



# President's letter



Cathleen Crain,  
Past- President

**WELCOME** to the winter edition of NAPA Notes! We open this column with news of happy/sad/glad transitions. After the NAPA Business Meeting in November, Lauren Penney took office as NAPA president.

A week later she was offered and accepted a wonderful position at the National Institutes of Health – a dream location for a medical anthropologist.

Unfortunately, the position requires that she relinquish engagements that could potentially create a conflict of interest; the NAPA presidency was such an engagement. Lauren informed the Governing Council, and with guidance from our by-laws, we are very pleased to announce that Rachel Hall-Clifford, PH.D., M.P.H., M.SC, the new president-elect, is assuming the presidency.

We are grateful to our friend and colleague Lauren for her two years of service as president-elect and look forward to her continuing engagement in NAPA. We hope that her new position is challenging in all of the best ways and that she can bring the best of anthropology to addressing critical health issues!



Rachel Hall-Clifford,  
President-elect



Rachel Hall-Clifford is a medical anthropologist who applies social science approaches to global health research and implementation. She has conducted fieldwork in the central highlands of Guatemala on the delivery of health services for 15 years and is Director of the NAPA-OT Field School in Guatemala and Co-Founder of safe+natal. Rachel is a long-time NAPA volunteer and leader – she is currently co-chair of NAPA’s Research committee and past NAPA secretary. Welcome Rachel and we look forward to your leadership of the rapidly growing and evolving NAPA community and work!

NAPA’s president, like many organizations, assumes office after a period of being president-elect, a system that supports learning and consistent leadership. NAPA is fortunate that Rachel has a long history of leadership with NAPA and leading complex organizations.

This edition of NAPA Notes is a collaboration between the past-president, Cathleen Crain, and the new president Rachel Hall-Clifford. We hope that you enjoy it!



## **NAPA @AAA IN SEATTLE**

NAPA was well represented at the November AAA meeting in Seattle. Despite the meeting being relatively small, NAPA's presence was robust and noticeable.

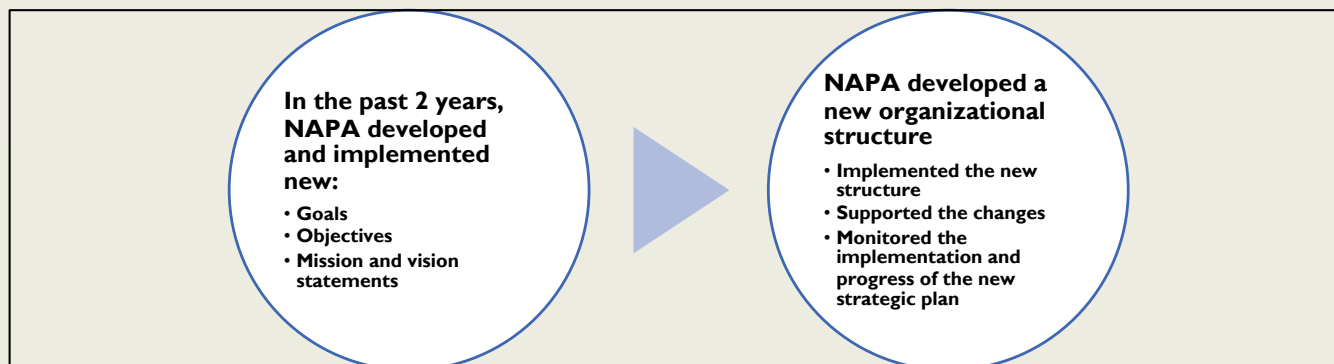
## **NAPA Sessions**

NAPA sponsored or co-sponsored with other section more than 25 sessions at the meeting. The sessions were interesting, in some cases provocative, and generally of interest to professional, practicing, and applied (PPA) anthropologists and those thinking about professional careers. The full listing of the sessions is provided below.

## **NAPA Business Meeting**

On Thursday, November 10<sup>th</sup> at 7:15 pm NAPA held its annual business meeting. The meeting had a great turn out. Here are highlights from the meeting:



**Review of NAPA Work** Cathleen Crain, outgoing NAPA president, reviewed the work of the past two years with special focus on 2021-2022.





She noted the development from the creation of the new strategic plan and the revision of the organizational structure; key elements of the development are illustrated in the graphic below.

In adopting the new plan and in shaping the structure, NAPA has developed new committees and relationships. These changes have given NAPA new resources and enhanced the relationships within the organization for greater effectiveness.

	NAPA has 10 committees, each planned to have co-chairs plus members	New relationships between and among committees
	NAPA's Governing Council (GC) now has direct relationships with the committees and the committees with the GC	

An important shift has been to add co-chairs for most of the committees in recognition of the critical nature of the work and the challenges for professionals volunteering for complex, ongoing activities. This shift has been effective as individuals have moved forward while others moved back as they addressed other priorities.

As noted earlier, an important part of working to enhance the groundwork for PPA anthropologists is to “knit the net”, that is, to bring together those organizations which are or which desire to serve PPA anthropologists. Collaboration and coordination of efforts will speed better engagement and services for PPA anthropologists. NAPA has worked



and is working to develop relationships with all PPA-serving and participating organizations including:

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- AAA Sections — Council for Museum Anthropology, Society for Medical Anthropology
  - Canadian Anthropology Society, Société Canadienne D'Anthropologie
  - Career Readiness Commission
  - Consortium of Practicing and Applied Anthropology Programs
  - Ethnobreakfast
  - European Association of Social Anthropologists – Applied Anthropology Network
  - High Plains Society for Applied Anthropology
  - Other LPOs
  - Register of Professional Archaeologists
  - Society for American Archaeology
  - Society for Applied Anthropology (SfAA) (co-sponsor meetings; develop presentations; share resources)
  - The Global Anthropology Project (GAP)
  - Washington Association of Professional Anthropologists (WAPA)
-



PPA service development has been and will continue to be an important part of NAPA's mission. The past year has featured strengthening of the resources and services shown below.



Expanded static career resources

FAQs

Revising NAPA Toolkit



Expanded static mentoring resources (in addition to 1:1 mentoring program)



Expanded video career resources

sNAPAshots

Professional interviews



Careers Expo added new features to engage new/young anthropologists and organizations serving PPA anthropologists

Finally, NAPA is planning on new career resources and has brought together a strong team to identify needs and to develop and launch resources for students, new/young practicing and professional anthropologists, for transitioning anthropologists, and for their teachers and mentors.

**Much development and excitement to come in the next year!**

### **Honoring NAPA's Volunteers**

A highlight of the business meeting is recognizing NAPA volunteers.



## **VOLUNTEER OF THE YEAR**

NAPA Volunteer of the Year is chosen from nominations from committee chairs. This year the following individuals were selected and honored at the meeting.

**Stephanie Roche**

**NAPA OT SIG-Field School Faculty and Coordinator**

## **OUTSTANDING VOLUNTEERS**

- **Suanna Selby Crowley, NAPA Organizational Relations Committee**
- **Ashley Meredith, NAPA Communications Committee and NAPA Notes**
- **Carla Pezzia, NAPA Member Engagement Committee**

## **NAPA SERVICE AWARDS**

NAPA service awards are presented to individuals who have provided significant service to the organization and the discipline; this year awards were presented to:

- **David Himmelgreen, Past President**
- **Joshua Liggett, Member at Large, Governing Council**
- **Ann Tezak, Annals of Anthropological Practice**
- **Ellen Puccia, Workshop Chair**
- **Wendy Hathaway, Volunteer Committee**



- **Eric Gauldin, Texas State University, Volunteer Researcher**

### **NAPA VISION AWARD**

Based on the NAPA Governing Council's (GC) recognition of particular vision and leadership in developing and promoting PPA anthropology, the GC can award the NAPA Vision Award. This year, the GC chose to honor four people with the NAPA Vision Award 2022 for creative leadership in the development of sNAPAshots:

- **Nathaniel Tashima**
- **Joshua Liggett**
- **Suanna Selby Crowley**
- **Reshama Damle**

The group designed, developed, and launched season one of sNAPAshots in 2022 and has a second season planned for 2023! <https://practicinganthropology.org/?s=sNAPAshots>

### **STUDENT PAPER AWARDS**

NAPA conducts an annual student paper competition, run by NAPA's Student Representative. The competition is divided into undergraduate and graduate categories; both categories were highly competitive this year. NAPA added a new category of recognition, the merit recognition, to acknowledge the volume of excellent papers in both categories. The winners for 2022 are:



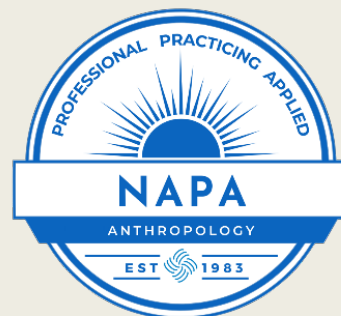
## **GRADUATE STUDENT AWARDS**

- **Laura Jin Sislen, First Place Winner**
- **Anna Stephens, Honorable Mention**
- **Caroline MacLean, Merit Recognition**
- **Celine Eschenbrenner, Merit Recognition**

## **UNDERGRADUATE STUDENT AWARDS**

- **Micah Ferguson, First Place Winner**
- **Madeleine Zheng, Honorable Mention**
- **Lucy Weyer Johnson, Merit Recognition**
- **Heather Tough, Merit Recognition**
- **Lilly Amechi, Merit Recognition**

NAPA applauds these new/young anthropologists and congratulates them on the excellence of their work!



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## **NAPA TURNS 40!**

NAPA will turn 40 on April 1, 2023. A celebration committee is planning events to recognize that milestone. The first activity was to begin promoting the birthday at the AAA where swag bags were distributed at the business meeting, the COPAA/NAPA



mixer, and at the Careers Expo. A fun feature in the bag was a temporary NAPA tattoo – design shown at right. Watch for information on upcoming events to celebrate this milestone!

### **PARTY ON! COPAA, NASA & NAPA STUDENT MIXER**

NAPA collaborated with COPAA and the National Association of Student Anthropologists (NASA) to host a student mixer at the AAA meeting in Seattle. The mixer was well attended and featured great conversations between professional and practicing anthropologists and new/young anthropologists. The event ran for two hours and inspired the sponsors to discuss planning another for next year!

### **CAREERS EXPO**

Each year at the AAA annual meeting, NAPA organizes and hosts the Careers Exposition (Expo), a marquee event at the meeting. The Expo is planned and carried out by an amazing team of NAPA volunteers from the Organizational Relations Committee and receives support from the AAA and COPAA. The purpose of the Expo is to bring together professional anthropologists from diverse career paths with students, new professionals, academics, and others to talk about the creative and interesting uses of anthropological skills. It is an opportunity to expand the horizon for young and new professionals, and to support academics who are mentoring young professionals. The in-person Expo regularly attracts



approximately 10% of all meeting participants – generally, more than 500 participants to meet the diverse Career Guides. The Expo is generally the single largest gathering at the AAA meeting.



The 18<sup>th</sup> annual Expo in Seattle was held on Friday the 11<sup>th</sup> of November from 11 am to 4 pm. Approximately 70 Career Guides – professionals available to discuss career paths with attendees – were in attendance. Assigned to a challenging venue – an enormous, concrete-floored space that looked like a cross between an airplane hanger and a loading dock - the Expo team pitched in, moved furniture, and made the space welcoming and stylish!

The Expo saw a steady stream of visitors with lots of enthusiasm for the opportunity to talk with professionals about career paths. Both Career Guides and attendees were enthusiastic about the event. The following individuals participated representing diverse paths and organizations.





## 2022 EXPO PARTICIPANTS

### **Archaeology/CRM/ Cultural Education**

- Carol Ellick, The ACE Consultants
- Mitch Allen, Scholarly Roadside Service
- Serena A. Peregrina-Williams, Chronos Heritage Services
- Alex K. Ruuska, Westland Resources

### **Non-Profit**

- Jennifer Studebaker, Ewing Marion Kauffman Foundation
- Eshe Lewis, SAPIENS Magazine
- Erica Hawvermale, Institute for Veterans and Military Families
- Elisha Oliver, Texas Folklife

### **Government Service**

- Adela Dominique Rahmati, U.S. Department of Housing and Urban Development (HUD)
- Charles Ettner, Chalon Indian Nation
- Wendy Hathaway, James A Haley, Tampa, FL Research Service
- Jacquelyn Heuer, James A. Haley Veterans Hospital and Clinics
- Margeaux Chavez, U.S. Department of Veterans Affairs, Veterans Health Administration
- Bridget Hahm, James A. Haley Veterans Hospital, Tampa



- Ippolytos Kalofonos, U.S. Department of Veterans Affairs, Veterans Health Administration
- Maeghan Dessecker, Centers for Disease Control and Prevention (CDC)

### **Private Sector**

- John Dempsey Parker, Independent Consultant
- Niel Tashima, LTG Associates
- Tanya L. Rodriguez, Hormel Foods Corp.
- Suanna Selby Crowley, HeadFort Consulting, LLC
- Reshama Damle, CGI

### **User Experience**

- Victoria Costa, Cool Anthropology
- Sharon Abramowitz, Communitology
- Matt Artz, Anthro to UX & Azimuth Labs
- Olive Minor, Anthro Tech
- Greg Bennett, Salesforce
- Nadine Levin, San Francisco Digital Services

### **Ethnobreakfast**

- Jamie Sherman, Atlassian
- Julia Wignall, Seattle Children's Hospital

### **NAPA Leadership Career Guides**

- Suzette V. Chang, Thick Descriptions
- Cathleen Crain, LTG Associates, Inc.

### **NAPA Leadership**

- Cathleen Crain, LTG Associates, Inc.
- Briana Nichols, NAPA – OT Field school



- Suzette V Chang, Thick Descriptions

### **NAPA Instant Mentoring**

- Robert A. Hahn, Emory University (adjunct)
- Noel Chrisman, University of Washington
- Doug Henry, University of North Texas

### **NAPA Occupational Therapy Field School**

- Briana Nichols, NAPA – OT Field school

### **Ethical Concerns for Repatriation**

- Michael L. Blakey, Institute for Historical Biology, William & Mary
- Yoshinobu Ota, Kyushu University, Fukuoka, Japan

### **Canadian Anthropology Society, Société Canadienne D'Anthropologie**

- Karli Whitmore, CASCA
- (Private Sector) Natalie Muyres, Natalie Muyres Consulting

### **Washington Association for the Practice of Anthropology**

- Suzanne Heurtin-Roberts, WAPA
- Mark Edberg, Milken Institute School of Public Health, George Washington University
- Terry Redding, Corus International

### **Community Science Exchange**

- Jean Schensul, Institute for Community Research and Community Science Exchange



- Sarah Strauss, Global School, Worcester Polytechnic Institute
- Margaret LeCompte, University of Colorado, Boulder, and Save South Boulder

### **Register for Professional Archaeologists**

- Michael O'Toole, RPA
- Trish Fernandez, RPA

### **Society for American Archaeology**

- Elizabeth Pruitt, SAA
- Nancy Gonlin, Bellevue College
- Bob Kopperl, Willamette Cultural Resources Associates/Univ. of Washington
- Rachel A. Horowitz, SAA
- Jennifer Zovar, SAA
- Heather McKillop, SAA
- E. Cory Sills, University of Texas at Tyler

### **Career Readiness Commission**

- Elizabeth K. Briody, Anthropology's Career Readiness Commission

### **EPIC**

- Samantha Gottlieb, UX Research Manager, Fitbit, (part of Google)
- Elizabeth Anderson Kempe, Senior User Experience Researcher, Google
- Ayfer Gokalp , UX Research Manager, Meta

### **Society for Medical Anthropology**



- Saira Mehmood, American Association for the Advancement of Science and NIH
- Kathryn Bouskill , RAND Corporation/Meta
- Jessica Cerdeña , Yale School of Medicine
- Chelsey R. Carter, Yale University

### **Council for Museum Anthropology**

- Hannah Turner, Assistant Professor, University of British Columbia
- Lillia McEnaney, Museum of Indian Arts and Culture/Laboratory of Anthropology
- Claire Nicholas, University of Oklahoma / Sam Noble Oklahoma Museum of Natural History
- Cara Krmpotich, Council for Museum Anthropology

### **BECOME A NAPA VOLUNTEER!**

Join us as a volunteer and help to move the agenda forward – we welcome both NAPA members and others to our committees. On our website:



[www.practicinganthropology.org](http://www.practicinganthropology.org) you can explore what we are doing. If you go to our committee pages, you can identify where there will be opportunities to get involved: <https://www.practicinganthropology.org/discover/about/napa-committee-descriptions/> Find a committee that looks interesting? Go to: <https://practicinganthropology.org/discover/volunteer/> we will help you find a good fit for your vision and energy!



JOIN US, HELP US GROW, WE WILL SERVE THE DISCIPLINE  
TOGETHER!

## Reference Information

### CONNECT WITH US!

Website: [HYPERLINK "http://](http://www.practicinganthropology.org)

[www.practicinganthropology.org"www.practicinganthropology.org](http://www.practicinganthropology.org)

Facebook: @NAPA.Anthro

Twitter: @NapaAnthro

LinkedIn Company Page: [HYPERLINK "https://www.linkedin.com/company/practicing-anthropology/"https://www.linkedin.com/company/practicing-](https://www.linkedin.com/company/practicing-anthropology/)

## PPA-SERVING ORGANIZATIONS

### FEATURED PPA-SERVING ORGANIZATION

#### ETHNOBREAKFAST

“Ethnobreakfast is a Bay Area professional group that hosts monthly breakfasts to discuss issues pertinent to ethnographers in industry. The group has been meeting since the early 2000s but has grown as the community of practice has flourished. Many of the people in the group are anthropologists or other trained ethnographers who work in industry. Others in the community started in forecasting, design or user experience, and are now using ethnography in their tool kit.

If you are interested in joining our practitioner community, contact Jan English-Lueck or Jeff Greger to be added to the Google Group. If you are interested in hosting one of our monthly breakfast gatherings, check out our Q and A.” (from



Ethnobreakfast site). Ethnobreakfast: A Bay Area Practitioners Group for Ethnographers in Industry: <https://sites.google.com/view/ethnobreakfast/home>

### **PAST FEATURED PPA-SERVING ORGANIZATION**

The Washington Association of Professional Anthropologists: <https://wapadc.org/>.

The Washington Association of Professional Anthropologists (WAPA) is one of the oldest and largest of the local practitioner organizations or LPOs. WAPA has played a key role in the promotion of PPA anthropology for nearly four decades. WAPA hosts a monthly, now virtual meeting that highlights the work of professional anthropologists and provides opportunities for skill development. (<https://wapadc.org/>) WAPA is also home to the prestigious Praxis Award which honors excellence in professional anthropology.

On NAPA's website are featured PPA-serving and information sharing organizations. <https://practicinganthropology.org/practice/related-organizations/> If you know of an organization that is not listed on our website, please let us know via the web site or contact us form!



## NAPA GROUP DESCRIPTIONS

- *Professional Development/Promotions & Direct Member Services is responsible for driving the core professional development and promotion goals.*
- *Member Engagement is responsible for reaching out to bring new members to NAPA, ensuring that they are engaged in NAPA activities, and for developing and managing a pipeline for disciplinary leadership.*
- *Discipline/Organizational Development is charged with ensuring that NAPA is monitoring the field and is looking forward and addressing ethical disciplinary issues, conducting key research, and engaging and supporting new discipline areas of growth.*
- *Communications is responsible for designing and disseminating information about disciplinary development and NAPA activities and services.*
- *Strategic Planning and Management stand alongside the structure and*



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# Committee Updates

## Organizational Relations Committee

By Joshua Liggett

Our committee, Organizational Relations, has had an amazing year! Staffing up to an incredible team of six regular contributors and several additional volunteers during the AAAs, we have been able to develop and produce a fantastic suite of programming! Our team has tirelessly worked to design, record, edit and publish a brand new series of short format videos (sNAPAshots), and we closed out the first season of 12 episodes just before the AAAs, all while developing our annual NAPA/AAA Careers Exposition at the 2022 AAAs. For the Careers Expo, we developed a robust program with the help of over 70 Career Guides! As always, we're grateful to the Governing Council for their ongoing support of our efforts to bring practitioner experiences to students and newly minted anthropologists!

## Student-at-Large: NAPA Student Achievement Awards

By Abby Vidmar

NAPA recently had the pleasure of announcing our Student Achievement awardees for 2022. These awards recognize graduate and undergraduate students domestically and internationally who have conducted and written about quality applied research and projects. Our 2021 awardees were recognized in person at the



ceremony in Seattle at the AAA meeting, having been awarded via video in 2021 at the height of COVID-19.

The NAPA Student Achievement awards attracted a very competitive and diverse pool of applicants this year. Papers addressed a variety of topics such as harm reduction, transgender migrants' experiences, urban farming, genetics and indigenous populations in Latin America, water insecurity, online dating, and COVID. Because of the high quality and volume of submitted papers this year, NAPA created a new recognition, certificates of merit, to recognize additional exemplary work. A huge thank you to the anthropologists who reviewed, scored, and helped to determine our winners. Congratulations to our winners! We plan to have an official ceremony for our 2022 winners soon.

<b>Graduate Student Awards 2022</b>	<b>Undergraduate Student Awards 2022</b>
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<ul style="list-style-type: none"> <li>• Laura Jin Sislen, First Place Winner for <i>"Meeting People Where They're At": Harm Reduction as Practice, Philosophy, and Movement</i>, American University</li> <li>• Anna Stephens, Honorable Mention for; <i>The value of traditional ecological knowledge in a globalised world: a case study from the Peruvian Amazon</i>, University of Sussex</li> <li>• Caroline MacLean, Merit Recognition for <i>Connections Between Relevant Theory to Dissertation Research Regarding the MTHFR C677T Mutation</i>, University of South Florida</li> <li>• Celine Eschenbrenner, Merit Recognition for, <i>The Sound of Difference: Mobility, Alterity and Sound across the French-Italian Border</i>, Tulane University</li> </ul>	<ul style="list-style-type: none"> <li>• Micah Ferguson, First Place Winner, for <i>Mental Health Outcomes of Young Black Activists</i>, University of Maryland</li> <li>• Madeleine Zheng, Honorable Mention for, <i>Health Inequities in the U.S-Mexico Border Region: An Analysis of Water and Sanitation Insecurity in Thirsty Colonias</i>, Arizona State University</li> <li>• Lucy Weyer Johnson, Merit Recognition, for <i>Delivering Queer Health in Rural Central Illinois</i>, Knox College</li> <li>• Heather Tough, Merit Recognition, for <i>How and Should Anthropologists Engage with Military Conflict?</i> Memorial University of Newfoundland</li> <li>• Lilly Amechi, Merit Recognition, for <i>Criminal Justice Reform Includes Ethnic Minorities: An Anthropological Perspective into Reforming the Criminal Justice System with the Cultural Defense Test</i>, University of Oklahoma</li> </ul>
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## Serving with NAPA

By Suzette Chang

Serving as a NAPA member-at-large provides an intersectional experience of education and gratification. This position is noteworthy as I am a NAPA liaison for new/young anthropologists and, for those that seek a better understanding of how the practice of anthropology is needed. Providing awareness of what NAPA offers, our resources, and discussions on how NAPA is "doing-the-work" is at the core of my humanity.

Like many human beings, I am transitioning from surviving to exploring and defining what a quality of life can look like/mean for self, community, and the world; NAPA is at the heart of these conversations. What is educational is acknowledging the historical dark spaces for the discipline of anthropology regarding melanated/females/non-European American males AND unpacking that history with the understanding that anthropology is shifting to a more inclusive, diverse, and equitable space for all. What has and continues to be a welcoming experience is the openness of humans to learn and understand the significance of NAPA.



Suzette Chang having having a discussion with a local Oklahoma City entrepreneur about the value and impact of practicing anthropology.



## **How well are anthropologists prepared to address ethics-related issues in their practice?**

By Lauren Penney

This work was completed by the formerly convened NAPA Ethics Committee: Rachel Kingsley, Melissa Medich, Nancy Romero-Daza, Victoria Phaneuf, Kehli Henry, and Betselot Wondimu.

The NAPA Ethics Committee conducted an online survey of self-identified practicing, professional, and applied (PPA) anthropologists in the summer of 2021 (n=82 complete responses, n=22 partial responses). The aim of this study was to identify the types of ethics-related issues that PPA anthropologists experience and describe their ethics-related resources. Results were shared during the SfAA spring 2022 meeting. We are excited to share some of the highlights.

**Findings.** Ethics-related issues were experienced in a wide range of PPA work (Figure 1). In open-ended responses, participants described situations related to responsibilities and relationships with project participants; pressures on analysis and results that might limit rigor and/or dissemination of findings; making choices when priorities and values differ; navigating multiple ethical standards; and working with colleagues and/or in interdisciplinary teams.

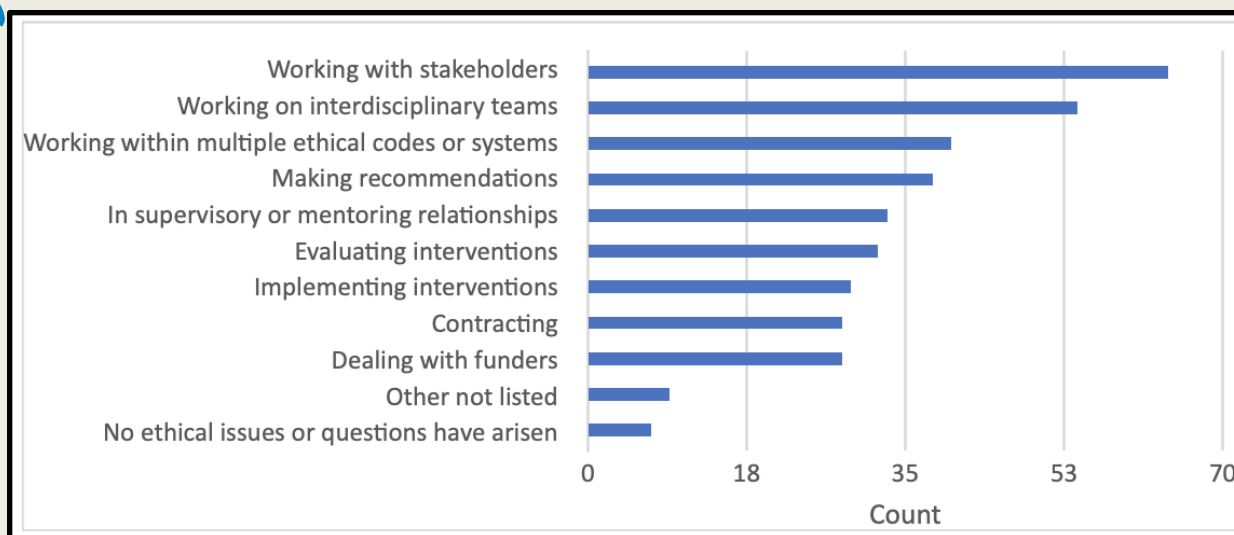


Figure 1. Domains in which ethics-related issues were encountered

Almost all respondents with complete surveys (98%) had a master's degree or doctorate. Respondents received ethics training in a variety of ways (Figure 2). Most (69%) had ethics discussions embedded in classes. Only 17% had standalone ethics courses. Notably, 16% said they received no ethics training.

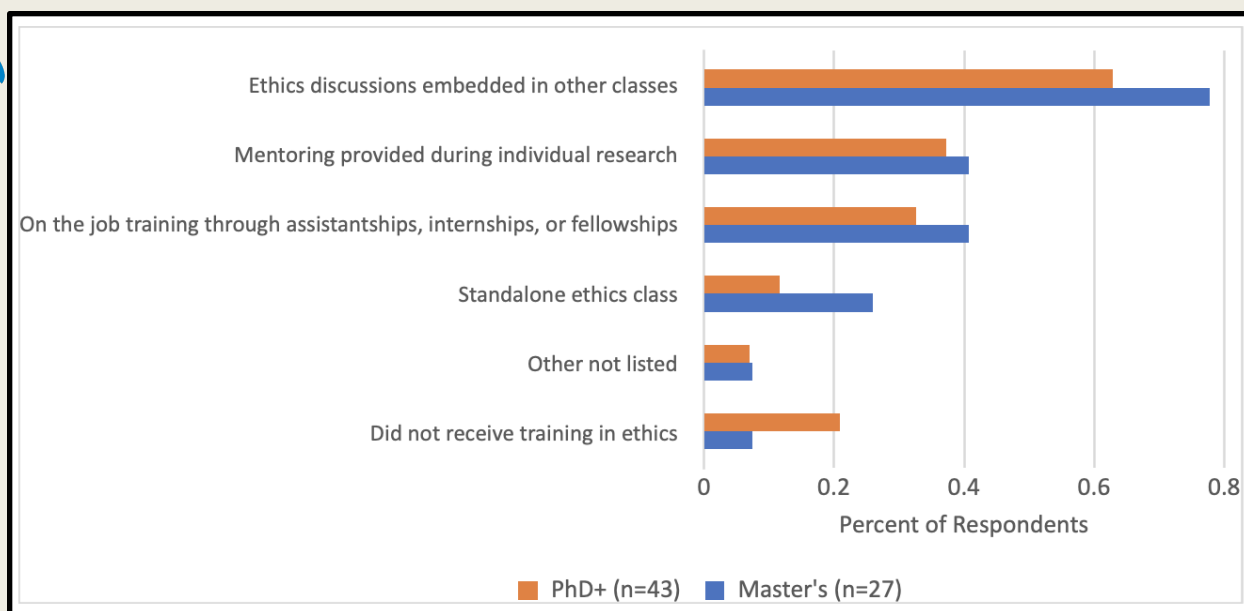


Figure 2. Forms of ethics training in anthropology graduate programs

Respondents varied in terms of how well they thought their graduate training prepared them for the ethics-related issues they encountered (Figure 3).

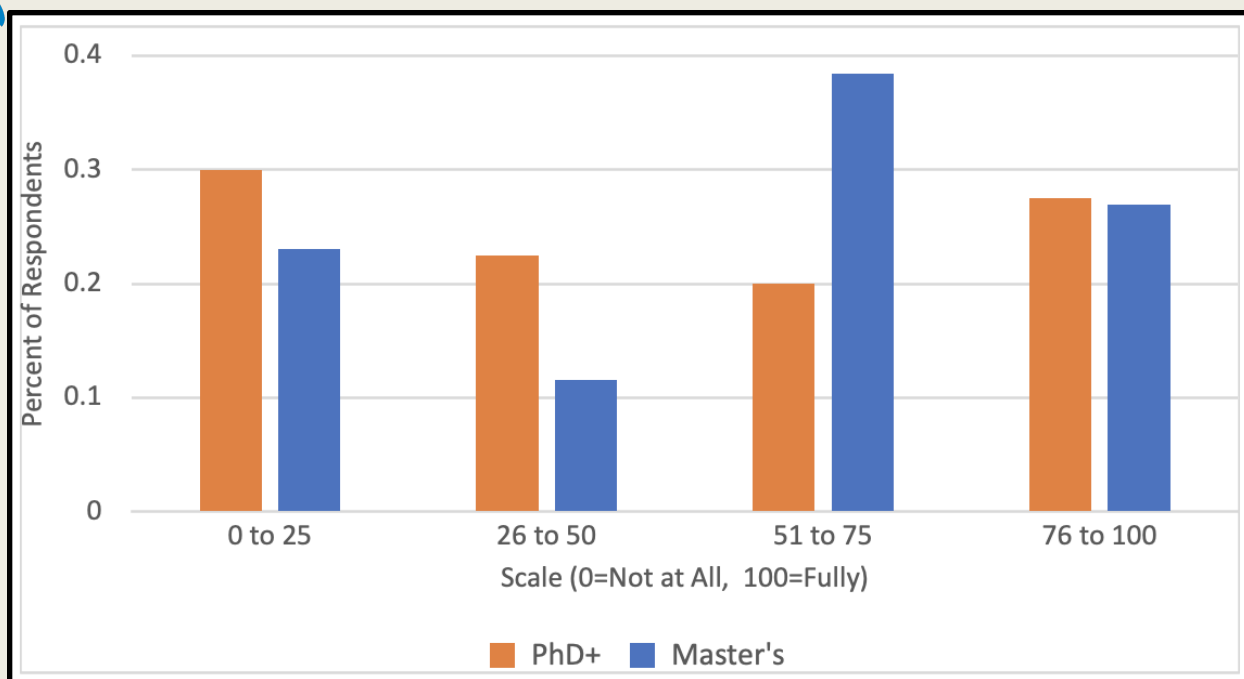


Figure 3. Extent to which graduate training prepared them for ethical issues encountered in PPA work

We asked participants to identify the resources they had used to help address ethics-related issues in their work and whether these resources had been useful (Figure 4). Colleagues were the most commonly used type of resource, with 95% who used them finding them useful. By contrast, Institutional Review Boards (IRB) were the next used resource type, though 55% who had used them, did not find them useful.

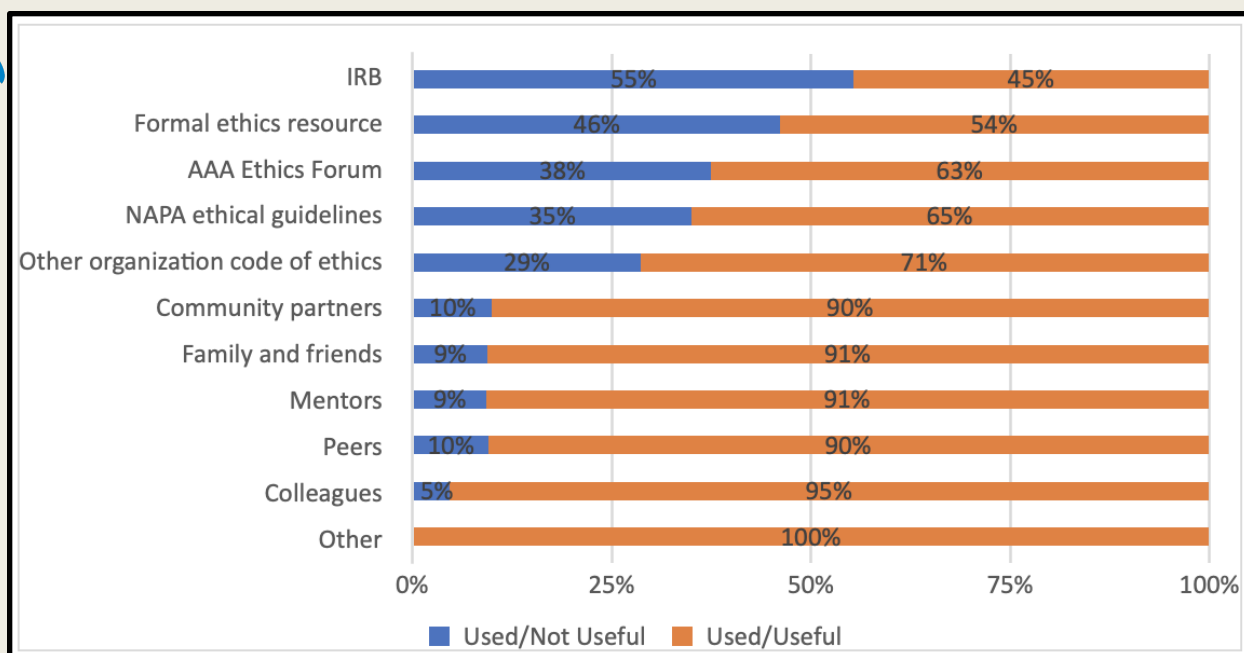


Figure 4. Ethics-related resources used and whether those were found useful or not

Conclusion. PPA anthropologists experience ethics-related issues in a broad array of domains. Multiple and sometimes competing priorities and/or value systems encompassing PPA work create ethical issues and questions. Training experiences vary widely. Respondents drew on different resources to address ethics-related issues, but did not always find those resources useful especially when they were institutionally-based. However, respondents described finding dialogue, especially with others who have different life/work/disciplinary experiences (e.g., community partners, mentors, colleagues) to be helpful. Both anthropology graduate programs and professional organizations (like NAPA) can learn from these findings to better support the needs of current and prospective PPA anthropologists.



## **Communications Committee Update**

By Joshua Liggett

The Communications Committee, NAPA Comms, has been steadily working to improve our efforts to broadcast section updates, new projects, and job ads. We have worked closely with the Organizational Relations committee to bring awareness to the sNAPAshots program. As always, we are grateful to the Governing Council for their ongoing support of our efforts to bring Professional, Practicing, and Applied Anthropologist voices to the forefront!

If you are interested in joining our team, we are currently looking for additional volunteers for our Facebook and LinkedIn teams as well as a website content reviewer!

### **Social Media Team Key Responsibilities (LinkedIn and Facebook)**

- Map out our strategic use of whichever platform you are interested in joining.
- Regular monitoring and relevant media sharing, as well as NAPA social media broadcasts
- Oversee the use of the platform and In communicate with our digital community, answering questions or pointing inquiries to our "Contact Us" page.



- Stay aware of any upcoming changes impacting the relevant platform.
- Recommend improvements and share innovative ideas with the committee co-chairs.

### **Website Content Reviewer**

- Review the website for alignment with the organization's brand, strategy, and standards
- Audit content and make recommendations to remove duplicate information
- Assist with social media campaigns and other marketing efforts
- Complete tests to ensure website efficiency and quality

## **Report from the NAPA National Secretary**

By Briana Nichols

It is an exciting time to be a member of NAPA right now. We are working hard to ensure that as an organization we are member centered, meeting the needs of our community, and anticipate the tools that PPA anthropologists can use moving forward. As NAPA secretary, I have been supporting the work of my colleagues in these endeavors—including a truly successful Career Expo at the 2022 American Anthropological Association meetings in Seattle. Despite low overall conference turnout, the Career Expo was busy all day hosting students, early career anthropologists, people looking to change their career trajectory, and more



seasoned faculty hoping to encourage and support their applied anthropology students as they move into the workforce. Thank you to all of those who made this event possible. In other significant news, NAPA is gearing up for its 40<sup>th</sup> birthday on April 1<sup>st</sup>, 2023. To launch our celebrations, we passed out NAPA tattoos, stickers and candy at the AAAs, and will be passing out similar items at the upcoming SfAA conference. We are also planning a celebratory gala for the 2023 AAA meeting. We will be selling individual tickets and tables to this gala in the Spring, and it is sure to be an excellent event. More information will be forthcoming, but we hope you join us in supporting the excellent and enduring work of NAPA.

**The NAPA-OT Field School Guatemala** is celebrating its 15th anniversary! The program will relaunch after a 2-year pandemic hiatus from in-country operations. The NAPA-OT Field School in Guatemala nurtures leaders in medical and applied anthropology and occupational therapy to promote social justice. Students work intensively in clinical and community settings gaining skill in research, observation, communication, and transdisciplinary collaboration.

Within small groups integrating students from applied anthropology, occupational therapy, and global health, participants have the opportunity to spend focused research time with faculty. Seminars emphasize critical theories in applied medical anthropology, global health, approaches to social and occupational justice, and human rights. Students participate in seminars on topics that



provide important contextual information and theoretical perspectives through which we explore the current status and potential for advancement of social and occupational justice in Guatemala. Field school students will also have the opportunity for weekly interactions with Guatemalan scholars and policy advocates, including faculty members and guests from Guatemalan universities, human rights organizations, and international NGOs and governmental agencies. Students are also trained in rapid ethnographic methods for global health within hands-on research projects, developed with local partner organizations. Our 2023 project offerings include: Rights of Women and Girls, Pediatric Occupational Therapy, Perspectives on Migration, and Educational Engagement.

To learn more, please visit us at [www.napaotguatemala.org](http://www.napaotguatemala.org) -- and please share widely with prospective students!



# Contributions

## **An Intervention to Vaccinated Hard to Reach Populations Against Covid-19**

By Roberta Baer



**An Intervention to Vaccinate Hard to Reach Populations Against COVID-19.** This report describes an innovative health intervention which built on trusted relationships to effectively create a COVID-19 vaccination

program that met the needs of participants from over 15 different cultural backgrounds. We believe the strengths and success of this intervention in vaccinating/boosting nearly 200 individuals from refugee/immigrant/farmworker populations are due to a design based in applied medical anthropology. It incorporated interpersonal trust and local level community involvement to reassure participants. We suggest specific approaches for use in projects of this type. (University of South Florida, 10/22)

Citation:

R. Baer, D. Mahoney, E. Gonzalez, K. Zwygart, and A. Oxner.  
2022



**An Intervention to Vaccinate Hard to Reach Populations Against COVID-19.** CommuniVax: Monthly Roundup, Johns Hopkins Center for Health Security, November 18, 2022.  
<https://myemail.constantcontact.com/CommuniVax--Monthly-Roundup.html?soid=1107826135286&aid=8AYSdXLQybs>



## Providing Discomfort, Pursuing Adventure, and Managing Risk in Study Abroad

*John Bodinger de Uriarte and Michael A. Di Giovine*

In study abroad, perhaps no other term is invoked so often—yet defined so little—as “the comfort zone.” Identified through countless promotional materials and student reflections as something to be successfully breached during an experience abroad, the comfort zone is often seen as successfully challenged through both risk and adventure. Paradoxically, however, contemporary study abroad is also marked by an aversion to true risk and danger by liability-averse sponsoring institutions. This is particularly the case as universities re-start their study abroad programs after the lessening of pandemic protocols. How students think about ways to challenge the comfort zone, what sort of activities indicate its successful (yet “safe”) breaching, and how study abroad programming works to manage discomfort are all considerations for current and future program design and delivery.

(Dis)comfort is a concern in contemporary pedagogy beyond study abroad experiences, as institutions regularly encourage students to gauge their own comfort levels in classrooms where challenging or discomforting materials may be presented. Such discomfort is often presented as something to be managed, avoided, or neutralized (through trigger warnings, for example, or an avoidance of uncomfortable topics in classroom discussions). A



capitalism driven society further complicates education as it fosters an educational environment that imagines students as client-customers who should be in control of their “college experience.” This poses a particular problem in meeting learning outcomes in the social sciences—at home and abroad—that seek to challenge students’ ethnocentric comfort with taken-for-granted aspects of their daily lives. Such a practice is an integral part of building the “cultural competencies” that study abroad programs tout; filtering its delivery or provided opportunities weakens its ability to offer productive disorientation or constructive discomfort.

The use of tourist providers for short-term programs (who often emphasize comfort and controllable examples of “others” and “otherness”) complicates this concern further. Promotional materials—both for tourist programs and for study abroad programs—often juxtapose the difference of “otherness” with the security of being in a familiar bubble of fellow students or travelers. In Anthony Ogden’s terms, students are being offered a safe “view from the veranda” (2018) rather than an immersive challenge.

Thus, ironically, although actors of contemporary models of educational experience tend to expand discomfort avoidance in the classroom, it is something to be pursued as part of studying abroad: the focus is frequently on creating a productive relationship between “adventure,” “risk,” and “discomfort,” and “challenging one’s comfort zone” is often advertised as a primary goal of study



abroad. This has contributed to the growth of a short-term adventure industry often connected to both tourism and study abroad opportunities, where the thrill of risk-taking provides a script for temporary discomfort or uncertainty with an offered guarantee of safety.

Of course, risk and danger mitigation has always been a component of study abroad planning and experience, and this is more profound in short-term programs where the student's home institution exercises greater direct control and responsibility. This is not to discount the serious concerns of risk mitigation—students should be in safe situations—the *alma mater* element of the university's responsibility in caring for students is serious and long-standing. The contemporary extension of this includes recognizing the growing role of “snowplow” parents who try to clear all obstacles for their children's college experiences.

In the current neoliberal model of higher education, students are seen as savvy (and assessing) customers looking to be certain that what they have paid for is being delivered, including overcoming some sort of discomfort as part of their study abroad experience, while faculty and provider managers are busy trying to smooth risk and liabilities out of their programs (while trying to leave in some sort of productive discomfort). Short-term programs, especially, are increasingly offered by faculty affiliated with their home institutions, and their program directors have a clearer line of responsibility and possible liability



connected to their own colleges and universities. Couple this with the demands for instant communication between students-as-consumers and their familial and friendly comforts, study abroad faculty find themselves in a multi-faceted terrain to navigate while designing their programs.

Concerns about student safety and the student experience were growing before the most severe measures of the pandemic were put into place. The absence of normal sociability among one's peers during remote teaching, and the multiple experiences of coming to terms with the unknowns of entering and attending college only amplified these concerns. Additionally, the face of international travel has changed significantly, putting new protocols in place to anticipate the unanticipated. In the face of decreased COVID-related restrictions, we may need to re-imagine the relationships between adventure, discomfort, and risk management, while also making continued room for opportunities for productive disorientation, which we argue is key to both study-abroad programming and the greater aims of higher education.

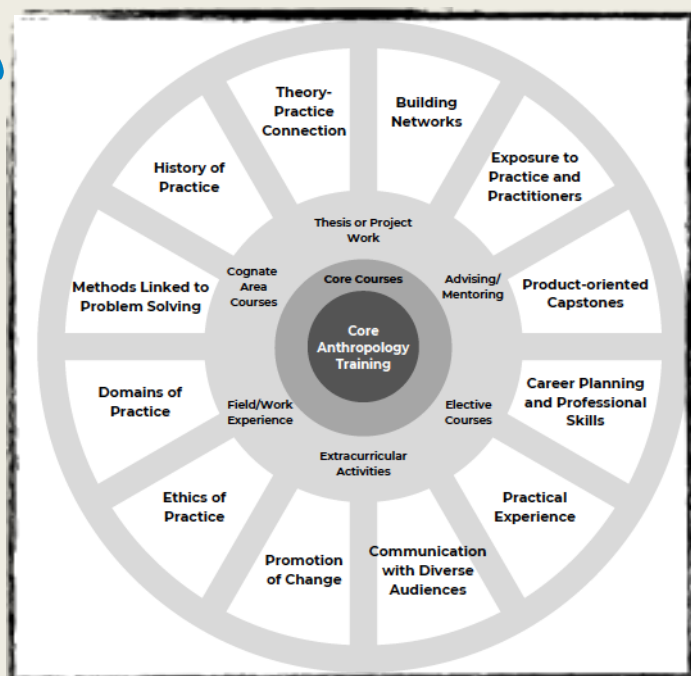
## **Career Readiness Commission**

By Elizabeth K. Briody and Riall W. Nolan

Anthropology's Career Readiness Commission is now 18-months old! Since May 2021, the Commission



**CAREER READINESS  
COMMISSION**



has built awareness around the dual nature of one particular problem facing anthropology:

- the difficulties that anthropology students face in preparing for the workplace
- the concerns their instructors articulate in trying to help their students get career

ready.

The Commission also has focused significant attention on addressing this problem holistically. The result: the development of a new framework that can guide individual instructors as well as entire anthropology programs which seek to integrate career readiness into their curriculum.

## The Career Ready Curriculum

Instructors will recognize the center of the graphic as the key components of anthropology training. Along the periphery are 12 elements that will help students prepare for their future. For example, the “Theory-Practice Connection” element will enable students to understand how theory and practice are a two-way street. Just as theory is useful in explaining phenomena, practice is helpful in building and testing theory. “Communication with Diverse Audiences” highlights the importance of clear, concise communication, whether it is spoken or written.



Learning to present results without reading to the audience or writing an op-ed on a particular topic allows students to gain essential experience in sharing their work professionally and confidently. And what about “Exposure to Practice and Practitioners?” This element takes advantage of university alumni and practitioners—anthropologists who are often willing to engage with and assist current students with internship placements, mentoring, professional contacts, and more.

NAPA Notes’ readers may access an earlier version of our report [here](#) to learn more about this new framework as well as how the 12 elements may be included in undergraduate and graduate anthropology training. While some more traditional anthropology programs may begin small by integrating a few of these elements into their existing structure, longstanding applied programs will ramp up quickly on those components they have not yet fully incorporated. Regardless of where a program lies with respect to career readiness, this Career Ready Curriculum framework serves as a guide to future planning and development inside anthropology programs. It will be fascinating to see who the early adopters are!

### **How might you help with the Commission?**

We would love for NAPA Notes’ readers to write a blog post for our World of Work Blog. We accept blogs from students (AA, BA, MA, and PhD), instructors, and anthropologists working in industry, non-profits, and



government. The World of Work Blog offers something for everyone. You can see our past blogs here.

It should not take much time to write a post since it is only 750 words, tops! The World of Work Blog is focused on career-related issues—whether career preparation, career reflections, career recollections—you get the gist. For example, your blog post might tee off of the Career Ready Curriculum and suggest ideas or exercises for one or more of the 12 elements. It might offer thoughts on strategies for encouraging anthropology departments to incorporate practice into their programs. It might highlight specific college/university approaches to readying their students for the workplace. There are endless possibilities.

Please contact Priscilla Linn at [prlinn3@gmail.com](mailto:prlinn3@gmail.com) to help out with this initiative. We will all benefit from your perspective. Oh, and if you are an instructor, speak with your students about this opportunity. They stand to gain valuable communications experience learning to write a blog post.

## **Anthropologists on the Public Stage**

By Adam Gamwell, Phil Surles, Elizabeth K. Briody, Dawn Lehman, and Jo Aiken

A longstanding issue for anthropology has been its low public visibility, particularly since the days of Margaret Mead. The effects in the US, UK, and elsewhere range from erroneous assumptions about the discipline, to still too few





"seats at the table" in contributing to public conversations and debates, policy, and governance. Economists, psychologists, and political scientists are first among the social and behavioral scientists to be interviewed by journalists when unexpected local and national events take place, human actions are questioned, politics are debated, and new movies and books are reviewed. Many anthropologists have been asking: "But where are the anthropologists?"

Fortunately, there has been a growing trend in anthropology toward a greater public presence, accelerated by COVID-19. We built on this trend by developing a web-based, modular training program to motivate and coach many more anthropologists to enter the public sphere. To us, the time was ripe for a step change in public perceptions of the discipline. Funded by Wenner-Gren, our project team included Adam Gamwell, Phil Surles, Elizabeth Briody, Dawn Lehman, and Jo Aiken. Double click on the video to see a 59-second trailer.

Our most important goal was to help educate students, instructors, and practitioners on the skills





necessary for engaging with the general public. We sought to achieve this goal by producing short, video modules accompanied by specific exercises where trainees could practice the lessons introduced in the modules. We wanted to tell a coherent and compelling “story” both within each module and across the set of modules. Each was organized to deliver specialized knowledge by anthropologist experts about particular content areas, along with general advice and tips to trainees. Our narrator reinforced these key ideas to help trainees absorb the new content. We also sought to create trainings that would have the widest possible appeal within the anthropological community.

Therefore, we bookended the video interviews with conversational narration that introduced and summarized the learning objectives, and relevant and interesting visuals (e.g., slides, b-roll footage). We did not want to assume that we knew enough about interfacing with the public that we could base our trainings solely on our own background knowledge and experiences. Instead, we combined our expertise with that of anthropologists and other professionals who have been successful in their own efforts on the public stage. Our interviewees were selected because they possessed significant experience in high-visibility occupational roles or in specialized public-facing activities. Each training delivers specialized knowledge along with general advice and tips to trainees. The result: We produced six brief video trainings to help



anthropologists have greater impact in the media, in policy, and in the public.

To watch training #1, **Develop an Idea Worth Sharing**, go to <https://www.anthrocurious.com/pub> Then download the pdf exercise accompanying it to work on your own idea. Training #1 asks and answers the question: *How might anthropologists have impact in the world?* It introduces an effective strategy for sharing anthropological insights with the general public. The mnemonic CARL focuses on four elements—Content, Audience, Rationale, and Logistics—when sharing those insights. **What** is the information that you want to emphasize? **With whom** do you want to convey this message? **Why** is this message important to share, especially now? **How** were you thinking about getting your work out into the public sphere? The exercise assists viewers using a step-by-step approach with questions and templates to bring out the best from their work.

Then get ready for training #2, **Connect with the Media**, which will be released on December 8. It has a three-fold focus:

- 1) Learn about your local media (e.g., newspaper, news stations)
- 2) Build relationships with media professionals
- 3) Discover the best ways of writing a “pitch” to media professionals.



Tips from journalists and public relations professionals are provided along with useful websites.

The exercise involves gathering information on local news outlets, becoming familiar with the work of local media professionals, and using a template as a guide for writing a pitch to an editor or journalist.

Four other trainings will be released early in 2023:

- Training #3 - Tell a Great Story
- Training #4 - Influence Policy Development
- Training #5 - Increase Public Awareness
- Training #6 - Promote Yourself and Anthropology

## **Reclamation: A Collaborative Museum Exhibit with the Muwekma Ohlone Tribe**

By Alexandra Garcia, Cesar Villanueva, Roberto Gonzalez, and Jan English-Lueck

In November 2022, the New Museum of Los Gatos (NUMU), located near the city of San José, opened a new exhibition, “Reclamation: Resilience of the Muwekma Ohlone Tribe.” The innovative, interactive, and highly engaging exhibit is a partnership between NUMU, the Muwekma Ohlone Tribe of the San Francisco Bay Area, and graduate students and faculty from San José State University’s anthropology department. It points to promising new directions in practicing anthropology, in which scholars work to support the goals of community partners.

The exhibit, which features striking portraits of tribal members taken by renowned photographer Kike Arnal,



conveys the vibrant cultural life of the Muwekma Ohlone people as they proudly reclaim their heritage. Nearly a century ago, the Verona Band of Alameda County—whose descendants include the Muwekma Ohlone—were stripped of federal recognition by US government officials, who erroneously concluded that the tribe was extinct. The NUMU exhibit highlights the resistance of the Muwekma Ohlone Tribe over decades, and how they have redoubled their efforts to regain what was unjustly taken from them.

At San José State, two graduate students from the MA Program in Applied Anthropology played important roles in supporting “Reclamation.” Alexandra Garcia, who began the project with limited understanding and experience



working with museums and indigenous communities, closely collaborated with members of the Muwekma Ohlone Tribe. She spoke with a variety of tribal members, including the chairwoman, council members, and young people. Her collaborators conveyed their experiences of being Muwekma, expressing their sense of common identity. They discussed the process of working towards restoring federal recognition, and what it means to be revitalizing their language, traditional dances, and regalia.

Garcia was able to embed quotations from members of the Muwekma Ohlone tribe about their experiences into an interactive cultural map. This digital map, constructed using ArcGIS StoryMap software, highlights important cultural sites in and around the Bay Area. The sites include well-known archaeological and historic communities, including the 19th-century Alisal Rancheria, from which many Muwekma trace their descent. Other sites include public art, including pieces that have been removed or damaged, that illustrate the key message of the exhibit: *makkin mak nommo* (“we are still here”). Museum visitors can locate themselves in relation to the sites. This aspect of the exhibit should help build empathy for the Muwekma Ohlone tribe, and educate the broader community about their aboriginal and ancestral homelands.

Another graduate student, Cesar Villanueva, also made significant contributions to “Reclamation.” In consultation with NUMU’s educational program staff, he created a bilingual English and Spanish educational toolkit. This toolkit, which contains modules that cover such topics as



language, land and identity, regalia, songs, and visual art, is designed to aid elementary school teachers to present information about Muwekma Ohlone history and culture. The curriculum aligns well with the exhibit's central themes. The teaching materials were created to serve as a resource for Bay Area third- to fifth-grade teachers, and the content meets California History-Social Studies standards by presenting information about the contemporary lives of the Muwekma Ohlone people. Through photographs, classroom activities, games, quotations, and discussion questions students will learn about the cultural revitalization work of the Muwekma and recognize that they have unique experiences and perspectives on local history.

The educational toolkit developed by Villanueva and NUMU staff is designed to help students understand that the Muwekma Ohlone Tribe has maintained a continuous presence in the San Francisco Bay Area for thousands of years, despite the US government revoking their status as a federally recognized tribe. The teaching materials should also help raise broader awareness of the Tribe's ongoing efforts to maintain its collective identity as it seeks to reclaim federal recognition.

San José State anthropology professors Jan English-Lueck and Roberto Gonzalez participated in this project by coordinating efforts between the University and NUMU, while retired lecturer Alan Levanthal (who has served as the Muwekma Ohlone's tribal archaeologist and



ethnohistorian for many years) played a key role as a liaison between NUMU and the Tribe. English-Lueck acts as a liaison between the Muwekma, the museum, and Mosaic America, who are creating a larger atlas of cultural arts, including the StoryMap that Garcia authored. English-Lueck and Garcia were interviewed by local journalists to provide context about the exhibit to public audiences, adding another public anthropological dimension to the University's involvement.

“Reclamation” demonstrates the potential benefits of collaborative work between descendant communities, local museums, and anthropologists. In the words of Muwekma Ohlone Vice-Chairwoman Monica Arellano, “The students have helped us champion our cause, and they bring a different energy and dynamic to our central message: We’ve never left our aboriginal tribal area. I appreciate that they want to share our story.”

As cultural institutions such as museums strive to become more inclusive by engaging in partnerships with local communities, we are well-positioned to provide support, knowledge, and expertise to bring such initiatives to life.

## **The Global Business Anthropology Summit**

By Carmen Bueno, Autumn McDonald, Lucia Laurent-Neva and Maximino Matus

Businesses and industries around the world need anthropologists. Anthropologists are uniquely equipped to



understand consumers, shoppers, customers, clients, audiences, patients, and employees. This is because anthropologists not only uncover behaviors, values, and attitudes; anthropologists discern *why* people act, believe, and feel as they do in culturally grounded contexts. Anthropological perspective in business creates the understanding needed for breakthroughs in product innovation, marketing, climate change, diversity, organizational behavior, housing crises, and much more.

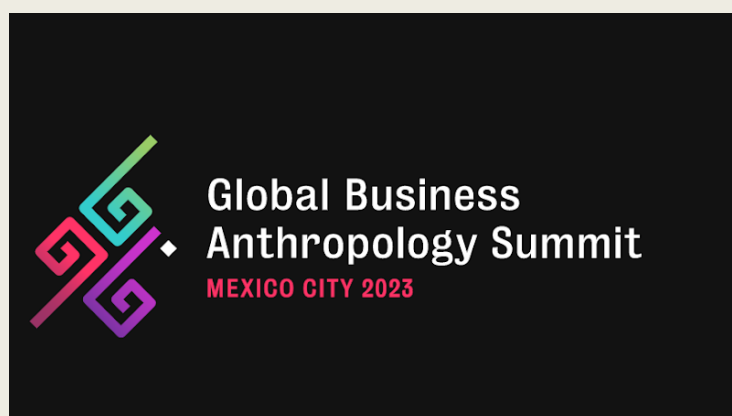
The Global Business Anthropology Summit (GBAS) is the worldwide conference at which the disciplines of business and anthropology converge. Attended by scholars, practitioners, and business leaders, GBAS focuses on the practical applications of anthropological research in business, providing a rare opportunity for global cross-disciplinary exchange.

In 2023 GBAS will inspire fresh perspectives, creativity, and new ideas geared towards inclusive, sustainable, and conscious futures as we convene from June 1 to June 3 in Mexico City. GBAS 2023 will be held at the prestigious Universidad Iberoamericana in Mexico City. Interactive formats will further differentiate GBAS 2023 from other conferences. Via sessions that encourage active participation, all attendees will be engaged in sharing theories, experiences, ideas, and applications with other stakeholders spanning the globe. Importantly, GBAS 2023 will provide attendees with a unique opportunity to network and learn from colleagues utilizing anthropological methods in today's business environments.



Culture underpins all that we say, think, do, and feel. As the world progresses, business leaders need to be more in tune with culture to stay ahead of the curve. Anthropology empowers businesses by providing the necessary tools to understand culture, fulfill both needs and desires, anticipate possibilities, address risks, and identify blind spots. With a culturally grounded perspective, businesses can generate courses of action for competitive advantage. Additional information and conference registration may be accessed via this link:

[Global Business Anthropology Summit - Mexico \(ibero.mx\)](https://ibero.mx)



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## **Healing the Mind, Body, and Spirit with Imagery Hypnosis and Mindful Meditation**

By Violetta Paley

### **The Role of the World Health Organization (WHO)**

The relationship between “folk” (healers not part of the official medical system) and “professional” (conventional allopathic medicine in the United States) sectors have usually been characterized by shared doubt and skepticism (Helman 2007; Kleinman 1980). Most doctors have viewed “folk healers as quacks, charlatans, witch doctors or medicine men, who pose a danger to their patients’ health” (Helman 2007, 89). American doctors are both resisting and integrating alternative modalities with conventional knowledge. Increasingly, yet often reluctantly, Western medical doctors and dominant health professionals have recognized that folk healers contribute effectively to the patient and their family, “especially when dealing with psychological problems” (Helman 2007, 90). “In many developing countries, traditional folk healers are becoming incorporated into the margins of the medical system, sometimes against their will” (Helman 2007, 90). The initiative for this has derived from the efforts of the WHO, national governments, and sometimes from the healers themselves. In 1978, the WHO issued its famous Alma-Ata declaration of “Health for All by the Year 2000.”



Its primary suggestion was for the worldwide administration of comprehensive primary health care (PHC), which would “provide preventative, curative and rehabilitative services at an affordable cost” (Helman 2007, 90; WHO 1979). However, with scarce resources, growing populations, and limited medical manpower, the task, argues Helman (2007), was almost impossible and has at the time become even more difficult because of new diseases such as AIDS. A fresh look at folk medicine as complementary to the official medical system rather than as an enemy resulted in the WHO’s recommendation that folk medicine is promoted, developed, and integrated wherever possible with modern, scientific medicine (WHO 1978). The WHO stressed the need to assure “respect, recognition, and collaboration among the practitioners of the various systems concerned” (Helman 2007, 90).

### **Medical Pluralism in the United States**

Cancer patients, caregivers, and bereavement groups are integrating complementary and alternative modalities with biomedical cancer treatments, reflecting a pluralistic healthcare environment. Little research has been done in the United States to show how individuals affected by cancer negotiate diverse forms of healing options, models of disease, and therapeutic processes. Western nations have seen recent reappearances in healing alternatives, specifically in the United States, where gradual preferences for CAM have increased (Ross 2012). After decades of rejecting non-biomedical approaches, restricting research and medical regulations to



biomedicine as the 25 “only legal and safe form of health care” (Farquhar 2013), the 1990’s movement to legalize complementary and alternative medicine in the United States had finally succeeded. In 1991, the United States federal government established the Office of Alternative Medicine within the National Institutes of Health to “encourage scientific research in the field” (WHO 2001). The Office's objectives include the facilitation and evaluation of “alternative medical treatment modalities, including acupuncture and Oriental medicine, homeopathic medicine, and physical manipulative therapies” (WHO 2001).

In citing Kaptchuk and Eisenberg (2001), the WHO further provides statistics on the increase in Americans’ use of alternative medicines. According to Kaptchuk and Eisenberg, an estimated 42.1% of the adult population in the United States had used at least one form of CAM in 1996. The modalities surveyed were “relaxation techniques, herbal medicines, massage, chiropractic, spiritual healing by others, megavitamins, self-help groups, imagery, commercial diets, folk remedies, lifestyle diets, energy healing, homeopathy, hypnosis, biofeedback, and acupuncture” (WHO 2001). Rates of use of complementary/alternative modalities in 1997 ranged from 32% to 54% “in the socio-demographic groups examined.” The modalities with the greatest increases in use included “herbal medicines, massage, megavitamins, self-help groups, folk remedies, energy healing, and homeopathy.” Visits to chiropractors and massage therapists accounted



for nearly half of all visits to CAM practitioners in 1997. The probability of patients visiting a CAM practitioner increased from 36.3% to 46.3% between 1990 and 1997. The total number of visits to CAM practitioners increased from 427 million in 1990 to 629 million in 1997, exceeding the total visits to all primary care allopathic physicians. Approximately 50,000 “biofield practitioners” also provide 18 million sessions annually. Biofield therapy (BT) is the medicinal use of the human body’s subtle energy commonly seen in practices such as reiki, therapeutic touch, and chakra healing.

The approximately 50,000 qualified massage therapists in the United States, provide 45 million one-hour massage sessions annually. The 10 Ayurvedic clinics in North America, served 25,000 patients between 1985 and 1994. In 2000, 158 million adults in the U.S. used some form of complementary modality, and \$17 billion was spent on them (WHO 2003). Acupuncture has been the most prevalently used, with 12,000 licensed, practicing acupuncturists and 38 states in which acupuncture has been legal (WHO 2002).

To read more, visit the full text [here](#).