



# SUBJECT OUTLINE

Subject Name:

Subject Code:

## Evaluating Acupuncture Clinical Practice

CMCP323

### SECTION 1 – GENERAL INFORMATION

<b>Award/s:</b>	<b>Total Course Credit Points:</b>	<b>Level:</b>
Bachelor of Health Science (Acupuncture Therapies)	96	3 <sup>rd</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> 7	<b>No. personal study hours per week:</b> 4	<b>Total hours per week:</b> 11
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#### Delivery Mode\*:

☐ On campus ☐ Online / Digital ☒ Blended ☐ Intensive

#### Weekly Session^ Format/s - 2 sessions per week over 12 weeks:

<input checked="" type="checkbox"/> On campus tutorials:	<input type="checkbox"/> 1 hour <input checked="" type="checkbox"/> 2 hours	1 x 2 hour tutorial 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"/> eLearning modules:	1 x 1 hour interactive adaptive online learning module 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:** Nil

**Co-requisites:** CMCP322

#### 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 black polo shirt

[Endeavour Clinic Handbook](#)

## SECTION 2 – ACADEMIC DETAILS

### Subject Rationale

Within this capstone clinical subject comprising case-based discussion, tutorial activities, and clinical placement within Endeavour clinical practice facility/s, students will consolidate their knowledge and skills in the practice of Chinese medicine. Within clinical placements, students will practice unpaired within the Endeavour clinical practice facility/s, demonstrating their readiness to enter clinical practice in their chosen profession. Students will apply skills in critical reflection and data analysis to evaluate an aspect of their performance within their undergraduate clinical training experiences. Students will generate a professional development plan to guide their post-graduation transition and further education.

### Learning Outcomes

1. Model leadership in professional, ethical and safe behaviours, including communication, the management of clinical processes and equipment, risk and quality management, and adherence to professional, organisational and legal responsibilities.
2. Justify differential diagnoses for patient presentations and evaluate treatment responses within Chinese medicine frameworks, with a developed awareness of own scope of practice and treatment progress.
3. Develop assessments treatment plans and goals with patients as partners to promote improved health outcomes.
4. Justify appropriate Chinese medicine consultation techniques and treatment protocols that integrate knowledge from the behavioural and biomedical sciences with patients as partners.
5. Design and employ Chinese medicine interventions in a physically and culturally safe manner that integrate knowledge and skills from the behavioural and biomedical sciences at a proficient level.
6. Critically evaluate own performance and communicate conclusions to others.
7. Critically reflect on own clinical training experience to create a professional development plan appropriate to guide ongoing advancement as a Chinese medicine practitioner.



## 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 Lecture Attendance</b> (80% required)	N/A	N/A	Weeks 1-12	Pass/Fail
<b>Mid-semester Progressive Assessment</b> (Rubric based)	1-6	1-14	Week 7	20%
<b>Poster Presentation</b> Retrospective evaluation of aspect of own performance incorporating patient outcomes data (300-800 words & 5 minutes presentation)	6	1-16	Session 17	30%
<b>Professional Development Plan</b> (800 words)	6-7	1-26	Week 12	30%
<b>Final Progressive Assessment</b> (Rubric based)	1-6	15-26	Week 12	20%

All written assessments and online quizzes are due at 11:55 p.m. and submitted through the LMS

To achieve a passing grade in this subject, students must:

- have a cumulative mark of at least 50%, and
- have submitted all assessment items with a value greater than 15%, and
- meet attendance requirements. Absences require approved attendance waivers and subsequent make-up activity to be completed.

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:

Chinese Medicine Board of Australia. (2019b). *Continuing professional development guidelines*. Retrieved from <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>



- Chinese Medicine Board of Australia. (2019a). *Continuing professional development registration standard*. Retrieved from <https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Lee, H., Peng, W., Steel, A., Reid, R., Sibbritt, D., & Adams, J. (2019). Complementary and alternative medicine research in practice-based research networks: A critical review. *Complementary therapies in medicine*, 43, 7-19. <https://doi.org/10.1016/j.ctim.2018.12.023>
- Reid, R., & Steel, A. (2015). The importance of the PRACI project for grass roots complementary medicine practice: A call for practitioner involvement. *Australian Journal of Herbal Medicine*, 27(3), 101–104. Retrieved from <https://search.informit.com.au/documentSummary;dn=717839347672225;res=IELHEA>
- Steel, A., Adams, J., & Sibbritt, D. (2014). Developing a multi-modality complementary medicine practice-based research network: The PRACI project. *Advances in Integrative Medicine*, 1(3), 113–118. <https://doi.org/10.1016/j.aimed.2014.11.003>
- Steel, A., Sibbritt, D., Schloss, J., Wardle, J., Leach, M., Diezel, H., & Adams, J. (2017). An overview of the practitioner research and collaboration initiative (PRACI): A practice-based research network for complementary medicine. *BMC Complementary and alternative medicine*, 17(87). <https://doi.org/10.1186/s12906-017-1609-3>
- Wilkinson, J., & Gale, N. K. (2015). Towards a learning profession? In N. K. Gale & J. V. McHale (Eds.), *Routledge handbook of complementary and alternative medicine: Perspectives from social science and law* (pp. 341-354). Routledge. [ebook available]
- World Health Organisation (2013). *WHO traditional medicine strategy: 2014-2023*. Retrieved from <https://www.who.int/publications/i/item/9789241506096>
- CMCP323 reading list

### Recommended Readings:

- Chinese Medicine Board of Australia. (2015a). *Criminal history registration standard*. Retrieved from <https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Chinese Medicine Board of Australia. (2015b). *English language skills registration standard*. Retrieved from <https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Chinese Medicine Board of Australia. (2016). *Patient health records guidelines*. Retrieved from <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
- Chinese Medicine Board of Australia. (2019a). *Professional indemnity insurance arrangements registration standard*. Retrieved from <https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Chinese Medicine Board of Australia. (2019b). *Recency of practice registration standard*. Retrieved from <https://www.chinesemedicineboard.gov.au/Registration-Standards.aspx>
- Chinese Medicine Board of Australia. (2019c). *Social media: How to meet your obligations under the national law*. Retrieved from <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
- Chinese Medicine Board of Australia. (2020a). *Guidelines for advertising a regulated health service*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Advertising-a-regulated-health-service/Guidelines-for-advertising-regulated-health-services.aspx>
- Chinese Medicine Board of Australia. (2020b). *Guidelines for mandatory notifications*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>



Chinese Medicine Board of Australia. (2022a). *Code of conduct*.

<https://www.ahpra.gov.au/Resources/Code-of-conduct/Shared-Code-of-conduct.aspx>

Chinese Medicine Board of Australia. (2022b). *Nomenclature compendium for Chinese herbal medicines*.

<https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Guidelines-for-safe-practice>

Chinese Medicine Board of Australia. (2023a). *Revised Guidelines for safe Chinese herbal medicine practice*.

<https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Guidelines-for-safe-practice.aspx>

Chinese Medicine Board of Australia. (2023b). *Revised Guidelines on infection prevention and control for acupuncture and related practices*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines/Infection-prevention.aspx>

Year 3 professional library

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>Case-based Discussion</b></p> <ul style="list-style-type: none"> <li>Within facilitated classroom tutorial sessions students collectively consolidate and reflect on their individual skills in clinical reasoning and treatment provision</li> <li>Students will focus on providing advanced care for their patients and their ongoing development as practitioners through self-directed and peer-based learning</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> <p><b>Blended learning tutorial:</b></p> <ul style="list-style-type: none"> <li>National and global professional development standards, and practitioner as researcher</li> </ul>
	<p>Session 2</p> <p><b>Clinical Practicum</b></p> <ul style="list-style-type: none"> <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 unpaired, developing and demonstrating their capacities in: <ul style="list-style-type: none"> <li>Professional behaviours</li> <li>Therapeutic relationships</li> <li>Health assessment</li> <li>Clinical reasoning</li> <li>Treatment planning</li> </ul> </li> </ul>	



	<p>➤ Skills application</p> <p>➤ Reflective learning</p>	
2.	<p>Session 3</p> <p><b>Case-based Discussion</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Clinical auditing</p>
	<p>Session 4</p> <p><b>Clinical Practicum</b></p>	
3.	<p>Session 5</p> <p><b>Case-based Discussion</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Patient outcomes data</p>
	<p>Session 6</p> <p><b>Clinical Practicum</b></p>	
4.	<p>Session 7</p> <p><b>Case-based Discussion</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Descriptive statistics</p>
	<p>Session 8</p> <p><b>Clinical Practicum</b></p>	
5.	<p>Session 9</p> <p><b>Case-based Discussion</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Correlational statistics</p>
	<p>Session 10</p> <p><b>Clinical Practicum</b></p>	
6.	<p>Session 11</p> <p><b>Case-based Discussion</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Bayesian statistics</p>
	<p>Session 12</p> <p><b>Clinical Practicum</b></p>	
7.	<p>Session 13</p> <p><b>Case-based Discussion</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Graphing and presentation of data</p>
	<p>Session 14</p> <p><b>Clinical Practicum</b></p>	
8.	<p>Session 15</p> <p><b>Case-based Discussion</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Graphing and presentation of data</p>
	<p>Session 16</p> <p><b>Clinical Practicum</b></p>	
9.	<p>Session 17</p> <p><b>Case-based Discussion</b></p> <p><b>Poster Presentations</b></p>	<p><b>Blended learning tutorial:</b></p> <p>➤ Continuous improvement cycles</p>



	Session 18 <b>Clinical Practicum</b>	
10.	Session 19 <b>Case-based Discussion</b>	<b>Blended learning tutorial:</b> ● Utilising practitioner-based research networks
	Session 20 <b>Clinical Practicum</b>	
11.	Session 21 <b>Case-based Discussion</b>	<b>Blended learning tutorial:</b> ● Advanced reflective practice
	Session 22 <b>Clinical Practicum</b>	
12.	Session 23 <b>Case-based Discussion</b>	<b>Blended learning tutorial:</b> ● Advanced reflective practice
	Session 24 <b>Clinical Practicum</b>	