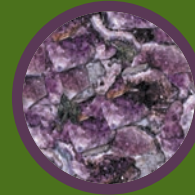
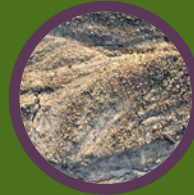
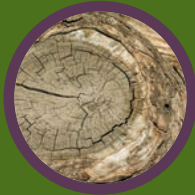


PROGRAM CATALOG VOLUME 11



# Master of Acupuncture in Classical Five-Element Acupuncture

*"do something different™"*



**Institute of Taoist Education  
and Acupuncture, Inc.**

317 W. South Boulder Road, Suite 5

Louisville, CO 80027

Phone: (720) 890-8922

[www.itea.edu](http://www.itea.edu)

Institute of Taoist Education and Acupuncture and its Master of Acupuncture program are accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM).

Accreditation status and notes may be viewed on the ACAOM Directory.

ACAOM is recognized by the United States Department of Education as the specialized accreditation agency for institutions/programs preparing acupuncture and Oriental medicine practitioners. ACAOM does not accredit any programs at the undergraduate/bachelor level.

ACAOM is located at:  
8941 Aztec Drive, Suite 2  
Eden Prairie, MN 55437  
Phone: (952) 212-2434  
[www.acaom.org](http://www.acaom.org)

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## Dedication

THE INSTITUTE OF TAOIST EDUCATION AND ACUPUNCTURE, INC. WAS CONCEIVED IN PART BY THE LATE TERRY SKELLON —TEACHER, VISIONARY, FRIEND AND COLLEAGUE OF CLASSICAL FIVE-ELEMENT ACUPUNCTURE. THE STUDIES WITHIN THIS CURRICULUM EMBODY HIS SPIRIT, HIS LOVE, AND HIS UNDERSTANDING.



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# Welcome to ITEA

We are in a new era of healthcare — an unprecedented time of blending ‘traditional’ Western medicine with a return to Eastern observance and reverence of nature in maintaining health. The lineage of Classical Five-Element Acupuncture (CF-EA) is in demand as one such healthcare discipline, although the number of schools teaching it remains quite small. CF-EA can not only treat physical symptoms, it also brings clarity of mind, and brings the twinkle back into a person’s eye. CF-EA calls this the treatment of the whole person – body, mind, and spirit.

Are you searching for something meaningful? Are you dissatisfied with the life you are leading — the life many people seem to lead — with large corporations, large cities, mass recreation, emphasis on money, individuals getting lost and devalued, and relationships with people and nature being substituted for interaction with mechanical devices? Do something different...Change your outlook...  
Change your environment...Change your life and the lives of others!



## **Do Something Different™!**

Enroll in the Institute of Taoist Education and Acupuncture’s (ITEA’s) program. Learn to observe yourself and others without judgment and without being judged. Learn that there is no real failure — only opportunities for increased learning. Learn that the journey is more important than the destination. Learn to act rather than react. Learn how to listen deeply. Learn how to meaningfully touch the lives of others.

## ***The ITEA program helps you Do Something Different!***

As a student you will find acceptance of yourself—of the things you can do well, and the things that require a little more effort—acceptance of your uniqueness and individual personal worth. The ITEA program allows all students to work at their own pace and depth as individuals.

## ***As a graduate, you will make a difference!***

As a graduate you will give the highest quality treatment while also bringing your own special set of well-developed skills to clients. You will continue to learn, for the art of Classical Five-Element Acupuncture is forever deepened and honed through experience in practice. You will always be Doing Something Different—you will never be bored. This is the work of a lifetime!

You will lead your clients to Do Something Different! Whether your clients have physical complaints, psychological distress, chronic illness or lack the core strength to fully experience life with their bodies, minds and spirits, you will support their healing as their lives change.

You will become a teacher of clients, friends and colleagues. You will develop the ability to see where people struggle against nature and lose personal energy, and will give insight when asked. And this will lead, in a powerful way, to bringing humanity back to nature, to respecting nature, and perhaps, to healing the environment.

If the idea of working with nature, rather than against it, is exciting to you—if you have a desire to work hard, change your life and have fun in the process, this is the school for you! I am confident that you will find our program unparalleled. The dedication, inspiration and passion shown by our board, faculty, administration, students and alumni make me proud to be the President of this school.

**Hilary Skellon, President, ITEA**



# Mission

The Mission of the Institute of Taoist Education and Acupuncture is to provide a deep and comprehensive education in the theory and practice of Classical Five-Element Acupuncture, based on the teachings of J.R. Worsley. Our educational program develops the professional skills and inner capacities of our students to be effective healers and inspiring teachers, and engenders in them a deep understanding and respect for the integrity of the human body, mind and spirit as it exists within nature.

## Educational Objectives

*Graduates of ITEA will possess:*

- 1 A thorough theoretical understanding of Classical Five-Element theory and its place in Oriental philosophy and in history, as well as a personal awareness of the Five Elements and how they interconnect people with nature.
- 2 The ability to use the Five Elements in clinical practice in order to recognize disharmony in their clients, formulate a Traditional Diagnosis, develop an appropriate treatment plan, and provide appropriate care.
- 3 Competence and interpersonal sensitivity in the application of the technical skills of assessment used in Classical Five-Element Acupuncture, including pulse taking, palpation, and discernment of color, sound, odor and emotion.
- 4 Competence and interpersonal sensitivity in the application of the technical skills of treatment used in Classical Five-Element Acupuncture, including acupuncture and moxibustion.
- 5 Important qualities of a health care practitioner including listening and communication skills, the ability to build rapport, and a commitment to conducting oneself in a professional and ethical manner with clients and colleagues.
- 6 A sufficient knowledge of western medical terminology, pharmacology, diagnostic procedures and treatment methods to enable effective communication with clients and other health care providers.
- 7 The capacity to practice in a safe and prudent manner, including the ability to recognize emergency conditions and other circumstances that may necessitate referral to—or consultation with—other health care providers.
- 8 The ability to inform the public and potential future students about the philosophy of Classical Five-Element Acupuncture and its benefits.

## Vision Statement

The Institute of Taoist Education and Acupuncture will be locally and internationally recognized as the premier college for providing transformative learning and contributing to the health and well being of current and future generations.



# Q&A

**Q: Is it possible to visit the school while an Intensive is in session**

**A:** YES. Please call the ITEA office at (720) 890-8922 to schedule your visit. You can also arrange to talk with students and faculty when you visit our campus.

**Q: May I speak with students or graduates of the school?**

**A:** Certainly. Please call the office and we will arrange for students or graduates to phone you.

**Q: Do I need a background in some form of healing art to attend ITEA?**

**A:** NO. The background you bring to your studies at ITEA is not the most important qualification for attending the Institute. What is most important is your commitment to being receptive to new ways of knowing and learning, being willing to learn without knowing everything all at once, and being willing to work toward personal growth.

**Q: When do I need to move to Colorado?**

**A:** Traditional Track students must be in residence near the Louisville clinic prior to beginning their third year of studies. Practitioner Track students may not have to move from their home at all.

**Q: Am I too old to begin training for a new occupation?**

**A:** In the study of Classical Five-Element Acupuncture, age can be a benefit. Life experience often gives a person more to draw upon when relating to clients. Students at ITEA range in age from 26 to 62. The majority of our students are in their 30s and 40s.

**Q: I must work while I am in school. Will this be possible?**

**A:** YES. The Institute's Traditional Track curriculum is designed to enable students to attend classes over a two-week period, four times a year, and Practitioner Track students to attend ITEA 4 days each month. While students must adhere to the attendance requirements during those specified times, students find it possible to plan their work schedules around this format. In addition to class session time, students need to allow 20 to 30 hours a week for independent study and completion of homework between sessions.

**Q: I have family and children. Will I be able to manage my family and school?**

**A:** It is important for prospective students to talk with family members about the decision to attend school. As with any significant life event, it is important to garner the support and encouragement of loved ones. Doing so helps ensure that the transition to being a student runs more smoothly.

**Q: Are students at ITEA prepared for National Acupuncture (NCCAOM) exams?**

**A:** Students have training in preparation for the basic concepts contained in TCM during the final year of the program.





# The Program

## Philosophy

The Institute of Taoist Education and Acupuncture, Inc. is dedicated to the essence of Classical Five-Element Acupuncture. This system of medicine is based on the laws of nature. Classical Five-Element Acupuncture practitioners are trained to see the client as a whole: body, mind and spirit. Although understanding the symptoms of a person's illness is important, this style of acupuncture enables the practitioner to treat the root cause of disease rather than the symptom itself. By treating in accordance to the natural laws, balance and harmony of the client's vital energy (life force) can be restored, enabling the person to return to good health.

## Training

Training guides students in using and respecting the laws of nature to treat or prevent illness. Emphasis is placed on reawakening and developing natural diagnostic skills: the ability to see, to hear, to ask, and to feel. Therefore, the school strongly encourages students to grow, not only in academic knowledge and understanding of acupuncture, but also in terms of their own personal development and learning.

The training methods used at ITEA are based in traditional Eastern approaches to learning. Courses follow the oral tradition — different teachers at different times will approach topics from new perspectives. The student will comprehend and retain content based on experience and ability. While a certain amount of memorization is required, students are not expected to learn information which does not apply to their practice. The aim of the school is to develop skilled diagnosticians and practitioners, not merely agile test-takers.



## Western Approach

In a Western university the teacher is regarded as the imparter of a knowable body of factual information; students must learn the required material, supply "correct" answers and reference all source material.

- The Western sciences emphasize mental gymnastics and rote memorization of the theories of "experts."
- Western thought sees events as linear, where one progresses and never returns to a previous level.

## Eastern Approach

In traditional Eastern education, the teacher is a guide who helps the student uncover the wisdom inherent within. A personal approach to the material is required for a profound synthesis.

- Traditional Eastern methods of study value concentration, the ability to clear the mind and perceive things directly.
- Eastern thought regards learning as spiral. In this approach the student returns again and again to the same topic, enhancing and increasing knowledge and understanding.

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## Program Tracks to Our Degree

There are two tracks toward one degree, the Master of Acupuncture in Classical Five-Element Acupuncture. The first is the Traditional Track, and the second track is the Practitioner Track for students who have other degrees in healthcare. See [www.itea.edu](http://www.itea.edu) for more detailed information.



# The Five Elements

*Acupuncture is perhaps the oldest medical system in the world, originating in China more than 3,000 years ago. It is used today by one-third of the world as a primary health care system and has been endorsed as a health care system by the United Nations World Health Organization. Acupuncture is effective for a broad spectrum of complaints from a mild stomach ache to severe depression.*

## Classical Five-Element Acupuncture

This form of acupuncture is based upon the principle that health is maintained by a balanced flow of energy throughout the body. All illness, whether of body, mind or spirit is caused by an imbalance in this energy network. Classical Five-Element acupuncturists assess where this energy is out of balance. They do not diagnose or treat according to symptoms, but in response to the client's balance of energy. Each client is treated as a unique individual with his or her own needs. Clients with the same symptoms may therefore receive quite different treatments.

The Institute of Taoist Education and Acupuncture, Inc. would like to express sincere gratitude to our Master teacher—the late Professor J.R. Worsley. Without his teachings and inspiration, the school would not exist, and we are very grateful for his knowledge and wisdom.

## The Elements

**WORDS COURTESY OF NORA FRANGLEN**

Wood, Fire, Earth, Metal and Water are five different sources of energy feeding the body. Each of these elements is related to specific organ functions in the body and to related energy pathways. Everything we do, from blinking an eye, to writing a poem or falling in love, is the work of the elements within us. The extent to which we are successful in any of these depends upon the balance between the elements. Each of us has a particular relationship with one of the elements, which gives our life a certain emphasis, making some of us more serious or light-hearted, others more determined or anxious. It is this element which takes the brunt of any stress we are suffering, revealing its unease through signs of imbalance. Classical Five-Element acupuncturists are trained to recognize the signs of imbalance in each element, and to use these signs to determine which element needs treatment to restore balance.

木

wood

*Wood is the energy of spring; it gives us the power of birth and renewal. It enables us to move forward with vision and determination.*

火

fire

*Fire is the energy of summer; it gives us warmth and the capacity to love and be loved. It enables us to mature and blossom.*

土

earth

*Earth is the energy of late summer; it gives us the ability to nurture ourselves and others. It provides our center, and represents our mother.*

金

metal

*Metal is the energy of autumn; it gives us our sense of quality and value, and our capacity to look at what lies beyond ourselves. It gives us the power to let go. It represents our father.*

水

water

*Water brings the elements full circle. It gives us adaptability and will-power. It is the element of winter, giving us time to pause and gather strength. It is the seedbed of all life.*





# About ITEA

The idea to open a school in Colorado had been discussed for years, and began to germinate in 1993. At that time Sandra Lillie and Scott Boynton, graduates of the Worsley Institute of Classical Acupuncture in Miami, Florida, became interested in establishing a Classical Five-Element school located centrally in the United States. Over the next several years plans began to take shape. With the help of Terry Skellon, a teacher at the College of Traditional Acupuncture in England, Sandra brought the idea to fruition. In 1996, ITEA was incorporated as a not for profit institution and certified by the Department of Higher Education, Division of Private Occupational Schools, of the State of Colorado.

ITEA's first Traditional Track class began in September of 1996. Since the Institute's inception, a new class has started each fall term. Initially, classes were held in rented spaces until the Institute moved to its current location in January 2000. The space provides a comprehensive learning environment for students, and a clinic which serves the local community. The Practitioner Track began in January of 2011.

ITEA uses the acupuncture curriculum as originally taught to Hilary Skellon, by J.R. Worsley. Today ITEA's complete program has expanded and evolved to meet all accreditation requirements set forth by the Accreditation Commission for Acupuncture and Oriental Medicine.

## Administrative Staff

Hilary Skellon, ITEA President, oversees the program of Classical Five-Element Acupuncture. Daughter of the late Prof. J.R. Worsley, she holds the standards of integrity of this medicine as taught by JR. Hilary and is also the Academic Dean.

Vice-President, Brittany Sanelli works with, and supports the President in the smooth operations and workings of the school at a national level. Brittany is also a CF-EA practitioner and ITEA Alumni.

Registrar/Director of Operations, Kale Dennis oversees the smooth operation of the duties of the Registrar and all aspects of ITEA. He supports and tracks each student's progress through the ITEA program. Kale is also a CF-EA practitioner and ITEA Alumni.

Kathy Knaus, Financial Administrator, oversees all school finances and Title IV, Veterans and Disability financial implementation.

Clinic Director, Mary Ellen Metke oversees the running of the student clinic.

Dean of Students, Randi Savage, oversees student progression and well-being within the college.

Director of Western Medicine, Randi Savage, oversees all aspects of the western medical components of the program.

James Damman, as Deputy Clinical Director, assists Mary Ellen Metke in ITEA's student clinic, maintaining an excellent, caring, and supportive environment for clients, supervisors and student practitioners.

Therese Spina, ITEA's Deputy Faculty Chair, administers all Faculty records, evaluates the program and records and maintains a research database.





## Community Services

- The low-cost ITEA student clinic serves the community, providing a valuable service to the city of Louisville and other local communities.
- Students give talks on Classical Five-Element Acupuncture, informing the public about the healthful benefits of this system of medicine.
- Students participate in health fairs, in the Louisville/Denver area throughout the year.
- Students present lectures and are available to answer individual questions on Classical Five-Element Acupuncture.
- ITEA also has a free clinic for veterans which provides a valuable service to local communities.

## The ITEA Facility

The Institute of Taoist Education and Acupuncture, Inc. is located on easily accessible South Boulder Road just north of historic “Old Town” Louisville, Colorado. The Institute is housed in a medical complex, and has expanded services for classes, library, community acupuncture clinic, administration and lounge. The building is wheelchair accessible. Ample free parking is available for clients and students within the complex. The complex is close to restaurants, markets, and two beautiful city parks.

The Institute’s library is a comprehensive resource with books, videos and DVDs, periodicals, professional journals, student projects, and articles written by students. Computers offer internet access.

Many books from Professor J.R. Worsley’s personal collection were donated to ITEA by JB Worsley. This collection provides students with a connection to history with the unique opportunity to see rare or out of print titles.

## Louisville, CO

Louisville has been rated one of the best places to live in the U. S. and in 2017, nearby Boulder, CO was rated by National Geographic as the happiest place in the nation!

ITEA’s August/September Intensive spans the peak of summer and the beginning of the fall harvest. The October/November Intensive offers a climate that can range from warm days to the early snows of winter. The January/February Intensive may be held in the midst of snowstorms, which melt within two or three days, leaving cold and crisp sunny weather. And, the April/May Intensive varies from warm spring days to heavy wet snows. The spectrum of weather becomes a teacher, and proves to be exceptional for the study of Classical Five-Element Acupuncture.

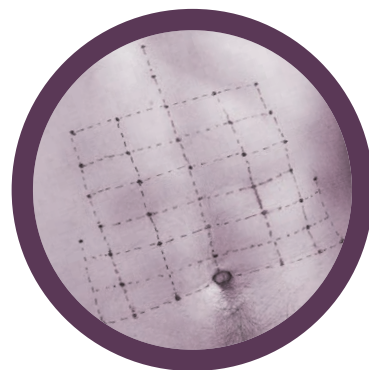
Historic “Old Town” Louisville was built around the turn of the 20th century and offers a library, art galleries, bookstores, banks, coffee shops, restaurants and a historical museum. ITEA’s nearby access to area Open Space and Mountain Parks makes this an exceptional location for the nature-based study of Classical Five-Element Acupuncture.

The City of Boulder — acclaimed as one of the healthiest places to live in the U.S. — is located just 20 minutes west of Louisville. Natural and organic food is available from a variety of markets. Boulder is a haven for the arts, alternative health, education, and sports. Many other alternative educational institutions are located in the Boulder area, such as the Guild for Structural Integration, the Rolf Institute, the Hakomi Institute, Shambala International, and the Naropa Institute of Buddhist Studies. Boulder’s Chautauqua Park, one of three remaining Chautauquas in the U.S., offers year-round programs of education, music, and theater.



## POINT LOCATION GRID ON FRONT TORSO.

*The curriculum at ITEA is the oral tradition of Classical Five-Element Acupuncture. The format is based on a spiral (non-linear) system of learning utilized in Eastern approaches to teaching. Many courses are cumulative in nature. Material that is presented at first may be revisited in increasing depth in subsequent sessions. Between sessions, the students are expected to internalize the material at their current level of competency, in preparation for the next time they hear it. In this tradition, the most important effort required of students is to attempt the work, for if nothing is attempted, no learning can occur.*



# 1 Course of Study

**In the Traditional Track, Intensives of 15 days occur mostly in September, November, February and April – May for the first two years of the program. Students are required to be in the Clinic area for the rest of the program. During the third year, two clinical Intensives are held in August and again in January with additional material interspersed a few days at a time. Homework is given quarterly, between Intensives. Due to the cumulative nature of the curriculum, satisfactory understanding of all material from the any year is a prerequisite to beginning the next year.**

**Before the third Intensive, post-secondary education (Baccalaureate education) must be provided by another program consisting of 4 semester (6 quarter) credits of Biology, 4 semester (6 quarter) credits of other biomedical or psychology coursework and the first 4 semester (6 quarter) credits of Anatomy and Physiology. A certificate of completion in a course in Medical Terminology, approved by ITEA, must be furnished by the third intensive. The second 4 semester (6 quarter) credits in Anatomy and Physiology are to be completed by Intensive 7 in the second year.**

**In the Practitioner Track, the program is the same. Upon enrollment, credit is given for education already accomplished, including the time (one year or more) the student has been a healthcare practitioner. For this track enrollees may live at home and continue to work, coming for class for Weekends of 4 days each month.**

## MOXA BURNING UPON SALT IN THE UMBILICUS.



## **C101 - C104: Classical Five- Element Acupuncture**

These courses give a solid base for the study of Classical Five-Element Acupuncture. History and procedures, associations and laws are covered. The five elements and the Officials are taught, as they appear in us and in Nature. The diagnostic tools are explained and students begin using them. Students also begin taking pulses, and Physical Exam techniques are discussed. In C104, students are tested on their knowledge in order to be able to progress to the second year.

## **PH103: Pharmacology 1**

This course covers the fundamental principles of drugs that interact with the gastrointestinal system, the respiratory system, and the cardiovascular system. The physiology of each system is reviewed and material on specific drugs is presented, including mechanisms of action, drug metabolism and dosing, and drug interactions. Both traditional western drugs and herbal medicines are discussed. Homework for all pharmacology classes consists of writing up answers to case studies covered in class. Each Case Study refers to a specific section of the pharmacology PowerPoints. Some questions require critical thinking to answers not contained within the PowerPoint.

## **ZB103: Zero Balancing**

This four day program covers the Zero Balancing methodology of integrating body energy with body structure. Emphasis is placed upon learning basic theory, skills and protocol. Students also practice Zero Balancing techniques

and finish with a hands-on working knowledge of Zero Balancing. This course has been approved by the Zero Balancing Association and counts towards Zero Balancing certification.

## **P101 - P104: Points 1 - 4**

The point location for Classical Five-Element Acupuncture is very precise. The points are found through knowledge of surface anatomy, and with the help of measuring devices and sensitivity to bodies. Students learn the points of the arms and legs in the first year. Continual feedback and practice is necessary for the refinement of touch consistent with CF-EA point location. Students are taught types and spirits of points. At the end of the year, students are tested on knowledge of points.

## **N104: Nutrition for Clients**

This course allows students to develop an understanding of the structure and function of proteins, carbohydrates, fats, vitamins and minerals, and the symptoms of deficiencies and excesses. It discusses the importance of the prevention of the chronic diseases prevalent in the United States today, including the role of specific nutrients and foods in each disease process. Students will acquire an overview of different dietary philosophies in order to meet the needs of a diverse client population.

## **PH100: Introduction to Pharmacology**

The Introduction to Pharmacology course includes basic principles, drug metabolism, dose response relationships and drug interactions for all major body systems.



## **Clinical Observation Lab**

Observation of treatments in the student clinic to enhance all sensory skills. Students also listen in to all supervisor discussions with interns, on all aspects of treatment.

**"IN CARING FOR OTHERS AND SERVING THE TAO, USE RESTRAINT.  
RESTRAINT BEGINS WITH GIVING UP ONE'S OWN IDEAS,  
AND DEPENDS UPON VIRTUE GATHERED IN THE PAST.  
IF THERE IS A GOOD STORE OF VIRTUE, NOTHING IS IMPOSSIBLE. IF  
NOTHING IS IMPOSSIBLE, THERE ARE NO LIMITS."**

Lao Tzu



## 2 Course of Study

### **C201 - C204:**

#### **Classical Five- Element Acupuncture 5 - 8**

These courses further enhance Classical Five-Element Acupuncture. It explains the intake process, called Traditional Diagnosis, and the 'four examinations' of questioning. Blocks to treatment are discussed, as is client management and treatment planning. A large part of this year is a focus on sensory development of students and their interaction and rapport with a client. Between Intensives, students continue Clinical Observation, continue to take pulses and practice diagnostic skills. In C204, students are tested on their knowledge in order to be able to progress to the clinic. Clean Needle Technique, Bloodbourne Pathogens, and Osha requirements prepare students for working in a clinic.

### **PH204:**

#### **Pharmacology 2**

This course covers the fundamental principles of the autonomic nervous system pharmacology, antipsychotics, antidepressants and anticonvulsants, and the fundamentals of laboratory and diagnostic tests as well as physical examination findings.

### **P201 - P204:**

#### **Points 5 - 8**

Again, the point location for Classical Five-Element Acupuncture is very precise. The points are found through knowledge of surface anatomy, and with the help of measuring devices and sensitivity to bodies. Students learn the points of the torso, front, back and sides in the second year. They also learn upper limbs. Continual feedback and practice is necessary for the refinement of touch consistent with CF-EA point location. Students are also taught the spirits of points of most very supportive points. At the end of the year, students are tested on knowledge of points and their spirits, in preparation for clinic.

### **PA202 - PA203:**

#### **Pathology**

Greater understanding of the common human pathological conditions are discussed according to the medical models of disease. Each human system is discussed.

### **HP202:**

#### **Chinese History and Philosophy 1**

Elisabeth Rochat discusses the *Secret Treatise of the Spiritual Orchid*, Chapter eight of the *Su Wen*, the Zang Fu, Body's Organs, and the emotions. Elisabeth, scholar of ancient Chinese history and philosophy for more than 25 years, has been primary lecturer and General Secretary of the Ricci Institute, senior lecturer for the European School of Acupuncture, and holds degrees in Philosophy and the Classics, and Chinese Studies. She is co-author of many exquisite books on Chinese philosophy. Elisabeth enlightens students through explanation of the meanings of Chinese characters, and their evolution through history.

*" CLIMB UP ON THE WAY AND ITS VIRTUE AND GO DRIFTING AND WANDERING,  
NEITHER PRAISED NOR DAMNED, NOW A DRAGON, NOW A SNAKE, SHIFTING WITH  
THE TIMES, NEVER WILLING TO HOLD TO ONE COURSE ONLY, NOW UP, NOW DOWN,  
TAKING HARMONY FOR YOUR MEASURE, DRIFTING AND WANDERING WITH  
THE ANCESTOR OF THE TEN THOUSAND THINGS."*

Alan Watts



## 3-4 Course of Study

During the third and fourth year, two Clinical Intensives of 16 days will be held in August and in January with additional material interspersed throughout the quarter a few days at a time.

### **C301 - C304: Classical Five- Element Acupuncture 9 - 12**

These courses further enhance Classical Five-Element Acupuncture. Students watch videos of Hilary Skellon with clients and discuss diagnosis and treatment plans. ITEA has collected different voice sounds which illustrate one of the diagnostic tools used in Classical Five-Element Acupuncture, and students listen to those.

### **CL311 - CL312 Clinical Intensive 1 – 2**

Each clinical Intensive prepares the student to treat clients. Under supervision of the Clinical Director and/or an assisting supervisor, each student sees two clients as a primary practitioner. When not serving as the primary student practitioner, students assist their classmates with other clients. Participatory discussions are held after each Traditional Diagnosis (TD) and treatment. Practical sessions promote competency in all aspects of each treatment performed, including professional demeanor, intake skills, record keeping, treatment planning, preparation, pulse taking, physical examination, time management, client management, and confidentiality.

### **P301 - P304: Points 9 - 12**

Students review all aspects of acupuncture points. Again, the point location for Classical Five-Element Acupuncture is very precise. Students learn head points, and gain facility in using points while they are in clinic. Students are taught formalized treatments, and the spirits of more points, and they are then tested on all the points and their spirits.

## **PM301 - PM304: Practice Management 1 - 4**

Many subjects relating to an Acupuncture practice are covered in these courses. Between Intensives until graduation, students assist in managing and running the student clinic, and pursue topics related to management of a practice.

## **CL310: Clinical Supervision Lab**

Treatment of clients on a regular basis in the student clinic, enhancing skills previously learned intellectually, and preparing students to graduate and start practicing on their own.

## **PM310: Practice Management Lab**

Students complete 6 semester hours doing these courses. Some classes may have a Senior Project while others may not. Practice Management includes a presented Case Study, and several talks to the public on Acupuncture. Practice Management also includes several Manager's jobs, which show students how to lead others.



## **HP302: History and Philosophy 2**

Elisabeth Rochat presents information on the Meridians and Extra Meridians with all Vital Circulations and their Organization, Liquids in the Body, Bodily Fluids, Blood and Qi. Elisabeth, scholar of ancient Chinese history and philosophy for more than 25 years, has been primary lecturer and General Secretary of the Ricci Institute, senior lecturer for the European School of Acupuncture, and holds degrees in Philosophy and the Classics, and Chinese Studies. She is co-author of many exquisite books on Chinese philosophy. Elisabeth enlightens students through explanation of the meanings of Chinese characters, and their evolution through history.

## **HS302: Western Medical Tests**

**1** This course introduces the student to western clinical laboratory and radiology examinations. Students are taught how to incorporate the relevance of this information into how they are working with their patients in an acupuncture clinic or private practice

**2** This course focuses on the principles of western physical exam methods. Students learn how to perform basic exams and how to incorporate their findings into the care of their acupuncture patients.

## **PH304: Pharmacology 3**

The course covers the pharmacology of corticosteroids, insulin, thyroid and sex hormones, general anesthetics, analgesics, anxiolytics, and issues related to use of drugs in children and the aged.

## **T401: NCCAOM Exam Prep**

Basic concepts of Traditional Chinese Medicine and the eight principles are taught, along with cupping technique and other techniques familiar to TCM practitioners. The National Certification Commission for Acupuncture and Oriental Medicine is explained, and guidance for further study is given. Extensive review sessions are held, and individual case studies are presented as students prepare for their own further study for the exams. A course exam is given.

## **HP402: History and Philosophy 3**

Elisabeth Rochat discusses Yin/Yang, Heaven/Earth, Five Elements, Life, Essences, Fu, Po, Hun, Shen, Yi and Hi. Elisabeth, scholar of ancient Chinese history and philosophy for more than 25 years, has been primary lecturer and General Secretary of the Ricci Institute, senior lecturer for the European School of Acupuncture, and holds degrees in Philosophy and the Classics, and Chinese Studies. She is co-author of many exquisite books on Chinese philosophy. Elisabeth enlightens students through explanation of the meanings of Chinese characters, and their evolution through history.



# Faculty/Student Services/Admissions

## Faculty

All primary acupuncture faculty have been awarded teaching level certification from Hilary Skellon. The majority of our core faculty members continue in this lineage at its highest levels.

Faculty members teaching topics other than Classical Five-Element acupuncture are exceptional in their field. ITEA is fortunate to have many well known scholars teaching such things as biomedicine classes and Chinese history and philosophy.

The Institute makes every attempt to ensure that students in each class receive instruction from each member of our faculty at some point during the program. However, scheduling consideration may not always allow this experience.

For more information on ITEA's faculty, please visit our website at [www.itea.edu](http://www.itea.edu).

## Student Services

- Regular emails inform students of important issues.
- A list of short/long-term housing possibilities in the area is available by calling ITEA at (720) 890-8922.
- New student orientation is provided through materials mailed to students before classes start as well as information presented on the first day of classes.
- Each student is issued a student identification card when they begin their course of study at the Institute. The student ID can be used for discounts on purchases at many stores in the area.
- Introductory business cards are provided to students.
- Students receive discounted rates for treatment in the ITEA Student Clinic.
- The Institute's Binding Path Bookstore is located on campus. Students can purchase most books at cost, plus a minimal fee for handling. The bookstore also carries personal items and other supplies.
- The Institute's library is always expanding. It contains books, periodicals, journals, videotapes, state laws and charts. JB Worsley has kindly donated a portion of the library of the late Professor J.R. Worsley to ITEA.
- ITEA's student mentoring program provides assistance from other students more advanced in their training.
- Personal and academic counseling and advising is available upon request.
- ITEA partners with Naropa University to provide additional counseling services to our students, if needed.
- Class sizes are small to allow for care and tracking of each individual student.
- Tutoring is available by referral through the ITEA office.
- A computer, copier and printing machines are available solely for student use.
- Group orders of student supplies may be placed by the Institute.
- Clinical insurance for each student is paid by ITEA.
- Students receive instruction on the basic principles of Traditional Chinese Medicine to support them in studying for and preparing to take their national acupuncture examinations.

## Admissions

### General

The Institute of Taoist Education and Acupuncture, Inc. (ITEA), seeks applicants who demonstrate the maturity, commitment, motivation and integrity necessary to become caring practitioners and instruments of nature. In order to serve their clients to the highest good, students must exhibit a willingness to grow both personally and professionally.

ITEA is dedicated to upholding a standard of educational excellence that ensures serving the public with the highest level of competence, knowledge, and professional ethics.

### Residency Requirement

The structure of the curriculum at ITEA enables out-of-state Traditional Track students to continue to live at home and attend Intensives at specific intervals throughout each of the first two program years. Before clinical training begins in the third year, these students must be relocated to Colorado for this training.

Practitioner Track students attend classes one weekend each month, and do much of their clinical training while they are here. The rest of their clinical training is done with an offsite faculty member and supervisor in their area. ITEA will vet one offsite supervisor per student at no charge.

## Other Admission Requirements

### Student Applications

U.S. citizens who have studied outside the U.S. must have the equivalent of a bachelor's degree that documents at least three full years of post-secondary education from a nationally or regionally accredited (or otherwise approved or recognized) institution.

The Institute recognizes that most non- U.S. institutions of higher education often cannot provide academic transcripts in the standard U.S. credit hour format. In such cases applicants may be required to submit original course descriptions to verify the actual content and hours of prior training.

For non-English language credentials equivalent to a U.S. bachelor's degree, students must also follow the requirements in the paragraphs above. These must be demonstrated prior to admission via a report from an approved credentialing translation and evaluation only. It is the student's responsibility to arrange for such a report to be sent to the Institute.

### English Proficiency

All instruction is taught in English only. English language proficiency, both spoken and written, is required of all students enrolled in the Institute. Applicants whose native language is not English must demonstrate English language proficiency either by obtaining a minimum score of 61 on IBT in the test of English as a Foreign Language (TOEFL) or by having at least two years of education at an English-speaking school.

## Advanced Standing

For Traditional Track students, ITEA does not generally recognize advanced standing. Course work from other acupuncture schools usually does not have emphasis on Classical Five-Element Acupuncture (CF-EA) and point location. Even CF-EA schools have diverse instruction sequences because the discipline is an oral tradition. In exceptional cases, students may be admitted to the program with advanced standing within the first year of the Intensives. Applicants must agree to test out of basic coursework and point location with an 85% passing grade to enter a class already in session. Advanced standing applicants must fulfill all other admission requirements listed above as for a regular application process. Tuition will be equal to that of the class the applicant joins.

For Professional Track students, individual applicants are evaluated for advanced standing at the discretion of the academic dean, and admitted into the program with an established plan for fulfilling all requirements of the program. If proficiency in these other courses has not been attained, the applicant must have a plan for fulfilling these requirements in order to graduate. The plan may include attending classes at ITEA for an additional fee. All credits must be at post-secondary level, obtained from an accredited college or university recognized by the U. S. Department of Education.

## Transfer Credits and Prior Learning Credits

ITEA will evaluate previous education and training, and when applicable, transfer for prior learning credit will be given. Advanced standing applicants receive transfer credits for all coursework satisfactorily tested upon entry into the program. It is the responsibility of the student either to make up or obtain transfer credits for other necessary courses which are part of ITEA's program.

Students in the traditional Track may enter ITEA's program no later than the beginning of the second year.

ITEA does not guarantee transferability of credits to another institution unless there is a written agreement with that institution.

Practitioner Track applicants must document their profession, college transcripts and license. They will be assessed based on the number of years in practice obtaining their own clients and required paperwork and financial accounts. They will still be required to complete required training in biomedicine, Zero Balancing and seminars taught by Elisabeth Rochat.



***"I USED TO THINK I KNEW THE ANSWERS.***

***PERHAPS YOU HAVE TO PERSUADE YOURSELF***

***YOU KNOW THE ANSWERS, OTHERWISE YOU***

***NEVER DO ANYTHING. I KNOW THE ANSWERS TO DIFFERENT THINGS NOW.***

***PERHAPS THAT'S IT: WE'RE ONLY CAPABLE OF KNOWING THE ANSWERS TO A CERTAIN NUMBER OF THINGS AT ANY PARTICULAR TIME."***

Julian Barnes

## Application Requirements

To apply to the Institute, please submit a formal application. Be sure to include the requested items listed below. All requested materials must be sent in a single package. No application will be processed until all information is received.

- Completed Application Form
- Completed Enrollment Agreement
- Two recent passport photographs (photo must have been taken within the last two years)
- Non-refundable application fee

In addition to the application materials listed above, please have the appropriate individual or institution send the following directly to ITEA:

- Two letters of recommendation from people not related to the applicant
- Official transcripts verifying all coursework completed at an accredited university or college
- Admission Interview documentation from two ITEA staff interviews

## Admission Interview

A personal interview with two ITEA staff members is required for each applicant after all other admissions application materials have been submitted.

Staff interviews are a key part of the application process. Interviews may be conducted by phone. ITEA will inform the prospective student how to schedule the interviews after the Registrar has received all items in the formal application. Upon successful completion of these interviews, which carry significant weight, a determination will be made concerning the candidate's acceptance into the ITEA program.

## Application Deadline

Prospective students may apply up to 15 days prior to the beginning of the academic year, unless class enrollment for that year has already been reached. If enrollment for the year is full, the applicant will be placed on a waiting list for the following year's class.

## Educational Requirements

### *Traditional Track*

At the time of enrollment, Traditional Track applicants must have completed an associates degree (60 semester hours and 90 quarter hours) of higher education at post secondary level. Additional courses such as an on-line Western Medical Terminology course must be completed before the third Intensive. Biomedicine and Anatomy and Physiology I must be finished before the third Intensive (12 semester credits and 18 quarter credits), and Anatomy and Physiology II (4 semester credits and 6 quarter credits) must be finished by the seventh Intensive. A plan must be in place for doing so at the time of enrollment. These courses all must be obtained from an accredited college or university recognized by the U.S. Department of Education. These additional hours will be included in the ITEA acupuncture program.

### *Practitioner Track*

This track is for healthcare practitioners with at least one year managing all aspects of a private practice. It is for those with education toward a specialized field beyond a Bachelor's Degree, and who are already licensed.

## Acceptance Policy

The Institute of Taoist Education and Acupuncture, Inc. accepts students on the basis of individual merit, and does not discriminate on the basis of any color, ethnic origin, gender, national origin, race, religious background, disability, age or sexual orientation in its admissions policies, educational policies or other school-administered policies.

If there are any outstanding concerns or conditions to acceptance, the applicant is sent a letter outlining these concerns, and a provisional acceptance letter. If the applicant is rejected, he/she is sent a letter outlining ITEA's concerns contributing to the rejection.

The Institute does not accept non-matriculated students into its core Classical Five-Element Acupuncture program.

Acceptance into the program does not guarantee employment, certification, licensure, or compliance with conditions for eligibility for registration or licensure. Further, the Institute does not provide any placement assistance programs.





# Technical Skills & Standards

The program at ITEA requires students to engage in diverse and specific experiences essential to the acquisition and practice of skills necessary to becoming a CF-EA practitioner. Unique combinations of cognitive, psychomotor and affective abilities are required to satisfactorily perform these functions. Providing safe care to patients is the priority in CF-EA education and is dependent on the skills of students in training to become practitioners. These technical skills and standards apply to all students and are applied to consideration of admission, matriculation, retention, and graduation from ITEA. Students must meet the following competencies.

## Communication

Communication includes speech, reading and writing. Students must be able to communicate effectively with all members of a healthcare team. They must maintain appropriate records. They must be able to speak and hear effectively and be able to observe patients and peers to elicit information; perceive non-verbal communication; recognize and respond to changes in mood, activity, and posture. Students must demonstrate a willingness and ability to give and receive feedback. They must approach each patient free from any bias and with social and cultural sensitivity and obtain thorough information, and using critical thinking, establish rapport with all patients.

## Observation/Sensory

Observation necessitates the functional use of the senses of vision, touch, hearing and somatic sensation. It is enhanced by the functional use of the sense of smell and by the ability to see color. Students must be able to acquire the information presented through demonstrations and experiences. They must be able to observe a patient accurately and appreciate non-verbal communications. They must be capable of perceiving signs of disharmony through physical examination. They must be able to observe a patient's body and demeanor, discern all aspects of the patients' physicality, obtain auditory information from voice, observe odor in patients, tolerate unusual smells such as moxa smoke and tolerate the use of WiFi on campus.

## Motor/Physical

Students should have sufficient motor function to be able to execute movements required to provide general care and treatment to patients in all healthcare settings. Students must be able to directly examine patients; palpation of the body, pulse, and acupuncture points effectively and efficiently; perform a basic physical exam; demonstrate the use of all applicable clinical skills. They must be able to perform CPR and first aid and act in an emergency. Students must be able to have, within reasonable limits, to safely assist a patient in moving, for example from a wheelchair to a treatment table or chair. They must be able to accompany supervisors during clinical sessions, attend a full clinical shift, and a full day of classes/clinical work.



### **Intellectual/Cognitive/ Conceptual**

Students must be able to concentrate and engage in critical thinking and problem solving in the classroom and clinical setting. Students must be able to promptly complete required assignments and responsibilities related to the effective diagnosis and treatment of patients, which begins with assignments from the beginning of the program. They must be able to read, comprehend, synthesize and memorize extensive material, effectively participate in solving clinical problems; effectively interpret information from the initial Traditional Diagnosis; exhibit sound judgement, even under pressure; effectively organize information and tasks to efficiently work in patient care environments; and effectively function as a member of a health care team.

### **Professionalism/Behavior Emotional/Social**

Students are required to consistently demonstrate integrity, honesty and fairness in all dealings with patients, peers, supervisors, and other faculty. They must be able to integrate feedback from supervisors, peers and administration. They must be able to preserve confidentiality and maintain a professional demeanor. Students must have the emotional stability to function effectively under stress and adapt to an environment that may change in unpredictable ways. They must be both willing and able to change their behavior when it interferes with productive individual or team relationships. They must possess the ability to reason morally and practice in an ethical manner. They must possess attributes that include compassion, empathy,

responsibility and tolerance. They must be able to engage in patient care delivery in all settings and to all patient populations including, but not limited to adults, developmentally disabled people, medically compromised or vulnerable adults and adolescents.



## Financial Information

Several federal financial aid options are available for ITEA's program. In addition, ITEA is approved by the Colorado Office of Veterans Education and Training for Veterans Education and Benefits. ITEA has also been approved for Colorado Vocational Rehabilitation Programs. For more information, visit ITEA online at [www.itea.edu](http://www.itea.edu) or call (720) 890-8922.

## Program Guidelines and Regulations

### Practice

Students who were acupuncturists before enrolling at ITEA must not practice Classical Five-Element Acupuncture in any form until they are in the student clinic under the supervision of an ITEA Classical Five-Element practitioner. Students must not teach Classical Five-Element Acupuncture while in ITEA's program. A student who does not comply with these regulations, or whose conduct endangers life or impedes healing will be dismissed from the program.

### Attendance Requirements

Students are expected to arrive on time for class with proper materials. The Institute requires an overall attendance rate of 100%. Students will be evaluated on attendance by all faculty. Any class instruction must be learned on the student's own time, and the student's understanding must be verified by a Classical Five-Element practitioner. A student must have knowledge of all course material in order to graduate. will be required to substantiate a student's withdrawal. A student must graduate within six (6) years of their original enrollment date.

### Temporary Withdrawals

Students who are unable to continue classes for medical or personal reasons will be required to take a temporary withdrawal until they are able to return and join another class in progress.

## Academic and Personal Progress

Students will be required to have satisfactorily completed all written work for a certain year before entering the next year. They will also be expected to have assimilated, integrated, and applied the material at a high level of ability. Teachers will evaluate students on personal progress throughout the program, and oral or written progress reports will be given to students periodically. Records of each student's work and progress is kept at the Institute, and may be inspected upon request. Students not meeting expectations will be counseled. If a student needs more time to work on this aspect of their training, they will be asked to take a temporary withdrawal to do so.

### Conduct Policy

All students are expected to act maturely and with respect for other students and faculty members. Students are expected to keep their studies up to date, or to contact the School Director with an explanation. Possession of weapons, illegal drugs, and alcohol of any kind are not allowed at any time while the Institute is in session. Any violation of school policies may result in permanent dismissal from the Institute.

### Graduation Requirements and Policies

A Master of Acupuncture Degree in Classical Five-Element Acupuncture will be awarded to all students who:

- complete all required instruction.
- meet graduation requirements that are in effect at the time of graduation, unless written policy states otherwise.
- complete and pass all written exams, point location exams and homework. The grading of exams and homework is based on evaluations of two or more practitioners, and will be on a pass/retake basis. Assessments are provided in response to each section of examinations and homework.

- demonstrate readiness to practice in five areas: academic potential, psychological and emotional maturity and stability, personal motivation, moral character, and the care, concern and respect shown for others.
- have no outstanding bills, tuition, or fees with the Institute of Taoist Education and Acupuncture or its contractors or employees.
- have the following on file with ITEA:
  - all official transcripts for required courses in Anatomy and Physiology, Western Science/ Psychology and other Biomedical courses, if applicable
  - current certification in CPR from the American Heart Association or the American Red Cross
  - point location sheets documenting 150 hours, checked by certified Classical Five-Element practitioners
  - clinical observation sheets documenting 150 hours with certified Classical Five-Element practitioners
  - all required self evaluations as well as evaluations from all supervisors documenting the student's clinical work
  - clinical supervision sheets documenting 510 hours of work with Classical Five-Element practitioners certified to supervise by ITEA, and copies of all intakes and treatment sheets contained in the 510 hours
  - satisfactory exit evaluation from all supervisors
  - exit interview with the Dept. of Education (if financial aid student)



## Right to Privacy

The amended Family Educational Rights and Privacy Act of 1974 (Public Law 93-579) and the Rules and Regulations of the U.S. Department of Health and Human Services, "Privacy Rights of Parents and Students," provide the following rights to students:

- The ability to review their educational records
- The ability to request changes in those records if an inaccuracy, misleading statements, or a violation of student's rights are found.
- The ability for the student to insert clarification if ITEA does not make the proposed changes.

Student records may not be disclosed to anyone other than ITEA office staff, officials from licensing and accreditation boards, or auditors without the student's written consent.

## Probation and/or Dismissal from the Program

A student may be withdrawn from classes if he or she does not make satisfactory progress. The Board of Directors, after consultation with all parties involved, makes the final decision.

Teachers may temporarily suspend a student whose conduct is disruptive or unacceptable to the academic setting. After appropriate counseling, students who demonstrate a genuine desire to learn and conform to school standards of conduct may be allowed to resume attendance. The Board of Directors will review each case, and decide upon readmittance.

Insufficient academic performance or unprofessional behavior at the Institute are grounds for academic probation and if uncorrected, dismissal from the program. The student is first given a verbal and written

warning of performance or behavior deemed unsatisfactory by the Dean of Students, and/or the President. If the area of concern or behavior in question continues, the student may be placed on probation. If no resolution is forthcoming, the student may be dismissed from the program. At any time in the process, a course of action for the student may be developed by the Director or an instructor, providing the student with the opportunity to demonstrate that they have resolved the area of concern.

Refusal to pay fees/tuition, illegal, violent or any form of threatening or abusive behavior - emotional or physical, is grounds for immediate dismissal from the program.

## Grievance Procedures

Constructive comments from students on all aspects of its program are welcomed and carefully considered by the Faculty and Administration. When suggested changes are seen to be practicable, and in the best interests of the Institute, every effort is made to implement them.

Should a student voice a grievance, every attempt is made to resolve their concern. All grievances and/or appeals will be handled in an effective and constructive way, through procedures outlined in the student policy manual.



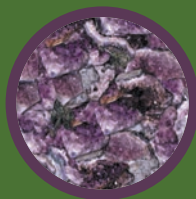
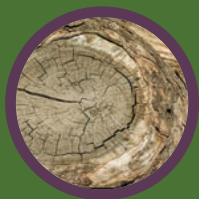
## Information on Licensing Requirements

### *Licensure in Colorado*

NCCAOM certification (an examination administered by the National Commission for Certification of Acupuncture and Oriental Medicine) is required in order to practice acupuncture in the State of Colorado. In order to sit the NCCAOM exams, students must have graduated from a nationally accredited school, or one which is in candidacy status to be accredited. ITEA is a nationally accredited school.

### *Licensure in Other States*

Licensure regulations vary from state to state. Completion of the Institute's Licentiate of Acupuncture program does not automatically qualify graduates for licensure or registration. Applicants and students should research the licensing requirements for the state in which they will practice. Since acupuncture is a rapidly growing profession, state requirements for licensing may be revised. For information about licensure procedures in a specific state, consult Acupuncture and Oriental Medicine Laws which can be ordered through Bookmasters (800) 247-6553. This publication also provides regulating agency contact numbers for each state. In many states, NCCAOM certification serves as a full or partial basis for licensure.



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