



SUBJECT OUTLINE

Subject Name:

Subject Code:

Chinese Medicine – Acupuncture Clinical Studies
7

CMCS421

SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Acupuncture)	128	4 th Year
Duration: 1 Semester		
Subject is: Core	Subject Credit Points: 6	

Student Workload:

No. timetabled hours per week: 11	No. personal study hours per week: 6	Total hours per week: 17
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Delivery Mode*:

☐ On campus ☐ Online / Digital ☒ Blended ☐ Intensive

Weekly Session^ Format/s - 3 sessions per week:

<input checked="" type="checkbox"/> On campus clinic block:	2 x 4 hour sessions, includes 30 minutes per session of set up / pack down time
<input checked="" type="checkbox"/> Livestream workshops	1 x 3 hour session per week via livestream

*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: CMAC411, CMCS411, CMPR411

Co-requisites: CMAC421

Special Resource Requirements:

Flat soled, closed toe leather footwear or approved equivalent

HLTAID003 or HLTAID011 Provide first aid (VET unit of competency)

LMS-based clinic induction and quiz

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

[Endeavour Clinic Handbook](#)

Clinical equipment kit including:

➔ Endeavour clinic uniform – black polo shirt



- Measuring tape
- Otoscope
- Penlight
- Percussion reflex hammer
- Sphygmomanometer
- Stethoscope
- Thermometer
- Timing device (with second hand)

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

This clinical subject is a culmination of 4 years study comprising facilitated case-based learning and clinical placement within Endeavour clinical practice facility/s. The purpose of this subject is for students to consolidate their knowledge and skills in the practice of Chinese medicine. During clinical placements, students will proficiently practice within the Endeavour clinical practice facility/s under the supervision of registered Acupuncturists, demonstrating their readiness to enter clinical practice in Chinese Medicine. The facilitated case-based discussions will develop students' knowledge, skills and attitudes of the profession and capacity for Chinese medicine practice within the context of the contemporary Australian healthcare system. Case-based learning scenarios specifically focus on lifelong learning, collaborative practice, patient communication, cultural safety, and risk management.

Learning Outcomes

1. Assess responses of self and others to unsafe or unprofessional practices and make recommendations to improve safe and professional practice within the clinical setting.
2. Assess the applied interpersonal skills of self and others and make recommendations to improve communication in the clinical setting.
3. Advocate on behalf of patients and support their own capacity to self-advocate for access to services to meet their health care goals.
4. Proficiently apply interview and physical examination skills at a graduate level to collect and extend health information to inform a differential diagnosis, and assess patient health and/or responses to treatment using valid and reliable methods.
5. Proficiently apply Chinese medicine clinical reasoning skills at a graduate level to accurately reach a relevant Chinese medicine differential diagnosis and prognosis including for complex case presentations and develop a treatment plan and schedule to review.
6. Initiates inter and/or intra professional treatment and team-based care, providing education and explanation about Chinese medicine to other practitioners while respecting professional boundaries and the functions of other healthcare professionals.
7. Proficiently analyses and adapts Chinese medicine health interventions including acupuncture therapies, patent Chinese herbal medicines, Chinese dietetics, Chinese lifestyle therapies and patient education in a



manner that recognises cautions and contraindications, potential interactions, the range of influences and determinants of health, and patient's self-management capacity.

8. Critically appraises the best available research and primary literature to guide and improve own practice methods.
9. Critically reflect on own performance and learning, including through the use feedback from various others, to ensure capability for practice and to support recommendations for improvement.
10. Provides clinical supervision and shares experience with other students in the clinical setting to enhance patient outcomes.
11. Demonstrate commitment to professional development activity.
12. Develop an interprofessional treatment plan reflective of the Australian healthcare system and guided by the NSQHS Standards that recognizes the principles of bioethics as well as the skills, roles and responsibilities of other healthcare practitioners.
13. Designs a strategy for communication, education, and patient advocacy for cultural and linguistic diverse patients.
14. Respect a patients' knowledge, experience and cultures and potential impacts on their health outcomes and healthcare experiences, including sociocultural and socioeconomic factors, and cultural and linguistic diversity.
15. Reflect on own culture and cultural biases with the context of cultural safety, and the distribution of privileges.
16. Evaluate resource management, quality assurance, and risk mitigation principles and responses, including in the importing and exporting of medical devices.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Attendance (100% required)	N/A	N/A	Weeks 1-12	Pass/Fail
Mid-semester Progressive Clinical Assessment (rubric-based)	1-10	2, 3, 5, 6, 8, 9, 11, 12, 14, 15, 17, 18	Week 6-7	20%
Portfolio (2000 words)	11-15	4, 7, 10, 13, 16, 19, 22, 25, 28	Week 10	40%
Quiz (30 minutes)	16	31, 34	Week 12	10%
Final Progressive Clinical Assessment	1-10	20, 21, 23, 24, 26, 27, 29, 30, 32, 33, 35, 36	Week 12	30%



(rubric-based)				
All written assessments and online quizzes are due at 11:55 p.m. Sunday and submitted through the LMS				
Students are required to submit all assessment items with a value of greater than 15% to be eligible to receive a passing grade.				
Additionally, students must pass the Final Progressive Clinical Assessment with a mark not less than 50%				

Prescribed Readings:

- Australian Commission on Safety and Quality in Healthcare. (2021). *National safety and quality health service standards*. https://www.safetyandquality.gov.au/sites/default/files/2021-05/national_safety_and_quality_health_service_nsqhs_standards_second_edition_-_updated_may_2021.pdf
- Chinese Medicine Board of Australia. (2013). *Infection prevention and control guidelines for acupuncture practice*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines/Infection-prevention.aspx>
- Chinese Medicine Board of Australia. (2014). *Code of conduct*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines/Code-of-conduct.aspx>
- Chinese Medicine Board of Australia. (2014). *Guidelines for advertising regulated health services*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Advertising-a-regulated-health-service/Guidelines-for-advertising-regulated-health-services.aspx>
- Chinese Medicine Board of Australia. (2016). *Guidelines for safe practice of Chinese herbal medicine*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines/Guidelines-for-safe-practice.aspx>
- Chinese Medicine Board of Australia. (2016). *Patient health records guidelines*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
- Chinese Medicine Board of Australia. (2019). *Continuing professional development guidelines*. <http://www.chinesemedicineboard.gov.au/Codes-Guidelines.aspx>
- Chinese Medicine Board of Australia. (2019). *Social media: How to meet your obligations under the national law*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Social-media-guidance.aspx>
- Chinese Medicine Board of Australia. (2020). *Guidelines: Mandatory notifications about registered health practitioners*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Guidelines-for-mandatory-notifications.aspx>
- Chinese Medicine Board of Australia. (2020). *Guidelines: Mandatory notifications about registered students*. <https://www.chinesemedicineboard.gov.au/Codes-Guidelines/Guidelines-for-mandatory-notifications.aspx>

Recommended Readings:

- Australian Government (2019). *Therapeutic goods act 1989*. Retrieved from <https://www.legislation.gov.au/Series/C2004A03952>
- Dune, T., McLeod, K., & Williams, R. (2021). *Culture, diversity and health in Australia: Towards culturally safe health care*. Routledge. [ebook available]



- Maciocia, G. (2008). *The practice of Chinese medicine: The treatment of disease with acupuncture and Chinese herbs* (2nd ed.). Elsevier Churchill Livingstone. [ebook available]
- Maclean, W., & Lyttleton, J. (1998). *Clinical handbook of internal medicine: The treatment of disease with traditional Chinese medicine. Volume 1: Lung, kidney, liver, heart*. University of Western Sydney.
- Maclean, W., & Lyttleton, J. (2002). *Clinical handbook of internal medicine: The treatment of disease with traditional Chinese medicine. Volume 2: Spleen and stomach*. University of Western Sydney.
- Purdie, N., Dudgeon, P., & Walker, R. (2014). *Working together: Aboriginal and Torres Strait Islander mental health and wellbeing principles and practice* (2nd ed.). Commonwealth of Australia.
- Pyers, C. (2016). *Integrative TCM guide: Pathology: Interpreting blood tests into a Chinese medicine framework*. Trojan Press.
- Wang, J.-Y., & Robertson, J. (2008). *Applied channel theory in Chinese medicine: Wang Ju-Yi's lectures on channel therapeutics*. Eastland Press.
- Weir, M. (2016). *Law and ethics in complementary medicine: A handbook for practitioners in Australia and New Zealand* (5th ed.). Allen & Unwin.
- Willis, E., Reynolds, L., & Keleher, H. (2016). *Understanding the Australian health care system* (3rd ed.). Elsevier.

Subject Content		
Week	Lecture / Clinical Practicum	Tutorials / Practical
1.	<p>Session 1</p> <p>Applied reflective practice</p> <ul style="list-style-type: none"> ➤ Continuing professional development planning ➤ Self-assessment and learning goal setting 	<ul style="list-style-type: none"> ➤ Case Studies: practitioner deficiencies and their impacts on patients
	<p>Session 2</p> <p>Clinical Practicum</p> <ul style="list-style-type: none"> ➤ Clinical practicum goes from Week 1 to Week 12. ➤ 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. ➤ 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. ➤ During Clinical Practicum students will practice under supervision of registered acupuncturists in junior/senior pairs, developing and demonstrating their capacities in: <ul style="list-style-type: none"> ⌚ Application of legal, ethical and organisational responsibilities ⌚ Communication with patients and others ⌚ Obtaining informed consent ⌚ Conducting health assessments 	



	<ul style="list-style-type: none"> ② Developing Chinese medicine diagnoses ② Participating in team-based care ② Applying Chinese medicine treatments ② Evidence based practice ② Reflection and peer assessment ② Peer learning and mentorship 	
	Session 3 Clinical Practicum	
2.	Session 4 The Australian Healthcare System <ul style="list-style-type: none"> ➤ Medicare & Pharmaceutical benefits Scheme ➤ Private Health Insurance ➤ Primary Health Networks ➤ Federal, state and local responsibilities ➤ Skills, roles and responsibilities of healthcare workers 	<ul style="list-style-type: none"> ➤ Case studies: patients navigating the healthcare system
	Session 5 Clinical Practicum	
	Session 6 Clinical Practicum	
3.	Session 7 Ethics in Practice <ul style="list-style-type: none"> ➤ Bioethics principles ➤ Clinical ethics ➤ Health policy 	<ul style="list-style-type: none"> ➤ Case studies: ethical dilemmas in practice
	Session 8 Clinical Practicum	
	Session 9 Clinical Practicum	
4.	Session 10 Patient Experiences of Treatment <ul style="list-style-type: none"> ➤ Socioeconomic impacts on health and treatment experiences ➤ Sociocultural impacts on health and treatment experiences ➤ Patient's healthcare knowledge impact on health and treatment experiences ➤ Patient expectations and responses to treatment 	<ul style="list-style-type: none"> ➤ Case studies: Regional, rural and urban experiences of healthcare



	Session 11 Clinical Practicum	
	Session 12 Clinical Practicum	
5.	Session 13 Indigenous History and Health ➤ Australian colonisation and history ➤ Indigenous culture, stereotypes, health, and illness ➤ Resource equity and healthcare outcomes	• Case studies: Indigenous Australians
	Session 14 Clinical Practicum	
	Session 15 Clinical Practicum	
6.	Session 16 Patient Diversity ➤ Cultural diversity ➤ Ethnic diversity ➤ Linguistic diversity ➤ Engaging with third parties	➤ Case Studies: Diverse patients
	Session 17 Clinical Practicum	
	Session 18 Clinical Practicum	
7.	Session 19 NSQHS Standards ➤ Partnering with consumers ➤ Communicating for safety ➤ Explaining Chinese Medicine to patients, health professionals, and others ➤ Education for patients and others	➤ Case Studies: Communication and education failures
	Session 20 Clinical Practicum	
	Session 21 Clinical Practicum	
8.	Session 22 NSQHS Standards ➤ Comprehensive care ➤ Personal scope of practice	➤ Case Studies: Unsuccessful outcomes



	<ul style="list-style-type: none"> ➤ Reviewing treatments plans and outcomes ➤ Professional communication protocols and referrals ➤ Respectful working relationships 	
	Session 23 Clinical Practicum	
	Session 24 Clinical Practicum	
9.	Session 25 Collaborative Practice <ul style="list-style-type: none"> ➤ Team based care ➤ Interprofessional practice and multidisciplinary teams ➤ Patient advocacy ➤ Access to resources and services ➤ Equity in healthcare 	<ul style="list-style-type: none"> ➤ Case Studies: Under and over-served patients
	Session 26 Clinical Practicum	
	Session 27 Clinical Practicum	
10.	Session 28 Quality and Risk Management <ul style="list-style-type: none"> ➤ Quality assurance and improvements ➤ Resource management ➤ Equipment management ➤ Importing and exporting medical devices 	<ul style="list-style-type: none"> ➤ Case Studies: Medical devices and clinical facilities
	Session 29 Clinical Practicum	
	Session 30 Clinical Practicum	
11.	Session 31 Quality and Risk Management <ul style="list-style-type: none"> ➤ Responding to unsafe or unprofessional practices ➤ Safety hazards ➤ Identify and managing risk ➤ Adverse events and incident reporting 	<ul style="list-style-type: none"> ➤ Case Studies: Injured patients
	Session 32 Clinical Practicum	



	Session 33 Clinical Practicum	
12.	Session 34 Enquiry Based Learning ➤ Student lead learning	➤ Case Studies: Student experiences
	Session 35 Clinical Practicum	
	Session 36 Clinical Practicum	