



SUBJECT OUTLINE

Subject Name:

Subject Code:

Chinese Remedial Massage Therapies

CMTH212

SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Diploma of Health Science (Chinese Remedial Massage)	48	2 nd Year
Duration:	1 Semester	
Subject is:	Subject Credit Points:	4
Core		

Student Workload:

No. timetabled hours per week: 6	No. personal study hours per week: 4	Total hours per week: 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 type="checkbox"/> 2 hours <input checked="" type="checkbox"/> 3 hours	2 x 3 hour sessions per week including lecture and practical application
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*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: CMTH121, BIOA122, CMPR122, CMTH122

Co-requisites: BIOX212

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 develops students' ability to apply Chinese medicine pattern differentiation in the management of a range of health conditions using Chinese medicine manual therapies. Students will develop knowledge and skill in applying differential diagnosis, treatment principles, treatment planning, evidence basis, and treatment provision to support patients across the stages of their life, and in the management of orthopaedic and common internal medicine conditions.

Learning Outcomes

1. Conduct a health assessment utilising diagnostic palpation and Chinese medicine techniques, orthopaedic assessments, and findings from biomedical investigations.
2. Categorise clinical presentations according to their Chinese medicine aetiology, pathogenesis, disease differentiation, pattern differentiations, and treatment principles.
3. Identify and analyse Chinese medicine treatment plans and protocols incorporating knowledge from a range of professional literature for the management of orthopaedic conditions and support of internal medicine conditions utilising Chinese remedial massage, auxiliary, topical herbal and Chinese lifestyle therapies.
4. Demonstrate safe Chinese remedial massage, auxiliary and topical herbal therapies aligned to regulatory requirements.
5. Discuss an inter-professional approach to the Chinese medicine management of orthopaedic conditions, common internal medicine conditions, and across the stages of the life cycle.
6. Discuss strategies for demonstrating cultural sensitivity and safety, and working with special groups.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Continuous Safe Practices 80% attendance and active participation required (Rubric based)	1, 4	1-26	Sessions 1-26	Pass / Fail
OSCE Examination (45 minutes)	1, 2, 3, 4	1-12	Session 14	30%
Inter-professional Treatment Plan & Referral Letter	2, 3, 5	1-22	Week 12	30%



(1500 words)				
Final Written Exam (60 minutes)	2, 3, 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). *Infection prevention and control guidelines for acupuncture practice*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines/Infection-prevention.aspx>
2. Maciocia, G. (2015). *The foundations of Chinese medicine* (3rd ed.). Elsevier. [ebook available]
3. Pritchard, S. (2015). *Tui na: A manual of Chinese massage therapy*. Jessica Kingsley. [ebook available]
4. CMTH212 reading list

Recommended Readings:

1. Bisio, T. (2004). *A tooth from the tiger's mouth: How to treat your injuries with powerful healing secrets of the great Chinese warriors*. Simon & Schuster. [ebook available]
2. Chang, X., Jing, H., & Shouxiang, Y. (2012). *Illustrated Chinese moxibustion techniques and methods*. Singing Dragon. [ebook available]
3. Chengnan, S. (2000). *Chinese bodywork: A complete manual of Chinese therapeutic massage*. Pacific View Press.
4. Chinese Medicine Board of Australia. (2014). *Code of conduct*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
5. Chinese Medicine Board of Australia. (2016). *Quick reference guide – Guidelines for safe Chinese herbal medicine practice*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Guidelines-for-safe-practice.aspx>
6. Chinese Medicine Board of Australia. (2017). *Guidelines for safe Chinese herbal medicine practice*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Guidelines-for-safe-practice.aspx>
7. Chirali, I. (2014). *Traditional Chinese medicine cupping therapy* (3rd ed.). Churchill Livingstone Elsevier. [ebook available]
8. Deadman, P., Al-Khafaji, M., & Baker, K. (2007). *A manual of acupuncture* (2nd ed.). Journal of Chinese Medicine Publications. [Available as mobile app 2009 - or text 2007]
9. Liu, T. (2013). *Chinese medical qigong*. Jessica Kingsley. [ebook available]
10. Maciocia, G. (2019). *Diagnosis in Chinese medicine: A comprehensive guide* (2nd ed.). Elsevier.
11. National Health and Medical Research Council (2019). *Australian guidelines for the prevention and control of infection in healthcare*. <https://www.nhmrc.gov.au/about-us/publications/australian-guidelines-prevention-and-control-infection-healthcare-2019>
12. Nielsen, A. (2012). *Gua sha: A traditional technique for modern practice* (2nd ed.). Churchill Livingstone. [ebook available]



13. O'Toole, G. (2016). *Communication: Core interpersonal skills for health professionals* (3rd ed.). Churchill Livingstone.
14. Pleco Software. (2019). Pleco Chinese dictionary (Version 3.2.64) [Mobile Application Software]. www.pleco.com
15. Shen-Qing, L., & Morris, W. (2011). *Li Shi-zhen's pulse studies: An illustrated guide*. People's Medical Publishing House.
16. Victorian State Government (2019). *Regulation of unregistered health professionals*. <https://www2.health.vic.gov.au/health-workforce/health-workforce-regulation/regulation-of-unregistered-health-professions>
17. Wang, J., & Robertson, J. D. (2008). *Applied channel theory in Chinese medicine: Wang Ju-Yi's lectures on channel therapeutics*. Eastland Press.
18. Weber, M., & Kreisel, V. (2012). *A practical handbook: Laser acupuncture*. Anja Feuchtenbusch.

Subject Content		
Week	Lectures	Tutorials / Practicals
1.	<p>Session 1</p> <p>Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p>Tui Na Therapeutics</p> <ul style="list-style-type: none"> ➤ Professional issues and behaviours ➤ Inter-professional practices ➤ TCM orthopaedics and pain ➤ Treatment planning 	<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"> ➤ Literature activities
	<p>Session 2</p> <p>Compound Techniques</p> <ul style="list-style-type: none"> ➤ Grasping compound techniques ➤ Kneading compound techniques ➤ Other compound techniques ➤ Safe practices 	<ul style="list-style-type: none"> ➤ Practical skills activities
2.	<p>Session 3</p> <p>Coordinated Techniques</p> <ul style="list-style-type: none"> ➤ Gun fa coordinated techniques ➤ Other coordinated techniques ➤ Safe practices 	<ul style="list-style-type: none"> ➤ Practical skills activities
	<p>Session 4</p>	<ul style="list-style-type: none"> ➤ Practical skills activities



	Passive Techniques <ul style="list-style-type: none"> ➤ Ba shen fa ➤ Yao fa ➤ Safe practices 	
3.	Session 5 Head and Face <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
	Session 6 Neck and Shoulder <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
4.	Session 7 Shoulder Continued <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
	Session 8 Thoracic and Torso <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
5.	Session 9 Upper Extremities and Hands <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities



	<p>Session 10</p> <p>Lumbar, Sacral and Pelvis 1</p> <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
6.	<p>Session 11</p> <p>Lumbar, Sacral and Pelvis 2</p> <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
	<p>Session 12</p> <p>Lower Extremities and Feet</p> <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
7.	<p>Session 13</p> <p>Introduction to Internal Medicine</p> <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis 	<ul style="list-style-type: none"> ➤ Practical skills revision
	<p>Session 14</p> <ul style="list-style-type: none"> ➤ OSCE Exam 	
	<p>NON-TEACHING WEEK (note that make-up classes may be scheduled in this week)</p> <p>Semester 1 – This aligns with the week after Easter so it may fall between Weeks 6 to 8</p> <p>Semester 2 – The non-teaching week falls between Weeks 7 and 8</p>	
8.	<p>Session 15</p> <p>Digestive System</p> <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Literature activities
	<p>Session 16</p>	<ul style="list-style-type: none"> ➤ Practical skills activities



	Respiratory System, Allergies, and ENT <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	
9.	Session 17 Cardiac, Circulatory and Lymphatic Systems <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
	Session 18 Psychological, Neurological and Sleep <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
10.	Session 19 Urinary System and Andrology <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
	Session 20 Endocrine and Gynaecology 1 <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
11.	Session 21 Gynaecology 2 <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques 	<ul style="list-style-type: none"> ➤ Practical skills activities



	<ul style="list-style-type: none"> ➤ Inter-professional management 	
	<p>Session 22</p> <p>Pregnancy and Obstetrics</p> <ul style="list-style-type: none"> ➤ Health assessment ➤ Diagnosis ➤ Treatment planning and techniques ➤ Inter-professional management 	<ul style="list-style-type: none"> ➤ Practical skills activities
12.	<p>Session 23</p> <p>Working Across the Stages of Life 1</p> <ul style="list-style-type: none"> ➤ Paediatric theory ➤ Paediatric specific points and techniques 	<ul style="list-style-type: none"> ➤ Practical skills activities
	<p>Session 24</p> <p>Working Across the Stages of Life 2</p> <ul style="list-style-type: none"> ➤ Infants/Toddlers ➤ Children ➤ Common paediatric conditions 	<ul style="list-style-type: none"> ➤ Practical skills activities
13.	<p>Session 25</p> <p>Working Across the Stages of Life 3</p> <ul style="list-style-type: none"> ➤ Adolescents ➤ The aged ➤ Palliative care 	<ul style="list-style-type: none"> ➤ Practical skills activities
	<p>Session 26</p> <p>Working with Diverse Groups</p> <ul style="list-style-type: none"> ➤ Cultural sensitivity and safety ➤ Diverse racial and cultural groups, including indigenous Australians ➤ Veterans 	<ul style="list-style-type: none"> ➤ Practical skills activities
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 LMS for exam opening and closing times.</p>	



17. Final Examination Week 2

Students are required to sit examinations using the Respondus Lockdown Browser software per the [Examination Policy – Higher Education](#). Refer to your LMS for exam opening and closing times.