



Balance

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Election 2021

Hello Registrants! Voting is actively underway for the three Board positions available for the 2022-2024 term. This is always an important part of the College's annual calendar, and we thank those who stepped forward, either to run themselves, or to nominate someone they know would be a valuable CTCMA Board member.

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By now you will have received your voting instructions from Simply Voting. If you haven't had a chance to get to know the [candidates](#), take a few minutes to do so now.

These candidates come from all areas of our profession. If elected they will bring diverse views and experience to the Board table, working to make sound policy and governance decisions in the public interest. They are all strategic thinkers and welcome the viewpoints of others. They are principled and ethical, thrive on problem solving, and are good listeners

and communicators.

The voting process is fast and easy. Eligible Registrants are entitled to one (1) ballot each and may vote for up to three (3) candidates in any of the electoral districts in BC.

If you have not received your voting instructions from vote@simplyvoting.com, please contact the College at election@ctcma.bc.ca.

Completed electronic ballots must be submitted no later than 12:00 Noon on December 1, 2021.

Help select candidates whose focus is on public safety and who will ensure that the College maintains the trust of government *and* the public.



PSP Implementation Test Plan

Beginning this past August, we invited registrants to help 'test drive' various components of the Practice Support Program (PSP), within the familiar CE format.

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Stage 1 was a test of the *Self-Reflective Assessment Tool* which asks that registrants rate themselves against 14 Career-Span Competencies (CSCs) considered essential in our profession. Registrants were invited to input their information, provide feedback on the experience through a brief survey, and receive CE credits for doing so. The survey focused on ease of using the Tool, clarity of wording, and overall usefulness in terms of identifying their learning needs.

We're happy to report that 588 registrants tested the *Self-Reflective Assessment Tool* and 486 went on to complete the survey, about 83%. Today we want to share the key findings from the survey.

- There was an overwhelming preference for the online version of the *Self-Reflective Assessment Tool* with a few participants preferring the printed version for various reasons.
- The majority of survey respondents found the CSCs clear and applicable to their practices.
- Most respondents finished the *Self-Reflective Assessment Tool* in one sitting, while others benefitted from further reflection and came back to it once or twice.
- The majority of respondents, over 86%, found the Assessment Summary automatically compiled by the software to be a helpful look at their strengths and the areas in which further training could be beneficial.
- There is a high level of trust on the part of participants with respect to privacy surrounding their results as assured by the College.

Overall, **Stage 1** survey respondents were pleased with the process. Many noted that the results matched what they already knew about themselves and appreciated the confirmation. Others who had not been in the habit of tracking

themselves in this way came to understand the value of deeper ongoing reflection on their practice work.

Registrants who participated in the first stage were asked to use their *Self-Reflective Assessment Tool* results to draw up a *Continuing Professional Development Plan, Stage 2* of the PSP. A detailed guide to this 4-step process was provided, along with easy-to-use templates for customizing their learning plan.

1. **Setting up learning objectives**, using the **SMART** goal-setting technique.
 - **Specific** **Measurable** **Audience-specific** **Realistic** **Time-bound**
2. **Planning learning activities** that coincide with objectives identified. Registrants are free to use the comprehensive learning resource provided or materials that they may have found through other professions and means.
3. **Learning activity evaluation**, that is, working through the activities, keeping notes, and possibly adjusting goals along the way.
4. **Overall evaluation** at end of the QA cycle, a self-assessment of what has been learned and how a registrant's practice has been impacted.

Registrants currently working through **Stage 2** will be invited to complete another short survey regarding the instructions provided, the *Learning Resource Guide*, and other aspects of the *Continuing Professional Development Plan*.

For those who have not been participating in the 'test drive,' here's a quick refresher on what the PSP is all about.

The goals are to ensure that:

- patients receive safe, professional, consistent care
- the public has confidence in CTCMA registrants
- registrants take responsibility for learning and enhancing their own practices.

When fully implemented the PSP will replace the current Continuing Competency Program requirement of completing a fixed minimum of 50 CE hours in a reporting period. While the PSP itself will ultimately be mandatory, the assistance of 'test drivers' has been voluntary and much appreciated! Access to information provided by participants continues to be limited to PSP administration staff.



PCE Examinations Update

As the authority setting standards for the practice of traditional Chinese medicine and acupuncture in BC, the College has been involved in developing the Pan-Canadian Entry-level Examinations in TCM and Acupuncture (PCE). Using the services of national exam provider, the Canadian Alliance of Regulatory Bodies of Traditional Chinese Medicine Practitioners and Acupuncturists (CARB-TCMPA), we have for years been able to make these examinations available in both Chinese and English.

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In early 2020, the College was informed by CARB-TCMPA that these high-stakes examinations would not be available in Chinese after October 2021. The work to secure ongoing access to the PCE in Chinese began immediately, and included consultation with registrants, negotiations with CARB-TCMPA, discussions with other TCM regulators across Canada and the US, and concerted dialogue at the Board level. The view of the College was that, as future professionals in a healthcare profession with traditional philosophical and practical roots, students should have the opportunity to be examined in the language in which it was developed.

Over 70% of registrants agreed that the exams should be offered in Chinese. TCM students and schools were equally adamant that the dual-language option be made available. It also became apparent that there is no feasible alternative examination provider with which the College could reasonably partner.

With assistance from the **British Columbia Association of Traditional Chinese Medicine and Acupuncture Practitioners** (ACTMA) a \$175,000 BC Government grant was obtained which, along with contributions from the College, provides for exam development and translation in 2022 and 2023.

In May 2021, the Board passed a resolution recommending that the College pursue an agreement with CARB-TCMPA designed to secure the continued offering of the PCE in both Traditional and Simplified Chinese in 2022 and 2023.

CARB-TCMPA subsequently agreed to collaborate with the College in order to develop an approach to the development and continued offering of the PCE in both Chinese and English, *post-2023*.

This agreement recognizes the importance of the Chinese language in underpinning the teaching, practice, research, and nuance associated with traditional Chinese medicine and acupuncture.

The College continues its work with CARB-TCMPA and, as arrangements are finalized, we will provide further updates.



TCM Education Programs

The Education and Examination Committee (EEC) will terminate the Temporary Policy on Online Courses when it expires on December 31, 2021.

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Please refer to the amended decision announced on December 1, 2021 for updated information. Click [HERE](#) for details.

This temporary policy came into effect March 14, 2020. It allowed for approved courses in a Schedule H TCM-recognized program to be offered through virtual / online means, as long as instruction quality, course content, instructors, materials used, and learning outcomes adhered to the same standard and assessment as regular in-classroom course(s), during the Covid-19 pandemic.

The termination of this policy means that educational institutions should resume **in-person didactic course instruction in their TCM educational programs starting in January 2022**. It will remain important to enforce infection control protocols according to provincial safety guidelines established for educational institutions.

The College is collecting feedback on the online instruction / learning experience in TCM training programs. If you are a

The College is collecting feedback on the online instruction / learning experience in TCM training programs. If you are a current student registrant of the College, you should receive a survey invite email in November. If you are a student in the program for didactic courses but not currently a student registrant, and you would like to participate in the survey, please email the College at registration@ctcma.bc.ca using the subject line "Online learning survey". We will ensure you receive the survey link.



ICBC Enhanced Care Webinars for Acupuncturists

In November and December, ICBC is offering health practitioners their Enhanced Care Refresher Webinar and registrants may find the information for Acupuncturists relevant to their practice. Also offered is ICBC's Vendor Number Webinar, of value to all.

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ICBC Enhanced Care Refresher Webinar for Acupuncturists

Date: Fri Nov 19, 2021

Time: 12:00 – 1:00PM

Registration: [Click here to register](#)

ICBC Vendor Number Webinar

Date: Thurs Dec 2, 2021

Time: 12:00 – 1:00PM

Registration: [Click here to register](#)

For further information on these upcoming ICBC webinars, [click here](#).



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