

Preamble Affirmation.

-CSTCM Students and Alumni affirm their commitment to the following Declaration-

- On my admission to the Practice of Medicine I pledge to devote my life to the service of humanity.
- The care of my patients will be my first consideration.
- I will strive to acquire and share new knowledge with my colleagues and my patients;
- I will practice my profession with conscience and dignity, and to the best of my ability and judgment.
- I will approach each patient with charity, attention, humility, and commitment;
- I will hold all life dear, and let knowledge, wisdom, courage, and compassion guide my therapy;
- I will use my medical knowledge and skills to promote human rights, social justice, and civil liberties;
- I will not permit considerations of age, disease or disability, faith, ethnic origin, gender identity, nationality, race, sexual orientation, social standing or other forms of discrimination to intervene between my duty and my patient;
- I will respect the confidences with which I will be entrusted;
- I will give gratitude and respect to those from whom I have learned my Science and my Art;
- I will uphold the integrity of the medical profession;
- I will cultivate peace in both personal conduct and political expression;
- I will not use my knowledge contrary to the spirit of this Affirmation.
- I make these promises in witness of those who have stood here before me, and those will come after,
- solemnly, freely, and upon my honor."

The Preamble Affirmation is based upon the Declaration of Geneva as published by the World Medical Association

Technical Standards of Candidates for Professional Degree Admission, Continuance, and Graduation

An MAc, MAcCHM, DAc, DAcCHM and DAOM Degree signifies that the holder of that degree has been educated to competently practice the profession in all healthcare settings and to apply for NCCAOM Certification and State licensure. The education of a healthcare professional requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experiences in preparation for a) independent and, b) semi-autonomous and, or c) making appropriate decisions required in practice. The practice of the profession emphasizes collaboration with other health care professionals, their administration and staff, and the patient.

The curriculum leading to the MAc, MAcCHM, DAc, DAcCHM and DAOM Degrees from CSTCM requires students to engage in diverse, complex, and specific experiences essential to the acquisition and practice of essential healthcare practitioners skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of MAc, MAcCHM, DAc, DAcCHM and DAOM, these functions are necessary to ensure health and safety of patients, fellow candidates, faculty, other healthcare providers, and their administration and staff.

The essential competencies/functions listed below are necessary to acquire or demonstrate competence in a discipline as complex as healthcare. These competencies/functions are needed for successful admission and continuance by candidates for MAc, MAcCHM, DAc, DAcCHM and DAOM Degrees and pre-licensure practice. In addition to the standards of behavior and academic conduct set forth in the CSTCM Student Academic and Clinical Code of Ethics, these essential competencies/functions include but are not limited to the following abilities:

Intellectual (intelligence, knowledge) / **Cognitive** (thinking, reasoning, or remembering) **Competency** - A candidate must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of graduate professional study. The candidate must be able to quickly read, comprehend, and memorize extensive written material. He or she must also be able to evaluate, apply information, engage in critical thinking in the classroom and clinical setting, and maintain accurate clinical records.

The candidate must be able to or have the ability to:

Comprehend, memorize, analyze, and synthesize material; possess intellect (conceptual, integrative), and quantitative abilities for problem solving and patient assessment; concentrate and use creative and critical thinking; and maintain accurate clinical records.

Motor Skills / Physical Qualifications – Candidates should have sufficient motor function so that they are able to execute movements required to provide general care and treatment to patients in all health care settings. For example: For the safety and protection of the patients, the candidate must be able to perform basic life support, including CPR, and function in an emergency situation. The candidate must have the ability, within reasonable limits, to safely assist a patient in moving, for example, from a chair to an examination/treatment table, or from a wheelchair to another location.

The candidate must be able to or have the ability to:

Be able to move or assist in moving a patient safely in three dimensional spaces; palpate the pulse, skin, limbs, hands, chest, abdomen, and acupoints effectively and efficiently in a timely interactive manner; practice/demonstrate the use of all TCM practical clinical skills, including needle manipulation, bleeding, tui na, moxa, cupping, plum blossom, gua sha, use a TDP lamp and infrared lamp, electro acupuncture, magnets, intradermal needles, auricular acupuncture, scalp acupuncture, microsystem acupuncture, tai ji and/or qigong, be able to learn and practice in all OM employment fields and practice all modalities of TCM, in order to offer optimal patient care; be able to see at least 4 patients in a 6-hour clinic shift.

CSTCM has a narrowly-focused TCM education that emphasizes but is not limited to free-hand insertion of Chinese needles.

* OM styles using abdominal diagnosis and other modalities like Toyohari in Japan and/or other OM styles that have accommodations that are appropriate for the visual impaired to learn and practice acupuncture are not taught at CSTCM.

Sensory / Observation Capabilities – A candidate must be able to acquire the information presented through demonstrations and experiences in the basic and profession's sciences. He or she must be able to observe a patient accurately, at a distance and close at hand, and observe and appreciate non-verbal communications when performing an assessment and intervention or administering of treatment. The candidate must be capable of perceiving the signs of disharmony and manifestations through physical examination. Such information is derived from images of the body surfaces, palpable changes in various organs and tissues, and auditory information (patient voice, bowel and lung sounds, etc.).

The candidate must be able to or have the ability to:

Observe a patient accurately; observe patient's shen, body, demeanor, head, face, eyes, ears, mouth, teeth, gums, throat, limbs, skin, and tongue; perceive presence of abnormalities and signs of disharmony; discern muscles and bones; obtain auditory information from voice, breathing, sighing, coughing; tolerate unusual smells, such as moxa smoke or Chinese liniments.

Communication Proficiency – The candidate must communicate effectively and sensitively with other students, faculty, staff, patients and their family members, and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A candidate must be able to: convey or exchange information at a level allowing development of a health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. The candidate must be able to communicate effectively in oral and written forms. The candidate must be able to process and communicate information on the patient's status with accuracy in a timely manner to members of the healthcare team, if applicable. The appropriate communication may also rely on the candidate's ability to make a correct judgment in seeking supervision and consultation in a timely manner.

The candidate must be able to or have the ability to:

Demonstrate effective communication, orally, in writing, accurately, in a timely manner, and in English; approach each patient free from bias and with social and cultural sensitivity; interview a patient effectively and efficiently, asking and interpretation of questions in a meaningful way, and obtain comprehensive and thorough information using critical thinking while establishing rapport with the patient.

Behavioral / Emotional /Social Faculties – The candidate must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and differentiation and care of patients and families. In addition, he or she must be able to maintain mature, sensitive, and effective relationships with patients, other students, faculty, administration and staff, and other professionals under all circumstances including highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate their empathy. The candidate must know that his or her values, attitudes, beliefs, emotions, and experiences affect his or her perceptions and relationships with others. The candidate must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The candidate must possess cross-cultural sensitivity and understanding necessary for effective and harmonious relationships in diverse academic and working environments.

The candidate must be able to or have the ability to:

Demonstrate good judgment, maturity, sensitivity, and emotional stability; handle stress; experience and communicate empathy to all; show respect, sympathy, sensitivity, and open-mindedness; reason morally; respect all individuals vulnerability; establish effective, collegial, cooperative, and harmonious (team-centered) relationships in diverse settings; collaborate with others and admit mistakes gracefully; and cultivate an effective healing partnership with each patient.

Professionalism – Candidates must possess the ability to reason morally and practice healthcare in an ethical manner. Candidates must be willing to learn and abide by professional standards of practice. He or she must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Candidates must be able to engage in patient care delivery in all settings and be able to deliver care to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients, and vulnerable adults.

The candidate must be able to or have the ability to:

Reason morally and practice in an ethical manner; possess professionalism, compassion, empathy, altruism, honesty, cooperation, responsibility, accountability, excellence, duty, service, integrity, respect and tolerance; deliver care in all settings and to all patient populations; recognize the importance of interdependency among all peers and the need for collegiality; be able to function in a collegial functional integrated group; ability to maintain confidentiality; uphold and abide by all local, state, and federal regulations; demonstrate good personal hygiene; demonstrate timeliness with all assignments; arrive for classes and clinic on time with no unnecessary absences; maintain professional behavior during class and clinic and being prepared; not cheat or plagiarize; create harmonious communications with all faculty; ability to set priorities; ability to exercise professional judgment; demonstrate professional behavior outside of the school so as to not reflect negatively on the school's reputation in the community.

Implementation of the Technical Standards for Candidates for the MAc, MAcCHM, DAc, DAcCHM and DAOM Degrees for Admission, Continuance, and Graduation

Potential students will be advised of the Technical Standards for Admission, Continuance, and Graduation in paper application materials and on the CSTCM website. Incoming students will be alerted to the expectations set forth in the Technical Standards policy statement during program orientation and told where to locate them on the CSTCM website under Admissions.

Regular, On-going Evaluation

Because of the close working relationship with the students, the Academic Dean of Students and Clinic Director will be responsible for monitoring whether the MAc, MAcCHM, DAc, DAcCHM and DAOM student is meeting the Technical Standards. The Academic Dean of Students and Clinic Director will:

- ♦ Ensure all students are provided with the content of the Technical Standards
- ♦ Direct interaction with and supervision of the students in all practical/clinical settings related to all practical/clinical activities
- ♦ Monitor attendance at all courses and clinics, discuss with all faculty and require notice of any student behavior issues
- ♦ Record any student issues related to the Technical Standards – Note specific related Technical Standard
- ♦ Give student (if necessary) a Notice of Deficiency detailing related Technical Standard or academic competency issues

As a condition of admission, I agree to abide by all CSTCM regulations contained in the most recent version of the CSTCM Catalog, Student Handbook, Website, Academic Planning Guide, Technical Standards, and any other publication or memo handed-out and/or placed on the school bulletin board. I will also be expected to abide by all local, state, and federal laws. CSTCM reserves the right to dismiss any student at any time, should it be in the best interest of CSTCM or the student to do so. A violation of any of the Technical Standard's competencies is to be considered a professionalism issue.

All students, faculty and staff at CSTCM are required to uphold the highest ethical and professional standards that relate to their position. Student ethics, faculty ethics, administrator ethics are published in CSTCM manuals for students, faculty and employees. All community members are expected and required to always work towards the greater good of the community, for all of humanity and for the good of the environment.