

<b>Subject Code</b>	<b>RS2490</b> (with contribution from CBS academic staff)
<b>Subject Title</b>	<b>FOUNDATION IN TRADITIONAL CHINESE MEDICINE FOR OCCUPATIONAL THERAPY PRACTICE</b>
<b>Credit Value</b>	3
<b>Level</b>	2, Year 2 – Semester 2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<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 competence to cope with the workplace communication requirements relative to the professional training that will also facilitate life-long learning.</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 Occupational Therapy practice from theoretical perspective; and</li> <li>e. demonstrate an understanding of the possible applications of TCM within the Occupational Therapy context to the rehabilitation of different clients groups which are commonly seen in Occupational Therapy Practice.</li> <li>f. develop effective communication skills in Chinese (Chinese writing across discipline; give oral presentation for experts and layman).</li> </ol>
<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 Occupational Therapy.</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> <li>d. Knowledge in basic Chinese Materia Medica.</li> <li>e. Other TCM therapeutics adjunctive to Occupational Therapy.</li> </ol> </li> <li>3. Application of TCM to rehabilitation of the following client groups in primary health care, acute care, chronic disease management in the community, including: <ol style="list-style-type: none"> <li>a. Neurological diseases and psychiatric illness: e.g. stroke, depressive</li> </ol> </li> </ol>

	<p>disorder.</p> <p>b. Circulatory and respiratory diseases: e.g. hypertension, chronic obstructive pulmonary disease.</p> <p>c. Orthopaedic and traumatic conditions: e.g. fractures.</p> <p>4. Chinese writing and oral presentation for practical communication in various contexts.</p> <p>5. Professional related literacy in Traditional Chinese Medicine.</p> <p>6. Chinese writing for professional activities</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>This subject would embed Chinese communication study which in turn meets the discipline-specific language requirement in Chinese</p> <p>The subject will motivate the students' active participation by assigning 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 self-access manner. Teacher consultation will be offered to the students depending on individual needs.</p>																																														
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b></p>	<table border="1" data-bbox="523 972 1369 1200"> <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>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>Practical Test</td> <td>30</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 their learning and integration of TCM concepts in clinical practice of Occupational Therapy.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	Presentation	30	√	√	√	√	√	√	Written assignment	40	√	√	√	√	√	√	Practical Test	30			√	√	√		<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> <p>國家體育總局健身氣功管理中心《健身氣功·八段錦》人民體育出版社</p>																																														

王力主編，《古代漢語》，1999，北京中華書局

于成鯤等主編，《中國現代應用文寫作規範叢書》，2011，上海復旦大學出版社

廖玉蕙，《我把作文變簡單了》，2011，長虹出版社

周錫韋復，《中文應用寫作教程》，1996，三聯書店

路德慶主編(1982)《寫作教程》，華東師範大學出版社

邢福義、汪國勝主編（2003）《現代漢語》，華中師範大學出版社

陳建民（1994）《說話的藝術》，語文出版社

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Gascoigne, S. (2000). *The Chinese Way to Health: a Self-Help Guide to Traditional Chinese Medicine*. London: Connections.

Xu, X. (2001). *Principles of Traditional Chinese Medicine: the Essential Guide to Understanding the Human body*. Boston: YMMA Publication Center.