



Charter of the Doctor of Acupuncture Degree Program

Yue–Gustafson School of Health Professions

Date of Effect: December 21, 2025

Governing Body: Board of Directors

Authority: Incorporated as a Non-Profit Organization under the Laws of Canada



Preamble

The Yue–Gustafson School of Health Professions acts on the conviction that Albertans deserve a healthcare system that is robust, preventative, and intellectually rigorous. Recognizing the urgent need to elevate Allied Health Professionals to a standard of Medical Excellence, we hereby establish the Doctor of Acupuncture (Dr.Ac.) Degree Program.

This Charter serves as the foundational covenant between the Institution, its Faculty, its Students, and the Public. It mandates a program of study that mirrors the discipline, organization, and admission competitiveness of provincial primary care providers, specifically aligned with the rigor of the University of Calgary Medical Doctor admissions standards.



Vision

Our values are codified in our emblem, representing the character required of a Doctor of Acupuncture:

- The Lion: Unwavering strength and bravery; the commitment to lead the community and make a positive impact.
- The Hare: Adaptability and rapidity; the agility to remain resilient in the face of clinical and systemic obstacles.
- The Crown: The pursuit of excellence; upholding the highest standards, dignity, and the pursuit of truth.
- The Alberta Thistle: Resilience at the heart of our identity.
- The Green Foliage: Nurturing growth; fostering an environment where professionals reach their full potential.

We facilitate competitive, high-quality healthcare education. We empower students to actively participate in healthcare, help others, and empower patients to do the same.

Our mission is to operate as the premier private, non-profit educational institute for emerging health professions in Alberta. We exist to ensure that Albertans and healthcare professionals are active contributors in:

- **Reducing chronic illness.**
- **Eliminating unnecessary, dangerous, and expensive procedures and drugs.**
- **Saving lives.**

We ensure Albertans are Strong and Free.



Program Mandate & Educational Philosophy

The Professional Doctorate Standard in Primary Care

The Doctor of Acupuncture program is a Competitive Professional Doctorate. It is mandated to produce clinicians who possess the critical thinking, diagnostic capability, and ethical grounding in primary care.

The curriculum shall reflect new innovations in Medical Orthopaedic Assessment, Injection Treatments, and Musculoskeletal Pain Management. Emphasis is placed on patient sovereignty, setting healthy boundaries, and psychosocial principles in primary care.

Blending Eastern traditions of self-care and family focused care with Western business and medical pragmatism. Graduates must demonstrate the capacity to manage successful, ethical practices that contribute to the economic and physical health of the province.



Admissions & Student Selection

*To recruit the best and most dedicated minds and maintain academic discipline.
Building a community that reinvests into the mission of the program.*

1. Alignment with Medical Standards: Admission to the program shall be competitive. Requirements will mirror the academic and character rigor found in the University of Calgary MD program. This includes high benchmarks for GPA, prerequisite science education, and panel interviews to assess emotional intelligence and resilience.
2. Fairness and Transparency: In accordance with CAA Standard 2, all admissions policies shall be fair, objective, transparent, and applied equitably.



Governance & Operational Discipline

The program shall:

be overseen by engaged leaders committed to maintaining an overarching ethical and accountable infrastructure.

1. Continuous Improvement (CAA Standard 7): The Institution is mandated to perform rigorous self-assessment. Student assessment methods must be fair, transparent, and support ongoing improvement.
2. Faculty Excellence (CAA Standard 4): The Faculty shall consist of highly skilled professionals who are qualified and experienced. They will be provided the support necessary to uphold the "Crown" standard of excellence in teaching.



Facilities & Clinical Education

Adherence to standards and safety.

1. Clinical Environment (CAA Standard 3 & 6): Facilities, equipment, and supplies shall align with learning outcomes and meet current professional standards for safety and patient care.
2. Clinical Mastery: The program must ensure clinics are well-managed and provide adequate practice opportunities.
3. Outcome: Graduates must acquire the knowledge, skills, judgment, and abilities to provide safe, ethical, and patient-centered care (CAA Standard 5).



Commitment to Industry & Community

Connecting a community of dedicated professionals.

The Yue–Gustafson School pledges to:

1. Upgrade health care education in Alberta to medical standards within the interdisciplinary context.
2. Integrate life-saving First Aid/CPR (Canadian Red Cross) into the core competency of all graduates.
3. Foster a professional community that champions evidence-based health care while respecting the health, heritage and sovereignty of the People of Alberta.
4. The Program shall strictly adhere to the *Standards for Acupuncture Education Programs* established by the College of Acupuncturists of Alberta, under the authority of the Health Professions Act of Alberta, the full text of which is incorporated into this Charter as Appendix A.



RATIFIED BY THE PRESIDENT THIS 21st DAY OF DECEMBER, 2025

Dr. Jaeger Gustafson, Dr.Ac., RMT

Co-Founder & President



Appendix A



Acupuncture Education Program Review Policy

1. Introduction

The College of Acupuncturists of Alberta (College) is responsible for regulating the Acupuncture Profession under the *Health Professions Act* (Act). In accordance with s.3(1)(f), of the Act, the College may approve programs of study and education courses for the purposes of registration requirements. The College establishes a review process to evaluate both new and established acupuncture education programs for approval. Acupuncture education program review supports the College's mandate of public protection, ensuring that individuals who enter the acupuncture profession have the knowledge, skills, and judgment to practice safely, ethically and competently.

2. Purpose

The purpose of this policy is to establish a framework for the review, evaluation, and approval of acupuncture education programs.

3. Definitions

Acupuncture Education Program (AEP): Programs offered as qualifying their graduates to meet the education requirements established by the College.

Council: The Council of the College established under section 5 of the Act.

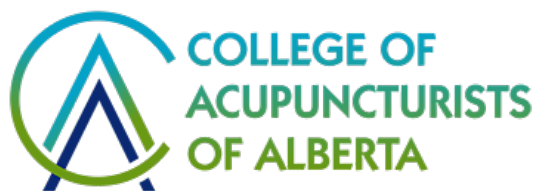
Program Review Standard: The minimum requirements that **AEPs** must meet to gain approval by the College, as approved by the **Council**.

4. Policy

- 4.1 The program review process will be managed in accordance with the following guiding principles:
 - 4.1.1 Regulatory-focused: The **Program Review Standard** (Appendix 1) and process align with the College's mandate to protect public interest and ensure program compliance with relevant regulatory requirements.
 - 4.1.2 Transparent: The **Program Review Standard**, policies and decisions are made available to schools, the public, and other stakeholders.
 - 4.1.3 Objective: The evaluation and decision making are conducted objectively, based on standardized criteria to ensure fairness and consistency.



- 4.1.4 Continuous improvement: Program compliance is evaluated to identify and support improvements.
- 4.2 To be approved by the College and maintain approval status, **AEPs** must meet the **Program Review Standard** approved by the **Council**.
- 4.3 Each criterion in the **Program Review Standard** is assigned a level:
 - 4.3.1 Essential criteria – These are essential for ensuring program safety, ethics and/or the achievement of learning outcomes and graduate competency.
 - 4.3.2 Beneficial criteria – Meeting these criteria demonstrates a commitment to quality, though they are not mandatory.
- 4.4 **AEPs** are assessed against the **Program Review Standard** and are required to provide evidence of compliance in a form and format acceptable to the College, which may include site visits. In addition, **AEPs** must submit an annual compliance report to confirm ongoing compliance.
- 4.5 To assess compliance with the **Program Review Standard**, the College may need to review confidential documents, including patient records and student files.
- 4.6 **AEPs** are evaluated on each criterion in the **Program Review Standard** and assigned one of the following ratings:
 - 4.6.1 Met – The requirement is in place and operational.
 - 4.6.2 Partially Met – The **AEP** is taking steps to meet the requirement, but it is not yet fully implemented in policy, process, or practice.
 - 4.6.3 Unmet – The requirement is not in place, or the current practice is potentially unsafe or unethical.
- 4.7 All information, documents, and correspondence about program reviews will be kept confidential by the College and will not be disclosed to third parties except as follows:
 - 4.7.1 The College may disclose any information obtained about **AEPs** through program review-related activities to the Government of Alberta.
 - 4.7.2 A list of currently approved programs and program approval information is made public and available on the College's website.
 - 4.7.3 Information may be disclosed as otherwise required or authorized by law.



- 4.8 The Acupuncture Education Program Review Committee (AEPRC) is responsible for evaluating program review results and making recommendations to the **Council**.
- 4.9 The Executive Director/Registrar (ED/Registrar), on behalf of the **Council**, acts upon recommendations from the AEPRC regarding education program approval. The ED/Registrar must report to the **Council** at the earliest opportunity on the actions taken on its behalf.
- 4.10 The **Council** makes the ultimate decision on program approval and has the authority to vary any decision previously made by the ED/Registrar.
- 4.11 The **Council**, after considering the report and recommendations from the Committee respecting an **AEP**, may grant the following approval status:
- 4.11.1 Preliminary Approval – for new **AEPs** that demonstrate a minimum of 70% compliance with the Essential criteria (70% Met).
 - 4.11.2 Full Approval – for established **AEPs** that demonstrate full compliance with the Essential criteria (100% Met).
 - 4.11.3 Approval with Progress Report Submission – for established **AEPs** that demonstrate a minimum of 70% compliance with the Essential criteria, with none being Unmet.
 - 4.11.4 Provisional Approval – for established **AEPs** that demonstrate less than 70% compliance (less than 70% Met) or has failed to comply with the progress report submission.
 - 4.11.5 Withdrawal of Approval – **AEPs** with preliminary approval or provisional approval, or those who have received a warning under section 4.12 and fail to comply with the conditions imposed by the **Council**.
 - 4.11.6 Denial – for new **AEPs** that demonstrate less than 70% compliance with the Essential criteria (less than 70% Met). Initial program approval application is denied.
- 4.12 In addition to granting an approval status, the **Council** may require an **AEP** to provide progress reports or impose conditions related to their approval status. If these requirements or conditions are not met, the College may issue a warning for withdrawal of approval.
- 4.13 Approval term of an **AEP** is based on their approval status:
- 4.13.1 Preliminary Approval – 2 years
 - 4.13.2 Full Approval – 5 years
 - 4.13.3 Approval with Progress Report Submission – 2 years
 - 4.13.4 Provisional Approval – 1 year



- 4.14 An AEP's approval status continues until a new status or extension is issued.
- 4.15 The approval term of an approved program status may be revised and/or a site visit may be conducted if there is evidence to inform the following:
- 4.15.1 Proposed substantive changes impacting a program's ability to meet the **Program Review Standard**.
 - 4.15.2 Non-compliance in reporting, including AEPs that do not satisfy the annual compliance report or progress report.
 - 4.15.3 Non-compliance with the **Program Review Standard**, including failure to comply with imposed conditions, that presents a risk to public safety and the ability of the institution to deliver the education program.
 - 4.15.4 Verified investigation of complaints about program quality or delivery that demonstrate non-compliance with the **Program Review Standard**.
 - 4.15.5 Additional factors that may give the College reason to believe that the program may not be meeting the **Program Review Standard**.

5. Authority

This policy is established under the authority of Corporate Governance Policy G.1.2, which delegates the authority for the Executive Director to establish policies and procedures for the management and operation of the College for regulatory program policies and Policy G.1.5, which delegates responsibility for the Executive Director to design, develop, administer and deliver College programs and services in accordance with the established goals and targets set out in the strategic and business plans.

6. Scope

This policy applies to new and established AEPs seeking approval or re-approval in Alberta.

7. Related Policies and Procedures

- R.1.3.1 Acupuncture Education Program Review Procedure

8. Version History

| Date | Notes |
|-------------------|--------------------------------|
| December 18, 2024 | New policy |
| July 4, 2025 | Minor edits to improve clarity |



Appendix 1 – Program Review Standard

The Structure of the Standard

The standard is divided into seven sections which address each aspect of education program operations. They are:

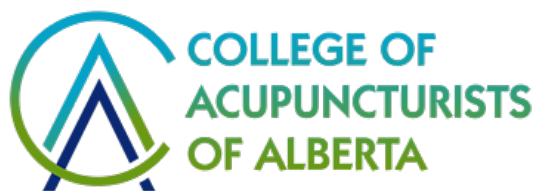
1. Leadership and Governance
2. Education Program Information and Admissions
3. Facilities Management
4. Human Resources
5. Curriculum
6. Clinics
7. Student Assessment

Each standard section has the following structure:

- Intent: Each section of the standard begins with an overarching statement of intent.
- Criteria: Criteria are numbered as 1.1, 1.2, 2.1 etc. within each standard section. Each criterion asks programs to show how they meet a specific, measurable element of achieving the intent for the standard section. Each criterion will be rated individually by site visitors.
- Criteria Level: Each criterion is given a level of Essential or Beneficial.

| | |
|------------|--|
| Essential | These are essential for ensuring program safety, ethics and/or the achievement of learning outcomes and graduate competency. |
| Beneficial | Meeting these criteria demonstrates a commitment to quality, though they are not mandatory. These criteria represent best practices, or markers of program quality. Meeting Beneficial criteria should be part of a program’s quality improvement initiatives. |

- Potential Evidence: For most criteria, the standard also provides examples of evidence that an education program could provide to show how it meets the criterion. Potential evidence lists are provided as examples only and are not exhaustive or prescriptive.



Standard 1: Leadership and Governance

To ensure the development and maintenance of an overarching ethical and accountable infrastructure overseen by engaged leaders who are committed to providing all students with high acupuncture education based on critical thinking and clinical reasoning.

| Number | Criterion | Potential Evidence |
|--------|---|---|
| 1.1 | The education program has a formally adopted mandate or statement of purpose and associated learning outcomes. These are regularly reviewed and revised as needed to ensure that the program effectively prepares students to practice as healthcare practitioners and maintains a focus on quality practice. | <ul style="list-style-type: none"> • Education program mandate or statement of purpose and learning outcomes • Schedule for review of mandate or statement of purpose and learning outcomes • Results of recent reviews • Curriculum and master syllabi • Hours of study for academic, clinic, and practical/lab components • Graduation success rate • Pan-Canadian and provincial examination success rate • Graduate practice success rate |
| 1.2 | The education program and its clinic(s) have current licences or permits, as required, and meet applicable statutory and regulatory requirements to operate. | <ul style="list-style-type: none"> • Business registration and licensing documents for the education program and its clinic(s), as proof of good standing • Bylaw inspection document • Safety clearance permit • Description of how the applicable requirements in the <i>Safety Handbook</i> are met |
| 1.3 | Roles, responsibilities, reporting structures, and accountabilities are defined by the education program. | <ul style="list-style-type: none"> • Organizational chart or another similar document • Position descriptions for all staff • Description of management structure |



Standard 2: Education Program Information and Admissions

To ensure education program information is accurate, and admissions policies and procedures are fair, objective, transparent, and applied equitably to all prospective students.

| Number | Criterion | Potential Evidence |
|--------|--|--|
| 2.1 | Online and hard copy advertising and marketing materials accurately represent the education program and the profession and meet applicable statutory and regulatory requirements. | <ul style="list-style-type: none"> • Link to website or other sources of information about the education program and the faculty • Education program brochure • Examples of previous and current advertising and marketing materials on different platforms |
| 2.2 | Admission policies, procedures, and practices are consistent with students achieving the statement of purpose and are regularly reviewed to determine their effectiveness and revised, as necessary. | <ul style="list-style-type: none"> • Policy, procedures, and rationale on admission, including English language proficiency requirements • Policy on criminal record checks |
| 2.3 | Students are informed about the College's registration requirements. | <ul style="list-style-type: none"> • Student contract • Policy and procedures on admission |
| 2.4 | Admission requirements are applied consistently for all students. | <ul style="list-style-type: none"> • List of admission requirements • Examples of applicants who were not accepted and the reasons for the rejections |

Standard 3: Facilities Management

To ensure education program facilities, equipment, and supplies align with learning outcomes and meet current professional standards for safety and patient care.

| Number | Criterion | Potential Evidence |
|--------|---|--|
| 3.1 | Facilities are sufficient to meet the education program's purpose and learning outcomes. | <ul style="list-style-type: none"> • Blueprint/floor plan of facility identifying areas listed below, with photos of each: <ul style="list-style-type: none"> ○ Classrooms, showing well-defined boundaries and privacy ○ Clinics and labs ○ Faculty and staff lounge/eating area and student lounge/eating area that are independent from clinic and practical/lab areas and do not disturb classroom activities ○ Accessible washrooms, as per jurisdictional requirements ○ Storage space for faculty and staff belongings |
| 3.2 | Clinic and practical/lab equipment meet applicable operational safety statutory and regulatory requirements. | <ul style="list-style-type: none"> • Emergency evacuation plan • Maintenance and cleaning logs • Processes to maintain fire extinguishers, sprinklers, and other similar safety equipment • Inspection reports or other documentation showing building codes are met |
| 3.3 | Program facilities, including classrooms, clinics, and labs, and program equipment meet applicable statutory and regulatory infection prevention and control requirements. | <ul style="list-style-type: none"> • Infection prevention and control policy manual that includes proper handwashing techniques • Position descriptions that show responsibility for infection prevention and control • List of staff who have completed infection prevention and control training • A list of program equipment, including acupuncture equipment (e.g., needles), with descriptions of how infection prevention and control requirements are met for each item • Protocols and procedures for the safe use of all tools and equipment in clinics and practical/lab areas |
| 3.4 | Clinics and practical/lab areas are stocked with appropriate and sufficient materials and disposal containers, consistent with learning outcomes and applicable statutory and regulatory safety requirements. | <ul style="list-style-type: none"> • Clinic resource management manual • Position description for clinic co-ordinator, if one exists • Inventory logs • Schedules for laundry and sharps return |



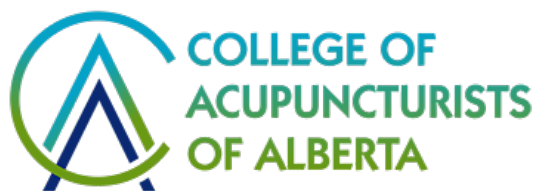
| Number | Criterion | Potential Evidence |
|--------|--|--|
| 3.5 | Clinic and practical/lab materials are disposed of safely and in accordance with applicable statutory and regulatory requirements. | <ul style="list-style-type: none"> • Clinic resource management manual • Position description for clinic co-ordinator, if one exists |
| 3.6 | Students are provided with information about physical and mental health services that are available on campus or through external service providers. | <ul style="list-style-type: none"> • Health services information and resources are made available to students, including a list of the nearest hospital and health care centres • Procedure to direct students to external health services • If there is an on-campus clinic, list of health services offered • Examples of referrals to health services |



Standard 4: Human Resources

To ensure faculty are qualified, experienced, and have the support they need to teach students effectively and help them meet learning outcomes.

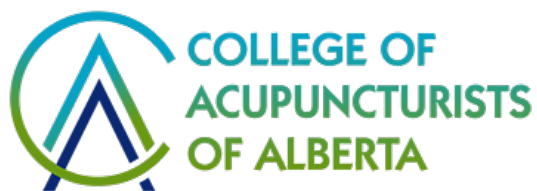
| Number | Criterion | Potential Evidence |
|--------|---|--|
| 4.1 | Faculty have relevant educational credentials and/or relevant professional experience and education and demonstrated competence in the areas they are assigned to teach. | <ul style="list-style-type: none"> • Faculty contracts • Faculty CVs • Faculty licenses and/or diplomas • Course evaluations • Criminal record checks for faculty • Job descriptions |
| 4.2 | Clinic supervisors and practical/lab faculty who performs and/or supervises restricted activities are registered members who are in good standing with the respective college and hold an active practice permit. | <ul style="list-style-type: none"> • Clinic supervisor and practical/lab faculty CVs • Clinic supervisor and practical/lab faculty licences and certifications • Job descriptions |
| 4.3 | Clinic supervisors and practical/lab faculty consist of registered acupuncturists with diverse backgrounds and a minimum of 5 years of experience. | <ul style="list-style-type: none"> • Clinic supervisor and practical/lab faculty CVs • Clinic supervisor and practical/lab faculty licences and certifications • Job descriptions |



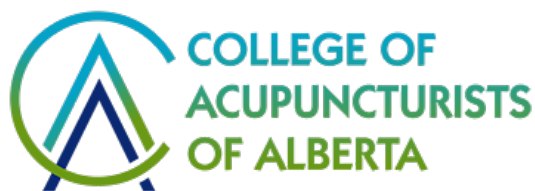
Standard 5: Curriculum

To ensure students have academic and practical learning opportunities so they can acquire the knowledge, skills, judgment, and abilities they need to provide safe, ethical, and patient-centred care.

| Number | Criterion | Potential Evidence |
|--------|--|--|
| 5.1 | The curriculum is based on the most recent version of the Canadian Alliance of Regulatory Bodies of Traditional Chinese Medicine Practitioners and Acupuncturists (CARB-TCMPA) Entry-level Occupational Competency Profile. | <ul style="list-style-type: none"> Map of the education program curriculum to CARB-TCMPA competencies, performance indicators, and domains of learning Education program overview and curriculum Course syllabi |
| 5.2 | The curriculum is organized and taught in a logical sequence. This sequence should build on foundational concepts, progressively introducing more complex and advanced topics in a manner that enhances student learning and competency. | <ul style="list-style-type: none"> Program curriculum Course syllabi Class schedule |
| 5.3 | All course instructions and materials are conducted and provided in English. | <ul style="list-style-type: none"> Course syllabi Required reference materials for each course |
| 5.4 | Theory courses that do not have a clinical or practical/lab component may be offered online, in accordance with applicable statutory and regulatory guidelines; clinical and practical/lab courses are offered in-person. | <ul style="list-style-type: none"> Course syllabi Course delivery format |
| 5.5 | Asynchronous courses, if offered, encourage interaction and participation among students and between students and the faculty teaching the course. | <ul style="list-style-type: none"> Course syllabi Learning management software with the necessary functionality Examples of participation channels, such as virtual meetings, discussion boards, and working groups |
| 5.6 | Comprehensive course syllabi are available for each course. | <ul style="list-style-type: none"> Course syllabi |
| 5.7 | <p>The program includes a minimum of 1,900 study hours that meets the criteria set out below:</p> <ul style="list-style-type: none"> At least 500 of those hours are dedicated to clinical instruction. During the 500 clinical hours, students see a minimum of 200 patient visits. Out of the 200 patient visits, at least 50 are new patients. | <ul style="list-style-type: none"> Total hours for each program Total hours for each course, including class time and practice time Student and clinic patient logs Records of case studies |



| Number | Criterion | Potential Evidence |
|--------|--|--|
| | <ul style="list-style-type: none"> Up to 30 of the 50 new patients may be represented as case studies. Each case study may count as 1.5 new patients towards the requirement. (e.g., 20 new patient visits plus 20 case studies fulfill the 50 new patient visits requirement). No more than 70% of the treated patients are treated for musculoskeletal injuries or conditions. <p>This structure ensures comprehensive instruction in entry-level competencies.</p> | |
| 5.8 | Practical/lab classes do not exceed a ratio of 16:1. | <ul style="list-style-type: none"> Logs showing records of students and supervisors Class lists List of teaching assistants if they are used to maintain ratios Rationale for the ratio used |
| 5.9 | Student attendance for clinical and practical/lab courses is tracked. | <ul style="list-style-type: none"> Policy on attendance Attendance records for clinical and practical/lab courses |
| 5.10 | The program, the curriculum, and the courses are regularly evaluated to address public safety, and the results are used to make improvements as required. | <ul style="list-style-type: none"> Documentation of safety issues and incidents arising out of the program, curriculum, and course evaluations, and action plans showing response to identified issues |



Standard 6: Clinics

To ensure clinics are well-managed and provide students with the adequate practice opportunities, quality facilities, and effective supervision to help them develop the practical skills needed to treat a variety of conditions and symptoms in a safe, effective, and ethical way and prepares them for future success.

| Number | Criterion | Potential Evidence |
|--------|--|--|
| 6.1 | At least one local clinic is affiliated with the education program, either owned and operated or approved for use through a memorandum of understanding. | <ul style="list-style-type: none"> Location of clinic(s) affiliated with the program, and the nature of the affiliations Floor plan showing in-house clinic, if one exists |
| 6.2 | Clinic(s) are monitored by the program to ensure the clinic(s) meet the program's requirements for student learning and there is appropriate licensure and insurance coverage. | <ul style="list-style-type: none"> Memorandum of Understanding or similar document showing agreements with external clinics |
| 6.3 | A minimum of 50 percent of supervised student clinic hours take place at the clinic that is owned and operated by the education program. | |
| 6.4 | The clinic supervisory ratio does not exceed 7:1 for supervised practice. | <ul style="list-style-type: none"> Clinic logs showing records of students, supervisors, and clinic patients Class lists Rationale for the ratio used |
| 6.5 | Clinic instruction includes practice, observation, diagnosis, and evaluation. | |
| 6.6 | Clinic supervisors are informed about and familiar with student progress in their programs (e.g., courses completed) and students' stages of learning. | |
| 6.7 | Safety requirements in clinics meet applicable statutory and regulatory requirements. | <ul style="list-style-type: none"> Clinic safety manual provided to students Examples of signs (handwashing, cleaning) posted in the clinic or practical/lab areas |
| 6.8 | Clinic records, including financial, patient logs, and equipment maintenance, meet applicable statutory and regulatory requirements. | <ul style="list-style-type: none"> Policy on clinic records Templates of clinic records |
| 6.9 | Records for clinic patients who are treated by students meet applicable statutory and regulatory requirements. | <ul style="list-style-type: none"> Templates of patient records, including treatment records and incident reports |
| 6.10 | Clinic faculty, students, and patients are protected in policy and practice from discrimination and physical and verbal harassment including sexual harassment; bullying; violence; and other inappropriate behaviour. | <ul style="list-style-type: none"> Policy on discrimination and harassment, bullying, violence, and other inappropriate behaviour Policy on cultural sensitivity and anti-racism Procedure to file a complaint Examples of incidents and how they were handled |



Standard 7: Student Assessment

To ensure student assessment methods are fair and transparent, support ongoing improvement in student learning, and are applied equitably.

| Number | Criterion | Potential Evidence |
|--------|---|---|
| 7.1 | Students' academic and clinical skills are assessed and documented regularly by faculty and clinic supervisors based on CARB-TCMPA entry-level occupational competencies. | <ul style="list-style-type: none"> • Program assessment strategy or checklist • Course syllabi • Examples of assessment tools, rubrics, and clinical and practical/lab evaluations |
| 7.2 | Clinic and practical/lab courses include a practical evaluation based on CARB-TCMPA entry-level occupational competencies. | <ul style="list-style-type: none"> • Examples of practical evaluations for clinical and practical/lab courses |
| 7.3 | The program has a systematic plan for ongoing assessment of student achievement of the CARB-TCMPA entry-level occupational competencies (and any additional competencies added by the program) based on the principles of competency-based education. | <ul style="list-style-type: none"> • Program assessment strategy or checklist • Course syllabi • Examples of assessment tools, rubrics, and clinical and practical/lab evaluations |

**Canadian Alliance of Regulatory Bodies for Traditional Chinese Medicine
Practitioners and Acupuncturists (CARB)**

**Pan-Canadian Standards for
Traditional Chinese Medicine Practitioners and Acupuncturists:**

**Performance Indicators and Assessment Blueprints
for the Entry-Level Occupational Competencies**

**Recommended to the Provincial Regulatory Authorities
October 24 2010
REVISED May 12 2015**

Pan-Canadian Standards for Traditional Chinese Medicine Practitioners and Acupuncturists: Performance Indicators and Assessment Blueprints

Introduction

The Performance Indicators and Assessment Blueprints are based upon Entry-Level Occupational Competencies for the Practice of Traditional Chinese Medicine in Canada, developed in 2009-2010 by the Canadian Alliance of Regulatory Bodies for TCM Practitioners and Acupuncturists (CARB).

The Performance Indicators (PIs) describe actions that regulators will require of registration candidates, in order to demonstrate proficiency in the occupational competencies.

The regulators will rely upon two assessment vehicles:

1. Assessment that takes place within an educational program in TCM and / or Acupuncture
2. Assessment by means of a registration examination developed and administered by the regulators, comprising written (multiple-choice) and clinical case study components

The Assessment Blueprints provide information on the which PIs may be tested in each assessment vehicle.

The following definitions apply to this document.

Definition of an Occupational Competency

An Occupational Competency is:

A job function that can be carried out to a specified level of proficiency

Definition of Entry-Level Proficiency

The following statement defines Entry-Level Proficiency, and applies to all Occupational Competencies:

When presented with routine situations, the entry-level practitioner applies each relevant competency in a manner consistent with generally accepted standards in the profession, without supervision or direction, and within a reasonable timeframe. The practitioner selects and applies competencies in an informed manner. The practitioner anticipates what outcomes to expect in a given situation, and responds appropriately.

The entry-level practitioner recognizes unusual, difficult to resolve and complex situations which may be beyond his / her capacity. The practitioner takes appropriate and ethical steps to address these situations, which may include seeking consultation or supervision, reviewing research literature, or referring the patient.

Pan-Canadian Standards for Traditional Chinese Medicine Practitioners and Acupuncturists: Performance Indicators and Assessment Blueprints

Introduction

Definition of a Performance Indicator

A Performance Indicator is:

An externally-observable task that may be undertaken by an individual within an assessment vehicle, successful completion of which provides an indication of the individual's capacity to perform an occupational competency.*

** assessment vehicles utilized by the regulators are (1) assessment within an educational program, and (2) assessment within a registration examination.*

Performance Indicators for each Occupational Competency are listed in the Performance Indicator Grid that follows.

Complexity of Performance Indicators

Occupational competencies and performance indicators may differ in complexity. Distinguishing complexity levels assists in learning

| Domain | Complexity | Descriptor |
|---|------------|--|
| Cognitive (knowledge and thinking skills) | | |
| | Level 1 | Performance involves remembering information |
| | Level 2 | Performance involves comprehending & applying information |
| | Level 3 | Performance involves analyzing and interpreting information |
| | Level 4 | Performance involves synthesizing (creating new) information |
| Psychomotor (hands-on activities) | | |
| | Level 1 | Performance involves carrying out simple patterns and tasks |
| | Level 2 | Performance involves carrying out complex patterns and tasks & making minor adjustments based upon outcome |
| | Level 3 | Performance involves adapting tasks to new situations |
| | Level 4 | Performance involves developing new tasks |
| Affective (beliefs and values that affect cognitive and psychomotor actions) | | |
| | Level 1 | Performance involves recognizing, and responding within, a required system of beliefs and values |
| | Level 2 | Performance involves choosing (preferring) to function within a particular system of beliefs and values |
| | Level 3 | Performance involves internalizing a system of beliefs and values and instinctively functioning within it |

At entry-level, functioning at Cognitive Level 4, Psychomotor Level 4 and Affective Level 3 is not an expectation.

Assessment Blueprint for the Registration Examination

Some PIs will be assessed in the registration examination, which consists of written and clinical case study components.

The written component is in multiple-choice format, and lends itself to the assessment of cognitive and (to some extent) affective PIs.

The clinical case study (CCS) component consists of 6-8 case studies with open-ended responses.

The PIs that are assessed through the registration examination are indicated with a check mark in columns I and J of the PI Grid. In the case of the CCS examinations, the candidate is asked to "describe how to perform" a particular Performance Indicator

Assessment Blueprint for Educational Programs

Evaluation of students within educational programs lends itself to the assessment of cognitive, psychomotor and affective PIs.

Educational programs in TCM and Acupuncture are expected to include:

- Academic education 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 PIs. Assessment of academic education must take place through written and / or oral examinations designed to determine proficiency based upon the criterion in the table below.
- Practical 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 PIs. Assessment of practical education must take place through practical examinations designed to determine proficiency based upon the criterion in the table below.
- Clinical education, in which 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. Assessment of relevant PIs must take place in a manner designed to determine proficiency based upon the criterion in the table below.

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Introduction

| Assessment Environment | Criterion for Success |
|-------------------------------|--|
| Academic, A | Performance consistent with the definition of Entry-Level Proficiency in an academic assessment environment (such as a written or oral examination) |
| Simulated, S | Repeated and reliable performance consistent with the definition of Entry-Level Proficiency in a simulated environment (such as utilizing a mannequin, model or simulated patient) |
| Clinical, C | Repeated and reliable performance consistent with the definition of Entry-Level Proficiency in a clinical environment with a variety of patients |

Performance Indicators must be evaluated by educational programs in the Assessment Environment(s) identified in columns K, L and M of the PI Grid. Programs may be called upon to demonstrate to regulators that prior to graduation they assess student performance of PIs in this manner.

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| 3 | Core | | | | | | | | | | | | |
| 4 | | 1.1 | | | | | | | | | | | |
| 5 | | a | Utilize professional communication. Speak effectively, using appropriate terminology. | | | | | | | | | | |
| 6 | | | | 1 | Speak clearly and concisely using biomedical terminology. | 2 | 1 | | | | x | | |
| 7 | | | | 2 | Speak clearly and concisely using TCM terminology. | 2 | 1 | | | | x | | |
| 8 | | | | 3 | Convey TCM concepts using plain language. | 3 | | | | ✓ | x | | x |
| 9 | | | | 4 | Utilize appropriate body language when speaking. | 1 | 1 | 1 | | | | x | x |
| 10 | | b | Write effectively, using appropriate terminology. | | | | | | | | | | |
| 11 | | | | 1 | Write clearly and concisely using plain language. | 2 | 1 | | | ✓ | x | | x |
| 12 | | | | 2 | Write clearly and concisely using biomedical terminology. | 2 | 1 | | | ✓ | x | | x |
| 13 | | | | 3 | Write clearly and concisely using TCM terminology. | 2 | 1 | | | ✓ | x | | x |
| 14 | | | | 4 | Use common medical abbreviations in written communications and medical records. | 1 | 1 | | | ✓ | x | | x |
| 15 | | | | 5 | Write legibly. | 1 | 1 | | | ✓ | x | | x |
| 16 | | c | Comprehend written information. | | | | | | | | | | |

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| 3 | Core | | | | | | | | | | | | |
| 17 | | | | 1 | Comprehend information written in plain language. | 2 | | | ✓ | ✓ | x | | |
| 18 | | | | 2 | Comprehend information written using medical terminology. | 2 | | | ✓ | ✓ | x | | |
| 19 | | | | 3 | Comprehend information written using TCM terminology. | 2 | | | ✓ | ✓ | x | | |
| 20 | | d | Comprehend information presented orally. | | | | | | | | | | |
| 21 | | | | 1 | Comprehend oral communication in plain language. | 2 | | | | | | x | x |
| 22 | | | | 2 | Comprehend oral communication using biomedical terminology. | 2 | | | | | | x | |
| 23 | | | | 3 | Comprehend oral communication using TCM terminology. | 2 | | | | | | x | |
| 24 | | e | Ensure effectiveness of communication. | | | | | | | | | | |
| 25 | | | | 1 | Assess recipient's capacity to comprehend and communicate. | 3 | | | | ✓ | | | x |
| 26 | | | | 2 | Describe commonly-encountered communication problems in TCM practice. | 2 | | | | ✓ | x | | |
| 27 | | | | 3 | Adopt communication approach that is meaningful to recipient. | 2 | | | | | | x | x |
| 28 | | | | 4 | Confirm recipient understands communication. | 1 | | | | | | x | x |
| 29 | | | | 5 | Demonstrate active listening. | 1 | 1 | 1 | | | | x | x |

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| 3 | Core | | | | | | | | | | | | |
| 30 | | f | Communicate with professional integrity. | | | | | | | | | | |
| 31 | | | | 1 | Describe the relevance of information to topic at hand. | 2 | | 1 | | ✓ | x | | |
| 32 | | | | 2 | Convey information completely and accurately. | 1 | | 1 | | ✓ | | | x |
| 33 | | | | 3 | Convey information in an objective manner. | 2 | | | | ✓ | | x | x |
| 34 | | | | 4 | Distinguish fact from opinion. | 2 | | | | ✓ | | | x |
| 35 | | | | 5 | Distinguish between professional and personal opinions. | 2 | | | | ✓ | x | x | x |
| 36 | | | | 6 | Adopt a non-judgmental stance. | 2 | | 1 | | ✓ | | x | x |
| 37 | | g | Respond to non-verbal communication. | | | | | | | | | | |
| 38 | | | | 1 | Describe commonly-encountered body language. | 1 | | | | ✓ | x | | |
| 39 | | | | 2 | Respond appropriately to recipient's body language. | 1 | 1 | 1 | | ✓ | | x | x |
| 40 | | h | Respond to sources of interpersonal conflict. | | | | | | | | | | |
| 41 | | | | 1 | Describe factors that may create interpersonal conflict. | 2 | | | | ✓ | x | | |
| 42 | | | | 2 | Explain the possible outcomes of failing to address interpersonal conflict. | 2 | | | | ✓ | x | | |
| 43 | | | | 3 | Describe strategies that may help resolve interpersonal conflict. | 2 | | | | ✓ | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 44 | | 1.2 | Develop and maintain effective inter-professional relationships. | | | | | | | | | | |
| 45 | | e | Work cooperatively in an interdisciplinary health care setting. | | | | | | | | | | |
| 46 | | | | 1 | Describe the structure of health care in Canada. | 1 | | | ✓ | ✓ | x | | |
| 47 | | | | 2 | Describe the role of TCM in an inter-professional health care setting. | 2 | | | ✓ | ✓ | x | | |
| 48 | | | | 3 | Describe the role of TCM practice within the provincial health care system. | 2 | | | ✓ | ✓ | x | | |
| 49 | | | | 4 | Identify the functions of other service providers commonly encountered in the practice setting. | 1 | | | ✓ | ✓ | x | | |
| 50 | | | | 5 | Describe situations in which inter-professional collaboration would be of benefit to the patient. | 2 | | | ✓ | ✓ | x | | |
| 51 | | b | Develop productive working relationships. | | | | | | | | | | |
| 52 | | | | 1 | Respect colleagues and other service providers. | | | 2 | | | x | x | x |
| 53 | | | | 2 | Contribute TCM information to the patient care team. | 3 | | | | | | x | |
| 54 | | | | 3 | Identify professional differences that may lead to conflict. | 2 | | 2 | | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 55 | | | | 4 | Participate as an active team member. | 2 | | 2 | | | | x | |
| 56 | | 1.3 | Develop and maintain effective relationships with patients. | | | | | | | | | | |
| 57 | | a | Show respect toward patients as individuals. | | | | | | | | | | |
| 58 | | | | 1 | Explain the importance of respecting diverse cultures and lifestyle choices in TCM practice. | 2 | | | | ✓ | x | | |
| 59 | | | | 2 | Demonstrate positive regard toward patient. | | | 2 | | ✓ | | | x |
| 60 | | | | 3 | Describe commonly-encountered challenges to establishing an effective therapeutic relationship in TCM practice. | 3 | | | | ✓ | x | | |
| 61 | | | | 4 | Describe strategies to enhance the therapeutic relationship in TCM practice. | 3 | | | | ✓ | x | | |
| 62 | | b | Exhibit compassion toward patients. | | | | | | | | | | |
| 63 | | | | 1 | Demonstrate supportive and caring interaction with patients. | | | 2 | | | | | x |
| 64 | | | | 2 | Demonstrate concern for patient's well-being. | | | 2 | | | | | x |
| 65 | | c | Maintain practitioner / patient boundaries. | | | | | | | | | | |
| 66 | | | | 1 | Describe the concepts of transference and countertransference. | 2 | | | ✓ | ✓ | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 67 | | | | 2 | Describe an appropriate response to situations of transference. | 2 | | | ✓ | ✓ | x | | |
| 68 | | | | 3 | Describe an appropriate response to situations of countertransference. | 2 | | | ✓ | ✓ | x | | |
| 69 | | | | 4 | Demonstrate empathy with professional detachment. | | | 2 | | | | | x |
| 70 | | | | 5 | Explain the implications of the power differential in the patient - practitioner relationship. | 2 | | | ✓ | ✓ | x | | |
| 71 | | d | Facilitate honest, reciprocal communication. | | | | | | | | | | |
| 72 | | | | 1 | Explain the importance of disclosing complete information concerning patient's state of health and treatment. | 2 | | | | ✓ | x | | |
| 73 | | | | 2 | Fully disclose information to patient. | 1 | 1 | 2 | | ✓ | | | x |
| 74 | | | | 3 | Probe for patient's opinions relative to treatment. | 2 | 1 | 2 | | ✓ | | | x |
| 75 | | | | 4 | Respond to patient questions. | 2 | 1 | 2 | | ✓ | | | x |
| 76 | | e | Encourage patient to take responsibility for his / her health. | | | | | | | | | | |
| 77 | | | | 1 | Demonstrate participation in decision-making with the patient. | 2 | | 2 | | ✓ | | | x |

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| 3 | Core | | | | | | | | | | | | |
| 78 | | | | 2 | Advise patient on importance of self-care and health maintenance. | 1 | 1 | | | ✓ | | x | x |
| 79 | | | | 3 | Provide patient with options for continuity of care. | 1 | | | | ✓ | | x | x |
| 80 | | | | 4 | Respect patient's right to access the health care of their choice. | 1 | | 2 | | ✓ | | | x |
| 81 | | 2.1 | Comply with legal requirements. | | | | | | | | | | |
| 82 | | a | Apply to practice current, relevant federal and provincial / territorial legislation. | | | | | | | | | | |
| 83 | | | | 1 | Identify relevant federal legislation and related requirements. | 2 | | | ✓ | ✓ | x | | |
| 84 | | | | 2 | Identify relevant provincial / territorial legislation and related requirements. | 2 | | | ✓ | ✓ | x | | |
| 85 | | | | 3 | Comply with relevant federal legislation and related requirements. | 2 | 1 | | | | | | x |
| 86 | | | | 4 | Comply with relevant provincial / territorial legislation and related requirements. | 2 | 1 | | | | | | x |
| 87 | | b | Apply to practice current requirements of regulatory body. | | | | | | | | | | |
| 88 | | | | 1 | Identify requirements of regulatory body. | 2 | | | ✓ | ✓ | x | | |
| 89 | | | | 2 | Comply with requirements of regulatory body. | 2 | 1 | | | | | | x |

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| 3 | Core | | | | | | | | | | | | |
| 90 | | c | Apply to practice current, relevant requirements of municipal and other local authorities. | | | | | | | | | | |
| 91 | | | | 1 | Identify local regulations relevant to operating a practice. | 2 | | | | ✓ | x | | |
| 92 | | | | 2 | Comply with local regulations relevant to operating a practice. | 2 | 1 | | | | | | x |
| 93 | | 2.2 | Practice in a manner that accords patient dignity and reflects patient rights. | | | | | | | | | | |
| 94 | | a | Ensure that patient is aware of treatment plan, its benefits and risks. | | | | | | | | | | |
| 95 | | | | 1 | Explain the role of acupuncture in patient's overall health care. | 2 | | | | ✓ | | | x |
| 96 | | | | 2 | Explain the role of TCM herbal treatment in patient's overall health care. | 2 | | | | ✓ | | | x |
| 97 | | | | 3 | Discuss treatment options with patient. | 2 | 1 | 2 | | ✓ | | x | x |
| 98 | | | | 4 | Explain treatment procedures. | 1 | 1 | | | ✓ | | x | x |
| 99 | | | | 5 | Discuss anticipated outcomes of treatment. | 2 | 1 | | | ✓ | | x | x |
| 100 | | | | 6 | Discuss risks inherent in treatment. | 2 | 1 | | | ✓ | | x | x |
| 101 | | b | Ensure ongoing, informed consent. | | | | | | | | | | |
| 102 | | | | 1 | Explain the importance of ongoing, informed consent. | 2 | | | ✓ | ✓ | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 103 | | | | 2 | Obtain consent to commence treatment. | 1 | | 1 | | | | x | x |
| 104 | | | | 3 | Discuss treatment outcomes and progress with patient on a regular basis. | 3 | | 2 | | | | x | x |
| 105 | | | | 4 | Assess patient's level of satisfaction with treatment. | 3 | | 2 | | | | x | x |
| 106 | | | | 5 | Maintain ongoing consent to treatment. | 1 | | 1 | | | | x | x |
| 107 | | c | Respect patient rights to privacy and confidentiality. | | | | | | | | | | |
| 108 | | | | 1 | Explain the importance of maintaining patient privacy and confidentiality. | 2 | | | ✓ | ✓ | x | | |
| 109 | | | | 2 | Maintain confidentiality with regard to patient information. | 1 | | | | ✓ | | | x |
| 110 | | | | 3 | Maintain privacy during professional interactions with patient. | 1 | 1 | | | ✓ | | | x |
| 111 | | | | 4 | Demonstrate appropriate draping during assessment and treatment. | | 2 | | | | | x | x |
| 112 | | | | 5 | Comply with patient wishes regarding privacy and confidentiality. | 2 | | 1 | | ✓ | | | x |
| 113 | | | | 6 | Involve patient support person / guardian / advocate, when indicated. | 1 | | 2 | | ✓ | | | x |
| 114 | | d | Terminate course of treatment when appropriate. | | | | | | | | | | |

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| 3 | Core | | | | | | | | | | | | |
| 115 | | | | 1 | Describe situations and conditions that indicate termination of treatment. | 2 | | | | ✓ | x | | |
| 116 | | | | 2 | Describe the importance of continuity of patient care. | 2 | | | | ✓ | x | | |
| 117 | | | | 3 | Describe procedures required for termination of therapeutic relationship. | 2 | | | ✓ | ✓ | x | | |
| 118 | | 2.3 | Maintain practitioner self-care. | | | | | | | | | | |
| 119 | | a | Maintain personal health and wellness in the context of professional practice. | | | | | | | | | | |
| 120 | | | | 1 | Identify the physical, mental and emotional signs of stress. | 2 | | | | ✓ | x | | |
| 121 | | | | 2 | Describe strategies to reduce stress. | 2 | | | | ✓ | x | | |
| 122 | | | | 3 | Maintain physical, mental and emotional health consistent with provision of effective patient care. | 1 | 1 | 2 | | | | x | x |
| 123 | | b | Exhibit professional deportment. | | | | | | | | | | |
| 124 | | | | 1 | Describe the importance of appropriate professional deportment. | 1 | | | | ✓ | x | | |
| 125 | | | | 2 | Maintain personal hygiene. | | 1 | | | | | x | x |
| 126 | | | | 3 | Maintain personal grooming appropriate to practice setting. | | 1 | 1 | | | | x | x |
| 127 | | | | 4 | Dress in a professional manner appropriate to practice setting. | | 1 | 1 | | | | x | x |

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| 3 | Core | | | | | | | | | | | | |
| 128 | | 2.4 | Practice with professional integrity. | | | | | | | | | | |
| 129 | | a | Practice within limits of expertise. | | | | | | | | | | |
| 130 | | | | 1 | Identify limits of practitioner's personal expertise. | 2 | | | ✓ | ✓ | x | | |
| 131 | | | | 2 | Demonstrate practice within limits of practitioner's personal expertise. | 2 | | 2 | | | | x | x |
| 132 | | b | Modify practice to enhance effectiveness. | | | | | | | | | | |
| 133 | | | | 1 | Demonstrate critical self-reflection of performance. | 1 | | 2 | | ✓ | x | x | x |
| 134 | | | | 2 | Develop and implement plan to enhance effectiveness of personal practice of TCM. | 2 | | | | ✓ | x | | |
| 135 | | c | Exhibit professional behaviour. | | | | | | | | | | |
| 136 | | | | 1 | Maintain honesty in all professional activities. | | | 2 | | ✓ | x | x | x |
| 137 | | | | 2 | Describe ethical dilemmas that are commonly encountered in TCM practice. | 2 | | 1 | ✓ | ✓ | x | | |
| 138 | | | | 3 | Identify situations involving conflict of interest. | 2 | | 1 | ✓ | ✓ | x | | |
| 139 | | | | 4 | Take responsibility for decisions and actions. | 1 | | 2 | | ✓ | | x | x |
| 140 | | d | Remain current with developments in acupuncture practice. | | | | | | | | | | |

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| 3 | Core | | | | | | | | | | | | |
| 141 | | | | 1 | Identify sources that provide information on developments in the practice of acupuncture. | 1 | | | | ✓ | x | | |
| 142 | | | | 2 | Search for information using current technology. | 1 | | | | | x | | |
| 143 | | | | 3 | Assess validity and reliability of published information. | 3 | | | | | x | | |
| 144 | | | | 4 | Assess relevance of new information to acupuncture practice. | 3 | | | | | x | | |
| 145 | | e | Remain current with developments in TCM herbology practice. | | | | | | | | | | |
| 146 | | | | 1 | Identify sources that provide information on developments in the practice of TCM herbology. | 1 | | | | ✓ | x | | |
| 147 | | | | 2 | Search for information using current technology. | 1 | | | | | x | | |
| 148 | | | | 3 | Assess validity and reliability of published information. | 3 | | | | | x | | |
| 149 | | | | 4 | Assess relevance of new information to TCM herbology practice. | 3 | | | | | x | | |
| 150 | | 3.1 | Maintain patient records. | | | | | | | | | | |
| 151 | | a | Ensure complete and accurate records. | | | | | | | | | | |

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| 3 | Core | | | | | | | | | | | | |
| 152 | | | | 1 | Document patient information in a timely manner. | 1 | 1 | | | | | x | x |
| 153 | | | | 2 | Demonstrate comprehensive documentation of history, assessment and treatment information. | 1 | 1 | | | | | x | x |
| 154 | | | | 3 | Document patient-specific financial information. | 1 | 1 | | | | | | x |
| 155 | | | | 4 | Demonstrate consistency in record keeping. | 1 | 1 | | | | | x | x |
| 156 | | | | 5 | Ensure that records are legible. | | 1 | | | | | x | x |
| 157 | | b | Ensure security and integrity of records. | | | | | | | | | | |
| 158 | | | | 1 | Describe procedures to maintain physical security of records. | 2 | | | ✓ | ✓ | x | | |
| 159 | | | | 2 | Describe procedures to ensure privacy and confidentiality of records. | 2 | | | ✓ | ✓ | x | | |
| 160 | | | | 3 | Describe procedures for appropriate patient access to records. | 2 | | | ✓ | ✓ | x | | |
| 161 | | | | 4 | Identify requirements for preservation and disposal of records. | 1 | | | ✓ | ✓ | x | | |
| 162 | | 3.2 | Utilize effective business strategies. | | | | | | | | | | |
| 163 | | a | Ensure sound financial management. | | | | | | | | | | |
| 164 | | | | 1 | Develop a sustainable business plan. | 3 | | | | | x | | |

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| | A | B | C | D | E | F | G | H | I | J | K | L | M |
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| 3 | Core | | | | | | | | | | | | |
| 165 | | | | 2 | Explain the importance of complete and accurate business record keeping. | 2 | | | | | x | | |
| 166 | | | | 3 | Describe required statutory filings. | 1 | | | | | x | | |
| 167 | | | | 4 | Describe requirements for preservation of business records. | 1 | | | | | x | | |
| 168 | | | | 5 | Describe approaches to monitor business performance. | 2 | | | | | x | | |
| 169 | | | | 6 | Explain the importance of professional liability and malpractice insurance. | 1 | | | | | x | | |
| 170 | | b | Employ ethical business practices. | | | | | | | | | | |
| 171 | | | | 1 | Communicate fee and payment policies to patient in advance. | 1 | | 1 | | ✓ | | | x |
| 172 | | | | 2 | Describe ethical billing practices. | 2 | | 1 | ✓ | ✓ | x | | |
| 173 | | | | 3 | Describe ethical advertising practices. | 2 | | 1 | ✓ | ✓ | x | | |
| 174 | | c | Establish office procedures and supervise staff accordingly. | | | | | | | | | | |
| 175 | | | | 1 | Identify activities that require standardized procedures. | 2 | | | | | x | | |
| 176 | | | | 2 | Develop clear procedural directions. | 2 | 1 | | | | x | | |
| 177 | | | | 3 | Demonstrate basic principles of good supervision. | 2 | | 2 | | | | x | |
| 178 | | | | 4 | Describe requirements for mandatory working conditions for staff. | 1 | | | | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 179 | | 4.1 | Apply fundamental knowledge of the following Traditional Chinese Medicine principles in diagnosis and treatment. | | | | | | | | | | |
| 180 | | a | yin yang | | | | | | | | | | |
| 181 | | | | 1 | Describe the yin yang theory in general. | 2 | | 1 | ✓ | | x | | |
| 182 | | | | 2 | Describe the yin yang theory in relation to TCM. | 2 | | 1 | ✓ | | x | | |
| 183 | | b | wu xing (five elements) | | | | | | | | | | |
| 184 | | | | 1 | Describe the <i>wu xing</i> (five elements) theory in general. | 2 | | 1 | ✓ | | x | | |
| 185 | | | | 2 | Describe the <i>wu xing</i> (five elements) theory in relation to TCM. | 2 | | 1 | ✓ | | x | | |
| 186 | | c | zang xiang (organ theories) | | | | | | | | | | |
| 187 | | | | 1 | Describe the general features, physiological functions and pathological changes of the <i>zang-fu</i> organs. | 2 | | 1 | ✓ | | x | | |
| 188 | | | | 2 | Describe the interrelationships between <i>zang-fu</i> organs, both in physiology and pathology. | 2 | | 1 | ✓ | | x | | |
| 189 | | d | jing luo & shu xue (channels, collaterals, and acupuncture points) | | | | | | | | | | |

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| 190 | | | | 1 | Describe the components of the <i>jing luo</i> (channels, collaterals, acupuncture points) system, including its distribution and interconnections. | 2 | | 1 | ✓ | | x | | |
| 191 | | | | 2 | Describe the functions of the <i>jing luo</i> (channels, collaterals, acupuncture points) system in physiology and pathology. | 2 | | 1 | ✓ | | x | | |
| 192 | | | | 3 | Describe the general features and functions of acupuncture points. | 2 | | 1 | ✓ | | x | | |
| 193 | | | | 4 | Describe the symptoms and signs associated with disorders of the <i>jing luo</i> (channels, collaterals, acupuncture points) system. | 2 | | 1 | ✓ | | x | | |
| 194 | | e | <i>qi, xue, jin ye, jing, & shen</i> (qi, blood, body fluid, essence, spirit) | | | | | | | | | | |
| 195 | | | | 1 | Define the TCM concepts of <i>qi, xue, jin ye, jing, & shen</i> (qi, blood, body fluid, essence, spirit). | 2 | | 1 | ✓ | | x | | |
| 196 | | | | 2 | Describe the functions of <i>qi, xue, jin ye, jing, & shen</i> (qi, blood, body fluid, essence, spirit). | 2 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 197 | | | | 3 | Describe the pathologies of <i>qi</i> , <i>xue</i> , <i>jin ye</i> , <i>jing</i> , & <i>shen</i> (<i>qi</i> , blood, body fluid, essence, spirit) . | 2 | | 1 | ✓ | | x | | |
| 198 | | f | <i>ti zhi</i> (constitution) | | | | | | | | | | |
| 199 | | | | 1 | Describe the TCM concept of <i>ti zhi</i> (constitution). | 2 | | 1 | ✓ | | x | | |
| 200 | | | | 2 | Identify the TCM pathologies associated with the various types of <i>ti zhi</i> (constitution) . | 1 | | 1 | ✓ | | x | | |
| 201 | | g | <i>bing yin</i> (etiology) | | | | | | | | | | |
| 202 | | | | 1 | Describe the TCM model of <i>bing yin</i> (etiology). | 2 | | 1 | ✓ | | x | | |
| 203 | | | | 2 | Define and categorize the <i>bing yin</i> (etiology) . | 2 | | 1 | ✓ | | x | | |
| 204 | | h | <i>bing ji</i> (pathogenesis) | | | | | | | | | | |
| 205 | | | | 1 | Describe the TCM concept of <i>bing ji</i> (pathogenesis). | 2 | | 1 | ✓ | | x | | |
| 206 | | i | <i>yu fang</i> (prevention) | | | | | | | | | | |
| 207 | | | | 1 | Describe the TCM concept of <i>yu fang</i> (prevention). | 2 | | 1 | ✓ | | x | | |
| 208 | | j | <i>zhi ze</i> (principles of treatment) | | | | | | | | | | |

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| 209 | | | | 1 | Identify the <i>zhi ze</i> (principles of treatment) corresponding to each <i>bing ji</i> (pathogenesis). | 1 | | 1 | ✓ | | x | | |
| 210 | | k | <i>yang sheng</i> (health preservation) | | | | | | | | | | |
| 211 | | | | 1 | Describe the TCM concept of <i>yang sheng</i> (health preservation). | 2 | | 1 | ✓ | | x | | |
| 212 | | | | 2 | Explain the principles and methods of <i>yang sheng</i> (health preservation). | 2 | | 1 | ✓ | | x | | |
| 213 | | 4.2 | Apply fundamentals of acupuncture in diagnosis and treatment. | | | | | | | | | | |
| 214 | | a | Characterize the following points. | | | | | | | | | | |
| 215 | | | <i>jing xue</i> (points of the 14 channels) | | | | | | | | | | |
| 216 | | | | 1 | Identify the points in the <i>jing xue</i> (points of the 14 channels) grouping referring to World Health organization standard nomenclature, as listed in Appendix 1. | 1 | | | ✓ | | x | | |
| 217 | | | | 2 | Locate the <i>jing xue</i> (points of the 14 channels) using the <i>gu du</i> (proportional measurement) method. | 1 | 1 | | | ✓ | | x | |
| 218 | | | | 3 | Describe the required needling depth and angle for the <i>jing xue</i> . | 2 | | | ✓ | ✓ | x | | |
| 219 | | | | 4 | Describe the functions of the <i>jing xue</i> (points of the 14 channels). | 2 | | 1 | ✓ | | x | | |

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| 220 | | | | | | | | | | | | | |
| | | | <i>jing wai qi xue</i> (extra points) | | | | | | | | | | |
| 221 | | | | 1 | Identify the common points in the <i>jing wai qi xue</i> (extra points) grouping, as listed in Appendix 2. | 1 | | | ✓ | | x | | |
| 222 | | | | 2 | Locate the common <i>jing wai qi xue</i> (extra points) . | 1 | 1 | | | ✓ | | x | |
| 223 | | | | 3 | Describe the required needling depth and angle for the <i>jing wai qi xue</i> (extra points) . | 2 | | | ✓ | ✓ | x | | |
| 224 | | | | 4 | Describe the functions of the <i>jing wai qi xue</i> (extra points) . | 2 | | 1 | ✓ | | x | | |
| 225 | | b | Apply knowledge of the following special groupings of points, in treatment planning: | | | | | | | | | | |
| 226 | | | <i>wu shu xue</i> (five transporting points) | | | | | | | | | | |
| 227 | | | | 1 | Identify <i>wu shu xue</i> (five transporting) points. | 1 | | | ✓ | | x | | |
| 228 | | | | 2 | Describe the theoretical basis for <i>wu shu xue</i> (five transporting) points. | 2 | | 1 | ✓ | | x | | |
| 229 | | | | 3 | Describe the therapeutic significance of the <i>wu shu xue</i> (five transporting) points. | 2 | | 1 | ✓ | | x | | |
| 230 | | | <i>yuan xue</i> (source points) | | | | | | | | | | |
| 231 | | | | 1 | Identify the points in the <i>yuan xue</i> (source points) grouping. | 1 | | | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 232 | | | | 2 | Describe the theoretical basis for the <i>yuan xue</i> . | 2 | | 1 | ✓ | | x | | |
| 233 | | | | 3 | Describe the therapeutic significance of the <i>yuan xue</i> . | 2 | | 1 | ✓ | | x | | |
| 234 | | | <i>luo xue</i> (connecting points) | | | | | | | | | | |
| 235 | | | | 1 | Identify <i>luo xue</i> (connecting) points. | 1 | | | ✓ | | x | | |
| 236 | | | | 2 | Describe the theoretical basis for <i>luo xue</i> (connecting) points. | 2 | | 1 | ✓ | | x | | |
| 237 | | | | 3 | Describe the therapeutic significance of the <i>luo xue</i> (connecting) points. | 2 | | 1 | ✓ | | x | | |
| 238 | | | <i>xi xue</i> (cleft points) | | | | | | | | | | |
| 239 | | | | 1 | Describe <i>xi xue</i> (cleft) points. | 1 | | | ✓ | | x | | |
| 240 | | | | 2 | Describe the theoretical basis for <i>xi xue</i> (cleft) points. | 2 | | 1 | ✓ | | x | | |
| 241 | | | | 3 | Describe the therapeutic significance of the <i>xi xue</i> (cleft) points. | 2 | | 1 | ✓ | | x | | |
| 242 | | | <i>bei shu xue</i> (transport points) | | | | | | | | | | |
| 243 | | | | 1 | Describe <i>bei shu xue</i> (back transport) points. | 1 | | | ✓ | | x | | |
| 244 | | | | 2 | Describe the theoretical basis for <i>bei shu xue</i> (back transport) points. | 2 | | 1 | ✓ | | x | | |
| 245 | | | | 3 | Describe the therapeutic significance of the <i>bei shu xue</i> (back transport) points. | 2 | | 1 | ✓ | | x | | |

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| 246 | | | | | | | | | | | | | |
| | | | <i>mu xue</i> (front / mu points) | | | | | | | | | | |
| 247 | | | | 1 | Describe <i>mu xue</i> (front) points. | 1 | | | ✓ | | x | | |
| 248 | | | | 2 | Describe the theoretical basis for <i>mu xue</i> (front) points. | 2 | | 1 | ✓ | | x | | |
| 249 | | | | 3 | Describe the therapeutic significance of the <i>mu xue</i> (front) points. | 2 | | 1 | ✓ | | x | | |
| 250 | | | <i>xia he xue</i> (lower sea points) | | | | | | | | | | |
| 251 | | | | 1 | Describe <i>xia he xue</i> (lower sea) points. | 1 | | | ✓ | | x | | |
| 252 | | | | 2 | Describe the theoretical basis for <i>xia he xue</i> (lower sea) points. | 2 | | 1 | ✓ | | x | | |
| 253 | | | | 3 | Describe the therapeutic significance of the <i>xia he xue</i> (lower sea) points. | 2 | | 1 | ✓ | | x | | |
| 254 | | | <i>ba mai jiao hui xue</i> (eight confluent points) | | | | | | | | | | |
| 255 | | | | 1 | Describe the <i>ba mai jiao hui xue</i> (eight confluent) points. | 1 | | | ✓ | | x | | |
| 256 | | | | 2 | Describe the theoretical basis for <i>ba mai jiao hui xue</i> (eight confluent) points. | 2 | | 1 | ✓ | | x | | |
| 257 | | | | 3 | Describe the therapeutic significance of the <i>ba mai jiao hui xue</i> (eight confluent) points. | 2 | | 1 | ✓ | | x | | |
| 258 | | | <i>ba hui xue</i> (eight (influential) points) | | | | | | | | | | |
| 259 | | | | 1 | Describe the <i>ba hui xue</i> (eight meeting (influential)) points. | 1 | | | ✓ | | x | | |

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| 260 | | | | 2 | Describe the theoretical basis for ba hui xue (eight meeting (influential)) points. | 2 | | 1 | ✓ | | x | | |
| 261 | | | | 3 | Describe the therapeutic significance of the ba hui xue (eight meeting (influential)) points. | 2 | | 1 | ✓ | | x | | |
| 262 | | | <i>zi mu xue</i> (mother / child points) | | | | | | | | | | |
| 263 | | | | 1 | Describe the <i>zi mu xue</i> (mother / child) points. | 1 | | | ✓ | | x | | |
| 264 | | | | 2 | Describe the theoretical basis for zi mu xue (mother / child) points. | 2 | | 1 | ✓ | | x | | |
| 265 | | | | 3 | Describe the therapeutic significance of the zi mu xue (mother / child) points. | 2 | | 1 | ✓ | | x | | |
| 266 | | | <i>jiao hui xue</i> (channel crossing points) | | | | | | | | | | |
| 267 | | | | 1 | Describe the <i>jiao hui xue</i> (channel crossing) points. | 1 | | | ✓ | | x | | |
| 268 | | | | 2 | Describe the theoretical basis for jiao hui xue (channel crossing) points. | 2 | | 1 | ✓ | | x | | |
| 269 | | | | 3 | Describe the therapeutic significance of the jiao hui xue (channel crossing) points. | 2 | | 1 | ✓ | | x | | |
| 270 | | | <i>a shi xue</i> (ah shi points) | | | | | | | | | | |
| 271 | | | | 1 | Describe the theoretical basis for the <i>a shi xue</i> (ah shi) points. | 2 | | 1 | ✓ | | x | | |

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| 272 | | | | 2 | Describe the therapeutic significance of the <i>a shi xue (ah shi) points</i> . | 2 | | 1 | ✓ | | x | | |
| 273 | | | ear and scalp acupuncture | | | | | | | | | | |
| 274 | | | | 1 | Describe the theoretical basis for ear acupuncture. | 2 | | 1 | ✓ | | x | | |
| 275 | | | | 2 | Identify auricular acupuncture points. | 1 | | | ✓ | ✓ | x | | |
| 276 | | | | 3 | Locate auricular acupuncture points. | 1 | 1 | | | ✓ | | x | |
| 277 | | | | 4 | Describe the functions of auricular acupuncture points. | 2 | | 1 | ✓ | | x | | |
| 278 | | | | 5 | Describe the theoretical basis for scalp acupuncture. | 2 | | 1 | ✓ | | x | | |
| 279 | | | | 6 | Identify scalp acupuncture zones. | 1 | | | ✓ | | x | | |
| 280 | | | | 7 | Locate scalp acupuncture zones. | 1 | 1 | | | ✓ | | x | |
| 281 | | | | 8 | Describe the functions of scalp acupuncture zones. | 2 | | 1 | ✓ | | x | | |
| 282 | | c | Select points for assessment. | | | | | | | | | | |
| 283 | | | | 1 | Describe acupuncture point assessment techniques, and relate them to <i>jing luo</i> theory. | 2 | | 1 | ✓ | ✓ | x | | |
| 284 | | | | 2 | Describe the diagnostic significance of acupuncture point assessment techniques, and relate them to the <i>jing luo</i> theory. | 2 | | 1 | ✓ | ✓ | x | | |

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| 285 | | | | 3 | Describe acupuncture point assessment techniques, and relate them to patient presentation. | 2 | | 1 | ✓ | ✓ | x | | |
| 286 | | | | 4 | Describe the diagnostic significance of acupuncture point assessment techniques, and relate them to patient presentation. | 2 | | 1 | ✓ | | x | | |
| 287 | | d | Select points or areas for therapy. | | | | | | | | | | |
| 288 | | | | 1 | Devise a point formula for the treatment of syndromes associated with the illnesses listed in Appendix 5. | 3 | | 1 | ✓ | ✓ | x | | |
| 289 | | | | 2 | Describe the relationship between the point formula and the principle(s) of treatment. | 2 | | 1 | ✓ | ✓ | x | | |
| 290 | | | | 3 | Explain how local anatomy affects the selection of points and areas for therapy. | 2 | | | ✓ | ✓ | | | |
| 291 | | | | 4 | Explain how acupuncture point functions and indications affect the selection of points and areas for therapy. | 2 | | 1 | ✓ | ✓ | x | | |
| 292 | | | | 5 | Explain how precautions and contraindications affect the selection of points and areas for therapy. | 2 | | 1 | ✓ | ✓ | x | | |
| 293 | | e | Select stimulation techniques. | | | | | | | | | | |
| 294 | | | | 1 | Describe the functions and therapeutic aims of needling techniques. | 2 | | 1 | ✓ | ✓ | x | | |

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| 295 | | | | 2 | Describe the functions and therapeutic aims of moxibustion techniques. | 2 | | 1 | ✓ | ✓ | x | | |
| 296 | | | | 3 | Describe the functions and therapeutic aims of cupping techniques. | 2 | | 1 | ✓ | ✓ | x | | |
| 297 | | | | 4 | Justify the stimulation techniques selected to achieve specified therapeutic outcome. | 3 | | 1 | ✓ | ✓ | x | | |
| 298 | | f | Apply knowledge of precautions and contraindications for application of stimulation techniques. | | | | | | | | | | |
| 299 | | | | 1 | Explain the precautions and contraindications related to needling. | 2 | | 1 | ✓ | ✓ | x | | |
| 300 | | | | 2 | Explain the precautions and contraindications related to moxibustion. | 2 | | 1 | ✓ | ✓ | x | | |
| 301 | | | | 3 | Explain the precautions and contraindications related to cupping. | 2 | | 1 | ✓ | ✓ | x | | |
| 302 | | | | 4 | Explain the precautions and contraindications related to <i>tui na</i> / <i>an mo</i> (including acupressure). | 2 | | 1 | ✓ | ✓ | x | | |
| 303 | | | | 5 | Explain the precautions and contraindications related to <i>gua sha</i> . | 2 | | 1 | ✓ | ✓ | x | | |
| 304 | | g | Apply knowledge of: | | | | | | | | | | |
| 305 | | | <i>tui na</i> / <i>an mo</i> (acupressure) | | | | | | | | | | |

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| 3 | Core | | | | | | | | | | | | |
| 306 | | | | 1 | Describe the theoretical basis for <i>tui na / an mo</i> (acupressure). | 2 | | 1 | ✓ | | x | | |
| 307 | | | | 2 | Identify each of the major <i>tui na / an mo</i> (acupressure) techniques, including the functions and therapeutic indications of the technique. | 1 | | 1 | ✓ | | x | | |
| 308 | | | | 3 | Describe the therapeutic significance of <i>tui na / an mo</i> (acupressure). | 2 | | 1 | ✓ | | x | | |
| 309 | | | | 4 | Justify the use of <i>tui na / an mo</i> (acupressure) to achieve a specified therapeutic outcome. | 3 | | 1 | ✓ | | x | | |
| 310 | | | <i>qi gong / tai ji</i> | | | | | | | | | | |
| 311 | | | | 1 | Describe the theoretical basis for <i>qi gong / tai ji</i> . | 2 | | 1 | ✓ | | x | | |
| 312 | | | | 2 | Describe the therapeutic significance of <i>qi gong / tai ji</i> . | 2 | | 1 | ✓ | | x | | |
| 313 | | | | 3 | Explain the precautions and contraindications related to <i>qi gong / tai ji</i> . | 2 | | 1 | ✓ | | x | | |
| 314 | | | <i>gua sha</i> | | | | | | | | | | |
| 315 | | | | 1 | Describe the theoretical basis for <i>gua sha</i> . | 2 | | 1 | ✓ | | x | | |
| 316 | | | | 2 | Describe the therapeutic significance of <i>gua sha</i> . | 2 | | 1 | ✓ | | x | | |

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| 317 | | 4.3 | Apply knowledge of the following properties and functions of TCM herbs in treatment planning: | | | | | | | | | | |
| 318 | | a | <i>si qi</i> (four properties) | | | | | | | | | | |
| 319 | | | | 1 | Describe the <i>si qi</i> (four properties). | 1 | | 1 | ✓ | | x | | |
| 320 | | | | 2 | Describe the actions of herbs in relation to <i>si qi</i> (four properties). | 2 | | 1 | ✓ | | x | | |
| 321 | | | | 3 | Describe the therapeutic significance of <i>si qi</i> (four properties). | 2 | | 1 | ✓ | | x | | |
| 322 | | | | 4 | Identify the <i>si qi</i> (four properties) of the herbs listed in Appendix 3. | 1 | | | ✓ | | x | | |
| 323 | | b | <i>wu wei</i> (five flavours) | | | | | | | | | | |
| 324 | | | | 1 | Describe the <i>wu wei</i> (five flavours). | 1 | | 1 | ✓ | | x | | |
| 325 | | | | 2 | Describe the actions of herbs in relation to <i>wu wei</i> (five flavours). | 2 | | 1 | ✓ | | x | | |
| 326 | | | | 3 | Describe the therapeutic significance of <i>wu wei</i> (five flavours). | 2 | | 1 | ✓ | | x | | |
| 327 | | | | 4 | Identify the <i>wu wei</i> (five flavours) of the herbs listed in Appendix 3. | 1 | | | ✓ | | x | | |
| 328 | | c | <i>sheng jiang fu chen</i> (ascending, descending, floating, sinking) | | | | | | | | | | |
| 329 | | | | 1 | Describe <i>sheng jiang fu chen</i> (ascending, descending, floating, sinking). | 1 | | 1 | ✓ | | x | | |

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| 330 | | | | 2 | Describe the actions of herbs in relation to <i>sheng jiang fu chen</i> (ascending, descending, floating, sinking). | 2 | | 1 | ✓ | | x | | |
| 331 | | | | 3 | Describe the therapeutic significance of <i>sheng jiang fu chen</i> (ascending, descending, floating, sinking) . | 2 | | 1 | ✓ | | x | | |
| 332 | | | | 4 | Identify the <i>sheng jiang fu chen</i> (ascending, descending, floating, sinking) of the herbs listed in Appendix 3. | 1 | | | ✓ | | x | | |
| 333 | | d | <i>gui jing</i> (channel tropism) | | | | | | | | | | |
| 334 | | | | 1 | Describe <i>gui jing</i> (channel tropism). | 1 | | 1 | ✓ | | x | | |
| 335 | | | | 2 | Describe the actions of herbs in relation to <i>gui jing</i> (channel tropism) . | 2 | | 1 | ✓ | | x | | |
| 336 | | | | 3 | Describe the therapeutic significance of <i>gui jing</i> (channel tropism) . | 2 | | 1 | ✓ | | x | | |
| 337 | | | | 4 | Identify the <i>gui jing</i> (channel tropism) of the herbs listed in Appendix 3. | 1 | | | ✓ | | x | | |
| 338 | | e | actions | | | | | | | | | | |
| 339 | | | | 1 | Describe the actions of herbs. | 2 | | 1 | ✓ | | x | | |
| 340 | | | | 2 | Describe the relationship between action and categorization of herbs. | 2 | | 1 | ✓ | | x | | |
| 341 | | | | 3 | Differentiate the actions of herbs within the same category. | 2 | | 1 | ✓ | | x | | |

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| 342 | | | | 4 | Describe the relationship between actions and the indications of herbs. | 2 | | 2 | ✓ | | x | | |
| 343 | | | | 5 | Describe the therapeutic significance of the actions of herbs. | 2 | | 1 | ✓ | | x | | |
| 344 | | | | 6 | Identify the actions of the herbs listed in Appendix 3. | 2 | | | ✓ | | x | | |
| 345 | | f | indications | | | | | | | | | | |
| 346 | | | | 1 | Describe the indications of herbs. | 2 | | 1 | ✓ | | x | | |
| 347 | | | | 2 | Describe the therapeutic significance of the indications. | 2 | | 2 | ✓ | | x | | |
| 348 | | | | 3 | Identify the indications of the herbs listed in Appendix 3. | 2 | | | ✓ | | x | | |
| 349 | | g | toxicity | | | | | | | | | | |
| 350 | | | | 1 | Describe the concept of toxicity of herbs. | 1 | | 1 | ✓ | | x | | |
| 351 | | | | 2 | Describe the dosage ranges and cautions when using toxic herbs. | 2 | | 1 | ✓ | | x | | |
| 352 | | | | 3 | Identify herbs that are designated as toxic or restricted under Canadian regulations. | 1 | | | ✓ | | x | | |
| 353 | | h | <i>pao zhi</i> (processing) | | | | | | | | | | |
| 354 | | | | 1 | Describe <i>pao zhi</i> (processing). | 1 | | | ✓ | | x | | |
| 355 | | | | 2 | Describe the effects of <i>pao zhi</i> (processing) . | 1 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 356 | | 4.4 | Apply knowledge of herbal formulating strategies, with reference to: | | | | | | | | | | |
| 357 | | a | composition of formula | | | | | | | | | | |
| 358 | | | | 1 | Describe the general principles of composition of formulas. | 1 | | 1 | ✓ | | x | | |
| 359 | | | | 2 | Describe the composition of the formulas listed in Appendix 4. | 2 | | | ✓ | | x | | |
| 360 | | | | 3 | Analyse the composition of formulas listed in Appendix 4. | 2 | | 2 | ✓ | | x | | |
| 361 | | b | modification of formula | | | | | | | | | | |
| 362 | | | | 1 | Describe the principles of substitution of formula constituents. | 2 | | 1 | ✓ | | x | | |
| 363 | | | | 2 | Describe the principles of alteration of the ratio of constituents. | 2 | | 1 | ✓ | | x | | |
| 364 | | | | 3 | Describe the principles of changes in dosage form of the formulas. | 2 | | 1 | ✓ | | x | | |
| 365 | | c | functions & classifications | | | | | | | | | | |
| 366 | | | | 1 | Describe the classification system for formulas. | 1 | | 1 | ✓ | | x | | |
| 367 | | | | 2 | Identify the classification of the formulas listed in Appendix 4. | 2 | | 1 | ✓ | | x | | |
| 368 | | | | 3 | Describe the clinical relevance of each class of formula. | 2 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 369 | | | | 4 | Describe the principal actions of formulas listed in Appendix 4. | 2 | | | ✓ | | x | | |
| 370 | | | | 5 | Differentiate the actions of formulas within the same class, for formulas listed in Appendix 4. | 2 | | 2 | ✓ | | x | | |
| 371 | | | | 6 | Select formula to achieve a specified therapeutic outcome. | 3 | | 2 | ✓ | ✓ | x | | |
| 372 | | d | combinations & compatibility | | | | | | | | | | |
| 373 | | | | 1 | Describe the compatibility and incompatibility of herbs. | 1 | | | ✓ | | x | | |
| 374 | | | | 2 | Describe the therapeutic significance of herbal combinations. | 2 | | 1 | ✓ | | x | | |
| 375 | | | | 3 | Select a combination of herbs to achieve a specified therapeutic outcome. | 3 | | 2 | ✓ | ✓ | x | | |
| 376 | | e | dosage form & methods of administration | | | | | | | | | | |
| 377 | | | | 1 | Describe the dosage forms of herbal formulas. | 1 | | 1 | ✓ | | x | | |
| 378 | | | | 2 | Describe the methods of preparation for each dosage form. | 1 | | | ✓ | | x | | |
| 379 | | | | 3 | Describe the methods of administration for herbal formulas. | 1 | | | ✓ | | x | | |
| 380 | | f | dosage | | | | | | | | | | |

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| 3 | Core | | | | | | | | | | | | |
| 381 | | | | 1 | Identify the general dosage ranges of the herbs listed in Appendix 3 and the formulas listed in Appendix 4. | 2 | | | ✓ | | x | | |
| 382 | | | | 2 | Determine dosage of herbs to achieve a specified therapeutic outcome. | 2 | | 2 | ✓ | ✓ | x | | |
| 383 | | g | potential adverse effects | | | | | | | | | | |
| 384 | | | | 1 | Describe potential adverse effects of herbal formulas. | 2 | | 1 | ✓ | ✓ | x | | |
| 385 | | | | 2 | Describe methods to prevent adverse effects. | 2 | | 2 | ✓ | ✓ | x | | |
| 386 | | | | 3 | Describe actions to take in the event of adverse effects. | 2 | | 2 | ✓ | ✓ | x | | |
| 387 | | h | contraindications & precautions | | | | | | | | | | |
| 388 | | | | 1 | Describe contraindications for herbal formulas. | 1 | | 1 | ✓ | ✓ | x | | |
| 389 | | | | 2 | Describe precautions for herbal formulas. | 1 | | 1 | ✓ | ✓ | x | | |
| 390 | | 4.5 | Apply knowledge of the following herb interactions in treatment planning: | | | | | | | | | | |
| 391 | | a | herb – drug interactions | | | | | | | | | | |
| 392 | | | | 1 | Describe potential interactions between herbs and commonly-used drugs. | 1 | | | ✓ | ✓ | x | | |
| 393 | | | | 2 | Modify treatment plan based on potential herb-drug interactions. | 2 | | 1 | ✓ | ✓ | x | x | x |

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| 394 | | b | | | | | | | | | | | |
| | | | herb – herb interactions | | | | | | | | | | |
| 395 | | | | 1 | Describe potential herb-herb interactions. | 1 | | | ✓ | ✓ | x | | |
| 396 | | | | 2 | Modify treatment plan based on potential herb-herb interactions. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 397 | | c | herb – food interactions | | | | | | | | | | |
| 398 | | | | 1 | Describe potential herb-food interactions. | 1 | | | ✓ | ✓ | x | | |
| 399 | | | | 2 | Modify treatment plan based on potential herb-food interactions. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 400 | | d | herb – natural health product interactions | | | | | | | | | | |
| 401 | | | | 1 | Describe potential herb-natural health product interactions. | 1 | | | ✓ | ✓ | x | | |
| 402 | | | | 2 | Modify treatment plan based on potential herb-natural health product interactions. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 403 | | 5.1 | Apply basic biomedical concepts to TCM practice: | | | | | | | | | | |
| 404 | | a | human anatomical structures | | | | | | | | | | |
| 405 | | | | 1 | Describe basic cell structure and processes. | 1 | | | ✓ | | x | | |
| 406 | | | | 2 | Describe the structure and function of the body tissues. | 1 | | | ✓ | | x | | |
| 407 | | | | 3 | Explain the organization of the body systems. | 2 | | | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 408 | | | | 4 | Locate the major bones, muscles, and blood supply of the head, trunk and limbs. | 1 | 1 | | ✓ | ✓ | x | x | |
| 409 | | | | 5 | Describe the range of joint articulation and the role of major muscles in movement coordination. | 2 | | | ✓ | | x | | |
| 410 | | | | 6 | Identify the areas of the abdomen and thorax and the corresponding internal structures. | 1 | | | ✓ | ✓ | x | x | |
| 411 | | | | 7 | Identify the surface anatomical structures required to locate acupuncture points. | 1 | | | ✓ | ✓ | x | x | |
| 412 | | | | 8 | Identify local anatomy of locations at which acupuncture presents an inherent risk of injury. | 2 | | 1 | ✓ | ✓ | x | x | |
| 413 | | b | biochemical processes | | | | | | | | | | |
| 414 | | | | 1 | Describe the structures and functions of DNA, RNA, and proteins. | 1 | | | ✓ | | x | | |
| 415 | | | | 2 | Describe the bioenergetics and metabolism of carbohydrates and lipids. | 2 | | | ✓ | | x | | |
| 416 | | | | 3 | Describe the metabolism of proteins, amino acids and nucleic acids. | 2 | | | ✓ | | x | | |
| 417 | | | | 4 | Explain the roles of minerals, vitamins, enzymes and hormones. | 2 | | | ✓ | | x | | |
| 418 | | c | control mechanisms | | | | | | | | | | |

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| 419 | | | | 1 | Explain the primary functions of the body systems. | 1 | | | ✓ | | x | | |
| 420 | | | | 2 | Describe the co-ordination and regulation of the body systems. | 2 | | | ✓ | | x | | |
| 421 | | | | 3 | Describe the role of the control mechanisms in maintaining homeostasis. | 2 | | | ✓ | | x | | |
| 422 | | | | 4 | Relate homeostatic imbalance to common dysfunctions of the body systems. | 2 | | | ✓ | | x | | |
| 423 | | d | infectious diseases and infection control | | | | | | | | | | |
| 424 | | | | 1 | Describe the role of microorganisms in infectious diseases. | 2 | | | ✓ | | x | | |
| 425 | | | | 2 | Describe immunity and mechanisms of host resistance. | 2 | | | ✓ | | x | | |
| 426 | | | | 3 | Describe the principles of infection control, and the effects of antibiotics and vaccines. | 2 | | | ✓ | | x | | |
| 427 | | e | dysfunctions and common diseases | | | | | | | | | | |
| 428 | | | | 1 | Identify causal factors of the common diseases listed in Appendix 6. | 1 | | | ✓ | ✓ | x | | |
| 429 | | | | 2 | Describe the processes of tissue damage, inflammation and healing. | 2 | | | ✓ | | x | | |
| 430 | | | | 3 | Identify signs and symptoms of common diseases listed in Appendix 6. | 1 | | | ✓ | ✓ | x | | |

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| 431 | | | | 4 | Describe biomedical disease classification systems. | 2 | | | ✓ | | x | | |
| 432 | | 5.2 | Relate biomedical diagnostic and treatment approaches to TCM practice: diagnosis and treatment methods | | | | | | | | | | |
| 433 | | a | | | | | | | | | | | |
| 434 | | | | 1 | Identify the purpose of commonly used laboratory tests and diagnostic procedures. | 2 | | | ✓ | ✓ | x | | |
| 435 | | | | 2 | Identify abnormal findings in the results of laboratory tests, examinations and diagnostic imaging. | 1 | | | ✓ | ✓ | x | | |
| 436 | | | | 3 | Relate abnormal findings to common diseases listed in Appendix 6. | 2 | | | ✓ | | x | | |
| 437 | | | | 4 | Identify typical medical and surgical treatments for common diseases listed in Appendix 6. | 1 | | | ✓ | | x | | |
| 438 | | | | 5 | Identify the underlying principles of biomedical diagnostic and treatment approaches. | 2 | | | ✓ | | x | | |
| 439 | | b | pharmacology | | | | | | | | | | |
| 440 | | | | 1 | Identify the therapeutic effects, adverse effects and signs and symptoms of toxicity of commonly used drugs from the drug categories listed in Appendix 7. | 2 | | | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 441 | | | | 2 | Describe the concepts of pharmacokinetics and pharmacodynamics. | 1 | | | ✓ | | x | | |
| 442 | | | | 3 | Classify commonly-used drugs from the drug categories listed in Appendix 7 according to their pharmacological actions. | 1 | | | ✓ | | x | | |
| 443 | | 5.3 | Integrate TCM and biomedical concepts. | | | | | | | | | | |
| 444 | | a | Relate biomedical information concerning patient's condition and treatment to TCM state of health. | | | | | | | | | | |
| 445 | | | | 1 | Describe the relationship between biomedical diagnosis and TCM diagnosis. | 3 | | 2 | ✓ | | x | | |
| 446 | | | | 2 | Relate the actions of acupuncture to general biomedical concepts. | 3 | | 2 | ✓ | ✓ | x | | |
| 447 | | | | 3 | Relate the actions of herbal treatment to general biomedical concepts. | 3 | | 2 | ✓ | ✓ | x | | |
| 448 | | | | 4 | Identify the signs and symptoms, therapeutic effects and adverse effects of common biomedical treatments. | 2 | | | ✓ | | x | | |
| 449 | | b | Communicate TCM diagnostic and treatment information for use by other health care workers, and to third parties. | | | | | | | | | | |

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| 450 | | | | 1 | Explain patient's TCM diagnosis and clinical progress using terms that are readily understood by other healthcare professionals. | 3 | | 2 | | ✓ | x | x | |
| 451 | | 6.1 | Establish priorities for assessment and treatment planning. | | | | | | | | | | |
| 452 | | a | Identify chief complaint. | | | | | | | | | | |
| 453 | | | | 1 | Elicit patient's reason(s) for seeking treatment. | 2 | 2 | 2 | | ✓ | | x | x |
| 454 | | b | Initiate assessment based upon chief complaint. | | | | | | | | | | |
| 455 | | | | 1 | Demonstrate directed interrogation and physical examinations of patient relevant to the chief complaint. | 3 | 2 | | | ✓ | | x | x |
| 456 | | c | Recognize conditions that require urgent medical treatment, and direct patient appropriately. | | | | | | | | | | |
| 457 | | | | 1 | Describe the signs and symptoms of conditions that require urgent medical treatment. | 2 | | | ✓ | | x | | |
| 458 | | | | 2 | Recognize conditions that require urgent medical treatment. | 2 | | | ✓ | ✓ | x | x | |

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| 3 | Core | | | | | | | | | | | | |
| 459 | | | | 3 | Advise patient appropriately in the event of condition that requires urgent medical treatment. | 2 | | 2 | | ✓ | | x | |
| 460 | | d | Modify assessment strategy based upon emerging information. | | | | | | | | | | |
| 461 | | | | 1 | Describe the significance of both positive and negative findings for the patient. | 2 | | | ✓ | ✓ | x | | |
| 462 | | | | 2 | Justify modification of assessment strategy based on emerging information. | 3 | | | ✓ | ✓ | x | x | x |
| 463 | | e | Initiate collaboration, consultation or referral as appropriate. | | | | | | | | | | |
| 464 | | | | 1 | Identify conditions for which TCM modalities provide effective treatment. | 2 | | | ✓ | | x | | |
| 465 | | | | 2 | Recognize conditions beyond practitioner's personal clinical knowledge and experience. | 2 | | | ✓ | ✓ | x | x | x |
| 466 | | | | 3 | Recognize unsatisfactory therapeutic outcome of treatment. | 2 | | | ✓ | ✓ | x | x | x |
| 467 | | | | 4 | Identify conditions for which TCM modalities do not provide the most appropriate treatment. | 2 | | | ✓ | ✓ | x | | |
| 468 | | | | 5 | Compare the effectiveness of TCM treatments with those of other common therapeutic approaches. | 3 | | | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 469 | | | | 6 | Initiate collaboration, consultation or referral. | 1 | | 2 | | ✓ | x | x | |
| 470 | | 6.2 | Assess patient. | | | | | | | | | | |
| 471 | | a | Collect information using <i>wang zhen</i> (TCM diagnostic inspection method). | | | | | | | | | | |
| 472 | | | | 1 | Describe the significance of <i>wang zhen</i> (TCM diagnostic inspection method). | 2 | | 1 | ✓ | | x | | |
| 473 | | | | 2 | Describe the diagnostic significance of <i>wang zhen</i> (TCM diagnostic inspection method). | 2 | | 1 | ✓ | | x | | |
| 474 | | | | 3 | Perform <i>wang zhen</i> (TCM diagnostic inspection method). | | 2 | 1 | | ✓ | | x | x |
| 475 | | b | Collect information using <i>wen zhen</i> (TCM diagnostic inquiry method). | | | | | | | | | | |
| 476 | | | | 1 | Describe the significance of <i>wen zhen</i> (TCM diagnostic inquiry method). | 2 | | 1 | ✓ | | x | | |
| 477 | | | | 2 | Describe the diagnostic significance of <i>wen zhen</i> (TCM diagnostic inquiry method). | 2 | | 1 | ✓ | | x | | |
| 478 | | | | 3 | Perform <i>wen zhen</i> (TCM diagnostic inquiry method). | | 2 | 1 | | ✓ | | x | x |
| 479 | | c | Collect information using <i>wen zhen</i> (TCM diagnostic auscultation and olfaction methods). | | | | | | | | | | |

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| 480 | | | | 1 | Describe the significance of <i>wen zhen</i> (TCM diagnostic auscultation and olfaction methods). | 2 | | 1 | ✓ | | x | | |
| 481 | | | | 2 | Describe the diagnostic significance of <i>wen zhen</i> (TCM diagnostic auscultation and olfaction methods) findings. | 2 | | 1 | ✓ | | x | | |
| 482 | | | | 3 | Perform <i>wen zhen</i> (TCM diagnostic auscultation and olfaction methods). | 2 | 2 | 1 | | ✓ | | x | x |
| 483 | | d | Collect information using <i>qie zhen</i> (TCM diagnostic palpation method). | | | | | | | | | | |
| 484 | | | | 1 | Describe the significance of <i>qie zhen</i> (TCM diagnostic palpation method). | 2 | | 1 | ✓ | | x | | |
| 485 | | | | 2 | Describe the diagnostic significance of <i>qie zhen</i> (TCM diagnostic palpation method) findings. | 2 | | 1 | ✓ | | x | | |
| 486 | | | | 3 | Perform <i>qie zhen</i> (TCM diagnostic palpation method). | 2 | 2 | 1 | | ✓ | | x | x |
| 487 | | e | Measure vital signs. | | | | | | | | | | |
| 488 | | | | 1 | Describe the significance of the vital signs. | 2 | | | ✓ | | x | | |
| 489 | | | | 2 | Measure vital signs. | | 2 | | | | | x | x |
| 490 | | | | 3 | Identify abnormal vital signs. | 2 | | | ✓ | ✓ | x | x | x |
| 491 | | f | Conduct relevant non-invasive physical examination. | | | | | | | | | | |

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| 492 | | | | 1 | Describe the techniques and equipment used in physical examinations. | 1 | | | ✓ | ✓ | x | | |
| 493 | | | | 2 | Describe the diagnostic significance of physical examinations. | 2 | | | ✓ | ✓ | x | | |
| 494 | | | | 3 | Perform relevant physical examinations. | | 2 | | | | | x | x |
| 495 | | | | 4 | Perform examinations in a manner that minimizes patient distress, embarrassment, and risk of injury. | | 2 | 2 | | ✓ | | x | x |
| 496 | | 6.3 | Analyze assessment information. | | | | | | | | | | |
| 497 | | a | Organize and interpret the collected information using the following TCM syndrome differentiation methods: | | | | | | | | | | |
| 498 | | | | 1 | Justify the selection of TCM syndrome differentiation method(s) for a patient. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 499 | | | | 2 | Integrate syndrome differentiation methods as necessary. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 500 | | | <i>ba gang bian zheng</i> (eight principles differentiation) | | | | | | | | | | |
| 501 | | | | 1 | Identify syndromes according to the <i>ba gang bian zheng</i> (eight principles differentiation) method. | 1 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 502 | | | | 2 | Formulate a syndrome diagnosis for a patient according to the <i>ba gang bian zheng</i> (eight principles differentiation) method. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 503 | | | <i>zang fu bian zheng</i> (organ theory differentiation) | | | | | | | | | | |
| 504 | | | | 1 | Describe zang fu bian zheng (organ theory differentiation). | 1 | | 1 | ✓ | | x | | |
| 505 | | | | 2 | Identify the main syndromes of the zang fu bian zheng (organ theory differentiation). | 1 | | 1 | ✓ | | x | | |
| 506 | | | | 3 | Describe the etiology of the syndromes of zang fu bian zheng (organ theory differentiation). | 1 | | 1 | ✓ | | x | | |
| 507 | | | | 4 | Formulate a syndrome diagnosis for a patient according to zang fu bian zheng (organ theory differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 508 | | | <i>wu xing bian zheng</i> (five elements differentiation) | | | | | | | | | | |
| 509 | | | | 1 | Describe wu xing bian zheng (five elements differentiation). | 1 | | 1 | ✓ | | x | | |
| 510 | | | | 2 | Identify the main syndromes of the wu xing bian zheng (five elements differentiation). | 1 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 511 | | | | 3 | Describe the etiology of the syndromes of wu xing bian zheng (five elements differentiation). | 1 | | 1 | ✓ | | x | | |
| 512 | | | | 4 | Formulate a syndrome diagnosis for a patient according to wu xing bian zheng (five elements differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 513 | | | san jiao bian zheng (triple warmer differentiation) | | | | | | | | | | |
| 514 | | | | 1 | Describe san jiao bian zheng (triple warmer differentiation). | 1 | | 1 | ✓ | | x | | |
| 515 | | | | 2 | Identify the main syndromes of the san jiao bian zheng (triple warmer differentiation). | 1 | | 1 | ✓ | | x | | |
| 516 | | | | 3 | Describe the etiology of the syndromes of san jiao bian zheng (triple warmer differentiation). | 1 | | 1 | ✓ | | x | | |
| 517 | | | | 4 | Formulate a syndrome diagnosis for a patient according to san jiao bian zheng (triple warmer differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 518 | | | wei qi ying xue bian zheng (four levels differentiation) | | | | | | | | | | |
| 519 | | | | 1 | Describe wei qi ying xue bian zheng (four levels differentiation). | 1 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 520 | | | | 2 | Identify the main syndromes of the wei qi ying xue bian zheng (four levels differentiation). | 1 | | 1 | ✓ | | x | | |
| 521 | | | | 3 | Describe the etiology of the syndromes of wei qi ying xue bian zheng (four levels differentiation). | 1 | | 1 | ✓ | | x | | |
| 522 | | | | 4 | Formulate a syndrome diagnosis for a patient according to wei qi ying xue bian zheng (four levels differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 523 | | | liu jing bian zheng (six stages differentiation) | | | | | | | | | | |
| 524 | | | | 1 | Describe liu jing bian zheng (six stages differentiation). | 1 | | 1 | ✓ | | x | | |
| 525 | | | | 2 | Identify the main syndromes of the liu jing bian zheng (six stages differentiation). | 1 | | 1 | ✓ | | x | | |
| 526 | | | | 3 | Describe the etiology of the syndromes of liu jing bian zheng (six stages differentiation). | 1 | | 1 | ✓ | | x | | |
| 527 | | | | 4 | Formulate a syndrome diagnosis for a patient according to liu jing bian zheng (six stages differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 528 | | | qi xue jin ye bian zheng (qi, blood, body fluid differentiation) | | | | | | | | | | |

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| 3 | Core | | | | | | | | | | | | |
| 529 | | | | 1 | Describe qi xue jin ye bian zheng (qi, blood, body fluid differentiation). | 1 | | 1 | ✓ | | x | | |
| 530 | | | | 2 | Identify the main syndromes of the qi xue jin ye bian zheng (qi, blood, body fluid differentiation). | 1 | | 1 | ✓ | | x | | |
| 531 | | | | 3 | Describe the etiology of the syndromes of qi xue jin ye bian zheng (qi, blood, body fluid differentiation). | 1 | | 1 | ✓ | | x | | |
| 532 | | | | 4 | Formulate a syndrome diagnosis for a patient according to qi xue jin ye bian zheng (qi, blood, body fluid differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 533 | | | bing yin bian zheng (pathogenic factors differentiation) | | | | | | | | | | |
| 534 | | | | 1 | Describe bing yin bian zheng (pathogenic factors differentiation). | 1 | | 1 | ✓ | | x | | |
| 535 | | | | 2 | Identify the main syndromes of the bing yin bian zheng (pathogenic factors differentiation). | 1 | | 1 | ✓ | | x | | |
| 536 | | | | 3 | Describe the etiology of the syndromes of the bing yin bian zheng (pathogenic factors differentiation). | 1 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 537 | | | | 4 | Formulate a syndrome diagnosis for a patient according to the bing yin bian zheng (pathogenic factors differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 538 | | | <i>jing luò biān zhèng</i> (meridian differentiation) | | | | | | | | | | |
| 539 | | | | 1 | Describe <i>jing luò biān zhèng</i> (meridian differentiation). | 1 | | 1 | ✓ | | x | | |
| 540 | | | | 2 | Identify the main syndromes of the <i>jing luò biān zhèng</i> (meridian differentiation). | 1 | | 1 | ✓ | | x | | |
| 541 | | | | 3 | Describe the etiology of the syndromes of the <i>jing luò biān zhèng</i> (meridian differentiation). | 1 | | 1 | ✓ | | x | | |
| 542 | | | | 4 | Formulate a syndrome diagnosis for a patient according to the <i>jing luò biān zhèng</i> (meridian differentiation). | 3 | | 1 | ✓ | ✓ | x | x | x |
| 543 | | b | Incorporate information obtained from biomedical diagnostic data, medical and health history. | | | | | | | | | | |
| 544 | | | | 1 | Explain the relevance of biomedical diagnostic data, medical and health history in TCM diagnosis. | 2 | | | ✓ | | x | | |

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| 545 | | | | 2 | Identify conditions that require information on biomedical diagnostic data, medical and health history. | 2 | | | ✓ | | x | | |
| 546 | | | | 3 | Obtain information on biomedical diagnostic data, medical and health history. | 1 | 1 | | | | | x | |
| 547 | | | | 4 | Incorporate diagnostic information from another health care practitioner. | 2 | | | ✓ | ✓ | x | x | |
| 548 | | c | Make TCM diagnosis. | | | | | | | | | | |
| 549 | | | | 1 | Formulate primary diagnosis according to the illnesses listed in Appendix 5. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 550 | | | | 2 | Formulate secondary diagnoses, as necessary. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 551 | | | | 3 | Differentiate the syndromes associated with the illnesses listed in Appendix 5. | 2 | | 1 | ✓ | | x | | |
| 552 | | | | 4 | Justify diagnoses for a patient based on clinical data. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 553 | | 6.4 | Establish treatment plan based on diagnosis. | | | | | | | | | | |
| 554 | | a | Determine treatment goals and strategies. | | | | | | | | | | |
| 555 | | | | 1 | Identify the principles of treatment corresponding to pathogenic processes. | 1 | | 1 | ✓ | | x | | |

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| 556 | | | | 2 | Describe the TCM approach to the treatment of syndromes associated with the illnesses listed in Appendix 5. | 2 | | 1 | ✓ | | x | | |
| 557 | | | | 3 | Describe the concept of prioritization and its application to the treatment of illness. | 2 | | 1 | ✓ | | x | | |
| 558 | | | | 4 | Determine treatment principles. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 559 | | | | 5 | Prioritize treatment goals for patient. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 560 | | | | 6 | Describe the concept of <i>bu xie</i> (tonification and draining) and its application to the treatment of illness. | 2 | | 1 | ✓ | | x | | |
| 561 | | | | 7 | Determine and justify appropriate methods of treatment for a patient. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 562 | | | | 8 | Determine the potential for success in treating patient with TCM. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 563 | | | | 9 | Formulate and justify treatment plan. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 564 | | b | Take into account precautions and contraindications. | | | | | | | | | | |
| 565 | | | | 1 | Describe complications or adverse reactions that could arise during the treatment of syndromes associated with the illnesses listed in Appendix 5. | 2 | | 1 | ✓ | | x | | |

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| 566 | | | | 2 | Describe contraindications for the treatment of syndromes associated with the illnesses listed in Appendix 5. | 2 | | 1 | ✓ | | x | | |
| 567 | | | | 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 the illnesses listed in Appendix 5. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 568 | | c | Adapt treatment according to patient characteristics and needs. | | | | | | | | | | |
| 569 | | | | 1 | Describe the modification of treatment strategies and methods based on patient characteristics and needs during the treatment of syndromes associated with the illnesses listed in Appendix 5. | 2 | | 1 | ✓ | | x | | |
| 570 | | | | 2 | Modify treatment strategies and methods to account for patient characteristics and needs during the treatment of a patient. | 3 | | 1 | | ✓ | x | x | x |
| 571 | | | | 3 | Justify the modification of treatment strategies and methods to account for patient characteristics and needs during the treatment of a patient. | 3 | | 1 | ✓ | ✓ | x | x | x |

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| 572 | | | | 4 | Modify treatment based on effects and / or symptoms produced by non-TCM therapies. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 573 | | d | Select appropriate points, point combinations and / or treatment areas. | | | | | | | | | | |
| 574 | | | | 1 | Design a point formula appropriate to a patient. | 3 | | 1 | ✓ | ✓ | x | x | x |
| 575 | | g | Select appropriate course of acupuncture treatment and therapeutic modalities. | | | | | | | | | | |
| 576 | | | | 1 | Determine point stimulation methods and techniques appropriate to a patient. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 577 | | | | 2 | Determine course of acupuncture treatment appropriate to a patient. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 578 | | h | Devise applicable TCM herbal formula. | | | | | | | | | | |
| 579 | | | | 1 | Identify and analyze representative formulas corresponding to TCM treatment strategies. | 2 | | 1 | ✓ | | x | | |
| 580 | | | | 2 | Identify herbal formulas appropriate to the syndromes associated with the illnesses listed in Appendix 5. | 2 | | 2 | ✓ | ✓ | x | | |
| 581 | | | | 3 | Develop herbal formula appropriate to a patient. | 3 | | 2 | ✓ | ✓ | x | x | x |

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| 582 | | | | 4 | Select patent medicine (finished TCM product) appropriate to syndromes associated with the illnesses listed in Appendix 5. | 2 | | 2 | ✓ | ✓ | x | | |
| 583 | | i | Devise appropriate course of herbal treatment. | | | | | | | | | | |
| 584 | | | | | Determine course of herbal treatment appropriate to a patient. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 585 | | 6.5 | Provide acupuncture treatment. | | | | | | | | | | |
| 586 | | a | Adapt clinical setting to enhance comfort and safety. | | | | | | | | | | |
| 587 | | | | 1 | Describe modifications of clinical setting to enhance comfort and safety based upon patient needs. | 2 | | | ✓ | ✓ | x | | |
| 588 | | | | 2 | Describe modifications of clinical setting according to specific requirements of the illnesses listed in Appendix 5. | 2 | | | ✓ | ✓ | x | | |
| 589 | | b | Position patient for treatment. | | | | | | | | | | |
| 590 | | | | 1 | Inform and position patient for needling. | 2 | 2 | | | ✓ | | x | x |
| 591 | | | | 2 | Inform and position patient for moxibustion. | 2 | 2 | | | ✓ | | x | x |
| 592 | | | | 3 | Inform and position patient for treatment using supplementary devices. | 2 | 2 | | | ✓ | | x | x |
| 593 | | | | 4 | Inform and position patient for cupping. | 2 | 2 | | | ✓ | | x | x |

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| 3 | Core | | | | | | | | | | | | |
| 594 | | | | 5 | Inform and position patient for tui na. | 2 | 2 | | | ✓ | | x | x |
| 595 | | c | Locate selected points on patient. | | | | | | | | | | |
| 596 | | | | 1 | Locate points on patients of varying ages and body types. | 2 | 2 | | | ✓ | | x | x |
| 597 | | | | 2 | Locate points on patients in various body positions. | 2 | 2 | | | ✓ | | x | x |
| 598 | | d | Apply treatment techniques. | | | | | | | | | | |
| 599 | | | | 1 | Perform needling on a patient. | 2 | 2 | | | ✓ | | x | x |
| 600 | | | | 2 | Perform moxibustion on a patient. | 2 | 2 | | | ✓ | | x | x |
| 601 | | | | 3 | Perform cupping on a patient. | 2 | 2 | | | ✓ | | x | x |
| 602 | | | | 4 | Perform ear acupuncture on a patient. | 2 | 2 | | | ✓ | | x | x |
| 603 | | | | 5 | Perform scalp acupuncture on a patient. | 2 | 2 | | | ✓ | | x | x |
| 604 | | | | 6 | Perform tui na on a patient. | 2 | 2 | | | ✓ | | x | x |
| 605 | | e | Monitor and respond to patient condition during treatment. | | | | | | | | | | |
| 606 | | | | 1 | Obtain and interpret feedback from patient. | 2 | | 1 | | | | x | x |
| 607 | | | | 2 | Recognize significant changes in patient condition. | 2 | | | | ✓ | | x | x |
| 608 | | | | 3 | Respond appropriately to patient feedback and changes in condition. | 2 | 2 | 1 | | ✓ | | x | x |
| 609 | | 6.6 | Implement herbal treatment plan. | | | | | | | | | | |
| 610 | | a | Instruct patient on accessing TCM herbal formula. | | | | | | | | | | |

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| 611 | | | | 1 | Identify the local availability of herbs. | 1 | | | | | | | x |
| 612 | | b | Instruct patient on administration of TCM herbal formula. | | | | | | | | | | |
| 613 | | | | 1 | Describe method of administration of TCM formula for a patient. | 2 | | | ✓ | | x | x | x |
| 614 | | | | 2 | Describe conditions under which the method of administration for a patient should be altered. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 615 | | 6.7 | Monitor effectiveness of treatment plan and modify where necessary. | | | | | | | | | | |
| 616 | | a | Evaluate effectiveness of treatment plan on an ongoing basis. | | | | | | | | | | |
| 617 | | | | 1 | Identify anticipated treatment outcomes for a patient. | 2 | | | ✓ | ✓ | x | x | x |
| 618 | | | | 2 | Evaluate patient response relative to anticipated outcomes. | 2 | | | ✓ | ✓ | x | x | x |
| 619 | | | | 3 | Identify causative factors in the event that outcomes are not achieved. | 3 | | | ✓ | ✓ | x | x | x |
| 620 | | b | Modify treatment plan to enhance effectiveness. | | | | | | | | | | |
| 621 | | | | 1 | Explain and justify modification of treatment plan to achieve anticipated outcomes for a patient. | 3 | | | ✓ | ✓ | x | x | x |

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| 622 | | 6.8 | | | | | | | | | | | |
| | | a | Explain etiology and pathogenesis of condition. | | | | | | | | | | |
| 624 | | | | 1 | Explain in plain language the TCM etiology and pathogenesis of patient condition. | 3 | | | ✓ | ✓ | | | x |
| 625 | | b | Explain TCM concepts as they apply to patient condition. | | | | | | | | | | |
| 626 | | | | 1 | Explain in plain language TCM concepts as they apply to patient condition. | 3 | | | ✓ | ✓ | | | x |
| 627 | | c | Inform patient of possible side effects and reaction to treatment. | | | | | | | | | | |
| 628 | | | | 1 | Describe anticipated side effects and reactions to acupuncture treatments. | 2 | | | ✓ | ✓ | | x | x |
| 629 | | | | 2 | Describe anticipated side effects and reactions to moxibustion, cupping, and tui-na treatments. | 2 | | | ✓ | ✓ | | x | x |
| 630 | | | | 3 | Describe anticipated side effects and reactions to TCM herbal treatments. | 2 | | | ✓ | ✓ | | x | |
| 631 | | d | Advise patient on <i>yu fang</i> and <i>yang sheng</i> (prevention and health preservation) | | | | | | | | | | |
| 632 | | | | 1 | Explain the TCM principles of prevention and health preservation related to diet. | 2 | | 1 | ✓ | ✓ | x | | |

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| 633 | | | | 2 | Explain the use of TCM dietary therapy in the treatment of syndromes associated with the illnesses listed in Appendix 5. | 2 | | 1 | ✓ | ✓ | x | | |
| 634 | | | | 3 | Explain the principles of <i>yu fang</i> and <i>yang sheng</i> (prevention and health preservation) through physical exercise and <i>qi gong</i> . | 2 | | 1 | ✓ | ✓ | x | | |
| 635 | | | | 4 | Explain the principles of mental cultivation, and the relationship between mental state, lifestyle, illness and longevity. | 2 | | 1 | ✓ | ✓ | x | | |
| 636 | | e | Counsel patient on compliance with treatment recommendations. | | | | | | | | | | |
| 637 | | | | 1 | Explain the significance of patient compliance with treatment recommendations. | 2 | | | ✓ | ✓ | x | | x |
| 638 | | 7.1 | Perform needling. | | | | | | | | | | |
| 639 | | a | Perform filiform needling. | | | | | | | | | | |
| 640 | | | | 1 | Describe the characteristics and therapeutic use of filiform needles. | 1 | | 1 | ✓ | | x | | |
| 641 | | | | 2 | Identify the factors affecting insertion depth and angle. | 1 | | 1 | ✓ | | x | | |
| 642 | | | | 3 | Perform needle insertion to the required depth and angle. | 2 | 2 | | | ✓ | | x | x |

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| 643 | | | | 4 | Describe characteristics of de qi (arrival of qi). | 1 | | 1 | ✓ | ✓ | x | | |
| 644 | | | | 5 | Describe needle manipulation methods, including tonifying (<i>bu</i>), draining (<i>xie</i>) and even techniques. | 1 | | 1 | ✓ | ✓ | x | | |
| 645 | | | | 6 | Perform needle manipulations, including tonifying, draining and even techniques. | 2 | 2 | | | ✓ | | x | x |
| 646 | | | | 7 | Identify factors affecting needle retention. | 1 | | 1 | ✓ | ✓ | x | | |
| 647 | | | | 8 | Describe needle retraction techniques. | 1 | | 1 | ✓ | ✓ | x | | |
| 648 | | | | 9 | Perform needle retraction. | 2 | 2 | | | ✓ | | x | x |
| 649 | | b | Perform dermal (plum blossom, seven star) needling. | | | | | | | | | | |
| 650 | | | | 1 | Describe the characteristics and therapeutic use of dermal needles. | 1 | | 1 | ✓ | | x | | |
| 651 | | | | 2 | Describe dermal needle manipulation methods. | 1 | | 1 | ✓ | ✓ | x | | |
| 652 | | | | 3 | Perform dermal needling | 2 | 2 | | | ✓ | | x | |
| 653 | | c | Perform intra-dermal tack needling. | | | | | | | | | | |
| 654 | | | | 1 | Describe the characteristics and therapeutic use of intra-dermal tack needles. | 1 | | 1 | ✓ | | x | | |
| 655 | | | | 2 | Identify factors affecting needle retention. | 1 | | 1 | ✓ | | x | | |
| 656 | | | | 3 | Perform intra-dermal tack needling. | 2 | 2 | | | ✓ | | x | |
| 657 | | d | Perform three edged needling. | | | | | | | | | | |

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| 658 | | | | 1 | Describe the characteristics and therapeutic use of three edged needles. | 1 | | 1 | ✓ | | x | | |
| 659 | | | | 2 | Identify factors affecting amount of blood let. | 1 | | 1 | ✓ | | x | | |
| 660 | | | | 3 | Perform three edged needling. | 2 | 2 | | | ✓ | | x | |
| 661 | | 7.2 | Perform moxibustion. | | | | | | | | | | |
| 662 | | a | Perform direct moxibustion. | | | | | | | | | | |
| 663 | | | | 1 | Describe the characteristics and therapeutic use of direct moxibustion. | 1 | | 1 | ✓ | | x | | |
| 664 | | | | 2 | Distinguish between scarring, non-scarring and blistering moxibustion. | 1 | | | ✓ | | x | | |
| 665 | | | | 3 | Identify factors affecting moxa cone number. | 1 | | 1 | ✓ | | x | | |
| 666 | | | | 4 | Perform scarring moxibustion. | 2 | 2 | | | ✓ | | x | |
| 667 | | | | 5 | Perform non-scarring moxibustion. | 2 | 2 | | | ✓ | | x | |
| 668 | | | | 6 | Identify factors affecting blistering moxibustion duration. | 1 | | 1 | ✓ | | x | | |
| 669 | | | | 7 | Perform blistering moxibustion. | 2 | 2 | | | ✓ | | x | |
| 670 | | b | Perform indirect moxibustion. | | | | | | | | | | |
| 671 | | | | 1 | Describe the characteristics and therapeutic use of indirect moxibustion. | 1 | | 1 | ✓ | ✓ | x | | |
| 672 | | | | 2 | Distinguish between warming and partitioned moxibustion. | 1 | | 1 | ✓ | | x | | |

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| 3 | Core | | | | | | | | | | | | |
| 673 | | | | 3 | Identify factors affecting duration and intensity of warming moxibustion. | 1 | | 1 | ✓ | ✓ | x | | |
| 674 | | | | 4 | Perform warming moxibustion. | 2 | 2 | | | ✓ | | x | |
| 675 | | | | 5 | Identify factors affecting cone number and substrate of partitioned moxibustion. | 1 | | 1 | ✓ | | x | | |
| 676 | | | | 6 | Perform partitioned moxibustion. | 2 | 2 | | | | | x | |
| 677 | | c | Perform needle warming moxibustion. | | | | | | | | | | |
| 678 | | | | | Describe the characteristics and therapeutic use of needle warming moxibustion. | 1 | | 1 | ✓ | | x | | |
| 679 | | | | | Perform needle warming moxibustion. | 2 | 2 | | | ✓ | | x | |
| 680 | | 7.3 | Perform treatment utilizing supplementary devices. | | | | | | | | | | |
| 681 | | a | Perform stimulation using heat lamps. | | | | | | | | | | |
| 682 | | | | 1 | Describe the characteristics and therapeutic use of heat lamps. | 1 | | 1 | ✓ | | x | | |
| 683 | | | | 2 | Identify factors affecting intensity and duration of heat lamp treatment. | 1 | | 1 | ✓ | ✓ | x | | |
| 684 | | | | 3 | Perform heat lamp stimulation. | 2 | 2 | | | ✓ | | x | |
| 685 | | b | Perform stimulation using electro-acupuncture devices. | | | | | | | | | | |

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| 686 | | | | 1 | Describe the characteristics and therapeutic use of electro-acupuncture devices. | 1 | | 1 | ✓ | | x | | |
| 687 | | | | 2 | Identify factors affecting frequency, intensity, wave pattern and duration of electro-acupuncture stimulation. | 1 | | 1 | ✓ | ✓ | x | | |
| 688 | | | | 3 | Perform stimulation using an electro-acupuncture device. | 2 | 2 | | | ✓ | | x | |
| 689 | | | 7.4 Perform cupping. | | | | | | | | | | |
| 690 | | | | 1 | Describe the characteristics and therapeutic use of cupping. | 1 | | 1 | ✓ | | x | | |
| 691 | | | | 2 | Distinguish between stationary and mobile cupping. | 1 | | 1 | ✓ | | x | | |
| 692 | | | | 3 | Identify factors affecting cupping duration and intensity. | 1 | | 1 | ✓ | ✓ | x | | |
| 693 | | | | 4 | Perform stationary cupping. | 2 | 2 | | | ✓ | | x | |
| 694 | | | | 5 | Perform mobile cupping. | 2 | 2 | | | ✓ | | x | |
| 695 | | | 7.5 Perform tui na. | | | | | | | | | | |
| 696 | | | | 1 | Describe the application of tui na in the management of syndromes associated with the illnesses listed in Appendix 5. | 2 | | 1 | ✓ | | x | | |
| 697 | | | | 2 | Perform tui na techniques. | 2 | 2 | | | ✓ | | x | |
| 698 | | | 8.1 Maintain herbal inventory. | | | | | | | | | | |

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| 699 | | a | Identify appropriate supply for herbs. | | | | | | | | | | |
| 700 | | | | 1 | Describe the ethical and legal issues associated with the use of herbs. | 2 | | | ✓ | | x | | |
| 701 | | | | 2 | Identify regulations impacting the supply of herbs and herbal products. | 1 | | | ✓ | | x | | |
| 702 | | | | 3 | Identify endangered species used in TCM herbal practice. | 1 | | | ✓ | ✓ | x | | |
| 703 | | b | Assess quality of herbs with reference to: | | | | | | | | | | |
| 704 | | | packaging | | | | | | | | | | |
| 705 | | | | 1 | Identify appropriate packaging for TCM herbs. | 1 | | | ✓ | ✓ | x | | |
| 706 | | | | 2 | Distinguish the condition of packaging. | 1 | 1 | | | ✓ | | x | |
| 707 | | | labeling | | | | | | | | | | |
| 708 | | | | 1 | Identify basic labeling requirements for consumer packaging. | 1 | | | ✓ | ✓ | x | | |
| 709 | | | | 2 | Identify regulations impacting the labeling of TCM herbal products. | 1 | | | ✓ | | x | | |
| 710 | | | | 3 | Identify labeling requirements for TCM herbal products. | 1 | | | ✓ | ✓ | x | | |
| 711 | | | | 4 | Identify labeling concerns that may negate use a product. | 1 | | | ✓ | ✓ | x | x | x |
| 712 | | | physical properties | | | | | | | | | | |

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| 713 | | | | 1 | Describe physical properties of herbs that indicate quality. | 1 | | | ✓ | ✓ | x | | |
| 714 | | | | 2 | Distinguish the quality of samples of herbs on the basis of physical properties. | | 1 | | | | | x | |
| 715 | | | available quality assurance information | | | | | | | | | | |
| 716 | | | | 1 | Explain the significance of third-party testing services. | 2 | | | ✓ | | x | | |
| 717 | | | | 2 | Explain the significance of Good Manufacturing Practice (GMP) certification. | 1 | | | ✓ | | x | | |
| 718 | | | | 3 | Explain the significance of Good Agricultural Practices (GAP) certification. | 1 | | | ✓ | | x | | |
| 719 | | | | 4 | Explain the significance of Natural Health Product (NHP) licence. | 1 | | | ✓ | | x | | |
| 720 | | c | Store herbs in appropriate conditions, including: | | | | | | | | | | |
| 721 | | | environment | | | | | | | | | | |
| 722 | | | | 1 | Describe general environmental requirements for storing herbs. | 1 | | | ✓ | ✓ | x | | |
| 723 | | | | 2 | Identify herbs listed in Appendix 3 that have unique storage requirements. | 1 | | | ✓ | ✓ | x | | |
| 724 | | | security | | | | | | | | | | |
| 725 | | | | 1 | Describe security measures for the storage of toxic herbs. | 1 | | | ✓ | ✓ | x | | |

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| 726 | | | monitoring | | | | | | | | | | |
| 727 | | | | 1 | Describe methods of monitoring the quality of herbs in storage. | 1 | | | ✓ | | x | | |
| 728 | | d | Maintain records with respect to inventory. | | | | | | | | | | |
| 729 | | | | 1 | Describe information required in inventory records. | 1 | | | ✓ | | x | | |
| 730 | | | | 2 | Explain the importance of up-to-date inventory records. | 2 | | | ✓ | | x | | |
| 731 | | 8.2 | Prepare and dispense herbal formulas. | | | | | | | | | | |
| 732 | | a | Verify formula information is clear, complete and accurate. | | | | | | | | | | |
| 733 | | | | 1 | Identify information required for TCM herbal prescription. | 1 | | | ✓ | ✓ | x | | |
| 734 | | | | 2 | Verify completeness of TCM herbal prescription. | 1 | | | ✓ | ✓ | | x | x |
| 735 | | | | 3 | Verify authenticity of TCM herbal prescription. | 2 | | | | | | x | x |
| 736 | | | | 4 | Identify apparent errors or omissions in the names, preparation methods, herbal combinations or dosages specified on the TCM herbal prescription. | 2 | | | ✓ | ✓ | | x | x |
| 737 | | | | 5 | Confirm TCM herbal prescription with prescribing practitioner where appropriate. | 1 | | | | | | x | x |

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| 738 | | b | Verify availability of components and confirm substitution if required. | | | | | | | | | | |
| 739 | | | | 1 | Determine the stock availability of prescribed herbs. | 1 | | | | | | x | x |
| 740 | | | | 2 | Identify herbs that may be used as substitutes. | 2 | | | ✓ | ✓ | x | x | x |
| 741 | | | | 3 | Describe the functions of potential substitutes in comparison with the herbs that are not available. | 1 | | | ✓ | ✓ | x | x | |
| 742 | | | | 4 | Confirm substitutes with prescribing practitioner. | 1 | | | | | | | x |
| 743 | | c | Confirm identity of components. | | | | | | | | | | |
| 744 | | | | 1 | Identify unlabelled samples of the herbs listed in Appendix 3. | 2 | 2 | | | | | x | |
| 745 | | d | Compound formula. | | | | | | | | | | |
| 746 | | | | 1 | Convert units of weight as required. | 2 | | | ✓ | ✓ | x | x | x |
| 747 | | | | 2 | Dispense herbs by weight according to TCM herbal prescription. | 1 | 1 | | | ✓ | | x | x |
| 748 | | e | Apply packaging. | | | | | | | | | | |
| 749 | | | | 1 | Identify herbs listed in Appendix 3 that have unique packaging requirements. | 1 | | | ✓ | ✓ | x | | |
| 750 | | | | 2 | Package formula components according to TCM herbal prescription. | 1 | 1 | | | ✓ | | x | x |

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| 751 | | f | Apply labeling. | | | | | | | | | | |
| 752 | | | | 1 | Describe labeling requirements for dispensed herbs. | 1 | | | ✓ | ✓ | x | | |
| 753 | | | | 2 | Describe labeling requirements for individually packaged components of TCM herbal formulas in decoction form. | 1 | | | ✓ | ✓ | x | | |
| 754 | | | | 3 | Produce comprehensible and complete labels. | 1 | 1 | | | | | x | x |
| 755 | | g | Provide instructions for storage and use. | | | | | | | | | | |
| 756 | | | | 1 | Describe general methods of preparing a decoction. | 1 | | | ✓ | ✓ | x | x | x |
| 757 | | | | 2 | Describe specific preparation methods for a particular prescription. | 2 | | 1 | ✓ | ✓ | x | x | x |
| 758 | | | | 3 | Describe storage requirements for dispensed formulas. | 1 | | | ✓ | ✓ | x | x | x |
| 759 | | | | 4 | Describe administration process and timing. | 1 | | | ✓ | ✓ | x | x | x |
| 760 | | | | 5 | Describe post-administration procedure. | 1 | | | ✓ | ✓ | x | x | x |
| 761 | | h | Maintain dispensing records. | | | | | | | | | | |
| 762 | | | | 1 | Describe requirements for dispensing records. | 1 | | | ✓ | | x | | |
| 763 | | | | 2 | Demonstrate consistency in maintaining dispensing records. | 1 | | | | | | x | x |
| 764 | | | | 3 | Describe procedures to maintain physical security of dispensing records. | 1 | | | ✓ | | x | | |

**Pan-Canadian Standards for
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Performance Indicator Grid

| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|-----|-------------|-----|---|---|--|------------------------------------|-------------|-----------|---------------------------------|---------------------|-----------------------------------|-----------|----------|
| 1 | Herbology | | | | | Domains of Learning & Complexities | | | Assessment in Registration Exam | | Assessment in Educational Program | | |
| 2 | Acupuncture | | Occupational Competencies | | Performance Indicators | Cognitive | Psychomotor | Affective | Written | Clinical Case Study | Academic | Simulated | Clinical |
| 3 | Core | | | | | | | | | | | | |
| 765 | | 9.1 | Evaluate patient risk profile. | | | | | | | | | | |
| 766 | | a | Determine risk profile relative to acupuncture treatment. | | | | | | | | | | |
| 767 | | | | 1 | Describe conditions in which acupuncture treatment poses a risk to patient. | 2 | | 1 | ✓ | ✓ | x | | |
| 768 | | | | 2 | Justify acupuncture treatment where acupuncture treatment poses a risk to patient. | 3 | | 1 | ✓ | ✓ | x | | x |
| 769 | | | | 3 | Describe conditions in which acupuncture is contraindicated. | 2 | | 1 | ✓ | ✓ | x | | |
| 770 | | b | Determine level of risk relative to TCM herbal treatment. | | | | | | | | | | |
| 771 | | | | 1 | Describe conditions in which herbal treatment poses a risk to patient. | 2 | | 1 | ✓ | ✓ | x | | |
| 772 | | | | 2 | Justify herbal treatment where herbal treatment poses a risk to patient. | 3 | | 1 | ✓ | ✓ | x | | x |
| 773 | | | | 3 | Describe conditions where herbal treatment plans are contraindicated. | 2 | | 1 | ✓ | ✓ | x | | |
| 774 | | 9.2 | Provide a safe working environment. | | | | | | | | | | |
| 775 | | a | Maintain current knowledge of communicable diseases and infection control techniques. | | | | | | | | | | |

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|-----|-------------|---|--|---|--|------------------------------------|-------------|-----------|---------------------------------|---------------------|-----------------------------------|-----------|----------|
| 1 | Herbology | | | | | Domains of Learning & Complexities | | | Assessment in Registration Exam | | Assessment in Educational Program | | |
| 2 | Acupuncture | | Occupational Competencies | | Performance Indicators | Cognitive | Psychomotor | Affective | Written | Clinical Case Study | Academic | Simulated | Clinical |
| 3 | Core | | | | | | | | | | | | |
| 776 | | | | 1 | Describe the principles of communicable disease and infection control in a clinical setting. | 2 | | | ✓ | ✓ | x | | |
| 777 | | | | 2 | Describe the principles for the management of sharps and other biohazards. | 2 | | | ✓ | ✓ | x | | |
| 778 | | b | Apply universal precautions for infection control. | | | | | | | | | | |
| 779 | | | | 1 | Demonstrate application of universal precautions for infection control. | 2 | 2 | | | ✓ | | x | x |
| 780 | | | | 2 | Demonstrate clean needle technique. | 2 | 2 | | | ✓ | | x | x |
| 781 | | | | 3 | Demonstrate procedures for the management of sharps and other biohazards. | 2 | 2 | | | ✓ | | x | x |
| 782 | | c | Ensure effective supervision of staff and / or students. | | | | | | | | | | |
| 783 | | | | 1 | Identify the chain of accountability within the clinic. | 2 | | | | | x | | |
| 784 | | | | 2 | Describe the duties of clinic staff and / or students relative to safety. | 1 | | | | | x | | |
| 785 | | | | 3 | Describe the duties of a student clinical supervisor. | 1 | | | | | x | | |

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| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|-----|-------------|---|---|---|---|------------------------------------|-------------|-----------|---------------------------------|---------------------|-----------------------------------|-----------|----------|
| 1 | Herbology | | | | | Domains of Learning & Complexities | | | Assessment in Registration Exam | | Assessment in Educational Program | | |
| 2 | Acupuncture | | Occupational Competencies | | Performance Indicators | Cognitive | Psychomotor | Affective | Written | Clinical Case Study | Academic | Simulated | Clinical |
| 3 | Core | | | | | | | | | | | | |
| 786 | | d | Inspect facilities on a regular basis for electrical hazards, fire risk and physical hazards that may cause accidents, and take action to minimize. | | | | | | | | | | |
| 787 | | | | 1 | Identify electrical hazards, fire risk, and physical and environmental hazards that may pose risks in clinical facilities. | 1 | | | | | | x | x |
| 788 | | | | 2 | Describe actions to minimize electrical hazards, fire risk and physical and environmental hazards that may pose risks in clinical facilities. | 2 | | | | | x | | |
| 789 | | e | Establish procedures and route for emergency evacuation of facilities. | | | | | | | | | | |
| 790 | | | | 1 | Identify principles applicable to emergency evacuation. | 1 | | | | | x | | |
| 791 | | | | 2 | Describe procedures for emergency evacuation of facility. | 1 | | | | | | x | |
| 792 | | f | Establish procedures to maximize protection of self, staff and patients in the event of abusive or violent behaviour. | | | | | | | | | | |
| 793 | | | | 1 | Describe indicators of potentially abusive or violent behaviour. | 2 | | | | | x | | |

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Performance Indicator Grid

| | A | B | C | D | E | F | G | H | I | J | K | L | M |
|-----|-------------|-----|--|---|---|------------------------------------|-------------|-----------|---------------------------------|---------------------|-----------------------------------|-----------|----------|
| 1 | Herbology | | | | | Domains of Learning & Complexities | | | Assessment in Registration Exam | | Assessment in Educational Program | | |
| 2 | Acupuncture | | Occupational Competencies | | Performance Indicators | Cognitive | Psychomotor | Affective | Written | Clinical Case Study | Academic | Simulated | Clinical |
| 3 | Core | | | | | | | | | | | | |
| 794 | | | | 2 | Describe management principles to enhance protection of all parties. | 2 | | | | | x | | |
| 795 | | 9.3 | Manage risks to patients. | | | | | | | | | | |
| 796 | | a | Include safety precautions in herbal treatment plan. | | | | | | | | | | |
| 797 | | | | 1 | Provide clear directions to patient regarding safety precautions. | 1 | | | | ✓ | | x | x |
| 798 | | | | 2 | Describe situations in which patient should contact TCM practitioner for direction. | 2 | | | ✓ | ✓ | x | x | x |
| 799 | | b | Manage adverse reactions and accidents resulting from treatment. | | | | | | | | | | |
| 800 | | | | 1 | Describe the management of physical harm resulting from needling. | 2 | | | ✓ | ✓ | x | | |
| 801 | | | | 2 | Describe the management of physical harm resulting from moxibustion. | 2 | | | ✓ | ✓ | x | | |
| 802 | | | | 3 | Describe the management of physical harm resulting from cupping. | 2 | | | ✓ | ✓ | x | | |
| 803 | | | | 4 | Describe the management of physical harm resulting from the use of supplementary devices. | 2 | | | ✓ | ✓ | x | | |
| 804 | | | | 5 | Describe the management of physical harm resulting from tui na. | 2 | | | ✓ | ✓ | x | | |

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|-----|-------------|---|---|----|---|------------------------------------|-------------|-----------|---------------------------------|---------------------|-----------------------------------|-----------|----------|
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| 3 | Core | | | | | | | | | | | | |
| 805 | | | | 6 | Describe the management of unexpected responses resulting from needling. | 2 | | | ✓ | ✓ | x | | |
| 806 | | | | 7 | Describe the management of unexpected responses resulting from moxibustion. | 2 | | | ✓ | ✓ | x | | |
| 807 | | | | 8 | Describe the management of unexpected responses resulting from cupping. | 2 | | | ✓ | ✓ | x | | |
| 808 | | | | 9 | Describe the management of unexpected responses resulting from the use of supplementary devices. | 2 | | | ✓ | ✓ | x | | |
| 809 | | | | 10 | Describe the management of unexpected responses resulting from tui na. | 2 | | | ✓ | ✓ | x | | |
| 810 | | | | 11 | Describe the management of adverse reactions to herbal treatment. | 2 | | | ✓ | ✓ | x | | |
| 811 | | | | 12 | Describe safety precautions in acupuncture treatment to enhance accident prevention. | 2 | | | ✓ | ✓ | x | | |
| 812 | | c | Respond appropriately to medical emergencies. | | | | | | | | | | |
| 813 | | | | 1 | Perform first aid. | 2 | 2 | | | ✓ | | x | |
| 814 | | | | 2 | Perform cardiopulmonary resuscitation. | 2 | 1 | | | ✓ | | x | |
| 815 | | | | 3 | Communicate medical emergency conditions in biomedical terms for emergency medical service providers. | 2 | 1 | | | ✓ | | x | |

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|-----|-------------|-----|--|---|--|------------------------------------|-------------|-----------|---------------------------------|---------------------|-----------------------------------|-----------|----------|
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| 3 | Core | | | | | | | | | | | | |
| 816 | | | | 4 | Describe steps for post-emergency follow-up. | 2 | | | ✓ | ✓ | x | x | |
| 817 | | d | Manage blood-to-blood contact and provide direction for post exposure follow up. | | | | | | | | | | |
| 818 | | | | 1 | Describe the management of blood-to-blood contact. | 1 | | | ✓ | ✓ | x | | |
| 819 | | | | 2 | Describe post exposure follow up for blood-to-blood contact. | 1 | | | ✓ | ✓ | x | | |
| 820 | | e | Clean spills of blood and other body fluids. | | | | | | | | | | |
| 821 | | | | 1 | Describe procedures for the clean up of spills of blood and other body fluids. | 1 | | | ✓ | ✓ | x | | |
| 822 | | | | 2 | Demonstrate the clean up of spills of blood and other body fluids. | 1 | 1 | | | | | x | |
| 823 | | f | Control and extinguish small fires. | | | | | | | | | | |
| 824 | | | | 1 | Describe procedures for small fire control. | 1 | | | ✓ | | x | | |
| 825 | | 9.4 | Ensure that equipment is safe and functional. | | | | | | | | | | |
| 826 | | a | Select equipment that enhances patient safety. | | | | | | | | | | |
| 827 | | | | 1 | Describe the desirable characteristics of equipment for a particular clinical use. | 2 | | | ✓ | ✓ | x | | |
| 828 | | | | 2 | Select equipment that is safe and functional. | 2 | 2 | | | ✓ | | x | x |

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| 2 | Acupuncture | | Occupational Competencies | | Performance Indicators | Cognitive | Psychomotor | Affective | Written | Clinical Case Study | Academic | Simulated | Clinical |
| 3 | Core | | | | | | | | | | | | |
| 829 | | | | 3 | Prepare equipment, materials and work area for acupuncture (including use of supplementary devices), moxibustion and cupping. | 1 | 1 | | | ✓ | | x | x |
| 830 | | | | 4 | Prepare equipment, materials and work area for preparing and dispensing herbal formulas. | 1 | 1 | | | ✓ | | x | x |
| 831 | | | | 5 | Demonstrate the hygienic handling of equipment and materials for acupuncture, moxibustion and cupping. | 1 | 1 | | | ✓ | | x | x |
| 832 | | b | Maintain equipment in good working order. | | | | | | | | | | |
| 833 | | | | 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 | | |
| 834 | | | | 2 | Describe the procedures involved in the management of equipment and materials for preparing and dispensing herbal formulas. | 1 | | | ✓ | ✓ | x | | |
| 835 | | | | 3 | Describe the proper storage of equipment and materials. | 1 | | | ✓ | ✓ | x | | |
| 836 | | c | Clean equipment regularly, and disinfect as appropriate. | | | | | | | | | | |

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| | A | B | C | D | E | F | G | H | I | J | K | L | M |
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| 1 | Herbology | | | | | Domains of Learning & Complexities | | | Assessment in Registration Exam | | Assessment in Educational Program | | |
| 2 | Acupuncture | | Occupational Competencies | | Performance Indicators | Cognitive | Psychomotor | Affective | Written | Clinical Case Study | Academic | Simulated | Clinical |
| 3 | Core | | | | | | | | | | | | |
| 837 | | | | 1 | Describe the procedures involved in the cleaning and disinfecting of equipment and materials for acupuncture (including use of supplementary devices), moxibustion and cupping. | 1 | | | ✓ | ✓ | x | | |
| 838 | | | | 2 | Demonstrate procedures involved in the cleaning and disinfecting of equipment and materials for acupuncture (including use of supplementary devices), moxibustion and cupping. | 1 | 1 | | | ✓ | | x | x |
| 839 | | | | 3 | Describe the procedures involved in the cleaning of equipment for preparing and dispensing herbal formulas. | 1 | | | ✓ | ✓ | x | | |
| 840 | | | | 4 | Demonstrate procedures involved in the cleaning of equipment for preparing and dispensing herbal formulas. | 1 | 1 | | | ✓ | | x | x |

| Lung Channel | Soutaiyin Feijing |
|--------------------------------|----------------------------------|
| LU 1 | Zhongfu |
| LU 2 | Yunmen |
| LU 3 | Tianfu |
| LU 4 | Xiabai |
| LU 5 | Chize |
| LU 6 | Kongzui |
| LU 7 | Lieque |
| LU 8 | Jingqu |
| LU 9 | Taiyuan |
| LU 10 | Yuji |
| LU 11 | Shaoshang |
| Large Intestine Channel | Shouyangming Dachang-Jing |
| LI 1 | Shangyang |
| LI 2 | Erjian |
| LI 3 | Sanjian |
| LI 4 | Hegu |
| LI 5 | Yangxi |
| LI 6 | Pianli |
| LI 7 | Wenliu |
| LI 8 | Xialian |
| LI 9 | Shanglian |
| LI 10 | Shousanli |
| LI 11 | Quchi |
| LI 12 | Zhouliao |
| LI 13 | Shouwuli |
| LI 14 | Binao |
| LI 15 | Jianyu |
| LI 16 | Jugu |
| LI 17 | Tianding |
| LI 18 | Futu |
| LI 19 | Kouheliao |
| LI 20 | Yingxiang |

| Stomach Channel | Zuyangming Weijing |
|------------------------|---------------------------|
| ST 1 | Chengqi |
| ST 2 | Sibai |
| ST 3 | Juliao |
| ST 4 | Dicang |
| ST 5 | Daying |
| ST 6 | Jiache |
| ST 7 | Xiaguan |
| ST 8 | Touwei |
| ST 9 | Renying |
| ST 10 | Shuitu |
| ST 11 | Qishe |
| ST 12 | Quepen |
| ST 13 | Qihu |
| ST 14 | Kufang |
| ST 15 | Wuyi |
| ST 16 | Yingchuang |
| ST 17 | Ruzhong |
| ST 18 | Rugen |
| ST 19 | Burong |
| ST 20 | Chengman |
| ST 21 | Liangmen |
| ST 22 | Guanmen |
| ST 23 | Taiyi |
| ST 24 | Huaroumen |
| ST 25 | Tianshu |
| ST 26 | Wailing |
| ST 27 | Daju |
| ST 28 | Shuidao |
| ST 29 | Guilai |
| ST 30 | Qichong |
| ST 31 | Biguan |
| ST 32 | Futu |
| ST 33 | Yinshi |

| | |
|-----------------------|------------------------|
| ST 34 | Liangqiu |
| ST 35 | Dubi |
| ST 36 | Zusanli |
| ST 37 | Shangjuxu |
| ST 38 | Tiaokou |
| ST 39 | Xiajuxu |
| ST 40 | Fenglong |
| ST 41 | Jiexi |
| ST 42 | Chongyang |
| ST 43 | Xiangyu |
| ST 44 | Neiting |
| ST 45 | Lidui |
| Spleen Channel | Zutaiyin Pijing |
| SP 1 | Yinbai |
| SP 2 | Dadu |
| SP 3 | Taibai |
| SP 4 | Gongsun |
| SP 5 | Shangqiu |
| SP 6 | Sanyinjiao |
| SP 7 | Lougu |
| SP 8 | Diji |
| SP 9 | Yinlingquan |
| SP 10 | Xuehai |
| SP 11 | Jimen |
| SP 12 | Chongmen |
| SP 13 | Fushe |
| SP 14 | Fujie |
| SP 15 | Daheng |
| SP 16 | Fu'ai |
| SP 17 | Shidou |
| SP 18 | Tianxi |
| SP 19 | Xiongxiang |
| SP 20 | Zhourong |
| SP 21 | Dabao |

| Heart Channel | Shoushaoyin Xinjing |
|--------------------------------|----------------------------------|
| HT 1 | Jiquan |
| HT 2 | Qingling |
| HT 3 | Shaohai |
| HT 4 | Lingdao |
| HT 5 | Tongli |
| HT 6 | Yinxi |
| HT 7 | Shenmen |
| HT 8 | Shaofu |
| HT 9 | Shaochong |
| Small Intestine Channel | Shoutaiyang Xiaochangjing |
| SI 1 | Shaoze |
| SI 2 | Qianggu |
| SI 3 | Houxi |
| SI 4 | Wangu |
| SI 5 | Yanggu |
| SI 6 | Yanglao |
| SI 7 | Zhizheng |
| SI 8 | Xiaohai |
| SI 9 | Jianzhen |
| SI 10 | Naoshu |
| SI 11 | Tianzong |
| SI 12 | Bingfeng |
| SI 13 | Quyuan |
| SI 14 | Jianwaishu |
| SI 15 | Jianzhongshu |
| SI 16 | Tianchuang |
| SI 17 | Tianrong |
| SI 18 | Quanliao |
| SI 19 | Tinggong |
| Bladder Channel | Zutaiyang Pangguangjing |
| BL 1 | Jingming |
| BL 2 | Cuanzhu (Zanzhu) |

| | |
|-------|----------------|
| BL 3 | Meichong |
| BL 4 | Qucha (Quchai) |
| BL 5 | Wuchu |
| BL 6 | Chengguang |
| BL 7 | Tongtian |
| BL 8 | Luoque |
| BL 9 | Yuzhen |
| BL 10 | Tianzhu |
| BL 11 | Dazhu |
| BL 12 | Fengmen |
| BL 13 | Feishu |
| BL 14 | Jueyinshu |
| BL 15 | Xinshu |
| BL 16 | Dushu |
| BL 17 | Geshu |
| BL 18 | Ganshu |
| BL 19 | Danshu |
| BL 20 | Pishu |
| BL 21 | Weishu |
| BL 22 | Sanjiaoshu |
| BL 23 | Shenshu |
| BL 24 | Qihuishu |
| BL 25 | Dachangshu |
| BL 26 | Guanyuanshu |
| BL 27 | Xiaochangshu |
| BL 28 | Pangguangshu |
| BL 29 | Zhonglushu |
| BL 30 | Baihuanshu |
| BL 31 | Shangliao |
| BL 32 | Ciliao |
| BL 33 | Zhongliao |
| BL 34 | Xialiao |
| BL 35 | Huiyang |
| BL 36 | Chengfu |

| | |
|-----------------------|---------------------------|
| BL 37 | Yinmen |
| BL 38 | Fuxi |
| BL 39 | Weiyang |
| BL 40 | Weizhong |
| BL 41 | Fufen |
| BL 42 | Pohu |
| BL 43 | Gaohuang |
| BL 44 | Shentang |
| BL 45 | Yixi |
| BL 46 | Geguan |
| BL 47 | Hunmen |
| BL 48 | Yanggang |
| BL 49 | Yishe |
| BL 50 | Weicang |
| BL 51 | Huangmen |
| BL 52 | Zhishi |
| BL 53 | Baohuang |
| BL 54 | Zhibian |
| BL 55 | Heyang |
| BL 56 | Chengjin |
| BL 57 | Chengshan |
| BL 58 | Feiyang |
| BL 59 | Fuyang |
| BL 60 | Kunlun |
| BL 61 | Pucan (Pushen) |
| BL 62 | Shenmai |
| BL 63 | Jinmen |
| BL 64 | Jinggu |
| BL 65 | Shugu |
| BL 66 | Zutonggu |
| BL 67 | Zhiyin |
| Kidney Channel | Zushaoyin Shenjing |
| KI 1 | Yongquan |
| KI 2 | Rangu |

| | |
|----------------------------|------------------------------|
| KI 3 | Taixi |
| KI 4 | Dazhong |
| KI 5 | Shuiquan |
| KI 6 | Zhaohai |
| KI 7 | Fulu |
| KI 8 | Jiaoxin |
| KI 9 | Zhubin |
| KI 10 | Yingu |
| KI 11 | Henggu |
| KI 12 | Dahe |
| KI 13 | Qixue |
| KI 14 | Siman |
| KI 15 | Zhongzhu |
| KI 16 | Huangshu |
| KI 17 | Shangqu |
| KI 18 | Shiguan |
| KI 19 | Yindu |
| KI 20 | Futonggu |
| KI 21 | Youmen |
| KI 22 | Bulang |
| KI 23 | Shenfeng |
| KI 24 | Lingxu |
| KI 25 | Shencang |
| KI 26 | Yuzhong |
| KI 27 | Shufu |
| Pericardium Channel | Shoujueyin Xinbaojing |
| PC 1 | Tianchi |
| PC 2 | Tianquan |
| PC 3 | Quze |
| PC 4 | Ximen |
| PC 5 | Jianshi |
| PC 6 | Neiguan |
| PC 7 | Daling |
| PC8 | Laogong |

| | |
|---------------------------------|----------------------------------|
| PC 9 | Zhongchong |
| Triple Energizer Channel | Shoushaoyang Sanjiao Jing |
| TE 1 | Guanchong |
| TE 2 | Yemen |
| TE 3 | Zhongzhu |
| TE 4 | Yangchi |
| TE 5 | Waiguan |
| TE 6 | Zhigou |
| TE 7 | Huizong |
| TE 8 | Sanyangluo |
| TE 9 | Sidu |
| TE 10 | Tianjing |
| TE 11 | Qinglengyuan |
| TE 12 | Xiaoluo |
| TE 13 | Naohui |
| TE 14 | Jianliao |
| TE 15 | Tianliao |
| TE 16 | Tianyou |
| TE 17 | Yifeng |
| TE 18 | Chimai (Qimai) |
| TE 19 | Luxi |
| TE 20 | Jiaosun |
| TE 21 | Ermen |
| TE 22 | Erheliao |
| TE 23 | Sizhukong |
| Gallbladder Channel | Zushaoyang Danjing |
| GB 1 | Tongziliao |
| GB 2 | Tinghui |
| GB 3 | Shangguan |
| GB 4 | Hanyan |
| GB 5 | Xuanlu |
| GB 6 | Xuanli |
| GB 7 | Qubin |

| | |
|-------|--------------|
| GB 8 | Shuaigu |
| GB 9 | Tianchong |
| GB 10 | Fubai |
| GB 11 | Touqiaoyin |
| GB 12 | Wangu |
| GB 13 | Benshen |
| GB 14 | Yangbai |
| GB 15 | Toulinqi |
| GB 16 | Muchuang |
| GB 17 | Zhengying |
| GB 18 | Chengling |
| GB 19 | Naokong |
| GB 20 | Fengchi |
| GB 21 | Jianjing |
| GB 22 | Yuanye |
| GB 23 | Zhejin |
| GB 24 | Riyue |
| GB 25 | Jingmen |
| GB 26 | Daimai |
| GB 27 | Wushu |
| GB 28 | Weidao |
| GB 29 | Juliao |
| GB 30 | Huantiao |
| GB 31 | Fengshi |
| GB 32 | Zhongdu |
| GB 33 | Xiyangguan |
| GB 34 | Yanglingquan |
| GB 35 | Yangjiao |
| GB 36 | Waiqiu |
| GB 37 | Guangming |
| GB 38 | Yangfu |
| GB 39 | Xuanzhong |
| GB 40 | Qiuxu |
| GB 41 | Zulinqi |

| | |
|-------------------------|-------------------------|
| GB 42 | Diwuhui |
| GB 43 | Xiaxi |
| GB 44 | Zuqiaoyin |
| Liver Channel | Zujueyin Ganjing |
| LR 1 | Dadun |
| LR 2 | Xingjian |
| LR 3 | Taichong |
| LR 4 | Zhongfeng |
| LR 5 | Ligou |
| LR 6 | Zhongdu |
| LR 7 | Xiguan |
| LR 8 | Ququan |
| LR 9 | Yinbao |
| LR 10 | Zuwuli |
| LR 11 | Yinlian |
| LR 12 | Jimai |
| LR 13 | Zhangmen |
| LR 14 | Qimen |
| Governor Channel | Dumai |
| GV 1 | Changqiang |
| GV 2 | Yaoshu |
| GV 3 | Yaoyangguan |
| GV 4 | Mingmen |
| GV 5 | Xuanshu |
| GV 6 | Jizhong |
| GV 7 | Zhongshu |
| GV 8 | Jinsuo |
| GV 9 | Zhiyang |
| GV 10 | Lingtai |
| GV 11 | Shendao |
| GV 12 | Shenzhu |
| GV 13 | Taodao |
| GV 14 | Dazhui |

| | |
|---------------------------|---------------|
| GV 15 | Yamen |
| GV 16 | Fengfu |
| GV 17 | Naohu |
| GV 18 | Qiangjian |
| GV 19 | Houding |
| GV 20 | Baihui |
| GV 21 | Qianding |
| GV 22 | Xinhui |
| GV 23 | Shangxing |
| GV 24 | Shenting |
| GV 25 | Suliao |
| GV 26 | Shuigou |
| GV 27 | Duiduan |
| GV 28 | Yinjiao |
| Conception Channel | Renmai |
| CV 1 | Huiyin |
| CV 2 | Qugu |
| CV 3 | Zhongji |
| CV 4 | Guanyuan |
| CV 5 | Shimen |
| CV 6 | Qihai |
| CV 7 | Yinjiao |
| CV 8 | Shenque |
| CV 9 | Shuifen |
| CV 10 | Xiawan |
| CV 11 | Jianli |
| CV 12 | Zhongwan |
| CV 13 | Shangwan |
| CV 14 | Juque |
| CV 15 | Jiuwei |
| CV 16 | Zhongting |
| CV 17 | Danzhong |
| CV 18 | Yutang |
| CV 19 | Zigong |

| | |
|-------|------------|
| CV 20 | Huagai |
| CV 21 | Xuanji |
| CV 22 | Tiantu |
| CV 23 | Lianquan |
| CV 24 | Chengjiang |

Reference:

Study of Acupuncture Points (for acupuncture specialization), 1985 by Yang Jiasan et al, Shanghai Science and Technology Publishing House

| Extra Point Name | WHO Standard Nomenclature |
|------------------------------|----------------------------------|
| Shishencong | EXTRA 1/M-HN-1 |
| Yintang | EXTRA 2/M-HN-3 |
| Yuyao | EXTRA 3/M-HN-6 |
| Shangming | EXTRA 4 |
| Taiyang | EXTRA 5/M-HN-9 |
| Qiuhou | EXTRA 6/M-HN-8 |
| Bitong | EXTRA 7/M-HN-14 |
| Yuyu, Jinjin | EXTRA 8/M-HN-20 |
| Jinchengjiang | EXTRA 9/M-HN-18 |
| Qianzheng | EXTRA 10 |
| Yiming | EXTRA 11 |
| Anmian | EXTRA 12/M-HN-54 |
| Jingbi | EXTRA 13 |
| Sanjiaojiu | EXTRA 14/M-CA-23 |
| Tituo | EXTRA 15/N-CA-4 |
| Zigong | EXTRA 16/M-CA-18 |
| Dingchuan | EXTRA 17/M-BW-1 |
| Jiehexue | EXTRA 18 |
| Jiaji, Huatoujiaji Points | EXTRA 19/M-BW-35 |
| Weiguanxiashu, Bashu, Cuishu | EXTRA 20/M-BW-12 |
| Pigen | EXTRA 21 |
| Yaoyan | EXTRA 22/M-BW-24 |
| Shiqizhui | EXTRA 23 |
| Shixuan | EXTRA 24/M-UE-1 |
| Sifeng | EXTRA 25/M-UE-9 |
| Zhongkui | EXTRA 26 |
| Baxie | EXTRA 27/M-UE-22 |
| Luozen | EXTRA 28/M-UE-24 |
| Yaotongxue | EXTRA 29/N-UE-19 |
| Zhongquan | EXTRA 30 |
| Erbai | EXTRA 31/M-UE-29 |
| Bizhong | EXTRA 32 |
| Zhoujian | EXTRA 33/M-UE-46 |

| Extra Point Name | WHO Standard Nomenclature |
|-------------------------|----------------------------------|
| Jianqian, Jianneiling | EXTRA 34/M-UE-48 |
| Huanzhong | EXTRA 35 |
| Heding | EXTRA 38/M-LE-27 |
| Xiyan | EXTRA 39MN-LE-16 |
| Dannangxue | EXTRA 40/M-LE-23 |
| Lanweixue | EXTRA 41/M-LE-13 |
| Bafeng | EXTRA 42/M-LE-8 |
| Duyin | EXTRA 43 |
| Lineiting | EXTRA 44 |
| Baichongwo | M-LE-34 |
| Bailao | M-HN-30 |
| Erjian | M-HN-10 |
| Haiguan | M-HN-37 |
| Huanmen | M-BW-6 |
| Shiqizhuixia | M-BW-25 |
| Sishencong | M-HN1 |

Reference:

Study of Acupuncture Points (for acupuncture specialization), 1985, by Yang Jiasan et al, Shanghai Science and Technology Publishing House

Materia Medica (Pin-yin, Chinese and Botanical name)

A

| | | |
|-------|----|-------------------------|
| Ai Ye | 艾葉 | Folium Artemisiae Argyi |
|-------|----|-------------------------|

B

| | | |
|---------------------|---------|------------------------------------|
| Ba Ji Tian | 巴戟天 | Radix Morindae Officinalis |
| Bai Bian Dou | 白扁豆 | Semen Dolichoris Album |
| Bai Bu | 百部 | Radix Stemonae |
| Bai Dou Kou | 白豆蔻 | Fructus Amomi Rotundus |
| Bai Fu Zi | 白附子 | Rhizoma Typhonii |
| Bai Guo | 白果 | Semen Ginkgo |
| Bai He | 百合 | Bulbus Lilli |
| Bai Hua She She Cao | 白花蛇舌草 | Herba Hedyotis Diffusae |
| Bai Ji | 白芨 | Rhizoma Bletillae |
| Bai Ji Li/Ci Ji Li | 白蒺藜/刺蒺藜 | Fructus Tribuli |
| Bai Jiang Cao | 敗醬草 | Herba Patriniae |
| Bai Jie Zi | 白芥子 | Semen Sinapis Albae |
| Bai Mao Gen | 白茅根 | Rhizoma Imperatae |
| Bai Qian | 白前 | Rhizoma Cynanchi Stauntonii |
| Bai Shao | 白芍 | Radix Paeoniae Alba |
| Bai Tou Weng | 白頭翁 | Radix Pulsatillae |
| Bai Wei | 白薇 | Radix Cynanchi Atrati |
| Bai Xian Pi | 白蘚皮 | Cortex Dictamni Radicis |
| Bai Zhi | 白芷 | Radix Angelicae Dahuricae |
| Bai Zhu | 白朮 | Rhizoma Atractylodis Macrocephalae |
| Ban Lan Gen | 板藍根 | Radix Isatidis |
| Ban Mao | 斑蝥 | Mylabris |
| Ban Xia | 半夏 | Rhizoma Pinelliae |

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Appendix 3 - TCM Herbs

| | | |
|---------------|-----|--------------------------------|
| Bei Xie | 萆薢 | Rhizoma Dioscoreae Hypoglaucae |
| Bian Xu | 篇蓄 | Herba Polygoni Avicularis |
| Bie Jia | 鳖甲 | Carapax Trionycis |
| Bin Lang | 檳榔 | Semen Arecae |
| Bing Pian | 冰片 | Borneolum Syntheticum |
| Bo He | 薄荷 | Herba Menthae |
| Bo/Bai Zi Ren | 柏子仁 | Semen Biotae |
| Bu Gu Zhi | 補骨脂 | Fructus Psoraleae |

C

| | | |
|---------------|-----|-------------------------------|
| Can Sha | 蠶砂 | Faeces Bombycis |
| Cang Er Zi | 蒼耳子 | Fructus Xanthii |
| Cang Zhu | 蒼朮 | Rhizoma Atractylodis |
| Cao Dou Kou | 草豆蔻 | Semen Alpiniae Katsumadai |
| Cao Guo | 草果 | Fructus Tsaoko |
| Ce Bo Ye | 側柏葉 | Cacumen Biotae |
| Chai Hu | 柴胡 | Radix Bupleuri |
| Chan Tui | 蟬蛻 | Periostracum Cicadae |
| Che Qian Zi | 車前子 | Semen Plantaginis |
| Chen Xiang | 沉香 | Lignum Aquilariae Resinatum |
| Chi Shao Yao | 赤芍藥 | Radix Paeoniae Rubra |
| Chi Shi Zhi | 赤石脂 | Halloysitum Rubrum |
| Chi Xiao Dou | 赤小豆 | Semen Phaseoli |
| Chuan Bei Mu | 川貝母 | Bulbus Fritillariae Cirrhosae |
| Chuan Lian Zi | 川楝子 | Fructus Meliae Toosendan |
| Chuan Xiong | 川芎 | Rhizoma Ligustici Chuanxiong |
| Ci Shi | 磁石 | Magnetitum |

D

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| | | |
|--------------------|------|-----------------------------|
| Da Fu Pi | 大腹皮 | Pericarpium Arecae |
| Da Huang | 大黃 | Radix et Rhizoma Rhei |
| Da Ji | 大戟 | Radix Euphorbiae Pekinensis |
| Da Ji | 大薊 | Radix Cirsii Japonici |
| Da Qing Ye | 大青葉 | Folium Isatidis |
| Da Zao | 大棗 | Fructus Ziziphi Jujubae |
| Dai Zhe Shi | 代赭石 | Haematitum |
| Dan Dou Shi/Chi | 淡豆豉 | Semen Sojae Praeparatum |
| Dan Shen | 丹參 | Radix Salviae Miltiorrhizae |
| Dan Zhu Ye | 淡竹葉 | Herba Lophatheri |
| Dang Gui | 當歸 | Radix Angelicae Sinensis |
| Dang Shen | 黨參 | Radix Condonopsis Pilosulae |
| Di Fu Zi | 地膚子 | Fructus Kochiae |
| Di Gu Pi | 地骨皮 | Cortex Lycii Radicis |
| Di Long | 地龍 | Lumbricus |
| Di Yu | 地榆 | Radix Sanguisorbae |
| Ding Xiang | 丁香 | Flos Caryophylli |
| Dong Chong Xia Cao | 冬蟲夏草 | Cordyceps |
| Dong Gua Pi | 冬瓜皮 | Exocarpium Benincasae |
| Du Huo | 獨活 | Radix Angelicae Pubescentis |
| Du Zhong | 杜仲 | Cortex Eucommiae |
| <hr/> | | |
| E | | |
| E Jiao | 阿膠 | Colla Corii Asini |
| E Zhu | 莪朮 | Rhizoma Zedoariae |
| <hr/> | | |
| F | | |
| Fan Xie Ye | 番瀉葉 | Folium Sennae |
| Fang Feng | 防風 | Radix Ledebouriellae |

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| | | |
|-------------|-----|-----------------------------|
| Fen Fang Ji | 粉防己 | Radix Stephaniae Tetrandrae |
| Feng Mi | 蜂蜜 | Mel |
| Fo Shou | 佛手 | Fructus Citri Sarcodactylis |
| Fu Ling | 茯苓 | Poria |
| Fu Pen Zi | 覆盆子 | Fructus Rubi |
| Fu Xiao Mai | 浮小麥 | Fructus Triticis Levis |
| Fu Zi | 附子 | Radix Aconiti Praeparata |

G

| | | |
|-----------------|-----|------------------------------|
| Gan Cao | 甘草 | Radix Glycyrrhizae |
| Gan Jiang | 乾薑 | Rhizoma Zingiberis |
| Gan Sui | 甘遂 | Radix Euphorbiae Kansui |
| Gao Ben | 藁本 | Rhizoma Ligustici |
| Gao Liang Jiang | 高良薑 | Rhizoma Alpiniae Officinarum |
| Ge Gen | 葛根 | Radix Puerariae |
| Ge Jie | 蛤蚧 | Gecko |
| Gou Ji | 狗脊 | Rhizoma Cibotii |
| Gou Qi Zi | 枸杞子 | Fructus Lycii |
| Gou Teng | 鉤藤 | Ramulus Uncariae cum Uncis |
| Gu Sui Bu | 骨碎補 | Rhizoma Drynariae |
| Gua Lou | 瓜蒌 | Fructus Trichosanthis |
| Guang Fang Ji | 廣防己 | Radix Aristolochiae Fangchi |
| Gui Ban | 龜板 | Plastrum Testudinis |
| Gui Zhi | 桂枝 | Ramulus Cinnamomi |

H

| | | |
|------------|-----|-----------------|
| Hai Er Cha | 孩兒茶 | Catechu |
| Hai Fu Shi | 海浮石 | Pumex |
| Hai Ge Ke | 海蛤殼 | Concha Cyclinae |

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| | | |
|---------------|-----|------------------------------|
| Hai Jin Sha | 海金沙 | Spora Lygodii |
| Hai Zao | 海藻 | Sargassum |
| Han Lian Cao | 旱蓮草 | Herba Ecliptae |
| He Huan Pi | 合歡皮 | Cortex Albizziae |
| He Shou Wu | 何首烏 | Radix Polygoni Multiflori |
| He Zi | 訶子 | Fructus Chebulae |
| Hei Zhi Ma | 黑芝麻 | Semen Sesami Nigrum |
| Hong Hua | 紅花 | Flos Carthami |
| Hong Teng | 紅藤 | Caulis Sargentodoxae |
| Hou Po | 厚朴 | Cortex Magnoliae Officinalis |
| Hu Huang Lian | 胡黃連 | Rhizoma Picrorhizae |
| Hu Jiao | 胡椒 | Fructus Piperis Nigri |
| Hu Po | 琥珀 | Succinum |
| Hu Tao Rou | 胡桃肉 | Semen Juglandis |
| Hua Jiao | 花椒 | Pericarpium Zanthoxyli |
| Hua Shi | 滑石 | Talcum |
| Huai Hua | 槐花 | Flos Sophorae |
| Huang Bo/Bai | 黃柏 | Cortex Phellodendri |
| Huang Jing | 黃精 | Rhizoma Polygonati |
| Huang Lian | 黃連 | Rhizoma Coptidis |
| Huang Qi | 黃耆 | Radix Astragali seu Hedysari |
| Huang Qin | 黃芩 | Radix Scutellariae |
| Huo Ma Ren | 火麻仁 | Fructus Cannabis |
| Huo Xiang | 藿香 | Herba Pogostemonis |

J

| | | |
|-------------|-----|------------------------------------|
| Ji Nei Jin | 雞內金 | Endothelium Corneum Gigeriae Galli |
| Ji Xue Teng | 雞血藤 | Caulis Spatholobi |
| Jiang Can | 僵蠶 | Bombyx Batryticatus |

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| | | |
|---------------|-------|-------------------------------|
| Jiang Huang | 薑黃 | Rhizoma Curcumae Longae |
| Jiang Xiang | 降香 | Lignum Dalbergiae Odoriferae |
| Jie Geng | 桔梗 | Radix Platycodi |
| Jin Qian Cao | 金錢草 | Herba Lysimachiae |
| Jin Yin Hua | 金銀花 | Flos Lonicerae |
| Jin Ying Zi | 金櫻子 | Fructus Rosae Laevigatae |
| Jing Jie | 荊芥 | Herba Schizonepetae |
| Ju Hua | 菊花 | Flos Chrysanthemi |
| Ju Pi/Chen Pi | 橘皮/陳皮 | Pericarpium Citri Reticulatae |
| Jue Ming Zi | 決明子 | Semen Cassiae |

K

| | | |
|---------------|-----|------------------------------|
| Ku Lian Pi | 苦楝皮 | Cortex Meliae |
| Ku Shen | 苦參 | Radix Sophorae Flavescentis |
| Kuan Dong Hua | 款冬花 | Flos Farfarae |
| Kun Bu | 昆布 | Thallus Laminariae Eckloniae |

L

| | | |
|--------------|-----|---------------------------|
| Lai Fu Zi | 萊菔子 | Semen Raphani |
| Li Zhi He | 荔枝核 | Semen Litchi |
| Lian Qiao | 連翹 | Fructus Forsythiae |
| Lian Zi | 蓮子 | Semen Nelumbinis |
| Liu Huang | 硫黃 | Sulfur |
| Liu Ji Nu | 劉寄奴 | Herba Artemisiae Anomalaе |
| Long Dan Cao | 龍膽草 | Radix Gentianae |
| Long Gu | 龍骨 | Os Draconis |
| Long Yan Rou | 龍眼肉 | Arillus Longan |
| Lu Feng Fang | 露蜂房 | Nidus Vespae |
| Lu Gan Shi | 爐甘石 | Calamina |

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| | | |
|---------|----|--------------------------|
| Lu Gen | 蘆根 | Rhizoma Phragmitis |
| Lu Hui | 蘆薈 | Aloe |
| Lu Rong | 鹿茸 | Cornu Cervi Pantotrichum |

M

| | | |
|--------------|-----|---------------------------|
| Ma Dou Ling | 馬兜鈴 | Fructus Aristolochiae |
| Ma Huang | 麻黃 | Herba Ephedrae |
| Ma Huang Gen | 麻黃根 | Radix Ephedrae |
| Ma Qian Zi | 馬錢子 | Semen Nux-Movicae |
| Mai Men Dong | 麥門冬 | Radix Ophiopogonis |
| Mai Ya | 麥芽 | Fructus Hordei Germinatus |
| Man Jing Zi | 蔓荊子 | Fructus Viticis |
| Mang Chong | 忙蟲 | Tanabus |
| Mang Xiao | 芒硝 | Natrii Sulfas |
| Ming Fan | 明礬 | Alumen |
| Mo Yao | 沒藥 | Myrrha |
| Mu Dan Pi | 牡丹皮 | Cortex Moutan Radicis |
| Mu Gua | 木瓜 | Fructus Chaenomelis |
| Mu Li | 牡蠣 | Concha Ostreae |
| Mu Tong | 木通 | Caulis Akebiae |
| Mu Xiang | 木香 | Radix Aucklandiae |

N

| | | |
|-------------|-----|------------------------------|
| Nan Gua Zi | 南瓜子 | Semen Cucurbitae |
| Niu Bang Zi | 牛蒡子 | Fructus Arctii |
| Niu Xi | 牛膝 | Radix Achyranthis Bidentatae |
| Nu Zhen Zi | 女貞子 | Fructus Ligustri Lucidi |

O

| | | |
|--------|----|-----------------------------|
| Ou Jie | 藕節 | Nodus Nelumbinis Rhizomatis |
|--------|----|-----------------------------|

P

| | | |
|---------|----|-----------------|
| Pei Lan | 佩蘭 | Herba Eupatorii |
|---------|----|-----------------|

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| | | |
|--------------|-----|--------------------|
| Pi Pa Ye | 枇杷葉 | Folium Eruobotryae |
| Pu Gong Ying | 蒲公英 | Herba Taraxaci |
| Pu Huang | 蒲黃 | Pollen Typhae |

Q

| | | |
|-----------|----|--------------------------------------|
| Qian Cao | 茜草 | Radix Rubiae |
| Qian Hu | 前胡 | Radix Peucedani |
| Qian Shi | 芡實 | Semen Euryales |
| Qiang Huo | 羌活 | Rhizoma seu Radix Notopterygii |
| Qin Jiao | 秦艽 | Radix Gentianae Macrophyllae |
| Qin Pi | 秦皮 | Cortex Fraxini |
| Qing Dai | 青黛 | Indigo Naturalis |
| Qing Hao | 青蒿 | Herba Artemisiae Annuae |
| Qing Pi | 青皮 | Pericarpium Citri Reticulatae Viride |
| Qu Mai | 瞿麥 | Herba Dianthi |
| Quan Xie | 全蠍 | Scorpio |

R

| | | |
|---------------|-----|------------------|
| Ren Shen | 人參 | Radix Ginseng |
| Rou Cong Rong | 肉蓯蓉 | Herba Cistanches |
| Rou Dou Kou | 肉豆蔻 | Semen Myristicae |
| Rou Gui | 肉桂 | Cortex Cinnamomi |
| Ru Xiang | 乳香 | Olibanum |

S

| | | |
|----------------|-----|---------------------|
| San Leng | 三棱 | Rhizoma Sparganii |
| San Qi | 三七 | Radix Notoginseng |
| Sang Bai Pi | 桑白皮 | Cortex Mori Radicis |
| Sang Ji Sheng | 桑寄生 | Ramulus Taxilli |
| Sang Piao Xiao | 桑螵蛸 | Ootheca Mantidis |
| Sang Shen | 桑椹 | Fructus Mori |
| Sang Ye | 桑葉 | Folium Mori |
| Sang Zhi | 桑枝 | Ramulus Mori |
| Sha Ren | 砂仁 | Fructus Amomi |

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| | | |
|------------------------|---------|------------------------------|
| Sha Shen | 沙參 | Radix Glehniae |
| Sha Yuan Zi/Tong Ji Li | 沙苑子/潼蒺藜 | Semen Astragali Complanati |
| Shan Yao | 山藥 | Rhizoma Dioscoreae |
| Shan Zha | 山楂 | Fructus Crataegi |
| Shan Zhu Yu | 山茱萸 | Fructus Corni |
| She Chuang Zi | 蛇床子 | Fructus Cnidii |
| She Gan / Ye Gan | 射干 | Rhizoma Belamcandae |
| Shen Qu | 神麴 | Massa Medicara Fermentata |
| Sheng Di Huang | 生地黃 | Radix Rehmanniae |
| Sheng Jiang | 生薑 | Rhizoma Zingiberis Recens |
| Sheng Ma | 升麻 | Rhizoma Cimicifugae |
| Shi Chang Pu | 石菖蒲 | Rhizoma Acori Graminei |
| Shi Di | 柿蒂 | Calyx Kaki |
| Shi Gao | 石膏 | Gypsum Fibrosum |
| Shi Hu | 石斛 | Herba Dendrobii |
| Shi Jue Ming | 石決明 | Concha Haliotidis |
| Shi Jun Zi | 使君子 | Fructus Quisqualis |
| Shi Liu Pi | 石榴皮 | Pericarpium Granati |
| Shi Wei | 石葦 | Folium Pyrrosiae |
| Shu Di Huang | 熟地黃 | Radix Rehmanniae Praeparata |
| Shui Zhi | 水蛭 | Hirudo |
| Si Gua Luo | 絲瓜絡 | Vascularis Luffae Fasciculus |
| Su Mu | 蘇木 | Lignum Sappan |
| Su Zi | 蘇子 | Fructus Perillae |
| Suan Zao Ren | 酸棗仁 | Semen Ziziphi Spinosae |
| Suo Yang | 鎖陽 | Herba Cynomorii |

T

| | | |
|---------------|-----|------------------------|
| Tai Zi Shen | 太子參 | Radix Pseudostellariae |
| Tan Xiang | 檀香 | Lignum Santali Albi |
| Tao Ren | 桃仁 | Semen Persicae |
| Tian Hua Fen | 天花粉 | Radix Trichosanthis |
| Tian Ma | 天麻 | Rhizoma Gastrodiae |
| Tian Men Dong | 天門冬 | Radix Asparagi |

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| | | |
|---------------|-----|--------------------------------|
| Tian Nan Xing | 天南星 | Rhizoma Arisaematis |
| Ting Li Zi | 葶藶子 | Semen Lepidii seu Descurainiae |
| Tong Cao | 通草 | Medulla Tetrapanacis |
| Tu Si Zi | 菟絲子 | Semen Cuscutae |

W

| | | |
|-------------------------|---------|-----------------------------|
| Wa Leng Zi | 瓦楞子 | Concha Arcae |
| Wang Bu Liu Xing | 王不留行 | Semen Vaccariae |
| Wei Ling Xian | 威靈仙 | Radix Clematidis |
| Wu Bei Zi | 五倍子 | Galla Chinensis |
| Wu Gong | 蜈蚣 | Scolopendra |
| Wu Jia Pi | 五加皮 | Cortex Acanthopanax Radicis |
| Wu Ling Zhi | 五靈脂 | Faeces Troglodyteris |
| Wu Mei | 烏梅 | Fructus Mume |
| Wu Wei Zi | 五味子 | Fructus Schisandrae |
| Wu Yao | 烏藥 | Radix Linderae |
| Wu Zei Gu/Hai Piao Xiao | 烏賊骨/海螵蛸 | Os Sepiellae seu Sepiae |
| Wu Zhu Yu | 吳茱萸 | Fructus Evodiae |

X

| | | |
|----------------|-----|------------------------------|
| Xi Xin | 細辛 | Herba Asari |
| Xi Yang Shen | 西洋參 | Radix Panacis Quinquefolii |
| Xia Ku Cao | 夏枯草 | Spica Prunellae |
| Xian He Cao | 仙鶴草 | Herba Agrimoniae |
| Xian Mao | 仙茅 | Rhizoma Curculiginis |
| Xiang Fu | 香附 | Rhizoma Cyperi |
| Xiang Ru | 香薷 | Herba Elsholtziae seu Moslae |
| Xiao Hui Xiang | 小茴香 | Fructus Foeniculi |
| Xiao Ji | 小薊 | Herba Cephalanoploris |
| Xie Bai | 薤白 | Bulbus Allii Macrostemis |
| Xie/Xue Jie | 血竭 | Resina Draconis |
| Xin Yi | 辛夷 | Flos Magnoliae |
| Xing Ren | 杏仁 | Semen Armeniacae Amarum |
| Xiong Huang | 雄黃 | Realgar |

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Performance Indicators and Assessment Blueprints**

Appendix 3 - TCM Herbs

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| Xu Duan | 續斷 | Radix Dipsaci |
| Xuan Fu Hua | 旋覆花 | Flos Inulae |
| Xuan Shen | 玄參 | Radix Scrophulari |
| Xie/Xue Yu Tan | 血餘炭 | Crinis Carbonisatus |

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| Yan Hu Suo | 延胡索 | Rhizoma Corydalis |
| Ye Jiao Teng | 夜交藤 | Caulis Polygoni Multiflori |
| Yi Mu Cao | 益母草 | Herba Leonuri |
| Yi Yi Ren | 薏苡仁 | Semen Coicis |
| Yi Zhi Ren | 益智仁 | Fructus Alpiniae Oxyphyllae |
| Yin Chai Hu | 銀柴胡 | Radix Stellariae |
| Yin Chen Hao | 茵陳蒿 | Herba Artemisiae Scopariae |
| Yin Yang Huo | 淫羊藿 | Herba Epimedii |
| Yu Jin | 郁金 | Radix Curcumae |
| Yu Li Ren | 郁李仁 | Semen Pruni |
| Yu Mi Xu | 玉米鬚 | Stigma Maydis |
| Yu Xing Cao | 魚腥草 | Herba Houttuyniae |
| Yu Zhu | 玉竹 | Rhizoma Polygonati Odorati |
| Yuan Hua | 芫花 | Flos Genkwa |
| Yuan Zhi | 遠志 | Radix Polygalae |

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| Zao Jiao Ci | 皂角刺 | Spina Gleditsiae |
| Ze Xie | 澤瀉 | Rhizoma Alismatis |
| Zhe Bei Mu | 浙貝母 | Bulbus Fritillariae Thunbergii |
| Zhe Chong | 蟻蟲 | Eupolyphaga seu Steleophaga |
| Zhen Zhu Mu | 珍珠母 | Concha Margartifera Usta |
| Zhi Ke | 枳殼 | Fructus Aurantii |
| Zhi Mu | 知母 | Rhizoma Anemarrhenae |
| Zhi Shi | 枳實 | Fructus Aurantii Immaturus |
| Zhi Zi | 梔子 | Fructus Gardeniae |
| Zhu Ling | 豬苓 | Polyporus Umbellatus |
| Zhu Ru | 竹茹 | Caulis Bambusae in Taeniam |

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| Zi Cao | 紫草 | Radix Arnebiae seu Lithospermi |
| Zi Hua Di Ding | 紫花地丁 | Herba Violae |
| Zi Su Ye | 紫蘇葉 | Folium Perillae |
| Zi Wan | 紫菀 | Radix Asteris |
| Zong Lu Tan | 棕櫚炭 | Traachycarpi Carbonisatus |

TCM Formulae

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|---|---|--|--|-------|
| 1. Formulas for relieving superficial syndrome (Jie Biao Ji 解表劑) (8) | | | | |
| | 1-1 Formula for relieving superficial syndrome with pungent and warm 辛溫解表 (4) | | | |
| | Ma Huang Tang | Ephedra Decoction | | 麻黃湯 |
| | Gui Zhi Tang | Cinnamon Twig Decoction | | 桂枝湯 |
| | Xiao Qing Long Tang | Minor Blue-green Dragon Decoction | | 小青龍湯 |
| | Jiu Wei Qiang Huo Tang | Nine-herb Decoction with Notopterygium | | 九味羌活湯 |
| | 1-2 Relieving superficial syndrome with pungent and cool 辛涼解表 (3) | | | |
| | Yin Qiao San | Honeysuckle and Forsythia powder | | 銀翹散 |
| | Sang Ju Yin | Mulberry Leaf and Chrysanthemum Decoction | | 桑菊飲 |
| | Ma Xing Shi Gan Tang | Ephedra, Apricot Kernel, Gypsum and Licorice Deco | | 麻杏石甘湯 |
| | 1-3 Relieving superficial syndrome with tonics 扶正解表 (1) | | | |
| | Bai Du San | Toxin-Vanquishing Powder) | | 敗毒散 |
| 2. Formulas for purgation (Xie Xia Ji 瀉下劑) (7) | | | | |
| | 2-1 Purging with cold energy herbs 寒下 (3) | | | |
| | Da Cheng Qi Tang | Major Order the Qi Decoction | | 大承氣湯 |
| | Xiao Cheng Qi Tang | Minor Order the Qi Decoction | | 小承氣湯 |
| | Tiao Wei Cheng Qi Tang | Regulate the Stomach and Order the Qi Decoction | | 調胃承氣湯 |
| | 2-2 Purging with warm energy herbs 溫下 (2) | | | |
| | Wen Pi Tang | Warm the Spleen Decoction | | 溫脾湯 |
| | Da Huang Fu Zi Tang | Rhubarb and Prepared Aconite Decoction | | 大黃附子湯 |
| | 2-3 Purging with moistening/lubricating herbs 潤下 (2) | | | |
| | Ma Zi Ren Wan | Hemp Seed Pill | | 麻子仁丸 |
| | Ji Chuan Jian | Benefit the River (Flow) Decoction | | 濟川煎 |
| 3. Formulas for harmonizing (He Jie Ji 和劑) (6) | | | | |
| | 3-1 Harmonizing Shao yang 和解少陽 (2) | | | |
| | Xiao Chai Hu Tang | Minor Bupleurum Decoction | | 小柴胡湯 |
| | Hao Qin Qing Dan Tang | Artemisia Annua and Scutellaria Decoction to Clear | | 蒿芩清膽湯 |
| | 3-2 Harmonizing Liver and Spleen 和解肝脾 (3) | | | |
| | Si Ni San | Minor Bupleurum Decoction | | 四逆散 |
| | Xiao Yao san | Rambling powder | | 逍遙散 |

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| | | Tong Xie Yao Fang | Important Formula for Painful Diarrhea | 痛瀉要方 |
| | 3-3 Harmonizing Stomach and Spleen 和解脾胃 (1) | | | |
| | | Ban Xia Xie Xin Tang | Pinellia Decoction to Drain the Epigastrium | 半夏瀉心湯 |
| | | | | |
| 4. Formulas for clearing heat (Qing Re Ji清熱劑) (25) | | | | |
| | 4-1 Clear the heat in Qi portion/level 清氣分熱 (2) | | | |
| | | Bai Hu Tang | White Tiger Decoction | 白虎湯 |
| | | Zhu Ye Shi Gao Tang | Lophatherus and Gypsum Decoction | 竹葉石膏湯 |
| | 4-2 Clear heat in the ying & blood portion/level 清血分熱 (2) | | | |
| | | Qing Ying Tang | Clear the Nutritive Level Decoction | 清營湯 |
| | | Xi Jiao Di Huang Tang | Rhinoceros Horn and Rehmannia Decoction | 犀角地黃湯 |
| | 4-3 Clear the heat and detoxify 清熱解毒 (3) | | | |
| | | Liang Ge San | Cool the Diaphragm Powder | 涼膈散 |
| | | Huang Lian Jie Du Tang | Coptis Decoction to Relieve Toxicity | 黃連解毒湯 |
| | | Pu Ji Xiao Du Yin | Benefit Decoction to Eliminate Toxin | 普濟消毒飲 |
| | 4-4 Clear heat in both the Qi and blood 氣血兩清 (1) | | | |
| | | Qing Wen Bai Du San | | 清瘟敗毒散 |
| | 4-5 Clear heat in the Zang-fu (organ network) 清臟腑熱 (9) | | | |
| | | Long Dan Xie Gan Tang | Gentiana Long Gan Cao Decoction to Drain the Liver | 龍膽瀉肝湯 |
| | | Zuo Jin Wan | Left Metal pill | 左金丸 |
| | | Yu Nu Jian | Jade Woman Decoction | 玉女煎 |
| | | Ting Li Da Zao Xie Fei Tang | Descurainia and Jujube Decoction | 葶藶大棗瀉肺湯 |
| | | Shao Yao Tang | Peony Decoction | 芍藥湯 |
| | | Dao Chi San | Guide Out the Red powder | 導赤散 |
| | | Xie Bai San | Drain the White powder | 瀉白散 |
| | | Qing Wei San | Clear the Stomach powder | 清胃散 |
| | | Bai Tou Weng Tang | Pulsatilla Decoction | 白頭翁湯 |
| | 4-6 Clear the deficient heat 清虛熱 (4) | | | |
| | | Qing Hao Bie Jia Tang | Artemisia Annua and Soft-Shelled Turtle Shell Deco | 青蒿鱉甲湯 |
| | | Qin Jiao Bie Jia San | Gentiana Qinjiao and Soft-Shelled Turtle Shell Powder | 秦艽鱉甲散 |
| | | Qing Gu San | Cool the Bones Powder | 清骨散 |
| | | Dang Gui Liu Huang Tang | Tangkuei and Six-yellow Decoction | 當歸六黃湯 |
| | 4-7 Clear the summer-heat 清暑熱 (4) | | | |
| | | Liu Yi San | Six to One Powder | 六一散 |

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| | | Qing Shu Yi Qi Tang | Clear Summer-heat and Augment the Qi Decoction | 清暑益氣湯 |
| | | Xin Jia Xiang Ru Yin | Newly Augment Mosla Drink | 新加香薷飲 |
| | | Qing Luo Yin | Clear the Collaterals Decoction | 清絡飲 |
| | | | | |
| 5. Formulas for warming interior 溫裏劑 (8) | | | | |
| | 5-1 Warm up interior and expel cold 溫中祛寒 (4) | | | |
| | | Li Zhong Wan | Regulate the Middle Pill | 理中丸 |
| | | Xiao Jian Zhong Tang | Minor Construct the Middle Decoction | 小建中湯 |
| | | Wu Zhu Yu Tang | Evodia Decoction | 吳茱萸湯 |
| | | Da Jian Zhong Tang | Major Construct the Middle Decoction | 大建中湯 |
| | 5-2 Restore yang and save critical (reverse counterflow) 回陽救逆 (2) | | | |
| | | Si Ni Tang | Frigid Extremities Decoction | 四逆湯 |
| | | Hui Yang Jiu Ji Tang | Restore and Revive the Yang Decoction from Revised Popular Guide | 回陽救急湯 |
| | 5-3 Warm up channels and disperse cold 溫經散寒 (2) | | | |
| | | Dang Gui Si Ni Tang | Tangkuei Decoction for Frigid Extremities | 當歸四逆湯 |
| | | Huang Qi Gui Zhi Wu Wu Tang | Astragalus and Cinnamon Twig Five-Substance Decoction | 黃耆桂枝五物湯 |
| | | | | |
| 6. Formulas for relieving interior-exterior 表裏雙解劑 (4) | | | | |
| | | Da Chai Hu Tang | Major Bupleurum Decoction | 大柴胡湯 |
| | | Fang Feng Tong Sheng San | Ledebouriella Powder that Sagely Unblocks | 防風通聖散 |
| | | Ge Gen Huang Qin Huang Lian Tang | Kudzu, Scutellaria and Coptis Decoction | 葛根黃芩黃連湯 |
| | | Wu Ji San | Five Accumulation Powder | 五積散 |
| | | | | |
| 7. Formulas for tonifying 補益劑 (18) | | | | |
| | 7-1 Qi tonic 補氣 (4) | | | |
| | | Si Jun Zi Tang | Four Gentleman Decoction | 四君子湯 |
| | | Shen Ling Bai Zhu San | Ginseng, Poria, and Atractylodes Macrocephala Powder | 參苓白朮散 |
| | | Bu Zhong Yi Qi Tang | Tonify the Middle and Augment the Qi Decoction | 補中益氣湯 |
| | | Sheng Mai San | Generate the Pulse powder | 生脈散 |
| | 7-2 Blood tonic 補血 (4) | | | |
| | | Si Wu Tang | Four-Substance Decoction | 四物湯 |
| | | Dang Gui Bu Xue Tang | Tangkuei Decoction to Tonify the Blood | 當歸補血湯 |
| | | Gui Pi Tang | Restore the Spleen Decoction | 歸脾湯 |
| | | Zhi Gan Cao Tang | Honey-Fried Licorice Decoction | 炙甘草湯 |

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| | 7-3 Both Qi and blood tonic 氣血雙補 (3) | | |
| | Ba Zhen Tang | Eight Treasure Decoction | 八珍湯 |
| | Shi Quan Da Bu Tang | All-Inclusive Great Tonifying Decoction | 十全大補湯 |
| | Ren Shen Yang Rong (Ying) Tang | Ginseng Decoction to Nourish the Nutritive Qi | 人參養榮(營)湯 |
| | 7-4 Yin tonic 補陰 (4) | | |
| | Liu Wei Di Huang Wan | Six-Ingredient Pill with Rehmannia | 六味地黃丸 |
| | Da Bu Yin Wan | Great Tonify the Yin Pill | 大補陰丸 |
| | Yi Guan Jian | Linking Decoction | 一貫煎 |
| | Zuo Gui Wan | Restore the Left (Kidney) Pill | 左歸丸 |
| | 7-5 Yang tonic 補陽 (3) | | |
| | Jin Kui Shen Qi Wan | Kidney Qi Pill | 金匱腎氣丸 |
| | Ji Sheng Shen Qi Wan | Kidney Qi Pill from Formulas to Aid the Living | 濟生腎氣丸 |
| | You Gui Wan | Restore the Right (Kidney) Pill | 右歸丸 |
| | | | |
| 8. Formulas for tranquilization 安神劑 (6) | | | |
| | 8-1 Tranquilizing the mind with heavy and compressing 重鎮安神 (2) | | |
| | Zhu Sha An Shen Wan | Cinnabar Pill to Calm the Spirit | 硃砂安神丸 |
| | Ci Zhu Wan | Magnetite and Cinnabar Pill | 磁硃丸 |
| | | | |
| | 8-2 Tranquilizing the mind with nourishing 滋養安神 (4) | | |
| | Suan Zao Ren Tang | Sour Jujube Decoction | 酸棗仁湯 |
| | Tian Wang Bu Xin Dan | Emperor of Heaven's Special Pill to Tonify the Heart | 天王補心丹 |
| | Bai Zi Yang Xin Wan | Biota Seed Pill to Nourish the Heart | 柏子養心丸 |
| | Gan Mai Da Zao Tang | Licorice Wheat and Jujube Decoction | 甘麥大棗湯 |
| | | | |
| 9. Formulas for astringing 固澀劑 (6) | | | |
| | Yu Ping Feng San | Jade Windscreen powder | 玉屏風散 |
| | Si Shen Wan | Four-Miracle Pill | 四神丸 |
| | Mu Li San | Oyster Shell Powder | 牡蠣散 |
| | Jin Suo Gu Jing Wan | Metal Lock pill to Stabilize the Essence | 金鎖固精丸 |
| | Zhen Ren Yang Zang Tang | True Man's Decoction to Nourish the Organs | 真人養臟湯 |
| | Sang Piao Xiao San | Mantis Egg-Case powder | 桑螵蛸散 |
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| 10. Formulas for regulating Qi 理氣劑 (10) | | | |

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| | 10-1 Improving Qi circulation 行氣 (5) | | |
| | Yue Ju Wan | Escape Restraint Pill | 越鞠丸 |
| | Ban Xia Hou Po Tang | Pinellia and Magnolia Bark Decoction | 半夏厚朴湯 |
| | Zhi Shi Xie Bai Gui Zhi Tang | Unripe Bitter Orange, Chinese Garlic, and Cinnamon Twig Decoction | 枳實薤白桂枝湯 |
| | Hou Po Wen Zhong Tang | Magnolia Bark Decoction for Warming the Middle | 厚朴溫中湯 |
| | Tian Tai Wu Yao San | Top-Quality Lindera Powder | 天台烏藥散 |
| | 10-2 Bring Qi downward 降氣 (5) | | |
| | Su Zi Jiang Qi Tang | Perilla Fruit Decoction for Directing Qi Downward | 蘇子降氣湯 |
| | Ding Chuan Tang | Arrest Wheezing Decoction | 定喘湯 |
| | Xuan Fu Dai Zhe Tang | Inola and Hematite Decoction | 旋覆代赭湯 |
| | Ju Pi Zhu Ru Tang | Tangerine Peel and Bamboo Shavings Decoction | 橘皮竹茹湯 |
| | Ding Xiang Shi Di Tang | Clove and Persimmon Calyx Decoction | 丁香柿蒂湯 |
| | | | |
| 11. Formulas for regulating blood 理血劑 (12) | | | |
| | 11-1 Improve blood circulation and remove blood stagnation 活血祛瘀 (7) | | |
| | Tao He Cheng Qi Tang | Peach Pit Decoction to Order the Qi | 桃核承氣湯 |
| | Xue Fu Zhu Yu Tang | Drive Out Stasis in the Mansion of Blood Decoction | 血府逐瘀湯 |
| | Fu Yuan Huo Xue Tang | Revive health by Invigorate the blood Decoction | 復元活血湯 |
| | Bu Yang Huan Wu Tang | Tonify the Yang to Restore Five (Tenths) Decoction | 補陽還五湯 |
| | Sheng Hua Tang | Generating and Transforming Decoction | 生化湯 |
| | Gui Zhi Fu Ling Wan | Cinnamon and Poria Pills | 桂枝茯苓丸 |
| | Shi Xiao San | Sudden Smile Powder | 失笑散 |
| | 11-2 Stop bleeding 止血 (5) | | |
| | Xiao Ji Yin Zi | Small Thistle Drink | 小蓟飲子 |
| | Shi Hui San | Ten Partially-Charred Substances Powder | 十灰散 |
| | Ke Xue Fang | Coughing of Blood Formula | 咳血方 |
| | Huang Tu Tang | Yellow Earth Decoction | 黃土湯 |
| | Huai Hua San | Sophora Japonica Flower Powder | 槐花散 |
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| 12. Formulas for treating wind related diseases 治風劑 (10) | | | |
| | 12-1 Expel external wind 疏散外風 (5) | | |
| | Xiao Feng San | Eliminate Wind Powder | 消風散 |
| | Chuan Xiong Cha Tiao San | Ligusticum Chuanxiong Powder to Be Taken with Green Tea | 川芎茶調散 |
| | Cang Er Zi San | Xanthium Powder | 蒼耳子散 |

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| | | Qian Zheng San | Lead to Symmetry Powder | 牽正散 |
| | | Xiao Huo Luo Dan | Minor Invigorate the Channels Special Pill | 小活絡丹 |
| | 12-2 Distinguish internal wind 平熄內風 (5) | | | |
| | | Ling Jiao Gou Teng Tang | Antelope Horn and Uncaria Decoction | 羚羊鉤藤湯 |
| | | Zhen Gan Xi Feng Tang | Sedate the Liver and Extinguish Wind Decoction | 鎮肝熄風湯 |
| | | Tian Ma Gou Teng Yin | Gastrodia and Uncaria Decoction | 天麻鉤藤飲 |
| | | Da Ding Feng Zhu | Major Arrest Wind Pearl | 大定風珠 |
| | | Di Huang Yin Zi | Rehmannia Drink | 地黃飲子 |
| | | | | |
| 13. Formulas for treating dryness diseases 治燥劑 (8) | | | | |
| | | Qing Zao Jiu Fei Tang | Eliminate Dryness and Rescue the Lung Decoction | 清燥救肺湯 |
| | | Xing Su San | Apricot Kernel and Perilla Leaf Powder | 杏蘇散 |
| | | Sang Xing Tang | Mulberry Leaf and Apricot Kernel Decoction | 桑杏湯 |
| | | Mai Men Dong Tang | Ophiopogonis Decoction | 麥門冬湯 |
| | | Bai He Gu Jin Tang | Lily Bulb Decoction to Preserve the Metal | 百合固金湯 |
| | | Yu Ye Tang | Jade Fluid Decoction | 玉液湯 |
| | | Zeng Ye Tang | Increase the Fluids Decoction | 增液湯 |
| | | Yang Yin Qing Fei Tang | Nourish the <i>Yin</i> and Clear the Lungs Decoction | 養陰清肺湯 |
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| 14. Formulas for eliminating dampness 祛濕劑 (17) | | | | |
| | | Ping Wei San | Calm the Stomach Powder | 平胃散 |
| | | Huo Xiang Zheng Qi San | Agastache Powder to Rectify the <i>Qi</i> | 藿香正氣散 |
| | | Yin Chen Hao Tang | Artemisiae Yinchenhao Decoction | 茵陳蒿湯 |
| | | Ba Zheng San | Eight Herb Powder for Rectification | 八正散 |
| | | San Ren Tang | Three Seed Decoction | 三仁湯 |
| | | Gan Lu Xiao Du Dan | Sweet Dew Special Pill to Eliminate Toxin | 甘露消毒丹 |
| | | Er Miao San | Two-Marvel Powder | 二妙散 |
| | | Wu Ling San | Five-Ingredient Formula with Poria | 五苓散 |
| | | Fang Ji Huang Qi Tang | Stephania and Astragalus Decoction | 防己黃耆湯 |
| | | Zhu Ling Tang | Polyporus Decoction | 豬苓湯 |
| | | Wu Pi Yin | Five Peel Decoction | 五皮飲 |
| | | Zhen Wu Tang | True Warrior Decoction | 真武湯 |
| | | Shi Pi Yin | Bolster the Spleen Decoction | 實脾飲 |
| | | Bei Xie Fen Qing Yin | Dioscorea Hypoglauca Decoction to Separate the Clear | 萆薢分清飲 |

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| | | Ling Gui Zhu Gan Tang | Poria, Cinnamon Twig, Atractylodes and Licorice Decoction | 苓桂朮甘湯 |
| | | Du Huo Ji Sheng Tang | Angelica Pubescentis and Taxillus Decoction | 獨活寄生湯 |
| | | Qiang Huo Sheng Shi Tang | Notopterygium Decoction to Overcome Dampness | 羌活勝濕湯 |
| | | | | |
| 15. Formulas for eliminating phlegm 祛痰劑 (11) | | | | |
| | 15-1 Dissolve phlegm and drying dampness 燥濕化痰 (2) | | | |
| | | Er Chen Tang | Decoction of Two Aged (Cured) Drugs | 二陳湯 |
| | | Wen Dan Tang | Warm Gallbladder Decoction | 溫膽湯 |
| | 15-2 Dissolve phlegm and clear heat 清熱化痰 (3) | | | |
| | | Qing Qi Hua Tan Wan | Clear the Qi and Transform Phlegm Pill | 清氣化痰湯 |
| | | Xiao Xian Xiong Tang | Minor Decoction (for Pathogens) Stuck in the Chest | 小陷胸湯 |
| | | Gun Tan Wan | Vaporize Phlegm Pill | 滾痰湯 |
| | 15-3 Dissolve phlegm and moisten dryness 潤燥化痰 (1) | | | |
| | | Bei Mu Gua Lou San | Fritillaria and Trichosanthis Fruit Powder | 貝母瓜蒌散 |
| | 15-4 Dissolve cold phlegm with warm herbs 溫化寒痰 (2) | | | |
| | | Ling Gan Wu Wei Jiang Xin Tang | Poria, Licorice, Schisandra, Ginger, and Asarum Decoction | 苓甘五味薑辛湯 |
| | | San Zi Yang Qin Tang | Three Seed Decoction to Nourish One's Parents | 三子養親湯 |
| | 15-5 Dissolve phlegm and treat wind 治風化痰 (3) | | | |
| | | Ban Xia Bai Zhu Tian Ma Tang | Pinellia, Atractylodes Macrocephala and Gastrodia Decoction | 半夏白朮天麻湯 |
| | | Ding Xian Wan | Arrest Seizures Pill | 定癇丸 |
| | | Zhi Sou San | Stop Coughing Powder | 止嗽散 |
| | | | | |
| 16. Formulas for improving digestion 消導劑 (7) | | | | |
| | | Bao He Wan | Preserve Harmony Pill | 保和丸 |
| | | Jian Pi Wan | Strengthen the Spleen Pill | 健脾丸 |
| | | Zhi Shi Dao Zhi Wan | Unripe Bitter Orange Pill to Guide out Stagnation | 枳實導滯丸 |
| | | Mu Xiang Bin Lang Wan | Aucklandia and Betel Nut Pill | 木香檳榔丸 |
| | | Zhi Zhu Wan | Unripe Bitter Orange and Atractylodes Pill | 枳朮丸 |
| | | Zhi Shi Xiao Pi Wan | Unripe Bitter Orange Pill to Reduce Focal Distention | 枳實消痞丸 |
| | | Bie Jia Jian Wan | | 鯀甲煎丸 |
| | | | | |
| 17. Formulas for parasite diseases 驅蟲劑 (2) | | | | |
| | | Wu Mei Wan | Mume Pill | 烏梅丸 |
| | | Fei Er Wan | Fat Baby Pill | 肥兒丸 |

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| 18. Formulas for abscess (yong yang) 癰瘍劑 (7) | | | | |
| | | Xian Fang Huo Ming Yin | Immortals' Formula for Sustaining Life | 仙方活命飲 |
| | | Wu Wei Xiao Du Yin | Five Ingredient Decoction to Eliminate Toxin | 五味消毒飲 |
| | | Yang He Tang | Balmy <i>Yang</i> Decoction | 陽和湯 |
| | | Si Miao Yong An Tang | Four-Valient Decoction for Well Being | 四妙勇安湯 |
| | | Wei Jing Tang | Reed Decoction | 葦莖湯 |
| | | Da Huang Mu Dan Pi Tang | Rhubarb and Moutan Decoction | 大黃牡丹皮湯 |
| | | Yi Yi Fu Zi Bai Jiang San | Coix, Aconite Accessory Root and Patrinia Powder | 薏苡附子敗醬散 |

Total formulas listed above: 171

| | Internal Medicine |
|----|--------------------------------------|
| 1 | abdominal mass (ji ju) |
| 2 | abdominal pain (fu tong) |
| 3 | atrophy-flaccidity (wei zheng) |
| 4 | bleeding disorders (xue zheng) |
| 5 | chest impediment (xiong bi) |
| 6 | common cold (gan mao) |
| 7 | constipation (bian bi) |
| 8 | consumptive disease (xu lao) |
| 9 | consumptive thirst (xiao ke) |
| 10 | convulsive syndromes (jing zheng) |
| 11 | cough (ke shou) |
| 12 | depression (yu zheng) |
| 13 | diarrhea (xie xie) |
| 14 | drum distension (gu zhang) |
| 15 | dysentery (li ji) |
| 16 | dysphagia occlusion syndrome (ye ge) |
| 17 | dyspnea (chuan zheng) |
| 18 | edema (shui zhong) |
| 19 | epigastric pain (wei tong) |
| 20 | epilepsy (xian zheng) |
| 21 | fainting (jue zheng) |
| 22 | goiter (ying bing) |
| 23 | headache (tou tong) |
| 24 | hiccupping and belching (e ni) |
| 25 | hypochondrial pain (xie tong) |
| 26 | impediment syndrome (bi zheng) |
| 27 | impotence (yang wei) |
| 28 | insomnia (bu mei) |

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| 29 | internal damage fever (nei shang fa re) |
| 30 | ischuria (long bi) |
| 31 | jaundice (huang dan) |
| 32 | lumbago (yao tong) |
| 33 | lung distention (fei zhang) |
| 34 | malaria (nue ji) |
| 35 | mania (dian kuang) |
| 36 | palpitation (xin ji) |
| 37 | pulmonary abcess (fei yong) |
| 38 | pulmonary tuberculosis (fei lao) |
| 39 | seminal emission (yi jing) |
| 40 | spontaneous sweats, night sweats (zi han, dao han) |
| 41 | stranguria (lin zheng) |
| 42 | tinnitus and deafness (er ming er long) |
| 43 | vertigo (xuan yun) |
| 44 | vomiting (ou tu) |
| 45 | watery phlegm/sputum (tan yin) |
| 46 | wheezing syndrome (xiao zheng) |
| 47 | wind stroke (zhong feng) |
| | External Medicine |
| 48 | acne (fen ci) |
| 49 | acute mastitis (ru yong) |
| 50 | alopecia areata (you feng) |
| 51 | anal fissure (gang lie) |
| 52 | bedsore (ru chuang) |
| 53 | boil (ding chuang) |
| 54 | breast cancer (ru yan) |
| 55 | breast lump (ru pi) |
| 56 | carbuncle (yong) |

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| 57 | contact dermatitis (jie chu xing pi yan) |
| 58 | digital gangrene (tuo ju) |
| 59 | drug rash (yao wu xing pi yan) |
| 60 | eczema (shi chuang) |
| 61 | erysipelas (dan du) |
| 62 | furuncle (jie) |
| 63 | goiter (ying) |
| 64 | hemorrhoid (zhi) |
| 65 | herpes zoster (she chuan chuang) |
| 66 | phlegmon (fa) |
| 67 | prostatic hyperplasia (qian lie xian zeng sheng zheng) |
| 68 | prostatitis (qian lie xian yan) |
| 69 | scrofula (luo li) |
| 70 | sebaceous cyst (zhi liu) |
| 71 | shank ulcer (lian chuang) |
| 72 | tinea (xian) |
| 73 | urticaria (yin zhen) |
| 74 | varicose veins (jin liu) |
| 75 | warts (you) |
| | Gynecology |
| 76 | abdominal masses (zheng jia) |
| 77 | amenorrhea (bi jing) |
| 78 | bleeding during pregnancy, unstable pregnancy (tai lou, tai dong bu an) |
| 79 | dysmenorrhea (tong jing) |
| 80 | infertility (bu yun) |
| 81 | insufficient breastmilk (que ru) |
| 82 | intermenstrual bleeding (jing jian qi chu xue) |
| 83 | irregular menstruation (yue jing bu tiao) |
| 84 | leukorrhagia (dai xia) |

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| 85 | lochiorrhea (chan hou e lu bu jue) |
| 86 | menstrual breast aching (jing xing ru fang zhang tong) |
| 87 | menstrual edema (jing xing fu zhong) |
| 88 | menstrual headache (jing xing tou tong) |
| 89 | menstrual hematemesis and epistaxis (jing xing tu niu) |
| 90 | menstrual mental disorder (jing xing qing zhi yi chang) |
| 91 | menstrual oral ulcer (jing xing kou mei) |
| 92 | metrorrhagia and metrostaxis (beng lou) |
| 93 | miscarriage (zhui tai, xiao chan, hua tai) |
| 94 | morning sickness (ren chen e zu) |
| 95 | perimenopausal syndrome (jue jing qian hou zhu zheng) |
| 96 | postpartum abdominal pain (chan hou fu tong) |
| 97 | postpartum convulsion (chan hou jing zheng) |
| 98 | postpartum dizziness (chan hou xue yun) |
| 99 | postpartum fever (chan hou fa re) |
| 100 | postpartum retention of urine (chan hou pai niao yi chang) |
| 101 | uterine prolapse (yin ting) |
| | Pediatrics |
| 102 | anorexia (yan shi) |
| 103 | asthma (xiao chuan) |
| 104 | chang dao chong zheng (intestinal parasitic worms) |
| 105 | chicken pox (shui dou) |
| 106 | common cold (gan mao) |
| 107 | convulsions (jing feng) |
| 108 | cough (ke shou) |
| 109 | diarrhea (xie xie) |
| 110 | enuresis (yi niao) |
| 111 | epilepsy (xian zheng) |
| 112 | erysipelas (chi you dan) |

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| 113 | fetal jaundice (tai huang) |
| 114 | food retention (ji zhi) |
| 115 | malnutrition (gan zheng) |
| 116 | measles (ma zhen) |
| 117 | mumps (zha sai) |
| 118 | pneumonia (fei yan ke sou) |
| 119 | purpura (zi dian) |
| 120 | retardation and flaccidity (wu chi wu ruan) |
| 121 | rubella (feng sha) |
| 122 | scarlatina (dan sha) |
| 123 | sweating (han zheng) |
| 124 | thrush (e kou chuang) |
| 125 | whooping cough (dun ke) |
| 126 | xiao er shui zhong (infantile edema) |
| | Orthopedics and Traumatology |
| 127 | Achilles tendon injury (gen jian sun shang) |
| 128 | acute lumbar muscle sprain (yao bu niu cuo shang) |
| 129 | bone fracture (gu zhe) |
| 130 | calcaneodynia (gen tong zheng) |
| 131 | carpal tunnel syndrome (wan guan zong he zheng) |
| 132 | cervical spondylosis (jing zhui bing) |
| 133 | frozen shoulder (jian guan jie zhou wei yan) |
| 134 | ganglionic cyst (jian qiao nang zhong) |
| 135 | joint dislocation (tuo wei) |
| 136 | knee joint collateral ligament injury (xi guan jie ce fu ren dai sun shang) |
| 137 | lumbar muscle strain (yao bu lao sun) |
| 138 | meniscal injury (ban yue ban sun shang) |
| 139 | prolapse of lumbar intervertebral disc (yao zhui jian pan tu chu zheng) |
| 140 | pyriformis syndrome (li zhuang ji zong he zhang) |

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| 141 | sprained ankle (huai guan jie niu cuo shang) |
| 142 | strained neck (luo zhen) |
| 143 | tennis elbow (hong gu wai shang ke yan) |

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|----|--|
| | Infectious & Parasitic Diseases |
| 1 | bacillary dysentery |
| 2 | cholera |
| 3 | epidemic encephalitis |
| 4 | leptospirosis |
| 5 | malaria |
| 6 | mumps |
| 7 | schistosomiasis |
| 8 | typhoid fever |
| 9 | viral hepatitis |
| | Respiratory Diseases |
| 10 | bronchial asthma |
| 11 | bronchitis |
| 12 | pneumococcal pneumonia |
| 13 | pneumothorax |
| 14 | primary bronchopulmonary carcinoma |
| 15 | pulmonary tuberculosis |
| | Cardiovascular Diseases |
| 16 | chronic heart failure |
| 17 | chronic lung cardiopathy |
| 18 | hypertension |
| 19 | ischemic heart disease |
| 20 | rheumatic fever |
| 21 | rheumatic heart disease |
| 22 | viral myocarditis |
| | Gastrointestinal Diseases |
| 23 | acute pancreatitis |
| 24 | chronic gastritis |
| 25 | gastrointestinal ulcers |

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| 26 | hepatocirrhosis |
| 27 | primary hepatic carcinoma |
| 28 | stomach carcinoma |
| 29 | ulcerative colitis |
| | Urinary System Diseases |
| 30 | chronic glomerulonephritis |
| 31 | chronic renal failure |
| 32 | urinary tract infection |
| | Hematological Diseases |
| 33 | aplastic anemia |
| 34 | leukemia |
| 35 | leukopenia & agranulocytosis |
| 36 | thrombocytopenic purpura |
| | Endocrine Diseases |
| 37 | diabetes |
| 38 | hyperthyroidism |
| | Nervous System Diseases |
| 39 | acute cerebrovascular diseases |
| 40 | epilepsy |
| 41 | facial paralysis |
| 42 | Guillain-Barre syndrome |
| 43 | Meniere's disease |
| 44 | neurosis |
| 45 | sciatica |
| 46 | trigeminal neuralgia |
| | Acute Poisoning |
| 47 | acute poisoning |
| 48 | organic phosphate insecticide poisoning |

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| | Efferent Nervous System Pharmacology |
| 1 | adrenergic drugs (noradrenaline; isopreterenol; adrenaline; ephedrine; dopamine) |
| 2 | antiadrenergic drugs (propranolol; acetabulol; atenolol; metoprolol) |
| 3 | anticholinergic drugs (atropine) |
| 4 | cholinergic drugs (pilocarpine; nicotine; pyridine; neostigmine) |
| | Central Nervous System Pharmacology |
| 5 | analgesic drugs (morphine; codeine; naloxone; dolantin; fentanyl; methadone; pentazocine) |
| 6 | antiepileptic & antiparkinsonism drugs (phenytoin; ethosuximide; valproate; phenobarbital; clonazepam; levodopa) |
| 7 | antipyretic analgesic drugs (aspirin; paracetamol; indomethacin; ibuprofen; aminopyrine; phenylbutazone) |
| 8 | central stimulants (caffeine; coramine; doxapram) |
| 9 | psychotherapeutic drugs (chlorpromazine; haloperidol; imipramine; amitriptyline) |
| 10 | sedative hypnotic drugs (benzodiazepines; barbituates) |
| | Cardiovascular System Pharmacology |
| 11 | antianginal drugs (nitroglycerin; beta blockers; dipyridole; nifedipine) |
| 12 | antiarrhythmic drugs (quinidine; procainamide; lidocaine; phenytoin; propranolol; amiodarone; verapamil) |
| 13 | antihypertensive drugs (reserpine; beta blockers; prazosin; hydralazine; hydrochlorothiazide; captopril) |
| 14 | cardiacglycosides (digoxin) |
| 15 | diuretic drugs (thiazides; furosemide; antisterone; spironolactone; triamterene; mannitol) |
| 16 | drugs for hyperlipidemia (clofibrate; nicotinic acid; cholestyramine) |
| | Respiration, Gastrointestinal, Hematologic and Uterine Pharmacology |
| 17 | drugs for gastrointestinal tract disorders (antacids; H2 receptor antagonists; magnesium sulfate; irritant laxatives; diphenoxylate; loperamide) |
| 18 | drugs for respiratory tract disorders (salbutamol; aminophylline; beclomethasone) |
| 19 | hematologic and hemopoetic drugs (heparin; dicoumarol; warfarin; aspirin; vitamin K; ferrous sulfate; folic acid; vitamin B12) |
| 20 | uterine stimulant drugs (oxytocin; ergot; prostaglandins) |
| 21 | Endocrine Pharmacology |
| 22 | adrenal steroids and related drugs (cortisone; hydroxycortisone; prednisone; prednisolone; dexamethasone) |
| 23 | drugs for diabetes mellitus (insulin; tolbutamide; metformin) |

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| 24 | drugs for hyperthyroidism and hypothyroidism (thyroxine; triiodothyronine; methylthiouracil; carbimazole) |
| 25 | endogenous peptides and their antagonists (histamine; diphenylhydramine; cimetidine; prostaglandin; 5-HT; methylsergide; angiotensin) |
| | Chemotherapy |
| 26 | antibacterial drugs (penicillins; cephalosporins; erythromycin; clindamycin; aminoglycosides; tetracyclines; chloramphenicol) |
| 27 | antimycotic & antiviral drugs (griseofulvin; amphotericin B; nystatin; clotrimazole; amantadine) |
| 28 | antineoplastic drugs (cyclophosphamide; methotrexate; mercaptopurine; fluorouracil; hydroxyurea; bleomycin; vincristine; colchicine) |
| 29 | antiparasitic drugs (chloroquine; primaquine; pyrimethamine; piperazine; pyrantel; mebendazole) |
| 30 | antituberculous drugs (isoniazid; streptomycin; rifampicin; ethambutol; pyrazinamide) |
| 31 | sulfonamides & other drugs (sulfisoxazole; sulfadiazine; sulfamethoxazole; sulfamidine; phthalylsulfathiazole; sulfacetamide; silver sulfadiazine; sulfamylon; trimethoprim; furantoin) |

Reference:

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