



# SUBJECT OUTLINE

Subject Name:

Subject Code:

**Clinical Practicum - Chinese  
Remedial Massage A**

**CMCP211**

## SECTION 1 – GENERAL INFORMATION

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

### Student Workload:

<b>No. timetabled hours per week:</b>	<b>No. personal study hours per week:</b>	<b>Total hours per week:</b>
7	4	10

### Delivery Mode\*:

☒ On campus      ☐ Online / Digital      ☐ Blended      ☐ Intensive

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

<input checked="" type="checkbox"/> Clinic block:	1 x 4 hour session per week, includes 30 minutes per session of set up / pack down time
<input checked="" type="checkbox"/> Clinic tutorials:	1 x 3 hour clinic tutorial 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:** CMTH121, BIOA122, CMPR122, CMTH122

**Co-requisites:** CMTH212, SOCE311

### Special Resource Requirements:

Flat soled, closed toe leather footwear or approved equivalent

Completion of a clinical practicum subject within the previous 9 months, or passing of safe practices entrance examination

HLTAID003 Provide first aid OR HLTAID011 Provide First Aid (VET unit of competency) – required prior to subject start date

LMS-based clinic induction and quiz

*Professional Dress Standards* as described by the [Endeavour Clinic Handbook](#)



Endeavour Clinic Handbook

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

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

This subject comprises in-class case-based discussions, and clinical placement within the Endeavour clinical practice facilities. Classroom case-based discussion provides students with opportunity to observe Chinese remedial massage practitioners providing consultations to a range of clients and clinical presentations within a facilitated tutorial, an appreciation of the steps utilised in clinical reasoning and decision making, and the formulation of point prescriptions and treatment plans incorporating a range of Chinese remedial massage (tui na) and Chinese medicine theories. Students will engage in interview and diagnostic processes to combine traditional theories and practices, evidence-based knowledge, personal experience, and client input to inform their clinical decisions and reflect upon their own performance. Students will also consolidate their practical skills application through the reproduction of tui na treatments, auxiliary, and topical herbal therapies as developed for model patients and clinical procedures. Within clinical placement undertaken within Endeavour's clinical practice facilities students will utilise feedback from their supervisors, patients and peers, as well as self-reflection to develop their capacity as a student of Chinese remedial massage. Included within this placement will be the utilisation their developed skills in Chinese remedial massage (tui na), auxiliary, topical herbal, Chinese lifestyle therapies, biomedical sciences, communication, and clinical management procedures. Within this placement students will particularly demonstrate their capacity in the management of musculoskeletal traumatology conditions and health maintenance.

### Learning Outcomes

1. Demonstrate professional, collaborative, ethical and safe behaviours, including communication, the administration of clinical processes and equipment, and adherence to professional, organisational and legal responsibilities.
2. Investigate patients' health status through a problem focussed and holistic consultation integrating recognition and appropriate responses to red flags, cautions and contraindications, diagnostic assessments, and investigative findings from other health practitioners.
3. Diagnose patient presentations and treatment responses within Chinese medicine frameworks, with an awareness of own scope of practice.
4. Identify appropriate prescriptions, treatment plans and goals for musculoskeletal traumatology conditions and health maintenance incorporating a range of Chinese medicine theories and literature that integrate patients' informed decisions.
5. Utilise Chinese medicine health interventions including Chinese remedial massage, auxiliary, topical herbal, and Chinese lifestyle therapies in a safe manner, and at a proficient level.
6. Monitor own performance, including through the use of reflection and feedback from supervisors, patients and peers.



Assessment Tasks				
Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Clinic Attendance</b> (100% required)	N/A	N/A	Weeks 1-12	Pass / Fail
<b>Classroom Attendance</b> (80% required)	N/A	N/A	Weeks 1-12	Pass/Fail
<b>Mid-semester Progressive Assessment</b> (Rubric based, includes 360° formative assessment)	1-6	1-12	Week 6	20%
<b>Reflective Practice Case Study</b> (1500 words)	1-6	1-14	Week 9	30%
<b>Final Progressive Assessment</b> (Rubric based)	1-6	13-24	Week 12	50%
All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS				
<b>Pass Requirements</b> To achieve a passing grade in this subject, students must: <ul style="list-style-type: none"> <li>• have a cumulative mark of at least 50%, and</li> <li>• have submitted all assessment items with a value greater than 15%, and</li> <li>• meet attendance requirements (absences require approved attendance waivers and subsequent make-up activities to be completed).</li> </ul> Additionally students must meet safe and professional practice hurdles throughout clinical placements and pass the Final Progressive Assessment with a mark not less than 50%				

### Prescribed Readings:

Maciocia, G. (2015). *The foundations of Chinese medicine* (3rd ed.). Elsevier. [ebook available]

Pritchard, S. (2015). *Tui na: A manual of Chinese massage therapy*. Jessica Kingsley. [ebook available]

CMCP211 reading list



### Recommended Readings:

- 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]
- Chang, X., Jing, H., & Shouxiang, Y. (2012). *Illustrated Chinese moxibustion techniques and methods*. Singing Dragon. [ebook available]
- Chengnan, S. (2000). *Chinese bodywork: A complete manual of Chinese therapeutic massage*. Pacific View Press.
- Chinese Medicine Board of Australia. (2014). *Code of conduct*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
- Chinese Medicine Board of Australia. (2016). *Infection prevention and control guidelines for acupuncture practice*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines/Infection-prevention.aspx>
- 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>
- 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>
- Chirali, I. (2014). *Traditional Chinese medicine cupping therapy* (3rd ed.). Churchill Livingstone Elsevier. [ebook available]
- 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]
- Liu, T. (2013). *Chinese medical qigong*. Jessica Kingsley. [ebook available]
- Maciocia, G. (2019). *Diagnosis in Chinese medicine: A comprehensive guide* (2nd ed.). Elsevier.
- 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>
- Nielsen, A. (2012). *Gua sha: A traditional technique for modern practice* (2nd ed.). Churchill Livingstone. [ebook available]
- O'Toole, G. (2016). *Communication: Core interpersonal skills for health professionals* (3rd ed.). Churchill Livingstone.
- Pleco Software. (2019). *Pleco Chinese dictionary* (Version 3.2.64) [Mobile Application Software]. [www.pleco.com](http://www.pleco.com)
- Shen-Qing, L., & Morris, W. (2011). *Li Shi-zhen's pulse studies: An illustrated guide*. People's Medical Publishing House.
- 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>



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	Tutorial / Practical Session	Clinic Session
1.	<p><b>Introduction</b> (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p><b>Case-based Discussion and Skills Application</b></p> <ul style="list-style-type: none"> <li>Clinical reasoning and diagnosis</li> <li>Chinese medicine prescribing theories</li> <li>Clinical processes &amp; professional policies and guidelines</li> <li>Practical skills activities</li> </ul>	<p><b>Clinical Practicum</b></p> <ul style="list-style-type: none"> <li>Clinical practicum goes from Week 1 to Week 12.</li> <li>Mid-semester reviews are conducted Weeks 6-7 and students are presented with written and verbal feedback from each supervisor about their performance in clinic and in relation to specified rubrics, and marks are aggregated to provide a single grade. A formative 360° review incorporating feedback from patients, peers, and clinical staff occurs during this review meeting.</li> <li>Final reviews of clinical practicum are conducted in Week 12 and students are presented with further written and verbal feedback from each supervisor about their performance in clinic in relation to specified rubrics, and marks are aggregated to provide a single grade.</li> <li>In Clinical Practicum students are evaluated on their ability to apply their knowledge and skills in a professional manner. Therefore students should note that, although helpful, previous success in academic subjects does not guarantee success in Clinical Practicum.</li> <li>During Clinical Practicum students will practice under supervision in pairs, developing and demonstrating their capacities in: <ul style="list-style-type: none"> <li>Professional behaviours</li> <li>Communication</li> <li>Health assessment</li> <li>Clinical reasoning</li> <li>Treatment planning</li> <li>Skills application</li> <li>Reflective learning</li> </ul> </li> </ul>



2 - 12.	<b>Case-based Discussion and Skills Application</b> <ul style="list-style-type: none"> <li>➤ Clinical reasoning and diagnosis</li> <li>➤ Chinese medicine prescribing theories</li> <li>➤ Clinical processes &amp; professional policies and guidelines</li> <li>➤ Practical skills activities</li> </ul>	<b>Clinical Practicum</b> <ul style="list-style-type: none"> <li>➤ As outlined above</li> </ul>
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