



# SUBJECT OUTLINE

Subject Name:

**Chinese Clinical Medicine 3**

Subject Code:

**CMCM321**

## SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total Course Credit Points:</b>	<b>Level:</b>
Bachelor of Health Science (Chinese Medicine)	128	3 <sup>rd</sup> Year
Bachelor of Health Science (Acupuncture Therapies)	96	3 <sup>rd</sup> Year
<b>Duration:</b>	1 Semester	
<b>Subject is:</b>	Core	<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 workshops:	<input type="checkbox"/> 2 hour <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:** BIOP311, CMCM311, CMCP312

**Co-requisites:** Nil

### 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

The Chinese Clinical Medicine stream utilises a case-based learning model to develop students' clinical reasoning, and ability to apply Chinese medicine pattern differentiation (bian zheng), disease differentiation (bian bing), and the theories of prescribing within Chinese medicine practices in the diagnosis and management of a range of internal medicine conditions. Students will integrate a variety diagnostic frameworks and therapies, apply a diverse range of the theories of prescribing within Chinese medicine practices, and develop an integrative knowledge of Chinese and biomedical medicine approaches to pathogenesis, diagnosis, and condition management within an inter-professional healthcare model. Students will evaluate a range of health research findings including those relating to clinical conditions and their treatment, promoting an evidence based application of Chinese medicine practices, including acupuncture therapies, Chinese remedial massage (tui na), patent and topical Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies. This subject will specifically consider complex diseases, multiple comorbidities, immune conditions, oncology, aged care, palliative care, paediatrics, and integumentary conditions, and the role Chinese medicine can play in the contribution to public health outcomes. Students will develop new theoretical knowledge and practical skills in the application of paediatric acupuncture and tui na, and cosmetic acupuncture methods.

### Learning Outcomes

1. Differentiate complex clinical presentations according to their Chinese medicine aetiology, pathogenesis, disease differentiation, pattern differentiations, and treatment principles.
2. Critically evaluate the recommendations of classical, clinical, and research-based literature with respect to clinical conditions.
3. Justify evidence-based Chinese medicine treatment plans and prescriptions informed by Chinese medicine theories and appraisal of literature for the management of clinical conditions utilising acupuncture therapies, Chinese remedial massage, patent and topical Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies.
4. Recommend and endorse inter-professional approaches to the Chinese medicine management of complex diseases, multiple comorbidities, immune conditions, oncology, aged care, palliative care, integumentary and paediatric conditions.
5. Evaluate Chinese medicine's potential for contributions to contemporary public health issues and emerging practice environments.
6. Safely perform paediatric and cosmetic techniques.



Assessment Tasks				
Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
<b>Continuous Safe Practices</b> (Rubric based)	6	15-21	Sessions 15-21	Pass/Fail
<b>Inter-professional Chronic Disease Management Plan</b> (1500 words)	1-4	1-10	Week 7	30%
<b>Report</b> Evaluation of Chinese medicine contribution to a public health issue (2000 words)	2-5	1-26	Week 14	30%
<b>Final Written Exam</b> (1.5 hours)	1-5	1-26	Final Examination Period	40%
All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS				
<p>To achieve a passing grade in this subject, students must:</p> <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 activity to be completed.</li> </ul>				

#### Prescribed Readings:

MacLean, W. (2018). *Clinical handbook of internal medicine: The treatment of disease with traditional Chinese medicine* (2nd ed.). Eastland Press.

CMCM321 reading list

#### Recommended Readings:

Bensky, D., Clavey, S. & Stoecker, E. (2015). *Chinese herbal medicine: Materia medica* (3rd ed.). Eastland Press.

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]



- Eastland Herb. (2019). *Eastland herb – Chinese medicine: Materia medica & formulas* (3.8). [Mobile Application Software]. <https://www.eastlandpress.com> [App may be purchased as an alternative to the Bensky, Clavey and Stoeger (2015) text].
- Hartmann, D. (2020). *The principles and practical application of acupuncture point combinations*. Singing Dragon. [ebook available]
- Kastner, J. (2011). *Chinese nutrition therapy: Dietetics in traditional Chinese medicine* (2nd ed.). Thieme. [ebook available]
- Liamputtong, P. (Ed). (2016). *Public health: Local and global perspectives*. Cambridge University Press.
- Liu, T. (2013). *Chinese medical qigong*. Jessica Kingsley. [ebook available]
- Maciocia, G. (2016). *The practice of Chinese medicine: The treatment of disease with acupuncture and Chinese herbs*. Elsevier Health Sciences. [ebook available]
- Pritchard, S. (2015). *Tui na: A manual of Chinese massage therapy*. Jessica Kingsley. [ebook available]
- Pyers, C. (2016). *Integrative TCM guide: Pathology: Interpreting blood tests into a Chinese medicine framework*. Trojan Press.
- Scheid, V., & Ellis, A. (2016). *Handbook of formulas in Chinese medicine*. Eastland Press.
- Stephenson, C. (2013). *The complementary therapist's guide to red flags and referrals*. Elsevier Health Sciences. [ebook available]
- Stephenson, C. (2017). *The acupuncturist's guide to conventional medicine* (2nd ed.). Jessica Kingsley. [ebook available]
- 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]
- Unschuld, P. U. (2016). *Huang Di nei jing ling shu: The ancient classic on needle therapy*. University of California Press. [ebook available]
- Unschuld, P. U. (2016). *Nan jing: The classic of difficult issues*. University of California Press. [ebook available]
- Wang, J., & Robertson, J. D. (2008). *Applied channel theory in Chinese medicine: Wang Ju-Yi's lectures on channel therapeutics*. Eastland Press.
- Yang, S., & Chace, C. (1994). *The systematic classic of acupuncture and moxibustion*. Blue Poppy Press.
- Zhizhong, W. (2014). *The classic of supporting life with acupuncture and moxibustion*. Chinese Medicine Database.

## 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>Complex Disease Management 1</b></p>	<p>➤ Case based learning activities</p>



	<ul style="list-style-type: none"> <li>➤ Complex and chronic disease management strategies</li> </ul>	
	<p>Session 2</p> <p><b>Complex Disease Management 2</b></p> <ul style="list-style-type: none"> <li>➤ Chronic disease management plans</li> <li>➤ Inter-professional practice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
2.	<p>Session 3</p> <p><b>Immunity &amp; Immune Deficiency</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical skills activities</li> </ul>
	<p>Session 4</p> <p><b>Autoimmune</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Practical skills activities</li> </ul>
3.	<p>Session 5</p> <p><b>Chronic Fatigue</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	
	<p>Session 6</p> <p><b>Obesity</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
4.	<p>Session 7</p> <p><b>Oncology 1</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
	<p>Session 8</p> <p><b>Oncology 2</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	
5.	<p>Session 9</p> <p><b>Palliative Care</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
	<p>Session 10</p> <p><b>Aged Care</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
6.	<p>Session 11</p> <p><b>Dermatology 1</b></p>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent and topical Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	
	<p>Session 12</p> <p><b>Dermatology 2</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent and topical Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
7.	<p>Session 13</p> <p><b>Dermatology 3</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent and topical Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
	<p>Session 14</p>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>





	<b>Dermatology 4</b> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent and topical Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	
	<b>NON-TEACHING WEEK</b> (note that make-up classes may be scheduled in this week) <b>Semester 1</b> – This aligns with the week after Easter so it may fall between Weeks 6 to 8 <b>Semester 2</b> – The non-teaching week falls between Weeks 7 and 8	
8.	Session 15 <b>Dermatology 5</b> <ul style="list-style-type: none"> <li>➤ Cosmetic acupuncture</li> <li>➤ History and principles</li> <li>➤ Rationale and mechanisms</li> <li>➤ Clinical applications and safety</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
	Session 16 <b>Dermatology 6</b> <ul style="list-style-type: none"> <li>➤ Cosmetic acupuncture and scar bridging</li> <li>➤ History and principles</li> <li>➤ Rationale and mechanisms</li> <li>➤ Clinical applications and safety</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Practical skills activities</li> </ul>
9.	Session 17 <b>Paediatrics 1</b> <ul style="list-style-type: none"> <li>➤ Introduction, Stages of childhood, Needling methods, tui na</li> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Practical skills activities</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	
	<p>Session 18</p> <p><b>Paediatrics 2</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Practical skills activities</li> </ul>
10.	<p>Session 19</p> <p><b>Paediatrics 3</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Practical skills activities</li> </ul>
	<p>Session 20</p> <p><b>Paediatrics 4</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Practical skills activities</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	
11.	<p>Session 21</p> <p><b>Paediatrics 5</b></p> <ul style="list-style-type: none"> <li>➤ Classical, clinical and research-based knowledge mobilisation</li> <li>➤ Pathogenesis and pattern differentiation</li> <li>➤ Applied theories of point combinations and prescriptions</li> <li>➤ Acupuncture therapies, Chinese remedial massage, patent Chinese herbal medicines, Chinese dietetics, and Chinese lifestyle therapies prescriptions</li> <li>➤ Inter-professional management strategies</li> <li>➤ Outcome measures</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Practical skills activities</li> </ul>
	<p>Session 22</p> <p><b>Chinese Medicine &amp; Public Health 1</b></p> <ul style="list-style-type: none"> <li>➤ Determinants of health</li> <li>➤ Local and global perspectives</li> <li>➤ Health promotion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> </ul>
12.	<p>Session 23</p> <p><b>Chinese Medicine &amp; Public Health 2</b></p> <ul style="list-style-type: none"> <li>➤ Public health interventions</li> <li>➤ Epidemiology</li> <li>➤ Social epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Chinese medicine contextualisation</li> </ul>
	<p>Session 24</p> <p><b>Chinese Medicine &amp; Public Health 3</b></p> <ul style="list-style-type: none"> <li>➤ Public health initiatives and policies</li> <li>➤ National health priority areas</li> <li>➤ Health economics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Chinese medicine contextualisation</li> </ul>



13.	<p>Session 25</p> <p><b>Chinese Medicine &amp; Public Health 4</b></p> <ul style="list-style-type: none"> <li>➤ Public health research</li> <li>➤ Cost efficacy and Chinese medicine</li> <li>➤ Integrative models of care</li> <li>➤ WHO Traditional medicine strategies</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Chinese medicine contextualisation</li> </ul>
	<p>Session 26</p> <p><b>Chinese Medicine &amp; Public Health 5</b></p> <ul style="list-style-type: none"> <li>➤ Institution based care</li> <li>➤ Community practice models</li> <li>➤ Practice environments</li> </ul>	<ul style="list-style-type: none"> <li>➤ Case based learning activities</li> <li>➤ Chinese medicine contextualisation</li> </ul>
14.	<p><b>Non-Teaching Week/Practical Examination Week 1</b></p> <p>Note that make-up classes may be scheduled in this week</p>	
15.	<p><b>Non-Teaching Week/Practical Examination Week 2</b></p> <p>Note that make-up classes may be scheduled in this week</p>	
16.	<p><b>Final Examination Week 1</b></p> <p>Students are required to sit examinations using the Respondus Lockdown Browser software per the <a href="#">Examination Policy – Higher Education</a>. Refer to your local campus calendar for exam opening and closing times.</p>	
17.	<p><b>Final Examination Week 2</b></p> <p>Students are required to sit examinations using the Respondus Lockdown Browser software per the <a href="#">Examination Policy – Higher Education</a>. Refer to your local campus calendar for exam opening and closing times.</p>	