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ANNEXURES

ANNEXURE A
Invitation poster

RESEARCH INVITATION

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

Call for Complementary Medicine students

to

participate in research on

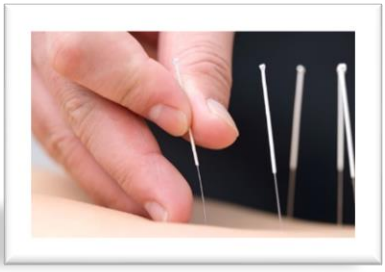
Exploring teaching, learning, assessment and practices of the acupuncture programme to improve children's health

The purpose of this study is to explore complementary medicine students' experiences of the teaching, learning, assessment and practices of the acupuncture programme to improve children's health, to strengthen the acupuncture education and students' competencies in South Africa. Should you wish to participate in this research, please contact the researcher at nicholaswoo3@gmail.com for more information.

Inclusion criteria:

- Students who are registered in the acupuncture programme towards the BHScCM degree
- Students have to be in the 2nd, 3rd or 4th year of study in the BHScCM programme

Valid from 01 December 2021 until 28 February 2022



ANNEXURE B

Research permission letter (Head of the Department)

TITLE: Exploring teaching, learning, assessment and practices of the acupuncture programme to improve children's health

Dear Dr R Razlog,

I am Zijing Hu, a PhD student at the University of Pretoria. The title of my study is "***Exploring teaching, learning, assessment and practices of the acupuncture programme to improve children's health".*** The aim of the study is to explore teaching, learning, assessment and practices of the acupuncture programme to improve children's health at the University of Johannesburg (UJ).

I am working under the supervision of Dr Roy Venketsamy from the Department of Early Childhood Education at the University of Pretoria and Dr Janice Pellow from the Department of Complementary Medicine at UJ.

I would like to kindly request your permission to invite the 2nd, 3rd and 4th years students who are studying acupuncture at the Department of Complementary Medicine at UJ to participate in this study. There are three parts to this study, an online text-based interview (using Google Forms), practical observation in the acupuncture clinic and students keeping a reflective journal. The online text-based interview will be available from Google Forms for two months. Students may answer the questionnaire at their most convenient time during the two months period from March to April 2022. The online text-based interview should take approximately 25 minutes to answer all the open-ended questions.

The practical observation will take place during the compulsory practical training sessions; this is to avoid disruption of academic time. The aim of this data collection method is to observe the students' performance and skills of acupuncture. An observation schedule will be used during the observation. All participant information will be kept confidentially and anonymously. The researcher will be a non-participant observer during the study.

Participants will need to keep a reflective journal for a period of two months from March to April. The purpose of the reflective journal is to keep records of their experiences of the programme, with regards to the teaching, learning, assessment and practices in acupuncture.

Students' participation in this study is voluntary and confidential. They have the right to withdraw at any point during the research study without any consequences or explanations. They can be assured that their decision will be respected. Confidentiality and anonymity will be guaranteed at all times. Pseudonyms will be used during the reporting phase of the study to avoid any identification of students or the institution. **No participants' names and institutional information will be reported in this study.**

All information will be password protected and visible only to the supervisors and researcher. All data collected will only be used for academic purposes. At the end of the study, all the data will be securely stored in the archives at the University of Pretoria.

We would also like to request your permission to conduct the above-mentioned research at your department and use the data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

In order to avoid the spread of the virus due to COVID-19 pandemic and achieve anonymity, the interviews will be conducted as an online text-based interview. For the observations, all COVID protocols will be adhered to in line with the national guideline and the University of Johannesburg guideline.

Since I am a lecturer in the Department of Complementary Medicine UJ, my personal information will be omitted in the consent form to avoid bias and prejudice in the data. This is also to avoid coercion.

It would be appreciated if you would approve my request to collect data from the acupuncture students.

Kind regards

Signature of student

E-mail address: nicholaswoo3@gmail.com

Contact number: 0748262190

Supervisor: Dr Roy Venketsamy

E-mail address: roy.venketsamy@up.ac.za

Co-supervisor: Dr Janice Pellow

E-mail address: jpellow@uj.ac.za

PERMISSION FOR RESEARCH
I, _____, hereby give permission to Zijing Hu to conduct his research on ***Exploring teaching, learning, assessment and practices of the acupuncture programme to improve children's health*** at the Department of Complementary Medicine, University of Johannesburg. Signature: _____ Date:_____

ANNEXURE C

Research information and informed consent letter (For participants)

TITLE: Exploring teaching, learning, assessment and practices of the acupuncture programme to improve children's health

Dear students

This is a PhD study at the University of Pretoria focussing on ***Exploring Teaching, Learning, Assessment, and Practices of complementary medicine to improve children's health".*** The aim of the study is to explore teaching, learning, assessment and practices of the acupuncture programme to improve children's health at the University of Johannesburg.

The researcher is working under the supervision of Dr Roy Venketsamy from the Department of Early Childhood Education at the University of Pretoria and Dr Janice Pellow from the Department of Complementary Medicine at the University of Johannesburg.

As one of the participants, the researcher kindly requests you to participate in this study. There are three parts to this research, an online text-based interview (using Google Forms), practical observation and reflective journals. The online text-based interview will be available from Google Forms for two months, and you may answer the questionnaire at the most convenient time to you. The online text-based interview should take approximately 25 minutes to answer all the questions.

The practical observation will be during your practical training at the university acupuncture clinic. The aim of the observation is to observe students' performance and skills of acupuncture knowledge and practice. Students will be active participants in the observation. All participant information will be kept confidentially and anonymously. The researcher will be a non-participant observer during the study.

You will need to keep a reflective journal for a period of two months, from March to April 2022. The purpose of the reflective journal is to keep records of your experiences on the programme, with regards to the teaching, learning, assessment and practices in acupuncture.

Your participation in this study is voluntary and confidential. You have the right to withdraw at any point during the research study without any consequences or explanations. You can be assured that your decision will be respected. To ensure and protect the participants, pseudonyms will be used during the reporting phase of the study. There will be no link to any person or institution. **No participants' names or personal information will be reported in my findings.**

All information will be password protected and visible only to the supervisors and researcher. All data collected will only be used for academic purposes. At the end of the study, all the data will be securely stored in the archives at the University of Pretoria.

You may ask questions before or during the time of your participation. If you have any concerns regarding the data collection procedures, please notify me or my supervisors.

We would also like to request your permission to use your data, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include secondary data analysis using the data for research purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

In order to avoid the spread of the virus due to COVID-19 pandemic and achieve anonymity, the interviews will be conducted as an online text-based interview. For the observations, all COVID protocols will be adhered to in line with the national guideline and the University of Johannesburg guideline.

Should you agree to be a participant in this study, please select **Yes** and click **Next** to gain access to the next page.

Kind regards

Signature of student

E-mail address: nicholaswoo3@gmail.com

Contact number: 0748262190

Supervisor: Dr Roy Venketsamy

E-mail address: roy.venketsamy@up.ac.za

Co-supervisor: Dr Janice Pellow

E-mail address: jpellow@uj.ac.za

ANNEXURE D

Online text-based interview

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Education
Fakulteit Opvoedkunde
Lefapha la Thuto

INSTRUCTIONS:

The purpose of this questionnaire is to explicit your views and experiences of the acupuncture programme. This instrument will take you about 30 minutes to complete.

- Please complete this questionnaire in detail.
- If you need more space, you can add more lines.
- There are no right or wrong answers to these questions.
- Please submit your answers before **30 April 2022**.

Thank you for your time in participating in this study.

Section A: GENERAL QUESTIONS

1. Explain briefly your understanding of the acupuncture programme.

_____

_____

_____

_____

_____

_____

2. Explain why you choose to study the acupuncture programme.

_____

_____

_____

_____

_____

_____

3. Indicate which year of study you are in. For example, year 2, year 3 or year 4.

_____

4. Briefly describe your experiences of the acupuncture programme?

Section B: TEACHING, LEARNING, ASSESSMENT AND PRACTICES

Section B1: TEACHING

1. Describe your experiences of the teaching of the acupuncture programme.

2. Describe how the teaching of the acupuncture programme has improved your understanding of the acupuncture programme.

3. Explain ways in which you would like the acupuncture programme to be taught.

4. Describe your views on the list of modules in the acupuncture programme. (The outline of the BHsCM programme will be provided.)

5. Describe your experience of the use of technologies for the teaching of the acupuncture programme.

Section B2: LEARNING

1. Explain your experiences in the learning of the acupuncture programme.

2. Describe how the learning of the acupuncture programme has prepared you for the practical skills.

3. How would you prefer to develop your knowledge and skills of the acupuncture programme?

4. Describe how technologies have helped you to learn the content of acupuncture programme during COVID-19.

5. Explain ways in which you can be supported to develop a positive attitude towards the acupuncture programme

Section B3: ASSESSMENT

1. Describe your experiences in the assessment of the acupuncture programme.

2. Explain how the assessment has helped you to strengthen your knowledge in the acupuncture programme.

3. Explain how you would prefer to be assessed in the acupuncture programme.

4. Describe how technologies have helped to assess your knowledge in the acupuncture

programme.

Section B4: PRACTICES

1. Explain your experiences (advantages and disadvantage of practicals) in the acupuncture programme.

2. Describe how the teaching, learning and assessment have prepared you for practicals (focus on the acupuncture skills).

3. Explain how you can be supported to improve your acupuncture practical skills.

4. Explain how the use of technologies have benefited or not benefited your practical skills.

Other comments:

THANK YOU FOR PARTICIPATING IN THIS STUDY.

ANNEXURE E

Observation schedule

Introduction: The purpose of the observation is to evaluate students' content knowledge and practical skills.

Date of Observation: _____ Site: _____

Times of Observation: _____ Duration of Observation: _____

Please evaluate the performance of the student in the following competencies using the indicators described below: Meets Expectations: Capable, at expected performance for level Below Expectations: Demonstrates initial growth; opportunity for improvement Unacceptable: Needs Attention			
	Meets Expectations	**Below Expectations**	**Unacceptable: Needs Attention**
Patient Care: Students are expected to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.			
History of the patient taken	Always takes fully history of patients.	Takes part of the patient's history.	Does not take part of the patient's history.
Performs physical exam	Demonstrates correct technique always.	Demonstrate correct technique sometimes.	Does not demonstrate correct technique.
Generates differential diagnosis	Consistently generates a complete differential diagnosis.	Sometimes generates a differential diagnosis.	Unable to generate a differential diagnosis.
Generates and manages treatment plan	Successfully contributes to the treatment plan and management of patients.	Partially contributes to the treatment plan and management of patients.	Unable to contributes to the treatment plan and management of patients.
Comments:			
Content Knowledge: Students are expected to demonstrate knowledge of established and evolving biomedical, clinical and social sciences.			
Exhibits knowledge of diseases and pathophysiology	Exhibits good knowledge of diseases and pathophysiology.	Exhibits satisfactory knowledge of diseases and pathophysiology.	Exhibits poor knowledge of diseases and pathophysiology.
Comments:			

Practice-Based Learning and Improvement: Students are expected to investigate and evaluate their patient care practices by appraisal and assimilation of scientific evidence.			
Demonstrates skills in evidence- based medicine	Confidently demonstrate skills in evidence-based medicine.	Shows satisfactory confidence in demonstrating skills in evidence-based medicine.	Shows no confidence in demonstrating skills in evidence-based medicine.
Comments:			
Interpersonal & Communication Skills: Students are expected to effectively communicate and collaborate with patients, their families and health professionals.			
Interpersonal and communication skills with patients and families	Good interpersonal and communication skills with patients and families.	Satisfactory interpersonal and communication skills with patients and families.	Poor interpersonal and communication skills with patients and families.
Record keeping of patients' profile	All written records are kept.	Most written records are kept.	Some written records are kept.
Explanation to patients about their conditions	Good explanation to patients about their conditions.	Satisfactory explanation to patients about their conditions.	Poor explanation to patients about their conditions.
Comments:			
Please rate the student's performance in each subject below by choosing a box with the most accurate descriptor. Try to think of specific witnessed events and behaviors when rating each subject.			
Professionalism: Students are expected to demonstrate a commitment to carrying out professional responsibilities, and to be responsive, compassionate, and honest.			
	Meets Expectations	**Below Expectations**	**Unacceptable: Needs Attention**
Respect and compassion: Consider how the student shows respect and compassion for others and tolerates differences.	Always shows respect and compassion to patients.	Sometimes shows respect and compassion to patients.	Never shows respect and compassion to patients.
Response to feedback from clinicians:	Always accepts feedback positively.	Sometimes accepts feedback.	Does not accept feedback.
Accountability: Consider whether the student is prepared, can be relied upon to take responsibility for assigned tasks and is punctual.	Always accountable and accept responsibilities willingly for the task assigned.	Sometimes accountable and accept responsibilities willingly for the task assigned.	Does not accept accountability and responsibilities willingly for the task assigned.
Comments:			

ANNEXURE F

Participants' reflective journal template

INSTRUCTIONS:

The purpose of reflective journals is to explicit your views and experiences of the acupuncture programme.

- Please complete this reflective journal in detail.
- If you need more space, you can add more lines.
- There are no right or wrong answers to these questions.
- Please submit your reflection every week on Friday **between 01 March 2022 to 30 April 2022.**

Thank you for your time in participating in this study.

TEACHING

Describe your experiences of the teaching of the acupuncture programme.

LEARNING

Explain your experiences in the learning of the acupuncture programme.

ASSESSMENT

Explain your experiences in the assessment of the acupuncture programme.

PRACTICES

Explain your experiences (advantages and disadvantages of practicals) in the acupuncture programme.

What are your views of the acupuncture programme?

List recommendations you think would help to improve and strengthen the acupuncture programme under the following headings

	Recommendations
Teaching	
Learning	
Assessment	
Practice	

THANK YOU FOR YOUR TIME.

ANNEXURE G

Proposed model for future acupuncture programmes to be presented at any HEI.

Year of study	Content	Learning outcomes	Hours
First year	The History of Chinese Medicine	Upon completion, students will be able to • Discuss and explain the comprehensive Chinese Medicine history.	15
	The Basic Theory of Chinese Medicine	Upon completion, students will be able to explain and criticize various concepts in Chinese Medicine, including • concepts of Yin/Yang and the Five Elements; • physiological functions of the Organ system and their interrelationships; • individual function and interactive relationship of Qi, Blood, Essence and Fluid; and • aetiology and pathology of traditional Chinese medicine.	85
	The Diagnostics of Chinese Medicine	Upon completion, students will be able to demonstrate and assess the following techniques: • basic four methods of diagnosis, including inspection, auscultation and olfaction, enquiry, pulse-taking and palpation; • syndrome differentiation according to the theory of Eight principles, the theory of Qi, Blood, Essence and Fluid, the theory of Organ system, and the theory of meridians and collaterals.	85
	General Introduction to Chinese Materia Medica	Upon completion, students will be able to explain the • general characteristics of Chinese materia medica; • general principles of application, including compatibility, dosage and administration; and • classification, performance, indications and clinical application of commonly used Chinese materia medica;	10
Second year	General Introduction to Chinese Medicinal Formulas	Upon completion, students will be able to illustrate • the fundamental structure and dosage form of formulae in traditional Chinese medicine; • the classification, composition, performance, indications and clinical application of commonly used formulae.	10
	Acupoints and Meridians (including needling techniques)	Upon completion, students will be able to discuss and demonstrate • the distribution, functions and relative disorders of the 14 meridians, the eight extraordinary meridians and the 15 collaterals;	165

		• names, codes, locations and classifications of selected acupoints for basic training, including the direction and depth of needle insertion, actions and indications; • basic needling and assisting manipulations; • precautions and contraindications of acupuncture treatment; and • incident management during acupuncture treatment.	
	Therapeutics of Acupuncture and Moxibustion I	Upon completion, students will be able to • discuss and assess common clinical conditions in the fields of gynaecology, paediatrics, dermatology and internal medicine; and • simulate and role-play various clinical conditions.	50
Third year	Therapeutics of Acupuncture and Moxibustion II		200
	Guideline for sterilization and disinfection	Upon completion, students will be able to • discuss and demonstrate knowledge and skills of infection prevention and control during acupuncture treatment;	2
	General Introduction to Chinese Medicine Food Therapy	Upon completion, students will be able to explain • general characteristics of common food; and • general principles and application of these food in clinical practice	5
	The Legal Framework of Acupuncture in South Africa and Code of Ethics	Upon completion, students will be able to explain and criticise • the legal framework and code of ethics of acupuncture in South Africa.	10
Fourth year	Clinical Practice	Upon completion, students will be able to • explain the aetiology and development of some clinical conditions; and • assess and solve some clinical conditions using acupuncture	400
	Qigong exercises	Upon completion, students will be able to • demonstrate basic Qigong exercises, including Taiji Quan and Ba Duan Jin.	20
Internship		Upon completion, students will be able to • explain the aetiology and development of various clinical conditions; and • assess and solve various clinical conditions using acupuncture	400
Total hours			1457

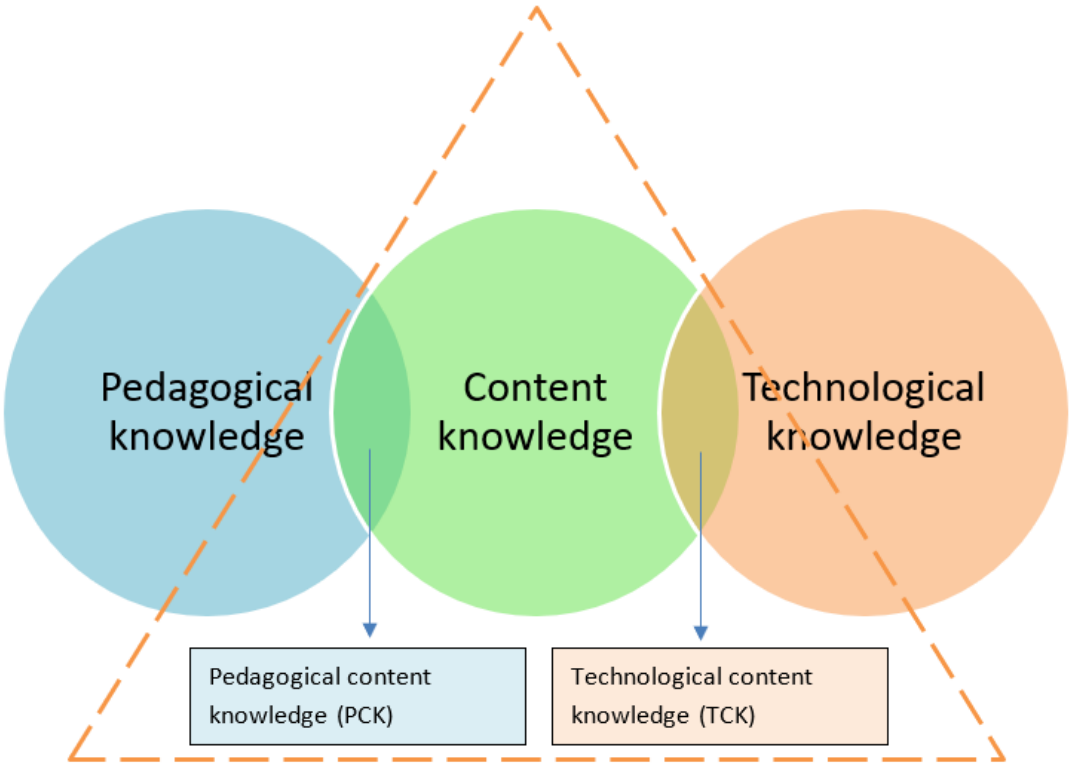
ANNEXURE H

Proposed modes of delivery of quality teaching, learning, assessment and practices

	Modes of delivery	First-year	Second-year	Third-year	Fourth-year	Internship
Teaching & learning	Participatory teaching	X	X	X	X	X
	Hybrid learning	X	X	X	X	
	Peer learning	X	X	X	X	X
	Lecturer-centred learning	X				
	Student-centred learning	X	X	X	X	X
	Interprofessional education			X	X	X
Assessment	Classroom assessment (Quizzes, student interviews, etc.)	X	X	X		
	Tutorial	X	X	X	X	
	Formative use of summative assessment	X	X	X		
	Summative assessment	X	X	X	X	
	Self-reflection	X	X	X	X	X
	Objective structured clinical examination			X	X	X
	Portfolio assessment			X	X	X
Practice	Clinical observation (contact/virtual)	X	X	X		
	Clinical simulation			X	X	X
	Grand rounds (contact/virtual)			X	X	X
	Work-integrated learning				X	X

ANNEXURE I

Proposed model for future studies focusing on CK, PCK and TCK: the Technological Pedagogical Content Knowledge (TPCK) model.



- **Explanation of the TPCK model**

Elements	Descriptions
Content knowledge	Knowledge of the subject matter to be learned or taught includes concepts, theories, and other required knowledge essential for establishing the subject matter.
Pedagogical content knowledge (PCK)	Knowledge of pedagogy that is appropriate for specific content.
Technological content knowledge (TCK)	Knowledge of the connection between technology and content that is related to each other.

ANNEXURE J

Proposed example for an Objective Structured Clinical Examination in the acupuncture programme

Instruction

1. Students should wait quietly outside the assessment venues. Students should then **only** proceed to their station 5-10 minutes before the starting time of their session. You may be asked to leave the facility if you are disturbing patients or staff.
2. You are requested to enter/exit the venue **quickly** without discussion with other students. Change of students in a session should be completed quickly to avoid any penalties.
3. When entering your station room, have all your necessary items ready. The session will start and end at the times indicated with minimal exception.
4. Students exiting assessments should do so promptly and leave the assessment premises.

Assessment timetable

Examiners	Examiner 1	Examiner 2	Examiner 3	Examiner 4
Venue	Room 1	Room 2	Room 3	Room 4
09h00-09h10	Student 1	Student 4	Student 3	Student 2
09h10-09h15				
09h15-09h25	Student 2	Student 1	Student 4	Student 3
09h25-09h30				
09h30-09h40	Student 3	Student 2	Student 1	Student 4
09h40-09h45				
09h45-09h55	Student 4	Student 3	Student 2	Student 1

Note: There are four stations that have been designed in this section which aim to evaluate students' clinical skills and competencies. Each station consists of 10 minutes.

Stations	Time allocated	Aims
Station 1 – Diagnostic techniques	10 mins	This station focuses on students' critical thinking and skills in a clinical setting, the skill of inquiry in particular.
Station 2 – Acupoints and meridians	10 mins	This station intends to evaluate students' knowledge and skills on Acupoints and Meridians for clinical application.
Station 3 – Needling techniques	10 mins	This station focuses on students' needling techniques in a clinical setting.
Station 4 – Comprehensive clinical application	10 mins	This station aims to measure students' comprehensive application of critical thinking in a clinical setting.

Questions and memorandum

Station 1 – Diagnostic techniques (10mins)

Note to the examiner: Please ensure appropriate progress through the required questions. Do not allow for too much delay during the question.

Narration: A 55-year-old male complains of a dry cough and fatigue.

Question	Answer	Alloc.	Mark
Do a thorough inquiry and history on the patient to explore possible causes of his complaint. **Please use your discretion in marking this question!** Marks can also be given for other relevant questions etc.	Duration: 2 months, worse for 4 days The onset of symptoms: No obvious causes Characteristics of disease: Character: Dry cough, less phlegm, sticky white, sometimes blood, hoarse sound Aggravating factors: None Relieving factors: None Timing: Comes and goes Setting: None Associated symptoms: Dry mouth, dry throat, red cheeks, losing weight, constipation Tongue: Red, less coating Pulse: Thin and rapid Disease development: Cough started 2 months ago, was mild, comes and goes. 5 days ago, the cough aggravated without obvious causes Treatment history: None for this condition, only on chronic HBP meds General condition: Stool: Constipation Sleep: No problems Appetite: Good	10	
What is your diagnosis (Including the syndrome/subtype)?	Diagnosis: Cough Subtype: Lung yin deficiency	4	
What advice would you give this patient?	Advice: Avoid spicy/warming food; avoid cold Food/ herbal medicine to tonify lung yin Exercise, stop smoking and drinking alcohol	1	
Total		15	

Station 2 – Acupoints and meridians (10 mins)

Note to the examiner: Please ensure appropriate progress through the required questions. Do not allow for too much delay during the question.

Questions	Memo	Alloc.	Mark
Please describe the superficial pathway of the gallbladder meridian of the foot shaoyang.	1. Originates at the outer canthus (GB1) 2. Ascends to the corner of the forehead (GB4) and then curves downward to the retro auricular region. 3. It then runs upwards again to (GB14) above the eyebrow. 4. From here it travels posterior to (GB20) and down to (DU14) where it enters the supraclavicular fossa. 5. It branches here and the straight portion of the channel runs downward from the supraclavicular fossa and passes in front of the axilla. 6. It travels along the lateral aspect of the chest and through the free ends of the floating ribs. 7. It continues descending to the hip region where it meets the other branch. 8. Then it descends along the lateral aspect of the thigh to the lateral side of the knee. 9. It continues descending along the anterior aspect of the fibula, all the way to its lower end (GB39). 10. It then reaches the anterior aspect of the lateral malleolus. Where it then follows the dorsum of the foot to the lateral side of the tip of the 4th toe (GB44).	10	
Please describe the location, needling technique and indication for the following acupoints.	**LU5 (Chize)** <u>Location:</u> • On the cubital crease of the elbow • In the depression on the radial side of the tendon of the biceps brachii <u>Indications:</u> 1. Cough, tachypnoea, haemoptysis, sore throat, lung heat syndromes 2. Elbow pain 3. Acute vomiting and diarrhoea, sunstroke and infantile convulsions <u>Needling:</u> Perpendicular insertion 0,8 – 1,2 cun or prick to bleed	3	

	ST25 (Tianshu) Location: • On the abdomen • 2 cun lateral to the centre of the umbilicus Indications: 1. Acute or chronic enteritis or gastritis, bacillary dysentery, paralytic ileus, abdominal pain and or distension, diarrhoea, constipation 2. Dysmenorrhoea and irregular menstruation Needling: Perpendicular insertion 1 – 1,5 cun	3	
	GB30 (Huantiao) Location: • On the postero-lateral aspect of the hip • "Lie on the side, bend the patient's hip joint" this point is at the junction of the lateral third and the medial two thirds of the distance between the greater trochanter and the sacro-coccygeal hiatus Indications: 1. Lumbo-sacral pain, numbness and pain of the lateral aspects of the lower extremities, hemiplegia 2. Rash Needling: Perpendicular insertion 2 – 3 cun	3	
	SP4 (Gongsun) Location: • In the depression distal and inferior to the base of the first metatarsal bone • At the junction of the red and white skin Indications: 1. Abdominal distension, epigastric pain, vomiting, diarrhoea, dysentery, borborygmus 2. Insomnia, irritation, mental disorders and qi rebellion Needling: Perpendicular insertion 0,5 – 1 cun	3	
	BL40 (Weizhong) Location: • At the midpoint of the popliteal crease • In the depression between the tendons of the biceps femoris and semitendinosus	3	

	Indications: 1. Lower back pain, motor impairment of the hip joint, muscular atrophy, pain, numbness and motor impairment of the lower extremities, hemiplegia 2. Abdominal pain, vomiting, diarrhoea (prick to bleed) 3. Dysuria, enuresis 4. Erysipelas Needling: Perpendicular insertion 1 – 1,5 cun or prick to cause bleeding		
Please state the five shu points of the large intestine meridian.	Jing-well: LI1 (Shangyang) Xing-spring: LI2 (Erjian) Shu-stream: LI3 (Sanjian) Jing-river: LI5 (Yangxi) He-sea: LI11 (Quchi)	5	
Please state the xi-cleft point of lung.	LU6 (Kongzui)	1	
Please state the front mu (alarm) points of the liver, gallbladder and spleen.	Liver: LV14 (Qimen) Gallbladder: GB24 (Riyue) Spleen: LV13 (Zhangmen)	3	
Total		34	

Station 3 – Needling techniques (10 mins)

Note to the examiner:

1. Please ensure appropriate progress through the required questions. Do not allow for too much delay during the question.
2. In this station, students will need to demonstrate various needling techniques. A patient is needed for this station.

Question	Answer	Alloc.	Mark
Please explain the different types of moxibustion techniques.	Moxibustion: **Moxa Cones** The herb Artemisia Vulgaris is shaped into a cone Direct moxibustion • Moxa is placed directly on skin • Scarring and non-scarring Indirect moxibustion	6	

	• Moxa is placed on a material • Ginger, garlic, salt or monkshood cake insulation **Moxa Sticks** A preformed and packaged cylinder (Stick) of Artemisia Vulgaris • Mild-warm moxibustion • "Sparrow-pecking" moxibustion **Warming Needle** A needle is inserted into the patient and then moxa is place onto the end of the needle		
Please describe the management of fainting during the acupuncture treatment with filiform needles and stuck needle.	• Stop treatment immediately and remove all needles • Give patient warm water and something sweet • Move patient to a lying position and allow to rest until improvement • Keep the patient warm **In severe cases without improvement** <u>Press (preferably) or needle the following points:</u> DU26 (Renzhong),DU25 (Suiliao), PC6 (Neiguan) and ST36 (Zusanli) <u>Moxibustion on:</u> RN6 (Qihai), RN4 (Guanyuan) and DU20 (Baihui) • If condition worsens or patient is unresponsive call emergency services and begin first aid treatment	4	
Please demonstrate the needling technique forLU5 (Chize) and ST4 (Dicang).	**LU5 (Chize)** Correct location (wrong location means zero marks) <u>Needle size:</u> 1,5 cun needle selected <u>Antiseptic technique shown</u> <u>Insertion:</u> Perpendicular insertion 0,8 – 1,2 cun showing fingernail pressing technique to protect bicep tendon. <u>Precautions:</u> Avoid the bicep tendon **ST4 (Dicang)** Correct location (wrong location means zero marks) <u>Needle size:</u> 1,5 - 2 cun needle selected <u>Antiseptic technique shown</u> <u>Insertion:</u> Horizontal insertion 1 – 2 cun <u>Precautions:</u> Perpendicular insertions are contra-indicated	5 5	
Please demonstrate the retention cupping	1. Prepare the cups which will be used (inspect and disinfect) 2. Soak the cotton ball in 95% alcohol 3. Ignite the cotton ball	5	

technique on the back of a patient. *Marks should be awarded for proficiency of technique and correctly explaining the process*	4. Hold the forceps in one hand and the cup in the other hand 5. Place the cotton ball inside the cup and then quickly place cup on the skin 6. Cup should create suction on the skin 7. Then leave the cups on the selected areas for 10 – 15 minutes (Oral explanation only) 8. Remove by placing a finger on the skin near the cups and pressing the skin to release the suction		
Total		25	

Station 4 – Comprehensive Clinical Application (10 mins)

Note to the examiner: Please ensure quick progress through the required questions. Do not allow for too much delay during the question.

Narration: Mr Pay, 58 years old, with a large physique and a medical history of hypertension. 13 months ago, while exercising he suddenly fell down and lost consciousness. He was taken to the emergency room and monitored for a few days. Currently, he is experiencing numbness on the right side and difficulty in speaking. Upon further questioning, the patient also suffers from shortness of breath, lack of strength, spontaneous sweating and loose stools. Upon examination, the patient has a pale complexion, swollen hands and feet on the right extremity, a dark tongue with a white greasy coating and a thready, wiry pulse.

Question	Answer	Alloc.	Mark
What are your diagnosis and treatment principles?	Diagnosis: Stroke sequala Syndrome: Deficiency of qi and blood stasis, accompanied with phlegm Treatment principles: • Supplement qi • Activate blood circulation • Eliminate pathogens (phlegm)	5	
What medical examinations should you request/perform for this patient, if this patient comes to you on the first day of onset?	• Computerized tomography scan (CT) • Magnetic resonance imaging (MRI) • Blood pressure • Blood sugar	3	
What other conditions can have a similar presentation	Muscular atrophy Bi pain syndrome	6	

to this condition? (Differential diagnosis)	Stroke due to yang deficiency		
What treatment will you use in this situation?	Acupuncture PC6 (Neiguan); DU26 (Shuigou); SP6 (Sanyinjiao); HT1 (Jiquan); LU5 (Chize); LI4 (Hegu); BL40 (Weizhong); GB34 (Yanglingquan) <u>Moxibustion is applied to these points</u> RN8 (Shenque); RN6 (Qihai) (indirect with salt); RN4 (Guanyuan) Needling technique: Du 26: Bird-pecking technique Treatment can be applied once or twice a day	6 6	
Total		26	