

Discussion around the profession

- What do you see as the issues facing the profession? How has this changed over the years?
- How do you see it in 20 yrs? Where should it be?
- Where/how do you see yourself in relation to the profession and professional structures?
- Why do you think people leave?

Additional information

The TCM Development Trust was set up by the Directors of the London School of Acupuncture and TCM. It is structured as a not-for-profit company. The current directors are Sibyl Coldham, Cheryll Davies and Arnold Desser.

The purpose of the trust is to support education and research in Chinese Medicine, and in the past it has funded a number of small scale research projects, and travel bursaries.

As you may know, several universities are now closing their acupuncture courses, including the University of Westminster, and so we feel it is timely to explore the impact the course has had in relation to the aims of its founders. The founders of the LSATCM, Felicity Moir, Geoff Wadlow and Tony Brewer had a particular mission to develop a course that was practice-based and practice-orientated. Initially, they had all trained in the UK, but on courses where clinical training was mostly through observation. As students they rarely treated patients themselves. They also had little practice of techniques and no focus on the therapeutic relationship, and so they were very underprepared when it came to diagnosing and treating, and building their own practices. However, at the time they graduated China had begun to offer intensive clinical courses where participants worked in public hospitals under the supervision of TCM doctors. It was this experience that gave them the inspiration to think about how a course could/should be run.

The LSATCM was the first acupuncture school in the UK to establish a TCM curriculum around clinical practice and with an in-house clinic that recruited patients for the students. This enabled them to complete a substantial number of hours of supervised clinical practice in their final year, and clinical observation in their first and second years. This was revolutionary at the time, and was the pivotal point around which teaching methods evolved.

We see this event, in part, as a celebration of the course and its graduates; in part as the first stage of capturing the story of the impact that you and it has had on Chinese Medicine in the UK today; and to begin to explore broader questions facing the profession.