



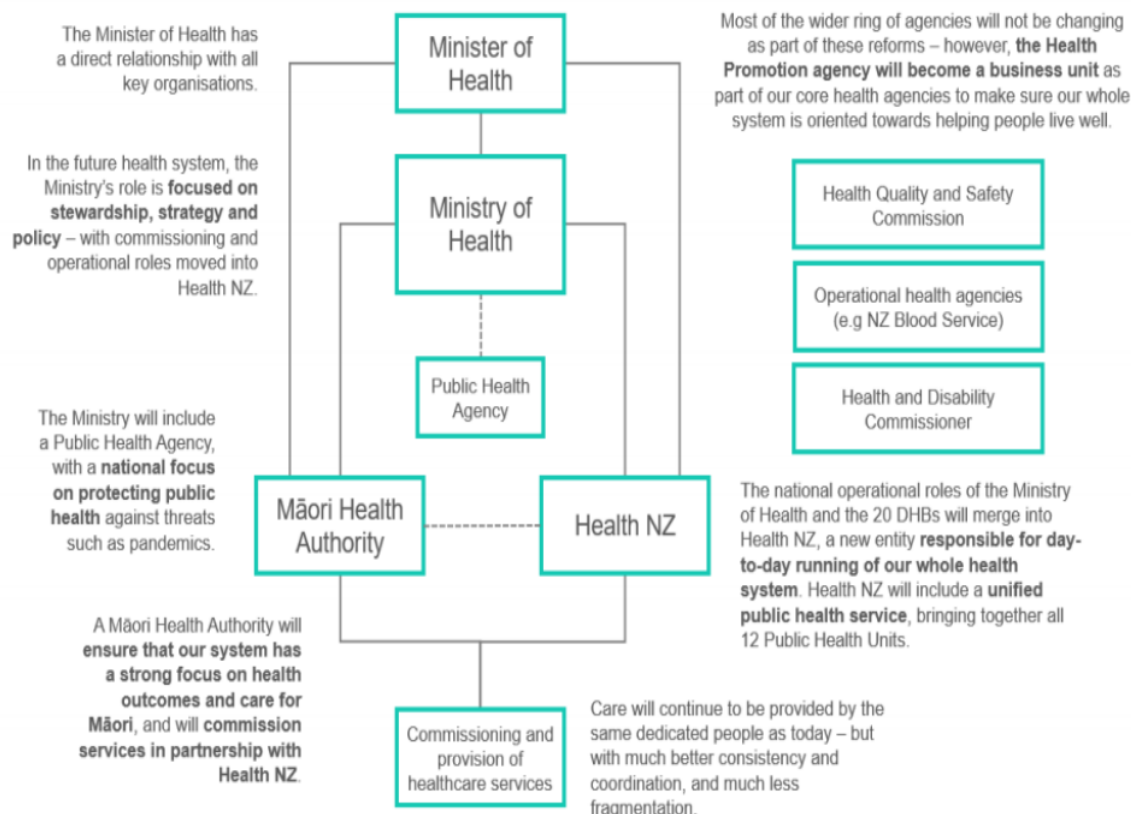
to the three-year Bachelor of Health Science (Acupuncture) undergraduate degree programme that that is the pathway to you becoming allied health professionals in Aotearoa / New Zealand – Acupuncturist / Kaiwero Ngira Hauora. Traditional Chinese medicine takes a holistic view of our wellbeing (whare tapa whā) and there are commonalities in regard to the Māori worldview.

The Chinese Medicine Council of New Zealand (CMCNZ) brings the Chinese medicine profession under the Health Practitioners Competence Assurance (HPCA) Act (2003). This is a significant step for the profession. There are close to 1200 practitioners in Aotearoa. NZSATCM has close ties with Acupuncture NZ, the professional body that works with many international Chinese medicine organisations in countries such as China, Australia, Korea, Japan, the US, UK, and Europe. Regulation enables practitioners of acupuncture and Chinese medicine to take their place beside other health professionals such as medical doctors, nurses, physiotherapists, osteopaths, and others.

New Zealand has a multi-cultural population and is a bicultural nation with English and Māori as the official languages. Priority is being given to eliminating indigenous and ethnic health inequities. This requires addressing the determinants of health inequities. This requires ensuring a health care system that delivers appropriate and equitable care. The health system changes are being made to meet these future challenges and to make sure all New Zealanders get the health services they need.

Under the new system:

- the Ministry of Health will be focused on policy, strategy and regulation
- a new body, Health NZ, will replace the 20 DHBs and take over planning and commissioning of services to remove duplication and provide national planning
- a Māori Health Authority will work alongside Health NZ to improve services and achieve equitable health outcomes for Māori, and to directly commission tailored health services for Māori
- a new Public Health Agency within the Ministry of Health, and a strengthened, national public health service within Health NZ, will be developed to make sure Aotearoa New Zealand is always ready to respond to threats to public health, like pandemics.



<https://www.healthnavigator.org.nz/healthcare-in-nz/health-system-reform/> Accessed 22 July 2022.

Allied health professionals need to be culturally safe to practice in Aotearoa. (see Medical Council of NZ Statement -

<https://www.mcnz.org.nz/assets/standards/b71d139dca/Statement-on-cultural-safety.pdf>.

There is growing recognition of the importance of cultural safety for the individual health practitioner, health organisations and tertiary education providers to achieve equitable health care. Health practitioners, health and tertiary education systems need to be engaged in working towards cultural safety and critical consciousness. The objective of cultural safety activities also needs to be clearly linked to achieving health equity. Healthcare organisations and authorities need to be held accountable for providing culturally safe care, as defined by clients and their communities, and as measured through progress towards achieving health equity.¹

To start your journey to becoming a Kaiwero Ngira Hauora, you will study the following four courses in your first semester:

- COMM-100-5
The aim of this course is to introduce you to theories of communication and counselling for health professionals, including the identification of ‘red flags’ to recognise when referral is appropriate. This course also provides an overview

¹ Curtis, E., Jones, R., Tipene-Leach, D. et al. Why cultural safety rather than cultural competency is required to achieve health equity: a literature review and recommended definition. Int J Equity Health 18, 174 (2019). <https://doi.org/10.1186/s12939-019-1082-3>

of cultural safety, patient rights, Māori worldview, and Māori values in Aotearoa/New Zealand's healthcare context.

- ACUP-100-5
The aim of this course is to provide you with the fundamentals of acupuncture Channel Theory (Jing-Luo system), and to develop the practical skills in tracing the pathways of the primary acupuncture channels. Additionally, you will identify and explore the functions of the fundamental acupuncture points along these channels.
- TCMT-100-5
The aim of this course is to provide you with an introduction to the history and philosophy of traditional Chinese medicine (TCM), TCM theories on health and disease and the physiological principles of the diagnostic system that form the basis of TCM practice.
- BIOM-100-5
The aim of this course is to provide you with an introduction to the basic anatomical and physiological concepts as a basis to understand the structure and functions of the human body systems. Both normal and disease states of the main structures and systems will be introduced.

To help you to get the most from your study we will briefly look at study skills (different ways to study), how to write in an academic environment and academic dishonesty (Student Handbook, section 6) also called academic integrity / honesty.

Study skills

Study skills are a range of approaches to learning that improve your ability to study, and to retain, recall, integrate and critically evaluate information. Spending time on improving your study skills, no matter how good your grades are, is time well spent.

Some people are naturally good at time management but may struggle with critical thinking. Another learner may be great at taking notes but isn't great at putting a concept into their own words. To be able to really do your best in your studies and easily demonstrate your learning, you need to spend time developing your study skills. The good news is that there are many things you can do yourself to push your studies forward that bit further and become an allied health professional.

Reading is not studying

Simply reading and re-reading texts or notes is not actively engaging in the material. It is simply re-reading your notes. Only 'doing' the 'readings' for class is not studying. It is simply doing the reading for class. You need to reflect on what you are reading and likewise the material covered in class to make connections.

Think of reading as an important part of pre-studying, but learning information requires actively engaging in the material². Active engagement is the process of constructing meaning from text that involves making connections to lectures, forming examples,

² Edwards, A. J., Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (2014). Learning and study strategies: Issues in assessment, instruction, and evaluation. Elsevier.

and regulating your own learning³. Active studying does not mean highlighting or underlining text, re-reading, or rote memorization. Though these activities may help to keep you engaged in the task, they are not considered active studying techniques and are weakly related to improved learning⁴.

Ideas to help you study actively include:

- Create a study guide by topic. Formulate questions and problems and write complete answers. Create your own quiz. study with another learner.
- Become a teacher. Say the information aloud in your own words as if you are the instructor and teaching the concepts to a class.
- Derive examples that relate to your own experiences.
- Create concept maps or diagrams that explain the material.
- Develop symbols that represent concepts.
- Work the problems and explain the steps and why they work.
- Study in terms of question, evidence, and conclusion: What is the question posed by the teacher? What is the evidence that they present? What is the conclusion?

Organisation and planning will help you to actively study. When studying for a test, organise your materials first and then begin your active study reviewing by topic⁵. Often teachers provide subtopics on the syllabi. Use them as a guide to help organise your materials. For example, gather all of the materials for one topic (e.g., PowerPoint notes, textbook notes, articles, homework, etc.) and put them together in a pile. Label each pile with the topic and study by topics.

Take control of your Time

Controlling your schedule and your distractions will help you to accomplish your goals. If you are in control of your time, you will be able to complete your assignments and stay on top of your coursework. The following are steps that may help you to manage your time:

- On the same day each week, (perhaps Sunday nights or Saturday mornings) plan out your schedule for the week.
- Go through each class and write down what you'd like to get completed for each class that week.
- Look at your calendar and determine how many hours you have to complete your work.

³ Davis, S. G., & Gray, E. S. (2007). Going beyond test-taking strategies: Building self-regulated students and teachers. *Journal of Curriculum and Instruction*, 1(1), 31-47

⁴ Mackenzie, A. M. (1994). Examination preparation, anxiety and examination performance in a group of adult students. *International Journal of Lifelong Education*, 13(5), 373-388

⁵ Newport, C. (2006). How to become a straight-a student: the unconventional strategies real college students use to score high while studying less. Three Rivers Press

- Determine whether your list can be completed in the amount of time that you have available. (You may want to put the amount of time expected to complete any assignments.) You will need to make adjustments as needed. For example, if you find that it will take more hours to complete your work than you have available, you will likely need to triage / prioritise your readings. Completing all the readings are a luxury. You will need to make decisions about your readings based on what is covered in class. You should read and take notes on all the assignments from the favoured class source (the one that is used a lot in the class). This may be the textbook or a reading that directly addresses the topic for the day. You can likely skim supplemental readings. Also work with classmates to share the reading workload.
- Pencil into your calendar when you plan to get assignments completed.
- Make your plan for the day at the end of each day. Waking up with a plan will make you more productive.

<https://learningcenter.unc.edu/tips-and-tools/studying-101-study-smarter-not-harder/> 19 July 2022

Learning tools

We all learn differently. Some thrive in lectures, absorbing everything that is said. Others take copious notes to remember. For some, diagrams and charts are an important part of taking information on board. There are many tools out there to aid learning. Some will work for you, and some won't. Talk to your classmates and find out what they do to make sure they remember important information and ideas. They may use tools that you have never encountered, tools that you may find useful. Just make sure you share with classmates in return!

At NZSATCM the teachers are there to help. You are able to make a time to discuss course related matters. They can refer you to others who will be able to help – like the Pastoral Care Officer, Counsellor, or agencies outside NZSATCM that may be able to help you with your English and or study.

There are many useful ways of learning; flashcards, mnemonics, mind-maps. There are so many tools that everyone can find something that works for them. If you find you're struggling to grasp a concept, speak to your teacher who may have suggestions for how you can get a firm hold of that idea. Do not forget that they were ākonga / learners at one time in their life.

Note-taking

Taking good notes is an art form and there are many ways to make your notes work for you. It's rarely helpful to write down everything, word-for-word, that you hear in a lecture. Instead, write down key thoughts or ideas that the speaker is discussing. Write down thoughts and questions that you have around the subject – these become clear if you do the required reading before the class. Once the class is over try coding each separate concept in a different colour, with supporting points in the same colour as you've used for the concept. That way you'll build up a bank of easy-to-reference notes throughout your course making things easier to find and easier to reference when you need them.



Revise your notes as soon as possible after you're written them. Make sure that everything you've taken down makes sense, that you understand all the concepts and haven't got any unfinished thoughts to confuse things. If any questions come out of your notes speak to your teacher.

Critical thinking

What is critical thinking? Put simply it is using your reasoning abilities to challenge the ideas and concepts that you are learning about. It is a skill essential and one that will prove useful in class discussions and in writing assessments. It is likely that this a skill your teachers will help you to develop, and for some courses there required and recommended readings. Improving your critical thinking skills is essential to you being able to dig deeper and develop your understanding of your TCM and it will be of huge use in your practice after you graduate.

Ask questions

Is asking questions really a skill? Yes, it is. Apart from demonstrating to your teacher that you are an active participant in class it also enables you to find out more about areas that may be confusing you. It's a way to (kindly) challenge what another class member has suggested and to help yourself gain a deeper understanding. Asking your teacher questions when you're stuck or need a clearer explanation will help you further in the course. It can be intimidating admitting that you don't understand something, but every teacher was a learner once and one of the reasons they are in this job is to help you do the best you can.

The above section is taken from: https://www.routledge.com/blog/article/why-do-study-skills-matter?gclid=Cj0KCQjwidSWBhDdARIsAloTVb0303BenecEpNWxmdFPpobqQUOrsSvCEAvop-XWGIms5lq1Lgml5YaAvcVEALw_wcB 19 July 2022.

See also – highly recommended

<https://learningcenter.unc.edu/tips-and-tools/using-planners/>

<https://www.ohio.edu/university-college/first-year-student-transitions/study-strategies>



Time Management

- 1 Make a weekly or daily to-do list
- 2 Use a calendar or planner
- 3 Get up early to get stuff done
- 4 Reward yourself when tasks are complete
- 5 Schedule your “me” time (so it doesn’t eat up study time)
- 6 Read the syllabus and make plans from it
- 7 Prioritize and schedule what you need to do – be realistic!
- 8 Set aside study/class work hours each day
- 9 Have a spot where all studying takes place
- 10 Make or join a study group

Note-Taking

- 1 Copy professor board notes and check Moodle
- 2 Paraphrase professor’s words
- 3 Take up as much space as needed
- 4 Review your notes every night
- 5 Create your own abbreviations
- 6 Jot down any ideas that the professor repeats
- 7 Notice verbal cues – “Now this is important”
- 8 Highlight your book/class materials
- 9 Write down all examples
- 10 Rewrite your notes after class

Reading

- 1 Read more than once
- 2 Highlight and take notes
- 3 Make margin notes
- 4 Don’t put off reading assignments until the last minute!
- 5 Review after reading
- 6 Keep from dozing off: don’t read right before going to bed, and don’t read in bed
- 7 Read and understand captions and figures
- 8 Make a glossary of terms
- 9 Pace yourself
- 10 Pay attention to key concepts and end of chapter reviews

Test Preparation

- 1 Make flashcards
- 2 Rewrite/re-read your notes; reorganize into categories
- 3 Get help if you need it: use PASS and other learning resources
- 4 Don’t cram!
- 5 Know the test format
- 6 Get all of your questions answered
- 7 Verbalize what you know – tell/teach the material to someone else
- 8 Be caught up on all work for the test
- 9 Identify your problem areas
- 10 Take advantage of extra credit

<https://www.lynchburg.edu/academics/tutoring-and-academic-support/top-10-study-skills/> 19 July 2022

In addition to the class time, you are expected to spend (on average) two hours in your out of class time for every hour in class learning. You will be given a **Course Outline** for each course. This tells you what will happen over the course of the semester. The course aim and **Learning Outcomes** guide your learning, and the assessments measure your achievement against the learning outcomes and tell you what reading is required and when assessments will be due. The weekly schedule guides you as to the course content and when it will be covered so you can read and plan ahead.

You will need to show what you have learnt, and your teachers are there to help you – but only you can learn and show that you have reached the standard as required in the course learning outcomes. To do this written work will be required.

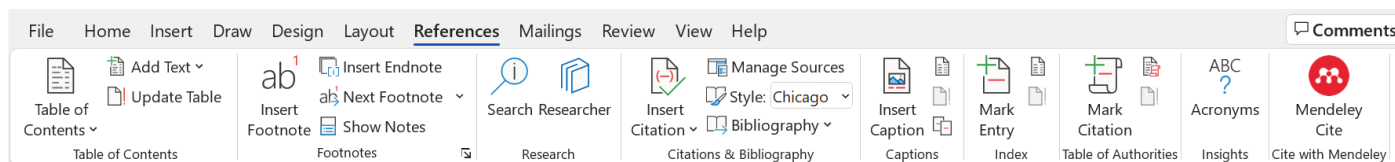
Academic writing is a formal style of writing used in tertiary education and scholarly publications. Academic writing is clear, concise, focussed, structured, and backed up by evidence. Academic essays help ākonga / learners to practice critical thinking or sound reasoning about a topic. An academic essay is a hybrid form of writing, at once presenting reasoned evidence as well as a point of view. Although it is more formal than an essay found in a popular magazine or blog, it nevertheless has similar characteristics in that a writer's personal voice and point of view are part of that writer's credibility, or ethos. Its purpose is to show what you know in relation to what is being assessed – the course learning outcomes. Each assessment has a weighting, which is the percentage the assessments contribute to the course grade (mark).

- **Planned and focused:** answers the question and demonstrates an understanding of the subject.
- **Structured:** is coherent, written in a logical order, and brings together related points and material.
- **Evidenced:** demonstrates knowledge of the subject area, supports opinions and arguments with evidence, and is referenced accurately.
- **Formal in tone and style:** use appropriate language and tenses, and is clear, concise, and balanced.

Essays are used to assess your understanding of specific ideas and your ability to explain these in your own words. Essays are usually written to bring together ideas, evidence, and arguments to address a specific problem or question. They follow a particular structure: you will **set out your argument in the introduction**, build and present your argument in the **main body**, and should end with your overall key message or argument in the **conclusion**.

Essays, case reports and reflective learning portfolios take time to complete. You will need to set aside time for the following stages of writing:

- Thinking about the question.
- Gathering information and ideas (researching the topic) – make sure to record what sources of information you use (see referencing). MS-Word



- Organising your ideas.
- Getting something on paper start this as soon as possible.
- Write a first draft.
- Reflect on your draft then review and build on the draft material.
- Producing a final draft.

The genres (types) of assessment tasks include, but are not limited to, and become more complex at National Qualification Framework levels 5 (first year); 6 (Second year) and 7 the final year:



- **Describe**, in which you consider the meaning of a process or concept: especially as the meaning changes depending on context. For example, you may be asked to describe how traditional Chinese medicine has developed.
- **Analysis**, in which you consider the claims of a source to ascertain the validity of the source's supporting evidence. For example, analyse the benefits of acupuncture to reducing pain.
- **Synthesis**, in which you find connections among several sources and effectively merge the sources to bring about a fresh insight on a topic. For example, you might merge various schools of thought on the origins of moxibustion.
- **Cause and effect**, in which you consider the way certain conditions (diagnosis) inform treatment. For example, you might consider the causes of the clients presenting issue and develop a treatment plan.

Focus and structure

An academic assignment is not just a collection of ideas about a topic—it needs to have a clear purpose. Start with topic / question and develop a focused argument. Only include information that is relevant to your overall purpose. A coherent structure is crucial to organise your ideas. Pay attention to structure at three levels: the structure of the whole text, paragraph structure, and sentence structure.

Overall structure	<ul style="list-style-type: none">✓ Always include an introduction and a conclusion.✓ Divide longer texts into chapters or sections with clear headings.✓ Make sure information is presented in a logical order.
Paragraph structure	<ul style="list-style-type: none">✓ Start a new paragraph when you move onto a new idea.✓ Use a topic sentence at the start of each paragraph to indicate what it's about, and make clear transitions between paragraphs.✓ Make sure every paragraph is relevant to your argument or question.
Sentence structure	<ul style="list-style-type: none">✓ Use transition words to express the connections between different ideas within and between sentences.✓ Use appropriate punctuation to avoid sentence fragments or run-on sentences.✓ Use a variety of sentence lengths and structures.

<https://www.scribbr.com/category/academic-writing/>

Academic writing is Well sourced (Referencing style is Vancouver)

VIDEO: <https://www.youtube.com/watch?v=uCoFBMzdK0c> Accessed 19 July 2022

In writing your assignments you use source material to support your reasoning / claims / arguments / diagnosis / treatment plans, etc. Sources are other texts (journal articles, books, teacher's notes) that you use or analyse as evidence. Your sources will be written by other academics; academic writing is collaborative and builds on previous research. It is important to consider which sources are credible and appropriate to use in academic writing. For example, citing Wikipedia and blogs is

discouraged, as often it is not known whether the sources is more than the opinion of the writer. Do not rely on websites for information; instead, use academic databases and the NZSATCM library to find credible sources. Academic writing is often critiqued and peer-reviewed by other academics / researchers / professionals so is evidenced based, that is the views are supported and not just opinions.

You must always acknowledge / cite your sources in academic writing. This means acknowledging whenever you quote or paraphrase someone else's work by including a citation in the text and a reference list at the end.

Signal phrases are short phrases that introduce a quote, paraphrase, or summary; they signal to readers that an outside source is being used.

<https://writingcenter.gmu.edu/writing-resources/research-based-writing/signal-phrases>

ACADEMIC INTEGRITY / HONESTY

As you study you will be required to demonstrate and share your knowledge. The written assignments and case reports enable you to participate in the exchange and evaluation of ideas. The following list illustrates examples of behaviours that comprise the fundamental values of honesty, trust, fairness, respect and responsibility that characterise a community of academic (professional) integrity.

Cheating

- Submitting identical or similar work for which you have already received credit in another course without prior permission and acknowledgment.
- Allowing another to do your work and submitting that work under your own name.

Fabrication

- Inventing data, information or citations in an assignment or project.
- Gathering or collecting data outside of standard guidelines defining appropriate methods.
- Failing to include an accurate account of data collection methods (Case reports and Reflective Learning Portfolio).

Misrepresentation

- Making an intentional false statement or forging documents in case report.
- Misusing data to draw conclusions that may not be warranted by the evidence presented.

Plagiarism

- Submitting material, in part or in whole, that is not entirely your own work, without proper acknowledgment (referencing) of the source.
- Paraphrasing ideas, data, or writing without proper acknowledgement (referencing) of the source.

Unauthorised collaboration

- Submitting work for individual credit, after a group shares work on an assignment, without permission of the teacher and acknowledging the contribution of the others in the group.

Breach of confidentiality / privacy

- Disclosing client personal or medical information without permission.
- Viewing / reading information from the files of clients you are not treating.

Misuse of another's property

- Obstructing, interfering or tampering with another's academic work with the intent of advancing your personal position.

Misusing computer resources.

- Making unauthorized use or distribution of software, text, electronic media or images without obtaining copyright permission.

Aiding and abetting academic dishonesty

- Providing material, information or assistance to another person who commits a violation of academic integrity.

Check your knowledge about Academic Integrity: (self assessment) by completing the quiz at the following location:

<https://lo.unisa.edu.au/mod/book/view.php?id=252142&chapterid=262172> then email a screen shot of your result to john.very@nzsa.com by 4 pm Thursday 28 July 2022.

This handout will be available on Moodle.

[End]

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