

FIVE ELEMENT JAM 2027

An embodied, interactive Five Element course with Charlotte Brydon and Rachel Peckham.

One of the most powerful ways to learn Five Element theory and practice is to evoke them within ourselves; to feel how Fire, Earth, Metal, Water and Wood move through the body, voice, senses, emotions and relationships.

Five Element Jam is designed around this principle: that when practitioners can experience the Elements from the inside, they become more able to recognise them in patients, understand them clinically, and treat with greater sensitivity, confidence and precision.

Dates:

Wednesday 3rd March 2027

Wednesday 7th April 2027

Wednesday 12th May 2027

Wednesday 9th June 2027

Wednesday 7th July 2027

Wednesday 4th August 2027

Wednesday 8th September 2027

Wednesday 6th October 2027

Wednesday 10th November 2027

Wednesday 8th December 2027

Details:

Time: 10.00am–5.00pm

Venue: College of Integrated Chinese Medicine, Reading

Course length: 10 full days

CPD hours: approximately 60 hours

Tutors: Charlotte Brydon and Rachel Peckham

Fee: £1,600

Who it is for: qualified acupuncturists, TCM acupuncturists wanting to learn the five elements and how to treat using this system and 3rd year acupuncture students with an interest in enhancing their Five Element practice, CSEO, embodied diagnosis and clinical treatment planning.

What to Expect:

This is an experiential and participatory course. You will learn through music, movement, taste, smell, partner work, group exercises, observation, case discussion, patient day, peer treating and supervised clinical thinking.

Because this course is embodied, relational and experiential, we take great care with how the group is held. A dedicated wellbeing support person will be present throughout the course, helping to create a safe, steady and well-supported learning environment.

What participants will learn:

Participants will learn to:

- deepen their understanding of the Five Elements through direct sensory and embodied experience.
- observe Colour, Sound, Emotion and Odour with greater subtlety.
- recognise how each Element appears in the body, voice, eyes, movement, relationship and clinical field.
- use play, movement, music, taste and smell to develop diagnostic sensitivity and experience the Qi of specific elements.
- explore their own relationship to Fire, Earth, Metal, Water and Wood.
- connect Elemental observation with treatment planning and point selection.
- practise Five Element observation with peer work and patient day.
- develop confidence in CF diagnosis
- work with case material through a Five Element lens.
- understand how psychology, boundaries, transference, counter-transference and the therapeutic field intersect with Five Element practice, specifically the Five Elements.
- take part in supervised clinical thinking and patient-based learning.
- become more aware of themselves as the instrument of diagnosis and treatment.

Course structure: what happens on each day

Day 1 — Orientation, safety and the practitioner as instrument

Theme: warming the group, building trust and beginning to develop the practitioner as the instrument.

This opening day introduces the core principle of the course: that one of the best ways to learn the Five Elements is to feel them within ourselves. We begin by creating a safe, playful and well-held group space, then introduce simple focusing techniques to help participants listen more closely to the body, senses, breath, emotions and relational field.

These focusing practices will support participants throughout the course, helping them become more sensitive instruments for noticing how the Elements arise in themselves, in others and in the treatment room.

Participants will learn:

- simple focusing techniques for sensing into the body and the present moment
- how to notice subtle shifts in breath, posture, emotion, voice and relational response
- how to use themselves as an instrument of Five Element observation
- how to begin evoking and recognising the Elements from the inside
- how play, safety and group trust support deeper clinical learning
- how each Element begins to appear through body, voice, contact, response and atmosphere

Day 2 — Fire

Theme: the heart of me, the heart of you.

Main question: Can I feel the joy of self and others? Can I feel the love of self and others? Can I trust the love of self and other?

Fire is explored through relationship, joy, contact, intimacy, play, warmth, Shen and the capacity to meet another person.

This day invites participants into the world of Fire: warmth, joy, intimacy, relationship, play, contact and Shen. Through carefully held sensory and embodied exercises, Qigong, CSEO observation, group reflection and clinical discussion, we will explore how Fire can be felt in ourselves, recognised in patients, and translated into clear treatment principles, point selection and ways of working in clinic.

Participants will learn:

- how Fire appears through eyes, Shen, voice, warmth and relational field
- how joy may be healthy, hidden, defended, forced, scattered or absent
- how contact and intimacy affect the practitioner and patient
- how to observe Fire through CSEO
- how to translate Fire observation into clinical thinking and possible point choices.

Day 3 — Earth

Theme: Can I make sense of what I am feeling? Where is the ground in me?

Main question: Can I feel understood? What supports me?

Earth is explored through care, nourishment, sympathy, support, holding, feeding, belonging and the ability to receive.

This day invites participants into the world of Earth: support, nourishment, holding, belonging and the capacity to receive. Through carefully held sensory

and embodied exercises, CSEO observation, group reflection and clinical discussion, we will explore how Earth can be felt in ourselves, recognised in the treatment room, and translated into thoughtful point selection and treatment planning.

Participants will learn:

- how Earth appears through care, sympathy, voice, centre and relationship
- how giving and receiving support may feel easy, excessive, uncomfortable or absent
- how nourishment and digestion can be understood beyond food
- how Earth patterns show up clinically as over-giving, worry, need, collapse or difficulty receiving
- how to connect Earth observation with treatment planning.

Day 4 — Metal

Theme: awe, the sacred, the divine.

Main question: Can I recognise what is precious in me and my wider lived experience?

Metal is explored through beauty, value, breath, grief, respect, refinement, inspiration, letting go and the sacred.

The day includes shaking Qigong, a quiet and beautiful sensory field, pungent tastes and clear scents, light breathwork, Metal CSEO observation, CF observation, and point discussion with treatment ideas.

Participants will learn:

- how Metal appears through breath, dignity, grief, distance, refinement and respect
- how to recognise value, beauty and preciousness in the clinical field
- how meeting and leaving can reveal Metal
- how the quality of touch can become more refined and reverent
- how to support Metal through clinical awareness and point selection.

Day 5 — Water

Theme: security, fear, wisdom and survival.

Main question: How can I find certainty in uncertainty?

Water is explored through fear, safety, trust, will, endurance, instinct, stillness and the capacity to find security inside uncertainty.

This day invites participants into the world of Water: fear, security, depth, instinct, wisdom and survival. Through carefully held sensory and embodied exercises, Qigong, CSEO observation, group reflection and clinical discussion, we will explore how Water can be felt in ourselves, recognised in patients, and translated into clear treatment principles, point selection and ways of working in clinic.

Participants will learn:

- how Water appears through fear, stillness, vigilance, hiding, bravado, exhaustion or deep wisdom

- how people respond to uncertainty and danger
- how to recognise fear in body, voice, eyes and movement
- how trust and safety are built or lost
- how to support Water clinically through warmth, courage, reassurance, stillness, rest and Kidney support.

Day 6 — Wood

Theme: direction, boundaries, force and flexibility.

Main question: Can I say no and still grow? Inquiry: What boundary makes growth possible?

Wood is explored through anger, boundaries, growth, vision, movement, planning, assertion, decision-making and flexibility.

This day invites participants into the world of Wood: growth, direction, anger, boundaries, movement, vision and flexibility. Through carefully held sensory and embodied exercises, Qigong, CSEO observation, group reflection and clinical discussion, we will explore how Wood can be felt in ourselves, recognised in patients, and translated into clear treatment principles, point selection and ways of working in clinic.

Participants will learn:

- how Wood appears through force, movement, frustration, planning, eyes, voice and direction
- how anger can be understood as movement, boundary and life force
- how to say yes and no clearly without losing relationship
- how obstruction affects the body and field

- how to support Wood clinically through movement, flexibility, clearer boundaries and better decision-making.

Day 7 — Group as Resource: CF diagnosis, treatment planning and treating each other

This day brings the group itself into focus as a learning resource.

Participants practise slow, respectful observation of one another, exploring how CF may appear through CSEO, movement, voice, relational field and treatment response. The focus is on moving from embodied observation into treatment planning and supervised peer practice.

Participants will learn:

- how to observe more slowly and accurately
- how to build a CF hypothesis without rushing
- how to use the group as a respectful diagnostic learning field
- how to connect observation with point choice
- how to practise treatment planning in a supported environment.

Day 8 — Patient Day: diagnosis, treatment planning and treatment

Participants work with a patient or patients in class. There will be an opportunity for practitioners to bring a patient along for diagnosis and treatment.

The group observes, reflects, develops a Five Element diagnostic picture, discusses treatment strategy and watches or participates in supervised treatment planning and treatment.

Participants will learn:

- how to observe a real patient through a Five Element lens
- how to gather information without losing sensory perception
- how to move from observation to diagnosis
- how to discuss treatment planning in a group
- how to reflect on what happens before, during and after treatment.

Day 9 — Joint Practice, Supervision and the Psychology of the Patient–Practitioner Relationship in Five Element Practice

This day focuses on integrating Five Element work with psychological understanding.

Participants bring case material and explore the intersection between Five Element practice and psychotherapy ideas, including boundaries, transference, counter-transference and field theory.

Participants will learn:

- how psychological material appears within Five Element treatment
- how the practitioner's own Elemental patterns affect the clinical field
- how boundaries support ethical and effective practice

- how transference and counter-transference may be noticed without becoming overwhelmed by them
- how to think more deeply about complex cases.

Day 10 — Consolidation, completion and ending

The final day gathers the learning from the whole course.

Participants revisit the Five Elements through games, reflection, observation and shared practice. The day includes consolidation of CSEO, clinical learning, case insights, personal development and endings.

Participants will learn:

- how their understanding of the Five Elements has changed
- how to take the learning into clinic
- how to keep developing themselves as the instrument
- how to honour endings and integration
- how to leave with clearer confidence in embodied Five Element practice.

Tutor biographies

Charlotte Brydon-Smith

Charlotte Brydon is the Five Element Skills Programme Leader at the College of Integrated Chinese Medicine and has taught acupuncture students for many

years across observation, diagnostic skills, clinical awareness and practitioner development. She is also an integrative psychotherapist and clinical supervisor.

Charlotte's teaching brings together Five Element acupuncture, psychotherapy, embodied learning, humour, play and careful clinical thinking. She is particularly interested in how practitioners develop themselves as the instrument of diagnosis: how they see, hear, feel, relate, respond, contract, open, protect, reach, trust and connect.

Her work is warm, challenging, relational and clinically grounded, with a strong focus on helping practitioners become more awake to themselves and more precise in their treatment of others.

Rachel Peckham

Rachel Peckham is a highly experienced acupuncturist and has a foundation in Five Element acupuncture, trained with J.R. Worsley in 1994. She is a Director and Trainer for NADA GB and has also been involved in World Medicine, bringing acupuncture into community and humanitarian settings.

Rachel brings depth, sensitivity, humour and a strong embodied understanding of the Five Elements. Her teaching supports practitioners in recognising the Elements not only as theory but as living qualities that can be sensed, invited, observed and treated.

Together, Charlotte and Rachel offer a course that is playful, precise, clinically useful and rooted in deep respect for the Five Element tradition.

Do you want to feel the Five Elements, not just think about them?... then the Jam is your Jam!