditional
Five Element
Acupuncture

from the Worsley Tradition.

A System of Acupuncture from
Traditional Oriental Medicine Rooted
in the Taoist Nature Science of the Five Elements

Taoist monks and physicians practiced this system of healing for over 5000 years. They noticed that the constant changes in nature followed predictable patterns and that the interaction between the elements always created a renewed harmony and balance. Out of this discovery, they formulated natural laws that explained this interdependent ecology. One of these principles, the Law of the Five Elements, became the foundation for this system of acupuncture.

Chinese Taoist scientists found that these forces of nature around them, the Five Elements or Five Forces (“Wu Hsing” in Chinese), described certain qualities of energy that had corresponding counterparts inside every living being. The elements they defined were Wood, Fire, Earth, Metal and Water. They recognized the essence of these concepts not only as trees, sunshine, soil etc., but also as metaphors for certain energetic qualities like growth, vitality, stability etc. By studying how these elements and their energetic characteristics effected and controlled the internal organs, they discovered what would best be called a “physiology of energy”.

In learning how to direct this vital energy to restore the organs’ natural functioning, they found they were able to correct the imbalance that had caused disease. Their pursuit and studies of this system were documented in their writing. These early medical texts have since become classics and are, in fact, the foundation of a truly holistic system of “Energy Medicine”.
Five Element Acupuncture

from Oriental Medicine

emphasizes the effectiveness of
treating the underlying cause of the disease,
versus merely the symptoms, in order to effect a lasting cure.

In treating the cause of the symptoms, the system of the Traditional Five Elements or “WuHsing,” focuses on assisting nature to right a malfunctioning organ and its energy circuit. This allows for all functions of body, mind and spirit to become equally strong again, eliminating the energy drain that any condition has on the whole system. In this way, the natural balance of vital energy that controls the function of all the vital organs, is reestablished, resulting in an improved state of health in body/ mind.

In many cases, some time early in our life, the energy breaks down in one particular organ, creating a weak link. This leaves a predisposition for other possible illnesses later on in life. This original cause, the Causative Factor or “CF,” which is different for every person, is the key to treating a patient successfully. One can see why, in this system, a great emphasis is placed on diagnosis and treatment of the underlying cause, the Causative Factor, or CF.

This approach proves to be very effective today, since in our contemporary time, the cause often lies not merely in physical and living conditions, but seems to originate from the mind or spirit level. The Five Elements or “WuHsing” bring forth a type of psychology of the Taoist philosophy addressing body / mind / spirit / soul. This holistic approach has proven itself to meet the needs of life in our society under the unique stresses of the twenty first century.
Traditional Five Element Acupuncture diagnosis relies predominantly on the practitioner's ability to see color on someone's face, hear sound in someone's voice, smell someone's distinct odor, and perceive someone's predominant emotion, along with pulse diagnosis and a complete life history. Therefore, the education involves the development and refinement of the senses as specialized instruments of diagnosis.

The refined perception that the practitioner gains does not always arise out of the rational mind, and may even be called intuition. Yet it can be learned. An experienced and equally trained practitioner can confirm the diagnosis in the same way. This system requires the ability to “read between the lines,” and to assess the state of the patient’s energy as a whole on all levels: body/mind/spirit.

At WuHsing Tao School the path of education in Traditional Five Element Acupuncture focuses on developing the student as an instrument of this system of healing. This requires developing the senses as diagnostic tools, an inner knowledge of treatment planning, and treating the underlying cause of any disease versus merely the symptoms.

This program is designed to take diagnostic skill development as well as treatment planning to a very sophisticated level. The student will learn to treat even the most chronic and severe conditions as successfully as the healing powers of nature will allow. As a very important part of the program and experience, students are required to be under the care of a Five Element Acupuncture practitioner.

Even though Five Element Acupuncture is a concrete system of medicine that works from a safe foundation of standardized guidelines, the graduate will also have the confidence to see and treat each patient as an unique person because he/she will have discovered the Five Elements inside of his/herself. Besides providing the necessary education in the history, philosophy and the mechanics of this system, the program has the special focus of developing each student as an instrument of healing.

Five Element Psychology is a system developed to assist the student to deepen his/her understanding of their Inner Nature, and have control of his/her own energetic life force. This psychological system is derived from the five thousand year old system of Chinese medicine, and uses the Five Elements to describe the energetic differences between people forming an “energetic typology.” Five Element analysis offers a continuous exploration in which self-realization can take place. Within the Five Elements are the Five Emotions. By learning to grasp the powers of the Five Emotions and their nuances the student will not only become aware of his/her inner energy and inner nature, but also know how to specifically direct this energy outward, this energy that is always being expressed through his/ her personality.
Nature of the Program

Becoming an Instrument

The Five Element Tradition requires that the practitioner develops certain personal abilities and strengths, as well as an increased sensitivity in order to become an instrument of this system of medicine. Therefore, challenging the student to undergo personal growth is equally important to making sure they understand the fundamental theories of this system of acupuncture. In addition to gathering academic knowledge through seminars, study, memorization, assignments, point location, practicum and exams, the instructors will push the student to grow personally into a practitioner able to diagnose and treat using the Traditional Five Element system.

This system of medicine relies on the practitioner's ability to perceive manifestations of energy. The students are asked to have an intellectual understanding of the mechanisms of the vital energy, but beyond that, they are challenged to know this experientially. They are guided to observe changes in the environment, in nature and also within themselves including their feelings and their emotions. From receiving personal acupuncture treatments, a requirement of the School, they begin to distinguish between energetic changes resulting from external circumstances and those resulting from their treatments.

The school's emphasis on psychology assures that the student develops responsible independent judgment, is sensitive to the needs of others, is able to assess each situation and condition that presents itself in his/her practice, and meets the challenges of emotions and personal conflicts as they arise.

THE ESSENCE OF THE PROGRAM

WuHsing believes we take our students on a journey. At the onset of this endeavor the students are introduced to the concept, "becoming an instrument of this system of medicine". Then as they progress through the program, they experience and understand how their training develops their ability to embody and to manifest this concept energetically.

We ask the students to contemplate and work toward embodying a set of core principles. These principles are taught through personalized exercises, art work and art experiences, literature and poetry, 5E rituals, archetypal mask making, history and practice of calligraphy and Chinese brush painting, and 5E psychology and Jungian principles. Putting these teachings into practice ultimately guides the student to become an instrument of Traditional Five Element Acupuncture.

Core principles throughout the program:

- To be committed - to be authentic in every way, to look and live life through the lens of Nature, and in the belief that all of life is an aspect of Nature.

- To be in the pursuit of excellence - to do one's very best at all times.

- To engage in "Art as a Way to Heal" - the participation in art can result in self discovery and self expression, and ultimately leads the students to get in touch with their instinctual self. This awareness allows a connection to take place between the instinctual self and the conscious self. As a result, the student can engage with themselves as a whole person, and embody their true Nature.

- Travel a path of "Self Realization" - this allows the development of self responsibility, in
the face of knowing oneself without blame or projection.

- The cultivation of trust and truth – this cultivation results in the ability for intimacy to take place in the student’s life, their community, and ultimately as a Five Element practitioner with their patient.

- To be in harmony with Nature– the integration of body/mind/spirit – the student must understand the yin/yang dynamics at work, as well as develop courage and strength, and the ability to resist shrinking from harmony’s counter part, dissonance, if necessary.

HOW THESE ESSENCES ARE TAUGHT

Personalized Exercises
We have designed these exercises in order to engage the student in identifying and getting in touch with each season and its corresponding Element and Emotion, within them self.

Art
We use art not only for self expression, but as a way to relax and open the mind, as well as to learn about Nature and the Five Elements. The students at each seminar are engaged in one or more of the following art forms: drawing; painting; movement (using the body to show the Archetypal Characters of the Five Elements); voice experience or singing (using the voice as an instrument of personal expression); music (listening, playing an instrument or participating in a drumming circle). All students are encouraged to share any specific art that they are personally engaged in.

Note:  The strength of the art component at WuHsing is in its approach. We see art as something personal and as a process, not as a product or for an outcome. There is no emphasis on right or wrong ways, but only personal experiences and their expressions. The students and instructors are involved in art as a personal intent, and that intent is the essence of art.

Literature and Poetry
Throughout the program we use literature and poetry to study the Five Elements. Through these art forms we begin to know and can confirm that the Five Elements are always taking place, even within people that have not studied 5E.

Five Element Rituals
During the program we create 5E Rituals to share with classmates and our School community. At certain times, we invite the public to share in these rituals. By their Nature these rituals create an ambiance filled with joy, abundance and generosity, as well as give new visions, insight, reflection, or make way for nostalgia.

Archetypal Mask Making
At each seminar, the students create a mask/persona of one of the Elements. This teaches the student to identify with and better understand the idea of their patients wearing a mask/persona, and what it might mean to the patient to remove it through a series of treatments, or have it removed too fast, or not at all.

History and Practice with Calligraphy and Chinese Brush Painting
These ancient traditions of Chinese calligraphy and Chinese brush painting bring the students in touch with their own energy of movement by observing their own brushstrokes. It develops the dexterity of their hands, sensitivity of touch and the ability of their mind to control their body’s movements, all aspects essential to effective treatment of their patients.

Five Element Psychology and Jungian Principles
Throughout the program, the students are instructed in concepts such as: the shadow, anima/animus, dreams as a dialogue with your Dream Keeper, and psychological role-play. Students are given experiential exercises, like writing scripts with psychological and medical content to imitate a potential patient/practitioner scenario. The student creates a dialogue that uses the appropriate language and
word phrases between the patient and practitioner. When performed with another classmate, who has learned the script, they both must use appropriate voice intonations and match body language of specific Five Element Causative Factor.

These topics assist the students to not only become knowledgeable in these topics, but to enhance their communication ability with patients, giving the students the ability to service a larger community of patients.

**Milestone Meetings**
Another essence of our program is our Milestone Meetings. There is one Pre-Milestone Meeting which supports the five major Milestone Meetings. These meetings are scheduled at strategic points in a student’s stages of development. At each Milestone, all materials to date are presented by the student. This presented work, in conjunction with the faculty’s perception of and experience with the student, determines and documents a student’s progress and readiness to move to the next level. Goals are set for the next phase of learning to be assessed at the next Milestone Meeting. At the end of each Milestone Meeting, a student receives a certificate that is signed by the student, Registrar and Academic Dean.

We believe by offering and incorporating these attributes into our program, we give our students a greater potential to becoming a successful practitioner. Having a deeper level of appreciation for their patients, and bringing refinement and sensitivity from their self reflections into the practitioner/patient relationship, they will have the ability to “walk in another person’s moccasins”, in order to better understand the patient’s need and in this way “become an instrument of this system of medicine”. This is the mission of the School, Faculty, Staff, and Board of Trustees.

Successful program-completion will earn the graduate the title:

**Five Element Acupuncturist**
Core Competencies
toward becoming a practitioner of
Traditional Five Element Acupuncture

The core competencies are the learning and self-development goals that students strive to achieve throughout the program. There are many technical, practical, and experiential components that allows the student to develop sensitivity, and the necessary skills to practice acupuncture with confidence and certainty. The student learn how to address all health issues from emergencies to long-standing chronic physical conditions, as well as states of mind from depression to the desire to improve one's emotional or spiritual life. Students are evaluated from these core competencies throughout their education.

The Twelve (12) Core Competency Areas
1. Ethics and Social Behavior
2. Academic Ability
3. Broad Knowledge of the Field
4. Knowledge and Critical Thinking
5. Diagnosis
6. Communication and Rapport Building
7. Self Realization and Reflection
8. Therapeutic Planning
9. Practice Management
10. Multi-Disciplinary Health Care
11. Other Health Care Environments
12. Maintaining a Successful Private Practice

Three (3) Domains
1. Patient Care
2. System Based Medicine
3. Professional Development

I. Patient Care Domain

Ethics and Social Behavior
• Have the ability to be aware of the learning needs of others
• To demonstrate good citizenship
• Showing academic responsibility

Academic Ability
• Comprehension of theory;
• Engagement in classroom work
• To focus on the subject material
• Applying the Beginners Mind.

Broad Knowledge of Field
• Ability to study and retain pertinent information;
• To link information from various courses of the program;
• Point location protocol;
• Point location skills (ability to select and mark points accurately).

Knowledge and Critical Thinking
• Comprehension of theory;
• To demonstrate knowledge and understanding of Traditional Five Element Acupuncture;
including its roots in Oriental medicine, philosophy and culture;
• To demonstrate knowledge in Five Element Psychology.

**Diagnosis**
• To have the knowledge for the patient history taking;
• To have the necessary skills to perform a Physical Exam;
• To develop the skills necessary to diagnose the CF by developing their sensitivity to touch, feel, smell, see and hear;
• To be able to take a complete history and to perform a physical examination;
• To be able to read and record twelve pulses in the convention adopted by Professor JR Worsley;
• To produce a synthesis of a traditional diagnosis;
• To create and present case studies.

**Communication and Rapport Building**
• To show the ability of establishing Rapport;
• To demonstrate the ability to ascertain the needs of the patient or person in rapport with;
• To demonstrate good communication in writing, having your own voice, speaking, and presenting.

**Reflection and Realization**
• To demonstrate understanding of your own personality traits as embodiments of each of the Five Elements.

**Therapeutic Planning**
• To employ the range of clinical methods and techniques required to perform Five Element treatments—including needle insertion, moxabustion, point selection, and intent;
• To be able to create a treatment plan for each patient that addresses individual needs and to adapt their treatment process to the personality of the patient;
• To demonstrate the knowledge necessary to identify medical emergencies and medical conditions requiring referral to conventional or other healthcare practitioners;
• To have the ability for analysis of clinical data.

**Practice Management**
• To show the ability to manage a patient through the treatment experience;
• To have the ability to assist a patient through a complicated health crisis;
• To have the necessary knowledge to communicate with a team of medical professionals.

**II. System Based Medicine Domain**

**Multi-Disciplinary Health Care**
• To recognize the role of the 5Element practitioner in a multi-disciplinary health care setting;
• To demonstrate understanding of the terminology in multi discipline health care systems.

**Other Health Care Environments**
• To demonstrate the ability to modify treatment strategies to fit in other health care environments;
• To have the ability to translate and communicate other disciplines.

**III. Professional Development Domain**

**Maintaining A Successful Private Practice**
• To demonstrate understanding of the requirements needed to operate a legal and effective acupuncture practice.
• To have the knowledge to perform successful scheduling, patient treatment time management, record keeping, and prepare a waiting room ambiance suitable for patients;
• To comply with safety, legal and healthcare provider regulations;
• To understand the necessity for continued education in your field and in associated fields.
# Professional Acupuncturist Program

**Program Hours: 2,797 Hours**  
**Acupuncture Science, Related Subjects & Clinical Internship: 190 Credits**  
**Program Length: average 3.5 years (maximum 5 years)**

## YEAR 1 & 2

**TERM 1 & 2 - Foundation of Five Element Acupuncture, and Related Subjects**

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<tr>
<td>PS 400</td>
<td>The Art of Learning– Practicum &amp; Workshop *</td>
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<td>OM 401</td>
<td>Philosophy/History of Oriental Medicine *</td>
<td>4</td>
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<td>OM 402</td>
<td>Philosophy of Traditional FE Medicine *</td>
<td>4</td>
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<td>OM 403</td>
<td>Surface Anatomy</td>
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<td>FE 404</td>
<td>Meridians and Points I</td>
<td>4</td>
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<td>FE 405</td>
<td>Traditional Five Element Diagnosis I *</td>
<td>4</td>
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<td>FE 406</td>
<td>Five Element Acupuncture Therapeutics I *</td>
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<td>FE 407</td>
<td>Introduction to Five Element Case Studies *</td>
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<td>Five Element Psychology I: Counseling *</td>
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<td>Being In Service I *</td>
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<td>OM 410</td>
<td>Meditation of OM</td>
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<td>OM 411</td>
<td>Point Location Class</td>
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<td>OM 412</td>
<td>Practicum</td>
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<td>OM/PS 413</td>
<td>Literary Research I *</td>
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* Sub Total 40 credits

* There are corresponding Applied Research Assignments tied to specific courses.

## TERM 3 & 4 - Advanced Five Element Acupuncture and Related Subjects.

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<td>Meridians and Points II, III</td>
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<td>FE 515</td>
<td>Traditional Five Element Diagnosis II *</td>
<td>4</td>
<td>Term 3 &amp; 4</td>
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<td>FE 516</td>
<td>Five Element Acupuncture Therapeutics II *</td>
<td>4</td>
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<td>FE/OM 517</td>
<td>Therapeutics III, Special Techniques &amp; Procedures *</td>
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<td>FE 518</td>
<td>Advanced 5E Case Studies *</td>
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<td>Five Element Psychology II: Ethics &amp; Role-play *</td>
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<td>5E Psychology III, Ethics, Patient/Practice Mgmt.*</td>
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<td>Being In Service II</td>
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<td>FE 526</td>
<td>Advanced Practicum</td>
<td>3</td>
<td>Term 3 &amp; 4</td>
</tr>
<tr>
<td>OM 527</td>
<td>Literary Research II *</td>
<td>1</td>
<td>Term 3 &amp; 4</td>
</tr>
</tbody>
</table>

* Sub Total 40 credits

* There are corresponding Applied Research Assignments tied to specific courses.
**PRE-CLINICAL Advanced Didactic Instructions**

FE 528  Preceptorship / Observation  15 credits  Term 2,3, 4

**BIOMEDICAL (Western Science) Courses offered at WHTS***

BM 529  Survey of BM Science/Pathology  3 credits  TBA
BM 530  Biochemistry in Nutrition  3 credits  TBA
BM 531  Pharmacology of Prescription Drugs  3 credits  TBA
BM 532  Anatomy and Physiology I, II  5 or 10 credits  TBA
BM 533  Microbiology  1 credit

*These courses count towards the 46 BM credit requirement as met thru transfer credits, concurrently, or at WuHsing.

**TERM 5 - Clinical Internship and Advanced Didactic Instructions**

FE 633  Supervised Practicum I  7 credits  Term 5
FE 634  Clinical Skills Development Workshop I  6 credits  Term 5
OM 635  Tongue Diagnosis  .5 credit  Term 5
PS 636  Being in Service IV  1 credit  Term 5
BM 637  Survey, Biomedical Science/Pathology: Medical Referral  1 credit  Term 5

**TERM 6 - Clinical Internship and Advanced Didactic Instructions**

FE 638  Supervised Practicum II  7 credits  Term 6
FE 639  Clinical Skills Development Workshop II  6 credits  Term 6
OM 640  NADA / Community Outreach  4 credits  Term 6
BM 641  Survey, Biomedical Science/Pathology: Medical Referral  1 credit  Term 6

**TERM 7 - Clinical Internship and Advanced Didactic Instructions**

FE 642  Supervised Practicum III  7 credits  Term 7
FE 643  Clinical Skills Development Workshop III  6 credits  Term 7
PS 644  Art of Learning - Thesis Presentation  1.5 credit  Term 7
BM 645  Survey, Biomedical Science/Pathology: Medical Referral  1 credit  Term 7
## Distribution of Hours Per Discipline

### Didactic Instructions

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Seminars 1 - 10</td>
<td>320</td>
</tr>
<tr>
<td>The Art of Learning - Practicum &amp; Workshop &amp; Thesis Project</td>
<td>20</td>
</tr>
<tr>
<td>Alternative Systems of Oriental Medicine</td>
<td>30</td>
</tr>
<tr>
<td>Practicum</td>
<td>60</td>
</tr>
<tr>
<td>Point-Location class</td>
<td>120</td>
</tr>
<tr>
<td>Being In Service I, II &amp; III</td>
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<tr>
<td>DSM– IV 1 &amp; 2 &amp; Five Element Psychology &amp; Diagnosis</td>
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</table>

SubTotal: **600 Hours**

- Counseling, communication, ethics, and practice management: **90 Hours**
  
  *(This subject matter is contained in the above hours and courses)*

### Non-contact hours:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Applied Research Assignments</td>
<td>585</td>
</tr>
<tr>
<td>Literary Research</td>
<td>60</td>
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</table>

SubTotal: **645 Hours**

### Biomedical Clinical Sciences (46 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Courses taught on-site</td>
<td>190</td>
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<tr>
<td>Science courses completed at other colleges</td>
<td>270</td>
</tr>
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</table>

SubTotal: **460 Hours**

### PRE-CLINICAL Advanced Didactic Instructions

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceptor Ship/Observation</td>
<td>150</td>
</tr>
<tr>
<td>Seminar 11: Preparation for Clinic</td>
<td>32</td>
</tr>
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</table>

SubTotal: **182 Hours**

### CLINICAL INTERNSHIP Advanced Didactic Instructions

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Practice</td>
<td>630</td>
</tr>
<tr>
<td>Clinical Skills Development</td>
<td>180</td>
</tr>
<tr>
<td>NADA -Detox Supervised Practice / Community Outreach</td>
<td>40</td>
</tr>
<tr>
<td>Being In Service</td>
<td>10</td>
</tr>
<tr>
<td>Tongue Diagnosis</td>
<td>5</td>
</tr>
<tr>
<td>Art of Learning - Thesis Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Survey of Biomedical Science/Pathology: Medical Referral:</td>
<td>30</td>
</tr>
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</table>

SubTotal: **910 Hours**

Total: **2,797 Hours**
EARNING CREDITS:
Credits are awarded on the work completed. If a student withdraws from the program prior to completing all term requirements, credits are pro-rated and awarded on the basis of completion and the Refund policy.

Credits are earned at different rates depending on the learning activity.
One credit is given for 10 hours of contact instruction, 20 hours of Point Location Class, and 30 hours of Applied Research & Literary Research Assignments.

YEAR 1 & 2 / TOTAL OF 95 CREDITS

<table>
<thead>
<tr>
<th>TERM 1 / 6 MONTHS / 22 CREDITS</th>
<th>TERM 2 / 6 MONTHS / 24 CREDITS</th>
<th>TERM 3 / 6 MONTHS / 24 CREDITS</th>
<th>TERM 4 / 6 MONTHS / 25 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art of Learning</td>
<td>2</td>
<td>Seminar IV, V, &amp; VI</td>
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</tr>
<tr>
<td>Seminar I, II, &amp; III</td>
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<tr>
<td>Applied Research Assignment</td>
<td>5</td>
<td>Literary Research Assignment</td>
<td>1.0</td>
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<tr>
<td>Literary Research Assignment</td>
<td>1.0</td>
<td>Point Location</td>
<td>1.5</td>
</tr>
<tr>
<td>Point Location</td>
<td>1.5</td>
<td>Practicum</td>
<td>1.5</td>
</tr>
<tr>
<td>Practicum</td>
<td>1.5</td>
<td>Preceptorship / Observation</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Clinical Internship Supervised Treatments

YEAR 3 / TOTAL OF 49 CREDITS

<table>
<thead>
<tr>
<th>TERM 5 / 6 MONTHS / 14.5 CREDITS</th>
<th>TERM 6 / 6 MONTHS / 17 CREDITS</th>
<th>TERM 7 / 6 MONTHS / 17.5 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervised Practicum</td>
<td>7.0</td>
<td>Supervised Practicum III</td>
</tr>
<tr>
<td>Clinical Skills Development Wrksp.</td>
<td>6.0</td>
<td>Clinical Skills Development III</td>
</tr>
<tr>
<td>Tongue Diagnosis</td>
<td>0.5</td>
<td>NADA</td>
</tr>
<tr>
<td>Being in Service IV</td>
<td>1.0</td>
<td></td>
</tr>
</tbody>
</table>

Clinical Internship Supervised Treatments

Survey of Biomedical Science/Pathology. (Taught over Terms 5, 6, & 7)
Curriculum Format

The program format offered makes enrollment possible for those who are unable to arrange for a weekly class schedule. The program will take the beginning acupuncture student to full qualifications for Washington State licensure, requirements of ACAOM, and eligibility to sit for the NCCAOM exam. This program consists of two years of Didactic Instruction in Acupuncture and Biomedical Science, plus a year and a half Clinical Internship with Advanced Didactic Instructions. The program length is an average of 3.5 years (maximum 6 years). Ultimately, it is the Academic Committee who makes final decisions regarding a student’s progress, which is based on the student's progress documentation. In some cases a student or class may need more time to complete the Didactic Instruction and/or the Clinical Internship. Therefore, the time to complete the program can vary for each student or class.

Seminars: WuHsing Tao School offers four day intensive seminars from Friday through Monday (9:00am to 5:30pm) approximately every other month. Between Seminars there is the corresponding practicum, applied research assignments, point location classes and literary research. Each Seminar day begins with a meditative discipline, such as Taichi, calligraphy, sitting & moving mediation, and Chinese brush painting to prepare the student for the day’s intensive learning. Seminar content consists of Acupuncture Sciences which includes the fundamental principles of Traditional Five Element acupuncture and diagnosis, pathology and therapeutics, meridians and points, indications, spirit use, needling technique, and intent. There is also a strong emphasis on Five Element Psychology, which has a special focus on developing each student as an instrument of healing.

Applied Research Assignments: The Applied Research Assignments (ARA’s) challenge the student to take the material learned in the classroom out into the field, and research how these aspects of the system apply to their life, their environment, and the nature around them, as a preparation for seeing all of this in their patients. After a period of time engaged in the field research, the student is expected to write about these observations. The ARA’s reflect the student’s depth and integration of their classroom and empirical learning. At the beginning of each Seminar, students receive the ARA’s topics to be researched. There are corresponding Applied Research Assignments tied to specific Courses.

Practicum: Students meet in Practicum with an Instructors, 2 times a month which are offered on a scheduled Friday and Saturday, and are mandatory. Each term offers one or two make-up days. The Practicum is designed to assist the students in their challenge to develop their senses as part of their ability to diagnose their patients. Though the procedure and the nature of seeing, hearing, feeling, smelling and pulse-taking is taught in depth in class, students can only develop these skills in their “field work.” After hours of practice and further instruction in Practicum, then the students can cultivate these skills with proficiency. The Practicum consists of exercises, group discussions, pulse taking practice, questions and instruction.

Point Location Class: Point Location days are offered on a scheduled Friday & Saturday 2 times a month, on the same day as Practicum. It is mandatory for students to attend 2 point locations a month. Each term offers one or two make-up days. Students of all levels meet in these group classes. This allows students to have sufficient contact with fellow students that are at various stages of development which creates a more interactive experience and community. Students practice locating the points on the body, mark on each other, and corrected and receive instruction from a Supervisor.
**Literary Research:** The student is required to read the books on the reading list and write narratives, reflecting on the material learned from each work. The student must also research and write a reflective paper on two books per Element from the School library. This aspect is meant to provide a solid knowledge of the various resources and references available in the field. The student writes a minimum one page paper for each book, reflecting on the content, their impressions, and its significance to their learning. It is expected that students read at least 3 books by each Seminar.

**Biomedical Science:** The following required Biomedical courses are sponsored by WuHsing Tao School: Anatomy & Physiology, Biochemistry in Nutrition, Survey of Biomedical Science/Pathology, and Pharmacology. These sponsored courses are tailored for the acupuncture student and takes place on Saturdays and Sundays in a weekend seminar format. Other required Biomedical courses are Microbiology, CPR, HIV/AIDS Training, and Hygiene which is taken in the Clean Needle Technique course. In addition, there are other Biomedical electives to complete the credit requirement (see Admissions page for details). Biomedical credits can be brought in as transfer credits, can be earned at other colleges, or at WHTS. All Biomedical courses must be completed within the first two years of the didactic instruction.

**PRE-CLINICAL**

**Perceptoship / Observation:** In the second year (after Seminar 6), students observe an experienced Five Element practitioner at work, gradually understanding how the diagnostic findings from the interaction with the patient lead to the treatment strategy. Students observe

with WuHsing Faculty, Five Element practitioners across the country, and in the Clinic. The student spends 150 hours in observation.

**Seminar 11:** Seminar 11 prepares the students for the Clinical Internship phase. The student learns about Clinic protocol, safe practice procedures, business management, and the Clinic Manual is reviewed extensively. Seminar 11 is a requirement and preparation for the Clinical Internship.

**Note:**

*All Term 1, 2, 3, & 4, Preceptorship / Observation, and Biomedical courses, and tuition payments up-to-date must be completed before Clinical Internship can begin. This allows the intern to focus exclusively on his/her patients. The patients should feel completely taken care of by the intern, who should see him/herself as a professional healthcare provider at this stage.*

**CLINICAL INTERNSHIP AND ADVANCED DIDACTIC INSTRUCTIONS**

In the third year, the students enter their internship phase and spends a minimum of 630 hours giving minimum of 400 treatments. 250 Five Element treatments are carried out at WuHsing Tao School, and an additional 150 in specialty clinics in the community- (NADA). The Clinical Internship is one and a half years or can be longer depending on the Intern. A supervisor instructs and guides each clinical intern toward becoming an independent practitioner of Five Element acupuncture. In addition to supervised practice in the Clinic, Interns also attend Clinical Skills Development Workshops and other related subjects which allows them to enhance their clinical competencies. This fulfills both state and national requirements, provides a solid education in Traditional Five Element Acupuncture, and allows the Intern to sit for the National Certification Commission of Acupuncture and Oriental Medicine (NCCAOM) exam.

**CLASS CALENDARS**

Calendars for each class are published prior to the start of each class. Class calendars will be posted on the School website and will be included in application, enrollment, and orientation packets. Class calendars will include all relevant dates for each class including Seminar dates, Practicum/Point Location class dates, hours and holidays.
# Five Element Acupuncture and Psychology Program

<table>
<thead>
<tr>
<th>M.Ac Program</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Instruction</td>
<td>1,707</td>
<td>123</td>
</tr>
<tr>
<td>Clinical Internship: Supervised Practice</td>
<td>630</td>
<td>21</td>
</tr>
<tr>
<td><strong>Program Total</strong></td>
<td><strong>2,337 hours</strong></td>
<td><strong>144 credits</strong></td>
</tr>
<tr>
<td>Biomedical Science</td>
<td>460</td>
<td>46</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>2,797 hours</strong></td>
<td><strong>190 credits</strong></td>
</tr>
</tbody>
</table>

## Course Descriptions

**PS 400**  
2 credits / 20 hours  
Art of Learning - Preparatory Practicum & Workshop  
This course is the first course students take at WuHsing. Various components are researched and discussed which each contribute to the understanding to prepare students on their path as a healer in Classical Five Element Acupuncture. Students are asked to make observations of nature, reflect on their Five Element Treatment Experience, and there is a discussion of the preparatory books. Students are also introduced to the concept of the Beginner’s Mind, and engage in various exercises that open them to the Art of Learning. This course takes place before Seminar 1.

**OM 401**  
4 credits / 40 hours  
Philosophy & History of Oriental Medicine  
This course introduces students to the history and fundamental principles of acupuncture, the concept of energy, and the role it plays in health and disease. Students are introduced to the Five Elements, their functions, qualities, characteristics, correspondences in everyday environments and their effect on people. Students study the complex interrelationships among the elements and laws of nature that describe these relationships such as: the Law of Five Elements, the Law of the Seasons, the Law of Mother/Child, the Law of Midday/Midnight, Tao, Chi, Yin/Yang, and Channels. Students are expected to show an integrated understanding of the fundamental principles of acupuncture. This course is taught w/in Seminars 1-5.

**OM 402**  
4 credits / 40 hours  
Philosophy of Classical Five Element Medicine  
This course of Oriental Medicine covers the Twelve Organs and their energetics in depth. Here, students are introduced to the Tradition of Five Element Acupuncture according to the Worsley Tradition: the Twelve Officials, Concepts of Characters, Personas and their Emotions; Law of Cure, Entry/Exit Blocks, Law of Husband/Wife, Spirit Point Treatments, Aggressive energy, Color, Odor, Sound, Emotion (COSE), Possession, Pulse diagnosis. The concept of the Causative Factor (CF) is introduced as the underlying source of all disease, as well as the classical levels of Illness. This course is taught within Seminars 1-5.

**OM 403**  
1 credits / 10 hours  
Surface Anatomy  
This course guides students through the process of looking at the body as a landscape in which the points mark specific power spots, much like the practitioner of Feng Shui views energetic places in the landscape. Students gain experience in the procedure of assessing anatomical structures (bones, tendons, and muscles) on the surface, and at deeper levels, becoming able to visualize where the meridians run and where the points are to be found. This course is taught within Seminars 1-5 and sets the stage for meaningful point location classes.
FE 404  4 credits / 40 hours
Meridians and Points I
Each season, the corresponding meridians are introduced: their characteristics, the strength they provide for the health of the human organism, their pathways, and their points. In studying the characteristics of each meridian, the attributes of each point are presented to illustrate what strengths each contributes to each particular organ function. All meridians are outlined and examined. The points are marked and checked, and feedback given, to develop the student’s touch to become sensitive and familiar with what the points feel like, and where they are located. Students also learn the point energetics by studying what is contained in the etymology of their name, found in the name translation from the Chinese. This course is taught within Seminars 1-5.

FE 405  4 credits / 40 hours
Traditional Five Element Acupuncture Diagnosis I
Students have to embark on the challenging journey of Traditional Five Element Diagnosis. This requires the development of specific skills that are introduced, outlined and practiced in class and then are further developed in the corresponding practicum. This course consists of the study of people/environment, development of diagnostic skills, such as "to see, to smell, to hear, to feel" (COSE), the quantitative measurement of the 12 pulses, and the format of the Classical Diagnosis and physical exam. This course is taught within Seminars 1-5.

FE 406  4 credits / 40 hours
Five Element Acupuncture Therapeutics I
Acupuncture Therapeutics introduces the basic treatment concepts such as Tonification, Sedation, the protocols and techniques of their use and how they are applied in Classical Five Element Acupuncture. Students become familiar with the various uses of points, including the use for their spiritual connotations. The use of Energy-Transfers is explained and practiced until students become comfortable in understanding how to use it. Another part of this course is to master how Entry and Exit blocks are diagnosed and treated, as well as how treatments are planned. Taught within Seminars 1-5.

FE 407  4 credits / 40 hours
Introduction to Five Element Case Studies
The class observes a video patient being interviewed and examined by supervisors and interns. At this level students are required to discuss what they have observed, provide a diagnosis, and identify COSE before the instructor’s diagnosis is revealed, explained, and a treatment prescribed. Students learn how a Traditional Diagnosis is performed, and what information can be derived from that. Taught within Seminars 1-5.

PS 408  4 credits / 40 hours
Five Element Psychology I: Counseling
Psychology is a very important aspect of the learning at WuHsing. The Five Emotions, and the Twelve Archetypes that correspond to the 12 organs/meridians are studied in a deliberate experiential way. The Five Elements guide the functions of the body, but also of the mind and the spirit. This course teaches students to learn how to be authentically present with a patient, while testing the five emotions for the purpose of diagnosing as well as counseling a patient from a five element perspective. Taught within Seminars 1-5.

PS 409  1 credits / 10 hours
Being in Service I
An essential component is to grasp the concept of “Being in Service.” Being able to provide the help needed in the situation allows one to go beyond one’s own perspective, on a path of becoming an instrument. This is introduced in the Art of Learning and throughout the first year. Students are prepared in knowing how to hear the call and ultimately live a life of service for their patients. Students are expected to complete 15 service hours a year to their school, which fulfills this course requirement.

OM 410  1 credits / 10 hours
Meditation of OM
At the start of each seminar, a meditative discipline is introduced: calligraphy, sitting, chanting and moving meditation, or Chinese sumi brush painting. This course develops the student’s physical stamina, prepares the mind to concentrate and stay at attention, as well as sets the stage for students to have a receptive and focused atmosphere. This course takes place within Seminars 1-5.

PL 411  3 credits / 30 hours
Point Location
Point Location classes are offered on Fridays and Saturdays twice a month. Students of all levels participate in these classes. Students practice locating the points on the body, mark on each other, and then are approved, corrected and receive further instruction from a Supervisor. Students mark points according to their level.
**FE 412  3 credits / 30 hours**  
Practicum  
Practicum is offered on Fridays and Saturdays twice a month. There are three Practicum components, each consists of classroom instruction, discussion, and guidance for further research. The Diagnostic Research component is designed to assist students in their challenge to develop their senses as part of their ability to diagnose their patients. The Applied Research component challenges students to take the material learned out into the field, and after a period of time engaged, is expected to write about these observations. The Literary Research aspect is meant to provide a solid knowledge of the various resources and references available in the field, which further supports the development of critical thinking.

**OM/PS 413  1 credits / 10 hours**  
Literary Research I  
As an ongoing assignment, the student is required to read books 10-30 on the reading list and write narratives that reflect on the material learned from each work. This aspect is meant to provide a solid knowledge of the various resources and references available in the field. It also supports the development of critical faculties as a complement to the personal development, which is encouraged throughout the program, and necessary to become an effective Five Element Practitioner. The student is expected to write a minimum one page report for each book on the reading list, reflecting on the content, their impressions, and its significance to their learning. The reflective papers can be turned in throughout the didactic program, however, it is expected that the student reads at least 3 books by each Seminar.

**FE 514  3 credits / 30 hours**  
Meridians and Points II, III  
All meridian-points not previously studied in depth are placed in context with the meridian system as a whole: their characteristics, the strength they provide for the health of the human organism, their pathways, and their points. These advanced points are marked, checked, and further instruction is given throughout this course until the learning becomes second nature. Students learn the point energetics by studying what is contained in the etymology of their name, found in the name translation from the Chinese. This course is taught within Seminars 6-10.

**FE 515  4 credits / 40 hours**  
Traditional Five Element Acupuncture Diagnosis II  
This course focuses on learning the format of the Traditional Diagnosis (TD). A TD takes about 2-3 hours. A detailed history-taking and a thorough exam offer opportunities for the practitioner to establish rapport with the patient, and determine the Causative Factor through this personal interaction. In addition, the evaluation of accurate Pulse Pictures and feedback in how to achieve such accuracy makes it possible to diagnose such imbalances as Husband/Wife, Entry/Exit Blocks and spirit deficiencies. This course is taught within Seminars 6-10.

**FE 516  4 credits / 40 hours**  
Five Element Acupuncture Therapeutics II  
This course offers advanced learning of therapeutics, points, techniques and intent. The learning in this course deepens the ability to plan future-treatments. Student are challenged to anticipate the future needs of the patient knowing the history, the condition, the Causative Factor (CF) and the desired goals of treatment. Specific needling in Classical Five Element Acupuncture and direct moxabustion are studied and practiced. This course is taught within Seminars 6-10.

**FE/OM 517  3 credits / 30 hours**  
Therapeutics III: Special Techniques & Procedures  
This course is a further addition of advanced Five Element Acupuncture techniques, as well as Acupuncture disciplines that are part of the repertoire of Asian Medicine, yet are not used in Five Element Acupuncture. These techniques allow students to be exposed to different traditions. Special techniques and options of treatments are presented and augment the student’s repertoire as a practitioner. This course also addresses first aid points for commonly encountered emergencies with a patient, without replacing the need for emergency intervention. Taught within Seminars 6-10.

**FE 518  4 credits / 40 hours**  
Advanced 5E Case Studies  
The class observes a video patient being interviewed and examined by supervisors and interns. At this level students are required to discuss what they have observed, provide a diagnosis, and identify COSE before the instructor’s diagnosis is revealed, explained, and a treatment prescribed. Students learn how a Traditional Diagnosis is performed, and what information can be derived from that i.e. what treatment the findings suggest, what treatments are to be anticipated, and how to plan consecutive treatments. This course is taught within Seminars 6-10.
Students are expected to complete 15 service hours a year to their school, which fulfills this course requirement.

**OM 523**
1 credits / 10 hours

**Advanced Meditation of OM**
At the start of each seminar, a meditative discipline is practiced: calligraphy, sitting, chanting and moving meditation, or Chinese sumi brush painting. This course develops the student's physical stamina, prepares the mind to concentrate and stay at attention, as well as sets the stage for the seminar to have a receptive and focused atmosphere. This course takes place in Seminars 6-10.

**OM 524**
3 credits / 30 hours

**Alternative Systems of Oriental Medicine**
This course introduces students to other systems of energy medicine, particularly different styles of Asian bodywork and non Five Element Acupuncture, in order to become familiar with the concepts that underlie them and to lay a foundation for further study in depth. This allows students to broaden the horizon as an acupuncturist and to understand acupuncture in the larger context of energy medicine, as well as add some of the techniques and understanding to their practice. This course takes place over one weekend.

**PL 525**
3 credits / 30 hours

**Advanced Point Location**
Point Location classes are offered on a scheduled Friday and Saturday twice a month. Students of all levels participate in these classes. Students continue to practice at an advanced level, locating the points on the body, mark on each other, and then are approved, corrected and receive further instruction from a Supervisor. Students mark points according to their level, corrected and receive feedback from a Supervisor. Students mark points according to their level.

**PL 526**
3 credits / 30 hours

**Advanced Practicum**
Practicum is offered on Fridays and Saturdays twice a month. There are three Practica, each consists of classroom instruction, discussion, and guidance for further research: Diagnostic Research, Applied Research, and Literary Research. The Diagnostic Research component is designed to assist students in their challenge to develop their senses as part of their ability to diagnose their patients. The Applied Research component challenges students to take the material learned out into the field, and after a period of time engaged, is expected to write about these observations. The Literary Research aspect is meant to provide a solid knowledge of the various resources and references available in the field, which further supports the development of critical thinking.
Literary Research II
The student is required to research and write reports on two books on a subject associated with each of the Five Elements from the School library. This aspect is meant to provide a solid knowledge of the various resources and references available in the field. It also supports the development of critical faculties as a complement to the personal development, which is encouraged throughout the program, and necessary to become an effective Five Element Practitioner. The student is expected to write a minimum one page report for each book, reflecting on the content, their impressions, and its significance to their learning. The reflective papers can be turned in throughout the didactic program, however, it is expected that the student reads at least 3 books by each Seminar.

Clinic Preceptorship/Observation
This course takes place at the completion of Seminar 7 in term 3. This time is an invaluable component of conceiving all the previously learned information applied in practice, the first step in entering the clinical phase. While assisting the practitioner in stocking and preparing the room, receiving the patient into the clinic, they also see the practitioner apply techniques they learned in their study of Five Element psychology, diagnostics, and therapeutics. They read the patient’s 12 pulses, diagnose COSE, as well observe/process the rational for the treatment strategy and choice of point combination. This setting allows for a type of teacher/student relationship very similar to that of a traditional apprenticeship.

Survey of Biomedical Science/Pathology
This course familiarizes students with clinical terminology, clinical presentations and clinical findings. This prepares students to be able to place any health issue or condition from a western perspective into context with the acupuncture diagnosis. While still maintaining confidence in the options that acupuncture can offer to any clinical condition, this course focuses on developing the skill to assess conditions severe enough to make a referral to other health care providers as necessary. This course takes place over two weekends.

Biochemistry in Nutrition
In order to apply the knowledge of Biochemistry on a practical level in assisting patients with their lifestyle questions, this course touches on treatment of common conditions through diet and nutrition. This course also expands the student’s nutritional knowledge and application in the clinical environment, to become familiar with how nutrients work in the body, both functionally and from a therapeutic perspective. This course takes place over two weekends.

Pharmacology of Prescription Drugs
When seeing patients in one’s practice, it is often a challenge to keep informed about the actions of certain new drugs. A helpful skill and knowledge is: to recognize the importance of understanding the rational of the patient’s medications; to know the class of drugs they belong to; to know the effects and side effects; to be aware of the significance in the patient’s life support; and to know when drugs could be replaced by changes in diet and lifestyle, or even herbs. This course takes place over two weekends.

Anatomy and Physiology I, II
Essential principles of human Anatomy & Physiology are presented. This course is in a module format. Course includes basic orientation of: cells and tissues, bony landmarks and muscle location, skeletal system, muscular system, integumentary system, nervous system, neural tissue, spinal cord and spinal nerves, brain and cranial nerves, neural integration—autonomic nervous system. This course takes place over three non-consecutive weekends.

Microbiology
This course is designed to present the basic concepts and vocabulary of microbiology. This concise overview will focus on why the field of microbiology is pertinent to health care providers, providing a solid foundation in the underlying principles, applications, and current public health challenges (such as antimicrobial drug resistance and emerging diseases of microbiology). This course takes place over one weekend.
Clinical Internship Course Descriptions

The beginning of the Clinical Internship program represents a new level of responsibility for students, who are now interns providing clinical services. All knowledge and expertise gained during the first two years is now applied in the treatment of real patients, in order to take on the responsibilities of a health care provider. In order to progress to the Clinical Internship, students must demonstrate proficiency in the core competencies to date. During the Clinical Internship, students apply the core competencies and by graduation will have reached a level of mastery.

Prior to entering Clinical Internship, students must have 7 hours of HIV/AIDS Training, Hepatitis B vaccination or waiver, and Tuberculosis (TB) Skin Test/PPD or chest x-ray.

**FE 633**  7 credits / 210 hours  
*Phase I—Supervised Practicum*
During Phase I (Assessment), interns new to the practice of acupuncture, are observed and guided closely in regards to needling and treatment techniques, assessment and diagnosis, point location and charting.

**FE 634**  6 credits / 60 hours  
*Clinical Skills Development I*
This course is comprised of five weekend workshops. These workshops consist of questions and instruction pertaining to: case studies, spirit point studies, procedures, treatment protocol, diagnosis, ethics, patient management, and the ability to recognize medical emergencies or cases that go beyond scope of practice and warrant referral to another health care provider. This course focuses on developing interns into an instrument of Five Element Acupuncture versus mere technicians.

**OM 635**  .5 credits / 5 hours  
*Tongue Diagnosis*
An introduction to the practice and craft of tongue diagnosis according to the principles of Traditional Chinese Medicine. The class objective is for the student to have a good working basis of how to differentially perceive various internal conditions based on their observation of the appearance of their patients’ tongues. The class will focus on clinical application of the principles of tongue diagnosis.

**PS 636**  1 credits / 10 hours  
*Being in Service IV*
An essential component is to grasp the concept of “Being in Service.” Being able to provide the help needed in the situation allows one to go beyond one’s own perspective, on a path of becoming an instrument. Students are prepared in knowing how to hear the call and ultimately live a life of service for their patients. This course fulfills the student’s required 15 hours.

**BM 637**  1 credits / 10 hours  
*Survey of BM Science/Pathology, Medical Referral*
This course familiarizes students with clinical terminology, clinical presentations and clinical findings. This prepares students to be able to place any health issue or condition from a western perspective into context with the acupuncture diagnosis. While still maintaining confidence in the options that acupuncture can offer to any clinical condition, this course focuses on developing the skill to assess conditions severe enough to make a referral to other health care providers as necessary. This course takes place over two weekends.

**FE 639**  7 credits / 210 hours  
*Phase II—Supervised Practicum*
During Phase II (Development), the intern is expected to be confident with all procedures and comfortable with managing their patients. The Supervisor’s role in this phase becomes more of an instructor of long-term strategies and overall patient management.

**FE 640**  6 credits / 60 hours  
*Clinical Skills Development II*
This course is comprised of five weekend workshops. These workshops cover Traditional Chinese Medicine (TCM), Tongue Diagnosis, Jin Shin Do (a style of Asian bodywork), and further explores Five Element Acupuncture material covered in FE 638. These workshops also provide an in-depth study of biomedical conditions so interns can become familiar with critical medical emergencies that an acupuncturist may encounter with a patient, which ensures the referral to Western medical practitioners as necessary. This course also prepares students for the national exams.
FE 641 4 credits / 40 hours
National Acupuncture Detoxification Association
This course and its 150 treatments in special acupuncture detox techniques are designed to assist in the detoxification of alcohol and drug patients. This field of practice provides students with added tools to treat a larger variety of patients. The intern is expected to complete the NADA course (receive their certification), be knowledgeable with the NADA 5 needle protocol, as well as be confident to treat on the spot, using pulse diagnosis and first aid points. Interns treat patients at an off-site clinic: Evergreen Treatment Services, 1700 Airport Way South, Seattle, WA 98134-1618. Phone: (206) 223-3644.

BM 637 1 credits / 10 hours
Survey of BM Science/Pathology, Medical Referral
This course familiarizes students with clinical terminology, clinical presentations and clinical findings. This prepares students to be able to place any health issue or condition from a western perspective into context with the acupuncture diagnosis. While still maintaining confidence in the options that acupuncture can offer to any clinical condition, this course focuses on developing the skill to assess conditions severe enough to make a referral to other health care providers as necessary. This course takes place over two weekends.

FE 642 3 credits / 90 hours
Phase III—Supervised Practice
During Phase III (Proficiency), the intern is expected to take more responsibility and proficiency in managing and treating patients, and show confidence of an independent health care provider.

FE 643 4 credits / 40 hours
Clinical Skills Development III
This course is comprised of five weekend workshops. These workshops cover Chinese Prescription Herbs, and continued study of Five Element Acupuncture. At this phase, interns should be demonstrating proficiency of the Five Element Acupuncture material covered in courses FE 638 and 640, which leads to mastery of the core competencies. There is also a final thesis presentation, and a final learning experience with the supervisor which teaches them that they are ready to go out into the world and be professionals.

PS 644 1.5 credits / 15 hours
Thesis Preparation Project
Students are required to prepare and write a thesis project presentation. Since Five Element Acupuncture is based on an oral tradition, this demonstrates that students are able to carry on this tradition. The success of each graduate depends on his/her ability to attract and keep patients, therefore great importance is given to the skill of explaining acupuncture to a novice or layperson. Thesis preparation begins in term 2 and is completed in term 6. The presentation takes place at the end of the Clinical Internship once the interns have experience working with patients.

BM 645 1 credits / 10 hours
Survey of BM Science/Pathology, Medical Referral
This course familiarizes students with clinical terminology, clinical presentations and clinical findings. This prepares students to be able to place any health issue or condition from a western perspective into context with the acupuncture diagnosis. While still maintaining confidence in the options that acupuncture can offer to any clinical condition, this course focuses on developing the skill to assess conditions severe enough to make a referral to other health care providers as necessary. This course takes place over two weekends.

Treatments during Clinical Internship:
WuHsing Student Clinic: 250 supervised treatments
NADA Specialty Clinic: 150 supervised treatments
Total: 400 supervised treatments
*20 TD's must be completed at the Student clinic.
Five Element Acupuncture Reading List

Preparatory Reading
2. Synchronicity, F. David Peat
3. Brush Meditation, H.E. Davey
4. Energy Balancing for Body, Mind, Spirit, Peter Mole
5. Staying Healthy with the Seasons, Elson Haas
6. Addressing Cultural Complexities in Practice, Pamela A. Hayes
7. Talking about Acupuncture in New York, J.R. Worsley
8. The Law of the Five Elements, Dianne Connelly
9. In the Footsteps of the Yellow Emperor, Peter Eckman
10. Seven Theories of Human Nature, Leslie Stevenson

Reference Books and Classic Texts
11. The Yellow Emperor of Internal Medicine, Ilza Veith
12. The Secret Treatise of the Spiritual Orchid, Larre & De La Valley
13. Optimal Wellness, Ralph Golan
14. Healing Your Emotions, John and Angela Hicks
15. Science of the Akashic Field, Ervin Laszlo
16. Power of the Five Elements, Charles A. Moss
17. Memories, Dreams, Reflections, Carl G. Jung
18. Man’s Search for Meaning, Viktor E. Frankel
19. Five Spirits, Lorie Dechar
20. Nourishing Destiny, Lonny Jarret
21. The Rag and Bone Shop of the Heart, Robert Bly, James Hillman, Michael Meade
22. Universal Meditation, David Less

Five Element Books (non Acupuncture)
23-32. Two (2) books from each Element from WHTS library

Required Course Texts
- Classical Five Element Acupuncture: Meridians and Points, Volume I, J.R. Worsley
- Traditional Chinese Acupuncture: Traditional Diagnosis, Volume II, J.R.Worsley
- Classical Five Element Acupuncture: Five Elements and the Officials, Volume III, J.R.Worsley
- Five Element Constitutional Acupuncture, John and Angela Hicks & Peter Mole
- Point Reference Guide, J.R. Worsley
- I Ching, Richard Wilhelm
- Characters of Wisdom: Taoist Tales of the Acupuncture Points, Debra Kaatz
Admissions Requirements

GENERAL EDUCATION PREREQUISITES
1. To be considered for admission, applicants must provide documentation that they have completed an Associate’s degree in Arts or Sciences, or the equivalent (i.e., 90 quarter credits or 60 semester credits), at an institution or institutions accredited by a federally recognized accrediting agency. Applicants who have completed a bachelor’s degree, a graduate degree, or professional degree from an accredited institution will meet this requirement. Of the 90 quarter credits, a minimum of 30 quarter credits must be obtained through general education courses (i.e., courses that cover written communication skills, quantitative skills and natural sciences, and humanities and social sciences).

2. Applicants must have basic computer skills.

3. Applicants must have completed ten quarter credits or seven semester credits of Anatomy and Physiology (A&P). At the discretion of the School, A&P can be taken concurrently during the first year of study at WuHsing. Applicants who have not taken A&P within 6 years, or at the discretion of the Admissions office, may be asked to take a proficiency exam.

TREATMENT REQUIREMENT
1. Applicants must be currently (a minimum of once a month) receiving Five Element Acupuncture Treatments from a Five Element practitioner of their choice that has graduated from a Five Element Acupuncture School. The applicant must document this by having their practitioner complete the form provided in the application materials and mail it to the school. If needed, your admissions officer will assist you in setting up your treatment plan with a Five Element Acupuncturist.

2. As an ongoing aspect of their education, students must continue with treatment as directed by their practitioner and be checked at least once a month.

BIOMEDICAL (WESTERN SCIENCE) REQUIREMENTS
The Biomedical WS credit requirement reflects credits needed beyond the 90 credit General Education Requirement. The # used reflects Quarter Credits. As a pre-requisite for entering the Clinic Internship, a student must have 46 Biomedical WS credits. 22 credits are required Biomedical WS courses, 10 of which are the Anatomy and Physiology. The remaining 24 credits are in Biomedical WS electives.

<table>
<thead>
<tr>
<th>Biomedical WS Required Courses (22 credits)</th>
<th>Biomedical WS Electives</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygiene</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>(The content of course Hygiene is covered and credited through the &quot;Clean Needle Technique&quot; Class, offered by the NCCAOM and taken in the second year of the program.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CPR*</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>(CPR must be current and ongoing throughout the program, and must have a minimum 10 hours.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microbiology</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available through WuHsing*</td>
<td></td>
</tr>
<tr>
<td>Survey of BM Science/Pathology*</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available through WuHsing*</td>
<td></td>
</tr>
<tr>
<td>Biochemistry in Nutrition*</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available through WuHsing*</td>
<td></td>
</tr>
<tr>
<td>Pharmacology*</td>
<td>3 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available through WuHsing*</td>
<td></td>
</tr>
<tr>
<td>Anatomy and Physiology* (pre-requisite)</td>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Available through WuHsing*</td>
<td></td>
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</tbody>
</table>

*These Biomedical WS courses are sponsored through WuHsing. They may be taken at the school during your program, or you may transfer the credits from another school. It is not mandatory that the student take
these sponsored courses if equivalent credits are brought in as transfer. However, since these courses are tailored for the acupuncture practice, therefore highly recommended.

**Biomedical WS Electives (24 credits)**

These credits can be earned through previous education or taken concurrent with your acupuncture program. They can be accumulated in a variety of ways and may appear on your transcript(s) in the following areas: Anatomy, Anthropology, Biochemistry, Biology, Chemistry, Botany, Physiology, Psychology, Microbiology, Sociology, Zoology, Nutrition and Physics. We are glad to help you determine where you stand in this regard.

**Summary of Credit Requirements for Entering Clinical Internship**

A student must complete a minimum of 231 quarter credits before entering the Clinical Internship. Through its professional program, WuHsing awards 80 credits in acupuncture and related subjects. The remaining credits are earned through general education and completion of the Biomedical WS requirements. The following is the breakdown of credits:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90</td>
<td>Quarter credits required for Admission (AA or equivalent)</td>
</tr>
<tr>
<td>10</td>
<td>Anatomy and Physiology credits</td>
</tr>
<tr>
<td>36</td>
<td>credits in Biomedical Science (at the baccalaureate level)</td>
</tr>
<tr>
<td>80</td>
<td>credits in Acupuncture and related subjects (WuHsing)</td>
</tr>
<tr>
<td>15</td>
<td>credits Preceptorship/Observation</td>
</tr>
</tbody>
</table>

**Total = 231 quarter credits**

**Non-Credit based Requirements needed before entering Clinical Internship**

- AIDS/HIV training (7 hours)
- Tuberculosis skin test (PPD)
- Hepatitis B vaccination

**OTHER REQUIREMENTS**

**International Student Applications**

Students with education outside of the United States must meet the same minimum requirements as stated above. In addition, they must have their academic transcripts evaluated by an approved credential translation and evaluation agency, and the resulting report sent directly from the agency to Wu Hsing Tao School.

**English Proficiency**

All instruction is in English. Applicants whose native language is not English must prove proficiency by earning a minimum score of 500 on the TOEFL, and the current mean score on the TSE. These scores must be sent directly to Wu Hsing Tao School. This requirement can be waived if the applicant has completed an Associate’s degree or equivalent to course credits, Bachelor’s degree, or higher degree at an accredited institution or institutions recognized by the U.S. Department of Education.

**Advanced Standing**

Wu Hsing Tao School will consider granting advanced standing to an applicant who has completed coursework at a foreign or other Five Element Acupuncture school that WuHsing deems, at its discretion, to be equivalent to an ACAOM-accredited school. If the applicant wishes to apply for advanced standing in the WuHsing program, he/she will be required to take a challenge exams to determine where in the program he/she will be placed. Additionally, the student will not receive any academic credit for coursework not completed at WuHsing. Applicants who are interested in pursuing this option should contact the Admissions Officer for more information.

**Transfer Credit**

WuHsing may accept transfer credit toward the professional program that the school judges to be equivalent to the requirements for graduation from the professional program; however, at least one academic year required for completion of the professional program must be taken in the program granting the diploma or degree. Applicants and students must provide official transcripts from the institution originally granting the credits to WuHsing for evaluation. The school may also request syllabi, which is the applicant’s or student’s responsibility to provide, in order to evaluate the coursework. Placement is based from transcripts and/or challenge (comprehensive) exam results.
Prior Learning Assessment
WuHsing Tao School does not assess prior learning credits. A maximum of 45 quarter credits of the General Education Requirement may be earned through prior learning, provided there is documentation of assessment in the form of transcripts from an accredited institution or institutions recognized by the U.S. Department of Education.

Wu Hsing Tao School does not accept non-matriculated students.

APPLICATION INSTRUCTIONS

Please send the following to WuHsing Tao School:
- Completed Application document
- Personal Narrative (see application for details)
- Application/Registration fee of $100
- Passport-sized photo
- Verification of Five Element Treatments (sent directly to the School)
- Two letters of recommendation sent directly to school

Please have the appropriate institution send the following directly to WuHsing Tao School:
- Official Transcript documentation of Undergraduate Education and Biomedical Credits
- Any official reports or test results for international students

Application Deadline
WuHsing Tao offers rolling admissions. Students may apply at any time for consideration.

Visiting the School
We encourage potential applicants to visit the school and meet our admissions officer. Call or email for an appointment. For out-of-town students, we are happy to speak by phone or to meet with you if you have plans to visit the Northwest. In addition, WuHsing offers a "Seasonal Lecture Series and Open houses. See website or e-mail to be put on the invitation list.

WHAT WUHSING LOOKS FOR IN AN APPLICANT
- Currently receiving Five Element Acupuncture treatments and the length of time in treatments.
- Strong background in a personal meditative discipline.
- Passion to learn this system of medicine.
- Has the ability to reflect on personal growth and/or has experienced a personal transformation.
- Inspired to be a healer.

INTERVIEWS AND ACCEPTANCE POLICY
Applicants are considered on the basis of individual merit, without regard to race, color, sexual orientation, gender, age, national or ethnic origin, religion, disability, medical condition, marital or parental status. An Admissions Committee evaluates applications within one month of receipt of all applications materials, and schedules a personal interview. Acceptance decisions are reached within two weeks following the interview. Acceptance is official when the applicant receives a letter of acceptance signed by an authorized school official.

LEARNING AND TUITION CONTRACT & DOCUMENT REVIEW,
Once accepted, the applicant schedules a “Learning and Tuition Contract Meeting.” At this meeting, the applicant signs their Learning & Tuition Contract, pays their tuition according to their financial plan, and is given their: Student Handbook and Clinic Manual, as well as a current “Tuition and Fees Breakdown” sheet which shows estimates of costs for all additional possible fees other than tuition. The Learning and Tuition Contract is not binding until 5 days after the signed date, which gives the applicant adequate time to review all documents. After 5 days, the student is then fully enrolled in the WuHsing Tao School.

ART OF LEARNING: PREPARATORY PRACTICUM
After 5 days of signing the contract, the School notifies the Student is ready for their Art of Learning: Preparatory Practicum Workshop course. At the Preparatory Practicum the Student is instructed and given their First Applied Research Assignments, as well as the Class Calendar, School Calendar and their Art of Learning Workshop date. He or she has now begun his/her education as a Traditional Five Element Acupuncturist.
Academic Policies

WuHsing Tao School’s method of measuring academic progress strives to be consistent and fair in regards to a grading system and the evaluation process. The School’s policies and procedures are put in place to support each individual student throughout their program to graduation, and extend to their status as a colleague and member of the acupuncture community.

The School’s philosophy reflects the belief that, as each patient is unique in this system of medicine, so are the students. The most important measure for each student’s progress is based on the belief that each student develops differently, varying in their manner and timing in acquiring the necessary skills and level of excellence to progress. WuHsing Tao School creates fairness and consistency by treating each student as an individual while asking the student to adhere to the policies and procedures and to be accountable to the Learning and Self Development Goals listed in the catalog and student handbook.

Being a Self-Directed Learner at WuHsing Tao School
The program places a greater responsibility on the student by asking them to be a self-directed learner. The student must be able to:
- have the ability to set goals,
- have the capacity to prioritize and manage their time for carrying out their goals,
- have the stamina and vision to stay committed while facing the hard work of the program,
- stay engaged and open through the personal transformation needed to become an instrument of this system of medicine,
- experience their education as a process by continuously deepening their awareness of their transformation through learning,
- be engaged with the core competencies as an ongoing process
- keep their initial enthusiasm alive throughout their educational process.

Grading
All grading is based on the pass/fail system. The standard for passing all exams is 80%

Student Records
The School maintains a permanent record of each student’s academic progress. The students may inspect their records on request by appointment during school hours. WuHsing Tao School assures the confidentiality of student educational records in accordance with state and federal laws, including the Family Educational Rights and Privacy Act of 1974 as amended, and rules and regulations of the U.S. Department of Health and Human Services, Privacy Rights of Parents and Students.

Current and former students have the right to review their records and the right to request, by formal hearing, a change in those records if the records are believed to be inaccurate, misleading, or to violate student rights, and the rights to insert in such records clarifying statements if, after hearing, Wu Hsing Tao School decides to make requested changes.

Time to Complete Program
The average student completes the program in 3.5 years. There is a six (6) year limit to complete the program.

Class Merge
The nature of the program makes it necessary sometimes to merge classes when deemed necessary and advantageous to the School and the progress of the student. When a class merges, it will be with a comparable class. In every case, all material is covered in accordance with the Five Element teachings. A larger class (not exceeding 20) is beneficial for student’s academic learning. Merged classes offer students additional opportunities.
Transcripts
All grades for transcripts are recorded with the pass/fail system. WuHsing keeps student transcript records for 50 years, which is in compliance with the WA state law.

Transcript Request
Students are issued a transcript within 30 days of their request. The transcript issued can only reflect completed work, and only if tuition and other fees are current in payment. A sealed certified transcript is issued upon verification of completion of all seminars, Applied Research Assignments, Practical Literary Assignments, clinical hours and treatments, and other materials if all tuition and other school fees have been paid. Students may receive the first copy free. A cost of $5.00 will be added for each additional transcript.

Transferability of WuHsing Credits
WuHsing does not guarantee that credits earned in the WuHsing Traditional Five Element program are transferable to other institutions of higher education. Students seeking information on the transferability of WHTS credits to another institution should contact the institution directly.

Attendance
Since Five Element Acupuncture is primarily an oral tradition, attendance is mandatory for all seminars. Any missed class time and material must be made up in a like seminar.

Leave of Absence
When a student requests a Leave of Absence, he/she must fill out the Leave of Absence Form and have it approved and signed by the Academic Dean. There is a one year limit for a Leave of Absence. Students returning need to fill out a Return from Leave of Absence form. When taking a Leave of Absence, a student is still responsible for unpaid tuition, therefore must still comply with the Learning & Tuition Contract and their payment plan.

Interruption in Program
If a student gives advance notice to the Academic Dean, the School will attempt to accommodate the student who cannot attend a session. However, it could be as long as one year before a similar session is scheduled again, and the school cannot guarantee to provide an equivalent session sooner. In placing the student in an equivalent Seminar, there is careful consideration of both the individual student and the class in which the student is being placed. All placement decisions are at the discretion of the Academic Dean. The School may, at its discretion and at the expense of the student, arrange for a tutorial.

Re-entry into the Program
A competency exam may be required before reentry. This exam is based on the level and length of the leave of absence. The program must be completed, and comply within a six year program limit from the start of the program (the signing of the Learning & Tuition Contract) to the finish date. This includes all exams, practicum, ARA’s, literary research, up to date portfolio, and all clinical and treatment requirements and documentation, including the leave of absence time.

Student Grievances & Appeals Procedure
Students should fill out the student grievance form and return it to the Academic Dean. Student grievances are usually resolved through meeting with the parties involved. Students who wish to appeal an administrative action may request a meeting with the School’s Director or A Dean.

Disciplinary Procedure
There are two categories in which a student can be disciplined. A student can be disciplined based on falling below minimum academic standards and/or the student’s conduct. WuHsing Tao School has three disciplinary steps for each category before expulsion from program takes place.

1. Warning
2. Probation
3. Suspension

Detailed description of these steps are published in the School’s Student Handbook.
Dismissal from Program
WuHsing Tao School is concerned with those forms of conduct deemed disruptive to the pursuit of training in an atmosphere of safety, mutual respect for the rights of the school’s community and their patients. Every student, patient, administrator and instructor has the right to expect a safe, respectful and professional atmosphere. A student is subject to immediate termination when he/she fails to maintain satisfactory progress, violate safety regulations, interfere with other students’ work, is disruptive or obscene, under the influence of alcohol or other drugs, does not make timely payments, or fails to fulfill the terms of a probation imposed.

Note: Reinstatement is at the discretion of the school. Detailed descriptions of policies related to professional conduct, dismissal and grievance procedure are published in the School’s Student Handbook.
The Facilities

WuHsing Tao School is located in Seattle, Washington. Seattle, the home of Microsoft, Starbucks and Bastyr University of Naturopathic Medicine, is an innovative and alternative city. Situated in the Pacific Northwest, Seattle is a culturally diverse city surrounded by a striking landscape of lakes, mountain ranges and the ocean.

Laurelhurst, the neighborhood of WuHsing Tao School is amongst a quiet lakefront community with many winding, tree-lined boulevards. The school itself is located within the Talaris World Campus, a secluded and wooded area that provides much peace and tranquility. Students can walk to the nearby union bay natural area and on trails to Lake Washington. There are also many restaurants and cafes serving vegetarian, seafood and meat dishes, as well as shopping centers and readily available public transport.

WuHsing Tao School is located in a suite of rooms including administrative offices, treatment rooms, classrooms, clinic waiting room, and library. The school has a growing library of books and journals of Chinese Medicine, Holistic Health, Psychology, Tai Chi and Calligraphy categorized by Elements.

There is parking on the premises and surrounding streets, and the building is wheelchair accessible. There is a pond and grassy areas where students can study and have lunch.

WuHsing Tao School serves the community with its low-cost student clinic. The clinic is open to the public by appointment and arrangements are made with the Clinic Coordinator and Clinic Supervisor by calling the school.
Professional Acupuncture Practice and the Law

WuHsing Tao School Approval
WuHsing Tao School is a licensed educational institution in Washington State. We are approved to operate by the Washington State Department of Health (tel. 360-753-5673), and our professional training program is licensed by the Workforce Training and Education Coordinating Board under Chapter 28C.10 RCW. Inquiries or complaints regarding this private vocational school may be made to the: Workforce Board, 128 - 10th Ave. SW, Box 43105, Olympia, Washington 98504, Web: wtb.wa.gov, Phone: 360-753-5662, E-Mail Address: wtecb@wtb.wa.gov

Licensure Opportunities for Graduates
Graduates of WuHsing Tao School’s Diploma Program are eligible for licensure in Washington State. Licensure regulations vary from state to state, however, and therefore prospective students are advised to contact the states in which they may wish to practice in order to find out the specific requirements for licensure. Graduation from WuHsing Tao School program does not guarantee licensure eligibility in all states that license the practice of acupuncture.

NCCAOM Exam
Our Diploma Program qualifies graduates to take the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM) exam.
Student Services

Administrative Hours
Administrative offices are open Monday through Friday from 10:00am – 5:00pm.

Advisement
For all students and interns:
- Clinic Supervisor advises students regarding patients and treatments.
- Clinic Coordinator helps students with patient scheduling and the maintenance of student time and patient logs.
- Registrar is available to discuss questions relating to student records, such as credits and hours requirements for graduation. The Registrar meets regularly with students and provides advice to students regarding their records. Appointments are available upon request.

Career Development
As part of the curriculum, a student’s clinical education is learning how to set up and manage a successful practice. Students are taught how to set up a treatment room, how to maintain supplies, the ethics of patient care, fee management, how to file insurance claims, appropriate dress code, how to recruit patients, how to schedule patients, rules of confidentiality and finally consultation skills, such as active listening, which is a very good working knowledge of practice management.

Campus Use
Students are encouraged to come on campus to study or for practicing their meditation disciplines.

Communication
Students are kept informed of important issues through phone calls, e-mails and notes placed in their mailboxes.

Complaint and Grievance
If a student has a complaint, there is an informal, formal, and appeals procedure that the student may go through.

Computers and Wireless Connection
Students are allowed to use the computer in the library and in the student lounge. There is also wireless online-access throughout the school.

Housing
Housing is available at nearby hotels, private homes, and at the Talaris Conference Center located on WuHsing campus.

Leadership Opportunities
A component of our program allows students to “be in service.” You may have an expertise that you feel would be a benefit to your School and its Community, allowing you to express your Creative Talents and Ideas. Students also have the opportunity to be Student Representative for their class.

Library
The Library is open Monday through Friday from 10:00am – 6:00pm, and is also open during weekend seminars and courses. The school library provides a study space for students and a wide variety of books, textbooks and journals, as well as Computer and on-line access.
Mentorship Program
A mentorship program is available for students who need support or advice at any time during their program. Mentors are volunteer Interns in Phase III and Alumni that will take time to talk with students about their concerns. Because the Interns are at their final stage of their Five Element program and the Alumni have completed the entire program, they have experienced both positive and negative feelings, and can give the students the best insight.

Newsletter
A team of students create a seasonal newsletter for Wuhsing which contains seasonal poetry, articles, and a calendar of upcoming events. All students are encouraged to submit materials and be involved in the creative process.

Scholarship Program
WuHsing Tao School has a scholarship program, and potential students are eligible to apply once a year. Ask the Admissions Officer for more information about this program and for a scholarship application.

Student Funding
WuHsing does not currently provide federal financial aid. See the Admissions Officer for information regarding options for student funding. Some scholarships are available, and WuHsing is also eligible for state Work Source Re-training. We also encourage you to contact your local bank for professional student loans. Banks are beginning to offer lower rates for candidate and professional career programs. We offer to send whatever documentation needed to assist you to reach this goal.

Student Portal on Website
Students have access to the Student Portal on the WuHsing website: www.wuhsing.org. Here, students can log in and be kept up to date with the current news and events at the School.

Student Representative and Advisory Board Alumnus
WuHsing has two Student Representatives. One Student Representative is appointed by the School and one is voted in among the Class Representatives. There is also one alumnus on the Advisory Board.

Student Records
The school maintains a permanent record of each student’s academic progress. The students may inspect their records on request by appointment during school hours.

Transcript Request
Students must complete a “Transcript Request” form to be obtained from and to be returned to the Registrar. Students are issued a transcript within 30 days of their request. Verification of completion of all Seminars, Practicum, and Applied Research Assignments, Clinical Hours and Treatments, and all other materials must be made by the Registrar. All payment of tuition and other school fees must be paid in full. Students may receive the first copy of a transcript free and subsequent copies at a cost of $5.00.

Unique Feature
WuHsing students are responsible for generating their own patients in the clinic and are allowed to take them into their own private practice upon graduation. Students have this added incentive and support to build their clientele as the Clinic Supervisors are available for advisement. Thus the students graduate with a client base and a solid start for their careers as Five Element Acupuncturists.

School Monthly Calendar
Each student is given an email account after they are enrolled and given a username and password through Gmail, whereby they can access the monthly School Monthly Calendar. These email accounts should be used mainly for academic and notification between the School and student and between individual students.
Financial Policy

Tuition Plans

There are two (2) payment plans:
Payment Plan one - 42 months at $800.00 = Total Cost: $33,600 /
Payment Plan two - 14 payments ($2,100 every 3 months = Total Cost: $29,400

At the signing of the Learning & Tuition Contract the first tuition payment is due. Thereafter, each payment is due on the 5th day of each month or every third month, depending on the plan chosen.

Timely Payments
Tuition payments must be made according to the above payment due dates in order for the Student to progress through the Program. If payment is not received in the specified time, late charges will be incurred at a rate of 2% per month. In order to move from Term to Term, all payments must be current unless other arrangements have been agreed upon.

Other Costs
Other costs include sponsored courses at WuHsing, WS courses outside WuHsing, Clean Needle Technique, NADA: Detox Training, Community Outreach, NCCAOM Exam Course, and other Alternative Systems. If the student needs to delay completion of the program and wishes to finish with a later class, the individual circumstances are subject to approval. This process may accrue additional costs to the student. Books, supplies, and materials are the responsibility of the student. At the time of the Learning and Tuition Contract meeting, the student will be provided with a current estimate of books, supplies, and materials.

Student Loans
See the Admissions Officer for information. We encourage you to contact your local bank, family members, Worker Retraining (if unemployed or meets other criteria) or private lenders for professional student loans.

Payment Procedure
Checks should be made out to WuHsing Tao School. For credit card payment, please fill out the form on the last page of the separate Learning and Tuition Contract.

Mail application and registration fee to:
WuHsing Tao School, Talaris World Campus
4000 NE 41st St. Building D, Suite 1, Seattle, WA 98105

Note: The intensive format of the school limits class sizes to achieve the intended results. Therefore, applicants must be ready to fully committed to the program before entering the application process.
School Refund Policy

Cancellation and Refund Policy for Didactic Instruction Tuition:

1. WuHsing Tao School must refund all money paid if the applicant is not accepted. This includes instances where a starting class is cancelled by the school.

2. WuHsing Tao School must refund all money paid if the applicant cancels within five business days (excluding Sundays and holidays) after the day the contract is signed, or an initial payment is made.

3. WuHsing Tao School may retain an established registration fee of one hundred dollars after five (5) business days of signing the Learning and Tuition Contract.

4. If the didactic instructional program of a term is terminated during a term, Wu Hsing Tao School may retain the registration fee established that under (3) of this subsection, plus a percentage of the total didactic instructional program tuition of the term as described in the following table.

5. The refund policy follows the guidelines as outlined by the Workforce Training and Education Coordinating Board. It is based on time taken of the term in which the student decides to leave the program and is calculated by the table below. The School may retain 10%, 25%, 50%, or 100% of the tuition cost per term, based on the table below:

<table>
<thead>
<tr>
<th>If the Student earns this amount of credits:</th>
<th>School may keep this % of tuition cost</th>
<th>Student is refunded this % of tuition cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>10%</td>
<td>90%</td>
</tr>
<tr>
<td>More than 10%, but less than 25%</td>
<td>25%</td>
<td>75%</td>
</tr>
<tr>
<td>25% through 50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>More than 50%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

6. All refunds will be paid within thirty calendar days of the student’s official termination date.

Dismissal: In order to assure a positive, constructive and healthy learning environment, other reasons for leaving the program besides choosing to discontinue include violating school policies as outlined under Academic Policies and the Learning and Tuition Contract.

Unfair Business Practices: It is an unfair business practice for the school to sell, discount, or otherwise transfer this contract or promissory note without the signed written consent of the student or his/her parent or guardian if he/she is a minor and a written statement notifying all parties that the cancellation and refund policy continues to apply.

Charter: This school is licensed under Chapter 28C.10 RCW. Inquiries or complaints regarding the School may be made to the Workforce Training and Education Coordinating Board, 128 Tenth Avenue SW, PO Box 43105, Olympia, WA 98504-3105 (phone: 360-753-5673).

Note: Refund policy is based on academic credits, not on length of program.
About the Academic Dean

Chaitania Hein holds a Master’s Degree in Psychology from Antioch University and is the first to hold a certificate degree in Five Element Psychology from WuHsing Tao School.

Her undergraduate degree in Depth Psychology and The Arts as a Way to Heal gave her a strong foundation which culminated in her Master’s program work, specializing in the understanding of one’s self and relating to others. She is a graduate of the Royal Academy of Dramatic Arts in London, where she received her Shakespearean training, she holds certificates in numerous art therapy courses as well as two seminar certificates in Jungian Training from the Jung Institute in Zurich, Switzerland. She has studied Yoga, Tai Chi and other movement therapies, such as Improvisational Theater and Creative Dance, building on a solid foundation in the Classics.

She brings to her practice many years of experience as a performing artist in dance and theater, ranging from Opera Ballet to Broadway Shows. Her teaching experience includes being a faculty member at Cornish College of the Arts, where she developed a performing group which presented her own original work in the Seattle area for over six years and co-directed for the children’s summer program for two seasons. In addition she has facilitated numerous workshops and seminars for the past thirty years. She is the author of three audio tapes, called “Dance Impulse.” She has dedicated her life to the study of psychology, with emphasis on young child development. Her experience in teaching and her study of psychology comes together in her work with the Inner Child. She has developed many experiential methods of attuning us to various aspects of our psyche in order to not only understand, but also to experience our inner life.

Drawing from her years of experience in performance and psychology, Chaitania currently facilitates workshops to help people gain profound insights into life’s events through a special form of work that she calls “The Forces In Life’s Relationships.”
**About the Librarian**

**Carla Ginnis** has been Librarian at the WuHsing Tao School since 2008. She brings comprehensive experience in public, academic, and specialized library settings, much of which has been in medical and scientific collections. She has been a public reference and youth services librarian with the King County Library System for over 20 years. Carla's local library positions have included managing the libraries of the Northwest Institute of Acupuncture & Oriental Medicine and the Museum of Flight, as well as being a reference/research librarian with the University of Washington's Natural Sciences Library and Seattle Public Library's Business/Science Department. After receiving an Art History Bachelor's degree from the University of Illinois, Chicago Circle, she received a Master of Arts in Library Science from the University of Chicago, focusing on book design and history.

Carla loves to read, of course—and in a wide variety of areas. She travels when and where she can, sings in a choir, dances, does a variety of crafts, and loves all aspects of theatre.

**About Professor Lu-Sheng Chong**

Since 1950, Professor Chong has been involved with education. He has used this passion to become an expert of the Chinese language, Literature, Culture and History. By 1974, Professor Chong had taught at a number of institutions including the University of Washington, Pacific Lutheran University and the Northwest Institute of Acupuncture and Oriental Medicine. It was while at NIAOM, that he would take walks through the grounds of the Talaris World Campus. He remarked that it was a perfect location for an acupuncture school, and years later, he would become an advisor and professor of an Acupuncture school at that same location. It was in 1975 that he would found his own school, the Chinese Culture Learning Center. He currently serves as the Director and as an instructor of the CCLC. He also serves as Vice Chair of the Taoist Studies Institute in Seattle. He is currently on the Board of Trustees at the WuHsing Tao School and has been an instructor since 2005. More information about LuSheng Chong and his teachings can be viewed at:

http://www.learn-chinese.org/
WuHsing Tao School

BOARD OF TRUSTEES
Dirk Hein - Chair
Vana Jakic - Vice Chair
Student Representative - Secretary
TBA - Treasurer
Lu-Sheng Chong - Officer
Chaitania Hein - Officer
Len Hilgermann - Consultant to Board

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Craig Tall - Financial Advisor
Vana Jakic - Spiritual Advisor
John Gallagher - Alumni
Tim Batiste - Alumni
Deborah Stewart - Student Rep.
Jon Hewus - Student Rep.

OBSERVATION SUPERVISORS
It is part of the Five Element tradition for students to observe with a Five Element Practitioner in the community. These Supervisors provide a courtesy to our students. WuHsing Tao School welcomes Five Element Practitioners throughout the country to participate in the Five Element Tradition as an Observation Supervisor. Supervisors must have graduated from a Five Element Acupuncture School.

CORE FACULTY
Dirk Hein, M.Ac. (UK), L.Ac., Dipl. Ac.
5E Acupuncture, Philosophy, Ethics & Practice Management, Clinic Supervision - Graduated from the College of Traditional Chinese Acupuncture (UK) in 1982, and earned two advanced degrees. Taught for NIAOM, Bastyr University, WICCA, AFEA, and Antioch University. In the process of completing a Ph.D. in Education at Akamai University. Currently in private practice. Has been in private practice for over 25 years.

Mark Tibeau, MSAM, M.Ac, L.Ac, Dipl. Ac.
5E Acupuncture, Clinic Supervision - Graduate of WuHsing Tao School, Bastyr University with a Master’s of Science in Acupuncture & Oriental Medicine, and a Washington State University graduate. Previous Adjunct Clinic Faculty Member at Bastyr University,

Chaitania, MA Psychology RC, HT
5E Psychology, Ethics & Practice Management - Holds a Master’s degree in psychology, specializing in Five Element Psychology. A Certified Clinical Hypno-Therapist. Has an extensive background and training in dance and theatre, graduated from Royal Academy of Dramatic Arts in London. Previously on the faculty of Cornish college of the Arts.

Bill Mueller, M.Ac., L.Ac, Dipl. Ac.
5E Acupuncture, Clinic Supervision - Graduate of the College of Traditional Chinese Acupuncture (UK), earning two advanced degrees. Former chairperson for the NCCAOM. In practice since 1979, and currently practicing in Massachusetts.

April L. Hulvershorn, M.Ac., L.Ac.
5E Acupuncture, Practicum and Point Class Instructor - Graduate of the Academy of 5E Acupuncture. Earned Masters in Acupuncture. Previously earned B.A. of Science from The College of William and Mary. Has been in private practice for over 20 years.

Yuming Zhu, MA
Chinese (Sumi) Brush Painting - Graduate of California State University. Has been a lifelong artist who blends styles of the East and West in his paintings. Teaches Chinese painting and Sumi workshops at various colleges in the Seattle area.

Lu-Sheng Chong, Ed.D
Chinese History, Philosophy, & Calligraphy - Former professor at the University of Washington and founding faculty of NIAOM. Currently teaches Chinese, Calligraphy & Taoist studies at Seattle Central Community College, Chinese Cultural Center, and the Taoist Studies Institute.

Catherine Follis, D.C.
Survey of WS/Pathology, Anatomy & Physiology - Graduated from Palmer College of Chiropractic in Iowa. Currently in practice as the primary doctor for Bodies in Balance. A certified health care instructor specializing in A&P and Pathology.

Leticia Jaramillo, M.Ac, L.Ac, Dipl.O.M

Taunya Mattson, MA, L.Ac
5E Acupuncture, Clinic Supervisor, Point Class Instructor - 2008 graduate of Wu Hsing Tao School. Previously earned B.A. with focus on intellectual history in 1990, and a Master’s in teaching in 1998 from the Evergreen State College.

Konnie Suther, L.Ac
5E Acupuncture, Clinic Supervisor, Point Class Instructor - 2004 graduate of Wu Hsing Tao School. Completed an Advanced Training for 5 Element Practitioners course with Dirk Hein in April of 2010, and is currently in practice at the Ballard Health Center.
ADJUNCT FACULTY

**Patrick Bufi, ND**  
Survey of BM/Pathology - Graduated from Bastyr University as a Naturopathic Physician. Teaches Biomedical classes at Ashmead College, and specialized in Alternative Treatments in Oncology and in Research of Cystic Fibrosis. Currently in research for Natural Health Clinic.

**Kathleen Bundy, MS**  
Biochemistry in Nutrition - Graduate of Bastyr University with a degree in Nutrition. Currently a Clinical Dietitian at Virginia Mason Medical Center and Adjunct Faculty member at Bastyr.

**Rachel Diaz, M.Ac., L.Ac, Dipl.Ac, MSW**  
Acupuncture - Graduate at NIAOM, specialist in auricular acupuncture and founding member of the NADA program at Evergreen Treatment Services in the treatment of chemical dependency.

**Brenda Loew, M.Ac, L.Ac, Dipl.Ac**  

**Key Sun, Ph.D, MSW, MA**  
Chinese History, Calligraphy & Brush Painting - Graduate of Rutgers University and University of Illinois. Previous Assistant & Associate Professor at CWU, ETSU, Univ. of VA, and Marshall Univ. Written several academic publications about Taoist Philosophy, Cultural Identity, and TaiChi.

**Yasuo Mori, BA, LMP**  
Shiatsu - Graduated from Kagoshima International University in Kagoshima, Japan with a degree in Shiatsu, Oriental Medicine, and Macrobiotics. Owner of Shiatsu - Yasuo Mori, Adjunct Faculty member at SIOM and Cortiva Institute. Been in private practice since 1977.

**Diane Spicer**  
Microbiology - Graduate of University of Washington, National College of Naprapathic Medicine, and University of Wisconsin. Assistant Professor of Basic Science at Bastyr University since 2008. Also a Doctor of Naturopathy with over a decade of experience in private practice.

**Jim Tucker, MD, M.Ac. (UK)**  
5E Acupuncture - Graduate of the College of Traditional Chinese Acupuncture (UK). Earned two advanced degrees. Graduated from the University of Toronto with an M.D. degree. Specialized in obstetrics for seven years. Founding Member of the first Canadian college for traditional Five Element Acupuncture in Victoria, BC, 1985. Currently in private practice in Five Element Acupuncture in Victoria, BC.

**Chris Huson, M.Ac., L.Ac.**  
Traditional Chinese Medicine instructor, Tongue Diagnosis instructor, Chinese Herbal Patent Medicine instructor - Earned Masters of Acupuncture. Has a B.A. from Reed College. Has been teaching and practicing for over 20 years. He also specializes in pediatrics.