



GUIDELINES FOR EVALUATION OF APPLICANT'S TRADITIONAL CHINESE MEDICINE AND /OR ACUPUNCTURE EDUCATION OR A SUBSTANTIALLY EQUIVALENT EDUCATION PROGRAM AND ASSESSMENT OF COMPETENCY

This document is intended to assist applicants to understand the assessment process used by the Registration Committee in determining whether the applicant has the necessary knowledge, skill and judgment to safely practise the profession as a registered member of the College. These guidelines (which are not requirements) will be used to assess whether the applicant is able to demonstrate through his/her completed learning / educational program in traditional Chinese medicine, alignment with the required entry to practice competencies.

TRADITIONAL CHINESE MEDICINE EDUCATION REQUIREMENT:

Section 9 and 10 of the [Registration Regulation 27/13](#) (the “Registration Regulation”) sets out **one** of the requirements to be eligible to apply for General class / Student class of registration as follows:

1. An applicant must have successfully completed a post-secondary program in traditional Chinese medicine that,
 - a. In the case of a full traditional Chinese medicine program, consists of at least four years of full-time education, or education that is of equivalent duration, and
 - b. In the case of a traditional Chinese medicine acupuncture program, consists of at least three years of full-time education, or education that is of equivalent duration.

SUPERVISED CLINICAL EXPERIENCE REQUIREMENT:

There is an additional registration requirement **over and above** the educational requirement. Applicants must also have supervised clinical experience. The Registration Regulation provision reads as follows:

9(1)2. The applicant must have successfully completed a program of clinical experience in the profession that is structured, comprehensive, supervised and evaluated and which consists of at least 45 weeks of clinical experience involving at least 500 hours of direct patient contact.

The clinical supervised experience can be obtained either as a part of an applicant's formal education program or separately, so long as it meets the requirements. However, if the supervised clinical experience is obtained as a part of an applicant's formal education, the hours of instruction must be in addition to those hours counted towards meeting the educational requirement. In other words, one cannot use the same hours of instruction to satisfy the formal education requirement and the supervised clinical experience requirement.

The clinical supervised experience involves 500 hours of direct patient contact with the individual communicating a traditional Chinese medicine diagnosis and performing acupuncture pursuant to the *Traditional Chinese Medicine Act, 2006*, plus repeated and reliable performance consistent with the required Entry-Level competencies in a clinical environment with a variety of patients.

Direct patient contact experience refers to shared supervised clinical activities or solo supervised clinical activities involving direct patient contact. In supervised clinical training, students' work directly with patients in a setting designed to provide patient care. Students must be supervised throughout their clinical education, in a manner that facilitates their development of clinical abilities while ensuring that patient care is safe, effective and ethical.

Please be advised that observation hours and simulated practice hours may not be included towards meeting direct patient contact requirements. Clinical observation hours refer to activities where applicants have no active involvement. Simulated practice refers to activities using standardized or simulated patients and case conferences with clinical supervisors refer to discussions between applicant and applicant's clinical supervisor related to a specific patient.

DEFINITION OF FULL TIME EDUCATION:

The Registration Regulation further defines the full-time education program as a program that annually consists of:

- At least 480 hours per year of classroom theoretical instruction; or
- At least 620 hours per year of practical instruction; or
- Some combination of the two where, for every hour of classroom theoretical instruction that is less than 480 hours, there must be a corresponding increase of 1.3 hours in the number of hours of practical instruction.

For example:

Year	Completed Theory (Hours)	Completed Practical (Hours)	Required practical hours to make up the gap of theory hours
1	300	200	$(480-300) \times 1.3 = 234$

Year 1 would not qualify as a full-time education program. This is due to the fact that when 180 (the amount by which the theory component is deficient) is multiplied by 1.3 it amounts to 234. Therefore, in order to qualify as a full-time education program, the practical hours must amount to at least 234 hours. Unfortunately, the practical hours were only 200 hours so the year does not qualify as full-time education.

Classroom theoretical instruction refers to education/learning which takes place in a classroom or through guided independent study, in which students develop knowledge and thinking skills, and beliefs and values, which enable them to demonstrate relevant *Performance Indicators* developed based on the [Entry-Level Occupational Competencies for the Practice of Traditional Chinese Medicine Practice in Canada](#) (May 2010).



Practical instruction refers to education, in which students work directly with an experienced practitioner and a simulated patient, to develop hands-on abilities which enable them to demonstrate relevant *Performance Indicators* developed based on the [Entry-Level Occupational Competencies for the Practice of Traditional Chinese Medicine practice in Canada](#) (May 2010).

There are two components to the assessment of whether an educational program meets the requirements of the regulation:

1. Does the program have the minimum hours of theoretical / practical instruction?
2. Does the program teach traditional Chinese medicine (either full traditional Chinese medicine or traditional Chinese medicine acupuncture)?

Evaluation of applicants learning /education program against Entry-Level Competencies:

A full traditional Chinese medicine (TCM) and/or TCM acupuncture education program or substantially equivalent education is evaluated against the [Entry-Level Competencies for the Practice of Traditional Chinese Medicine in Canada](#) (May 2010) as well the standards of practice requirements established by the College to ensure applicants are competent to practise the profession in a safe and professional manner.

Applicants must demonstrate through verifiable evidence how their completed formal education and learning meets the required entry-level competencies.

Pursuant to section 9(1)5 of the Registration Regulation, the following template is a guideline as to what the Registration Committee will be looking for in order to determine if the applicants learning /educational program satisfies the entry level competencies, hence have the necessary competency to practise safely in Ontario.



Applicant seeking R. TCMP title/designation

Competencies	Numbering and Sequence of Occupational Competencies	Percentage of theoretical and/or practical instruction
1. Interpersonal Skills	1.1, 1.2, 1.3	2%
2. Professionalism	2.1, 2.2,2.3,2.4	2%
3. Practice Management	3.1,3.2	2%
4. Traditional Chinese Medicine Foundations	4.1,4.2,4.3,4.4,4.5	30%
5. Fundamentals of Biomedicine	5.1,5.2,5.3	7%
6. Diagnostics and Treatment	6.1,6.2,6.3,6.4,6.5,6.6,6.7,6.8	32%
7. Acupuncture Techniques	7.1,7.2,7.3,7.4,7.5	12%
8. Herbal Dispensary Management	8.1,8.2	7%
9. Safety	9.1, 9.2,9.3,9.4	7%

Applicant seeking R. Ac title/designation

Competencies	Numbering and Sequence of Occupational Competencies	Percentage of theoretical and/or practical instruction
1. Interpersonal Skills	1.1, 1.2, 1.3	2%
2. Professionalism	2.1, 2.2,2.3,2.4	2%
3. Practice Management	3.1,3.2	2%
4. Traditional Chinese Medicine Foundations (Acupuncture)	4.1,4.2,4.3,4.4,4.5	28%
5. Fundamentals of Biomedicine	5.1,5.2,5.3	10%
6. Diagnostics and Treatment	6.1,6.2,6.3,6.4,6.5,6.6,6.7,6.8	35%
7. Acupuncture Techniques	7.1,7.2,7.3,7.4,7.5	15%
8. Safety	9.1, 9.2,9.3,9.4	8%



Process of Evaluation

The Registration Committee will:

- Referring to this guideline, determine if an applicant's learning /program content meets the necessary competencies and practice standards

- Committee will use the following evaluation scores to determine whether applicants completed learning meets the necessary competencies.
 - 3 = above suggested weighting, learning to a level above entry-level competency and full-time education hour;
 - 2 = meeting suggested weighting, learning meets entry-level competency and full-time education hour;
 - 1 = not meeting suggested weighting, learning below entry-level competency and full-time education hour;
 - 0 = candidate did not undertake learning in the area of competency and does not meet the full-time education hour.

If a candidate pursues a program that meets and demonstrates learning to entry-level competency **in all practice areas** plus meets the full time hours, he/she should have a total score of 18 for R.TCMP and 16 for R. Ac title(s)/designation(s) (i.e. scores of 2 for all 9/8 areas of competencies).

- Apply a 10% variance to assess applicant's completed program content against suggested competencies and practice standards

- Identify deficiencies (if any) and if there is a deficiency, determine if it is a substantive deficiency and accordingly, advise the applicant the next steps to address the deficiency before the applicant may reapply for registration

Use of Evidence in Evaluation

The Registration Committee will consider the following evidence to evaluate applicant's education programs against the entry-level competencies and standards of practice related to registration with the College:

- Official transcripts
- Detailed course outline
- Program content
- Length of program completed
- Total number of hours completed
- Description for the completed theoretical/practical instruction that aligns with the required competencies and full-time education hours, prepared by the applicant

The Registration Committee may request additional information and clarification of the information provided by the applicant.