

<b>Subject Code</b>	<b>RS3060</b> (with contribution from CBS academic staff)
<b>Subject Title</b>	<b>FUNDAMENTALS OF TRADITIONAL CHINESE MEDICINE FOR PHYSIOTHERAPY PRACTICE</b>
<b>Credit Value</b>	3
<b>Level</b>	3, Year 3-Semester 2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Students will take this subject in the 3rd year of their programme as they will have normally completed the general language and communication requirements in their previous years. This subject will serve to meet the Chinese language requirement embedded as discipline-specific.
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. demonstrate an understanding of the meaning of East-meet-West integration which would inspire new ways of thinking and practice; and</li> <li>2. acquire ways of promoting personal health through an understanding of the practice of traditional Chinese health maintenance techniques and traditional Chinese therapeutics.</li> <li>3. enhance students' Chinese language competence in order to cope with the workplace communication requirements relative to their training in a specific discipline, i.e. rehabilitation studies.</li> </ol>
<b>Intended Learning Outcomes</b>	<p><i>Upon completion of the subject, students will be able to:</i></p> <ol style="list-style-type: none"> <li>a. outline the key theoretical concepts of Traditional Chinese Medicine (TCM) which is evolved from traditional Chinese philosophy;</li> <li>b. describe “disease prevention - health maintenance” and “health maintenance – rehabilitation” perspectives of TCM;</li> <li>c. demonstrate a basic understanding of the traditional Chinese “health maintenance – rehabilitation” therapeutic modalities;</li> <li>d. relate the integration of TCM into Physiotherapy practice from a theoretical perspective; and</li> <li>e. demonstrate an understanding of the possible applications of TCM within the Physiotherapy context to the rehabilitation of different clients groups which are commonly seen in Physiotherapy practice.</li> <li>f. develop effective communication skills (for example Chinese writing across the discipline, and oral presentations for experts and laymen) and strategies for promotional activities</li> </ol> <p>Students will be required to read and write intensively to enhance their proficiency in written Chinese. The mastering of effective communication skills in both written and spoken Chinese will also facilitate their life-long learning in various disciplines.</p>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Foundation theoretical systems of TCM: <ol style="list-style-type: none"> <li>a. Foundation theoretical framework of TCM based on traditional Chinese philosophy including: Qi, Yin Yang, Wu Xing (the five-element theory).</li> <li>b. Foundation knowledge of human structure in TCM including: Zangfu; Meridians; Jin; and Qi, blood and Essence of Life and Spirit.</li> <li>c. Holistic view of diseases in TCM: basic concepts in aetiology, pathogenesis, diagnosis, differential diagnosis, treatment principles and treatment modalities.</li> <li>d. Integration of foundation theoretical framework of TCM into the theories of Physiotherapy.</li> </ol> </li> <li>2. Application of selected branches of “health maintenance – rehabilitation” techniques of TCM: <ol style="list-style-type: none"> <li>a. Tui Na as a hands-on-body treatment modality.</li> <li>b. Various forms of Health Qigong, Tai Chi Ch'uan as health maintenance exercises.</li> <li>c. Therapeutic acupoints techniques such as acupuncture and acupressure.</li> </ol> </li> </ol>

	<p>d. Knowledge in basic Chinese Materia Medica. e. Other TCM therapeutics adjunctive to Physiotherapy.</p> <p>3. Application of TCM to rehabilitation within the Physiotherapy context of the following client groups in primary health care, acute care, chronic disease management in the community:</p> <p>a. Neurological disorders and psychiatric illness: e.g. stroke, depressive disorder. b. Cardiopulmonary disorders: e.g. hypertension, chronic obstructive pulmonary disease. c. Orthopaedic and traumatic conditions: e.g. sprains, fractures.</p> <p>4. Related professional literacy in Chinese medicine 5. Chinese writing for professional activities 6. Chinese writing and oral presentation for practical communication in various contexts</p>																																														
<p><b>Teaching/Learning Methodology</b></p>	<p>Students will have the opportunity to explore the basic philosophy, theory, concepts and systems of TCM in the applied context of the classroom setting, drawing on their experiential learning and independent study experiences.</p> <p>The subject will motivate the students' active participation through group collaboration, individual presentation, and group discussion. Teaching materials will be presented in both printed mode and audio-visual mode. For the training of accuracy in written and spoken Chinese, students will be supplemented with materials in a self-access manner. Teacher consultation will be offered to the students on an individual needs basis. Lessons will be delivered in Putonghua.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="512 1003 1374 1294"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>Reading of related classical Chinese text &amp; quizzes</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Presentation</td> <td>30</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Written assignment</td> <td>40</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Experiential learning, case studies, class discussion and student seminars will be used to enhance students' learning and integration of TCM concepts in clinical practice of Physiotherapy.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	Reading of related classical Chinese text & quizzes	30	√	√	√	√	√	√	Presentation	30	√	√	√	√	√	√	Written assignment	40	√	√	√	√	√	√	<b>Total</b>	<b>100 %</b>						
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<p><b>Reading List and References</b></p>	<p>許健鵬、高文柱《中國傳統康復治療學》高等醫學院校康復治療專業教材 中國·北京·東直門外香河園華夏出版社</p> <p>普通高等教育“十五”國家級規劃教材之新世紀全國高等中醫藥院校規劃教材</p> <p>21世紀課程教材之全國高等醫藥教材建設研究會規劃教材</p>																																														

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