

<b>Module Title:</b>	Foundations in Chinese Medicine and Acupuncture	<b>Level:</b>	4	<b>Credit Value:</b>	40
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<b>Module code:</b>	CMP410	<b>Is this a new module?</b>	No	<b>Code of module being replaced:</b>	
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<b>Cost Centre:</b>	GACM	<b>JACS3 code:</b>	B343
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<b>Trimester(s) in which to be offered:</b>	1, 2	<b>With effect from:</b>	October 18
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<b>School:</b>	Social & Life Sciences	<b>Module Leader:</b>	Richard Chamberlain
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Scheduled learning and teaching hours	150 hrs
Guided independent study	200 hrs
Placement (in onsite clinic)	50 hrs
<b>Module duration (total hours)</b>	400 hrs

<b>Programme(s) in which to be offered</b>	Core	Option
BSc (Hons) Acupuncture	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
None

Office use only

Initial approval August 16

APSC approval of modification October 2018

Have any derogations received SQC approval?

Version 2

Yes  No

<b>Module Aims</b>
<p>The aims of this module are</p> <ol style="list-style-type: none"> <li>1. To introduce the students to the culture, philosophy and fundamental principles of Chinese Medicine.</li> <li>2. To equip the student practitioner with the skills to make an appropriate diagnosis according to Chinese Medicinal Theory.</li> <li>3. To develop the students' knowledge and understanding of the personal and professional skills required by practitioners within the clinical environment.</li> </ol>

<b>Intended Learning Outcomes</b>			
Key skills for employability			
KS1	Written, oral and media communication skills		
KS2	Leadership, team working and networking skills		
KS3	Opportunity, creativity and problem solving skills		
KS4	Information technology skills and digital literacy		
KS5	Information management skills		
KS6	Research skills		
KS7	Intercultural and sustainability skills		
KS8	Career management skills		
KS9	Learning to learn (managing personal and professional development, self-management)		
KS10	Numeracy		
At the end of this module, students will be able to		Key Skills	
1	Discuss the underlying principles of Chinese Medicine in terms of historical and cultural origins.	KS1	KS4
		KS6	KS7
		KS9	
2	Demonstrate knowledge and understanding of the fundamental theories that underpin Chinese Medicine	KS1	KS6
		KS7	KS9
3	Demonstrate a systematic understanding of the theory of the meridians and collaterals and commonly used points and their relationships with Zang Fu organs.	KS1	KS6
		KS7	KS9

4	Identify the causes of disharmony and disease in the body and show an understanding of The Eight-Principle Theory of diagnosis.	KS1	KS6
		KS7	KS9
5	Demonstrate knowledge and practical skills in the application of the four diagnostic methods in Chinese medicine and traditional Chinese massage (Tui Na).	KS1	KS2
		KS6	KS7
		KS9	
6	Demonstrate evaluation and reflective skills in relation to own clinical practice and the work of their peers.	KS1	KS2
		KS9	
7	Demonstrate an understanding of the impact of values, feeling and beliefs in a professional environment and discuss concepts of “self” and the application to working practice.	KS1	KS3
		KS6	KS7
		KS9	
8	Demonstrate an awareness of interpersonal skills and the therapeutic relationship whilst giving consideration to personal & professional boundaries.	KS1	KS3
		KS6	KS7
		KS9	

**Transferable/key skills and other attributes**

By the end of the module the student will demonstrate:

Communication skills (oral and written).

Group work

Presentation skills

Ability to work with others.

Engagement in Reflective Practice.

***Practical elements of this module have been designed to match the National Occupational Standards for Acupuncture.***

**Derogations**

Credits shall be awarded by an Assessment Board for this module when a mark of at least 40%, or a pass grade, has been achieved in all elements of assessment.

**Assessment**

**Assessment One:**

A Portfolio of written evidence which will demonstrate the students underpinning knowledge of the subject including the clinical aspects of health and safety.

**Assessment Two:**

A two-hour theoretical exam covering all of the subject material studied in the class. This assessment will address all aspects and basic skill development at this level.

**Assessment Three:**

Students must achieve a minimum of 50 clinical hours at Level 4 to pass this element of assessment.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 6, 7, 8	Portfolio	50%	N/A	2000
2	2, 3, 4, 5	Examination	50%	2 hour	N/A
3		Attendance	Pass	50 hours	N/A

**Learning and Teaching Strategies:**

The module will be taught through a range of teaching strategies including formal lectures, student-led seminars, discussion, case study presentation, supervised clinical practice and directed study online. Moodle will be used a repository for lecture material.

**Indicative Syllabus outline:**

Historical development of the philosophy of Chinese medicine within the framework of Chinese culture  
 Basic characteristics of Chinese medicine  
 The theory of Yin and Yang  
 The theory of the Five Elements  
 The theory of the Zang Fu System  
 The concepts of Qi, Xue (blood), Jing (essence), Jin Ye (body fluid)  
 The pathways and functions of the meridians and collaterals  
 Commonly used acupuncture points  
 Causes of disharmony and disease in the body, six external, seven internal, and other pathological factors  
 The Eight-Principle Theory of diagnosis  
 Introduction and practical application of the Four Diagnostic Methods  
 Introduction and practical application of therapeutic massage (Tui na) Concept of Self  
 Confidentiality and Data Protection  
 Principles of safe, professional, ethical, practice and legal issues  
 Holistic paradigm  
 Communication skills and the consultation process  
 Health and Safety  
 Patient modesty and towel etiquette  
 Moving and handling of patient  
 Hand washing

**Bibliography:**

**Essential reading**

Bing, Z. and Hongcai, W. (2010), *Diagnostics of Traditional Chinese Medicine*. London: Singing Dragon Press.  
 Bing, Z. and Hongcai, W. (2010), *Meridians & Acupuncture Points*. London: Singing Dragon Press.  
 Xinnong, C. (2010), *Chinese Acupuncture & Moxibustion*. Beijing: Foreign Languages Press.

**Other indicative reading**

Kirschbaum, B. (2010), *Atlas of Chinese tongue diagnosis*. Seattle: Eastland Press.

Kaptchuck, T. J. (2000), *The Web That Has No Weaver*. London: Rider Books.

Li, S. (1998), *The lakeside master's study of the pulse* (translated by Flaw, B.). Boulder: Blue Poppy Press.

Maciocia, G. (1995), *Tongue Diagnosis in Chinese Medicine*. Seattle: Eastland Press.

Maciocia, G. (2004), *Diagnosis in Chinese Medicine: A Comprehensive Guide*. Edinburgh: Churchill Livingstone.

Maciocia, G. (2005), *Foundations of Chinese Medicine*. 2nd ed. Edinburgh: Churchill Livingstone.

Zhang, Y. and Rose, K. (1999), *Who can ride the dragon? An exploration of the cultural roots of traditional Chinese medicine*. Brookline, Mass.: Paradigm Publishing.

**Journals**

*Acupuncture in Medicine* **This journal is available as an e-journal. Please note that you will need to be logged into Athens to access it.**

*American Journal of Acupuncture* **Limited access**

*American Journal of Chinese Medicine* **This journal is available as an e-journal. Please note that you will need to be logged into Athens to access it.**

*Journal of Chinese Medicines* **This journal is available as an e-journal. Please note that you will need to be logged into Athens to access it.**

*Journal of Traditional Chinese Medicine* **This journal is available as an e-journal. Please note that you will need to be logged into Athens to access it.**