

ACAOM Doctoral Task Force Issues Final Report ACAOM Seeks Public Comment

The Commission is seeking public input on the final report of its Doctoral Task Force, which was charged with developing a list of the professional competencies expected of the graduates of entry-level, first-professional doctoral programs in AOM. The report is designed to form the basis for the development of accreditation standards for such programs.

The Task Force was commissioned by ACAOM, and is comprised of representatives of organizations that reflect a broad cross-section of the Commission's major communities of interest, included representatives of the American Association of Oriental Medicine (AAOM), Acupuncture and Oriental Medicine Alliance (AOM Alliance), Federation of Acupuncture and Oriental Medicine Regulatory Agencies (FAOMRA), National Federation of TCM Associations (NFTCMA), Council of Colleges of Acupuncture and Oriental Medicine (CCAOM), World Federation of Chinese Medicine Societies (WFCMS), and the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM).

The Task Force conducted meetings in March 2004, November 2004 and June 2005, culminating in the development of a comprehensive list of the professional competencies expected of program graduates. It is assumed that these professional competencies will be in addition to the competencies gained in current Master's level programs. Consistent with the accreditation standards for other USDE-recognized doctoral-level health care professions, rather than specifying in detail the core curriculum course and clinic training requirements for doctoral programs, the Task Force articulated the professional competencies or outcomes that are expected of program graduates. Doctoral programs would be required to demonstrate that their students are achieving the required competencies and their stated educational objectives to meet the standards for accreditation.

ACAOM has established a Doctoral Committee, consisting of the Executive Director and several commissioners, to consider the public comment on the Task Force report as it works to develop proposed accreditation standards for first-professional doctoral programs in AOM. While ACAOM will be drafting proposed accreditation standards for such programs based on public comment from all its communities of interest, ultimately, it will be the responsibility of state legislators and regulators to determine the educational requirements for entry-level practice.

The full Task Force Report can be downloaded from ACAOM's web site at www.acaom.org under the "News and Meetings" link. **The Commission invites interested parties to submit their written comments to ACAOM's Maryland office at: ACAOM, 7501 Greenway Center Drive, #820, Greenbelt, MD 20770. In addition, the Commission invites all its communities of interest to participate in a public hearing on the Task Force report scheduled for Friday, October 21 at 7:30PM to be held in conjunction with AAOM's conference at the Westin O'Hare Hotel, Chicago, IL, Tel: 800-228-3000, 847.698.6000.**

ACAOM DOCTORAL TASK FORCE PLANNING MEETING

Saturday, June 11, 2005 * Radisson at Cross Keys, Baltimore, MD

Marilyn Snider, Facilitator – Snider and Associates (510) 531-2904 or (916) 483-9802
Gail Tsuboi, Recorder – Tsuboi Design (925) 376-9151

Attendees: Dort Bigg, Gene Bruno, David Canzone, Yemeng Chen, Kevin Eigil, Megan Haungs, Fred Jennes, David Molony, William Morris, David Patton, William Prenskey, Carol Taub, Regina Walsh

Task Force Statement

We are considering the likelihood that our profession will migrate through a transitional process towards implementing a First Professional Doctoral degree.

Definition of the First Professional Doctorate

A Professional Doctorate is different from an Academic Doctorate. First Professional Doctorates are:

- a. Entry level by definition.
- b. Not laddered degrees. They are not advanced degrees dependent upon prior degree acquisition. Rather, they are the first and only degree required for practice of a profession.
- c. Not intended to represent significant contributions to the science and body of knowledge (as is, for example, an academic Ph.D.), but rather intended to represent acquisition of the necessary skills for the practice of a profession.

ACAOM Doctoral Task Force Guiding Principles

We undertake to help facilitate this process should it occur according to the following six principles:

1. Above all else, we will endeavor to do no harm.
2. We will endeavor to bring all communities of interest and voices in the AOM community into this process and through it together without eliminating or excluding anyone.
3. We will respect all voices in the field and all traditions in the field.
4. We will provide clear communication about our discussions and the processes we propose to the entire community throughout our discussions.
5. We recognize that our current curriculum leading to the professional degree in AOM and the competencies that they represent support a valid First Professional Degree at both the current masters and the proposed doctoral degree level.
6. We recognize that content of curricula will continue to evolve, as it always has, based upon the need to support new professional roles which emerge for practitioners of AOM.

RECOMMENDED CORE COMPETENCIES FOR THE FIRST PROFESSIONAL DOCTORATE

core competencies and domains are not in priority order

IMPORTANT NOTE: These recommendations assume the inclusion of all the professional competencies in ACAOM's Master's Degree standards set forth in Essential Requirement 8 of Part 1 of ACAOM's Accreditation Handbook. The Commission's Master's standards can be accessed through ACAOM's web site at "www.acaom.org". While we recognize that some of the competencies in this report may appear to be duplicative of the Master's competencies, the intention is that these competencies include **NEW** abilities relative to the emerging, complex, multi-disciplinary settings in which future practitioners of AOM may find themselves.

DOMAIN: PATIENT CARE

- Ability to apply critical thinking (assessment of options)
- Ability to exercise clinical judgment
- Ability to support the patients, their families and communities in the context of compassionate patient care

DOMAIN: PROFESSIONAL DEVELOPMENT AND CURRENCY

- Ability to formulate and implement a plan for individual professional development
- Ability to understand and apply scholarship in the field, including incorporating evidence-based medicine as a part of practice
- Ability to participate in collaborative quantitative and qualitative research

DOMAIN: PROFESSIONALISM

- Ability to understand the importance of participating in activities for the good of the greater society
- Ability to understand the importance of participating in and supporting professional and educational organizations and activities

DOMAIN: SYSTEMS-BASED PRACTICE

- Ability to demonstrate knowledge of common and relevant patient care systems
- Ability to demonstrate competency to practice in team and multi-disciplinary practice settings (e.g. case management teams, hospital-based practice, managed care)
- Ability to educate other health professionals regarding the appropriate use of AOM

DOMAIN: PATIENT CARE

CORE COMPETENCY: ABILITY TO APPLY CRITICAL THINKING

Knowledge

The student must demonstrate an ability to:

- identify and understand the identification and location of appropriate sources of information to support critical thinking and the analysis of clinical courses of action
- understand and recognize appropriate methods of analyzing information that form the basis for clinical action

Skills

The student must demonstrate an ability to:

- engage in skillful, responsible thinking that facilitates good judgment because it (a) relies on criteria, (b) is self-correcting, and (c) is sensitive to context
- use major critical thinking models in a range of contexts
- articulate the type of critical thinking that is occurring for the resolution of a problem
- document and defend the choices selected from possible alternatives

Attitudes

The student must demonstrate:

- an interest in using all appropriate available techniques and tools to derive the maximum information about the patient's care
- the ability to develop and maintain an appreciation for and interest in those treatment goals that are most significant to the patient, especially with regard to quality of life
- a willingness to engage in and discuss and defend critical thinking as it applies to patient care, currency and professionalism

CORE COMPETENCY: ABILITY TO EXERCISE PROFESSIONAL JUDGMENT

Knowledge

The student must demonstrate an ability to:

- assess and evaluate the appropriateness of Oriental Medical Care for each presenting patient
- assess, evaluate and execute the need for urgent, acute or alternative care in each patient presentation

Skills

The student must demonstrate an ability to:

- assess and evaluate the patient's medical record as it pertains to the care of their patients

Attitudes

The student must demonstrate:

- the ability to maintain currency in relevant areas in the expansion of medical knowledge as it pertains to the care of their patients

CORE COMPETENCY: ABILITY TO SUPPORT THE PATIENTS, THEIR FAMILIES AND COMMUNITIES IN THE CONTEXT OF COMPASSIONATE CARE

Knowledge

The student must demonstrate an ability to:

- understand the psycho-social challenges related to the patient's complaint
- understand the appropriate management of the patient/doctor relationship
- recognize the importance of open communication and the need to properly and adequately inform the patient of potential or proposed care
- understand the need to empower the patient to make informed decisions about their health care
- understand the impact of family systems models on patient care
- identify how cultural, social, religious, gender and age differences impact the doctor-patient relationship

Skills

The student must demonstrate an ability to:

- educate patients, families and/or caregivers in areas necessary to make informed decisions
- discuss bad news in a sensitive and professional manner
- collaborate with patients, family members, other professionals and payors to determine a plan of care
- collect and maintain appropriate referral information for patients and their families

Attitudes

The student must demonstrate:

- appreciate and be willing to adapt to cultural, social, religious, gender and age differences that may exist between the doctor and his or her patients
- recognize the importance of both the doctors and patients working together as partners in promoting optimal health
- appreciate the importance of the complex requirements of a modern health care delivery system in relation to patient and family needs

DOMAIN: PROFESSIONAL DEVELOPMENT AND CURRENCY

CORE COMPETENCY: ABILITY TO FORMULATE AND IMPLEMENT A PLAN FOR INDIVIDUAL PROFESSIONAL DEVELOPMENT

Knowledge

The student must demonstrate an ability to:

- identify sources of ongoing professional development education
- utilize emerging technology systems for information access and management

Skills

The student must demonstrate an ability to:

- utilize continuous quality improvement (CQI) methods in the analysis of practice for the purpose of developing a program of learning on a lifelong basis
- identify areas of professional strength and weakness and needed education
- assess their professional development needs and access and use resources in order to respond to local, state and regional challenges and issues in health care

Attitudes

The student must demonstrate:

- a willingness to identify and remediate areas of professional weakness
- a personal commitment to lifelong learning

CORE COMPETENCY: ABILITY TO UNDERSTAND AND APPLY SCHOLARSHIP IN THE FIELD, INCLUDING INCORPORATING EVIDENCE-BASED MEDICINE AS A PART OF PRACTICE

Knowledge

The student must demonstrate an ability to:

- have sufficient command of concepts and terminology to read, understand and apply contemporary scholarship in the field
- identify the journals, online sites, conferences and other sources of current advances to scholarship in the field, both classical and contemporary

- understand the nature of scientific and peer review research and the knowledge to make informed judgments about the quality of research, its reliability and applicability to practice
- understand the nature of Evidence-Based medicine as a means of determining practice protocols
- understand the limitations and ongoing discussions concerning Evidence-Based medicine as a determinant of “standards of care”
- identify the sources of information concerning research in Evidence-Based medicine both in AOM and related fields

Skills

The student must demonstrate an ability to:

- locate and track emerging research information
- assess and critically evaluate research literature in the AOM field
- modify treatment plans and protocols using new information from current research where appropriate

Attitudes

The student must demonstrate:

- an openness to new research as it applies to current practice
- a willingness to participate in discussions and clinical research concerning outcomes and to apply this information to expanding practice knowledge
- an appreciation for all forms of scholarship and research that contribute to the field
- openness to changing clinical protocols when data indicate it is advisable

CORE COMPETENCY: ABILITY TO PARTICIPATE IN COLLABORATIVE QUANTITATIVE AND QUALITATIVE RESEARCH

Knowledge

The student must demonstrate an ability to:

- understand the nature of scientific research and the various kinds of clinical trials, including controls, longitudinal studies, case-review and case-reports
- understand the nature of statistical evidence and basic statistical analysis of data concerning practice and medicine
- understand the literature on clinical research and demonstrate knowledge of the sources of current information on clinical and scientific research in the field
- understand and identify historical source material concerning the practice of AOM and to compare historical information to current research

Skills

The student must demonstrate an ability to:

- critically read and interpret scholarly and clinical scientific research
- compare outcomes in research and evaluate statistical data
- participate in case conferences and discussions concerning current research and to contribute data to current research
- chart and create case-reports that can be used to advance information and knowledge in the field

Attitudes

The student must demonstrate:

- openness to participation in ongoing collection of clinical data and outcome studies
- openness to accepting, analyzing and utilizing new data

DOMAIN: PROFESSIONALISM

CORE COMPETENCY: ABILITY TO UNDERSTAND THE IMPORTANCE OF PARTICIPATING IN ACTIVITIES FOR THE GOOD OF THE GREATER SOCIETY

Knowledge

The student must demonstrate an ability to:

- identify and understand both urgent and long-term needs in which AOM professionals can provide benefit for the good of the greater community
- understand that the AOM profession is committed to promoting justice in the health care system, including the non-discriminatory distribution of health care resources

Skills

The student must demonstrate an ability to:

- participate in the elimination of discrimination in health care based on race, gender, socioeconomic status, ethnicity, religion, sexual orientation or any other social category

Attitudes

The student must demonstrate:

- non-discrimination toward patients and other health professionals
- a willingness to make a reasonable contribution of time and service for the good of society
- an abiding willingness to work toward the elimination of discrimination and injustice in the provision of health care to all populations

CORE COMPETENCY: ABILITY TO UNDERSTAND THE IMPORTANCE OF PARTICIPATING IN AND SUPPORTING PROFESSIONAL AND EDUCATIONAL ORGANIZATIONS AND ACTIVITIES

Knowledge

The student must demonstrate an ability to:

- identify the national, state and various other professionally relevant organizations and their impact AOM
- understand the importance of contributing to the profession, including the mentoring of practitioners and students

Skills

The student must demonstrate an ability to:

- provide mentoring to learners
- mentor other practitioners
- identify and locate various professionally relevant organizations

Attitudes

The student must demonstrate:

- an appreciation of the importance of supporting and participating in professional activities and organizations

DOMAIN: SYSTEMS-BASED MEDICINE

CORE COMPETENCY: ABILITY TO DEMONSTRATE KNOWLEDGE OF COMMON AND RELEVANT PATIENT CARE SYSTEMS

Knowledge

The student must demonstrate an ability to:

- identify the current role of the AOM provider in multidisciplinary settings and its potential for expansion
- understand how a given institution's health care system is designed to promote the quality and effectiveness of patient care
- understand the cultural and economic determinants of current health care systems
- understand how to appropriately participate in the development of current health care systems

- understand and recognize the prevailing and emerging organization, structure and responsibilities of the health care team
- understand and recognize the different professional responsibilities and credentials of the various members of the health care team

Skills

The student must demonstrate an ability to:

- articulate the role of AOM professionals within current health care systems and the impact that this might have on patients
- explain how a given institution's health care system is designed to promote the quality and effectiveness of patient care
- provide effective patient care in the context of appropriate health care systems
- interact appropriately and skillfully with other members of the health care team and within that health care system

Attitudes

The student must demonstrate:

- a willingness to recognize the impact that organizational culture and established systems have on patient care
- an appreciation that clinicians have a professional obligation to understand established systems of care
- an appreciation that clinicians have a professional obligation to address perceived problems with the structure of existing health care systems
- recognition of the AOM professional's obligation to engage current health care systems appropriately

CORE COMPETENCY: ABILITY TO DEMONSTRATE COMPETENCY TO PRACTICE IN TEAM AND MULTI-DISCIPLINARY PRACTICE SETTINGS
(e.g., case management teams, hospital-based practice, managed care)

Knowledge

The student must demonstrate an ability to:

- understand the vocabulary used to describe bioscience perspectives and disease processes in the health care setting
- understand biomedical practices that are prevalent in the health care setting
- understand the applicability of AOM modalities to biomedically defined diseases and syndromes

Skills

The student must demonstrate an ability to:

- communicate with colleagues in appropriate contexts
- discuss in the appropriate context the patient's condition using vocabulary and concepts common to other members of the health care team

Attitudes

The student must demonstrate:

- recognition and acceptance, in the context of the health care team, an individual clinician's perspective may be subordinated to an established hierarchy of clinical judgment
- appreciation that strong interpersonal skills are the basis of good working relationships with other professionals

CORE COMPETENCY: ABILITY TO EDUCATE OTHER HEALTH PROFESSIONALS REGARDING APPROPRIATE USE OF AOM

Knowledge

The student must demonstrate an ability to:

- understand the common medical models currently in use
- understand the language and terminology of the prevailing audiences in which the AOM professional will need to explain medical matters
- understand current biologic and physiologic theories of the mechanism of AOM

Skills

The student must demonstrate an ability to:

- articulate expected clinical outcomes of AOM from a biomedical perspective
- articulate the possible effects of AOM from the perspective of biologic and physiologic mechanisms
- translate, explain and discuss OM terminology in order to communicate effectively
- demonstrate AOM techniques and discuss their relevance in a multi-disciplinary setting
- access relevant and appropriate information from a wide variety of sources to support the education of colleagues
- describe and discuss the clinical scope of AOM in an informed, authoritative and appropriate manner

Attitudes

The student must demonstrate:

- an abiding interest in being understood by persons from other disciplines, cultures or points of view
- an abiding interest in understanding other disciplines, cultures or points of view
- a willingness to communicate effectively with other health care professionals
- a willingness to recognize and respect different paradigms of health care

NEXT STEPS/FOLLOW-UP PROCESS

WHEN	WHO	WHAT
June 12, 2005	Dort Bigg	Distribute the meeting record to those unable to attend.
Within 48 hours of receipt of the record	All record recipients	Read the retreat record.
At the June 12, 2005 meeting	ACAOM Doctoral Task Force	Agenda items: - Additional feedback regarding surveys - Discuss distribution of the 6-11-05 product for public feedback - Define the steps the Commission will go through regarding the Task Force's recommendations
At October 2005 ACAOM meeting	ACAOM Doctoral Task Force	Review and revise, as needed, based on public input, the Core Competencies including the Knowledge, Skills and Attitudes.

For consideration for Masters level competencies:

Use appropriate techniques that may be employed when managing a patient who exhibits inappropriate behavior (Patient Care – skill)

Awareness and willingness to respond to the needs, concerns and fears that patients may have relative to their health complaints and concerns (Patient Care – attitude)

Appreciate the importance of compassion, empathy and touch as a vital component of healing and factors that influence the outcome of care (Patient Care – attitude)