



SUBJECT OUTLINE

Subject Name:

TCM Research 1

Subject Code:

CMPR411

SECTION 1 – GENERAL INFORMATION

Award/s:	Total Course Credit Points:	Level:
Bachelor of Health Science (Acupuncture)	128	4 th Year
Duration:	1 Semester	
Subject Coordinator: Helen Jorgensen (Brisbane Campus)		
Subject is:	Subject Credit Points:	2
Core		

Student Workload:

No. timetabled hours per week:	No. personal study hours per week:	Total hours per week:
3	2	5

Delivery Mode:

Face to Face 1 x 3 hour workshop
(On Campus)

Full Time

Part Time

Pre-requisites: SOCQ121

Co-requisites: CMCS323

SECTION 2 – ACADEMIC DETAILS

Subject Rationale

Traditional Chinese Medicine Research 1 enhances a student's lifelong learning skills. Students work individually and in groups to identify key Chinese medicine research topics. Topics specifically covered in this subject include: cardiovascular, respiratory, gastrointestinal, neurological, psychiatric, endocrine, oncology and Chinese medicine external medicine disorders. All collaborative research undertaken here will lead to a greater physiological understanding of acupuncture, its treatment outcomes and timelines for a treatment course. By subject conclusion each student will be capable of reviewing the current evidence base for acupuncture and Chinese medicine and critically evaluate published research.

Learning Outcomes

1. Outline the key methodological issues of Chinese medicine research for each condition.



2. Outline and discuss the essential criteria and design principles that inform quality Chinese medicine clinical practice research.
3. Search for and critically evaluate published research on the efficacy of Chinese medicine in the management of key conditions and apply it in evidence-informed practice of Chinese medicine.
4. Present acupuncture research in a plain language format, suitable for the responsible promotion of acupuncture to a targeted patient group.

Assessment Tasks

Type	Learning Outcomes Assessed	Session Content Delivered	Due	Weighting
Seminar Participation (80% attendance and active participation required)	N/A	N/A	Sessions 1-13	Pass/Fail
Written Assignment 1 search strategy (250 words)	3	1	Week 4	5%
Research-based Blog (500 words)	3-4	4	Week 7	15%
Oral Presentation (20 minutes)	1-3	5-13 (as rostered)	Sessions 5-13 (as rostered)	30%
Written Assignment 2 (2500 words)	1-3	N/A	Week 13	50%

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

Prescribed Readings:

1. Nil

Recommended Readings:

1. Cheng, C., Fu, S., Zhou, Q., Wu, T., Shang, H., Tang, X., Lui, Z., Lui, J., Lin, Z., Lao, L., Lü, A., Zhnag, B., Liu, B., & Bian, Z. (2013). Extending the CONSORT Statement to moxibustion. *Journal of Integrative Medicine*, 11(1), 54-63. <https://doi.org/10.3736/jintegrmed2013009>
2. 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>



3. 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>
4. Greenhalgh, T., Howick, H., & Maskrey, N. (2014). Evidence based medicine: A movement in crisis? *BMJ: British Medical Journal*, 348(7963), 18-21. <https://doi.org/10.1136/bmj.g3725>
5. Jadad, A. R., Moore, R. A., Carroll, D., Jenkinson, C., Reynolds, D. J., Gavaghan, D. J., & McQuay, H. J. (1996). Assessing the quality of reports or randomised clinical trials: Is blinding necessary? *Controlled Clinical Trials*, 17(1), 1-12. [https://doi.org/10.1016/0197-2456\(95\)00134-4](https://doi.org/10.1016/0197-2456(95)00134-4)
6. Linde, K., Niemann, K., Schneider, A., & Meissner, K. (2010). How large are the nonspecific effects of acupuncture? A meta-analysis of randomised controlled trials. *BMC Med*, 8(75). <https://doi.org/10.1186/1741-7015-8-75>
7. MacPherson, H., Hammerschlag, R., Lewith, G., & Schyner, R. (Eds.). (2008). *Acupuncture research: Strategies for establishing an evidence base*. Churchill Livingstone Elsevier.
8. MacPherson, H., Li, Y., Moher, D., Altman, D. G., Wu, T. Hammerschlag, R., & White, A. (2010). Revised Standards for reporting interventions in clinical trials of acupuncture (STRICTA): Extending the CONSORT statement. *Australian Journal of Acupuncture and Chinese Medicine*, 5(2), 8-22.
9. Medhurst, R. (2016). *The business of healing: A common-sense guide to the establishment and management of the non-medical healthcare practice* (3rd ed.). Robert Medhurst.
10. Schulz, K. F., Altman, D. G., & Moher, D. (2010). CONSORT 2010 Statement: Updated guidelines for reporting parallel group randomisation trials. *Trials*, 11(1), Article 32. <https://doi.org/10.1186/1745-6215-11-32>
11. Takakura, N., Takayama, M., & Yajima, H. (2015). The differences of Park and Streitberger single-blind needles from Takakura double-blind needle. *Journal of Integrative Medicine*, 13(4), 212-214. [https://doi.org/10.1016/S2095-4964\(15\)60189-3](https://doi.org/10.1016/S2095-4964(15)60189-3)
12. To, M., & Alexander, C. (2015). The effects of Park sham needles: A pilot study. *Journal of Integrative Medicine*. 13(1), 20-24. [https://doi.org/10.1016/S2095-4964\(15\)60153-4](https://doi.org/10.1016/S2095-4964(15)60153-4)
13. Weir, M. (2016). *Law and ethics in complementary medicine: A handbook for practitioners in Australia and New Zealand* (5th ed.). Allen & Unwin.
14. White, A., Cummings, M., Barlas, P., Cardini, F., Filshie, J., Foster, N. E., Lundeberg, T., Stener-Victorin, E., & Witt, C., (2008). Defining an adequate dose of acupuncture using a neurophysiological approach: A narrative review of the literature. *Acupuncture in Medicine*, 26(2), 111-120.

Subject Content

Week	Workshops
1.	<p>Introduction (Subject Outline / Subject Aims / Assessment / Teaching Resources)</p> <p>Introduction to Acupuncture Research</p> <ul style="list-style-type: none"> ➤ Orientation to assessment tasks ➤ Chinese medicine study design principles (qualitative and quantitative) ➤ Methodologies (Jadad, CONSORT, STRICTA) ➤ Validity of current research into Chinese medicine practice ➤ Chinese medicine specific design principles for good research ➤ Why we undertake research into Chinese medicine practice



2.	<p>Orientation to TCM Research (Including Physiological Effects of Acupuncture in These Areas)</p> <ul style="list-style-type: none"> ➤ Cardiovascular ➤ Respiratory ➤ Gastrointestinal ➤ Neurological ➤ Psychiatric ➤ Endocrine ➤ Oncology ➤ TCM external medicine disorders
3.	<p>Clinical Outcome Measures</p> <ul style="list-style-type: none"> ➤ Basis for utilisation ➤ Principles ➤ Benefits ➤ Risks ➤ Practical concerns
4.	<p>Clinical Outcome Measures (Continued)</p> <ul style="list-style-type: none"> ➤ Outcome measure types ➤ The strength of different outcome measurements to Chinese medicine practice ➤ The weakness of different outcome measurements to Chinese medicine practice ➤ Viability of use in clinical practice? To use or not use outcome measures when managing patients ➤ Responsible advertising guidelines
5.	<p>Oral Presentations</p> <p>Student oral presentations of their research topics covering the following areas</p> <ul style="list-style-type: none"> ➤ Validity of current evidence to Chinese medicine practice ➤ Physiological mechanism/s of action identified in literature ➤ Relationship of evidence based practice to historical TCM understanding ➤ The Chinese medicine treatments identified in the evidence for the management ➤ The skill and technique required to achieve the mechanism of outcome listed in the evidence ➤ Prognosis of treatment <p>Topic: Cardiovascular/Respiratory/Gastrointestinal diseases</p>
6.	<p>Oral Presentations (Continued)</p> <ul style="list-style-type: none"> ➤ As per previous <p>Topic: Cardiovascular/Respiratory/Gastrointestinal diseases</p>
7.	<p>Oral Presentations (Continued)</p> <ul style="list-style-type: none"> ➤ As per previous <p>Topic: Cardiovascular/Respiratory/Gastrointestinal diseases</p>
<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>	



Semester 2 – The non-teaching week falls between Weeks 7 and 8	
8.	Oral Presentations (Continued) <ul style="list-style-type: none"> ➤ As per previous Topic: Cardiovascular/Respiratory/Gastrointestinal diseases
9.	Oral Presentations (Continued) <ul style="list-style-type: none"> ➤ As per previous Topic: Cardiovascular/Respiratory/Gastrointestinal diseases
10.	Oral Presentations (Continued) <ul style="list-style-type: none"> ➤ As per previous Topic: Neurological/Psychiatric diseases
11.	Oral Presentations (Continued) <ul style="list-style-type: none"> ➤ As per previous Topic: Neurological/Psychiatric diseases
12.	Oral Presentations (Continued) <ul style="list-style-type: none"> ➤ As per previous Topic: Endocrine/Oncology/Dermatology
13.	Oral Presentations (Continued) <ul style="list-style-type: none"> ➤ As per previous Topic: Endocrine/Oncology/Dermatology
14.	Non-Teaching Week/Practical Examination Week 1 Note that make-up classes may be scheduled in this week
15.	Non-Teaching Week/Practical Examination Week 2 Note that make-up classes may be scheduled in this week
16.	Final Examination Week 1 There is no final exam for this subject
17.	Final Examination Week 2 There is no final exam for this subject