**Shanghai University of Traditional Chinese Medicine**

**Application for Accreditation**

**on entry-level PT Program From WCPT**

**September 2015**

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**Foreword**

Since the beginning of 2012, Shanghai University of Traditional Chinese Medicine (SHUTCM), with the guidance and assistance from Chinese Association of Rehabilitation Medicine (CARM) and Norwegian Mission Alliance (NMA), has set out to define areas of specialization for the broad degree program in rehabilitation medicine. SHUTCM has also sought the guidance of World Confederation for Physical Therapy (WCPT) to reach WCPT’s standards of education, improved the teaching of physical therapy in our university, and in so doing, elevated our teaching quality to international standards.

In December, 2012, SHUTCM passed the preliminary review of WCPT, whose experts in this field offered their recommendations to guide us in carrying out the major specialization plan.

In 2013, we adjusted our plan according to the feedback from WCPT’s preliminary review, dividing the students in sophomore and junior years, on a voluntary basis, along three areas of specialization, Physical Therapy (PT), Occupational Therapy (OT) and Speech Therapy (ST).Teaching programs were tailored to each area.

In December, 2013, our major specialization plan were reviewed by NMA and CARM experts, and won approval from them.

At this moment, there are 218 students specialized in PT, among which 79 are sophomores, 77 juniors and 62 seniors (in clinical internship). Among the first 71 students majoring in physical therapy after specialization, 69 of them have already graduated in June, 2015, and the remaining 2 students were delayed in their graduation plans because of failures to meet graduation requirements.

In order to meet WCPT’s education requirements in PT, SHUTCM carried out a series of reform measures that have brought benefits to teachers and students as well as improved the quality of teaching and professional training. Using self-examination, self-assessment and peer reviews as the reference point, we believe that our PT education has already met WCPT’s basic standards in this academic field, so we apply for experts’ further validation and opinions on our implementation of major specialization.

To help experts better understand what we have done in major specialization and curriculum development, this report breaks down the fundamental information about SHUTCM’s PT program into the following sections:

* Background
* Areas of Major Specialization
* Student Development
* Clinical Education
* Teachers’ Profile
* Facilities and Equipment
* Financial support

**Part I Background**

**1. About Shanghai University of Traditional Chinese Medicine (SHUTCM)**

SHUTCM was founded in 1956, as one of the first four state-approved institutions of higher education teaching traditional Chinese medicine in People’s Republic of China. Originally known as Shanghai Medical College of Traditional Chinese Medicine, the institution changed its name to SHUTCM in 1993. It has more than 20 schools, divisions and centers including the Schools of Basic Medical Sciences, Pharmacology in Traditional Chinese Medicine, Acupuncture and Massage, Nursing, Medical Technologies, Rehabilitation and so forth, and is affiliated with 7 hospitals (Longhua Hospital, Shuguang Hospital, Yueyang Hospital of Integrated Traditional Chinese and Western Medicines, Shanghai Municipal Hospital of Traditional Chinese Medicine, Putuo District Center Hospital, Shanghai Municipal Hospital of Integrated Traditional Chinese and Western Medicine, and Shanghai No. 7 People’s Hospital) of over 5,000 beds in wards and 10 million outpatient visits every year. SHUTCM offers three tier-1 accredited doctoral degree programs (of general field of study) in Chinese Traditional Medicine, Pharmacology in Traditional Chinese Medicine, and Chinese and Western Integrative Medicine, along with fifteen tier-2 doctoral degree programs(i.e. of a specific major), 23 tier-2 master’s degree programs, and 3 post-doctoral programs. Its doctoral degree programs cover the entire spectrum of the TCM discipline. In addition, SHUTCM offers 29 bachelor’s and associate’s degree programs, and 2 pilot majors recognized by the Ministry of Education. Today, SHUTCM also oversees 4 state-level key disciplines, 2 state-level key disciplines (under development), and 38 key disciplines listed with the State Administration of Traditional Chinese Medicine. The 2009 evaluation of academic disciplines administered by China’s Ministry of Education ranked Pharmacology and Traditional Chinese Medicine of SHUTCM first and second in the country.

Rehabilitation Therapy (RT) is being taught at SHUTCM for 14 years as part of its higher education. The RT major was set up in 2001 by the university as a 3-year associate degree program. In 2006, with the approval and accreditation by the Ministry of Education of the People’s Republic of China, SHUTCM established a 4-year RT academic program conferring Bachelor of Science upon graduation. In June, 2010, having integrated the teaching, medical and research resources in rehabilitation medicine and therapy studies, SHUTCM started the first School of Rehabilitation Science in the mainland China, and the RT major became a bachelor’s degree program under the School.

Since its inception, School of Rehabilitation Science has set two goals for its education programs: One is to draw on international standards to enhance the curriculum of rehabilitation therapy; the other is to establish a rehabilitation therapy curriculum system with Chinese characteristics through the combination of modern rehabilitation theories and techniques with traditional Chinese rehabilitation therapy and techniques. Two years’ hard work has put the RT major of the School of Rehabilitation Science on a steady track to achieve these goals. The major has evolved into a key field of academic study in SHUTCM, and the School of Rehabilitation Science is now the largest academy in Shanghai to offer bachelor’s degree in RT major. At the same time, the School also started master and doctoral programs in Chinese and Western Integrative Rehabilitation Medicine.

In order to train more qualified physical therapists, the SHUTCM School of Rehabilitation Science has been defining areas of further specialization (physical therapy, occupational therapy and speech therapy) under the original RT major since 2011. In 2012, under the auspices of CARM, we began to seek international accreditation for our PT major, undergo reviews and evaluations from WCPT, and keep up our RT curriculum with professional standards. At the end of December, 2012, we successfully passed WCPT’s preliminary assessment, and then in June, 2013, we again successfully passed WCPT’s mid-term assessment. Drawing on WCPT’s prescriptions and instructions, we brought changes to all aspects of teaching, introducing new ideas in curriculum design, teacher’s credentials, teaching facilities, student assessment, teachers’ performance evaluations, and arrangements of clinical internship. In pursuance of the accreditation process for major specialization, we hereby submit our application to WCPT experts, requesting formal assessment of our PT major and inviting advice on future work. We hope this effort will help China to train an increasing number of physical therapists meeting international standards.

**2. Profession in Practice and Social Context**

**2.1 Social Demand**

According to a nationwide survey in 2006, 80 million people lived with disabilities in China, representing 6.34% of the national population. In Shanghai, 942,000 people have disabilities and most of them need rehabilitation therapy. Through diagnostic consultation, rehabilitation training, relief measures and community support programs, their self-care ability and social competence will improve significantly. Today, as the world becomes highly developed, people with disabilities are in need of more professional and custom-tailored rehabilitation services. Meanwhile, China is aging, highlighting old age health as a serious social concern as well as a rising demand for rehabilitation services among senior citizens. By the end of 2011, Shanghai’s population aged 60 or above was approaching 3.48 million, accounting for 24.5% of the city’s population with household registrations. On top of that, many people also live with chronic illness, pushing the social demand for rehabilitation services even higher. Behind SHUTCM’s commitment to RT major specialization lies our desire to serve the general public in Shanghai.

However, as it currently stands, rehabilitation services and resources are in an acute short supply in China. In the mainland, there are approximately 14,000 therapists trained by in-country programs and the majority of them are in PT. With the 1.4 billion national population as the denominator, there is only less than one physical therapist for every 100,000 people. Compared with developed countries, this huge gap and enormous demand in China oblige us to come to terms with the urgency and imperativeness of producing more qualified physical therapists. Nevertheless, we also recognize that this presents an extremely daunting challenge.

As an international metropolis, Shanghai is in top rank across many professional developments in the nation, including in clinical medicine. However, RT is one field where Shanghai does not boast a quality that matches its international cosmopolitan profile. According to a Shanghai Association of Rehabilitation Medicine (SHARM) survey, by February 2012, Shanghai has a total of 754 registered therapists. Most of them are physical therapists and a majority of them only have an associate’s degree in RT, which offers only general RT education without requiring PT certification. In recent years, SHUTCM and SHARM organized several short-term training programs covering PT among other topics. Also, since 2011, SHUTCM has opened a track allowing students enrolled in RT associate’s degree programs to pursue a terminal bachelor’s degree through continued education. Although these short-term and associate-to-bachelor’s transition programs have produced many professionals, they are not recognized by any international professional organization. For this reason, since 2012, SHUTCM has been seeking to set up a stand-alone PT major specialization and has so far passed WCPT’s mid-term assessment.

**2.2 Local Profiles in Health, Welfare, Disabilities, Legal Framework and Social Services**

In 1990, at the 17th Session of the 7th National People’s Congress, China adopted the *Law on the Protection of Disabled Persons*, which is derived from the Constitution of the People’s Republic of China and establishes broad and systematic provisions for the protection of legitimate rights and interests of people with disabilities. It is stated clearly in the Law that people with disabilities are entitled to the same equal rights as other common Chinese citizens in all areas of politics, economy, culture, social affairs and healthcare.

In 1994 and 2007 respectively, the State Council of China issued *Regulations on Education for the Disabled* and *Regulations on Employment of the Disabled* with a view to ensuring the equal education and re-employment rights of people with disabilities.

In 2002, 6 government agencies including China’s Ministry of Education and Ministry of Human Resources issued the joint statement of “Further Comments on How to Strengthen the Rehabilitation Work for Disabled Persons,” setting the goal of “making rehabilitation services accessible to disabled persons in 70% of urban areas and relatively well-developed regions of rural areas, and in 50% of under-developed areas by 2005; making rehabilitation services accessible to all disabled persons in both urban areas and relatively well-developed regions of rural areas, and in 70% of under-developed regions by 2010; and making rehabilitation services universally accessible to every disabled person in China by 2015.”

In 2008, the State Council of China issued an opinion on enhancing social services for people with disabilities, requiring local governments at all levels to work hard to advance this goal.

In 2010, China’s Ministry of health published a long-term plan on developing the academic disciplines of rehabilitation medicine and rehabilitation therapy, pointing out that “support shall be administered to universities engaged in building physical therapy and occupational therapy curricula with a view to meeting the need among people, and relevant agencies and divisions shall coordinate to define evaluation standards for such courses and institute core academic standards for the teaching of RT studies.” In addition, another paper states that, “general hospitals shall be provided with instructions on how to set up a rehabilitation department, ”and requires that the rehabilitation departments of all hospitals should have adequate and qualified rehabilitation therapists

In the past few years, national polices and laws governing the health industry have put a continuous emphasis on the need of developing a more professionalized and academically qualified RT major to meet demand for high-quality rehabilitation services.

In 2011, China brought forth a health model revolving around the ideas of “prevention, treatment and rehabilitation”. China’s Ministry of Health promulgated a regulation, “Guideline for General Hospitals on Building and Managing the Academic Discipline of Rehabilitation Medicine” (Health Min. Medical Admin.File [2011] No. 31), the article 3 of which addresses the topic of “using a host of diagnostic and treatment technologies associated with Rehabilitation Medicine including rehabilitation assessment of movement, physical therapy, occupational therapy, speech therapy, psychological rehabilitation, traditional rehabilitation therapy, rehabilitation engineering to provide comprehensive, systematic and professional diagnostic and treatment services of rehabilitation medicine to the patient,” and article 8 states clearly that general hospitals should adopt suitable technologies to offer rehabilitation diagnoses and treatment plans and one of the relevant provisions is on “physical therapy (including both therapeutic exercise and modalities”;

In 2011, Ministry of Health published another paper, “Basic Academic Standards for Setting up Rehabilitation Medicine Discipline at General Hospitals (trial version), Health Min. Medical Admin. File [2011] No. 47,” making it a clear requirement that all general hospitals above tier-2classification open“ department of Rehabilitation Medicine,” in addition to a stand-alone “Physical Therapy Room,” to provide a list of specific PT services enumerated in the paper.

In 2012, to provide guidelines for specialty rehabilitation hospitals, Ministry of Health printed and disseminated the paper, “Basic Standards for Rehabilitation Hospitals (2012),Health Min. Medical Admin. File [2012] No. 17,” setting forth a clear requirement that all tier-3 rehabilitation hospitals have a stand-alone “Physical Therapy Room or Department” and that all tier-2 rehabilitation hospitals demonstrate an ability to provide “physical therapy services”.

In 2012, the Ministry of Health printed and disseminated the notice, “Guiding Opinions for Rehabilitation Medical Work during the Twelfth Five-Year Plan Period,”(Health Min. Medical Admin. File [2012] No. 13). To strengthen the professional talent pool in rehabilitation medicine, it is stated that “all provinces shall adapt to local conditions, make the best use of all types of resources, and carry out the training of professional rehabilitation practitioners at different levels and within different areas, with a focus on rehabilitation therapists.”

At the time that the School of Rehabilitation Science was established in SHUTCM, a seminar was held to address the curriculum design for RT courses. Shanghai Health Bureau, Shanghai Municipal Commission of Education, Shanghai Association of Rehabilitation Medicine (SHARM),Shanghai Disabled Persons’ Federation, and experts from all major hospitals in Shanghai were among the participants of this event. Below is a summary of the views and recommendations brought forth at this meeting.

* The establishment and development of RT major will serve to advance the general level of medical care in Shanghai.
* A positive and effective method needs to be applied to bridge the huge gap between high demand for and low supply of rehabilitation therapists.
* When educating and training such therapists, a standard process has to be followed in a bid to keep up with international progress in this field.
* A psychological-social model has to be pushed forward as an alternative influence to the medical-care model that still dominates today’s health framework.

**Part II. Areas of Major Specialization**

**1. Fundamental Principle and Method**

In 2011, Chinese Association of Rehabilitation Medicine (CARM) chose Nanjing Medical University, Medical School of Nantong University and Shanghai University of Traditional Chinese Medicine (SHUTCM) to pilot the major specialization program, in a bid to promote the internationalization of rehabilitation therapy major in China.

The program requires full utilization of teaching resources both at home and abroad, revision of teaching programs in accordance with WCPT guideline, and proper dissemination of knowledge so that students could make informed choice to major in PT (Physical Therapy), OT (Occupational Therapy) or ST (Speech Therapy) on a voluntary basis.

June of 2013 saw the launch of the specialization program, which covered all students in the Rehabilitation Medicine School of Shanghai University of Traditional Chinese Medicine. According to the syllabus, students shall study medical and other basic courses as freshmen and proceed on to choose specialized courses and professional basic courses in OT, PT or ST direction as sophomore and junior students for the convenience of future orientation.

**2.Basic Situation**

Students enrolled in the year of 2011(who were junior students at the time of specialization, and have already graduated) totaled 91, among which 71 chose PT, 13 chose OT and 7 chose ST.

Students enrolled in the year of 2012 totaled 82, among which 62 chose PT, 15 chose OT and 5 chose ST.

Students enrolled in the year of 2013 totaled 98, among which 77 chose PT, 14 chose OT and 7 chose ST.

Students enrolled in the year of2014 totaled 99, among which 79 chose PT, 15 chose OT and 5 chose ST.

**Table 1 Choices by Students at Different Years**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | PT | OT | ST | TOTAL |
| Students enrolled in 2011  | 71 | 13 | 7 | 91 |
| Students enrolled in 2012 | 62 | 15 | 5 | 82 |
| Students enrolled in 2013 | 77 | 14 | 7 | 98 |
| Students enrolled in 2014 | 79 | 15 | 5 | 99 |

**3. Revision of Teaching Documents**

In June 2010, SHUTCM set up the first Rehabilitation Medicine School in the mainland China. From the very beginning, the school sticks with international practices. Since its inception, one of the priorities has always been the constant revision of teaching plan, and raising the bar for curriculum to international entry-level standard.

In 2011, the courses *Rehabilitation Therapy(I)*and *Rehabilitation Therapy(II)*were replaced by *Occupational Therapy*,*Physical Therapy* and *Speech Therapy; Clinical Rehabilitation Basics (I)(II)(III)*, the introduction of basic theories and skills of PT, OT and ST respectively,were added to the curriculum; *Human Kinesiology*,*Human Auxology* and *Rehabilitation Engineering* were added; the original*Traditional Chinese Rehabilitation Skills (I) (II) (III) (IV)* were integrated into*Traditional Chinese Rehabilitation Basics* and*Traditional Chinese Rehabilitation Skills;* and *Sports Anatomy* was changed into *Sports Functional Anatomy.*

In 2012, *Clinical Rehabilitation Basics (I)* was changed to *Practical Skills of Sports Therapy; Clinical Rehabilitation Basics (II)* was changed to *Practical Skills of Occupational Therapy; Clinical Rehabilitation Basics (III)* was changed to *Practical Skills of Speech and Hearing Therapy; Therapeutic Modalities* was carved out as a stand-alone course from *Physical Therapy; Manual Therapy, Basic Training on Rehabilitation Research, Environment Renovation, Voice Handicap Evaluation and Therapy* as well as *Evidence-Based Practices* were added. Meanwhile, short-semester courses and practices were included*,* and *Geriatric Mental Health and Rehabilitation Counseling* was changed to *Theory and Practice on Geriatric Health.*

The year 2013 witnessed full-swing major specialization, where PT curriculum was overhauled and took shape in accordance with WCPT guideline, drawing strength from successful experiences of foreign schools and advice from domestic and foreign experts.

**Table 2 Evolution of Teaching Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 2010 Version | 2012 Version | 2013 Version（PT） | 2014 Version（PT） |
| Professional Basic Courses | Normal Human Anatomy（I）;Normal Human Anatomy（II）;Motor Functional Anatomy;[Biomechanics](http://dict.youdao.com/w/biomechanics/); | Normal Human Anatomy（I）;Normal Human Anatomy（II）;Motor Functional Anatomy;[Biomechanics](http://dict.youdao.com/w/biomechanics/);[Kinesiology](http://www.baidu.com/link?url=qUMLnmLSz2YDuji7J7DhtQxoQgIbcnC-bpZw2qRCML49i54g1BawFaqC69aorTXJ5Ua0OU8hLHve19ISDoVNxdDCoRntnwD9JpIAqPy12YS);Human Auxology; | Introduction to Rehabilitation Medicine;Introduction to Rehabilitation Therapy;Normal Human Anatomy;Physiology;Psychology;Kinesiology;Human Auxology;[Biomechanics](http://dict.youdao.com/w/biomechanics/);Exercise physiology;Motor Functional Anatomy; | Introduction to Rehabilitation Medicine;Introduction to Rehabilitation Therapy;Normal Human Anatomy;Physiology;Psychology;Kinesiology;Human Auxology;[Biomechanics](http://dict.youdao.com/w/biomechanics/);Exercise physiology;Motor Functional Anatomy; |
| Specialized Courses | Introduction to Rehabilitation Medicine;Examination Method of Rehabilitation;Rehabilitation Therapy（I）;Rehabilitation Therapy（II）;Clinical Rehabilitation; | Introduction to Rehabilitation Medicine;Examination Method of Rehabilitation;Physical Therapy;Occupational Therapy;Speech Therapy;Clinical Rehabilitation; | Modalities;Examination Method of Physiotherapy;Manual therapy;Orthopedics physiotherapy（I）;Orthopedics physiotherapy（II）;Neurologic physiotherapy（I）;Neurologic physiotherapy（II）;Cardiopulmonary physiotherapy;Pediatric physiotherapy; | ModalitiesExamination Method of Physiotherapy;Manual therapy;Orthopedics physiotherapy（I）;Orthopedics physiotherapy（II）;Neurologic physiotherapy（I）;Neurologic physiotherapy（II）;Cardiopulmonary physiotherapy;Pediatric physiotherapy; |
| Optional [Course](http://dict.youdao.com/w/course/)s | Nosography Basics（I, II）;Internal Medicine;Surgery;Prosthetics and Orthotics;Community Rehabilitation;Geriatric Mental Health and Rehabilitation Counseling; | Practical Skills of Exercise Therapy;Practical Skills of Occupational Therapy;Practical Skills of Speech and Hearing Therapy;Nosography Basics（I, II）;Internal Medicine;Surgery;Prosthetics and Orthotics;Modalities;Manual Therapy;Environment Renovation;Basics on Rehabilitation Research; | Biochemistry;Neuroscience;Motor control;Internal Medicine;Surgery;Clinical Reasoning and Decision-making;Prosthetics and Orthotics;Geriatric Diseases Physiotherapy;Sports Physiotherapy;English for Physiotherapy;Physiotherapy and [Humanistic](http://dict.youdao.com/w/humanistic/) [Care](http://dict.youdao.com/w/care/);Environment Renovation; | Biochemistry;Neuroscience;Motor control;Internal Medicine;Surgery;Clinical Reasoning and Decision-making;Prosthetics and Orthotics;Geriatric Diseases Physiotherapy;Sports Physiotherapy;English for Physiotherapy;Physiotherapy and [Humanistic](http://dict.youdao.com/w/humanistic/) [Care](http://dict.youdao.com/w/care/);Environment Renovation; |

**4. Introduction of Foreign Core Courses**

Lack of teachers, especially those with PT qualification required by WCPT, puts limit to the major specialization program. To solve this issue, the leadership of SHUTCM approve the recruitment of foreign teachers in 2013. Eligible foreign teachers who meet the requirement of WCPT can be hired to teach core courses of PT major, including motor control, neuro-physiotherapy I, neuro-physiotherapy II, orthopedics physiotherapy I, orthopedics physiotherapy II, cardiopulmonary physiotherapy, and pediatric physiotherapy, using syllabus, assessment methods, English textbooks and reference materials adopted by foreign schools. By July 2015, over 20 experienced foreign teachers with PT qualification, mostly from Taiwan and Australia, have taught 756 class hours in total in SHUTCM.

**5. Revision of Placement**

To help students combine theory with clinical practice, internship programs are divided into phases to encourage students to take clinical practice earlier and more frequently. The third semester of each school year (10 weeks in total) is dedicated to clinical internship and practice in placement sites. The internship program covers each discipline of clinical medicine, specialty of rehabilitation, assessment and treatment using physiotherapy, as well as traditional Chinese rehabilitation skills. For detailed information, please refer to the contents of “1. Clinical observation in phases”.

The clinical practice for senior students emphasizes on various sub-specialties of physiotherapy.

Prior to the major specialization program, half of the time of placement are in rehabilitation department and the remaining half in other clinical departments. Across-discipline PT practice take up in rehabilitation department.

After the specialization, priorities are shifted to specialties like orthopedics physiotherapy, neuro-physiotherapy, cardiopulmonary physiotherapy, pediatric physiotherapy, etc.

**Figure 1. Clinical Internship and Practice before and after Major Specialization.**



Practice Contents and Duration (week) in 2013

Emergency Medicine, 4 weeks

Rehabilitation Assessment, 2 weeks

Occupational Therapy, 4 weeks

Speech Therapy, 2 weeks

Modalities, 4 weeks

Rehabilitation Care, 1 week

Sports Therapy, 8 weeks

Acupuncture and Moxibustion, 4 weeks

Massage, 4 weeks

Neurology, 6 weeks

PT, 4 weeks



Across-discipline PT,

4 weeks

Across-discipline PT,

4 weeks

Practice Contents and Duration (week) Starting from 2014

Orthopedics and Skeletomuscular PT, 12 weeks

Neurology and Nervous System PT, 12 weeks

ICU and Cardiopulmonary PT, 6 weeks

Pediatric PT, 4 weeks

Massage, 4 weeks

Acupuncture and Moxibustion, 2 weeks

**6. Improvement of Exam System**

6.1 Exam Methods

a. Written Test

Students spend most of their first two years in school studying theories, the result of which are mostly evaluated by written tests and process assessment. Final exam, mostly written test, will be held at the end of a semester. Test is comprised of essay questions, short answer questions, terminology identification, and multiple choices. Students are informed of the format in advance.

b. Process Assessment

Process assessment encourages students to deliver steadily and progressively. Integration of knowledge of different subjects is of great significance across the whole study program. Process assessment takes diverse forms, including test, homework, lab work, internship, thesis, case study, project, and supervisor evaluation in workplace.

c. Oral Test and Operation Test

In the third and fourth semesters, oral tests and operation tests are used in assessing students’ knowledge, skills, personality maturity, professional attitude, values, behavior and future potential. In those tests, students are asked to explain some theoretical questions and academic viewpoints and demonstrate their skills in analysis, reasoning and operation.

6.2 Grading

Students’ scores should be given based on the same standard. The overall performance and GPA of a student are marked against criteria set by SHTCM.

**Grading System**

Office of Educational Administration of university

Teaching objectives

Teaching and Research Office in school

Inform students at the beginning of the course;

Fill in *Grade Evaluation Record*

Evaluation Opinion

[Summative](http://dict.youdao.com/w/summative/) [assessment](http://dict.youdao.com/w/assessment/)

Process Assessment

Final exam

Discussion, presentation homework, Q&A, tests, etc.

Course Grade

Rehabilitation School

Review by Teaching and Research Office and Scorers

Online, texts

Office of Educational Administration of university

Review Result

Online

Office of Educational Administration of university

Student Inquiry

Apply for review when disagreement arises.

**6.3 Criteria for Graduation**

1）Students should at least get “pass” for all subjects.

2）Students should finish a thesis, which is approved by at least 3 experts in thesis defense.

3）Students are allowed to retake the failed courses for multiple times.

**III. Students Development**

1. **Freshmen Admission**

* All applicants must finish primary and secondary school education prior to application.
* All applicants for rehabilitation therapy must pass admission score in national college entrance examination.
* All the applicants must pass an interview which takes only the best and most suitable candidates.
* There is no limitation on gender, nationality, age and religious belief.
* In addition, extra quota is given to applicants from remote areas so as to strengthen rehabilitation capacity in those areas and close the gap between remote rural areas and urban areas.

**2. Degree**

On the basis of the bachelor degree requirement made by the Ministry of Education of the People’s Republic of China, students will be granted Bachelor of Science after four-year’s learning (no more than six years)and passing the graduation examination, foreign language test and computer test.

**3 Curriculum Plan and Content**

**3.1 Basic Principles**

The ultimate objective of our program is to create excellence in clinical practice, academic studies and professional service that are in line with the mission of SHTCM.

Our well-structured curriculum begins with a rich foundation of basic sciences, progresses to broad-based education in the clinical sciences, and integrates disparate clinical experiences. Our graduates are compassionate toward the patients. They wish to constantly improve themselves and regard the betterment of physical therapy in China as their vocation.

The first-year of training focuses on social competencies. Courses on social sciences include politics, culture, arts, sports and languages. Students take courses on political and legislative system, obligations and responsibilities, and explore human’s living environment, society and the influence of cultural background on human activities through cultural courses. Meanwhile, equal emphases are laid on arts and sports education, which enable students to better understand the diversity of human functions. As for language, English is deemed as a pivotal tool in enhancing communication capacity. A good command of English empowers students to access up-to-date information on physiotherapy from diverse channels. On top of that, training on working ethics, social responsibility, professional obligation and team spirit run through the whole curriculum.

**3.2 Curriculum Content**

Major courses include human anatomy, physiology, auxology, introduction to rehabilitation medicine, introduction to rehabilitation therapy, general psychology, kinesiology, [biomechanics](http://dict.youdao.com/w/biomechanics/), exercise physiology, motor functional anatomy, Chinese traditional rehabilitation basics, basic theory of TCM, medical physics basics, medical statistics, biochemistry, neuroscience, motor control and motor learning, integrated Chinese and western internal medicine, surgery, modalities, Examination Method of PT, manual therapy, [musculoskeletal](http://dict.youdao.com/w/musculoskeletal/) physiotherapy, neuro-physiotherapy, cardiopulmonary physiotherapy, pediatric physiotherapy, traditional Chinese rehabilitation skills, clinical reasoning and decision making, prosthetics and orthotics, geriatric physiotherapy, sports physiotherapy, English for physiotherapy, research methods, physiotherapy and [humanistic](http://dict.youdao.com/w/humanistic/) [care](http://dict.youdao.com/w/care/), acupuncture, moxibustion and massage, etc.

Major practice courses include measurement of range of motion, muscle test, muscle tone test, balance performance test, test of activities of daily living, aerobic function test, [gait](http://dict.youdao.com/w/gait/) [analysis](http://dict.youdao.com/w/analysis/), joint mobilization training, stretching technique training, [soft tissue technique](http://www.baidu.com/link?url=1GGkd-wu7b4sM6chgCP0oyoQfdEubGgf31nzdqVC-ataPzORfUQLr2XFUqjoztfbDFp_t7qM2g8z9SO3oSE_3F0VDCTUTTGp60X1Wdv-2PkinQwdiSpEDmmDYV_2KnRi) training, neuro-dynamics training, training on motor control and motor learning, orthopedic physiotherapy training, training on [child](http://dict.youdao.com/w/child/) [development](http://dict.youdao.com/w/development/) test, GMFM utilization training, AIMS utilization training, 6-minute walk test, training on special orthopedic examination, training on assessment of cerebral palsy patient, training on child development therapy, training on utilization of assistive devices(cane, crutch, wheelchair), training on assessment of hemiplegic [patient](http://dict.youdao.com/w/patient/)s’ motor function, training on evaluation of [hemiplegic](http://dict.youdao.com/w/hemiplegic/) [patient](http://dict.youdao.com/w/patient/)s’ movement, training on hemiplegic patients’ motor relearning, PNF training, assessment of paraplegic [patient](http://dict.youdao.com/w/patient/)s’ motor function, assessment of paraplegic [patient](http://dict.youdao.com/w/patient/)s’ sensory function, training on regular spinal assessment and treatment technology, training on regular assessment and treatment techniques of lumbar vertebra diseases, training on assessment and treatment techniques of shoulder disorders, training on assessment and treatment techniques of elbow joint disorders, training on assessment and treatment techniques of wrist disorders, training on assessment and treatment techniques of hip joint disorders, training on assessment and treatment techniques of knee joint disorders, training on assessment and treatment techniques of ankle and foot disorders, spirometry experiment, maximum oxygen consumption test, training on assisted ventilation, respiratory control training, training on postural drainage of sputum excretion and percussion, cardiac auscultation training, pulmonary auscultation training, training on utilization of sputum suction apparatus, training on acupuncture and moxibustion, massage training, Tai Chi and Baduanjin exercises.

**3.3Guideline for Teaching Plan**

Table 3: Guideline for PT Teaching Plan

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type** | **Code** | **Course Name** | **Credit** | **Hours** | **Credit Breakdown** | **Year** |
| **Lecture** | **Practice** | **Self-study** | **1** | **2** | **3** | **4** |
| **Liberal Education** | **Compulsory Liberal courses** | 08.042.0.2 | Introduction to Chinese Modern and Contemporary History | 3 | 42 | 39 |  | 3 | 3 |  |  |  |
| 08.037.0.2 | Ethics and Laws | 3 | 42 | 39 |  | 3 | 3 |  |  |  |
| 08.025.0.1 | Basic Principles of Marxism | 3 | 42 | 39 |  | 3 |  | 3 |  |  |
| 08.041.0.5 | Thoughts of Chairman Mao and Socialism with Chinese Characteristics | 5 | 70 | 64 |  | 6 |  | 5 |  |  |
| 08.057.0.1 | Situation and Policy (I) | 1 | 14 | 14 |  |  | 1 |  |  |  |
| 08.057.0.2 | Situation and Policy (II) | 1 | 14 | 14 |  |  |  | 1 |  |  |
| 05.011.0.1 | English (I) | 3.5 | 70 | 56 |  | 14 | 3.5 |  |  |  |
| 05.002.0.1 | Japanese (I) |  |  |  |  |  |  |  |  |  |
| 05.011.0.2 | English (II) | 3.5 | 70 | 56 |  | 14 | 3.5 |  |  |  |
| 05.002.0.2 | Japanese (II) |  |  |  |  |  |  |  |  |  |
| 06.011.0.1 | Basic Applied Computer Technology | 5 | 70 | 35 | 35 |  | 5 |  |  |  |
| 08.031.0.1 | Medical Ethics | 1.5 | 21 | 21 |  |  |  | 1.5 |  |  |
| **Total (10 courses)** | **29.5** | **455** | **377** | **35** | **43** | **19** | **10.5** |  |  |
| **Optional liberal courses** | Ideology and Politics | 4 |  |  |  |  |  |  |  |  |
| Humanity and Society | 6 |  |  |  |  |  |  |  |  |
| Nature and Science | 5 |  |  |  |  |  |  |  |  |
| Cultural Heritage and Development | 8 |  |  |  |  |  |  |  |  |
| Life and Value | 4 |  |  |  |  |  |  |  |  |
| Foreign Language and Cross-Culture Exchanges | 7 |  |  |  |  |  |  |  |  |
| **Total** | 34 |  |  |  |  |  |  |  |  |
| **Professional Basic Courses** | 18.001.0.2 | Introduction to Rehabilitation Medicine | 1 | 14 | 12 | 2 |  | 1 |  |  |  |
| 18.004.0.9 | Introduction to Rehabilitation Therapy | 3 | 42 | 36 | 6 |  | 3 |  |  |  |
| 01.111.0.2 | Human Anatomy | 6 | 84 |  |  |  | 6 |  |  |  |
| 01.151.3.1 | Physiology | 4 | 56 |  |  |  | 4 |  |  |  |
| 01.201.0.1 | General Psychology | 2.5 | 35 |  |  |  | 2.5 |  |  |  |
| 18.010.0.3 | Kinesiology | 2 | 28 | 22 | 6 |  | 2 |  |  |  |
| 18.011.0.2 | Human Auxology | 2 | 28 | 22 | 6 |  |  | 2 |  |  |
| 03.047.0.1 | Basics of Medical Physics | 2 | 28 |  |  |  | 2 |  |  |  |
| 04.029.0.2 | Biomechanics | 3 | 42 |  |  |  |  | 3 |  |  |
| 16.003.0.2 | Exercise Physiology | 2 | 28 | 22 | 6 |  |  | 2 |  |  |
| 18.012.0.2 | Motor Functional Anatomy | 3 | 42 | 25 | 14 | 3 |  | 3 |  |  |
| 09.213.0.2 | Chinese Traditional Rehabilitation Basics | 2.5 | 35 | 30 | 5 |  |  | 2.5 |  |  |
| 18.032.0.1 | Basic Theory of TCM | 2 | 28 |  |  |  | 2 |  |  |  |
| **Total (13 courses)** | **35** | **490** |  |  |  | **22.5** | **12.5** |  |  |
| **Specialized courses** | 18.015.0.2 | Therapeutic Modalities | 4 | 56 | 33 | 20 | 3 |  | 4 |  |  |
| 18.015.0.8 | Examination Methods of PT | 4 | 56 | 33 | 20 | 3 |  | 4 |  |  |
| 18.021.0.1 | Manual Therapy | 3 | 42 | 25 | 14 | 3 |  | 3 |  |  |
| 18.015.0.5 | Physiotherapy Practice of Musculoskeletal Joint Disorders | 4 | 56 | 33 | 20 | 3 |  |  | 4 |  |
| 18.015.0.6 | Musculoskeletal Joint Disorders PT | 4 | 56 | 33 | 20 | 3 |  |  | 4 |  |
| 18.015.0.3 | Practice of Neuro-physiotherapy | 4 | 56 | 33 | 20 | 3 |  |  | 4 |  |
| 18.015.0.4 | Applied Neuro-physiotherapy | 4 | 56 | 33 | 20 | 3 |  |  | 4 |  |
| 18.015.0.7 | Cardiopulmonary Physiotherapy | 4 | 56 | 33 | 20 | 3 |  |  | 4 |  |
| 18.015.0.9 | Pediatric Physiotherapy | 4 | 56 | 33 | 20 | 3 |  |  | 4 |  |
| 18.014.0.2 | Traditional Chinese Rehabilitation Skills | 5 | 70 | 35 | 35 |  |  | 5 |  |  |
| **Total (10 courses)** | **40** | **560** | **324** | **209** | **27** |  | **16** | **24** |  |
| **Optional professional basic courses** | 01.192.0.1 | Medical Statistics | 2.5 | 35 |  |  |  | 2.5 |  |  |  |
| 18.044.0.1 | Biochemistry | 3 | 42 |  |  |  | 3 |  |  |  |
| 18.045.0.1 | Neuroscience | 3 | 42 |  |  |  |  | 3 |  |  |
| 18.046.0.1 | Motor Control | 3 | 42 |  |  |  |  | 3 |  |  |
| 03.041.3.3 | Advanced Mathematics | 3 | 42 |  |  |  | 3 |  |  |  |
| 09.021.0.5 | Integrated Chinese And Western Internal Medicine | 3 | 42 |  |  |  |  | 3 |  |  |
| 09.043.0.3 | Surgery | 3 | 42 |  |  |  |  | 3 |  |  |
| 18.047.0.1 | Rehabilitation Psychology | 2.5 | 35 |  |  |  |  | 2.5 |  |  |
| **Total (8 courses)** | **23** | **322** |  |  |  | **8.5** | **14.5** |  |  |
| **Optional Specialized Courses** | 18.048.0.1 | Clinical Reasoning and Decision Making | 2 | 28 | 20 | 8 |  |  |  | 2 |  |
| 09.034.0.6 | Prosthetics and Orthotics | 4 | 56 | 38 | 18 |  |  |  | 4 |  |
| 18.015.3.1 | Geriatric Physiotherapy | 3 | 42 | 30 | 10 | 2 |  |  | 3 |  |
| 18.015.3.2 | Exercise Physiotherapy | 3 | 42 | 30 | 10 | 2 |  |  | 3 |  |
| 18.015.3.3 | English for Physiotherapy | 2 | 28 | 28 |  |  |  | 2 |  |  |
| 18.049.0.1 | Research Methods | 1 | 14 | 11 | 3 |  |  | 1 |  |  |
| 18.008.6.2 | Nutriology | 2.5 | 35 | 35 |  |  |  | 2.5 |  |  |
| 18.026.0.1 | Environment Renovation | 2 | 28 | 20 | 8 |  |  | 2 |  |  |
| 18.015.3.4 | Physiotherapy and Humanistic Care | 2 | 28 |  20 | 8 |  |  |  | 2 |  |
| 18.018.0.1 | Acupuncture, Moxibustion And Massage | 5 | 70 | 49 | 18 | 3 |  |  | 5 |  |
| **Total (10 courses)** | **26.5** | **371** | **281** | **83** | **7** |  |  |  |  |
| **Sort-Semester Practice** | 10.005.0.7 | Nursing Theory and Practice | 4 | 2 weeks |  |  |  | 4 |  |  |  |
| 10.020.6.1 | Rehabilitation Internship (I) | 4 | 2 weeks |  |  |  | 4 |  |  |  |
| 10.025.4.1 | Acupuncture and Massage Practice | 4 | 2 weeks |  |  |  |  | 4 |  |  |
| 10.020.6.2 | Rehabilitation Internship (II) | 4 | 2 weeks |  |  |  |  | 4 |  |  |
|  | 10.020.6.3 | Rehabilitation Practice | 4 | 2 weeks |  |  |  |  |  | 4 |  |
| **Total** | **20** |  |  |  |  | **8** | **8** | **4** |  |
| Graduation Practice |  | Rotation | 48 |  |  |  |  |  |  |  | 48 |
| 10.002.0.2 | Orientation | 2 |  |  |  |  |  |  |  | 2 |
| 10.302.0.3 | Skill Tests | 1 |  |  |  |  |  |  |  | 1 |
| 10.303.0.4 | Summary | 1 |  |  |  |  |  |  |  | 1 |
| 10.310.0.8 | Graduation Practice Lecture | 10 |  |  |  |  |  |  |  | 10 |
| **Total** | **62** |  |  |  |  |  |  |  | **62** |

**3.4 Instructional Methods**

Various instructional methods are employed to maximize the use of educational resources, meet the educational needs of students, and develop their academic ability, clinical skills and professionalism. Students are encourage to take initiatives in their study, which will lead to critical thinking and drawing their own conclusion based on what they have observed and presumed.

Following teaching methods are currently in used in our program:

 1) Lectures;

 2) Group study;

 3) Seminar;

 4) Internship;

 5) Homework;

 6) Presentation;

 7) Case study;

 8) Project;

 9) Summary;

 10) Lab work;

 11) Problem-oriented study.

**3.5 Exams**

**3.5.1Tests**

In the first two years, students are more focused on learning theories. Most of these courses use tests and process assessment to gauge students’ performance. Tests are scheduled at the end of each semester, most of which are written ones. Common question types are essay question, short answer question, identification of terminology, and multiple choices. Students will learn the format of a test in advance.

**3.5.2Process assessment**

Process assessment encourages students to make stable and progressive efforts throughout a semester. It is necessary to include knowledge of different subjects in the curriculum. Process assessment takes various forms, such as tests, homework, lab work, placement, thesis, case study, project, and feedback from the supervisor at workplace.

**3.5.3 Oral and operation tests**

In the third and fourth semesters, oral and operation tests are used to assess a student’s mastery of knowledge, skills, personality, professional attitude, value, behavior and potential. Students will be asked to explain theoretical and academic views, and to demonstrate their skills for analysis and operation.

**Part IV: Clinical Education**

Clinical education is comprised of two parts, clinical observation (400 hours in 10 weeks) and clinical internship (1,920 hours in 48 weeks).

1. **Clinical observation in phases**

Clinical observation is divided into several phases, one at the end of each academic year. The arrangement helps students to have a deeper understanding about what they have learnt in classroom. See Table 4.

Table 4: Arrangement for Clinical Observation

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Content** | **Credit** | **Duration** |
| Nursing theories and practice | \*Appearance requirement\*Grading nursing \*Laws, regulations and safety on nursing\*Disinfection and isolation\*Principles of aseptic technique\*Education demonstration: aseptic technique and intramuscular injection | 4 | 2weeks |
| Rehabilitation Observation (1) | \*Regulations of the outpatient and inpatient services of rehabilitation\*Common diseases treated by physiotherapy (mainly adult neurologic disease and child development disorders) | 4 | 2weeks |
| Acupuncture, moxibustion and massage practice | \*Dialectical theories and methods in Chinese Medicine\*Accu-point selection in acupuncture, moxibustion and massage, and its application\*Common diseases in Orthopedics, and their treatment | 4 | 2weeks |
| Rehabilitation Observation (2) | \*Knowledge about common diseases treated by physiotherapy (orthopedic and cardiopulmonary disorder)\*Spinal cord injury\*Community care of the old | 4 | 2week |
| Rehabilitation practical training | \*Manipulation\*Therapeutic Exercises | 4 | 2week |

**2 Clinical placement**

Through clinical internship, students will understand the professional connotation of a physiotherapist, nurture a high standard of moral and medical ethics, develop a rigorous research approach, communication skills and team work spirit, master critical thinking, identifying, analyzing and solving problems, and life-long learning, and form habits of prudential clinical reasoning and evidence-based physiotherapeutic treatment. The students should be able to independently assess and treat common acute and chronic neurological, musculoskeletal, respiratory and pediatric disorders, demonstrate all professional qualities as a physiotherapist, and provide proper services to customers after internship.

Clinical internship, which should be no less than 1,000 hours, comprises acute treatment, pre-operation and post-operation, hospitalization, rehabilitation, home care, as well as outpatient physiotherapy.

See Table 5 for detailed arrangement.

Table 5: Arrangement for Clinical Placement

|  |  |
| --- | --- |
| Department | Duration |
| Orthopedic and musculoskeletal physiotherapy | 12weeks |
| Neurologic and nervous system physiotherapy | 12weeks |
| ICU and cardiopulmonary physiotherapy | 6weeks |
| Pediatric physiotherapy | 4weeks |
| Physiotherapeutic practice to cooperate with Occupational therapy | 4weeks |
| Physiotherapeutic practice to cooperate with Speech therapy  | 4 weeks |
| Acupuncture and moxibustion | 2weeks |
| Traditional Manipulation (Chinese Tuina) | 4weeks |

**Part V: Teachers’ Profile**

**1 Program heads:**

1.1 Alice Yee-men JONES

QUALIFICATIONS

2000 University of Queensland, Australia PhD (Physiotherapy)

1996 Australian College of Physiotherapists FACP (Cardiopulmonary Care)

1994 University of Surrey, United Kingdom MSc (Education)

1992 University of Surrey, United Kingdom DipEd (Education)

1992 The Chinese University of Hong Kong MPhil (Physiotherapy)

1980 Sheffield Polytechnic, United Kingdom CertIT (Intensive Therapy)

1976 Hong Kong Government School of Physiotherapy CertPT

AWARDS

\* Best Paper Presentation Award, 8th International Rehabilitation Seminar, Beijing. September 2013.

Title: The effect of Accu-TENS on the cardiovascular system

\* Nominated for the 2011 University Grants Committee Teaching Award by The Hong Kong Polytechnic University.

\* Best Podium Presentation Award, 6th National Cardiothoracic Special Group Conference, Sydney, Australia, October 1999.

Title: The effect on sound generation of varying both gas flow rate and the viscosity of sputum-like gel in a simple tubular model.

\* Hong Kong Polytechnic University - President’s Award for Teaching, 1999.

\* Best paper presentation award, Hong Kong Physiotherapy Annual Congress. 1992.

Title: Effect of Percussion and Bagging on Total Static Compliance of the Respiratory System.

1.2 Xubo Wu

QUALIFICATIONS

2015.8 Duquesne University（U.S.A）, Master degree of rehabilitation science (Physical Therapy Program)

2007.7 Jiamusi University, Master degree of rehabilitation medicine and physical therapy

2004.7 Jiamusi University, Bachelor of clinical medicine

Academic association:

Secretary and member of standing committee, Rehabilitation Therapist Committee of Shanghai Association of Rehabilitation Medicine

Member, Pediatric Committee of Shanghai Association of Rehabilitation Medicine

**2 Core academic faculty**

 In order to facilitate the professional certification process, the university sends about 10 full-time professors and therapists to the U.S. every year for a professional diplomat in physiotherapy. The first team of teachers and therapists in the program have finished their study and started clinical teaching at SHUTCM.

The major specialization program calls for more teachers, a demand that cannot be covered by existing faculty of SHUTCM. With the financial support from Shanghai Municipal Commission of Education, the university recruited overseas lectures to teach core specialized courses. In the 2013-2014 academic year, a total number of 8 foreign teachers are employed to teach 9 courses. All core specialized courses, including motor control, neurological PT, orthopedic PT, cardiopulmonary PT, and pediatric PT, are taught by teachers from outside the university using international pedagogical materials and methods, with teachers within the university serving as teacher assistants and course managers.

Table 6: Teachers for Core Professional Courses

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Is a member of WCPT’s member organization in the country** | **Institute** | **academic qualification** | **Participates in physical therapist****entry level curriculum development** | **Subject leader** | **Other subjects** | **Development plan** |
| Alice Jones | YES | Australia | PhD | YES | Cardiopulmonary physiotherapy  |  |  |
| Wendy TJ Wang | YES | Taiwan | DPT（USA） | YES | Musculoskeletal PT |  |  |
| Yang Zhihong | YES | Taiwan | PhD(AU) | YES | Musculoskeletal PT |  |  |
| Zheng Zhixiu | YES | Taiwan | PhD（USA） | YES | Musculoskeletal PT |  |  |
| Chen Xiuyi | YES | Taiwan | PhD | YES | Neurological Physiotherapy |  |  |
| Wennie Huang | YES | Taiwan | DPT（USA） | YES | Neurological Physiotherapy |  |  |
| Hsiu-Ching Chiu | YES | Taiwan | PhD(AU) | YES | Pediatric Physiotherapy |  |  |
| Cheng Xinyi | YES | Taiwan | PhD（USA） | YES | Motor Control |  |  |
| Xubo Wu | NO | SHTCM | MS | YES | Geriatric physiotherapy |  | PhD |
| Jiawen Cui | No  | SHTCM | MS | YES | Exam and assess |  |  |
| Xiaoyi Zhu | NO | SHTCM | MS | YES | Exam and assess |  |  |
| Yang Songbin | NO | SHTCM | PhD | NO | Human development |  |  |
| Qi Rui | NO | SHTCM | PhD | NO | Modality |  |  |
| Feng Wei | NO | SHTCM | PhD | NO | Kinesiology |  |  |
| Zhao Xianli | NO | SHTCM | PhD | NO | Exercise physiology |  |  |
| Zhangcai | NO | SHTCM | PhD | NO | Sports injury physiotherapy |  |  |
| Lin Jianhua | NO | Sunshine Rehabilitation Center | MPT | YES | Manual therapy |  |  |

**3** **Clinical education director/coordinator**

A clinical education director/coordinator is a physical therapist and academic faculty member. He is responsible for the clinical education component of the physical therapist professional entry level program, which is normally delivered by physical therapists in the clinical environment (WCPT. WCPT guideline for the clinical education component of the physical therapist professional entry level program. London, UK: WCPT; 2011).

Aforementioned core specialized courses are lectured by foreign teachers. In addition, some basic professional courses and optional courses are jointly given by experienced teachers from SHUTCM and clinical TA with PT qualification. All of the physical therapists with Masters of Physical Therapy (MPT) come from affiliated schools and hospitals of the University.

Table-7Clinical education director/coordinator

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** | **Is a physical therapist** | **Institute** | **Academic qualification** | **Participation in physical therapist****entry level curriculum development** | **Specialty** |
| Lin Jianhua | YES | Sunshine Rehabilitation Center | MPT | YES | Musculoskeletal PT |
| Liu Huawei | YES | Sunshine Rehabilitation Center | MPT | YES | Neurological Physiotherapy |
| Zhu Jinjie | YES | Sunshine Rehabilitation Center | MPT | YES | Musculoskeletal PT |
| Hu Jia | YES | Sunshine Rehabilitation Center | MPT | YES | Neurological Physiotherapy |
| Zhang Beihua | YES | Sunshine Rehabilitation Center | MPT | YES | Paediatric PT |
| He Yalin | YES | Sunshine Rehabilitation Center | MPT | YES | Cardiopulmonary physiotherapy |
| Yi Qiang | YES | Shanghai Municipal Hospital of TCM | MS  | YES | Neurological Physiotherapy |
| Sheng Jin | YES | Longhua Hospital, Shanghai University of TCM | MS  | YES | Neurological Physiotherapy |
| Zhixing Zhou | YES | Longhua Hospital, Shanghai University of TCM | MS  | YES | Musculoskeletal PT |
| Xiaoyi Zhu | YES | Yueyang Hospital | MS  | YES | Geriatric physiotherapy |

4 Instructor at clinical placement sites

Physical therapists in clinical placement sites supervise and evaluate the clinical skills of the student, and report the result to the higher education institution (WCPT. WCPT guideline for the clinical education component of the physical therapist professional entry level program. London, UK: WCPT; 2011).

Apart from hiring the clinical physical therapists with MPT to instruct the clinical practice of students, SHUTCM has also employed therapist from Hong Kong as supervisors at clinical placement sites. Hong Kong therapists are well received by intern students and placement sites alike, as they also help to enhance the skills and clinical education capability of local therapists.

Table-8 Clinical Practice Instructors from outside Mainland China

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name** | **Is a physical therapist** | **Is a member of WCPT’s member****organization in the country** | Specialty | Duration |
| Coco Koo | YES | YES(Hong Kong) | Cardiopulmonary | 2 weeks |
| Pamela Chan | YES | YES(Hong Kong) | Cardiopulmonary | 2 weeks |
| Louis Lee | YES | YES(Hong Kong) | Neurological | 4 weeks |
| Raymond Tsang | YES | YES(Hong Kong) | Musculoskeletal | 4weeks |
| Yahui Huang | YES | YES(Taiwan) | Pediatric | 2weeks |

**Part VI Facilities and Equipment**

**1 Classroom and laboratory space**

There are more than 10 classrooms for PT education, with a total surface area of more than 2,000m2. Among them, around 500 m2 are used for practices. A 200-m2 laboratory for movement analysis is also set up to facilitate PT research.

**2 Office and other space**

The school has two campuses, one in Zhangjiang and the other in Kangqiao. Zhangjiang Campus, with 4 offices of around 200 m2, is used for education and management of students in that particular campus. Kangqiao Campus, with 10 offices and meeting rooms of around 700m2, is exclusively used by junior students of rehabilitation major. Most of the offices of full-time faculties are located in Kangqiao Campus.

**3 Equipment**

Equipment can be divided into two major categoriesbased on their usage: equipment for PT practice and equipment for PT research.

3.1 Equipment for education

The 100 or so pieces of education and practice equipment has a total value of nearly 1.48 million yuan, including treatment couches, sports therapy equipment, modality equipment, and other.

Table 9: Equipment for PT Practice (not exhaustive)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Name | Model | Country of Production | Unit price ( RMB Yuan) | Quantity | Total price (RMB Yuan) |
| 1 | Ultra-Violet Therapeutic Equipment | ZYY-9 | China | 4,500 | 1 | 4,500 |
| 2 | Diode laser Treatment Apparatus | SUNDOM-213 | China | 35,000 | 1 | 35,000 |
| 3 | Infra-Red Therapeutic Equipment | 350 | China | 3,200 | 1 | 3,200 |
| 4 | Digital Electric Simulator on Meridian Parallel Points | SMD-A | China | 49,800 | 1 | 49,800 |
| 5 | Intermediate Currency Therapeutic Unit | Zp-800 | China | 19,200 | 1 | 19,200 |
| 6 | DC Induction Electrizer | DL-ZⅡ | China | 960 | 1 | 960 |
| 7 | Multi-functional Moxibustion Machine | DAJ-8 | China | 6,500 | 1 | 6,500 |
| 8 | Myoelectric Biofeedback Equipment | AM1000A | China | 85,000 | 1 | 85,000 |
| 9 | Microwave Therapy Apparatus | ECO-100D | China | 30,000 | 1 | 30,000 |
| 10 | Magneto-Thermo-Vibration Therapy Machine | Y-1 | China | 4,500 | 1 | 4,500 |
| 11 | Smart Wax Therapy System | 6130E | China | 98,000 | 1 | 98,000 |
| 12 | Upper Limbs Hydrotherapy |  KF-W-1 | China | 45,000 | 1 | 45,000 |
| 13 | Lower Limbs Hydrotherapy |   KF-W-1 | China | 43,000 | 1 | 43,000 |
| 14 | Rehabilitation Training Machine for Continuous Passive Elbow Movement | WKS-1 | China | 48,000 | 1 | 48,000 |
| 15 | Electric Tilting Couch (2-fold) | CaRe 305A | China | 49,800 | 1 | 49,800 |
| 16 | Multi-function Bed for Manipulations (2-fold) | CaRe 308B | China | 28,000 | 2 | 56,000 |
| 17 | Multi-function Bed for Manipulations (5-fold) | CaRe 308A | China | 46,000 | 2 | 92,000 |
| 18 | Bobath Electric Lifting Bed | CaRe309A | China | 33,000 | 2 | 66,000 |
| 19 | Multi-purpose Training Couch (with Suspension Frame) | O-QWJ-02 | China | 7,120 | 1 | 7,120 |
| 20 | Thermostatic Water Bath | DK-600 | China | 2,200 | 1 | 2,200 |
| 21 | PTTraining Couche |  B-PTC-01 | China | 1,590 | 4 | 6,360 |
| 22 | Ring Toss (Standing) | O-TAQ-01 | China | 576 | 4 | 2,304 |
| 23 | Finger Trainer | O-SZX-01 | China | 1,440 | 4 | 5,760 |
| 24 | Trainer for Hand Coordination | O-PHX | China | 464 | 4 | 1,856 |
| 25 | Geo-shape Board | O-JHT | China | 398 | 4 | 1,592 |
| 26 | Elastic Band for Muscle Training | E-TLD | China | 152 | 4 | 608 |
| 27 | Rolling Barrel | O-GTQ | China | 2,496 | 1 | 2,496 |
| 28 | Finger Ladder | O-SJT | China | 624 | 4 | 2,496 |
| 29 | Simulate OT Tools | O-MZG | China | 608 | 4 | 2,432 |
| 30 | Finger Board (Wood) | O-FZB-01 | China | 182 | 4 | 728 |
| 31 | Coordinating Trainer Of Upper Extremity | E-SZX-01 | China | 744 | 4 | 2,976 |
| 32 | Dressing Training Board | O-CYB | China | 704 | 4 | 2,816 |
| 33 | Arm Hanger | O-SXJ-01 | China | 2,240 | 4 | 8,960 |
| 34 | Balance Walk | T-0003 | China | 3,648 | 1 | 3,648 |
| 35 | Therapy Ball | C-BSQ-01 | China | 1,504 | 4 | 6,016 |
| 36 | ADLKitchen | W-CJU-01 | China | 31,040 | 1 | 31,040 |
| 37 | Commado | A-ZBQ-02 | China | 15,200 | 1 | 15,200 |
| 38 | Wheelchair | AR-500 | China | 2,180 | 1 | 2,180 |
| 39 | Toilet Pushchair | SW-21W | China | 3,250 | 1 | 3,250 |
| 40 | Showering Chair | 98071 | China | 1,600 | 1 | 1,600 |
| 41 | Shoulder Ergometer | JKJ-1 | China | 11,500 | 1 | 11,500 |
| 42 | Elbow Ergometer | JK-H2 | China | 7,800 | 1 | 7,800 |
| 43 | Lower Limbs Ergometer | JK-A | China | 16,800 | 1 | 16,800 |
| 44 | AnkleErgometer | JKF-1 | China | 8,500 | 1 | 8,500 |
| 45 | Mirror | E-JZJ-02 | China | 1,308 | 1 | 1,308 |
| 46 | Dumbbell Set | E-YAL | China | 850 | 1 | 850 |
| 47 | Gymnastic Rods And Balls | E-TCB-01 | China | 760 | 1 | 760 |
| 48 | Pulse Oxyhemoglobin Saturation Meter | PC-60 | China | 3,900 | 2 | 7,800 |
| 49 | Simplified Evaluation Tool For Upper Extremity | F-SZJ | China | 686 | 4 | 3,120 |
| 50 | Protractor Goniometer | F-JDC | China | 640 | 4 | 1,360 |
| 51 | Sebum ThicknessMeter | GN-PZJ | China | 1,250 | 4 | 5,000 |
| 52 | Back-Leg-Chest Dynamometer | F-BLJ | China | 3,80 | 4 | 15,210 |
| 53 | Hand Dynamometer | F-WLJ | China | 1,880 | 4 | 7,520 |
| 54 | Stopwatch | F-MB | China | 180 | 1 | 180 |
| 55 | Ultrasound Therapy Unit | PHYSIOSON-Expert | Germany | 58,000 | 1 | 58,000 |
| 56 | Larynx Pareses and Dysphagia Diagnose and Therapy Unit | Vocastim-Master | Germany | 128,000 | 1 | 128,000 |
| 57 | Computer Low-Frequency Therapy Unit | ES-420 | Japan | 38,000 | 1 | 38,000 |
| 58 | Impulse Ultrashort Wave Therapy Unit | UWM-02 | Japan | 46,800 | 1 | 46,800 |
| 59 | Hydrocollator | T-8-M | USA | 48,000 | 1 | 48,000 |
| 60 | Pressure MovementUnit | 900plus | South Korea | 23,500 | 1 | 23,500 |
| 61 | Ice Barrel | Chattanooga | USA | 9,800 | 1 | 9,800 |
| 62 | Upper Limb Exerciser | E4000 | UK | 190,000 | 1 | 190,000 |
| Total | 1,479,906 |

3.2 Research equipment

PT research equipment includes 3D Motion Capture Systems, Isokinetic Muscle Function System, Proprioception and Balance System. Total value of these equipment stands at 2 million RMB yuan.

Table 10: PT Research Equipment (non-exhaustive)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Name | Model | Quantity | Date of Purchase | Unit Price(RMB Yuan) |
| 1 | 3D Motion Capture Systems | LUKOTRONIC AS200 | 1 | 2013.4 | 1,200,000 |
| 2 | Isokinetic Muscle Function System | 35100 | 1 | 2012.5 | 800,000 |
| 3 | Sling Rehabilitation Exercise Training System | 10043 | 1 | 2014.5 | 600,000 |
| 4 | Pro-Kin Line System | PK254P | 1 | 2010.12 | 400,000 |
| Total | 2,000,000 |

Furthermore, the School has an interactive distance education system (worth more than 1.2 million RMB Yuan), which supports as many as five different locations to be connected in the same virtual classroom for discussion, demonstration and observation. The system has a B/S structure, allowing sharing of educational resources (materials and videos), online Q&A, and online management of course, tests and homework.

**4 Current situation of clinical education**

SHUTCM has 7 affiliated tier-1 hospitals, namely Longhua Hospital, Shuguang Hospital, Yueyang Hospital of Integrated Chinese and Western Medicine, Shanghai TCM Hospital, Putuo District Central Hospital, Shanghai Municipal Hospital of Integrated Traditional Chinese and Western Medicine, and Shanghai No.7 People’s Hospital. All of these hospitals have PT services, and function as placement sites for SHUTCM students.

Our students can also have their clinical observation and internship in other general hospitals in Shanghai. Sunshine Rehabilitation Center, for example, is one of the largest rehabilitation centers in Shanghai, having a slew of experienced clinical teachers who guarantee the high standard of clinical internship and practice. Other possible placement sites are: Huadong Hospital, Huashan Hospital, Zhongshan Hospital, Ruijin Hospital, Xinhua Hospital, Shanghai No.1 People’s Hospital, Shanghai No. 9 People’s Hospital, and Guangji Outpatient Clinic. The purpose of internship and clinical progress programs is to meet the student’s demand for clinical education. Through these programs, students will familiarize with local conditions of physical therapy, have a better understanding of PT in China and other countries, and expand their knowledge base. These hospitals are able to provide students with clinical experience in departments such as outpatient surgery, orthopedics, neurology, neurosurgery, pediatrics, respiratory, geriatrics and rehabilitation wards.

**Part VII. Financial Support**

The School of Rehabilitation Science has received strong support from various entities since its inception, such as the fiscal appropriation from the central government to local authorities and National 085 Project. 16 million RMB Yuan of fiscal support has been received to date. Each year, the school is entitled to apply for following funds based on its actual educational needs. See table 11 for detailed information.

Table 11: Yearly Application of Educational Funds

|  |  |  |  |
| --- | --- | --- | --- |
| Project | Sponsor | Amount(Thousand RMB Yuan) | Year |
| Initial investment in Rehabilitation Medicine School | Shanghai Education Commission | 1,000 | 2010 |
| Pilot reform of medical education excellence centers | Shanghai Education Commission | 1,000 | 2011 |
| Rehabilitation training lab | Central government’s fiscal appropriation to local authorities  | 2,000 | 2011 |
| Innovation in integrated Chinese and western rehabilitation medicine | Social undertakings expenses  | 320 | 2012 |
| Innovation platform of TCM rehabilitation | Shanghai Education Commission | 2,500 | 2012 |
| Innovation platform and the establishment of rehabilitation major | Social undertakings expenses | 500 | 2013 |
| Clinical practice base of rehabilitation | Central government’s fiscal appropriation to local authorities | 1,250 | 2013 |
| Teaching capability and qualification enhancement of rehabilitation major | Central government’s fiscal appropriation to local authorities | 600 | 2013 |
| Professional training of integrated Chinese and western rehabilitation medicine | 085 Project | 2,000 | 2013 |
| Training of rehabilitation therapists integrating Chinese and western medicine | Funds earmarked to enhance subject-building | 1,000 | 2015 |
| Clinical practice base of rehabilitation (supportive facilities) | Shanghai Education Commission | 450 | 2015 |
| Modern vocational training program -- rehabilitation | Shanghai Education Commission | 3,700 | 2015 |