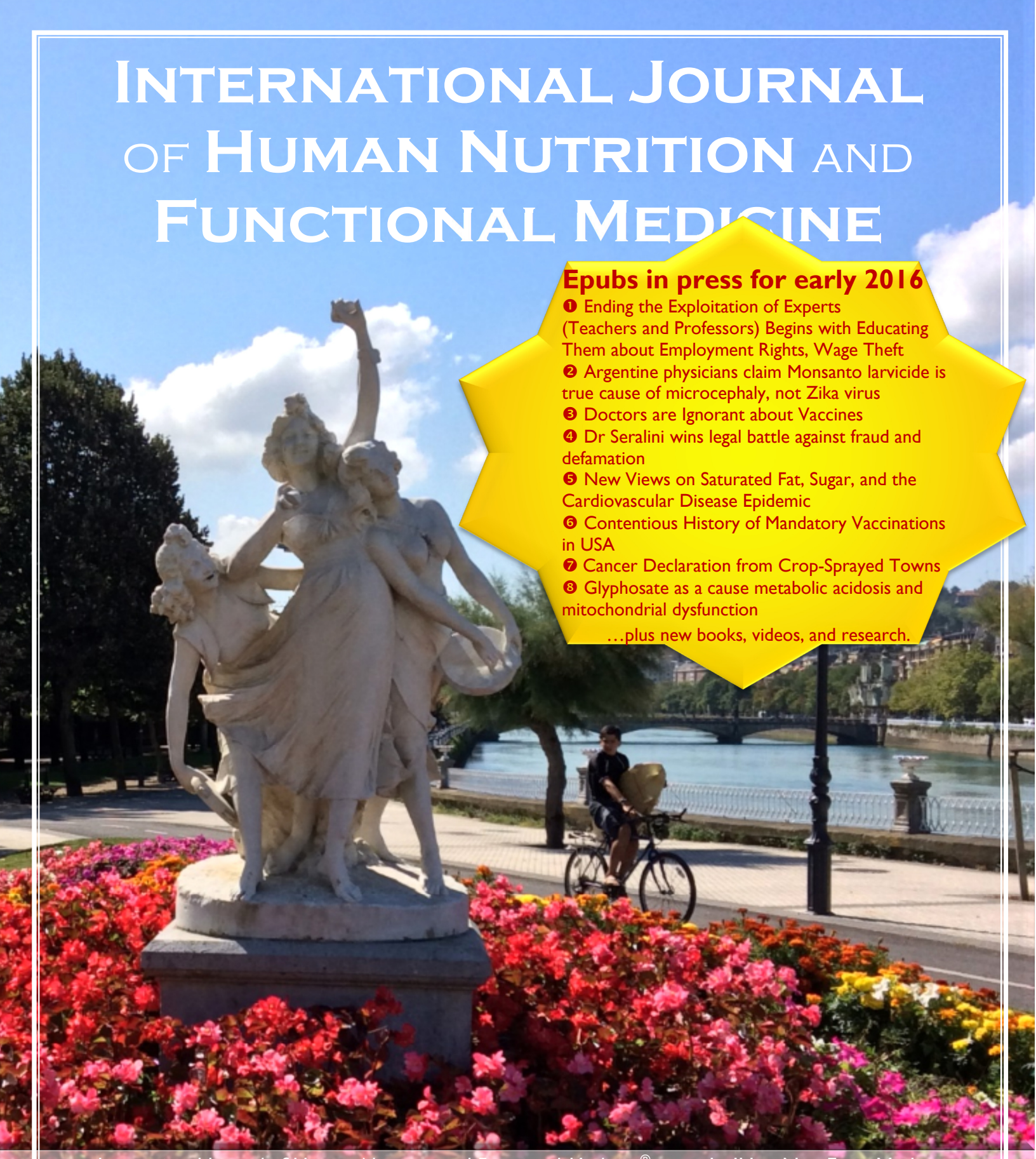
International Journal of Human Nutrition and Functional Medicine



Epubs in press for early 2016

❶ Ending the Exploitation of Experts (Teachers and Professors) Begins with Educating Them about Employment Rights, Wage Theft
❷ Argentine physicians claim Monsanto larvicide is true cause of microcephaly, not Zika virus
❸ Doctors are Ignorant about Vaccines
❹ Dr Seralini wins legal battle against fraud and defamation
❺ New Views on Saturated Fat, Sugar, and the Cardiovascular Disease Epidemic
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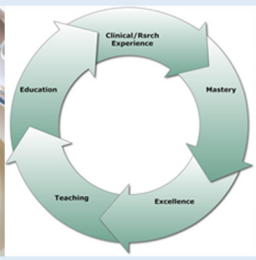

International Journal of Human Nutrition and Functional Medicine is a peer-reviewed evidence-based clinically-oriented publication produced quarterly with periodic special releases in print and/or digital formats (per author request/permission and Editor judgment), available as pay-per-issue, free/open access, or as a membership benefit (included or discounted), in English and/or other languages. As the title of the journal indicates, the focus of the journal is human nutrition (i.e., we publish only human-referent information, not animal studies; however, we will publish *translational summaries* of new animal research) and functional medicine, a broad clinical and conceptual discipline that seeks to protect, restore, and optimize human health by appreciating human physiology's systems biology construct and thus the necessity of addressing the totality of factors that influence health and disease outcomes in the *psyche* and *soma* of individual patients as well as the social *corpus* of local and international groups of persons. The journal is dynamic and adaptive; updated information about the journal is available on-line at the website www.IntJHumNutrFunctMed.org. **Statement of Social Responsibility**: Due to the recent mis-use of science and the misuse of prominent positions to mis-direct public opinion away from science and logic, ICHNFM has found necessity in forming a statement of social responsibility. ICHNFM requires—starting in 2015—that educational materials be socially contextualized with a humanistic emphasis; humanism is a philosophical and ethical stance that emphasizes the value and agency of human beings, individually and collectively, and requires critical thinking and evidence (rationalism, empiricism). In direct opposition to any notion that science and intellectual work are and should be separate from the goal of benefiting human life (ie, financial profiteering, or political misuse of science), we affirm that work in the sciences, healthcare, and medicine should hold preeminent the goal of providing benefit to humanity at large and not private or political interests, in particular what we have defined as the goals of healthcare: physical health and psychosocial freedom, both of which are required for the optimization of human potential and human culture. Likewise, faculty members and teaching staff are required to model beneficence, nonmaleficence, ethics, and justice; repeated violations of these ethical considerations will result first in conversation and if not resolved will result in termination of any working relationship because ICHNFM will maintain its ethics and integrity and will not be tainted by affiliation with faculty or presenters who are socially reckless or maleficent, regardless of the scale or medium (ie, including private emails and public/social conversations and comments). ICHNFM will maintain the highest standards of science, clinical applicability, ethics, and social effect/influence/beneficence.

Notable publications in 2014—❶ Lab Fraud in Functional Medicine, ❷ ISIFMC Position on HPS2-THRIVE; ❸ Unified Antiviral Strategy, ❹ Metabolic Correction: www.ichnfm.org/publications/IJHNFM_2014_review.pdf

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ICHNFM
International College of Human Nutrition and Functional Medicine

ICHNFM

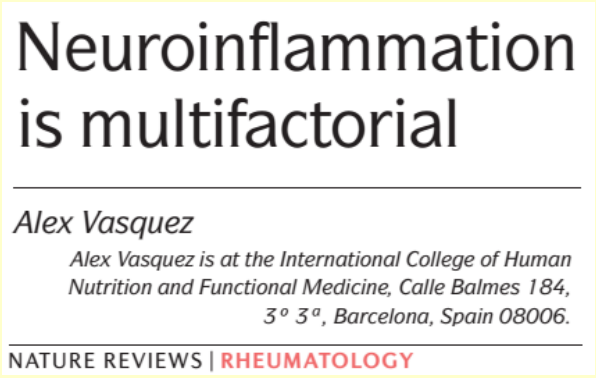
International College of Human Nutrition & Functional Medicine

Overview

International College of Human Nutrition (ICHNFM.ORG, founded in Portland Oregon USA and now also based in Barcelona Spain) is an efficient and effective group of expert-level professors and doctors seeking to provide high-level expertise to healthcare professionals and the general public on important topics in healthcare, nutrition, and functional medicine. Functional medicine is the science-based approach of understanding and treating complex health conditions by understanding and addressing each of the underlying components; for an article that reviews these ideas, please see the 2006 review by Dr Vasquez [1]

Proven Leadership and Prolific Authorship

ICHNFM Director Dr Alex Vasquez is the only clinician in the world to have earned 3 doctorate degrees in 3 different healthcare professions. Dr Vasquez has published more than 20 books and more than 100 articles and letters in many of the world's leading biomedical journals including *TheLancet*.com, *JAMA*, *JAOA*, *JMPT*, *British Medical Journal*, *Nature Reviews Rheumatology*, and *Arthritis & Rheumatism*, the Official Journal of the American College of Rheumatology.


Neuroinflammation is multifactorial

Alex Vasquez

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NATURE REVIEWS | RHEUMATOLOGY

Efficiency and Effectiveness at ICHNFM

ICHNFM is extremely efficient in the use of available funds to directly support research and publication efforts. We have very low overhead with minimal support staff; this translates into allowing available funds to directly support our professors and editors with minimal overhead because we do not have to support a bricks-and-mortar office space replete with administrative and secretarial staff. We happily pay people for productive contributions of talent; for example we publish a journal (see IJHNFM_2014 [2] and IJHNFM_2015 [3]) that is growing and in need of support for Editors and Reviewers. Beside our Journal, our other educational projects include online educational videos, the publication of books and clinical monographs, and publishing articles and letters in peer-reviewed biomedical journals to enhance (and often correct) the biomedical research record. Recent publications have included journals such as Alternative Therapies in Health and Medicine 2014 [4], Current Allergy and Asthma Reports 2014 [5],Nutritional Perspectives 2015 [6], and Nature Reviews Rheumatology 2016 [7].

Our Work is Innovative and Important

The work is rewarding but intense and time-consuming. Repeating the "medical dogma" of a "pill for every ill" is very simple and requires no thinking; in contrast, studying hundreds of biomedical journal articles and hours and days of conference presentations in order to gain new insight into disease pathophysiology and new treatment opportunities requires weeks and months (years, actually) of diligent study, the preparation of articles and books, and the constant review of new publications to ensure that these new disease models and innovative treatment approaches maintain their accuracy for the highest possible clinical value: safety, effectiveness, and the widest availability (known in medical ethics as "distributive justice." Please help support this ongoing daily work; donations of $60 or more are rewarded with access to our Journal publications and our online video archives of tutorials, courses, and recordings of live presentations.

How to Help

Smaller contributions help maintain and encourage the effort and work involved; larger contributions are appreciated and are rewarded in kind with return gifts of video access, webinars, and books. "Indirect contributions/support" is also appreciated via purchase of ICHNFM books, for example at Amazon.com [8].

Thank you for your Support

Thank you for supporting these contributions to healthcare, patient care, and "independent journalism" (not drug protocols sponsored by drug companies and published as "science") and education for professionals, students, and the general public. We are actively

working on translating our clinical work into other languages in order to help a broader audience of doctors, patients, professors/teachers, policymakers, and the general public. Our many projects include:

- Ongoing review and compilation of research
- Publications of new protocols in books, monographs, and peer-reviewed publications
- Supporting faculty with a modicum of reimbursement so they can afford to participate
- Translation of finished projects into other languages
- Applying for certifications and accreditations (eg, $18,000 direct cost for application fee)
- Keeping prices low so that the information is either completely free to the public (eg, our videos and articles) or available at a low or reasonable cost

Links to sample ICHNFM articles, examples of work:

1. http://intjhumnutrfunctmed.org/reprints/vasquez-2006-weblike-connections.pdf
2. http://www.intjhumnutrfunctmed.org/journal/2014/
3. http://www.intjhumnutrfunctmed.org/journal/2015/
4. http://www.intjhumnutrfunctmed.org/reprints/vasquez_2014_mitochondrial_medicine_editorial_original.pdf
5. http://link.springer.com/article/10.1007%2Fs11882-014-0454-4
6. https://www.academia.edu/16360218/The_Microbiome_Arrives_to_Prime_Time_in_Primary_Care_Implications_for_the_Anti-Dysbiotic_Treatment_of_Fibromyalgia._Nutr_Perspect_2015
7. http://www.nature.com/search?q=vasquez%20multifactorial%20neuroinflammation
8. http://www.amazon.com/s/ref=nb_sb_ss_i_1_27?url=search-alias%3Dstripbooks&field-keywords=international+college+of+human+nutrition+and+functional+medicine&sprefix=international+college+of+hu%2Cstripbooks%2C253

Mitochondrial Medicine Arrives to Prime Time in Clinical Care: Nutritional Biochemistry and Mitochondrial Hyperpermeability ("Leaky Mitochondria") Meet Disease Pathogenesis and Clinical Interventions

Alex Vasquez, DC, ND, DO, FACN

Alex Vasquez, DC, ND, DO, FACN, is director of programs at the International College of Human Nutrition and Functional Medicine in Barcelona, Spain and online at ICHNFM.org. (*Altern Ther Health Med.* 2014;20(suppl 1):26-30.)

considered on a routine basis in clinical practice. *Mitochondrial medicine* is no longer an orphan topic, nor is it a superfluous consideration relegated to boutique practices. Mitochondrial medicine is ready for prime time—now—both in the general practice of primary care as well as in specialty and subspecialty

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*Would **a new way of appreciating and treating viral infections** inspire you to help us at* https://www.gofundme.com/ichnfm?

If so, please have a look at this article: http://www.ichnfm.org/#!blank/qwr1v

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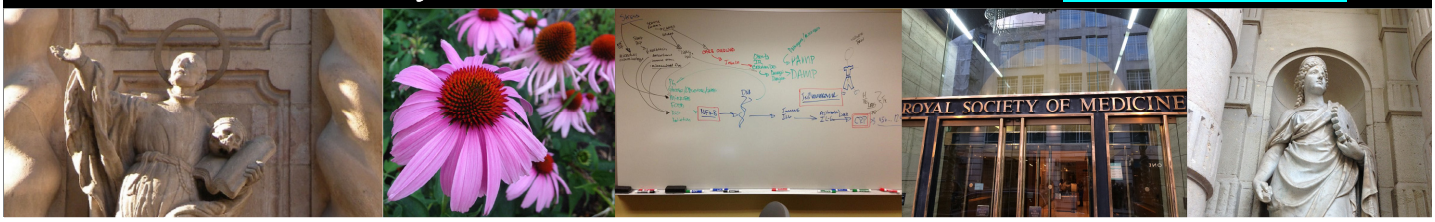

Perspective, Opinion, Editorial • Education • Academia • Wage Theft • Corruption

Ending the Exploitation of Experts Begins with Educating Them about Employment, Curbing Enthusiasm to Preserve Enthusiasm

Alex Vasquez DC ND DO FACN

My own paths toward and perspectives on Education

My passion for teaching and education began "formally" when I was about 9 years of age, sitting on the floor of Ms Hall's 4th grade classroom; from that vantage as I sat somewhat near my best friend Robert, I saw the destructive power of bad teaching and discrimination, and from that day I started analyzing teachers, teaching methods, educational and social structures, and ways to convey knowledge and inspire students. Additionally inspired by my teacher of English and Literature in my final years at Riverside Military Academy, I began college with the plan of eventually teaching "something—most likely English and Literature" because I appreciated and valued teaching, proper grammatical structure, and nuanced use of language; I later developed and interconnected my interests in teaching, writing, language, physiology, medicine, and nutrition to complete three doctorate degrees in the health sciences and publish more than 120 articles, letters, rebuttals, monographs, and books on a wide range of topics, with those publications ranging from dense 1-page Letters and Responses to published research up to single-author textbooks of more than 1,180 pages. I have taught at various colleges and universities at the undergraduate, graduate/Masters, and Doctorate levels and have lectured internationally for post-graduate medical education. I see teaching not simply as effective transferal of information, but also as a means to interconnect and inspire generations of people, notably in a reciprocal manner. At its best, teaching and learning are activities that reflect and support love for life itself.

Oh, the stories I could tell you about the innards of Academia, "nonprofits", and "accredited" schools

I would be happiest to tell you that Academics and Administrators are vanguards of intellectual integrity, support for fellow Professors, and that these peoples' highest commitment is to truth and reality itself, and secondarily to setting ablaze the passions of the hearts and minds of those they teach, lead, and supervise; I'd be the first to spin around in flower fields like a professorial version of Julie Andrews singing a rhythmical rendition of "*The Hills are Alive…with the…Passions of Education and Intellectual Integrity*." But a pollyannic representation of my observations would be a misrepresentation of the realities I have seen and experienced. I have seen university presidents lie to their students, expel experts for the sake of maintaining their own petty powers and preferences, and I have seen entire academic administrations lie (misrepresent) in unison to their boards of trustees and their accreditation commissions. I have seen stand-alone academic programs make millions of dollars in profit, while its administrators refuse to pay a living wage to doctorate-level infrastructure and while allowing themselves 6-week European vacations during major institutional initiatives. I have seen administrators lie to accreditors and allow students to cheat their way through graduate programs (by bypassing faulty examination software in online programs), and I have seen accreditors turn a blind eye to obvious university corruption, made worse when the accreditation commission is infiltrated by university administrators—thus did "accreditation" come to lose its value. I have seen "nonprofit educational institutions" underpay their faculty, plagiarize from their faculty, resell the work of other professionals without notice or compensation, and then pay their upper administrators in excess of US$160,000 for less than part-time work—thus did "nonprofit organization" come to lose its value. I have seen schools blackmail excellent professors and leaders in education with gag orders, legal threats, and financial bribery (range US$25,000 up to $250,000) to buy their silence about institutional corruption. I have corresponded with employment attorneys, State Attorneys General, and US Department of Education, most of whom shrugged their shoulders and said, "That's the way it is in academia." Sorry if I am the first to tell you the news, but much of academia is a battlefield of politics and incompetence shrouded by glossy brochures, colorful catalogs, and manicured campus landscapes. Meanwhile, some passionate and talented – occasionally even gifted– professors endure all that they can while trying to teach and inspire the next generation of

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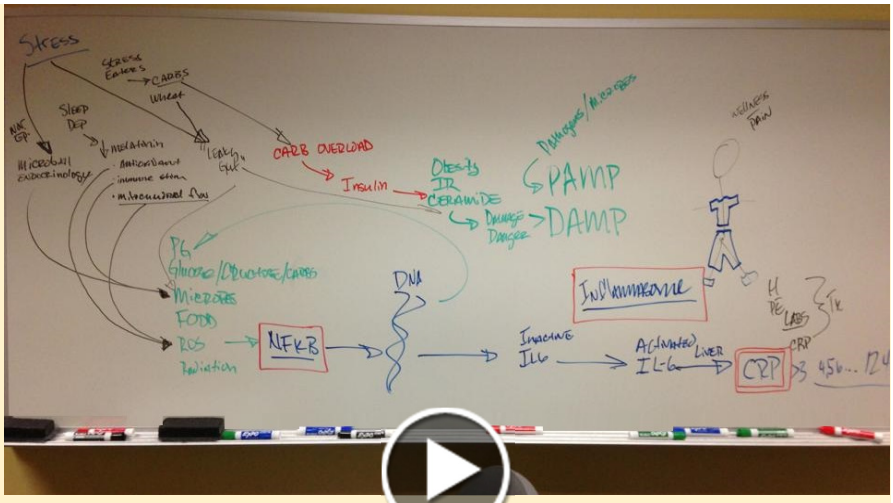
students, young adults, and future professionals and citizens. Eventually, even the strongest are exhausted from administrative micromanagement and false pleasantries; their innate commitment to truth and respect for reality repulses them away from the corrupt quagmire of lies, inverted truths, and overt ethical and legal violations that emanate from the offices of senior (mis)management.



Experts and professors who can decipher complex phenomena and thereby advance the health, wellbeing, and knowledge of future generations of healthcare providers and millions of people should not submit themselves to disgraceful work conditions and exploitative illegal "wage theft" contracts.

Intellectuals and passionate teachers are easy targets for exploitation

Passionate teachers will tend to say "yes" when offered an opportunity to share their knowledge and passion for life. Also, because they are inherently rational, other-oriented, and honest, such professors commonly transfer these inner qualities to others in the form of easy agreement and generous good will before accurately assessing the details of agreements and contracts. Because they are inherently rational, other-oriented, and honest, professors tend to assume that others are, too. Further obscuring their accurate assessment is the use of positive phrases within the text of contracts such as "teamwork", "sharing", "inspiring", and "collaborative"—all of which are agreeable words and concepts that can shroud details and clauses that essentially enslave and exploit the very professors and experts being hired. Passion is converted into exhaustion, and clarity converted to confusion, when enthusiasm is exploited by conniving contractual agreements obligate educators to be intellectually exsanguinated and financially enslaved. In these days of neoliberalism, privatization, outsourcing, and union-busting, doctorate-level professors find themselves being exploited by methods akin and identical to contract laborers and field workers. However, in the increasingly fragmented world of education—*especially online education*—professors are divided and conquered by isolation and distance with little opportunity to organize, petition, or even voice their concerns to a campus audience or panel of peers.

Educating Experts about Employment Exploitation

Teaching "opportunities" (eg, passion, sharing, instruction) take material form as legal contracts, frequently devoid of goodwill and loaded with pollyanna and cheerful phrases while obligating the professor/teacher/expert to an intolerable load of responsibilities—including out-of-pocket expenses—and obligations to "participate" and "build" and "contribute" countless unpaid hours. This is where passion and enthusiasm must be reigned, lest the intellectual beast of burden be overloaded and eventually crushed. If you as an instructor are hired with a contract specific to the teaching of one class for a fixed amount of payment, you cannot be obligated to participate in other meetings, trainings, certifications, exercises and committees. Any such contract is almost certainly illegal and unenforceable because it violates employee protections against wage theft and misclassification of employees. Quotes and citations to full-text articles are provided below; they speak for themselves, articulating the distinction between *contracted* professor and *employed* professor. "Employees" are ***either*** of the following but ***cannot be both***: 1) Contracted, independent contractors paid a fixed sum to perform a specific task in their manner with little input. Handle their own expenses, schedules, other jobs, etc, 2) Salaried employees work and are paid by the hour, which might include work, meetings and trainings. What is illegal and increasingly popular at universities (to the distain of professors) is to hire professors on a limited contract basis ("you are paid $X for teaching Course X") and then burden them with all the duties and responsibilities of a fully-employed hourly-salaried professor.

- "When an adjunct carries similar responsibilities as full-time staff but for less than half the salary, colleges may be evading their legal obligations as employers." www.theatlantic.com/business/archive/2015/09/higher-education-college-adjunct-professor-salary/404461/
- "Independent contractor misclassification is sometimes referred as 1099 fraud because employers will send their misclassified workers an IRS Form 1099-Misc at the end of their year, rather than a W-2 Form. The employer's designation of the worker as an independent contractor does not determine whether a worker is legally classified as an independent contractor." http://fightwagetheft.com/independent-contractors
- "Another way is payroll fraud, when employers intentionally call people independent contractors when they are really employees." www.marketplace.org/2013/01/04/business/robbed-job-advice-fighting-wage-theft
- "An overarching problem in the arena of wage theft is misclassification, which occurs when employers treat employees as independent contractors rather than as employees. ... No matter what an employer calls a worker, the law determines whether that worker falls under the category of employee or contractor." www.dcejc.org/wp-content/uploads/2013/01/EJC-Wage-Theft-Facts.pdf

Current Examples of a Teaching Contract

I have had the recent occasion to review a teaching contract, one that exemplifies exploitation and wage theft. I will list the direct quotes in the left column and my interpretations and comments in the right column.

Examples of teacher exploitation and wage theft from a recent academic contract: Per the payment stipulations, this professor is clearly an independent contractor ("you are paid $X for teaching Course X" for X hours per week, with no payment for preparation), but the school has placed a burden of responsibilities that are inappropriate. This is a very clear example of "independent contractor misclassification", also called "wage theft", "payroll fraud", and "1099 fraud" because the university is failing to pay for all of the obligated work and is therefore failing to pay appropriate taxes and employee benefits; this not only cheats the professors, but it also cheats the government and society from the appropriate taxes and societal distribution of money to support infrastructure and the economy. In this example, we will assume that these requirements are for a professor paid a modest hourly rate for teaching a 3-credit course on a weekly basis; that is, 3 hours of teaching per week, with the preparation of materials performed *for free* for the university since most schools pay for teaching/contact hours but not for preparation. A university that fails to pay for curation of materials is not a true university, but rather a collection of pay-per-delivery courses, subsidized by the professors' own goodwill and with financial support from other sources.

Quotes from academic contract	***Real-world commentary***
"Meet with instructional associates, lecturers and teaching assistants, if applicable, to plan course of instruction."	Notice here that the university has created an open-ended obligation, stating that the professor has a "responsibility" to fulfil these duties, which could easily require additional travel and meetings totaling hours or days of unpaid work.
"Submit textbook and supply requirements as directed by Academic Director."	Reasonable, provided that the channels are efficient; however, if the "Academic Director" wants to have an extended conversation or micromanage the materials, then the professor is trapped in hours of back-and-forth with zero compensation.
"Prepare instructional materials (handouts, quizzes, exams)." **For many adjunct professors, teaching at a university means constant pressure and performance, for less than minimum wage—about US$7 per hour.** http://www.theguardian.com/higher-education-network/2015/dec/04/phd-student-poor-pay-making-me-want-to-quit	Notice that by failing to pay for preparation time, the university is seeking to gain the expertise of a professor without sustaining the expertise of that professor. Updating materials for a presentation can easily require 2-10 hours per hour of delivery; for a professor paid only per teaching hour, their apparent actual income can easily be reduced by 50-90%. Note also that this disproportionately penalizes the professors who want to teach new information, because the more they learn and prepare, the less they can afford to do so. This is deincentivization for performance; it encourages laziness and lack of thought and innovation.
"Coordinate, review and grade all homework papers and exams."	Unpaid work makes professors less inclined to make assignments that will help students learn; just make it easy for students to pass the class in order to salvage some reasonable hourly salary.
"Return all assignments to students with feedback appropriate to the assignment."	More hours of unpaid time; students lose access to conversations when professors have to provide out of class hours for free.
"Prepare written evaluation of students' performance (if appropriate to your program)."	Again, more hours of reflection, writing, correspondence, and dialogue—at the expense of the professor but to the benefit of the university.
"Record and submit student grades to Registrar in a timely manner and as directed."	Reasonable and hopefully automated; professors are more likely to give multiple choice exams that can be graded by machines rather than reflective essay questions that require demonstration and organization of more complex thought.
"Attend Student Progress meetings and academic and/or clinical evaluation meetings overseen by the Academic Director (or designee) as applicable."	This is an impressive and daunting request—imagine a professor paid for 3 hours of teaching having to teach those 3 hours per week and then prepare for, travel to, and engage in meetings that last 1-3 hours. Again, this is financially disastrous for the professor, while the school gets free faculty support.
"Be available for individual coaching/advising of students as required."	More—and endless—hours of engagement. The school gets a free professor, while that same professor is now making about $9 per hour.
"Maintain consistent office hours (if appropriate to your program) on or off site."	More time commitment without compensation.
"Prepare and distribute Notices of Faculty Concern, Contracts for Incomplete Coursework and Change of Grade forms, including communication with the Registrar."	More time commitment without compensation.
"Monitor all Incompletes and dates on which work is due. Submit Change of Grade Forms to Registrar within one week of completion date."	More time commitment without compensation.
"Take regular attendance as applicable; if attendance records are maintained by a designee, review the record to confirm accuracy. Notify Registrar immediately if there are students attending the class that are not enrolled in the course."	Reasonable, if efficient, but still time-consuming **The current trend of higher tuition fees and institutional profiteering, combined with underpaying faculty who actually do the work for evermore demanding and ill-prepared students is unsustainable** http://www.theguardian.com/higher-education-network/blog/2015/dec/31/academics-anonymous-university-staff-revealed-the-inside-stories-in-2015

"Instruct students to complete Course Evaluations."	Simple perhaps, but this is an institutional issue that should be automated or managed by infrastructure and staff.
"Duplicate written materials."	Professors should not have to waste time in line for the photocopy machine. This is an institutional issue that should be automated or managed by infrastructure and staff.
"Partnership with Peers"	All of the following "partnerships" and "opportunities" listed below benefit the school while being performed for free by the professor. Thus, they reflect a misuse of the word "partnership" and are better described as "wage theft" and "exploitation."
"Advise Program Coordinator regarding last-minute schedule changes."	Reasonable
"Attend program faculty meetings and cross-program all-faculty meetings"	This is outrageous. These are meetings that last for hours or entire series of days, and this university is expecting a professor who is paid for only 3 hours to prepare, dress, travel, engage/attend all of these meetings for free—this is absurd.
"Serve on committees that further the work of the academic programs"	What an assertive imposition and demand for unlimited unpaid work. These are meetings that last for hours or entire series of days, and this university is expecting a professor who is paid for only 3 hours to prepare, dress, travel, engage/attend all of these meetings for free—this is absurd.
"Participate in Ad Hoc faculty work groups."	Yet another assertive imposition and demand for unlimited unpaid work. These are meetings that last for hours or entire series of days, and this university is expecting a professor who is paid for only 3 hours to prepare, dress, travel, engage/attend all of these meetings for free—this is absurd.
Supervise and mentor teaching assistants.	More time commitment without compensation.
Attend Commencement ceremony. **Note that this massive list of unlimited and time-consuming "responsibilities" is attached to a contract for 3 hours of teaching per week, which does not even pay for time to develop materials, grade papers, or talk with students**	Imagine an online professor having to fly to a different state, rent a car or find transportation to a nearby hotel, attend commencement ceremony, pay for 2 nights in the hotel, return the rental car after 2-3 days of charges, and then fly home -- and do all of that at their own expense. Although some faculty might choose to do that, it is financially unsustainable. The school is asking the professor to incur days of travel and thousands of dollars in expenses, all for the sake of teaching their best material to the best of their ability. These expenses and obligations make zero sense in the real world.
"Be familiar with all other courses in your program so that you understand how your course fits into the overall program."	This looks and sounds reasonable on paper, until you find yourself as a professor spending hours and days reviewing other coursework at your own expense. Notice that the university wants integration and cohesion, but only at the burden of goodwill and free work by the professor. Again, hours and days of free work to benefit the program, unpaid work by the professor. This and the examples above demonstrate employee misclassification, wage theft, and payroll fraud.

Curbing Enthusiasm to Preserve Enthusiasm: Conclusion to Part 1

Don't be so fast to sign that contract, but if you sign one as bad as the example above, my judgement is that you could probably escape from it on the basis of employee misclassification and wage theft because the school has misrepresented your position—even if they gave you a title such as Adjunct Professor—because they are working you like a full-time professor (work that is salaried per hour with a limitation on time worked) but only paying you as an independent contractor ($X for few X hours). Teach for free if you want to teach for free; volunteer unpaid hours if you want to—but do these things consciously and not from any sense of obligation. Do not confuse being a "professor" with being the workhorse and unpaid servant of a university that asks you sign a contract that gives them unlimited control over your work schedule and forces you to attend meetings at your own expense. Tell them you need the contract re-written, tell them that you need more appropriate compensation for the hours, and that the obligations need a *finite* end. But please remind yourself that you are not a slave to anyone nor to any institution. Do not let your love for learning and teaching become your Achilles' heel; don't let your passions and talents become your weakness and downfall via overwork that leads to exhaustion and burn-out. If the school offers you exploitation in exchange for your talents, walk away and find a school or a group such as www.ICHNFM.ORG that has a core value system designed around the incentivization of excellence. Ultimately and obviously, when administrators fail to provide decent and fair—let alone supportive and inspiring—work conditions, intellectuals and professors must partner together with each other for collective benefit and for the benefit of the students and the quality of the educational and teaching experience. More and more, university professors—both full-time and those who are ancillary/adjunct—are working together in unions to protect their livelihoods, the quality of education, and the respect due to accomplished professors.* Intellectuals and professionals tend to want to work independently, and they have to overcome the erroneous idea that working together for their common interest is somehow "below" the interests and needs of professionals; but in these days of neoliberal/neoconservative profiteering and underpayment and outsourcing of talent, collective partnerships will be the only way to eke out a decent living that sustains professionals in their work.

* http://prospect.org/article/when-adjuncts-go-union
http://startribune.com/hamline-adjunct-faculty-votes-for-union/264051231

Appendix of important additional note regarding recent events: “It started with a student newspaper story and an explosive remark by the president that faculty members have to stop thinking of freshmen as “cuddly bunnies,” but instead “just have to drown the bunnies … put a Glock to their heads.” Then two professors were fired, in a move that university officials said was not retaliation but that many interpreted as clear retribution for opposing the new president’s policies. …

The following statement was approved by the Georgetown University Faculty Senate by a unanimous vote on February 16, 2016.

> *The Georgetown University Faculty Senate joins the faculty of Mount St. Mary’s in condemning the summary dismissal of two faculty members, one tenured, for alleged “disloyalty.” Academic freedom is at the very heart of a university. It includes the freedom to express disagreement with the president and other administrators over the policies of the institution. Academic freedom is protected by the institution of tenure, which entails a mutually acknowledged expectation of continuing employment that is terminable by the university only for just cause and after due process. While the subsequent reinstatement of the two faculty members is a step in the right direction, the fact that summary dismissal would even be contemplated in a university and executed without due process is cause for grave concern.*
>
> *In addition to its general concern for the health and well-being of universities across the nation and world, the Georgetown University Faculty Senate is especially disturbed by the disrespectful treatment of one of our university’s own students, Associate Professor Thane Naberhaus (Ph.D. ‘04).*

Svrluga S. Georgetown faculty joins Mount St. Mary’s in calling for academic freedom. *Washington Post* Feb 18, 2016. https://www.washingtonpost.com/news/grade-point/wp/2016/02/18/georgetown-faculty-joins-mount-st-marys-in-calling-for-academic-freedom/

See also: Mount St. Mary’s faculty asks president to resign by Monday morning. *Washington Post* Feb 12, 2016 https://www.washingtonpost.com/news/grade-point/wp/2016/02/12/mount-st-marys-president-offers-to-reinstate-faculty-who-were-fired/

New from ICHNFM—clinical monograph in paper book and digital ebooks!

Pain Revolution

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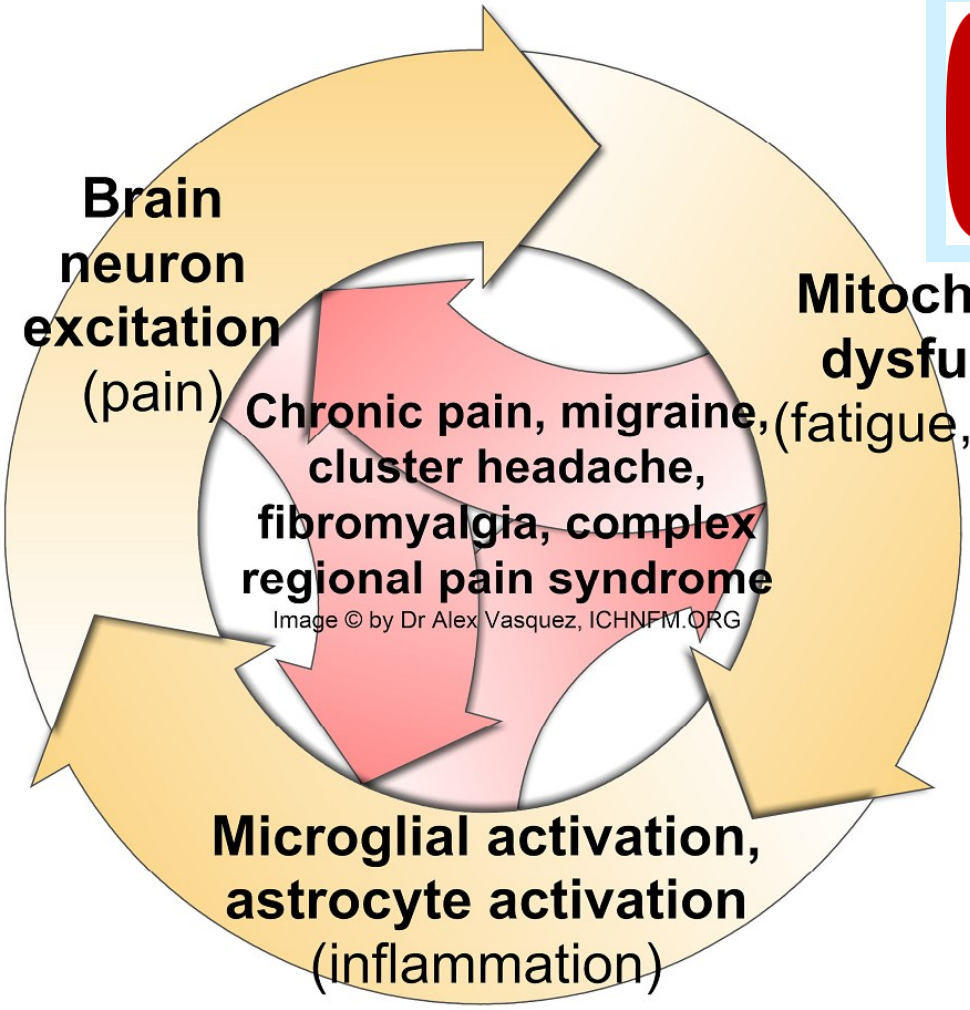

Alex Vasquez, D.C., N.D., D.O., F.A.C.N.

Pain Revolution for Migraine and Fibromyalgia: http://www.amazon.com/dp/1522951008
Fibromyalgia Solution: http://www.amazon.com/dp/B01AS1ZKPA
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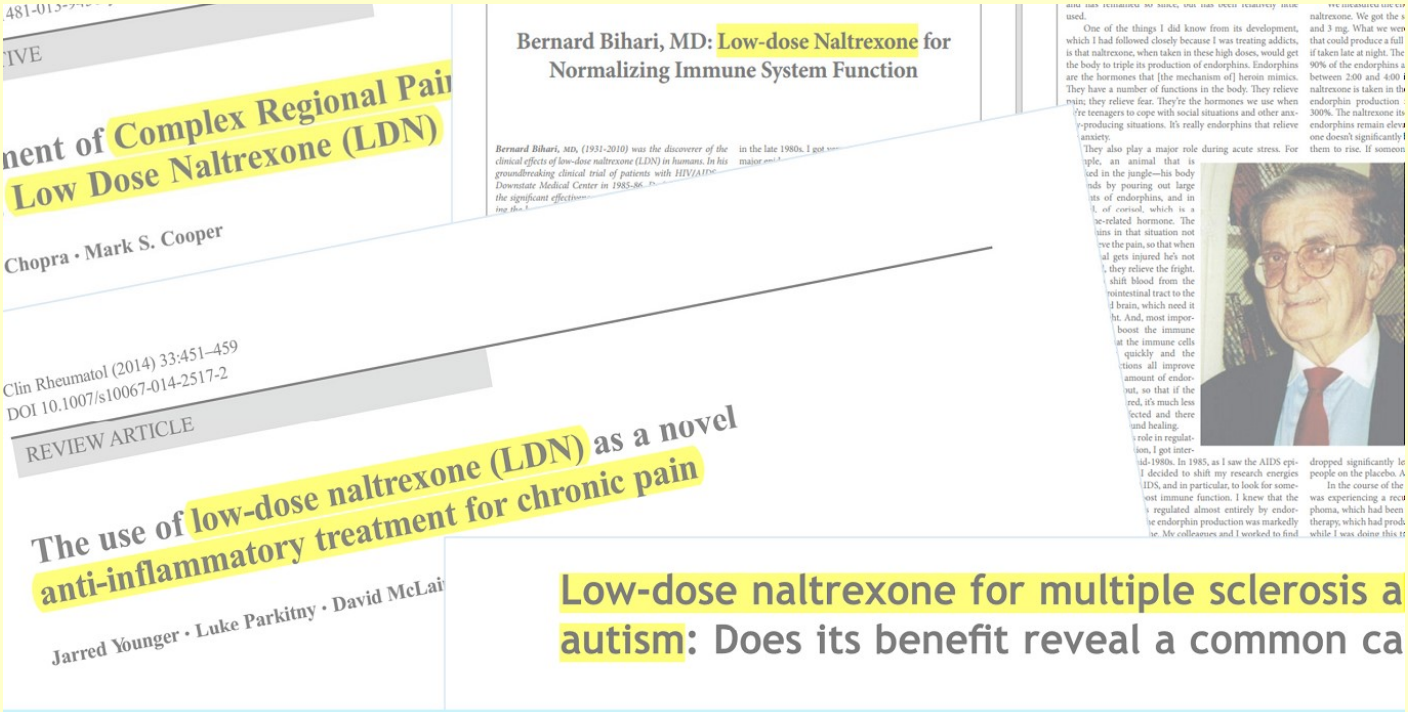
Foundational Diet and Nutrition Protocol: http://www.amazon.com/dp/B01BA0PVIE
See video and program description: http://inflammationmastery.com/pain



Please see the recent ICHNFM interview on the topic of

"Low-Dose Naltrexone: Clinical Perspectives and Therapeutic Applications"

with Drs Carnahan and Vasquez

www.ICHNFM.ORG

ARTHRITIS & RHEUMATISM
Vol. 65, No. 2, February 2013, pp 529–538
DOI 10.1002/art.37734
2013, American College of Rheumatology

Low-Dose Naltrexone for the Treatment of Fibromyalgia

Findings of a Small, Randomized, Double-Blind, Placebo-Controlled, Counterbalanced, Crossover Trial Assessing Daily Pain Levels

Jarred Younger, Noorulain Noor, Rebecca McCue, and Sean Mackey

Objective. To determine whether low dosages (4.5 mg/day) of naltrexone reduce fibromyalgia severity as compared with the nonspecific effects of placebo. In this replication and extension study of a previous clinical trial, we tested the impact of low-dose naltrexone on daily self-reported pain. Secondary outcomes included general satisfaction with life, positive mood, sleep quality, and fatigue.

Methods. Thirty-one women with fibromyalgia participated in the randomized, double-blind, placebo-controlled, counterbalanced, crossover study. During the active drug phase, participants received 4.5 mg of oral naltrexone daily. An intensive longitudinal design was used to measure daily levels of pain.

Conclusion. The preliminary evidence continues to show that low-dose naltrexone has a specific and clinically beneficial impact on fibromyalgia pain. The medication is widely available, inexpensive, safe, and well-tolerated. Parallel-group randomized controlled trials are needed to fully determine the efficacy of the medication.

Naltrexone, given at low dosages (in the range of

SAFETY AND TOLERABILITY OF LOW DOSE NALTREXONE THERAPY IN CHILDREN WITH MODERATE TO SEVERE CROHN'S DISEASE: A PILOT STUDY

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Abstract

Background—There is an unmet need for safe and effective medicines to treat children with Crohn's disease. Recently, investigations have shown an association between endogenous opioid peptides and inflammatory cells.

Aims—The aims of this study were to evaluate the safety and tolerability of an opioid antagonist, naltrexone, in children with moderate to severe Crohn's disease.

Methods—A pilot clinical trial was conducted in children with moderate to severe Crohn's disease. Fourteen subjects with a mean age of 12.3 years (8–17, range) were enrolled. Children were randomized to placebo or naltrexone 0.1 mg/kg orally for 8 weeks followed by open-labeled treatment with 8 additional weeks of naltrexone. Safety and toxicity were monitored by physical examinations and blood chemistries. Clinical activity was assessed by the PCDAI (Pediatric Crohn's Disease Activity Index) and Quality of life was monitored by the Impact III survey.

Results—Oral naltrexone was well tolerated without any serious adverse events in children with moderate to severe Crohn's disease. PCDAI scores significantly decreased from pretreatment values (34.2±3.3) with an eight-week course of naltrexone therapy (21.7±3.9) (p=0.005). Twenty-five percent of those treated with naltrexone were considered in remission (score < 10) and 67% had improved with mild disease activity (decrease PCDAI score by at least 10 points) at the end of the study. Systemic and social quality of life improved with naltrexone treatment (p=0.035).

Conclusions—Naltrexone therapy appears safe with limited toxicity when given to children with Crohn's disease and may reduce disease activity.

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"On the mountains of truth you never climb in vain: either you will reach a point higher up today, or you will be training your powers so that you will be able to climb higher tomorrow."
Friedrich Nietzsche (1845-1900)
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