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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

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.

**Note that many of the competencies may be addressed via education completed in master's degree programs prior to or concurrent with enrollment in the Chinese herbology certificate program, and not within the certificate curriculum itself.*

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 professional 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 professional 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

Post-Graduate Doctorate [DAOM] Programs

Post-graduate doctorate program learning outcomes must address and lead to the development of all professional competencies designated as post-graduate doctoral level professional competencies, as outlined by this criterion under the following domains:

- Patient Care Domain 1: Foundational Knowledge
- Patient Care Domain 4: AOM Diagnosis
- Patient Care Domain 6: AOM Treatment
- Patient Care Domain 8: Advanced Diagnostic Studies
- Systems-Based Medicine Domain 3: Collaborative Care
- 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.

Post-Graduate Doctoral Level Competencies

The student must demonstrate the ability to make and defend judgments based on comprehensive, in-depth knowledge of AOM 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.

Post-Graduate Doctoral Level Competencies

The student must demonstrate the ability to:

- A. apply all master's-level professional competencies of Patient Care Domain 4: AOM Diagnosis in core and concentration areas with qualitatively advanced competence.
- B. appraise and apply in-depth knowledge of AOM principles and theory to formulate a comprehensive AOM diagnosis.

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 relevant 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.
- 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.

Post-Graduate Doctorate Competencies

The student must demonstrate the ability to apply all master's-level professional competencies of Patient Care Domain 6: AOM Treatment in core and concentration areas with qualitatively advanced competence.

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

Professional and **Post-Graduate Doctoral Level Competencies**

The student 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

Professional Doctoral Level Competencies

The student 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

Professional and **Post-Graduate** Doctoral Level Competencies

The student 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

Professional Doctoral Level Competencies

The student 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

Professional and Post-Graduate Doctoral Level Competencies

The student 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 for public comment	ACAOM Exec. Committee
Aug. 11, 2018	Approved Chinese Herbology Cert. program info	Full Commission
Oct. 10, 2018	Added DAOM competencies	