



SUBJECT OUTLINE

Subject Name:

Chinese Medicine Foundations

Subject Code:

CMPR111

SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Chinese Medicine)	128	Core 1 st Year
Bachelor of Health Science (Acupuncture Therapies)	96	Core 1 st Year
Bachelor of Complementary Medicine	48	Elective 2 nd Year
Diploma of Health Science (Chinese Remedial Massage)	48	Core 1 st Year
Duration:	1 Semester	
Subject is:	Core or Elective as noted	Subject Credit Points: 4

Student Workload:			
No. timetabled hours per week: 6	No. personal study hours per week: 4	Total hours per week: 10	
Delivery Mode*:			
<input type="checkbox"/> On campus	<input type="checkbox"/> Online / Digital	<input checked="" type="checkbox"/> Blended	<input type="checkbox"/> Intensive
Weekly Session^ Format/s - 2 sessions per week:			
<input checked="" type="checkbox"/> Livestream lectures:	<input checked="" type="checkbox"/> 1 hour	<input type="checkbox"/> 2 hours	2 x 1 hour lectures per week
<input checked="" type="checkbox"/> Livestream workshops / tutorials:	<input checked="" type="checkbox"/> 1 hour	<input type="checkbox"/> 2 hours	2 x 1 hour tutorials per week
<input checked="" type="checkbox"/> eLearning modules:	2 x 1 hour interactive elearning modules per week		
<p>*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.</p> <p>^A 'session' is made up of 3 hours of timetabled / online study time per week unless otherwise specified. Each subject has a set number of sessions as outlined above.</p>			
Study Pattern:	<input checked="" type="checkbox"/> Full Time	<input checked="" type="checkbox"/> Part Time	
Pre-requisites:	Nil		
Co-requisites:	Nil		



SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This subject introduces students to the foundational theories, history, development, and terminology of Chinese medicine. Students develop an understanding of foundational Chinese medical theories, including yin yang, five elements (wu xing), the internal organs (zang xiang), the vital substances (qi, xue, jin-ye, jing, shen,), and the Chinese view of health enhancement (yang sheng). Students will identify key historical figures, publications, philosophies, and principle that have influenced the practice of Chinese medicine. Students will develop familiarity with Chinese medical terminology, including pinyin and the use of a Chinese-English dictionary. This subject orients students to the Chinese medicine profession, including its position within the contemporary global healthcare landscape, status of its evidence basis, and the regulatory framework of Australian practice.

Learning Outcomes

1. Describe the role, professional status, and regulatory requirements of Chinese medicine practice within the contemporary healthcare landscape.
2. Outline the regulatory requirements of the Chinese Medicine Board of Australia, including quality management, code of conduct, reporting obligations, and managing conflicts of interest.
3. Compare Chinese medicine principles and practices with those of other regulated health professions and other health practices, and their roles within the Australian healthcare system.
4. Explain the core theories of Chinese medicine practice including yin yang, the five elements, the internal organs, the vital substances, and health maintenance.
5. Detail the development of Chinese medicine with reference to the philosophical schools of thought, cultural factors, key historical periods and figures, classical Chinese medicine texts, and summarise their chief contributions to Chinese medicine's development.
6. Recognise and communicate common Chinese medical terminologies, employing the pinyin system of Romanisation and a Chinese-English dictionary.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Quiz Multiple choice, matching and short answer questions (30 minutes)	4, 5	1 - 8	Week 6	25%



Podcast and Transcript Audio recording and referenced transcript (10-minute/1200 words)	4, 5, 6	1 - 20	Week 11	25%
Final Written Exam Multiple choice, matching, short answer, and extended response questions (60 minutes)	1 - 6	1 - 26	Final Examination Period	50%
All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS.				
Students are required to submit all assessment items with a value of greater than 15% to be eligible to receive a passing grade.				

Prescribed Readings:

- Buck, C. (2015). *Acupuncture and Chinese medicine: Roots of modern practice*. Singing Dragon.
- Chinese Medicine Board of Australia. (2014 March). *Code of conduct*. For registered health practitioners.
<https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
- Chinese Medicine Board of Australia. (2015, September). *Criminal history registration standard*.
<https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Chinese Medicine Board of Australia. (2015, July 1). *English language skills registration standard*.
<https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Chinese Medicine Board of Australia. (2020, December). *Guidelines for advertising regulated health services*. <https://www.ahpra.gov.au/Resources/Advertising-hub/Advertising-guidelines-and-other-guidance/Advertising-guidelines.aspx>
- Chinese Medicine Board of Australia. (2020, July 20). *Guidelines for mandatory notifications*.
www.medicalboard.gov.au/Codes-Guidelines-Policies/Guidelines-for-mandatory-notifications.aspx
- Chinese Medicine Board of Australia. (2019, December 1). *Professional indemnity insurance arrangements*.
<https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Chinese Medicine Board of Australia. (2015, July 15). *Recency of practice registration standard*. Retrieved from
<https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Maciocia, G. (2015). *The foundations of Chinese medicine* (3rd ed.). Elsevier. [ebook available]
- Pleco Software. (2019). *Pleco Chinese dictionary* (Version 3.2.64) [Mobile App]. www.pleco.com

Recommended Readings:

- Australian Commission on Safety and Quality in Healthcare. (2010, December). *Australian safety and quality framework for health care*. <https://www.safetyandquality.gov.au/publications-and-resources/resource-library/australian-safety-and-quality-framework-health-care>



- Bertschinger, R. (2014). *Essential texts in Chinese medicine: The single idea in the mind of the Yellow Emperor*. Jessica Kingsley. [ebook available]
- Deadman, P. (2016). *Live well live long: Teachings from the Chinese nourishment of life tradition*. Journal of Chinese Medicine.
- Eckman, P. (2017). *Grasping the donkey's tail: Unraveling mysteries from the classics of Oriental medicine*. Singing Dragon. [ebook available]
- Kayne, S. B. (2010). *Traditional medicine: A global perspective*. Pharmaceutical Press. [ebook available]
- Laozi. (2018). *Tao te ching (Daodejing): The toa and the power* (J. Minford, Trans.). Viking. [ebook available]
- Lee, K. (2017). *The philosophical foundations of classical Chinese medicine: Philosophy, methodology, science*. Lexington Books. [ebook available]
- Rosenberg, Z. (2018). *Returning to the source: Han dynasty medical classics in clinical practice*. Jessica Kingsley. [ebook available]
- Willis, E., Reynolds, L., & Keleher, H. (2016). *Understanding the Australian health care system* (4th ed.). Elsevier.

Subject Content		
Week	Lectures	Tutorials / Workshops
1.	<p>Session 1</p> <p>Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p>Introduction to Chinese Medicine</p> <ul style="list-style-type: none"> ➤ Introduction to sinology ➤ Introduction to Yin Yang ➤ Heaven, earth, humankind ➤ Introduction to the Five Elements ➤ Eastern and Western medical philosophies 	<ul style="list-style-type: none"> ➤ Facilitated group discussion
	<p>Session 2</p> <p>Yin and Yang</p> <ul style="list-style-type: none"> ➤ Concept, nature and application of yin and yang <p>The Wu Xing (Five Elements)</p> <ul style="list-style-type: none"> ➤ Wood ➤ Fire ➤ Earth ➤ Metal 	<ul style="list-style-type: none"> ➤ Facilitated group discussion ➤ Yin Yang activity



	<ul style="list-style-type: none"> ➤ Water 	
2.	<p>Session 3</p> <p>Introduction to Chinese Medicine Therapies</p> <ul style="list-style-type: none"> ➤ Tuina ➤ Manual therapies ➤ Chinese medical exercise ➤ Chinese dietetics ➤ Chinese herbalism ➤ Acupuncture <p>Principles of Health Enhancement (Yang Sheng)</p> <ul style="list-style-type: none"> ➤ Diet ➤ Lifestyle ➤ Exercise 	<ul style="list-style-type: none"> ➤ Facilitated group discussion ➤ Qi gong exercise
	<p>Session 4</p> <p>Introduction to Chinese Language</p> <ul style="list-style-type: none"> ➤ Chinese characters and radicals ➤ Pinyin system ➤ Tones 	<ul style="list-style-type: none"> ➤ Facilitated group discussion ➤ Chinese character drawing activity
3.	<p>Session 5</p> <p>Introduction to Chinese Terminologies</p> <ul style="list-style-type: none"> ➤ Chinese-English Dictionary ➤ Chinese medicine terminology 	<ul style="list-style-type: none"> ➤ Facilitated group discussion ➤ Chinese-English dictionary activity
	<p>Session 6</p> <p>The Vital Substances</p> <ul style="list-style-type: none"> ➤ Qi ➤ Blood 	<ul style="list-style-type: none"> ➤ Facilitated group discussion
4.	<p>Session 7</p> <p>The Vital Substances (continued)</p> <ul style="list-style-type: none"> ➤ Jin ye ➤ Essence/Jing ➤ Shen 	<ul style="list-style-type: none"> ➤ Facilitated group discussion
	<p>Session 8</p> <p>The Causes of Disease</p>	<ul style="list-style-type: none"> ➤ Facilitated group discussion



	<ul style="list-style-type: none"> ➤ External causes (The six Qi or six climates) ➤ Internal causes (The seven emotions) ➤ Other causes of disease (Weak constitution, over exertion, excessive sexual activity, diet, trauma, parasites, and wrong treatment) 	
5.	<p>Session 9</p> <p>The Eight Principles</p> <ul style="list-style-type: none"> ➤ Theory and application ➤ Internal/External ➤ Hot/Cold ➤ Full/Empty ➤ Yin/Yang ➤ Introduction to the Four Examinations 	<ul style="list-style-type: none"> ➤ Facilitated case-based group discussion
	<p>Session 10</p> <p>Zang Xiang Theory: Lung</p> <ul style="list-style-type: none"> ➤ Functions and physiology ➤ Correspondences 	<ul style="list-style-type: none"> ➤ Facilitated case-based group discussion
6.	<p>Session 11</p> <p>Zang Xiang Theory: Spleen</p> <ul style="list-style-type: none"> ➤ Functions and physiology ➤ Correspondences 	<ul style="list-style-type: none"> ➤ Facilitated case-based group discussion
	<p>Session 12</p> <p>Zang Xiang Theory: Heart and Pericardium</p> <ul style="list-style-type: none"> ➤ Functions and physiology ➤ Correspondences 	<ul style="list-style-type: none"> ➤ Facilitated case-based group discussion
7.	<p>Session 13</p> <p>Zang Xiang Theory: Liver</p> <ul style="list-style-type: none"> ➤ Functions and physiology ➤ Correspondences 	<ul style="list-style-type: none"> ➤ Facilitated case-based group discussion
	<p>Session 14</p> <p>Zang Xiang Theory: Kidneys</p> <ul style="list-style-type: none"> ➤ Functions and physiology ➤ Correspondences 	<ul style="list-style-type: none"> ➤ Facilitated case-based group discussion
	NON-TEACHING WEEK (note that make-up classes may be scheduled in this week)	



	Semester 1 – This aligns with the week after Easter so it may fall between Weeks 6 to 8	
	Semester 2 – The non-teaching week falls between Weeks 7 and 8	
8.	Session 15 Zang Xiang Theory: Gallbladder and Triple Burner > Functions and physiology > Correspondences	> Facilitated case-based group discussion
	Session 16 Zang Xiang Theory: Stomach, Small Intestine, Large Intestine and Bladder > Functions and physiology > Correspondences	> Facilitated case-based group discussion
9.	Session 17 Zang Xiang Theory: Physiology and Aetiology > Zang fu relationships > Vital substances relationships > Internal and external aetiology	> Facilitated case-based group discussion
	Session 18 Zang Xiang Theory: Physiology and Aetiology > Zang fu relationships > Vital substances relationships > Internal and external aetiology	> Facilitated case-based group discussion
10.	Session 19 Six Extraordinary Fu > Uterus > Brain > Marrow > Bones > Blood Vessels > Gallbladder	> Facilitated case-based group discussion
	Session 20 Classical Development of Chinese Medicine 1 > Pre-Han dynasty Chinese medicine > Daoism, and the Dao De Jing	> Facilitated case-based group discussion > Yi Jing activity



	<ul style="list-style-type: none"> ➤ Confucianism and Buddhism ➤ Autumn and Spring, and Warring States period 	
11.	<p>Session 21</p> <p>Classical Development of Chinese Medicine 2</p> <ul style="list-style-type: none"> ➤ The Han Dynasties and classical texts 	<ul style="list-style-type: none"> ➤ Facilitated group activity ➤ Classical texts discussion
	<p>Session 22</p> <p>Classical Development of Chinese Medicine 3</p> <ul style="list-style-type: none"> ➤ Post-Han period ➤ Tang dynasty ➤ Song dynasty ➤ Southern Song and Jin-yuan medicine ➤ Ming dynasty 	<ul style="list-style-type: none"> ➤ Facilitated group activity ➤ Classical texts discussion
12.	<p>Session 23</p> <p>20th Century Development of Chinese Medicine</p> <ul style="list-style-type: none"> ➤ Qing dynasty ➤ Eastern and Western medicine exchanges ➤ Traditional Chinese Medicine ➤ Contemporary Chinese Medicine ➤ Medical Acupuncture ➤ WHO Traditional Medicine strategy 	<ul style="list-style-type: none"> ➤ Facilitated group activity ➤ Chinese medicine historical discussion
	<p>Session 24</p> <p>Comparisons with other Health Practices</p> <ul style="list-style-type: none"> ➤ The Australian healthcare system ➤ Australian Indigenous medicines ➤ Indigenous medicine in African society ➤ Middle eastern medicine ➤ Ayurvedic medicine ➤ Naturopathy ➤ Homeopathy ➤ Manual therapies ➤ Conventional medicines 	<ul style="list-style-type: none"> ➤ Facilitated group activity ➤ Inter-professional treatment discussion
13.	<p>Session 25</p> <p>Introduction to Regulation of Chinese Medicine</p>	<ul style="list-style-type: none"> ➤ Facilitated group activity ➤ Statutory registration discussion



	<ul style="list-style-type: none"> ➤ Statutory registration ➤ Practitioner and student obligations and ethics ➤ The role of professional associations ➤ The role of health insurers and other financial stakeholders ➤ Introduction to quality management principles 	
	<p>Session 26</p> <p>Overview of Chinese Medicine Research Status</p> <ul style="list-style-type: none"> ➤ Introduction to evidence-based practice (EBP) ➤ Challenges in Chinese medicine research ➤ Chinese medicine research status 	<ul style="list-style-type: none"> ➤ Facilitated group activity ➤ Research literature discussion
14.	<p>Non-Teaching Week/Practical Examination Week 1</p> <p>Note that make-up classes may be scheduled in this week</p>	
15.	<p>Non-Teaching Week/Practical Examination Week 2</p> <p>Note that make-up classes may be scheduled in this week</p>	
16.	<p>Final Examination Week 1</p> <p>Students are required to sit examinations using the Respondus Lockdown Browser software per the Examination Policy – Higher Education. Refer to your local campus calendar for exam opening and closing times.</p>	
17.	<p>Final Examination Week 2</p> <p>Students are required to sit examinations using the Respondus Lockdown Browser software per the Examination Policy – Higher Education. Refer to your local campus calendar for exam opening and closing times.</p>	