



# SUBJECT OUTLINE

Subject Name:

Subject Code:

## Chinese Medicine Consultation and Diagnosis

**CMPR122**

### SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Chinese Medicine)	128	Core 1 <sup>st</sup> Year
Bachelor of Health Science (Acupuncture Therapies)	96	Core 1 <sup>st</sup> Year
Bachelor of Complementary Medicine	48	Elective 3 <sup>rd</sup> Year
Diploma of Health Science (Chinese Remedial Massage)	48	Core 1 <sup>st</sup> Year
<b>Duration:</b>	1 Semester	
<b>Subject is:</b>	Core or Elective as noted	<b>Subject Credit Points:</b> 4

#### Student Workload:

<b>No. timetabled hours per week:</b> 6	<b>No. personal study hours per week:</b> 4	<b>Total hours per week:</b> 10
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#### Delivery Mode\*:

☐ On campus      ☐ Online / Digital      ☒ Blended      ☐ Intensive

#### Weekly Session^ Format/s - 2 sessions per week:

<input checked="" type="checkbox"/> On campus lectures:	<input checked="" type="checkbox"/> 1 hour <input type="checkbox"/> 3 hours	2 x 1 hour lectures per week
<input checked="" type="checkbox"/> On campus 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 online lectures via elearning modules per week	

\*All modes are supported by the online learning management system which will include subject documents such as handouts, readings and assessment guides.

^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.

**Study Pattern:**      ☒ Full Time      ☒ Part Time

**Pre-requisites:**      CMPR111

**Co-requisites:**      CMTH121

#### Special Resource Requirements:

Flat soled, closed toe leather footwear or approved equivalent

Two bath-sheet sized towels per student (Clinic towels must not be used)



## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This subject introduces students to consultations and pathophysiology in Chinese medicine, and develops students' skill in clinical reasoning utilising disease differentiation (bian bing), pattern differentiation (bian zheng), and Chinese medicine diagnostic methods. Students will develop familiarity with these frameworks, including the eight principles (ba gang), the channels (jing luo) organs (zang fu), five elements (wu xing), vital substances (qi, xue, jing, jin-ye), six divisions (liu jing bian zheng), and four levels (wei qi ying xue), and the san jiao, incorporating the aetiology and pathogenesis of disease. Students develop practical skills in professional communication and the four diagnostic methods, including collecting, organising, analysing and interpreting clinical information, and the formation of a diagnosis and treatment principles informed by the presenting health issue.

### Learning Outcomes

1. Outline the aetiology and pathogenesis of disease and responses to treatment in Chinese medicine within the context of the biopsychosocial model, cultural factors and other determinants of health.
2. Plan and conduct a focussed Chinese medicine interview, utilising professional communication skills and Chinese Medicine diagnostic methods to collect relevant details and complete a comprehensive patient record with patient's informed consent.
3. Discuss the frameworks of Chinese medicine diagnosis and their historical development, in relation to the eight principles, channels, organs, five elements, vital substances, six divisions, four levels, and the san jiao.
4. Interpret clinical data to construct a Chinese medicine differential diagnosis, utilising pattern differentiation and the principles of disease.
5. Construct appropriate treatment principles for individual Chinese medicine diagnoses and informed by the presenting health issue.
6. Describe the requirements of patient data management, including privacy, ownership, storage, retention, destruction, and best practices.

### Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Attendance</b> 80% attendance and active participation required	N/A	N/A	Session 1-26	Pass/Fail
<b>Quiz</b> Case study based (60 minutes)	1, 3, 4, 6	1-9	Week 6	20%



<b>Continuous Skill Development</b> (Rubric based)	2, 4	1-8	Week 8	10%
<b>Recorded Interview &amp; Diagnostic Report</b> (1500 words)	1-5	1-21	Week 12	30%
<b>Final Written Exam</b> (90 minutes)	1, 3, 4, 5, 6	1-26	Final Examination Period	40%
All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS				

### Prescribed Readings:

1. Chinese Medicine Board of Australia. (2016). *Patient health records guidelines*. Retrieved from <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
2. Maciocia, G. (2015). *The foundations of Chinese medicine* (3rd ed.). Elsevier. [ebook available]
3. O'Toole, G. (2016). *Communication: Core interpersonal skills for health professionals* (3rd ed.). Churchill Livingstone.
4. Pleco Software. (2019). Pleco Chinese dictionary (Version 3.2.64) [Mobile Application Software]. Retrieved from [www.pleco.com](http://www.pleco.com)

### Recommended Readings:

1. Buck, C. (2015). *Acupuncture and Chinese medicine: Roots of modern practice*. Singing Dragon.
2. Chinese Medicine Board of Australia. (2014). *Code of conduct*. Retrieved from <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
3. Eckman, P. (2017). *Grasping the donkey's tail: Unraveling mysteries from the classics of Oriental medicine*. Singing Dragon. [ebook available]
4. Kirschbaum, B. (2010). *Atlas of Chinese tongue diagnosis* (2nd ed.). Eastland Press.
5. Lee, K. (2017). *The philosophical foundations of classical Chinese medicine: Philosophy, methodology, science*. Lexington Books. [ebook available]
6. Liu, G. (2016). *Discussion of cold damage (shang han lun): Commentaries and clinical applications*. Singing Dragon. [ebook available]
7. Maciocia, G. (2019). *Diagnosis in Chinese medicine: A comprehensive guide* (2nd ed.). Elsevier.
8. Rosenberg, Z. (2018). *Returning to the source: Han dynasty medical classics in clinical practice*. Jessica Kingsley. [ebook available]
9. Seifert, G. (2000). *Wen bing xue: Warm disease theory*. Brooklyn, MA: Paradigm.
10. Shen-Qing, L., & Morris, W. (2011). *Li Shi-zhen's pulse studies: An illustrated guide*. People's Medical Publishing House.
11. Unschuld, P. U. (2011). *Huang Di nei jing su wen: An annotated translation of Huang Di's inner classic*. University of California Press. [ebook available]



12. Unschuld, P. U. (2016). *Huang di nei jing ling shu: The ancient classic on needle therapy*. University of California Press. [ebook available]
13. Unschuld, P. U. (2016). *Nan jing: The classic of difficult issues*. University of California Press. [ebook available]
14. Victorian State Government (2019). *Regulation of unregistered health professionals*. Retrieved from <https://www2.health.vic.gov.au/health-workforce/health-workforce-regulation/regulation-of-unregistered-health-professions>
15. Wang, J., & Robertson, J.D. (2008). *Applied channel theory in Chinese medicine: Wang Ju-Yi's lectures on channel therapeutics*. Eastland Press.

## Subject Content

Week	Lectures	Tutorials / Practicals
1.	<p>Session 1</p> <p><b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p><b>Introduction to Pathophysiology and Aetiology</b></p> <ul style="list-style-type: none"> <li>➤ Biopsychosocial model of health</li> <li>➤ Determinants of health and diverse populations</li> <li>➤ Mechanisms of disease</li> <li>➤ Health records and medical history</li> <li>➤ Informed consent</li> </ul>	<p>Activities are developed to allow the students to explore relevant concepts, expand on ideas and have peer and lecturer interaction. Activities also allow for formative assessment and feedback.</p> <ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> <li>➤ Practical skills activities</li> </ul>
	<p>Session 2</p> <p><b>The Four Diagnostic Methods: Observation</b></p> <ul style="list-style-type: none"> <li>➤ Complexion</li> <li>➤ Face</li> <li>➤ Skin</li> <li>➤ Body</li> <li>➤ Discharges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> <li>➤ Practical skills activities</li> </ul>
2.	<p>Session 3</p> <p><b>The Four Diagnostic Methods: Observation</b></p> <ul style="list-style-type: none"> <li>➤ Tongue</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> <li>➤ Practical skills activities</li> </ul>
	<p>Session 4</p> <p><b>The Four Diagnostic Methods: Palpation</b></p> <ul style="list-style-type: none"> <li>➤ Pulse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> <li>➤ Practical skills activities</li> </ul>
3.	<p>Session 5</p> <p><b>The Four Diagnostic Methods: Palpation</b></p>	<ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Abdomen</li> <li>➤ Channels</li> <li>➤ Points</li> </ul>	
	Session 6 <b>Four Diagnoses: Listening and Smelling</b> <ul style="list-style-type: none"> <li>➤ Listen and smelling</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> <li>➤ Practical skills activities</li> </ul>
4.	Session 7 <b>The Four Diagnostic Methods: Inquiry</b> <ul style="list-style-type: none"> <li>➤ Communication skills</li> <li>➤ Therapeutic relationships</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> <li>➤ Practical and consultation skills activities</li> </ul>
	Session 8 <b>The Four Diagnostic Methods: Inquiry</b> <ul style="list-style-type: none"> <li>➤ The ten questions</li> <li>➤ Medical &amp; family history</li> </ul>	<ul style="list-style-type: none"> <li>➤ Facilitated group discussion</li> <li>➤ Practical and consultation skills activities</li> </ul>
5.	Session 9 <b>Introduction to Pattern Differentiation</b> <ul style="list-style-type: none"> <li>➤ Eight principles</li> <li>➤ Vital substances patterns (Qi, Blood, Jin-ye)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
	Session 10 <b>Lung Patterns</b> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
6.	Session 11 <b>Spleen Patterns</b> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
	Session 12 <b>Stomach Patterns</b> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
7.	Session 13 <b>Large Intestine and Small Intestine Patterns</b> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>



	<p>Session 14</p> <p><b>Liver Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
	<p><b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week)</p> <p><b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8</p> <p><b>Semester 2</b> – The non-teaching week falls between Weeks 7 and 8</p>	
8.	<p>Session 15</p> <p><b>Liver and Gallbladder Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
	<p>Session 16</p> <p><b>Kidney Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> <li>➤ Jing patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
9.	<p>Session 17</p> <p><b>Kidney and Bladder Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
	<p>Session 18</p> <p><b>Triple Energiser Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
10.	<p>Session 19</p> <p><b>Heart Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> <li>➤ Shen patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
	<p>Session 20</p> <p><b>Heart and Pericardium Patterns</b></p> <ul style="list-style-type: none"> <li>➤ Zang fu patterns</li> <li>➤ Jing luo patterns</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> <li>➤ Practical and consultation skills activities</li> </ul>
11.	<p>Session 21</p>	<ul style="list-style-type: none"> <li>➤ Case studies and point prescriptions</li> </ul>



	<b>Wu Xing (Five Element) Patterns</b> <ul style="list-style-type: none"> <li>Sheng patterns</li> <li>Ke patterns</li> </ul>	<ul style="list-style-type: none"> <li>Practical and consultation skills activities</li> </ul>
	Session 22 <b>External Diseases 1</b> <ul style="list-style-type: none"> <li>External pathogenic factors (heat/fire, cold, wind, damp, summer-heat, dryness)</li> </ul>	<ul style="list-style-type: none"> <li>Case studies and point prescriptions</li> <li>Practical and consultation skills activities</li> </ul>
12.	Session 23 <b>External Diseases 2</b> <ul style="list-style-type: none"> <li>History and development of the Shang han lun</li> <li>Disease differentiation and transmission according to the Six Divisions</li> </ul>	<ul style="list-style-type: none"> <li>Case studies and point prescriptions</li> <li>Practical and consultation skills activities</li> </ul>
	Session 24 <b>External Diseases 3</b> <ul style="list-style-type: none"> <li>Taiyang disease</li> <li>Yangming disease</li> <li>Shaoyang disease</li> <li>Taiyin disease</li> <li>Shaoyin disease</li> <li>Jueyin disease</li> <li>Zang fu patterns</li> </ul>	<ul style="list-style-type: none"> <li>Case studies and point prescriptions</li> <li>Practical and consultation skills activities</li> </ul>
13.	Session 25 <b>Febrile Diseases</b> <ul style="list-style-type: none"> <li>History and development of the Wen bing xue</li> <li>Classification of seasonal febrile diseases (Four levels; Wei, Qi, Ying, Xue &amp; Triple Energiser; San jiao bian zheng)</li> <li>Relationship to zang fu and channel patterns</li> <li>The principles of treatment</li> <li>Feng wen, chun wen, shu wen, shi wen, fu shu, qia zao, wen du</li> </ul>	<ul style="list-style-type: none"> <li>Case studies and point prescriptions</li> <li>Practical and consultation skills activities</li> </ul>
	Session 26 <b>The Root and the Manifestation (Ben and Biao)</b> <ul style="list-style-type: none"> <li>Cases and point prescriptions</li> </ul>	<ul style="list-style-type: none"> <li>Case studies and point prescriptions</li> <li>Facilitated group discussion</li> </ul>
14.	<b>Non-Teaching Week/Practical Examination Week 1</b>	



	Note that make-up classes may be scheduled in this week
<b>15.</b>	<b>Non-Teaching Week/Practical Examination Week 2</b> Note that make-up classes may be scheduled in this week
<b>16.</b>	<b>Final Examination Week 1</b> Students are required to sit examinations using the Respondus Lockdown Browser software per the <a href="#">Examination Policy – Higher Education</a> . Refer to the LMS for exam opening and closing times.
<b>17.</b>	<b>Final Examination Week 2</b> Students are required to sit examinations using the Respondus Lockdown Browser software per the <a href="#">Examination Policy – Higher Education</a> . Refer to the LMS for exam opening and closing times.