

Pulse diagnosis 1-2-3

Spring 2011

New England School of Acupuncture

Name of course: Pulse diagnosis 1-2-3

Prerequisites for course: JAS: Root Treatment Strategies I and II

Dates: Tuesdays, January 4th, 2011 - April 19th, 2011

No classes-February 22nd

Hours: Tuesdays 1:30pm and 3:30pm. (15wks. /30h. 2 credits)

Place of Class: New England School of Acupuncture, 150 California St. Newton, MA 02472

Instructors: Takayuki Koei Kuwahara, Lic.Ac.

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Goals:

This pulse diagnosis course will guide practitioners to discover and effectively use the rewarding comprehensive pulse (the radial artery pulse with an introduction from the *Nan Jing and Classic Pulse*), and pulse diagnosis as feedback method. Those principles, diagnoses and treatment methods are applicable to any style of acupuncturist, also you can use immediately in your daily clinical practice, especially practitioner who focuses to ki phenomena in the body and space.

Objectives:

In this course students will:

Level 1. The pulse-strength comparison in the six positions

This is a method used to examine the six positions as a whole and each of the six positions individually in order to determine whether there is any deficiency, excess, cold, or heat in the ki, blood, and fluids of the organs and meridians. We can learn those pulse diagnoses in a step by step manner, as outlined.

- 1) To begin with, we start only how to differentiate deficient and excess (weak and strong) qualities to determine the pattern/*Sho* of imbalance with understanding Stomach pulse/Middle pulse.
- 2) The six-basic-pulse quality diagnosis is a method for classifying various pulse qualities into six categories. It will help in determining which technique is the most appropriate to use.
- 3) We apply the learned techniques into the Japanese Meridian Therapy with super shallow retaining style tonification technique. It brings pulse diagnosis into focus.

Level 2. Pulse-quality diagnosis in each six-position

The methods taught in this level class helps us to use pulse diagnosis for more than just identifying a pattern of disease. In this way the location of disease/*Jaki* (i.e. the meridian, point(s) to be treated), the pathology, and needling techniques all become that much more precisely determined.

- 1) How to identify anomalous and correct pulse, with understanding stomach ki quality *Jaki*/evil ki. The crucial attributes of pulse: time, day, seasonal influences, constitutional assessments, and including those of unhealthy lifestyle, external or internal pernicious attacks.
- 2) How Pulse quality diagnosis can be used to determine the most appropriate points and needling (single and/or retain with accurate depth) techniques.

Level 3. Effects on the pulse with five element points, and feedback method

Understanding the function of the organ and meridian interactions with five tastes helps us to use five element points and so on. It helps us to control the shape of the pulse as a healing.

- 1) How to use five element points on the meridian that to be treated, with understanding the relations between five element points, five tastes and five seasons.
- 2) We will learn how the pulse can be used as a feedback method for assessing the effectiveness of the treatment as it is being given or as affected.
- 3) We apply the learned techniques with detailed pulse diagnosis that identify with *Ki* phenomenon on the meridian into Japanese style of Acupuncture.

Format: This may be lecture, discussion, practical sessions ("hands-on"), video, case analysis, etc. Each two-hour class will generally be divided into two parts: Combination of lectures and hand-on practice with instructor, and discussion of any issues that arise during the week. Each class will begin with didactic instruction and a practical demonstration by the course faculty. The class will then go on to the practical portion, during which the students will break up into groups and practice pulse diagnosis on each other with the help of a teaching assistant. Students will remain with the same practice group with the same TA for the length of the term. TAs will work closely with their groups to help clarify and build students' practical understanding of how to diagnosis the pulse in a professional and sensitive manner.

Required text:

Traditional Japanese Acupuncture (Fundamentals of the Meridian Therapy) by the Society of Traditional Japanese Medicine

Reference textbooks:

Introduction to Meridian Therapy by Denmei Shudo, Meridian Therapy by Kodo Fukushima, The Practical of Japanese Acupuncture and Moxibustion by Ikeda Masakazu

Materials: You should bring to every class include: Proper dress or change of clothes; #1-30mm, #01-30mm, #00-30mm stainless steel needles; Teishin, and other.

Guidelines for Class Participation/Expectations of Students:

Students are expected to arrive on time and stay for the full length of both the lecture and the practical portions of the class. Students are expected to complete all assignment on time, and to come to class prepared for discussion. *Each student must participate both in taking pulse on other students and in having other students take pulse on her/him.* It is very important for students to be open to feedback from TA's, faculty and other students regarding preparation, pulse take and professionalism. Any concerns or problems should first be addressed to your TA, if possible, and then to the course faculty.

Grading and evaluation:

This course carries a letter grade, which is calculated as follows:

Midterm Exam Written 10%	Practical 30%	Total	20%
Preparation and Class participation and practical skills			40%
Final Exam Written 10%	Practical 30%	Total	40%

Assignments:

Assignments are listed by date in Track 4 of this syllabus. Readings need to be done prior to the following class. Practice, practice and more practice!

Attendance: This course adheres to the NESAs attendance policy. Students are responsible for all material in the course and are required to make up any missed work.

NESA policy on grades of “incomplete”: If a student earns a grade of “incomplete” in a course that is a prerequisite for another course, the student must make up missed work, exams, final exam (provided the student is eligible to retake the final), etc. **by the makeup exam dates at the beginning of the next term set by the Academic Department.** These are always 2 dates, typically in the first week of the following term and they are published in the student weekly newsletter at the end and beginning of each term. If a student earns a grade of “incomplete” in a course that is not a prerequisite for another course, the student may have until the end of the following semester to complete any outstanding work.

Make-up exams: Make-up exams must be taken within one week of the time that the original exam was offered, unless there is a proven emergency situation. Make-up exams are offered when the student has a compelling reason why he/she was unable to attend the scheduled exam. A student must contact the course faculty prior to the scheduled exam if he/she will miss the exam for a valid reason, and arrange for the exam to be taken through the Academic Department. A student may not take a make-up exam until the faculty has confirmed with the Academic Affairs Coordinator. **See the NESAs Student Handbook and Faculty Handbook for details of this policy and for detail on the final exam policy.**

About Instructor: Takayuki Koei Kuwahara graduated from the Tokyo Therapeutic Institute in 1979, Japan. He researched and practiced meridian therapy for 15 years after graduating from TTI as an apprentice under Kodo Fukushima, renowned master and developer of the Toyo Hari system. Mr. Kuwahara has continued to develop the Hari (Japanese) style of acupuncture that draws from various systems practiced by his teachers: A. Okada, M. Ikeda, D. Shudo, T. Shiomi (Meridian therapy), K. Kudo (bloodletting), M. Tanioka (pediatrics), M. Nakagawa (Ki therapy), and 40 years of Aikido experience. He is an assistant professor at NESAs and maintains a clinical practice at Watertown, MA.

Schedule

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January 4th- April 19th, 2011

Track 1	Subject of study, Q&A	1:30-1:40
Track 2	Contents of Lecture	1:40-2:10
Track 3	Ki breathing Ex. & Demo.	2:10-2:30
Track 4	Pulse Dx. Practice	2:30-3:30
Track 5	Assignments:, Keyword and Resources	

Gassho, Meditation, Chanting and Ki breathing Q and A					
1:30 pm					
1 ¼	JAS: Pulse 1-2-3 (2011)	Level 1-1	<p><u>*Main point of this course</u></p> <ul style="list-style-type: none"> • Over view of Pulse Dx. 1-2-3 • We will learn how the pulse can be used as a feedback method for assessing the effectiveness of the treatment as it is being given or as affected. • Determination of the pattern with understanding Stomach pulse/Middle pulse 	<ul style="list-style-type: none"> • Demo-Treatment • Posture during pulse take, Yin /yang diagnosis from Middle pulse 	<ul style="list-style-type: none"> • Treatment Flow Chart • Basic Principle for Meridian Therapy
2 1/11		Level 1-2	<ul style="list-style-type: none"> • Over view of the pulse-strength comparison in the six positions • Determination of the pattern/<i>Sho</i> of imbalance with understanding Stomach pulse/Middle pulse 	<ul style="list-style-type: none"> • SHO determination through ST pulse dx. • Needling on adjustment points /w pulse feedback 	Posture of the mind and body Chap.(8), S1(1-3)
3 1/18		Level 1-3	<ul style="list-style-type: none"> • Determination of the pattern/<i>Sho</i> of imbalance with Stomach pulse dx. • and more practice 	<ul style="list-style-type: none"> • Pulse adjustment w/ retaining needle tech. w/pulse feedback 	Chap.(8), Sect. 2(-1)
4 1/25		Level 2-1	<ul style="list-style-type: none"> • The <u>six-basic-Pulse-Quality diagnosis</u> • Understand and recognize the crucial attributes of pulse: time, seasonal influences, constitutional assessments, lifestyle, internal pernicious attacks • with function of the organ and meridian. 	<ul style="list-style-type: none"> • Basic-Pulse-Quality diagnosis • Has the pulse quality (of the basic pulses) changed with retaining needle? 	Chap.(8), Sect. 1(5-6) Sect. 2(2-5)
5 2/1		Level 2-2	<ul style="list-style-type: none"> • Same as class 4 and more pulse reading practice • Midterm Exam: pulse quality and <i>sho</i> determination and treatment with 6 positions comparative dx. 	<ul style="list-style-type: none"> • Demo. SHO determination and treatment with 6 position comparative Dx. / basic Pulse-quality Dx. 	
6 2/8		Level 2-3	<p>Determining which technique is the most appropriate to use with the six-basic-Pulse-Quality diagnosis_in the whole position</p> <ul style="list-style-type: none"> • Apply super shallow retaining needle (size, depth, angle, time) 	<ul style="list-style-type: none"> • Same as Class 5, more detail pulse quality reading and treatment w/pulse feedback 	Chap.(8), Sect.1(4-5)
7 2/15		Level 2-4	Complete class 6 and other 24 pulse quality	<ul style="list-style-type: none"> • More detailed other 24 pulse quality reading 	Chap.(8), Sect. 3(1-30)

2/22		Spring Break				
8 3/1		Level 2-5	<ul style="list-style-type: none"> • <u>Over view of Pulse-quality diagnosis in each six-positions</u> • How to identify anomalous and correct pulse, and/with understanding stomach ki quality <i>Jaki</i>/evil ki. 	<ul style="list-style-type: none"> • Pulse quality of Jaki and Seiki Finding jaki (location of disease) 	Chap.(8), Sect. 1(6)	
9 3/8		Level 2-6	<ul style="list-style-type: none"> • Location of disease/<i>Jaki</i> (to be treated), the pathology, and needling techniques. • Think about Single technique as Dispersion 	<ul style="list-style-type: none"> • Point selection for root tx., w/adjusted needle tech. in according with pulse quality dx. 		
10 3/15		Level 2-7	<ul style="list-style-type: none"> • How Advanced Pulse quality diagnosis can be used to determine the most appropriate points and needling (single and/or retain and other) techniques. • Retaining needle technique (size, depth, angle, time) 	<ul style="list-style-type: none"> • Retaining and Contact needle (time, size, depth of the needling) 	Chap.(8), Sect. 1(6) Sect. 3(1-30)	
11 3/22		Level 2-8	Same as class 10 and more pulse reading practice	<ul style="list-style-type: none"> • Same as Class 10, more detail pulse quality reading, needle tech. and point selection 		
12 3/29	JAS: Pulse 1-2-3	Level 3-1	<ul style="list-style-type: none"> • <u>Over view of Effects on the pulse, five element points, and feedback method</u> • How to use 5 element points on the meridian that to be treated, with understanding the relations between 5 element points, 5 tastes and 5 seasons. 	Root treatment with 5 element points w/ pulse feedback	5 taste & pts. Chap.4 Sect.1(3-4) Sect.2(3-4) Sect.3(1-3)	
13 4/5		Level 3-2	<ul style="list-style-type: none"> • Same as class 12 and more practice • Treatment practice with the “Five taste and Points” 	Root treatment with five element points w/ more detailed pulse feedback	Sect.4(3-4) Sect.5(3-4) Sect.6(3-4)	
14 4/12		Level 3-3	<ul style="list-style-type: none"> • Apply the learned techniques with detailed pulse diagnosis that identify from the <i>Ki</i> phenomenon on the meridian. 	<ul style="list-style-type: none"> • Root treatment Retaining and Contact needle with detailed pulse feedback 	Chap.5 Sect.5-4	
15 4/19		Final Exam: Written and Practical test: Patient’s Pulse quality data and other four examinations, Sho determination, Root treatment in accordance with Pulse quality diagnosis.				
Assignments		Read TJA: Fundamentals Review your notebook and handouts. Read Assignment was indicated in next week schedule.		Practice: pulse quality reading, point location and basic needle technique on your body or friends.	The posture of the mind and body for acupuncture And Smile	