

Standard:	5	Admissions and Student Services
Criterion:	5.02	Admissions
Approved By:	ACAOM Commission	
Document History:	Implementation Date:	
	Last Updated:	June 25, 2018
Related Policies:		
References:		
Responsible Official:	ACAOM Executive Director	

INSTITUTIONAL COMPONENTS

These components are defined as those relevant only to entities that are institutionally accredited by ACAOM. These institutional components are not relevant or pertinent to the schools that rely on ACAOM for programmatic accreditation only.

There are no Institutional Components for this criterion.

PROGRAMMATIC COMPONENTS

These components are defined as those that are relevant to ACAOM programs, regardless of the institutional accreditation. Programmatic components may be further differentiated as applicable to all program levels (i.e., Masters, Professional Doctorate) or applicable to only one program level.

ALL PROGRAMS:

A. The program must have admissions policies, procedures, and practices that include explicit English language proficiency requirements, and are consistent with students achieving the statement of purpose and goals of the program.

B. *[effective January 1, 2020; SEE BELOW**]*

English language competency must be demonstrated by all students seeking admission to the program. The program must confirm required oral and written English competency via one of the following:

1. Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)
Acceptable scores:
TOEFL iBT total score – 80 and TOEFL iBT speaking score – 26; or
2. International English Language Testing System (IELTS)
Acceptable scores:
IELTS overall band score 6.5 (Academic Format) and IELTS spoken band score – 8.0;
3. The student must have completed a two-year (60 semester credits or 90 quarter credits), baccalaureate- or graduate-level, English-based education in an institution accredited by an agency recognized by the

U.S. Secretary of Education. English must have been the language of instruction and the language of the curriculum used.

- C. Admissions policies, procedures, and practices must result in matriculated students who meet the program's admissions criteria and are capable of achieving the professional competencies expected from the program.
- D. The program's admissions policies, procedures, and practices must be regularly and systematically assessed to determine their effectiveness and revised as necessary.

MASTER'S LEVEL PROGRAMS:

- E. Prospective students must meet the programmatic admissions requirements in effect at the time of their official matriculation.
 - 1. The admissions criteria for the master's program must include the satisfactory completion of at least two (2) years of undergraduate-level education (60 semester credits or 90 quarter credits) from an institution accredited by an agency recognized by the U.S. Secretary of Education. In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized, educational credentials, evaluation service.
 - 2. A maximum of 30 semester credits (or 50%) of the prerequisite two-year education requirement may be earned through prior learning assessment using either, or a combination, of the following assessment techniques: (1) credit by examination using standardized tests and/or (2) assignment of credit for military and corporate training based on recommendations established by the American Council on Education.
 - 3. Pre-requisite and co-requisite credits must not be counted towards degree completion credits.

PROFESSIONAL DOCTORATE [PD] PROGRAMS:

- E. Prospective students must meet the programmatic admissions requirements in effect at the time of their official matriculation.
 - 1. The admissions criteria for the PD program must include the satisfactory completion of at least three (3) years of undergraduate-level education (defined as 90 semester credits or 135 quarter credits) from an institution accredited or pre-accredited by an agency recognized by the U.S. Secretary of Education. In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service.
- F. Prerequisite undergraduate-level education required for admission to the PD program must include chemistry, biology, and psychology. Institutions may offer professional-level programmatic courses in chemistry, biology, and psychology in lieu of program admission prerequisites.
- G. Institutions/programs that confer a master's degree as part of the PD must ensure that students dual enroll ab initio and clearly outline if/when it is possible for a student to be awarded a master's degree without completing the full PD program.

CHINESE HERBOLOGY CERTIFICATE PROGRAMS:

E. Prospective students must meet the programmatic admissions requirements in effect at the time of their official matriculation.

1. The admissions criteria for the program must include current enrollment in, or the satisfactory completion of, an ACAOM-accredited/pre-accredited master's degree or master's level program in acupuncture or in Oriental medicine. In considering the acceptance of education and training obtained in foreign countries, credits earned at a foreign educational institution must be validated by a recognized educational credentials evaluation service.

**** PHASED IMPLEMENTATION OF CHANGES TO ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS**

FOLLOWING ARE THE *ENGLISH LANGUAGE PROFICIENCY* REQUIREMENTS FOR STUDENTS MATRICULATING IN MASTER'S LEVEL **AND CHINESE HERBOLOGY CERTIFICATE** PROGRAMS EFFECTIVE JANUARY 1, 2019:

English language competency must be required of all students seeking admission to the program. This may be demonstrated by one of the following means:

- (a) The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution accredited by an agency recognized by the U.S. Secretary of Education. English must have been the language of instruction and the language of the curriculum used;
- (b) For programs taught in English, the student must score a total score of at least 61 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), including a minimum speaking exam score of 26 and a minimum listening exam score of 22, or an overall band score of level 6 on the International English Language Testing System (IELTS) exam;
- (c) For programs taught in Chinese or Korean, the student must score a total score of at least 45 on the Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT), including a minimum speaking exam score of 18 and a minimum listening exam score of 15, or an overall band score of level 5 on the International English Language Testing System (IELTS) exam.

Key points:

- All students matriculating on or after January 1, 2019 must demonstrate English language competency as a **condition of admission**.
- TOEFL and IELTS score requirements remain unchanged from the current criteria.

FOLLOWING ARE THE *ENGLISH LANGUAGE PROFICIENCY* REQUIREMENTS FOR STUDENTS MATRICULATING IN PROFESSIONAL DOCTORATE [PD] PROGRAMS ON OR AFTER JANUARY 1, 2019

English language competency must be demonstrated by all students seeking admission to the program. The program must confirm required oral and written English competency via one of the following:

- 1) Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)
Acceptable scores:
TOEFL iBT total score – 80 and TOEFL iBT speaking score – 26; or
- 2) International English Language Testing System (IELTS)
Acceptable scores:
IELTS overall band score 6.5 (Academic Format) and IELTS spoken band score – 8.0;
- 3) The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate or graduate level, English-based education in an institution accredited by an agency recognized by the U.S. Secretary of Education. English must have been the language of instruction and the language of the curriculum used.

Key points:

- All students matriculating on or after January 1, 2019 must demonstrate English language competency as a **condition of admission** (emphasis added).
- TOEFL iBT score requirements are unchanged; paper test score was removed.
- The IELTS option was added to the criterion.
- Submitting evidence of U.S. accredited studies to demonstrate English competency was added.

FOLLOWING ARE THE *ENGLISH LANGUAGE PROFICIENCY* REQUIREMENTS FOR STUDENTS MATRICULATING IN MASTER'S LEVEL, **CHINESE HERBOLOGY CERTIFICATE**, POSTGRADUATE DOCTORAL [DAOM], AND PROFESSIONAL DOCTORATE [PD] PROGRAMS ON OR AFTER JANUARY 1, 2020.

English language competency must be demonstrated by all students seeking admission to the program. The program must confirm required oral and written English competency via one of the following:

- 1) Test of English as a Foreign Language Internet-Based Test (TOEFL® iBT)
Acceptable scores:
TOEFL iBT total score – 80 and TOEFL iBT speaking score – 26; or
- 2) International English Language Testing System (IELTS)
Acceptable scores:
IELTS overall band score 6.5 (Academic Format) and IELTS spoken band score – 8.0;
- 3) The student must have completed a two-year (60 semester credits or 90 quarter credits) baccalaureate- or graduate-level, English-based education in an institution accredited by an agency recognized by the U.S. Secretary of Education. English must have been the language of instruction and the language of the curriculum used.

Key points:

- Acceptable scores are identical across all ACAOM graduate-level degree programs, and are consistent with comparable health professions under the Federal Student and Exchange Visitor Program (SEVP).

Revision History

Date Revised	Summary of Revisions	Approved By
June 25, 2018	Added Chinese Herbology Cert. program info	ACAOM Exec. Committee

Programs and institutions are responsible for understanding and following ACAOM's current policies and procedures found at <http://acaom.org/policies/> and are encouraged to timely contact ACAOM with any questions or need for further clarification. The Commission is not bound by a rigid sequence of actions nor precluded from taking actions at any time as warranted by evolving circumstances; any dates or timelines provided for planning or illustrative purposes may change.

Standard:	7	Program of Study
Criterion:	7.02	Minimum Program Length, Credits and Hours
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Document History:	Implementation Date:	
	Last Updated:	June 25, 2018
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INSTITUTIONAL COMPONENTS

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There are no Institutional Components for this criterion.

PROGRAMMATIC COMPONENTS

These components are defined as those that are relevant to ACAOM programs, regardless of the institutional accreditation. Programmatic components may be further differentiated as applicable to all program levels (i.e., Masters, Professional Doctorate) or applicable to only one program level.

MASTER'S LEVEL PROGRAMS:

These credit requirements are over and above the 60 semester credits required for admission to the professional master's level program and must meet ACAOM credit related definitions.

A. Professional acupuncture programs must:

1. be at least three (3) academic years in length
2. be a minimum of 105 semester credits of instruction, including at least:
 - a. 705 clock (contact) hours of instruction in Oriental medical theory, diagnosis and treatment techniques in acupuncture, and related studies.
 - b. 660 clock hours of instruction in clinical training, including at least 150 hours in clinical observation, and 500 clock hours of instruction in clinical internship.
 - c. 450 clock hours of instruction in biomedical clinical sciences.
 - d. 90 clock hours of instruction in counseling, communication, ethics and practice management.

B. Professional Oriental medicine programs must:

1. be at least four (4) academic years in length
2. be a minimum of 146 semester credits of instruction, including at least:
 - a. 705 clock hours of instruction in Oriental medical theory, diagnosis and treatment techniques in acupuncture, and related studies.
 - b. 450 clock hours of instruction in didactic Oriental herbal studies.
 - c. 870 clock hours of instruction in integrated acupuncture and herbal clinical training, including at least 150 hours in clinical observation, and 700 clock hours of instruction in clinical internship.
 - d. 510 clock hours of instruction in biomedical clinical sciences.
 - e. 90 clock hours of instruction in counseling, communication, ethics, and practice management.

PROFESSIONAL DOCTORATE [PD] PROGRAMS:

These credit requirements are over and above the 90 semester credits required for admission to the professional doctorate program and must meet ACAOM credit-related definitions.

A. Professional doctoral programs in *acupuncture* must:

1. be at least four (4) academic years in length
2. be a minimum of 121 semester credits of instruction, and include a minimum of 790 clock hours of instruction of clinical training.
3. meet or exceed all existing ACAOM standards and criteria required for master's level acupuncture programs, in addition to meeting the PD standards, criteria, and professional competencies defined in this document.

B. Professional doctoral programs in *Oriental medicine* must:

1. be at least four (4) academic years in length
2. be a minimum of 162 semester credits of instruction and include a minimum of 1000 clock hours of instruction of clinical training.
3. meet or exceed all existing ACAOM standards and criteria required for master's level Oriental medicine programs, in addition to meeting the PD standards, criteria, and professional competencies defined in this document.

C. Professional doctorate completion tracks in acupuncture or Oriental medicine must:

1. be a minimum of 16 semester credits of instruction (accounting for a minimum of 300 clock hours of instruction) and include a minimum of 130 clock hours of instruction of demonstrated clinical experience

that leads to the development of professional competencies in the systems-based medicine domain outlined in *Criterion 7.04: Professional Competencies*.

2. meet or exceed all existing ACAOM standards and criteria for accreditation required for master's level acupuncture or Oriental medicine programs, in addition to meeting the PD standards, criteria, and professional competencies defined in this document.

CHINESE HERBOLOGY CERTIFICATE PROGRAMS:

These credit requirements are over and above the requirements for admission to the program and must meet ACAOM credit related definitions.

A. Chinese herbology certificate programs must be a minimum of 41 semester credits of instruction, including at least:

1. 450 clock hours of instruction in didactic AOM-related herbal studies,
2. 200 clock hours of instruction in herbal clinical internship training,
3. 60 clock hours of instruction in related biomedical clinical sciences.

Revision History

Date Revised	Summary of Revisions	Approved By
June 25, 2018	Added Chinese Herbology Certificate info	ACAOM Exec. Committee

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Standard:	7	Program of Study
Criterion:	7.04	Professional Competencies
Approved By:	ACAOM Commission	
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All Programs

The program must adopt and implement a curriculum that reflects the attainment of the program learning outcomes and the achievement of all relevant required professional competencies, as outlined by this criterion.

Master's Level Programs

Master's level program learning outcomes must address and lead to the development of all professional competencies designated as master's level, as outlined by this criterion.

Chinese Herbology Certificate Programs

Chinese herbology certificate program learning outcomes must address and lead to the development of all professional competencies designated as master's level as outlined by this criterion, with the exception of specified components of Patient Care Domain 6.

Professional Doctorate [PD] Programs

Professional doctorate program learning outcomes must address and lead to the development of all professional competencies designated as master's level by this criterion; and all professional competencies designated as doctoral level professional competencies, as outlined by this criterion.

Professional doctorate completion tracks must address each of the domains and related professional competencies identified as doctoral level:

- Patient Care Domain 8: Advanced Diagnostic Studies
- Systems-Based Medicine Domain 2: Patient Care Systems
- Systems-Based Medicine Domain 3: Collaborative Care

- Professional Development Domain 2: Formulating and Implementing Plans for Individual Professional Development
- Professional Development Domain 3: Incorporating Scholarship, Research and Evidence-Based Medicine/Evidence-Informed Practice into Patient Care

PATIENT CARE COMPETENCIES

Definitions and Rationale

Critical thinking is the cognitive process of objectively analyzing and evaluating propositions that have been offered as true. It includes reflecting upon the specific meaning of statements, examining evidence, and reasoning to form a judgment. AOM practitioners use critical thinking to improve the likelihood of desirable patient outcomes. Critical thinking also involves evaluating the decision-making process, including the reasoning that went into conclusions and the factors considered in making a decision concerning patient care. The development of critical thinking skills is an essential precursor of professional judgment.

Professional judgment involves the application of professional knowledge and experience to define objectives, solve problems, establish guidelines, evaluate the work of others, interpret results, provide advice or recommendations, assess recommendations of others, and other matters which have an element of latitude in decision-making.

Diagnostic studies consist of comprehensive evaluations for formulating an AOM diagnosis. AOM practitioners are expected to be able to review, understand, and communicate about diagnostic studies pursuant to AOM principles and theory.

AOM Diagnosis is the act of collecting and analyzing relevant clinical information to inform AOM treatment, and the decision reached by such analysis.

Case management is a process of managing the patient's care, including treatment, follow-up, referral and collaboration.

AOM treatment may include, but is not limited to: the use of AOM clinical procedures to stimulate specific locations via mechanical, electrical, magnetic, thermal, laser, photon, or wave-generating means; needle insertion (e.g., acupuncture, dry-needling); moxibustion and localized heat therapy; therapeutic blood withdrawal; cupping; scraping/gua sha; manual therapy (e.g., bodywork, tui na, shiatsu); therapeutic exercise (e.g., taiji, qigong); nutritional counseling; lifestyle recommendations; and internal and/or external herbal therapy.

Emergency Management is employing inpatient and outpatient services to prevent the death or serious health impairment of the recipient.

Patient Care Domain 1: Foundational Knowledge

Master's Level Competencies

The student must demonstrate the ability to acquire and utilize the knowledge of AOM basic principles, modes of diagnosis, and treatment strategies in the care of patients.

Patient Care Domain 2: Critical Thinking/Professional Judgment

Master's Level Competencies

The student must demonstrate the ability to:

- A. engage in good judgment that relies on knowledge and experience, is sensitive to context, and is self-correcting.
- B. apply critical thinking skills, professional judgment, and cultural sensitivity to patient health care concerns.
- C. document and support AOM treatment choices.
- D. identify, locate, and assess appropriate sources of information to support professional judgment and the analysis of clinical courses of action.

Patient Care Domain 3: History Taking and Physical Examination

Master's Level Competencies

The student must demonstrate the ability to:

- A. provide a comfortable, safe environment for history taking and the patient examination.
- B. conduct a history and physical examination with appropriate documentation.
- C. recognize clinical signs and symptoms that warrant referral to, or collaborative care, with other health professionals.

Patient Care Domain 4: AOM Diagnosis

Master's Level Competencies

The student must demonstrate the ability to:

- A. collect and organize relevant data to facilitate the development of an AOM diagnosis.
- B. access relevant resources such as classical and modern literature, research literature, and clinical experience in arriving at an AOM diagnosis.
- C. formulate an AOM diagnosis pursuant to AOM principles and theory.
- D. describe and apply the biomedical pathophysiological process responsible for the patient's clinical presentation.
- E. integrate relevant physical exam findings, laboratory, and diagnostic tests and procedures into an AOM diagnosis.
- F. explain the subjective and objective findings that warrant consultation with or referral to other health care providers.

Patient Care Domain 5: Case Management

Master's Level Competencies

The student must demonstrate the ability to:

- A. describe the role of the patient in successful treatment outcomes.
- B. demonstrate cultural competence in case management.
- C. employ a comprehensive process for the care of patients.
- D. collaborate with the patient to develop short, medium, and long-term treatment plans.
- E. modify plans consistent with changes in the patient's condition.
- F. assess patient outcomes.
- G. communicate with other health care providers to determine an appropriate plan of care.
- H. manage inappropriate patient behavior.
- I. educate patients about behaviors and lifestyle choices that create a balanced life and promote health and wellness.
- J. provide a report of findings and health care plan to the patient.
- K. create reports and professional correspondence relevant to the care of patients.
- L. identify a range of referral resources and the modalities they employ.
- M. use information systems in case management.

Patient Care Domain 6: AOM Treatment

Master's Level Competencies

The student must demonstrate the ability to:

- A. describe the fundamental theory underlying the application of AOM treatment.
- B. describe the principles and methods of AOM treatment and its related clinical procedures.
- C. accurately and appropriately locate acupuncture points. (not relevant to Chinese Herbology Certificate programs)
- D. articulate acupuncture point functions and the decision-making process for point selection. (not relevant to Chinese Herbology Certificate programs)
- E. administer AOM treatment and use AOM treatment equipment consistent with recognized safety guidelines, including the best practices for acupuncture needles safety and related procedures

described in the *Clean Needle Technique (CNT) Manual* (see [CCAOM Clean Needle Technique Manual](#) specifically referenced and incorporated herein), and OSHA protocols. (not relevant to Chinese Herbology Certificate programs)

- F. recognize potential adverse events for each clinical procedure, including, but not limited to, healthcare associated infections.
- G. describe safety considerations and guidelines to prevent adverse events for each clinical procedure.
- H. describe state and federal regulations relevant to the practice of acupuncture and herbal medicine, if applicable, including scope of practice, vendor compliance with manufacturing standards, and appropriate mechanisms for the reporting of serious adverse events.
- I. describe and demonstrate appropriate patient draping and positioning to optimize AOM treatment and maintain the patient's dignity.
- J. employ health, cleanliness, and safety practices to reduce transmission of diseases through hygienic methods.
- K. describe and employ appropriate cleaning and pathogen reduction techniques in healthcare and AOM practice locations.
- L. recognize ethical issues and evaluate appropriate actions when administering an AOM treatment.
- M. For Oriental medicine (OM) programs and Chinese herbology certificate programs, in addition to the above competencies, the student must:
 - 1. describe the fundamental theory underlying the use of herbs, natural products and formulations.
 - 2. accurately articulate properties and functions of herbs and natural products in the materia medica.
 - 3. recognize obsolete or restricted herbs and natural products (i.e., endangered species, restricted or toxic substances) and identify appropriate alternatives for said substances.
 - 4. accurately articulate properties, functions, principles, dosages and ingredients of traditional formulations.
 - 5. compose and revise formulations of appropriately dosed herbs and natural products based on traditional practice and patient assessment.
 - 6. safely and effectively administer herbs and natural products, formulations, and prepared products (i.e., dietary supplements).
 - 7. evaluate the efficacy of appropriately administered herbs, natural products, and formulations through the identification and review of current research.
 - 8. recall elementary concepts of botany and common chemical constituents of herbs and natural products.

9. appraise potential toxicity, side effects, contraindications, and pharmaceutical interactions for herbs and natural products, formulas and prepared products.
10. describe state and federal regulations relevant to the practice of Oriental medicine, including scope of practice, vendor compliance with manufacturing standards, and appropriate mechanisms for the reporting of serious adverse events.
11. describe the various forms of formulation preparation.
12. describe dispensary practices that provide quality assurance, including product storage, facility management, preparation practices, product tracking, and record-keeping,
13. recognize ethical issues and evaluate appropriate actions when administering herbs and natural products.

Patient Care Domain 7: Emergency Management

Master's Level Competencies

The student must demonstrate the ability to:

- A. identify subjective and objective findings that indicate urgent referral.
- B. identify risk factors and findings that suggest medical conditions requiring referral.
- C. implement key emergency first-aid procedures, including CPR.
- D. describe the legal implications of inappropriate emergency management.
- E. describe correct emergency management documentation and follow-up procedures.
- F. develop an emergency management plan for private office and multi-disciplinary settings.

Patient Care Domain 8: Advanced Diagnostic Studies

Doctoral Level Competencies

The learner must demonstrate the ability to:

- A. describe the relevant laws and regulations, including scope of practice, that may govern or limit conducting diagnostic studies.
- B. explain the clinical indications, risks, and benefits for diagnostic procedures.
- C. outline the principles and applications of equipment utilized for diagnostic imaging, laboratory, and other relevant diagnostic tools.
- D. assess written diagnostic reports, including the range of values that distinguish normal from abnormal findings, as relevant to patient care and communication with other health care providers.

- E. review findings from relevant diagnostic studies with objective and subjective findings from the assessment of the patient.
- F. communicate effectively with other health care providers regarding the results of diagnostic studies.

SYSTEMS-BASED MEDICINE COMPETENCIES

Definitions and Rationale

Systems-based medicine is the description of the organization, practice, and components of medicine in terms of the whole medical system, including medical theories, standards of care, regulatory requirements, business practices, and policy. Medical systems are described in terms of the relationship between individuals and whole systems. Individual and collective systems may be expressed in terms of: self-and-other, self-and-collective, and between collectives. More specifically, the systems view may be seen in terms of medical theories, but also in the areas of business practices and policy development. AOM Practitioners must be able to deliver and coordinate care within healthcare systems, provide collaborative care such as that found in team-based and multi-disciplinary health care settings, and engage other health care professionals regarding the appropriate use of AOM. Note that a critical component of AOM practice in integrative practice settings includes the competencies necessary to educate other health care professionals regarding the appropriate use of AOM. This requires practitioners to possess the attitudes, knowledge, and skills to communicate with other health care providers in appropriate, readily understandable terms.

Systems-Based Medicine Domain 1: Education and Communication

Master's Level Competencies

The student must demonstrate the ability to:

- A. summarize the applicability of AOM to diseases and syndromes in the biomedical model.
- B. communicate with other health care professionals in their own terms.
- C. demonstrate knowledge of other health care disciplines.
- D. discuss AOM in terms of relevant scientific theories.
- E. articulate expected clinical outcomes of AOM from a biomedical perspective.
- F. translate, explain and discuss AOM terminology for effective communication.
- G. demonstrate AOM techniques and discuss their relevance in multi-disciplinary settings.
- H. access relevant and appropriate information from a wide variety of sources to support the education of colleagues.
- I. describe and discuss the clinical scope of AOM in an informed, authoritative, and appropriate manner.

Systems-Based Medicine Domain 2: Patient Care Systems

Doctoral Level Competencies

The learner must demonstrate the ability to:

- A. guide a patient into health care systems, e.g., homeless care, elder care, and family services.

- B. identify, describe, and assess possible solutions to healthcare disparities due to socioeconomic factors.
- C. describe the role of AOM professionals within current health care systems and the impact of that role on patient care.
- D. employ patient care in the context of relevant health care systems.
- E. differentiate between models of care and treatment modalities.

Systems-Based Medicine Domain 3: Collaborative Care

Doctoral Level Competencies

The learner must demonstrate the ability to:

- A. recognize the impact that organizational culture and established systems have on patient care.
- B. interact appropriately and skillfully with other members of the health care team and within that health care system.
- C. describe the prevailing and emerging organization, structure and responsibilities of the health care team.
- D. discuss, in the appropriate context, the patient's condition using vocabulary and concepts common to other members of the health care team.
- E. articulate the importance of supporting and participating in professional activities and organizations.
- F. compare and contrast common medical models.

PROFESSIONAL DEVELOPMENT COMPETENCIES

Definitions and Rationale

Professional development is a process for continued development of individual practitioners that enables them to expand their knowledge base and fulfill their potential to better meet the needs of patients. Scholarship is a systematic pursuit of a topic in the form of an objective, rational inquiry that involves critical analysis.

Evidence-based medicine is the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. Evidence-based medicine includes sophisticated methods of evidence collection, analysis, and integration. Evidence-informed practice is based on the principle that the development and implementation of interventions is informed by the most current, relevant, and reliable evidence about the effectiveness. AOM practitioners should understand the purpose and process of evidence-based medicine and evidence-informed practice, and be able to appraise and apply the evidence, then reflect on their practice. Scholarly research in source and contemporary works in the field of Oriental medicine constitutes an important evidentiary resource in support of clinical practice.

Practitioners of acupuncture and Oriental Medicine must have a comprehensive knowledge of ethics and practice management to succeed in professional practice.

Professional Development Domain 1: Ethics and Practice Management

Master's Level Competencies

The student must demonstrate the ability to:

- A. apply data and information concerning confidentiality and HIPAA, informed consent, scope of practice, professional conduct, malpractice and liability insurance, requirements of third-party payers, OSHA, professional development, other applicable legal standards to improve practice management, and records management systems.
- B. develop risk management and quality assurance programs.
- C. practice ethically and behave with integrity in professional settings.
- D. articulate the strengths and weaknesses of multiple practice and business models, and create and implement:
 1. practice/office policies and procedures.
 2. business/professional plans designed to support success in professional practice.
 3. marketing/outreach plans designed to support success in professional practice.
- E. describe and apply a variety of billing and collection systems.
- F. demonstrate use of electronic health records and electronic medical records systems.

Professional Development Domain 2: Formulating and Implementing Plans for Individual Professional Development

Doctoral Level Competencies

The learner must demonstrate the ability to:

- A. identify and remediate areas of professional weakness.
- B. propose improvement methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis.
- C. identify sources of ongoing professional development, education, and research, both classical and contemporary.
- D. describe emerging technology systems for information access and management.
- E. assess professional development needs, and use available professional development resources to respond to changes in the local, state, regional, and national health care environment.

Professional Development Domain 3: Incorporating Scholarship, Research and Evidence-Based Medicine/Evidence-Informed Practice into Patient Care

Doctoral Level Competencies

The learner must demonstrate the ability to:

- A. describe evidence-based medicine and evidence-informed practice; and differentiate between the two.
- B. describe data collection methods to facilitate information dissemination in the field.
- C. assess research, including hypothesis, design, and methods, both qualitative and quantitative.
- D. describe the role and purposes of outcomes research.
- E. modify treatment plans and protocols using new information from current quantitative and qualitative research.
- F. use evidence-based medicine and/or evidence-informed practice to improve the patient care process.

Revision History

Date Revised	Summary of Revisions	Approved By
June 25, 2018	Added Chinese Herbology Cert. program info	ACAOM Exec. Committee

Standard:	7	Program of Study
Criterion:	7.05	Clinical Training
Approved By:	ACAOM Commission	
Document History:	Implementation Date:	
	Last Updated:	June 25, 2018
Related Policies:		
References:		
Responsible Official:	ACAOM Executive Director	

INSTITUTIONAL COMPONENTS

These components are defined as those relevant only to entities that are institutionally accredited by ACAOM. These institutional components are not relevant or pertinent to the schools that rely on ACAOM for programmatic accreditation only.

There are no Institutional Components for this criterion.

PROGRAMMATIC COMPONENTS

These components are defined as those that are relevant to ACAOM programs, regardless of the institutional accreditation. Programmatic components may be further differentiated as applicable to all program levels (i.e., Masters, Professional Doctorate) or applicable to only one program level.

MASTERS LEVEL, **CHINESE HERBOLOGY CERTIFICATE**, AND PROFESSIONAL DOCTORATE [PD] PROGRAMS:

- A. The clinical internship must be conducted in a clinical internship location (see [ACAOM Glossary](#)).
- B. The clinical training must provide sufficient patient contacts to fulfill the professional competencies expected of program graduates.
 1. An **acupuncture program** must ensure that the clinical internship training, conducted under the supervision of program approved supervisors, consists of at least 250 treatments of student-delivered patient care where student interns conduct patient interviews, perform diagnosis and treatment planning, perform appropriate acupuncture and/or Oriental medicine treatments, and follow-up on patients' responses to treatment.
 2. An **Oriental medicine program** must ensure that the clinical internship training, conducted under the supervision of program approved supervisors, consists of at least 350 treatments of student-delivered patient care where student interns conduct patient interviews, perform diagnosis and treatment planning, perform appropriate acupuncture and/or Oriental medicine treatments, and follow-up on patients' responses to treatment.
 3. A **Chinese herbology certificate program** must ensure that the clinical internship training, conducted under the supervision of program approved supervisors, consists of at least 100 treatments of student-delivered patient care where student interns conduct patient interviews,

perform diagnosis and treatment planning, administer appropriate herbal medicine treatments, and follow-up on patients' responses to treatment.

- C. Clinical training must place students in internship settings with an adequate number and variety of supervisors; and must provide a wide range of educational experiences.
- D. The program must incorporate two or more stages or levels of clinical training, which must be associated with clearly defined outcomes that describe the achievement of competency.

MASTER'S LEVEL AND PROFESSIONAL DOCTORATE [PD] PROGRAMS ONLY:

- E. The program must ensure that each student fulfills at least 150 hours observing acupuncturists and senior student interns performing AOM therapies in a clinical setting. A majority (greater than 50%) of the clinical observation experience must include patient diagnosis and/or treatment performed by experienced practitioners that have all necessary state authority to perform the AOM therapies and associated faculty duties.

PROFESSIONAL DOCTORATE [PD] PROGRAMS ONLY:

- F. As part of its clinical training, the PD program must provide opportunities for interns to engage in collaborative interactions with other medical providers in appropriate clinical settings.

Revision History

Date Revised	Summary of Revisions	Approved By
June 25, 2018	Added Chinese Herbology Certificate program info	ACAOM Exec. Committee

Programs and institutions are responsible for understanding and following ACAOM's current policies and procedures found at <http://acaom.org/policies/> and are encouraged to timely contact ACAOM with any questions or need for further clarification. The Commission is not bound by a rigid sequence of actions nor precluded from taking actions at any time as warranted by evolving circumstances; any dates or timelines provided for planning or illustrative purposes may change.