

Competencies For the Traditional Chinese Medicine Doctor Class, Ontario, Canada

Introduction

The College of Traditional Chinese Medicine Practitioners and Acupuncturists of Ontario (CTCMPAO) regulates the practices of Traditional Chinese Medicine and Acupuncture under two pieces of Ontario legislation:

- Regulated Health Professions Act, 1991 (RHPA) and Regulations
- Traditional Chinese Medicine Act, 2006 (TCM Act) and Regulations

This legislation requires healthcare professionals who practice traditional Chinese medicine to register with the CTCMPAO as a General Class member. These registered General Class members must meet and maintain the *Entry-level Occupational Competencies for the Practice of Traditional Chinese Medicine in Canada*, professional practice standards, safety, ethics and other requirements, as approved by CTCMPAO.

These competencies have been used in the registration of the General Class Acupuncturists and TCM Practitioners in Ontario since proclamation in 2013. These members also must participate in the Quality Assurance Program to continue to be competent and upgrade their competencies throughout their career.

Depending on their competencies, education, training and practice experience, General Class members who holds a certificate of registration shall only use the restricted titles and designation authorized by CTCMPAO to use either or both of the following restricted titles and abbreviations.

- Acupuncturist (R. Ac)
- Traditional Chinese Medicine Practitioner (R. TCMP)

This document sets out the Occupational Competencies, Performance Indicators and Assessment Blueprint for a new Doctor Class, members of which will be entitled to use the title “Doctor of Traditional Chinese Medicine,” or a variation or an abbreviation:

- Doctor of Traditional Chinese Medicine (Dr.TCM)

The creation of the Doctor TCM Class is based on the authorization of the Traditional Chinese Medicine Doctor Class by

- The Regulated Health Professions Act (1991, S.O. 1991, c. 18, S. 33, 2.1), and by
- The Traditional Chinese Medicine Act, (2006, S.O. 2006, c. 27 S. 12).

The implementation of the TCM Doctor Class was endorsed by HPRAC in its report to the Minister of Health: Regulation of Health Professions in Ontario: *New Directions. A Report to the Minister of Health and Long-Term Care on Regulatory Issues and Matters respecting the use of the “Doctor*

Title” in Traditional Chinese Medicine (2006). And more recently, Council also was encouraged by the Phase One Environmental Scan that it was completed in 2019.

The occupational competencies proposed below for the Doctor Class include and build upon those requirements of the General Class members who hold the title Traditional Chinese Medicine Practitioner. These competencies are within the scope of practice defined in the TCM Act, 2006 and are in compliance with the authorized controlled acts of the RHPA.

In addition to mastering these competencies, candidates for the Doctor Class also would be required to be familiar and comply with the Regulations, By-Laws, Standards of Practice, Policies and Guidelines as set out in the CTCMPAO [website](#).

1. Occupational Competencies

Occupational competence refers to the ability of an individual, in a given practice situation, to act in a safe, effective and ethical manner. Competence is a subjective measure that is enabled by the ability to perform specific practice tasks with acceptable levels of proficiency.

As used in this document, an occupational competency is a statement that defines *the ability to perform a practice task with a specified level of proficiency*. Thus, professional competence is enabled by the mastery of occupational competencies at specified levels of performance.

The Doctor Class competencies in this document conform to the TCM Act, 2006, section 3, that sets out the definition of scope of practice, and section 4 that specifies authorized acts. They describe practice tasks that are broad and complex. Their performance requires the application of significant learning in the cognitive, psychomotor and affective domains.

The Dr. TCM brings an array of abilities to the workplace and applies them in the context of the situation at hand using professional judgment. Competencies are not applied in isolation but as an integrated set of knowledge and abilities, with a specific competency informing and qualifying others. These competencies involve a broad range of practice tasks to ensure that the Dr.TCM is equipped to work in a variety of practice settings.

The Dr.TCM is able to deal effectively with common conditions and situations of their patients, as well as those not frequently encountered, including diseases that are complex and difficult to resolve.

The Dr. TCM maintains collaboration with colleagues and other health care professionals, reviews relevant research literature, consults with TCM colleagues and other health professionals, and refers where appropriate. Therefore, some of these competencies also

pertain to the extent that the Dr. TCM is expected to understand and utilize treatment concepts that underpin the practice of biomedical healthcare professionals. This understanding is essential for effective treatment, and for communication with patients, other health care professionals and for appropriate referrals to other health professionals as necessary.

Those registered in the Doctor Class will have met the highest standards set for the TCM profession in Ontario. They will have demonstrated that they have the required competencies to practice as a Dr. TCM.

2. Competency Assessment

In order to determine an applicant's eligibility to register in the Doctor Class and use the title Dr.TCM, CTCMPAO shall conduct competency assessment of each applicant for registration. This assessment for registration relies on verifying scope of applicants' education and experience against the competencies, plus verification of the applicant's competencies against performance indicators using cognitive and psychomotor assessment vehicles, as set out in the following competency grid.

A performance indicator pertains to the specified level of performance of a task that is evaluated using 1) a cognitive test and/or 2) a clinical psychomotor observation using an Objective Structured Clinical Examination (OSCE) or clinical case study (CCS) procedure. Successful completion by an applicant of all required assessments will ascertain that the candidate has the required competencies to register and to practice as a Dr. TCM.

2.1 Core Assessment Path to Registration in the Doctor Class (See Appendix A)

Core assessment refers to the path that most individuals would be expected to follow after proclamation of the Regulation defining the TCM Doctor Class in order to become qualified for the Doctor Class. Alternative paths and the circumstances under which they may be registered also are summarized below.

Some of the core assessment components proposed here derive from *Recommendation 8.1 of The HPRAC 2006 Health Professions Regulatory Advisory Council (HPRAC) Report, Regulation of Health Professions in Ontario: New Directions, 2006*. This program would include:

2.1.1 Completion of a Traditional Chinese Medicine educational program approved by Council

that leads to a Doctor of Traditional Chinese Medicine and that comprises the following:

- a) A prerequisite entry requirement of successful completion of a minimum of two years undergraduate education or equivalent and that has been authenticated by a member of The Alliance of Credential Evaluation Services of Canada (ACESC) if earned outside of Canada; and

Competencies For the Traditional Chinese Medicine Doctor Class

- b) Five years of education in a Traditional Chinese Medicine educational program or equivalent, consisting of 4000 to 5000 hours which includes 1,200 supervised, structured and comprehensive clinical patient contact hours in which the curriculum matches the competencies required by the Doctor Class.

NOTE: It is proposed that after a transitional period that is determined by Council following proclamation of the Regulation defining the Doctor Class, the educational program requirement would comprise completion of a TCM professional degree program that has been authorized by the Government of Ontario under the Post-Secondary Education Choice and Excellence Act, 2000, S.O. 2000, c. 36.

2.1.2 A cognitive examination using multiple choice questions (MCQ) approved or set by Council and administered by the College or another body approved by the Council;

2.1.3 A clinical psychomotor examination using objective structured clinical examination (OSCE) and/or clinical case study (CCS) components approved or set by Council and administered by the College or another body approved by Council.

2.2 Alternative Assessment Paths

Consistent with the related findings of the 2019 Doctor Class Phase 1 Report, and the 2006 HPRAC Recommendation 8.2, the core assessment that is set out in 2.1, above, may be replaced partially by alternative assessment under circumstances specified by Council from time to time. These include the path for TCM Practitioners in good standing in Ontario, and also the path for those with a TCM degree, as set out below and in Appendix A.

2.2.1 Assessment Path to Registration in the Doctor Class for Traditional Chinese Medicine Practitioners in Ontario. Because TCM Practitioners are registered Members who practice TCM in Ontario, it is proposed that these Members should not be required to duplicate the evaluation they completed to become a TCM Practitioner.

In addition to being a Member in good standing at the time of application, TCM Practitioners seeking to be a candidate for the Doctor Class also would provide evidence of a minimum of two years of undergraduate education or equivalent and a minimum of three years of TCM clinical practice AND a minimum of 2,400 patient visits. These candidates would take a cognitive examination and a clinical examination based exclusively on the competencies that are unique to the Doctor TCM Class.

Candidates with a minimum of ten years of TCM practice as a TCM Practitioner in Ontario AND a minimum of 8,000 patient visits, are exempted from the written cognitive examination and the prerequisite of two years of undergraduate education.

A candidate may complete part or all of an Academic Bridging Program approved by CTCMPAO, and offered by a government-approved or accredited academic institution. Please see Appendix A.

2.2.2 Assessment of International TCM Degree Programs. Internationally educated applicants shall have their post-secondary education, including any prerequisite and a TCM degree, authenticated and assessed by a member of *The Alliance of Credential Evaluation Services of Canada (ACESC)* to determine the authenticity of the presented documents, the status of the awarding institutions, and equivalencies of the applicants' TCM degree program curriculum to the Doctor Class competencies. Please see Appendix A.

2.3 Academic Bridging Program

The objective of the Academic Bridging Program is to provide academic upgrading to aspiring applicants to the Doctor Class who require it in specific competency areas. The design, content and assessment for completion of the bridging program will be approved by Council. The basis of approval should include that this program is offered by an accredited and/or government-approved academic institution.

Candidates for the program who are not already Members of the College would join only through referral to it by CTCMPAO.

This bridging program may include cognitive, psychomotor and affective elements, but will not provide clinical experience. Candidates for a bridging program would be:

- A TCM Practitioner who self-identifies additional learning needs to qualify for the Doctor Class, and
- An internationally educated TCM professional who has completed the process in 2.2.2 above, and has additional learning needs.

3. Competency Standards and Evaluation - General Concepts

Proficiency in each occupational competency is achieved through learning in one or more of the cognitive, psychomotor and affective domains. These were defined originally in *The Taxonomy of Educational Objectives, The Classification of Educational Goals*, Benjamin S. Bloom (Ed.) in 1956, and subsequently have been refined several times by others in the field.

3.1 Domains of Learning and Performance Indicators. Domains of Learning:

- Cognitive learning (knowledge and thinking) normally takes place through formal learning in the classroom, through guided independent study and self-directed study, through profession-based conferences and symposia, and possibly through analysis of or participation in research.
- Psychomotor learning (clinical skills, physical actions) builds skills through practical

Competencies For the Traditional Chinese Medicine Doctor Class

activities, typically through such means as simulations in which fellow learners or live models simulate the patient or the co-worker, and through job shadowing with debriefing exercises. As well, in a clinical component, learners work directly with patients in a clinical setting under the supervision of a clinical supervisor, who is a senior, experienced practitioner.

- Affective (attitudes, beliefs and values) can be gained throughout cognitive and clinical experience.

The domains of learning and the levels of complexity in relation to their performance indicators are defined briefly in the following table.

| Domain | Complexity | Indicator |
|---|------------|---|
| Cognitive (knowledge and thinking skills) | | |
| | Level 1 | Remembers information |
| | Level 2 | Comprehends & applies information |
| | Level 3 | Analyzes and interprets information |
| | Level 4 | Synthesizes (creates new) information |
| Psychomotor (skills, physical actions) | | |
| | Level 1 | Performs simple patterns and tasks |
| | Level 2 | Performs complex patterns and tasks; makes minor adjustments based upon outcome |
| | Level 3 | Adapts tasks to new situations |
| | Level 4 | Develops new tasks |
| Affective (attitudes, beliefs and values that affect cognitive and psychomotor activity) | | |
| | Level 1 | Recognizes and responds within a required system of beliefs and values |
| | Level 2 | Chooses (prefers) to function within a particular system of beliefs and values |
| | Level 3 | Internalizes a system of beliefs and values and instinctively functions within it |

3.2 Evaluation Methods in the Educational Environment. Assessment of cognitive and affective learning is normally conducted through written or oral examinations designed to identify performance consistent with the designated level of proficiency.

Assessment of both psychomotor and affective learning is normally conducted through practical examinations designed to identify repeated and reliable performance consistent with the

designated level of proficiency.

In the clinical component, assessment is normally conducted by a clinical supervisor and is designed to determine a candidate's level of proficiency, consistency and reliability when treating patients.

Within the registration examination, multiple-choice questions (MCQs) are referenced to indicators that involve cognitive and/or affective learning. The OSCE / CCS component assesses cognitive, affective and psychomotor learning. In both instances, test items are designed to identify performance consistent with the designated level of proficiency.

3.3 Proficiency Evaluation Methods. Four methodologies have been identified in the following competency grid for the evaluation of proficiency in a competency. They may be used for Registration Examination and/or in educational programs. Not all are applicable to a given competency.

The four methodologies are:

- a) **Written and oral examination.** Often, but not exclusively, these examinations use multiple-choice questions (MCQs), to test candidates' cognitive competency: the ability to recall, understand, apply, analyze and interpret. Written and/or oral short- and long-answer questions also may be used. Registration Examinations might rely more on multiple choice questions (MCQs), whereas educational programs can be expected to use a variety of methods.
- b) **Objective Structured Clinical Examination (OSCE) and other forms of simulation.** This methodology is designed to simulate patient conditions and real-life situations for which candidates are expected to analyze, diagnose and devise action plans, such as appropriate, effective treatment plans to help restore the health of patients. Specific methods can use actors, mannequins, role plays, virtual reality 'experiences' and others.
- c) **Clinical Case Study (CCS).** Typically, this is a written or virtual presentation of a detailed situation and patient case that the candidate analyzes and responds to with a plan of action, such as a detailed diagnosis and treatment plan.
- d) **Clinical/internship.** This is working with patients directly in TCM practice, in which a candidate working with a patient is observed and evaluated regularly by one or more clinical supervisors on their knowledge, skills, and judgement, subject to standards established by the CTCMPAO.

4. Organizational Framework for the Competencies and Indicators Required of a Dr.TCM.

The competencies and indicators for the Dr.TCM are displayed in the pages that follow. The required competencies are grouped into the following nine Competency Areas:

1. Interpersonal Skills
2. Professionalism
3. Practice Management
4. Traditional Chinese Medicine Foundations
5. Fundamentals of Biomedicine
6. Diagnostics and Treatment
7. Acupuncture Techniques
8. Herbal Dispensary Management
9. Practice Safety

5. Use of the Competencies

The tables presented in the following pages set out the nine Competency Areas, and specify in each Competency Area the required occupational competencies. Each competency has performance indicators specifying:

- the required level of proficiency within the applicable domain of learning;
- the evaluation methods that may be used in the registration examination and within educational programs, including MCQ, OSCE, CCS, and clinical/internship.

These competencies are designed to be used in four key ways:

1. As the framework and scope for the College to evaluate the curriculum of education programs successfully completed by applicants for Dr. Class registration;
2. As the framework and scope for the College to evaluate the clinical experience of applicants for Dr. Class registration;
3. As the framework and scope for the College to develop Dr. Class registration examinations and upgrading/bridging programs;
4. As the framework and scope for post-secondary education providers to develop education programs that prepare graduates to apply for Dr. Class registration with the College.

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

AREA 1 INTERPERSONAL SKILLS

| | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|
| 1.1 | Utilize professional communication. | | | | | | | |
| a | Speak effectively, using appropriate terminology. | | | | | | | |
| | 1 Speak clearly and concisely using plain language. | 2 | 1 | | | x | x | x |
| | 2 Speak clearly and concisely using TCM terminology. | 2 | 1 | | | x | | x |
| | 3 Speak clearly and concisely using biomedical terminology. | 2 | 1 | | | x | | x |
| | 4 Convey TCM concepts using plain language. | 3 | | | | x | x | x |
| | 5 Utilize appropriate body language when speaking. | 1 | 1 | 1 | | x | x | x |
| b | Write effectively, using appropriate terminology. | | | | | | | |
| | 1 Write clearly and concisely using plain language. | 2 | 1 | | x | x | | x |
| | 2 Write clearly and concisely using TCM terminology. | 2 | 1 | | x | x | | x |
| | 3 Write clearly and concisely using biomedical terminology. | 2 | 1 | | x | x | | x |
| | 4 Use common medical abbreviations in written communications and medical records. | 1 | 1 | | x | x | | x |
| | 5 Write legibly. | 1 | 1 | | x | x | x | x |
| c | Comprehend written information. | | | | | | | |
| | 1 Understand, analyze and interpret information written in plain language. | 2 | | | x | x | x | x |
| | 2 Understand, analyze and interpret information written using TCM terminology. | 2 | | | x | x | x | x |
| | 3 Understand, analyze and interpret information written using biomedical terminology. | 2 | | | x | x | x | x |
| d | Comprehend information presented orally. | | | | | | | |
| | 1 Understand, analyze and interpret oral communication in plain language. | 2 | | | x | x | x | x |
| | 2 Understand, analyze and interpret oral communication using TCM terminology. | 2 | | | x | x | x | x |
| | 3 Understand, analyze and interpret oral communication using biomedical terminology. | 2 | | | x | x | x | x |
| e | Respond to non-verbal communication. | | | | | | | |
| | 1 Describe commonly encountered body language. | 1 | | | x | x | | |
| | 2 Respond appropriately to the recipient's body language. | 1 | 1 | 1 | | x | x | x |
| f | Respond to sources of interpersonal conflict in healthcare settings. | | | | | | | |
| | 1 Describe factors that may create interpersonal conflict. | 2 | | | x | x | x | |
| | 2 Explain possible outcomes of failing to address interpersonal conflict. | 2 | | | x | x | x | |
| | 3 Apply strategies that can help resolve interpersonal conflict. | 3 | 2 | | | x | x | x |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | |
|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

| | | | | | | | | |
|------------|---|--|---|---|---|---|---|-----|
| g | Adapt communication style in response to needs of recipients. | | | | | | | |
| | | 1 Communicate competently with various types of patients, including pediatric, geriatric, and persons with emotional or psychiatric conditions and disabilities. | 2 | | | | x | x x |
| | | 2 Communicate competently with persons with culturally and/or linguistically diverse backgrounds. | 2 | | | | x | x x |
| | | 3 Describe strategies to help overcome language barriers. | 2 | | | x | x | x |
| | | 4 Communicate competently with diverse genders and gender expressions. | 2 | | | | x | x x |
| | | 5 Communicate competently with colleagues and other health professionals. | 2 | | | | x | x x |
| | | 6 Describe communication challenges that might arise with colleagues and other health professionals. | 2 | | | x | | x |
| | | 7 Describe ways to modify communication modes, styles and methods in response to challenges. | 2 | | | x | | x |
| h | Ensure effectiveness of communication. | | | | | | | |
| | | 1 Assess recipient's capacity to comprehend and communicate. | 3 | | | | x | x x |
| | | 2 Describe commonly encountered communication problems in TCM practice. | 2 | | | x | x | x |
| | | 3 Confirm recipient's understanding of communication. | 1 | | | | x | x x |
| | | 4 Demonstrate active listening. | 1 | 1 | 1 | | x | x x |
| i | Communicate with professional integrity. | | | | | | | |
| | | 1 Convey information completely and accurately. | 1 | | 1 | | x | x x |
| | | 2 Convey information in an objective manner. | 2 | 2 | | | x | x x |
| | | 3 Distinguish fact from opinion. | 2 | | | | x | x x |
| | | 4 Distinguish between professional and personal opinions. | 2 | | | | x | x x |
| | | 5 Adopt a non-judgmental stance. | 2 | | 1 | | x | x x |
| 1.2 | Develop and maintain effective inter-professional relationships. | | | | | | | |
| a | Develop productive working relationships. | | | | | | | |
| | | 1 Describe how to demonstrate respect for colleagues and other service providers. | 2 | | 2 | x | x | x x |
| | | 2 Contribute TCM information to the patient care team. | 3 | | | | x | x x |
| | | 3 Identify professional differences that may lead to conflict. | 2 | | 2 | | x | x x |
| | | 4 Participate as an active team member. | 2 | | 2 | | x | x x |
| b | Work cooperatively in an interdisciplinary health care setting. | | | | | | | |
| | | 1 Describe the structure of health care in Canada. | 1 | | | x | x | |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | | |
|--|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

| | | | | | | | | | |
|-----|---|---|---|---|--|---|---|---|-----|
| | | 2 | Describe the role of TCM in an inter-professional health care setting. | 2 | | | x | x | |
| | | 3 | Describe the role of TCM practice within the provincial health care system. | 2 | | | x | x | |
| | | 4 | Identify the functions of other health service providers commonly encountered in the practice setting. | 1 | | | x | | x x |
| | | 5 | Describe situations in which interprofessional collaboration would benefit the patient. | 2 | | | 2 | | x x |
| c | Provide leadership in collaborating with other health care providers. | | | | | | | | |
| | | 1 | Describe ways to initiate collaboration with other health care providers. | 2 | | | | x | x |
| | | 2 | Demonstrate potential to establish a receptive environment for knowledge sharing. | 2 | | 2 | | | x x |
| d | Advocate for patients. | | | | | | | | |
| | | 1 | Promote patient rights, dignity and well-being. | 1 | | | x | | x x |
| | | 2 | Support patients in making informed choices about their healthcare. | 1 | | | x | | x x |
| e | Recognize the variety of health and social services. | | | | | | | | |
| | | 1 | Identify the range of health and social services available in the province. | 1 | | | x | | x |
| | | 2 | Identify sources of further information on specific services. | 1 | | | x | | x |
| | | 3 | Refer patients appropriately. | 2 | | | x | x | x |
| f | Foster a collaborative environment that leads to interprofessional collaboration. | | | | | | | | |
| | | 1 | Identify approaches to collaboration and teamwork within TCM and other healthcare settings. | 2 | | | x | | x x |
| | | 2 | Describe common communication barriers to collaboration. | 1 | | | x | | x |
| 1.3 | Develop and maintain effective relationships with patients. | | | | | | | | |
| a | Show respect toward patients as individuals. | | | | | | | | |
| | | 1 | Explain the importance of respecting diverse cultures and lifestyle choices in TCM practice. | 2 | | | | x | x x |
| | | 2 | Demonstrate positive regard toward patients. | | | 2 | | x | x |
| | | 3 | Describe commonly encountered challenges to establishing an effective therapeutic relationship in TCM practice. | 3 | | | | x | x x |
| | | 4 | Describe strategies to enhance the therapeutic relationship in TCM practice. | 3 | | | x | | x x |
| b | Exhibit compassion toward patients. | | | | | | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | Demonstrate supportive and caring interaction with patients. | | | 2 | | x | x |
| | 2 | Demonstrate concern for patient's well-being. | | | 2 | | x | x |
| | 3 | Probe for patients' opinions relative to assessment and treatment. | 2 | 1 | 2 | | x | x |
| | 4 | Respond to patient questions. | 2 | 1 | 2 | | x | x |
| c | | Maintain practitioner / patient boundaries. | | | | | | |
| | 1 | Explain the clinical concepts of transference and countertransference. | 2 | | | x | | x |
| | 2 | Identify and respond appropriately to situations of transference. | 2 | | | x | x | x |
| | 3 | Identify and respond appropriately to situations of countertransference. | 3 | | | x | x | x |
| | 4 | Demonstrate empathy with professional detachment. | | | 2 | x | | x |
| | 5 | Explain the implications of the power differential in the patient - practitioner relationship. | 2 | | | x | x | |
| d | | Facilitate honest, reciprocal communication. | | | | | | |
| | 1 | Explain the importance of disclosing complete information concerning the patient's state of health and treatment. | 2 | | | | x | x |
| | 2 | Fully disclose information to patients. | | 1 | 2 | | x | x |
| | 3 | Probe for patients' opinions relative to assessment and treatment. | 2 | 1 | 2 | | x | x |
| | 4 | Respond to patient questions. | 2 | 1 | 2 | | x | x |
| e | | Encourage patients to take responsibility for their health. | | | | | | |
| | 1 | Participate in decision-making with the patient. | 2 | | 2 | | x | x |
| | 2 | Advise patients on the importance of self-care and health maintenance. | 1 | 1 | | x | x | x |
| | 3 | Provide patients with options for continuity of care. | 1 | | | | x | x |
| | 4 | Respect patients' right to access the health care of their choice. | | | 2 | | x | x |
| f | | Articulate one's professional identity and scope of practice. | | | | | | |
| | 1 | Recognize one's own professional limitations. | 2 | | 1 | x | x | x |
| | 2 | Articulate differences in one's professional role and scope of practice from other professionals. | 2 | | | x | | x |
| | 3 | Encourage networking with other health professionals to improve patient care. | 2 | | | | x | x |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | |
|--|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|---------------|
| Occupational Competencies | | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | |
| | | | | Cognitive | Psychomotor | Affective | MCO / Written | Clinical |
| | | | | | | | OSCE/Simulation | Case Analysis |

| AREA 2 PROFESSIONALISM | | | | | | | | |
|------------------------|---|---|---|---|---|---|---|---|
| 2.1 | Comply with legal requirements. | | | | | | | |
| a | Apply current, relevant federal and provincial legislation and regulation requirements that affect TCM practice. | | | | | | | |
| | 1 | Understand how to practice within relevant federal legislation and regulation requirements. | 3 | 1 | | x | x | x |
| | 2 | Understand how to practice within relevant provincial legislation and regulation requirements. | 3 | 1 | | x | x | x |
| b | Understand CTCMPAO regulations, bylaws, practice standards, safety and ethical requirements. | | | | | | | |
| | 1 | Identify CTCMPAO requirements. | 2 | | | x | | |
| | 2 | Understand how to practice according to all CTCMPAO requirements. | 3 | 1 | | x | x | x |
| c | Apply current, relevant requirements of municipal and local authorities that impact TCM practice. | | | | | | | |
| | 1 | Identify common local regulations relevant to operating a practice. | 2 | | | x | | |
| d | Describe the legislative framework of TCM practice in other jurisdictions. | | | | | | | |
| | 1 | Describe the framework for TCM practice in other Canadian provinces and territories. | 1 | | | x | | |
| | 2 | Summarize the framework for TCM practice in international jurisdictions. | 1 | | | x | | |
| 2.2 | Practice patient-centred care, in a manner that accords patient dignity and reflects patient rights. | | | | | | | |
| a | Obtain informed consent from the patient before treatment. | | | | | | | |
| | 1 | Explain the process to obtain patient consent and how to receive consent when the patient is incapable. | 2 | | | | x | x |
| | 2 | Explain the role of TCM therapies in patient's overall health care. | 2 | | | | x | x |
| | 3 | Discuss TCM treatment options with patient. | 2 | 1 | | | x | x |
| | 4 | Discuss risks inherent in treatment. | 2 | 2 | | | x | x |
| | 5 | Discuss prognosis and anticipated outcomes of treatment. | 2 | 2 | | | x | x |
| b | Ensure initial written informed consent and ongoing consent, as required by the CTCMPAO Standards of Practice. | | | | | | | |
| | 1 | Explain written consent. | 2 | | | x | | |
| | 2 | Explain oral consent. | 2 | | | x | | |
| | 3 | Explain implied consent. | 2 | | | x | | |
| | 4 | Explain the importance of ongoing, informed consent. | 2 | 2 | | x | | x |
| | 5 | Obtain informed consent prior to assessment of patient and commencement of treatment. | 1 | 1 | 1 | | x | x |

| Competency, Domain of Learning & Proficiency, and Evaluation | | | | | | | | | |
|--|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | | Cognitive | Psychomotor | Affective | MCQ / Written | OSCE/Simulation | Clinical Case Analysis |
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|-----|--|---|---|---|---|---|---|---|---|---|
| | | 6 | Discuss treatment outcomes and progress with patient on a regular basis. | 3 | | 2 | | x | x | x |
| | | 7 | Reassess patient at appropriate intervals to ensure currency of treatment plan. | 1 | | | | x | x | x |
| | | 8 | Assess patient's level of satisfaction with treatment. | 3 | | 2 | | x | x | x |
| | | 9 | Maintain ongoing consent to treatment. | 1 | 1 | 1 | | x | x | x |
| c | Respect patient rights to privacy and confidentiality. | | | | | | | | | |
| | | 1 | Explain the importance of maintaining patient privacy and confidentiality. | 2 | | | x | | | |
| | | 2 | Maintain confidentiality with regard to patient information. | 1 | | | | x | x | x |
| | | 3 | Conduct interactions with patient in a professional way in a private space. | | 1 | | | x | x | x |
| | | 4 | Identify situations where a patient might waive the right to treatment in a private space. | 2 | | | x | | x | |
| | | 5 | Maintain patient boundaries in regard to assessment and treatment. | 1 | 1 | 1 | | x | x | x |
| | | 6 | Maintain appropriate draping during assessment and treatment. | 1 | 2 | | x | x | x | x |
| | | 7 | Describe situations when involvement of patient support person/ guardian/ advocate is appropriate. | 1 | | 2 | x | | | |
| | | 8 | Explain the mandatory processes for handling a privacy breach according to PHIPA and PIPEDA. | 1 | | | x | | | |
| d | Terminate course of treatment when appropriate. | | | | | | | | | |
| | | 1 | Describe situations and conditions that indicate termination of treatment. | 2 | | | x | | | |
| | | 2 | Describe the importance of continuity of patient care. | 2 | | | x | | | |
| | | 3 | Describe procedures required for termination of a therapeutic relationship, including referral. | 2 | | | x | x | | |
| | | 4 | Explain how to manage issues of patient abandonment. | 2 | | | x | x | | |
| e | Practice with a key mindset of Equity, Diversity, Inclusion and Belonging. | | | | | | | | | |
| | | 1 | Advocate for health equity in partnership with patients, communities and populations served. | 2 | | 2 | | x | | x |
| | | 2 | Value the influence of psychological, biological, social, cultural, economic, environmental, and educational determinants on health and well-being. | 3 | | 3 | x | x | | x |
| | | 3 | Demonstrate leadership in the area of community health. | | 3 | 3 | | x | x | x |
| 2.3 | Maintain practitioner self-care. | | | | | | | | | |
| a | Maintain personal health and wellness in the context of professional practice. | | | | | | | | | |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | | |
|--|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

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|--|--|---|--|---|---|---|---|---|---|
| | | 1 | Identify the physical, mental and emotional signs of stress. | 2 | | 1 | x | | |
| | | 2 | Describe strategies to reduce stress. | 2 | | 1 | x | | |
| | | 3 | Maintain physical, mental and emotional health consistent with providing effective patient care. | 1 | 1 | 2 | | x | x |
| b | Exhibit professional deportment. | | | | | | | | |
| | | 1 | Describe the importance of appropriate professional deportment. | 1 | | | x | | |
| | | 2 | Maintain personal hygiene. | | 1 | | | x | x |
| | | 3 | Maintain personal grooming appropriate to practice setting. | | 1 | 1 | | x | x |
| | | 4 | Dress in a professional manner appropriate to practice setting. | | 1 | 1 | | x | x |
| 2.4 Practice with professional integrity. | | | | | | | | | |
| a | Practice within the authorized TCM scope of practice, in the areas in which you have knowledge and competence. | | | | | | | | |
| | | 1 | Explain the TCM scope of practice in Ontario. | 1 | | | x | | |
| | | 2 | Provide care within the TCM scope of practice in Ontario. | 2 | | 2 | x | x | x |
| b | Modify treatment plan to enhance effectiveness. | | | | | | | | |
| | | 1 | Demonstrate critical self-reflection and reflexivity on performance. | | | 2 | x | x | x |
| | | 2 | Develop and implement a plan to enhance effectiveness of personal practice of TCM. | 2 | | | x | | |
| | | 3 | Incorporate empirical-informed and evidence-informed practice. | 2 | 2 | 1 | x | x | x |
| c | Exhibit professional behaviour. | | | | | | | | |
| | | 1 | Maintain honesty in all professional activities. | | | 2 | | x | x |
| | | 2 | Describe ethical dilemmas that are commonly encountered in TCM practice. | 2 | | 1 | x | x | |
| | | 3 | Identify situations involving conflict of interest. | 2 | | 1 | x | x | |
| | | 4 | Take responsibility for decisions and actions. | | | 2 | | x | x |
| 2.5 Maintain awareness of research and new developments and methodologies in TCM. | | | | | | | | | |
| | | 1 | Identify and justify sources of current information. | 1 | | | x | | x |
| | | 2 | Critically appraise new TCM developments and methodologies. | 2 | | | x | | x |
| 2.6 Utilize research literature. | | | | | | | | | |
| | | 1 | Stay current with research in TCM practice. | 2 | | | x | | |
| | | 2 | Be proficient in searching the literature. | 1 | 1 | | x | x | |
| | | 3 | Critically review published information. | 3 | | | x | | x |
| | | 4 | Identify relevance of published information to a specific clinical situation. | 3 | | | x | | x |
| 2.7 Demonstrate knowledge of clinical research design and methodology in TCM. | | | | | | | | | |

| Competency, Domain of Learning & Proficiency, and Evaluation | | | | | | | | | | | | |
|--|------------------------|--|--|--|--|--|----------------------------------|-------------|---------------------------|---------------|-----------------|------------------------|
| Occupational Competencies | Performance Indicators | | | | | | Domain of Learning & Proficiency | | Evaluation of Proficiency | | | |
| | | | | | | | Cognitive | Psychomotor | Affective | MCQ / Written | OSCE/Simulation | Clinical Case Analysis |
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|---|--|---|---|---|---|---|---|---|---|
| | | 1 | Describe usual approaches to clinical research design and methodology in health sciences. | 2 | | | x | | |
| | | 2 | Recognize ethical issues raised by a specific TCM clinical study. | 2 | | 2 | | | x |
| | | 3 | Describe ethical issues that might be raised concerning clinical research and the journals that publish research. | 2 | | 2 | x | | x |
| 2.8 Apply principles of reflective practice. | | | | | | | | | |
| a Collaborate with colleagues in professional activities related to the practice of TCM. | | | | | | | | | |
| | | 1 | Describe the importance of engagement with colleagues. | 2 | | 1 | x | | |
| | | 2 | Identify potential opportunities for engagement with colleagues. | 2 | | | x | | |
| | | 3 | Initiate professional activities with colleagues. | | 2 | | x | | x |
| b Critically assess personal performance and set goals for improvement. | | | | | | | | | |
| | | 1 | Describe the importance of self-assessment. | 2 | | 1 | x | | |
| | | 2 | Identify methods of self-assessment. | 2 | | | x | x | x |
| | | 3 | Identify personal strengths and weaknesses. | 2 | | 1 | x | x | x |
| | | 4 | Set goals for improvement. | 2 | | 1 | x | | x |
| c Undertake professional development activities aimed at enhancing practice. | | | | | | | | | |
| | | 1 | Describe the importance of professional development. | 2 | | 1 | x | | |
| | | 2 | Identify potential opportunities for professional development. | 2 | | | x | | |
| 2.9 Facilitate the learning of others. | | | | | | | | | |
| a Be a mentor to colleagues. | | | | | | | | | |
| | | 1 | Describe the importance of assisting colleagues in their development. | 1 | | 1 | x | | |
| | | 2 | Identify qualities of an effective mentor. | 2 | | 1 | x | | |
| | | 3 | Encourage colleagues in their professional development. | 1 | | | x | | |
| b Make effective presentations to groups. | | | | | | | | | |
| | | 1 | Describe the essentials of presentation planning, organization and delivery. | 2 | | 1 | x | | |
| | | 2 | Utilize presentation technology and resources. | 1 | 1 | | | x | x |
| | | 3 | Make effective presentations to groups. | 2 | 1 | 1 | | x | x |
| c Demonstrate leadership in the TCM profession and the community. | | | | | | | | | |
| | | 1 | Speak as a TCM professional to the broader community. | 2 | 2 | 1 | x | x | x |
| | | 2 | Explain how TCM fits into the healthcare system. | 2 | | | x | | |
| | | 3 | Perform as an active member of the TCM and broader community. | 2 | | 1 | | x | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

AREA 3 PRACTICE MANAGEMENT

| | | | | | | | | |
|------------|--|---|---|---|---|---|---|---|
| 3.1 | Maintain patient records. | | | | | | | |
| a | Ensure the accuracy and completeness of patient records, consistent with CTCMPAO requirements. | | | | | | | |
| | 1 Document patient information in a timely manner. | 2 | 1 | | x | x | | x |
| | 2 Document comprehensive history, assessment and treatment information. | 2 | 1 | | x | x | | x |
| | 3 Document patient-specific financial information. | 2 | 1 | | x | x | | x |
| | 4 Maintain consistency in record keeping. | 2 | 1 | | x | x | | x |
| | 5 Ensure that records are legible. | | 1 | | x | x | | x |
| b | Maintain the security, confidentiality and accessibility of patient records. | | | | | | | |
| | 1 Describe procedures to maintain physical security of records. | 2 | | | x | | x | |
| | 2 Describe procedures to ensure privacy and confidentiality of records. | 2 | | | x | | x | |
| | 3 Describe procedures for appropriate patient access to records. | 2 | | | x | | x | |
| | 4 Describe requirements for maintenance, retention, preservation, transfer and disposal of records. | 2 | | | x | | x | |
| 3.2 | Utilize sound and ethical business strategies. | | | | | | | |
| a | Ensure sound financial management. | | | | | | | |
| | 1 Develop a sustainable business plan. | 3 | | | x | | | |
| | 2 Explain the importance of complete and accurate business record keeping. | 2 | | | x | | | |
| | 3 Describe required statutory filings. | 1 | | | x | | | |
| | 4 Describe approaches to monitor business performance. | 2 | | | x | | | |
| | 5 Explain the importance of professional liability and malpractice insurance. | 1 | | | x | | | |
| b | Employ ethical business practices. | | | | | | | |
| | 1 Communicate fee and payment terms, policies and insurance coverage to patients in advance. | 1 | | 1 | x | | x | x |
| | 2 Describe ethical billing practices. | 2 | | 1 | x | | | |
| c | Establish office procedures and supervise staff accordingly. | | | | | | | |
| | 1 Identify activities that require standardized procedures. | 2 | | | x | | x | |
| | 2 Develop clear procedural directions. | 2 | 1 | | x | | x | |
| | 3 Describe basic principles of good supervision. | 2 | | 2 | x | | x | |
| | 4 Describe regulations affecting working conditions for staff, including harassment and Health and Safety. | 2 | | | x | | x | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| 3.3 | Apply ethical advertising and promotion practices. | | | | | | | |
| a. | Comply with laws and regulations. | | | | | | | |
| | 1 Ensure the advertisements and promotions comply with all relevant laws and regulations. | 1 | | | x | | x | |
| | 2 Monitor and review advertisements and promotions to ensure ongoing compliance. | 2 | | 2 | x | x | | x |
| b | Provide accurate, truthful and legitimate information. | | | | | | | |
| | 1 Provide information on the services, capabilities, and qualifications of TCM professionals. | 1 | | | | x | | x |
| | 2 Display TCM certifications for public view within the clinic. | 1 | | 1 | x | x | | x |
| | 3 Clearly display the clinic's name, address, contact information, operation hours, fee structure, and any necessary municipal and public health licenses. | 1 | | | x | x | | x |
| c | Maintain patient confidentiality and privacy. | | | | | | | |
| | 1 Obtain proper consent when sharing identifiable patient information. | 2 | | | x | x | | x |
| | 2 Comply with privacy laws and regulations, and display privacy policy in the clinic. | 1 | | 2 | x | x | | x |
| 3.4 | Understand how and when to incorporate Telepractice. | | | | | | | |
| a | Describe areas of TCM practice in which Telepractice can be utilized. | | | | | | | |
| | 1 Describe basic principles of virtual consultations, including the importance of conducting initial consultations in-person. | 2 | | | x | x | | x |
| | 2 Describe limitations of virtual consultations in diagnosis and treatment | 2 | | | x | x | | x |
| | 3 Understand and apply CTCMPAO practice guidelines for Telepractice | 2 | | | x | | x | |
| | 4 Evaluate the safety and security of TCM-related digital tools. | 2 | | | x | | x | x |
| | 5 Comply with laws and regulations. | 2 | | | x | | x | x |
| | 6 Maintain patient confidentiality. | 2 | | | x | | x | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

| AREA 4 TCM FOUNDATIONS | | | | | | | | | | |
|------------------------|---|---|---|---|---|---|---|---|---|--|
| 4.1 | Apply fundamental knowledge of Traditional Chinese Medicine in practice (diagnosis, treatment and follow-up). | | | | | | | | | |
| a | Apply Yīn Yáng Theory. | | | | | | | | | |
| | 1 | Describe Yīn Yáng theory. | 2 | | 1 | x | | | | |
| | 2 | Explain Yīn Yáng theory in TCM practice. | 3 | 2 | 1 | x | x | x | x | |
| b | Apply Five Element (Wǔ Xíng) Theory | | | | | | | | | |
| | 1 | Describe Five Element (Wǔ Xíng) theory. | 2 | | 1 | x | | | | |
| | 2 | Explain Five Element (Wǔ Xíng) theory in TCM practice. | 3 | 2 | 1 | x | x | x | x | |
| c | Apply Organ Theory (Zàng Xiàng Theory) | | | | | | | | | |
| | 1 | Describe the general features, physiological functions and pathological changes of Zàng-Fǔ Organs. | 2 | | 1 | x | | | | |
| | 2 | Describe the interrelationships among Zàng-Fǔ organs, both in physiology and pathology. | 2 | | 1 | x | | | | |
| | 3 | Explain Organ Theory (Zàng Xiàng Theory) in TCM practice. | 3 | 2 | | x | x | x | x | |
| d | Apply Meridians and Collaterals (Jīng Luò) Theory. | | | | | | | | | |
| | 1 | Describe the Meridians and Collaterals (Jīng Luò) system, including its distribution and interconnections. | 2 | | 1 | x | | | | |
| | 2 | Describe the functions of the Meridians and Collaterals (Jīng Luò) system. | 2 | | 1 | x | | | | |
| | 3 | Describe the signs and symptoms associated with disorders of Meridians and Collaterals (Jīng Luò). | 2 | | 1 | x | | | | |
| | 4 | Explain Meridians and Collaterals (Jīng Luò) in TCM practice. | 3 | 2 | | x | x | x | x | |
| e | Apply Essence, Qi, Blood, Body Fluids and Spirit (Jīng, Qì, Xuě, Jīn Yè & Shén). | | | | | | | | | |
| | 1 | Understand the concepts of Essence, Qi, Blood, Body Fluids and Spirit (Jīng, Qì, Xuě, Jīn Yè & Shén). | 3 | | 1 | x | | | | |
| | 2 | Understand the interrelationships of Essence, Qi, Blood, Body Fluids and Spirit (Jīng, Qì, Xuě, Jīn Yè & Shén). | 3 | | 1 | x | | | | |
| | 3 | Describe the signs and symptoms associated with disorders of Essence, Qi, Blood, Body Fluids and Spirit (Jīng, Qì, Xuě, Jīn Yè & Shén). | 2 | | 1 | x | | | | |
| | 4 | Explain Essence, Qi, Blood, Body Fluids and Spirit (Jīng, Qì, Xuě, Jīn Yè & Shén) theory in TCM practice. | 3 | 2 | | x | x | x | x | |
| f | Apply Constitution (Tǐ Zhì) Theory. | | | | | | | | | |
| | 1 | Understand the concept of Constitution (Tǐ Zhì). | 2 | | 1 | x | | | | |
| | 2 | Describe the signs and symptoms associated with the various types of Constitution (Tǐ Zhì). | 2 | | 1 | x | | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | 3 | Explain Constitution (Tǐ Zhì) theory in TCM practice. | 3 | 2 | | x | x | x | x |
| g | | Apply Etiology (Bìng Yīn) Theory. | | | | | | | |
| | 1 | Understand the concepts of Etiology (Bìng Yīn). | 2 | 1 | x | | | | |
| | 2 | Describe the categories of Etiology (Bìng Yīn). | 2 | 1 | x | | | | |
| | 3 | Apply Etiology (Bìng Yīn) theory in TCM practice. | 3 | 2 | | x | x | x | x |
| h | | Apply Pathogenesis (Bìng Jī) Theory. | | | | | | | |
| | 1 | Understand the concept of Pathogenesis (Bìng Jī). | 2 | 1 | x | | | | |
| | 2 | Justify the mechanisms of Pathogenesis (Bìng Jī). | 2 | | x | | | | |
| | 3 | Apply Pathogenesis (Bìng Jī) Theory in TCM practice. | 3 | 2 | 1 | x | x | x | x |
| i | | Apply Treatment Principles (Zhì Zé) Theory. | | | | | | | |
| | 1 | Describe Treatment Principles (Zhì Zé). | 2 | 1 | x | | | | |
| | 2 | Justify Treatment Principles (Zhì Zé). | 2 | 1 | x | x | | | |
| | 3 | Explain Treatment Principles (Zhì Zé) theory in TCM practice. | 3 | 2 | | x | x | x | x |
| j | | Apply Prevention (Yù Fáng) Theory. | | | | | | | |
| | 1 | Understand the concept of Prevention (Yù Fáng). | 2 | 1 | x | | | | |
| | 2 | Describe methodology of Prevention (Yù Fáng). | 2 | | x | | | | |
| | 3 | Apply Prevention (Yù Fáng) theory in TCM practice. | 3 | 2 | 2 | x | x | | |
| | 4 | Guide patients to incorporate Prevention (Yù Fáng) in their daily life. | 2 | 1 | | x | x | x | x |
| k | | Apply Health Preservation (Yǎng Shēng) Theory. | | | | | | | |
| | 1 | Understand the concept of Health Preservation (Yǎng Shēng). | 2 | 1 | x | | | | |
| | 2 | Describe the methods of Health Preservation (Yǎng Shēng). | 2 | 1 | x | | | | |
| | 3 | Apply Health Preservation (Yǎng Shēng) methods in TCM practice. | 3 | 2 | 1 | x | x | x | x |
| | 4 | Guide patients on ways to maintain health through Health Preservation (Yǎng Shēng). | 2 | 1 | | x | x | x | x |
| l | | Practice Qì Gōng and Tài Jí. | | | | | | | |
| | 1 | Understand the theoretical basis for Qì Gōng and Tài Jí. | 2 | 1 | x | x | | | |
| | 2 | Understand the therapeutic significance of Qì Gōng and Tài Jí. | 2 | 1 | x | x | | | |
| 4.2 | | Apply Acupuncture Point (Shū Xué) Theory in TCM practice. | | | | | | | |
| a | | Categorize Acupuncture Points (Shū Xué). | | | | | | | |
| | | (i) 14 Meridian Points (Jīng Xué). | | | | | | | |
| | 1 | Describe the standard nomenclature of Meridian Points (Jīng Xué) published by the World Health Organization (WHO). | 2 | | | x | | | |
| | 2 | Locate Meridian Points (Jīng Xué). | 1 | 1 | | x | x | | x |
| | 3 | Describe the recommended needling depth and angle for Meridian points (Jīng Xué). | 2 | | | x | | | |
| | 4 | Describe the functions of Meridian Points (Jīng Xué). | 2 | 1 | x | | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | 5 | Describe the indications of Meridian Points (<i>Jīng Xué</i>). | 2 | | 1 | x | | |
| | 6 | Apply combinations of Meridian Points (<i>Jīng Xué</i>) in practice. | 3 | 2 | 1 | x | x | x |
| | (ii) Extra Points (<i>Jīng Wài Qí Xué</i>). | | | | | | | |
| | 1 | Understand the Extra Points (<i>Jīng Wài Qí Xué</i>). | 2 | | | x | | |
| | 2 | Locate the Extra Points (<i>Jīng Wài Qí Xué</i>). | 1 | 1 | | x | x | x |
| | 3 | Describe the recommended needling depth and angle for Extra Points (<i>Jīng Wài Qí Xué</i>). | 2 | | | x | | |
| | 4 | Describe the functions of Extra Points (<i>Jīng Wài Qí Xué</i>). | 2 | | 1 | x | | x |
| | 5 | Describe the indications of Extra Points (<i>Jīng Wài Qí Xué</i>). | 2 | | | x | | x |
| b | Apply knowledge of Specific Points (<i>Tè Dìng Xué</i>). | | | | | | | |
| | (i) Five-Shū Points (<i>Wǔ Shū Xué</i>). | | | | | | | |
| | 1 | Understand Five-Shu Points (<i>Wǔ Shū Xué</i>). | 2 | | | x | | |
| | 2 | Describe the theoretical basis for Five-Shu Points (<i>Wǔ Shū Xué</i>). | 2 | | 1 | x | | |
| | 3 | Describe the therapeutic significance of Five-Shu Points (<i>Wǔ Shū Xué</i>). | 2 | | 1 | x | | |
| | 4 | Explain the application of Five-Shu Points (<i>Wǔ Shū Xué</i>). | 2 | 2 | | x | x | x |
| | (ii) Yuán-Source Points. | | | | | | | |
| | 1 | Identify Yuán-Source Points. | 1 | | | x | | |
| | 2 | Describe the theoretical basis for Yuán-Source Points. | 2 | | 1 | x | | |
| | 3 | Describe the therapeutic significance of Yuán-Source Points. | 2 | | 1 | x | | |
| | 4 | Explain the application of Yuán-Source Points. | 2 | 2 | | x | x | x |
| | (iii) Luò-Connecting Points. | | | | | | | |
| | 1 | Identify Luò-Connecting Points. | 1 | | | x | | |
| | 2 | Describe the theoretical basis for Luò-Connecting Points. | 1 | | 1 | x | | |
| | 3 | Describe the therapeutic significance of Luò-Connecting Points. | 2 | | 1 | x | | |
| | 4 | Explain the application of Luò-Connecting Points. | 2 | 2 | | x | x | x |
| | (iv) Xì-Cleft Points. | | | | | | | |
| | 1 | Identify Xì-Cleft Points. | 1 | | | x | | |
| | 2 | Describe the theoretical basis for Xì-Cleft Points. | 2 | | 1 | x | | |
| | 3 | Describe the therapeutic significance of Xì-Cleft Points. | 2 | | 1 | x | | |
| | 4 | Explain the application of Xì-Cleft Points. | 2 | 2 | | x | x | x |
| | (v) Back-Shū Points. | | | | | | | |
| | 1 | Identify Back-Shū Points. | 1 | | | x | | |
| | 2 | Describe the theoretical basis for Back-Shū Points. | 2 | | 1 | x | | |
| | 3 | Describe the therapeutic significance of Back-Shū Points. | 2 | | 1 | x | | |
| | 4 | Explain the application of Back-Shū Points. | 2 | 2 | | x | x | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| (vi) Front-Mù Points. | | | | | | | | |
| | 1 Identify Front-Mù Points. | 1 | | | x | | | |
| | 2 Describe the theoretical basis for Front-Mù Points. | 2 | | 1 | x | | | |
| | 3 Describe the therapeutic significance of Front-Mù Points | 2 | | 1 | x | | | |
| | 4 Explain the application of Front-Mù Points. | 2 | 2 | | x | x | x | |
| (vii) Lower Hé-Sea Points. | | | | | | | | |
| | 1 Identity Hé-Sea Points. | 1 | | | x | | | |
| | 2 Describe the theoretical basis for Lower Hé-Sea Points. | 2 | | 1 | x | | | |
| | 3 Describe the therapeutic significance of Lower Hé-Sea Points. | 2 | | 1 | x | | | |
| | 4 Explain the application of Lower Hé-Sea Points. | 2 | 2 | | x | x | x | |
| (viii) Eight Confluent Points (<i>Bā Mài Jiāo Huì Xué</i>). | | | | | | | | |
| | 1 Identify Eight Confluent Points (<i>Bā Mài Jiāo Huì Xué</i>). | 1 | | | x | | | |
| | 2 Describe the theoretical basis for Eight Confluent Points (<i>Bā Mài Jiāo Huì Xué</i>). | 2 | | 1 | x | | | |
| | 3 Describe the therapeutic significance of Eight Confluent Points (<i>Bā Mài Jiāo Huì Xué</i>). | 2 | | 1 | x | | | |
| | 4 Explain the application of Eight Confluent Points (<i>Bā Mài Jiāo Huì Xué</i>). | 2 | 2 | | x | x | x | |
| (ix) Eight Influential Points (<i>Bā Huì Xué</i>). | | | | | | | | |
| | 1 Identify Eight Influential Points (<i>Bā Huì Xué</i>). | 1 | | | x | | | |
| | 2 Describe the theoretical basis for Eight Influential Points (<i>Bā Huì Xué</i>). | 2 | | 1 | x | | | |
| | 3 Describe the therapeutic significance of Eight Influential Points (<i>Bā Huì Xué</i>). | 2 | | 1 | x | | | |
| | 4 Explain the application of Eight Influential Points (<i>Bā Huì Xué</i>). | 2 | 2 | | x | x | x | |
| (x) Mother/Child Points (<i>Zǐ Mǔ Xué</i>). | | | | | | | | |
| | 1 Identify Mother/Child Points (<i>Zǐ Mǔ Xué</i>). | 1 | | | x | | | |
| | 2 Describe the theoretical basis for Mother/Child Points (<i>Zǐ Mǔ Xué</i>). | 2 | | 1 | x | | | |
| | 3 Describe the therapeutic significance of Mother/Child Points (<i>Zǐ Mǔ Xué</i>). | 2 | | 1 | x | | | |
| | 4 Explain the application of Mother/Child Points (<i>Zǐ Mǔ Xué</i>). | 2 | 2 | | x | x | x | |
| (xi) Crossing Points (<i>Jiāo Huì Xué</i>). | | | | | | | | |
| | 1 Identify Crossing Points (<i>Jiāo Huì Xué</i>). | 1 | | | x | | | |
| | 2 Describe the theoretical basis for Crossing Points (<i>Jiāo Huì Xué</i>). | 2 | | 1 | x | | | |
| | 3 Describe the therapeutic significance of Crossing Points (<i>Jiāo Huì Xué</i>). | 2 | | 1 | x | | | |
| | 4 Explain the application of Crossing Points (<i>Jiāo Huì Xué</i>). | 2 | 2 | | x | x | x | |
| (xii) Ashi Points (<i>A Shì Xué</i>). | | | | | | | | |
| | 1 Describe Ashi Points (<i>A Shì Xué</i>). | 2 | | 1 | x | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | 2 | Describe the therapeutic significance of Ashi Points (<i>A Shì Xué</i>). | 2 | 1 | x | | | |
| | 3 | Explain the application of Ashi Points (<i>A Shì Xué</i>). | 2 | 2 | | x | x | x |
| 4.3 | Apply knowledge of herbology in TCM practice. | | | | | | | |
| a | Four-Qì Theory. | | | | | | | |
| | 1 | Describe Four-Qì. | 1 | 1 | x | | | |
| | 2 | Describe the relationship between the actions of herbs and their Four-Qì. | 2 | 1 | x | | | |
| | 3 | Describe the therapeutic significance of Four-Qì. | 2 | 1 | x | | | |
| | 4 | Apply the Four-Qì of herbs. | 2 | 2 | | x | | x |
| b | Five Flavors (<i>Wǔ Wèi</i>) Theory. | | | | | | | |
| | 1 | Describe Five Flavors (<i>Wǔ Wèi</i>). | 1 | 1 | x | | | |
| | 2 | Describe the relationship between the actions of herbs and their Five Flavors (<i>Wǔ Wèi</i>). | 2 | 1 | x | | | |
| | 3 | Describe the therapeutic significance of Five Flavors (<i>Wǔ Wèi</i>). | 2 | 1 | x | | | |
| | 4 | Apply the Five Flavors (<i>Wǔ Wèi</i>) of herbs. | 2 | 2 | | x | x | x |
| c | Ascending, Descending, Floating and Sinking (<i>Shēng, Jiàng, Fú & Chén</i>) Theory. | | | | | | | |
| | 1 | Describe Ascending, Descending, Floating and Sinking (<i>Shēng, Jiàng, Fú & Chén</i>). | 1 | 1 | x | | | |
| | 2 | Describe the relationship between the actions of herbs and their Ascending, Descending, Floating and Sinking (<i>Shēng, Jiàng, Fú & Chén</i>). | 2 | 1 | x | | | |
| | 3 | Describe the therapeutic significance of Ascending, Descending, Floating and Sinking (<i>Shēng, Jiàng, Fú & Chén</i>). | 2 | 1 | x | | | |
| | 4 | Apply the Ascending, Descending, Floating and Sinking (<i>Shēng, Jiàng, Fú & Chén</i>) of herbs. | 2 | 2 | | x | x | x |
| d | Meridian Affinity (<i>Guī Jīng</i>) Theory. | | | | | | | |
| | 1 | Describe Meridian Affinity (<i>Guī Jīng</i>). | 1 | 1 | x | | | |
| | 2 | Describe the relationship between the actions of herbs and their Meridian Affinity (<i>Guī Jīng</i>). | 2 | 1 | x | | | |
| | 3 | Describe the therapeutic significance of Meridian Affinity (<i>Guī Jīng</i>). | 2 | 1 | x | | | |
| | 4 | Apply the Meridian Affinity (<i>Guī Jīng</i>) of herbs. | 2 | 2 | | x | x | x |
| e | Herbal Actions. | | | | | | | |
| | 1 | Describe the actions of herbs. | 2 | 1 | x | | | |
| | 2 | Describe the relationship between actions and categorization of herbs. | 2 | 1 | x | | | |
| | 3 | Differentiate the actions of herbs within the same category. | 2 | 1 | x | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | 4 | Describe the relationship between actions and the indications of herbs. | 2 | 2 | x | | | |
| | 5 | Describe the therapeutic significance of the actions of herbs. | 2 | 1 | x | | | |
| f | Herbal Indications. | | | | | | | |
| | 1 | Describe the indications of herbs. | 2 | 1 | x | | | |
| | 2 | Describe the therapeutic significance of indications. | 2 | 2 | x | | | |
| | 3 | Apply the indications of herbs. | 2 | | x | x | | x |
| g | Herbal Toxicity. | | | | | | | |
| | 1 | Understand the concept of toxicity of herbs. | 2 | 1 | x | x | x | |
| | 2 | Describe the dosage ranges and cautions when using toxic herbs. | 2 | 1 | x | | | |
| | 3 | Describe Eighteen Incompatibilities (Shí Bā Fǎn) and Nineteen Antagonisms (Shí Jiǔ Wèi). | 2 | 1 | x | x | x | |
| | 4 | Describe emerging research findings and understanding of toxicity in commonly used herbs. | 3 | | x | x | x | |
| | 5 | Understand and comply with Canadian regulations of herbs that are designated as toxic or restricted. | 2 | | x | x | x | x |
| h | Apply Herbal Processing (Páo Zhì). | | | | | | | |
| | 1 | Understand Herbal Processing (Páo Zhì). | 2 | | x | | | |
| | 2 | Justify the effects of Herbal Processing (Páo Zhì). | 2 | 1 | x | | | |
| | 3 | Apply principles of Herbal Processing (Páo Zhì) in practice. | 3 | 2 | x | x | x | x |
| i | Pharmacological effect. | | | | | | | |
| | 1 | Understand emerging knowledge of the pharmacological effects of herbs. | 3 | | x | | | |
| j | Pair and combine herbs. | | | | | | | |
| | 1 | Understand the principles of pairing and combining herbs. | 2 | | x | | | |
| | 2 | Apply paired and combined herbs in practice. | 3 | 3 | x | x | x | x |
| 4.4 | Apply knowledge of herbal formulating strategies. | | | | | | | |
| a | Composition of formulas. | | | | | | | |
| | 1 | Describe the general principles of the composition of formulas. | 1 | 1 | x | | | |
| | 2 | Describe the composition of formulas. | 2 | | x | | | |
| | 3 | Analyze the composition of formulas. | 2 | 2 | x | x | | x |
| b | Modification of formulas. | | | | | | | |
| | 1 | Describe the principles of modification of formula constituents. | 2 | 1 | x | | | |
| | 2 | Describe the principles of alteration of the ratio of constituents. | 2 | 1 | x | | | |
| | 3 | Describe the principles of changes in dosage form of the formulas. | 2 | 1 | x | | | |
| | 4 | Apply the principles of modification, alteration and changes in dosage | 3 | 3 | x | x | x | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | | in preparation of herbal formulas. | | | | | | |
| c | Functions & categorization. | | | | | | | |
| | 1 | Understand the categorization of formulas according to their function. | 3 | 1 | x | | | |
| | 2 | Describe the clinical relevance of each category of formulas. | 2 | 1 | x | | | |
| | 3 | Identify each category of formulas. | 2 | 1 | x | | | |
| | 4 | Describe the actions of formulas. | 2 | | x | | | |
| | 5 | Differentiate the actions of formulas within the same category. | 2 | 2 | x | | | |
| | 6 | Explain the application of suitable formulas to achieve specific clinical outcomes. | 3 | 2 | 2 | x | x | x |
| d | Combinations & compatibility. | | | | | | | |
| | 1 | Describe the compatibility and incompatibility of herbs. | 1 | | x | | | |
| | 2 | Describe the therapeutic significance of herbal combinations. | 2 | 1 | x | | | |
| | 3 | Apply a combination of herbs to achieve a specific clinical outcome. | 3 | 3 | 2 | x | x | x |
| e | Dosage forms & methods of administration. | | | | | | | |
| | 1 | Understand the dosage forms of herbal formulas. | 2 | 1 | x | x | | |
| | 2 | Describe the methods of preparation for each dosage form. | 1 | | x | x | | |
| | 3 | Describe the methods of administration of herbal formulas. | 2 | | x | | | |
| | 4 | Explain the application of dosage forms and methods of administration to achieve specific clinical outcomes. | 3 | 2 | | x | x | x |
| f | Dosage. | | | | | | | |
| | 1 | Understand the general dosage ranges of herbs in formulas. | 2 | | x | | | |
| | 2 | Apply dosage of herbs to achieve a specific clinical outcome. | 3 | 2 | 2 | x | x | x |
| g | Potential adverse effects. | | | | | | | |
| | 1 | Describe potential adverse effects of herbal formulas. | 2 | 1 | x | | | |
| | 2 | Describe methods to prevent adverse effects. | 2 | 2 | x | | | |
| | 3 | Describe actions to take in the event of adverse effects. | 3 | 2 | x | | | |
| | 4 | Collaborate with colleagues and justify actions to take in the event of adverse effects. | 3 | | x | x | x | x |
| h | Contraindications & precautions. | | | | | | | |
| | 1 | Understand contraindications for herbal formulas. | 2 | 1 | x | | | |
| | 2 | Describe precautions for herbal formulas. | 1 | 1 | x | | | |
| | 3 | Explain contraindications and precautions in practice. | 2 | | x | x | x | x |
| 4.5 | Apply knowledge of herb interactions in treatment planning. | | | | | | | |
| a | Herb – drug interactions. | | | | | | | |
| | 1 | Describe potential interactions between herbs and drugs. | 3 | | x | | | |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | |
|--|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

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| | 2 | Modify treatment plan based on potential herb - drug interactions. | 3 | 1 | x | | x | x |
| b | Herb – herb interactions. | | | | | | | |
| | 1 | Describe potential herb-herb interactions. | 3 | | x | | | |
| | 2 | Modify treatment plan based on potential herb - herb interactions. | 3 | 1 | x | | x | x |
| | 3 | Apply Eighteen Incompatibilities (<i>Shí Bā Fǎn</i>) and Nineteen Antagonisms (<i>Shí Jiǔ Wèi</i>). | 3 | 2 | | x | x | x |
| c | Herb – food interactions. | | | | | | | |
| | 1 | Describe potential herb - food interactions. | 3 | | x | | | |
| | 2 | Modify treatment plan based on potential herb - food interactions. | 3 | 1 | x | x | x | x |
| d | Herb – natural health product interactions. | | | | | | | |
| | 1 | Describe potential herb - natural health product interactions. | 3 | | x | | | |
| | 2 | Modify treatment plan based on potential herb - natural health product interactions. | 3 | 1 | x | x | x | x |
| 4.6 | Apply TCM dietary therapy in treatment planning. | | | | | | | |
| a | Adopt the concept of TCM dietary therapy. | | | | | | | |
| | 1 | Describe TCM dietary fundamentals. | 2 | 1 | x | | | |
| | 2 | Apply TCM dietary principles. | 2 | 2 | 1 | x | | |
| b | Incorporate TCM dietary therapy in practice. | | | | | | | |
| | 1 | Categorize foods according to their properties and functions. | 2 | | x | | | |
| | 2 | Apply dietary recipes consistent with the TCM diagnosis. | 2 | 2 | x | x | x | x |
| | 3 | Describe dietary precautions for common conditions. | 2 | | x | x | x | x |
| 4.7 | Apply knowledge of the TCM Classics in diagnosis and treatment. | | | | | | | |
| a | Study of The Yellow Emperor's Inner Canon (<i>Huáng Dì Nèi Jīng</i>) | | | | | | | |
| | 1 | Explain the concepts behind The Yellow Emperor's Inner Canon (<i>Huáng Dì Nèi Jīng</i>), and how the Classic provides TCM insight. | 2 | | x | | | |
| | 2 | Explain clinical situations, with reference to the Classic of <i>Huáng Dì Nèi Jīng</i> | 2 | | x | | | |
| | 3 | Analyze patient presentation in reference to the concepts of The Yellow Emperor's Inner Canon (<i>Huáng Dì Nèi Jīng</i>). | 2 | | x | | x | |
| | 4 | Formulate and justify patient treatment plan derived from The Yellow Emperor's Inner Canon (<i>Huáng Dì Nèi Jīng</i>). | 2 | 2 | x | | x | |
| b | Study of Treatise on Febrile Diseases (<i>Shāng Hán Lùn</i>). | | | | | | | |
| | 1 | Explain the concepts behind Treatise on Febrile Diseases (<i>Shāng Hán Lùn</i>), and how the Classic provides insight into TCM. | 2 | | x | | | |
| | 2 | Recognize clinical situations, with reference to the Classic of Treatise on Febrile Diseases (<i>Shāng Hán Lùn</i>). | 2 | | x | | | |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | |
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| Occupational Competencies | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

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| | | 3 Analyze patient presentation in reference to the concepts of Treatise on Febrile Diseases (<i>Shāng Hán Lùn</i>). | 2 | | | x | | x x |
| | | 4 Formulate and justify patient treatment plan derived from Treatise on Febrile Diseases (<i>Shāng Hán Lùn</i>). | 2 | | 2 | x | x | x x |
| c | Study of Synopsis of the Golden Chamber (<i>Jīn Guì Yào Luè</i>). | | | | | | | |
| | | 1 Explain the concepts behind Synopsis of the Golden Chamber (<i>Jīn Guì Yào Luè</i>), and how the Classic provides insight into TCM. | 2 | | | x | | |
| | | 2 Recognize clinical situations, referencing the Classic of Synopsis of the Golden Chamber (<i>Jīn Guì Yào Luè</i>). | 2 | | | x | | |
| | | 3 Analyze patient presentation in reference to the concepts of Synopsis of the Golden Chamber (<i>Jīn Guì Yào Luè</i>). | 2 | | | x | | x x |
| | | 4 Formulate and justify patient treatment plan derived from Synopsis of the Golden Chamber (<i>Jīn Guì Yào Luè</i>). | 2 | | 2 | x | x | x x |
| d | Study of Science of Epidemic Febrile Disease (<i>Wēn Bīng Xué</i>). | | | | | | | |
| | | 1 Explain the concepts behind Science of Epidemic Febrile Disease (<i>Wēn Bīng Xué</i>), and how the Classic provides insight into TCM. | 2 | | | x | | |
| | | 2 Recognize clinical situations, referencing the Classic of Science of Epidemic Febrile Disease (<i>Wēn Bīng Xué</i>) would be advantageous. | 2 | | | x | | |
| | | 3 Analyze patient presentation in reference to the concepts of Science of Epidemic Febrile Disease (<i>Wēn Bīng Xué</i>). | 2 | | | x | | x x |
| | | 4 Formulate and justify patient treatment plan derived from Science of Epidemic Febrile Disease (<i>Wēn Bīng Xué</i>). | 2 | | 2 | x | x | x x |
| e | Study of Shen Nong's Classic of Materia Medica (<i>Shén Nóng Běn Cǎo Jīng</i>). | | | | | | | |
| | | 1 Identify the fundamentals of Shen Nong's Classic of Materia Medica (<i>Shén Nóng Běn Cǎo Jīng</i>). | 1 | | | x | | |
| | | 2 Apply Shen Nong's Classic of Materia Medica (<i>Shén Nóng Běn Cǎo Jīng</i>). in developing treatment strategies. | 2 | 2 | 2 | x | | x x |
| 4.8 | Integrate knowledge of the TCM Classics. | | | | | | | |
| | | 1 Describe similarities and differences in content and application of the TCM Classics listed in 4.7, above. | 2 | | 2 | x | | |
| | | 2 Describe insights that can be gained by combining knowledge from the TCM Classics with contemporary information sources. | 2 | | 2 | x | | |

| Competency, Domain of Learning & Proficiency, and Evaluation | | | | | | | | | |
|--|------------------------|--|--|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | Performance Indicators | | | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | | Cognitive | Psychomotor | Affective | MCQ / Written | OSCE/Simulation | Clinical Case Analysis |
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| AREA 5: FUNDAMENTALS OF BIOMEDICINE IN RELATION TO TCM PRACTICE | | | | | | | | |
|---|--|--|--|---|---|--|-----|-----|
| 5.1 | Integrate biomedical concepts and TCM practices. | | | | | | | |
| a | Working knowledge of human anatomy. | | | | | | | |
| | 1 | Familiar with anatomical terminology. | | 1 | | | x | |
| | 2 | Identify major systems and structures of the body. | | 2 | | | x | |
| | 3 | Familiar with spatial relationships between organs, tissues, and body cavities. | | 2 | | | x | |
| | 4 | Explain the clinical relevance of human anatomic structures. | | 2 | | | x | x x |
| | 5 | Locate acupuncture points using surface anatomical structures. | | 2 | 2 | | x x | x x |
| | 6 | Identify potential target structures and vulnerable structures associated with acupuncture points. | | 2 | | | x x | x x |
| b | Working knowledge of physiology. | | | | | | | |
| | 1 | Understand cellular physiology. | | 2 | | | x | |
| | 2 | Understand organ system functions. | | 2 | | | x | |
| | 3 | Understand regulatory mechanisms. (e.g., homeostasis, hormonal feedback mechanisms, autonomic nervous system). | | 2 | | | x | |
| | 4 | Explain the integration and interactions of different physiological systems. | | 2 | | | x | x |
| | 5 | Explain physiological adaptations and responses. | | 2 | | | x | x |
| c | Working knowledge of pathology. | | | | | | | |
| | 1 | Recognize disease classification and terminology. | | 2 | | | x | x x |
| | 2 | Understand the clinical presentation of common diseases. | | 2 | | | x | x x |
| | 3 | Describe pathophysiologic processes of common diseases. | | 2 | | | x | |
| | 4 | Describe morphological alterations of common diseases. | | 2 | | | x | |
| | 5 | Explain pathogenesis and etiology of common diseases. | | 2 | | | x | |
| d | Working knowledge of biochemistry. | | | | | | | |
| | 1 | Understand and explain the structures and functions of DNA, RNA, and proteins. | | 2 | | | x | |
| | 2 | Understand and explain the bioenergetics and metabolism of carbohydrates and lipids. | | 2 | | | x | |
| | 3 | Understand and explain the metabolism of proteins, amino acids and nucleic acids. | | 2 | | | x | |
| | 4 | Explain the roles of minerals, vitamins, enzymes and hormones. | | 2 | | | x | |
| 5.2 | Relate biomedical diagnostic and treatment approaches to TCM practices. | | | | | | | |
| a | Understand and explain biomedical diagnosis and treatment methods. | | | | | | | |
| | 1 | The purposes of commonly used laboratory tests and diagnostic | | 2 | | | x | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | | procedures. | | | | | | |
| | 2 | Findings in laboratory reports. | 2 | | | x | x | x |
| | 3 | Findings of physical examination. | 2 | | | x | x | x |
| | 4 | Findings in diagnostic imaging reports. | 2 | | | x | x | x |
| | 5 | Relate abnormal findings to common diseases. | 2 | | | x | x | |
| | 6 | Identify typical biomedical treatments for common diseases. | 2 | | | x | | |
| | 7 | Identify the underlying principles of biomedical diagnostic and treatment approaches. | 2 | | | x | | |
| b | Pharmacology. | | | | | | | |
| | 1 | Identify the therapeutic effects, adverse effects and signs and symptoms of toxicity of drugs from common drug categories. | 2 | | | x | | x |
| | 2 | Describe the concepts of pharmacokinetics and pharmacodynamics. | 2 | | | x | | |
| | 3 | Identify the pharmacological actions of drugs from common drug categories. | 2 | | | x | | x |
| | 4 | Understand common drug categories, mechanisms of action, indications, interactions, common side effects and adverse reactions. | 2 | | | x | | x |
| | 5 | Recognize how some medications may alter the clinical presentation of the patient in TCM practice. | 2 | | | x | | x |
| 5.3 | Integrate TCM and biomedical concepts. | | | | | | | |
| a | Relate biomedical information concerning patient's condition and treatment to TCM state of health. | | | | | | | |
| | 1 | Understand the similarities and the differences between a biomedical diagnosis and TCM diagnosis. | 3 | | 2 | x | x | x |
| | 2 | Relate the actions of acupuncture to biomedical concepts. | 3 | | 2 | x | x | x |
| | 3 | Relate the actions of herbal treatment to biomedical concepts. | 3 | | 2 | x | x | x |
| | 4 | Enumerate the benefits and limitations of biomedical therapies in TCM treatments. | 2 | | | x | x | x |
| b | Communicate TCM diagnostic and treatment information to other health care professionals, and to third parties. | | | | | | | |
| | 1 | Explain TCM diagnosis and clinical progress using terms that are readily understood by other healthcare professionals. | 2 | | 2 | x | x | x |
| c | Maintain knowledge of emerging diseases and conditions, and their responsiveness to treatment by TCM. | | | | | | | |
| | 1 | Critically appraise sources of information. | 2 | | x | | | x |
| | 2 | Describe examples of recent developments of emerging diseases and conditions. | 2 | | 1 | x | | |
| | 3 | Apply and assess current trends in TCM treatments that may address emerging diseases and conditions. | 3 | 3 | 1 | x | x | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

AREA 6 DIAGNOSTICS AND TREATMENT

| | | | | | | | | |
|------------|---|--|---|---|---|---|---|---|
| 6.1 | Establish priorities for assessment and treatment planning. | | | | | | | |
| a | Identify and interpret chief complaint. | | | | | | | |
| | 1 | Elicit patient's reason(s) for seeking treatment. | 2 | 2 | 2 | x | x | x |
| | 2 | Prioritize the chief complaint in complex situations. | 3 | 2 | 2 | x | x | x |
| b | Initiate suitable approach to gather details about the chief complaint. | | | | | | | |
| | 1 | Determine an approach relevant to the chief complaint. | 3 | 2 | | x | x | x |
| | 2 | Perform a focused physical examination within the scope of TCM practice relevant to the chief complaint. | 2 | 2 | 2 | x | x | x |
| c. | Recognize conditions that require urgent medical treatment and advise the patient appropriately. | | | | | | | |
| | 1 | Describe the signs and symptoms of conditions that require urgent medical treatment. | 2 | | | x | x | x |
| | 2 | Describe how and when to advise patients in the event of conditions that require urgent medical treatment. | 2 | | 2 | x | x | x |
| d | Modify assessment strategy. | | | | | | | |
| | 1 | Describe the significance for patients of advising the patient on both positive and negative findings. | 2 | | | x | | |
| | 2 | Modify assessment strategy based upon emerging patient information. | 2 | | | x | | x |
| e | Initiate collaboration, consultation or referral as appropriate. | | | | | | | |
| | 1 | Identify conditions for which TCM therapies provide effective treatment. | 2 | | | x | | |
| | 2 | Identify conditions beyond practitioner's individual clinical knowledge and experience. | 2 | | | x | | x |
| | 3 | Recognize unsatisfactory therapeutic outcome of treatment. | 2 | | | x | | x |
| | 4 | Acknowledge the limitations of TCM practice. | 2 | | | x | x | x |
| | 5 | Understand how to assess the efficacy of TCM treatments in comparison to widely used therapeutic approaches by other healthcare professionals. | 3 | | | x | x | x |
| | 6 | Describe ways to initiate collaboration, consultation or referral. | 1 | | 2 | x | | x |
| | 7 | Recognize patients' needs that extend beyond the realm of TCM practice and provide guidance, including social and healthcare-related services. | 3 | 1 | 2 | x | x | x |
| 6.2 | Collect information to perform Clinical Assessment. | | | | | | | |
| a | Collect information using Diagnostic Inspection (Wàng Zhěn). | | | | | | | |
| | 1 | Understand Diagnostic Inspection (Wàng Zhěn). | 2 | | | x | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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|-----|---|---|---|---|---|---|---|---|
| | 2 | Explain the significance of Diagnostic Inspection (<i>Wàng Zhěn</i>). | 2 | | 1 | x | | |
| | 3 | Apply Diagnostic Inspection (<i>Wàng Zhěn</i>). | 3 | 3 | 1 | x | x | x |
| b | | Collect information using Diagnostic Inquiry (<i>Wèn Zhěn</i>). | | | | | | |
| | 1 | Understand Diagnostic Inquiry (<i>Wèn Zhěn</i>). | 2 | | 1 | x | | |
| | 2 | Explain the significance of Diagnostic Inquiry (<i>Wèn Zhěn</i>). | 2 | | 1 | x | | |
| | 3 | Apply Diagnostic Inquiry (<i>Wèn Zhěn</i>). | 3 | 3 | 1 | x | x | x |
| c | | Collect information using Diagnostic Auscultation and Olfaction (<i>Wén Zhěn</i>). | | | | | | |
| | 1 | Understand Diagnostic Auscultation and Olfaction (<i>Wén Zhěn</i>). | 2 | | 1 | x | | |
| | 2 | Explain the significance of Diagnostic Auscultation and Olfaction (<i>Wén Zhěn</i>). | 2 | | 1 | x | | |
| | 3 | Apply Diagnostic Auscultation and Olfaction (<i>Wén Zhěn</i>). | 3 | 3 | 1 | x | x | x |
| d | | Collect information using Diagnostic Palpation (<i>Qìè Zhěn</i>). | | | | | | |
| | 1 | Understand Diagnostic Palpation (<i>Qìè Zhěn</i>). | 2 | | 1 | x | | |
| | 2 | Explain the significance of Diagnostic Palpation (<i>Qìè Zhěn</i>). | 2 | | 1 | x | | |
| | 3 | Apply Diagnostic Palpation (<i>Qìè Zhěn</i>). | 3 | 3 | 1 | x | | x |
| e | | Measure vital signs. | | | | | | |
| | 1 | Explain the significance of vital signs. | 2 | | | x | | x |
| | 2 | Perform vital signs measurements. | | 2 | | | x | x |
| | 3 | Recognize abnormal vital signs. | 2 | | | x | x | |
| f | | Conduct relevant non-invasive physical examination. | | | | | | |
| | 1 | Describe the techniques and equipment used in physical examinations. | 1 | | | x | | |
| | 2 | Explain the diagnostic significance of physical examinations. | 2 | | | x | x | |
| | 3 | Perform relevant physical examinations. | | 2 | | x | x | x |
| | 4 | Perform physical examinations in a manner that minimizes patient distress, embarrassment, and risk of injury. | | 2 | 2 | x | x | x |
| 6.3 | | Establish Syndrome Differentiation. | | | | | | |
| a | | Ensure that the clinical assessment information is clear, complete and accurate. | | | | | | |
| | 1 | Verify completeness and accuracy of clinical assessment information. | 2 | | | x | x | x |
| | 2 | Understand the risk of clinical assessment error. | 2 | | | | | |
| b | | Determine, analyze and apply TCM syndrome differentiations. | | | | | | |
| | 1 | Determine the selection of TCM syndrome for a patient. | 3 | | 1 | x | x | x |
| | 2 | Justify the selection of TCM syndrome for a patient. | 3 | | 1 | x | x | x |
| | 3 | Integrate TCM syndrome in the assessment of complex medical conditions. | 3 | | 1 | x | x | x |
| | | (i) Syndrome Differentiation of Eight Principles (<i>Bā Gāng Biàn Zhèng</i>). | | | | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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|---|---|---|---|---|---|---|---|---|
| | 1 | Describe the TCM Syndrome of Eight Principles (<i>Bā Gāng Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify syndromes according to the TCM Syndrome of Eight Principles (<i>Bā Gāng Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Analyze and justify the etiology and pathogenesis of the TCM Syndrome of Eight Principles (<i>Bā Gāng Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 4 | Formulate a diagnosis for a patient according to the TCM Syndrome of Eight Principles (<i>Bā Gāng Biàn Zhèng</i>). | 3 | 1 | x | x | x | x |
| (ii) Syndrome Differentiation of Five-Elements (<i>Wǔ Xíng Biàn Zhèng</i>) . | | | | | | | | |
| | 1 | Describe the TCM Syndrome of Five-Elements (<i>Wǔ Xíng Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the TCM Syndrome of Five-Elements (<i>Wǔ Xíng Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Analyze and justify the etiology and pathogenesis of the TCM Syndrome of Five-Elements (<i>Wǔ Xíng Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 4 | Formulate a patient diagnosis according to TCM Syndrome of Five-Elements (<i>Wǔ Xíng Biàn Zhèng</i>). | 3 | 1 | x | x | x | x |
| (iii) Syndrome Differentiation of Zàng-Fǔ Organs (<i>Zàng Fǔ Biàn Zhèng</i>). | | | | | | | | |
| | 1 | Describe the TCM Syndrome of Zàng-Fǔ Organs (<i>Zàng Fǔ Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the TCM Syndrome of Zàng-Fǔ Organs (<i>Zàng Fǔ Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Analyze and justify the etiology and pathogenesis of the TCM Syndrome of Zàng-Fǔ Organs (<i>Zàng Fǔ Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 4 | Formulate a diagnosis for a patient according to TCM Syndrome of Zàng-Fǔ Organs (<i>Zàng Fǔ Biàn Zhèng</i>). | 3 | 1 | x | x | x | x |
| (iv) Syndrome Differentiation of Qì, Blood, and Body Fluids (<i>Qì Xuě & Jīn Yè Biàn Zhèng</i>) | | | | | | | | |
| | 1 | Describe the TCM Syndrome of Qì, Blood, and Body Fluids (<i>Qì Xuě & Jīn Yè Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the TCM Syndrome of Qì, Blood, and Body Fluids (<i>Qì Xuě & Jīn Yè Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Describe and explain the etiology and pathogenesis of the TCM Syndrome of Qì, Blood, and Body Fluids (<i>Qì Xuě & Jīn Yè Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 4 | Formulate a diagnosis for a patient according to the TCM Syndrome of Qì, Blood, and Body Fluids (<i>Qì Xuě & Jīn Yè Biàn Zhèng</i>). | 3 | 1 | x | x | x | x |
| (v) Syndrome Differentiation of Etiological Factors (<i>Bìng Yīn Biàn Zhèng</i>). | | | | | | | | |
| | 1 | Describe the TCM Syndrome of Etiological Factors (<i>Bìng Yīn Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the TCM Syndrome of Etiological Factors (<i>Bìng Yīn Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Describe and explain the etiology and pathogenesis of the TCM Syndrome of Etiological Factors (<i>Bìng Yīn Biàn Zhèng</i>). | 2 | 1 | x | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | 4 | Formulate a diagnosis for a patient according to the TCM Syndrome of Etiological Factors (<i>Bīng Yīn Biàn Zhèng</i>). | 3 | 1 | x | x | x | x |
| (vi) Syndrome Differentiation of Six Stages (<i>Liù Jīng Biàn Zhèng</i>). | | | | | | | | |
| | 1 | Describe the TCM Syndrome of Six Stages (<i>Liù Jīng Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the TCM Syndrome of Six Stages (<i>Liù Jīng Biàn Zhèng</i>) | 2 | 1 | x | | | |
| | 3 | Describe and explain the etiology and pathogenesis of the TCM Syndrome of Six Stages (<i>Liù Jīng Biàn Zhèng</i>) | 2 | 1 | x | | | |
| | 4 | Formulate a patient diagnosis according to the TCM Syndrome of Six Stages (<i>Liù Jīng Biàn Zhèng</i>) | 3 | 1 | x | | x | x |
| (vii) Syndrome Differentiation of Defense, Qi, Nutrients and Blood (<i>Wèi Qì Yíng Xuě Biàn Zhèng</i>). | | | | | | | | |
| | 1 | Describe the TCM Syndrome of Defense, Qi, Nutrients and Blood (<i>Wèi Qì Yíng Xuě Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the TCM Syndromes of Defense, Qi, Nutrients and Blood (<i>Wèi Qì Yíng Xuě Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Analyze and justify the etiology and pathogenesis of TCM Syndromes of Defense, Qi, Nutrients and Blood (<i>Wèi Qì Yíng Xuě Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 4 | Formulate a patient diagnosis according to the TCM Syndromes of Defense, Qi, Nutrients and Blood (<i>Wèi Qì Yíng Xuě Biàn Zhèng</i>) | 3 | 1 | x | x | x | x |
| (viii) Syndrome Differentiation of Triple Energizer (<i>Sān Jiāo Biàn Zhèng</i>) . | | | | | | | | |
| | 1 | Describe the Syndrome Differentiation of Triple Energizer (<i>Sān Jiāo Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the syndromes of the Syndrome Differentiation of Triple Energizer (<i>Sān Jiāo Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Analyze and justify the etiology and pathogenesis of the syndromes of Syndrome Differentiation of Triple Energizer (<i>Sān Jiāo Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 4 | Formulate a patient diagnosis according to Syndrome Differentiation of Triple Energizer (<i>Sān Jiāo Biàn Zhèng</i>). | 3 | 1 | x | x | x | x |
| (ix) Syndrome Differentiation of Meridians (<i>Jīng Luò Biàn Zhèng</i>). | | | | | | | | |
| | 1 | Describe the TCM Syndrome of Meridians (<i>Jīng Luò Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 2 | Identify the TCM Syndrome of Meridians (<i>Jīng Luò Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 3 | Describe and explain the etiology and pathogenesis of the TCM Syndrome of Meridians (<i>Jīng Luò Biàn Zhèng</i>). | 2 | 1 | x | | | |
| | 4 | Formulate a patient diagnosis according to the TCM Syndrome of Meridians (<i>Jīng Luò Biàn Zhèng</i>). | 2 | 1 | x | x | x | x |
| (x) Integrate Syndrome Differentiations. | | | | | | | | |
| | 1 | Describe the combination of TCM Syndromes for Exterior disorders (<i>Wài Gǎn Bīng</i>). | 3 | | x | x | x | x |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | | | | | | |
|--|------------------------|--|--|--|--|--|----------------------------------|-------------|---------------------------|---------------|-----------------|---------------|----------|
| Occupational Competencies | Performance Indicators | | | | | | Domain of Learning & Proficiency | | Evaluation of Proficiency | | | | |
| | | | | | | | Cognitive | Psychomotor | Affective | MCQ / Written | OSCE/Simulation | Case Analysis | Clinical |
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| | | 2 Describe the combination of TCM Syndromes for Zàng-Fǔ Organ system disorders (<i>Zàng Fǔ Bìng</i>) and miscellaneous disorders (<i>Zá Bìng</i>). | 3 | | | x | x | x | x |
| | | 3 Describe the interrelation of disease diagnosis (<i>Biàn Bìng</i>) and the TCM Syndrome (<i>Biàn Zhèng</i>). | 3 | | | x | x | x | x |
| c | Make TCM diagnosis. | | | | | | | | |
| | | 1 Formulate primary diagnosis of presenting illness. | 3 | | 1 | x | x | x | x |
| | | 2 Formulate secondary diagnosis as necessary. | 3 | | 1 | x | x | x | x |
| | | 3 Formulate the syndromes associated with the illness. | 2 | | 1 | x | x | x | x |
| | | 4 formulate the differential diagnosis of disease. | 3 | | 1 | x | x | x | x |
| | | 5 Justify the differential diagnosis of disease | 3 | | | x | x | x | x |
| | | 6 Justify the differential diagnosis of syndromes. | 3 | | | x | | | x |
| 6.4 | Evaluate patient risk profile. | | | | | | | | |
| a | Determine risk profile relative to acupuncture treatment. | | | | | | | | |
| | | 1 Identify conditions in which acupuncture treatment poses a risk to patient. | 2 | | 1 | x | | x | |
| | | 2 Justify acupuncture treatment where acupuncture treatment poses a risk to the patient. | 3 | | 1 | x | | x | |
| | | 3 Describe conditions in which acupuncture is contraindicated. | 2 | | 1 | x | | x | |
| b | Determine level of risk relative to TCM herbal treatment. | | | | | | | | |
| | | 1 Identify conditions in which herbal treatment poses a risk to the patient. | 2 | | 1 | x | | x | |
| | | 2 Justify herbal treatment when herbal treatment poses a risk to the patient. | 3 | | 1 | x | | x | |
| | | 3 Describe conditions when herbal treatment plans are contraindicated. | 2 | | 1 | x | | x | |
| 6.5 | Establish treatment plan. | | | | | | | | |
| a | Address precautions and contraindications. | | | | | | | | |
| | | 1 Describe complications or adverse reactions that could arise during the treatment of syndromes associated with illnesses. | 2 | | 1 | x | x | x | |
| | | 2 Describe contraindications for the treatment of syndromes associated with illnesses. | 2 | | 1 | x | x | x | x |
| | | 3 Modify treatment strategies and methods to account for contraindications, potential complications or adverse reactions that could arise during the treatment of syndromes associated with illnesses. | 3 | | 1 | x | x | x | x |
| b | Adapt treatment according to patient characteristics and needs. | | | | | | | | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | 1 | Describe the modification of treatment strategies and methods based on patient characteristics and needs during the treatment of syndromes associated with illnesses. | 2 | | 1 | x | x | x | x |
| | 2 | Modify and justify treatment strategies and methods to account for patient characteristics and needs during the treatment of a patient. | 3 | | 1 | x | | x | x |
| | 3 | Describe modifications to treatment based on effects and / or symptoms produced by non-TCM therapies. | 3 | | 1 | x | | x | x |
| c Understand information obtained from biomedical diagnostic data, medical and health history. | | | | | | | | | |
| | 1 | Relate relevant biomedical diagnostic data, medical and health history in TCM treatment. | 3 | | | x | x | x | |
| | 2 | Identify conditions that benefit from information on biomedical diagnostic data, medical and health history. | 3 | | | x | x | x | |
| d Inform TCM knowledge with biomedical concepts and approaches. | | | | | | | | | |
| | 1 | Describe the potential value of integrating biomedical concepts and clinical approaches with TCM treatment strategies. | 3 | | | x | | | |
| | 2 | Justify treatment strategy that references clinical data. | 3 | | 1 | x | x | x | x |
| | 3 | Understand a biomedical impression of presenting illness. | 3 | | 1 | x | x | x | x |
| 6.6 Implement acupuncture treatment plan. | | | | | | | | | |
| a Adapt clinical setting to enhance comfort and safety. | | | | | | | | | |
| | 1 | Describe modifications of clinical setting to enhance comfort and safety based upon patient needs. | 2 | | | x | | | x |
| | 2 | Describe modifications of clinical setting according to specific requirements of common illnesses. | 2 | | | x | | | x |
| b Position patient for treatment. | | | | | | | | | |
| | 1 | Inform and position patient for needling. | 2 | 2 | | x | x | x | x |
| | 2 | Inform and position patient for moxibustion. | 2 | 2 | | x | x | x | x |
| | 3 | Inform and position patient for treatment using supplementary devices. | 2 | 2 | | x | x | x | x |
| | 4 | Inform and position patient for cupping. | 2 | 2 | | x | x | x | x |
| c Locate selected points on patient. | | | | | | | | | |
| | 1 | Locate points on patients of varying ages and body types. | | 2 | | x | | x | x |
| | 2 | Locate points on patients in various body positions. | | 2 | | x | x | x | x |
| d Apply treatment techniques. | | | | | | | | | |
| | 1 | Perform needling on a patient. | | 2 | | x | x | x | x |
| | 2 | Perform moxibustion on a patient. | | 2 | | x | x | x | x |
| | 3 | Perform cupping on a patient. | | 2 | | x | x | x | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| e | Monitor and respond to patient condition during treatment. | | | | | | | |
| | 1 Obtain and interpret feedback from patient. | 2 | | 1 | x | | x | x |
| | 2 Recognize significant changes in patient condition. | 2 | | | x | | x | x |
| | 3 Respond appropriately to patient feedback and changes in condition. | 2 | 2 | 1 | x | | x | x |
| 6.7 | Implement herbal treatment plan. | | | | | | | |
| a | Instruct patient on accessing TCM raw herbs, powdered herbs and manufactured herbal formula. | | | | | | | |
| | 1 Provide guidance regarding the local availability of herbs. | 1 | | | x | | | |
| | 2 Provide guidance regarding on-line availability of herbs. | 1 | | | x | | | |
| b | Instruct patient on preparation and administration of TCM herbal formula. | | | | | | | |
| | 1 Describe method of preparation and administration of TCM formula for a patient. | 2 | | | x | x | x | x |
| | 2 Describe conditions under which the method of administration for a patient should be altered. | 2 | | 1 | x | | x | x |
| 6.8 | Apply herbal treatment in complex cases. | | | | | | | |
| a | Utilize a combination of formulas for treating complex cases. | | | | | | | |
| | 1 Describe the principles of formula combination. | 3 | | | x | | x | x |
| | 2 Explain the application of formula combinations. | 3 | | | x | | x | x |
| | 3 Justify application of formula combination for a complex case. | 3 | | 1 | x | | x | x |
| b | Maintain currency in empirical and evidence-based herbal medicine studies for complex cases. | | | | | | | |
| | 1 Maintain knowledge of developments in applications of herbal formulas. | 2 | | | x | | | x |
| | 2 Maintain knowledge of applications of individual herbs. | 2 | | | x | | | x |
| | 3 Maintain knowledge of pharmacological effects of individual herbs. | 2 | | | x | | | x |
| 6.9 | Understand supplemental therapy methods. | | | | | | | |
| a | Understand such therapy methods as heat, therapeutic soundwave and laser. | | | | | | | |
| | 1 Explain their characteristics and therapeutic use. | 1 | | 1 | x | | x | |
| | 2 Identify factors affecting intensity and duration of therapy. | 1 | | 1 | x | | x | |
| | 3 Identify cautions and constraints related to the use of each therapy method. | 1 | | 1 | x | | x | |
| | 4 Remain current in evolving supplemental therapy methods. | 1 | | | x | | x | |
| 6.10 | Monitor effectiveness of treatment plan and modify where necessary. | | | | | | | |
| a | Evaluate effectiveness of treatment plan on an ongoing basis. | | | | | | | |
| | 1 Identify anticipated treatment outcomes for a patient. | 2 | | | x | | x | x |
| | 2 Evaluate patient response relative to anticipated outcomes. | 2 | | | x | | x | x |
| | 3 Identify causative factors in the event that outcomes are not achieved. | 3 | | | x | | | x |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | |
|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|--|
| Occupational Competencies | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | |
| | | | Cognitive | Psychomotor | Affective | MCO / Written | Clinical Case Analysis / OSCE/Simulation |

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| b | Modify treatment plan to enhance effectiveness. | | | | | | | |
| | 1 | Explain and justify modification of treatment plan to achieve anticipated outcomes for a patient. | 3 | | | x | | |
| | 2 | Justify the termination of treatment. | 2 | | | x | | x |
| | 3 | Justify referral of patient. | 2 | | | x | | x |
| 6.11 | Educate and counsel patient. | | | | | | | |
| a | Explain etiology and pathogenesis of condition. | | | | | | | |
| | 1 | Explain in plain language the TCM etiology and pathogenesis of patient condition. | 3 | | | x | x | x |
| b | Explain TCM concepts as they apply to patient condition. | | | | | | | |
| | 1 | Explain in plain language TCM concepts as they apply to patient condition. | 3 | | | x | | x |
| c | Inform patient of possible side effects and reaction to treatment. | | | | | | | |
| | 1 | Describe anticipated side effects and reactions to acupuncture treatments. | 2 | | | x | | x |
| | 2 | Describe anticipated side effects and reactions to moxibustion, cupping, and tui-na treatments. | 2 | | | x | | x |
| | 3 | Describe anticipated side effects and reactions to TCM herbal treatments. | 2 | | | x | | x |
| d | Advise patient on Prevention (<i>Yù Fáng</i>) and Health Preservation (<i>Yǎng Shēng</i>). | | | | | | | |
| | 1 | Explain the TCM principles of Prevention (<i>Yù Fáng</i>) and Health Preservation (<i>Yǎng Shēng</i>) related to diet. | 2 | | 1 | x | | |
| | 2 | Explain the use of TCM dietary therapy in treatment of syndromes associated with illnesses and maintaining health. | 2 | | 1 | x | | |
| | 3 | Explain the principles of Prevention (<i>Yù Fáng</i>) and Health Preservation (<i>Yǎng Shēng</i>) through physical exercise and Qì Gōng. | 2 | | 1 | x | | |
| | 4 | Explain the principles of mental cultivation, and the relationship between mental state, lifestyle, illness and longevity. | 2 | | 1 | x | | |
| e | Counsel patient on compliance with treatment recommendations. | | | | | | | |
| | 1 | Explain the significance of patient compliance with treatment recommendations. | 2 | | | x | | x |
| 6.12 | Demonstrate knowledge of TCM rehabilitation (<i>Kāng Fù</i>). | | | | | | | |
| a | Describe the essentials of TCM rehabilitation (<i>Kāng Fù</i>). | | | | | | | |
| | 1 | Explain TCM fundamentals of rehabilitation (<i>Kāng Fù</i>). | 2 | | | x | | x |
| | 2 | Perform TCM rehabilitation (<i>Kāng Fù</i>) assessment. | | 3 | | | x | x |
| b | Apply TCM rehabilitation (<i>Kāng Fù</i>). | | | | | | | |

| Competency, Domain of Learning & Proficiency, and Evaluation | | | | | | | | | |
|--|---------------------------|--|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| | Occupational Competencies | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | | Cognitive | Psychomotor | Affective | MCQ / Written | OSCE/Simulation | Clinical Case Analysis |
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| | | 1 | Describe TCM rehabilitation (<i>Kāng Fù</i>) techniques. | 2 | | | x | x | x |
| | | 2 | Apply TCM rehabilitation (<i>Kāng Fù</i>) in clinic practice. | | 3 | | | x | x |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | | |
|--|------------------------|--|--|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | Performance Indicators | | | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | | Cognitive | Psychomotor | Affective | MCQ / Written | OSCE/Simulation | Clinical Case Analysis |
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| AREA 7 ACUPUNCTURE TECHNIQUES | | | | | | | | |
|--|--|---|---|---|---|---|---|---|
| 7.1 Understand the Nine Traditional Needles (Jiǔ Zhēn). | | | | | | | | |
| | | 1 | Describe the forms of the Nine Traditional Needles (Jiǔ Zhēn). | 2 | | | x | x |
| | | 2 | Describe the techniques of the Nine Traditional Needles (Jiǔ Zhēn) | 2 | | | x | x |
| | | 3 | Explain the clinical application of the Nine Traditional Needles (Jiǔ Zhēn). | 2 | 1 | | x | x |
| | | 4 | Identify safety concerns related to use of the Nine Traditional Needles (Jiǔ Zhēn). | 2 | | | x | x |
| | | 5 | Remain current in evolving application of the Nine Traditional Needles (Jiǔ Zhēn). | 2 | 1 | | | |
| 7.2 Prepare for treatment. | | | | | | | | |
| a Select points or areas for treatment. | | | | | | | | |
| | | 1 | Describe the relationship between the point formula and the principle(s) of treatment. | 2 | 1 | | x | x |
| | | 2 | Explain how acupuncture point functions and indications affect the selection of points and areas for treatment. | 2 | 1 | | x | x |
| | | 3 | Devise a point formula for the treatment of syndromes. | 3 | 1 | | x | x |
| | | 4 | Explain how precautions and contraindications affect the selection of points and areas for treatment. | 2 | 1 | | x | x |
| | | 5 | Explain how local anatomy affects the selection of points and areas for treatment. | 2 | 1 | | x | x |
| b Select treatment method. | | | | | | | | |
| | | 1 | Describe the therapeutic aims of needling techniques. | 2 | 1 | | x | |
| | | 2 | Describe the therapeutic aims of moxibustion techniques. | 2 | 1 | | x | |
| | | 3 | Describe the therapeutic aims of cupping techniques. | 2 | 1 | | x | |
| | | 4 | Justify the treatment techniques selected to achieve specified therapeutic outcome. | 3 | 1 | | x | x |
| 7.3 Apply needling. | | | | | | | | |
| a Apply Filiform Needling (Háo Zhēn). | | | | | | | | x |
| | | 1 | Describe the physical characteristics and therapeutic use of Filiform Needling (Háo Zhēn). | 2 | 1 | | x | |
| | | 2 | Identify the factors affecting insertion depth and angle. | 2 | 1 | | x | x |
| | | 3 | Perform needle insertion to the required depth and angle. | 2 | 2 | | x | x |
| | | 4 | Describe Filiform Needling (Háo Zhēn) manipulation methods. | 2 | | | x | x |
| | | 5 | Perform Filiform Needling (Háo Zhēn) manipulation methods. | 2 | 2 | 1 | x | x |
| | | 6 | Describe characteristics of arrival of qi (dé qì). | 2 | 1 | | x | |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | | |
|--|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|------------------------|
| Occupational Competencies | | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

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| | | 7 | Describe needle manipulation methods of Reinforcing (<i>bǔ</i>), Reducing (<i>xiè</i>) and Balanced Reinforcing and Reducing (<i>Píng Bǔ Píng Xiè</i>). | 2 | | | x | | |
| | | 8 | Perform needle manipulations of Reinforcing (<i>bǔ</i>), Reducing (<i>xiè</i>) and Balanced Reinforcing and Reducing (<i>Píng Bǔ Píng Xiè</i>). | 2 | 2 | | | x | x |
| | | 9 | Identify factors affecting the duration of needle retention. | 2 | | 1 | x | | |
| | | 10 | Describe needle withdrawal. | 2 | | 1 | x | | |
| | | 11 | Describe problems that may occur during needle withdrawal and corresponding management. | 2 | | | x | x | |
| | | 12 | Perform needle withdrawal. | 2 | 2 | | | x | x |
| | | 13 | Explain the precautions and contraindications related to Filiform Needling (<i>Háo Zhēn</i>). | 2 | | | x | | |
| b | Apply dermal (plum blossom, seven star) needling (<i>Pí Fū Zhēn</i>). | | | | | | | | |
| | | 1 | Describe characteristics and therapeutic use of Dermal Needling (<i>Pí Fū Zhēn</i>). | 2 | | 1 | x | | |
| | | 2 | Describe Dermal Needling (<i>Pí Fū Zhēn</i>) techniques. | 2 | | 1 | x | | x |
| | | 3 | Explain precautions and contraindications related to Dermal Needling (<i>Pí Fū Zhēn</i>). | 2 | | | x | | x |
| | | 4 | Perform Dermal Needling (<i>Pí Fū Zhēn</i>). | 2 | 2 | | | x | x |
| c | Apply Intradermal Needling (<i>Pí Nèi Zhēn</i>). | | | | | | | | |
| | | 1 | Describe the characteristics and therapeutic use of Intradermal Needling (<i>Pí Nèi Zhēn</i>). | 2 | | 1 | x | | |
| | | 2 | Identify factors affecting needle retention. | 2 | | 1 | x | | |
| | | 3 | Explain the precautions and contraindications related to Intradermal Needling (<i>Pí Nèi Zhēn</i>). | 2 | | | x | | |
| | | 4 | Perform Intradermal Needling (<i>Pí Nèi Zhēn</i>). | 2 | 2 | | | x | x |
| d | Apply three-edged needling (<i>Sān Léng Zhēn</i>). | | | | | | | | |
| | | 1 | Describe the characteristics and therapeutic use of three-edged needling (<i>Sān Léng Zhēn</i>). | 2 | | 1 | x | | |
| | | 2 | Identify factors affecting the amount of blood that is let. | 2 | | 1 | x | | |
| | | 3 | Explain the precautions and contraindications related to three-edged needling (<i>Sān Léng Zhēn</i>). | 2 | | | x | | |
| | | 4 | Perform three-edged needling (<i>Sān Léng Zhēn</i>). | 2 | 2 | | | x | x |
| 7.4 | Apply moxibustion. | | | | | | | | |
| a | Apply direct moxibustion. | | | | | | | | |
| | | 1 | Explain the characteristics and therapeutic use of direct moxibustion. | 2 | | 1 | x | | |
| | | 2 | Distinguish factors affecting moxa cone number. | 2 | | 1 | x | | x |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | |
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| Occupational Competencies | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
| | | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

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| | | 3 Distinguish between scarring, non-scarring and blistering moxibustion. | 2 | | 1 | x | | x |
| | | 4 Describe scarring, non-scarring and blistering moxibustion. | 2 | | | x | | |
| | | 5 Perform scarring, non-scarring and blistering moxibustion. | 2 | 2 | | | x | x |
| | | 6 Identify factors affecting scarring, non-scarring and blistering moxibustion duration. | 2 | | 1 | x | | x |
| | | 7 Explain the precautions and contraindications related to direct moxibustion. | 2 | | 1 | x | | x |
| | b | Apply indirect moxibustion. | | | | | | |
| | | 1 Explain the characteristics and therapeutic use of indirect moxibustion. | 2 | | 1 | x | | |
| | | 2 Distinguish between types of indirect moxibustion. | 2 | | 1 | x | | |
| | | 3 Identify factors affecting duration and intensity of indirect moxibustion. | 2 | | 1 | x | | |
| | | 4 Explain the precautions and contraindications related to indirect moxibustion. | 2 | | | x | | |
| | | 5 Perform indirect moxibustion. | 2 | 2 | | | x | x |
| | c | Apply warming needle technique. | | | | | | |
| | | 1 Explain the characteristics and therapeutic use of warming needle technique. | 2 | | 1 | x | | |
| | | 2 Explain the precautions and contraindications related to the use of warming needle technique. | 2 | | | x | | |
| | | 3 Perform warming needle technique. | 2 | 2 | | | x | x |
| | 7.5 | Apply microsystems acupuncture (Wēi Zhēn). | | | | | | |
| | a | Apply auricular acupuncture. | | | | | | |
| | | 1 Describe the theoretical basis for different approaches to auricular acupuncture (WHO system). | 2 | | 1 | x | | |
| | | 2 Locate auricular acupuncture points. | 1 | 1 | | x | | |
| | | 3 Describe the functions of auricular acupuncture points. | 2 | | 1 | x | | |
| | b | Apply scalp acupuncture (Check RTCMP competencies) | | | | | | |
| | | 1 Describe the theoretical basis for scalp acupuncture (WHO MS system) | 2 | | 1 | x | | |
| | | 2 Locate scalp acupuncture zones. | 1 | 1 | | x | | |
| | | 3 Describe the functions of scalp acupuncture zones. | 2 | | | x | | |
| | c | Apply other acupuncture microsystems, such as wrist-ankle, abdominal, hand and foot systems. | | | | | | |
| | | 1 Describe their theoretical bases. | 2 | | | x | | |
| | | 2 Locate their acupuncture points. | 1 | | | x | | |
| | | 3 Describe their functions | 2 | | | x | | |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | |
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| Occupational Competencies | | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | |
| | | | | Cognitive | Psychomotor | Affective | MCO / Written | Clinical |

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| 7.6 | Apply supplemental treatment methods. | | | | | | | |
| a | Apply electro-acupuncture devices. | | | | | | | |
| | 1 | Explain the characteristics and therapeutic use of electro-acupuncture devices. | 2 | 1 | x | | x | |
| | 2 | Identify factors affecting frequency, intensity, wave pattern and duration of electro-acupuncture stimulation. | 2 | 1 | x | | x | |
| | 3 | Identify cautions and constraints related to the use of electro-acupuncture stimulation. | 2 | 1 | x | | x | |
| | 4 | Perform treatment using an electro-acupuncture device. | 2 | 2 | x | x | | x |
| b | Apply other treatment methods, such as low-intensity laser. | | | | | | | |
| | 1 | Explain their characteristics and therapeutic use. | 2 | 1 | x | | x | |
| | 2 | Identify factors affecting intensity and duration of treatments. | 2 | 1 | x | | x | |
| | 3 | Identify cautions and constraints related to the use of each treatment method. | 2 | 1 | x | | x | |
| | 4 | Remain current in evolving supplemental treatment methods. | 2 | | x | | x | |
| 7.7 | Apply cupping and scraping. | | | | | | | |
| a | Cupping. | | | | | | | |
| | 1 | Explain the characteristics and therapeutic use of cupping. | 2 | 1 | x | | x | |
| | 2 | Distinguish between different techniques used in cupping. | 2 | 1 | x | | x | |
| | 3 | Identify factors affecting cupping duration and intensity. | 2 | 1 | x | | x | |
| | 4 | Explain the precautions and contraindications related to wet cupping. | 2 | 1 | x | | x | |
| | 5 | Perform stationary cupping. | 2 | 2 | | x | | x |
| | 6 | Perform glide cupping. | 2 | 2 | | x | | x |
| | 7 | Perform flash cupping. | 2 | 2 | | x | | x |
| | 8 | Perform wet cupping. | 2 | 2 | | x | | x |
| | 9 | Perform needle-retention cupping. | 2 | 2 | | x | | x |
| | 10 | Perform cupping with local herbal applications. | 2 | 2 | | x | | x |
| b | Scraping (<i>guā shā</i>). | | | | | | | |
| | 1 | Explain the theoretical basis for scraping (<i>guā shā</i>). | 2 | 1 | x | | x | |
| | 2 | Describe the therapeutic significance of scraping (<i>guā shā</i>). | 2 | 1 | x | | x | |
| | 3 | Perform scraping (<i>guā shā</i>). | 2 | 2 | | x | | x |
| 7.8 | Apply Tuina (Tuī Ná) technique. | | | | | | | |
| | 1 | Describe the theoretical basis for Tuina (Tuī Ná) technique. | 2 | 1 | x | | x | |
| | 2 | Identify each of the major Tuina (Tuī Ná) massage techniques, including the functions and therapeutic indications of the technique. | 2 | 1 | x | | x | |
| | 3 | Describe the therapeutic significance of Tuina (Tuī Ná) technique. | 2 | 1 | x | | x | |

| COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION | | | | | | | | |
|--|--|--|------------------------|----------------------------------|-------------|-----------|---------------------------|----------|
| Occupational Competencies | | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | |
| | | | | Cognitive | Psychomotor | Affective | MCQ / Written | Clinical |

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| | | 4 | Justify the use of Tuina (Tuī Ná) technique to achieve a specified therapeutic outcome. | 2 | | 1 | x | x |
| | | 5 | Describe the application of Tuina (Tuī Ná) technique in the management of syndromes associated with common illnesses. | 2 | | 1 | x | |
| | | 6 | Explain the precautions and contraindications related to Tuina (Tuī Ná) technique. | 2 | | 1 | x | x |
| | | 7 | Apply Tuina (Tuī Ná) technique. | 2 | 2 | | x | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
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| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical |

AREA 8 HERBAL DISPENSARY MANAGEMENT

| | | | | | | | |
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| 8.1 | Herbal inventory quality control. | | | | | | |
| a | Identify appropriate supply for herbs. | | | | | | |
| | 1 Describe the ethical and legal issues associated with the use of herbs. | 2 | | | x | | x |
| | 2 Identify regulations impacting the supply of herbs and herbal products. | 1 | | | x | | x |
| | 3 Identify endangered species used in TCM herbal practice. | 1 | | | x | | x |
| b | Assess quality of herbs. | | | | | | |
| | (i) packaging | | | | | | |
| | 1 Identify appropriate packaging for TCM herbs. | 2 | | | x | | x |
| | 2 Distinguish the condition of packaging. | 1 | 1 | | x | | x |
| | (ii) labeling | | | | | | |
| | 1 Identify basic labeling requirements for consumer packaging. | 1 | | | x | | |
| | 2 Identify regulations impacting the labeling of TCM herbal products. | 1 | | | x | | |
| | 3 Identify labeling requirements for TCM herbal products. | 1 | | | x | | x |
| | 4 Identify labeling concerns that may negate use of a product. | 1 | | | x | | x |
| | (iii) physical properties | | | | | | |
| | 1 Describe physical properties of herbs that indicate quality. | 1 | | | x | x | x |
| | 2 Distinguish the quality of samples of herbs on the basis of physical properties. | 1 | 1 | | x | x | x |
| | (iv) available quality assurance information | | | | | | |
| | 1 Explain the significance of third-party testing services. | 2 | | | x | | |
| | 2 Explain the significance of Good Manufacturing Practice (GMP) certification. | 1 | | | x | | |
| | 3 Explain the significance of Good Agricultural Practices (GAP) certification. | 1 | | | x | | |
| | 4 Explain the significance of Natural Health Product (NHP) license. | 1 | | | x | | |
| c | Store herbs in appropriate conditions, including: | | | | | | |
| | (i) environment | | | | | | |
| | 1 Describe general environmental requirements for storing herbs. | 1 | | | x | | |
| | 2 Identify commonly used herbs that have unique storage requirements. | 1 | | | x | | x |
| | (ii) security | | | | | | |
| | 1 Describe security measures for the storage of toxic herbs. | 1 | | | x | | x |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | |
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| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Clinical Case Analysis |

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| | (iii) monitoring | | | | | | |
| | 1 | Describe methods of monitoring the quality of herbs in storage | 1 | | | x | x |
| d | | Maintain records with respect to inventory. | | | | | |
| | 1 | Describe information required in inventory records. | 1 | | | x | x |
| | 2 | Explain the importance of up-to-date inventory records. | 2 | | | x | x |
| 8.2 | | Prepare and dispense herbal formulas. | | | | | |
| a | | Verify formula information is clear, complete and accurate. | | | | | |
| | 1 | Identify information required for herbal prescription. | 1 | | | x | x |
| | 2 | Verify completeness of herbal prescription. | 1 | | | x | x |
| | 3 | Verify authenticity of herbs and herbal prescription. | 2 | | | | x |
| | 4 | Identify apparent errors or omissions in the names, preparation methods, herbal combinations or dosages specified on the herbal prescription. | 2 | | | x | x |
| | 5 | Confirm herbal prescription with prescribing practitioner where appropriate. | 1 | | | x | |
| b | | Verify availability of components and confirm substitution if required. | | | | | |
| | 1 | Determine the stock availability of prescribed herbs. | 1 | | | x | x |
| | 2 | Identify herbs that may be used as substitutes. | 2 | | | x | x |
| | 3 | Describe the functions of potential substitutes in comparison with the preferred herbs that are not available. | 1 | | | x | |
| | 4 | Confirm substitutes with prescribing practitioner. | 1 | | | x | |
| c | | Confirm identity of components. | | | | | |
| | 1 | Identify unlabeled samples of commonly used herbs. | 2 | 2 | | x | |
| d | | Compound formulas. | | | | | |
| | 1 | Convert units of weight as required. | 2 | | | x | |
| | 2 | Dispense raw or powdered herbs by weight according to TCM herbal prescription. | 1 | 1 | | x | x |
| | 3 | Dispense extracted or granulated herbs by the manufacturer's specification and weight according to TCM herbal prescriptions. | 1 | 1 | | x | x |
| | 4 | Dispense herbs by dosage forms according to patient needs (pills, liquids and other forms). | 1 | 1 | | x | x |
| e | | Apply packaging. | | | | | |
| | 1 | Identify commonly used herbs that have unique packaging requirements. | 1 | | | x | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| | Occupational Competencies | | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
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| | | | | Cognitive | Psychomotor | Affective | MCQ / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | | 2 | Package formula components according to TCM herbal prescription. | 1 | 1 | | x | | | x |
| f | Apply labeling. | | | | | | | | | |
| | | 1 | Describe labeling requirements for dispensed herbs. | 1 | | | x | | | |
| | | 2 | Describe labeling requirements for individually packaged components of TCM herbal formulas in decoction form. | 1 | | | x | | | |
| | | 3 | Produce comprehensible and complete labels. | 1 | 1 | | x | | x | x |
| g | Provide instructions for storage and use. | | | | | | | | | |
| | | 1 | Describe general methods of preparing a decoction. | 1 | | | x | x | | |
| | | 2 | Describe specific preparation methods for a particular prescription. | 2 | | 1 | x | x | | |
| | | 3 | Describe storage requirements for dispensed formulas. | 1 | | | x | x | | |
| | | 4 | Describe administration process and timing. | 1 | | | x | | | |
| | | 5 | Describe post-administration procedure. | 1 | | | x | | | |
| h | Maintain dispensing records. | | | | | | | | | |
| | | 1 | Describe requirements for dispensing records. | 1 | | | x | | x | x |
| | | 2 | Demonstrate consistency in maintaining dispensing records. | 1 | | | x | | x | x |
| | | 3 | Describe procedures to maintain physical security of dispensing records. | 1 | | | x | | x | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
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| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

AREA 9 PRACTICE SAFETY

| | | | | | | | | |
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| 9.1 | Provide a safe working environment. | | | | | | | |
| a | Maintain current knowledge of communicable diseases and infection control techniques. | | | | | | | |
| | 1 | Understand the principles of communicable disease and infection control in a clinical setting. | 2 | | | x | | |
| | 2 | Understand the principles for safe management and disposal of sharps and other biohazards. | 2 | | | x | | |
| b | Apply universal precautions for infection control. | | | | | | | |
| | 1 | Apply universal precautions for infection control in daily practice. | 2 | 2 | | x | x | x |
| | 2 | Apply clean needle technique in daily practice. | 2 | 2 | | | x | x |
| | 3 | Demonstrate procedures for the management of sharps and other biohazards. | 2 | 2 | | x | x | x |
| c | Ensure effective supervision of staff and / or students. | | | | | | | |
| | 1 | Identify the chain of accountability within the clinic. | 2 | | | x | x | |
| | 2 | Describe the duties of clinic staff and / or students relative to safe treatment of patients and clinic operation. | 1 | | | x | x | |
| | 3 | Demonstrate understanding of the standards for supervision/delegation relative to students, staff, and other health-care related professionals. | 1 | | | x | x | |
| d | Understand the need the occupational safety standards related to electrical, fire and physical hazards, and the preventative actions to take. | | | | | | | |
| | 1 | Identify electrical hazards, fire risk, and physical and environmental hazards that pose risks in clinical facilities. | 1 | | | x | x | |
| | 2 | Describe actions to minimize electrical hazards, fire risk and physical and environmental hazards that pose risks in clinical facilities. | 2 | | | x | x | |
| e | Understand the need to establish emergency procedures and routes for emergency evacuation of facilities. | | | | | | | |
| | 1 | Identify principles applicable to emergency evacuation. | 1 | | | x | | |
| | 2 | Describe typical procedures for emergency evacuation of facility. | 1 | | | x | | |
| f | Understand the need to establish procedures to manage abusive or violent behaviour. | | | | | | | |
| | 1 | Describe indicators of potentially abusive or violent behaviour. | 2 | | | x | x | |
| | 2 | Describe management principles to enhance protection of all parties. | 2 | | | x | x | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

| Occupational Competencies | Performance Indicators | Domain of Learning & Proficiency | | | Evaluation of Proficiency | | | |
|---------------------------|------------------------|----------------------------------|-------------|-----------|---------------------------|-----------------|---------------|----------|
| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| 9.2 | Manage risks to patients. | | | | | | | |
| a | Include safety precautions in herbal treatment plan. | | | | | | | |
| | 1 Provide clear directions to patient regarding safety precautions. | 1 | | | x | x | x | x |
| | 2 Explain to patients the situations that require follow-up. | 2 | | | x | x | x | x |
| b | Manage adverse reactions and accidents resulting from treatment. | | | | | | | |
| | 1 Describe the management of physical harm resulting from needling. | 2 | | | x | | x | |
| | 2 Describe the management of physical harm resulting from moxibustion. | 2 | | | x | | x | |
| | 3 Describe the management of physical harm resulting from cupping. | 2 | | | x | | x | |
| | 4 Describe the management of physical harm resulting from the use of supplementary devices. | 2 | | | x | | x | |
| | 5 Describe the management of physical harm resulting from <i>tui na</i> . | 2 | | | x | | x | |
| | 6 Describe the management of unexpected responses resulting from needling. | 2 | | | x | | x | |
| | 7 Describe the management of unexpected responses resulting from moxibustion. | 2 | | | x | | x | |
| | 8 Describe the management of unexpected responses resulting from cupping. | 2 | | | x | | x | |
| | 9 Describe the management of unexpected responses resulting from the use of supplementary devices. | 2 | | | x | | x | |
| | 10 Describe the management of unexpected responses resulting from <i>tui-na</i> | 2 | | | x | | x | |
| | 11 Describe the management of adverse reactions to herbal treatment. | 2 | | | x | | x | |
| | 12 Describe safety precautions in acupuncture treatment to enhance accident prevention. | 2 | | | x | | x | |
| c | Know how to respond appropriately to medical emergencies. | | | | | | | |
| | 1 Perform first aid. | 2 | 2 | | x | x | | |
| | 2 Perform cardiopulmonary resuscitation. | 2 | 1 | | x | x | | |
| | 3 Communicate medical emergency conditions in biomedical terms for emergency medical service providers. | 2 | 1 | | x | x | | |
| | 4 Take steps for post-emergency follow-up. | 2 | | | x | x | | |
| f | Control and extinguish small fires. | | | | | | | |
| | 1 Describe procedures for small fire control. | 1 | | | x | | | |
| 9.3 | Understand how to ensure that equipment is safe and functional. | | | | | | | |
| a | Understand how to select equipment that enhances patient safety. | | | | | | | |
| | 1 Describe the desirable characteristics of equipment for a particular | 2 | | | x | | x | |

COMPETENCY, DOMAIN OF LEARNING & PROFICIENCY, AND EVALUATION

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| | | Cognitive | Psychomotor | Affective | MCO / Written | OSCE/Simulation | Case Analysis | Clinical |

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| | | clinical use. | | | | | | |
| | 2 | Know how to select safe and functional equipment. | 2 | 2 | | x | | x |
| | 3 | Know how to prepare equipment, materials and work area for, moxibustion, cupping and acupuncture, including use of supplementary devices. | 1 | 1 | | x | x | x |
| | 4 | Prepare equipment, materials and work area for preparing and dispensing herbal formulas. | 1 | 1 | | x | x | x |
| | 5 | Demonstrate the hygienic handling of equipment and materials for acupuncture, moxibustion and cupping | 1 | 1 | | x | x | x |
| b | Maintain equipment in good working order. | | | | | | | |
| | 1 | Describe the procedures involved in the management of treatment equipment and materials for acupuncture (including use of supplementary devices), moxibustion and cupping. | 1 | | | x | | x |
| | 2 | Describe the procedures involved in the management of equipment and materials for preparing and dispensing herbal formulas. | 1 | | | x | | x |
| | 3 | Know how to safely store equipment and materials. | 1 | | | x | | x |
| c | Know how to clean and disinfect equipment regularly, as appropriate. | | | | | | | |
| | 1 | Describe the contamination and infection risks of equipment and materials used, including plastic, silicon, glass, metal and others. | 1 | | | x | | x |
| | 2 | Know how to clean and disinfect equipment and materials utilized in the TCM practice. | 1 | | | x | | x |

APPENDIX A
Possible Competency Assessment Paths to Registration
In the TCM Doctor Class in Ontario
(Doctor of Traditional Chinese Medicine, Dr. TCM)

**Path One: Possible Competency Assessment Path to Registration
for TCM Practitioners who are Members of CTCMPAO**

Prerequisites:

1. TCM Practitioner in good standing at the date of application to the Dr. Class.
2. Minimum of two years of undergraduate education or equivalent. This must be authenticated by a member of The Alliance of Credential Evaluation Services of Canada (ACESC) if earned outside of Canada.
3. Minimum of three years of TCM clinical practice as a TCM Practitioner AND a minimum of 2,400 patient visits.
4. Candidates with a minimum of ten years of TCM practice as a TCM Practitioner AND a minimum of 8,000 patient visits, are exempted from the written cognitive examination and the prerequisite of two years of undergraduate education.

Optional: In preparation, a candidate may complete part or all of an Academic Bridging Program approved by CTCMPAO, and offered by a government-approved or accredited academic institution.



Doctor Class Registration Examination

1. Written registration examination: Comprised of 80 – 100 questions on competencies unique to Dr.TCM Class; maximum 2.5 hours.

AND

2. Clinical registration examination: Comprised of two sets of OSCEs, each with three stations.; maximum three hours.

Path Two: Possible Competency Assessment Paths for Non-TCM Practitioners

