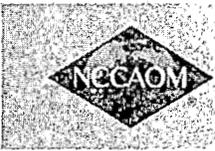


Table of Contents

| | |
|--|----|
| THE EXAMINATION PROCESS | |
| Introduction | 2 |
| Examination Development | 3 |
| Examination Content Validation | 3 |
| The NCCAOM® Job Analysis | 3 |
| Item Writing | 4 |
| Item Review | 4 |
| Examination Administration | 5 |
| | |
| 2016 EXPANDED CONTENT OUTLINES | |
| Foundations of Oriental Medicine Content Outline | 6 |
| Biomedicine Content Outline | 15 |
| -Appendix A: Pharmaceuticals | 21 |
| -Appendix B: Nutrients and Supplements | 22 |
| -Appendix C: Clinical Conditions | 23 |
| Acupuncture with Point Location Content Outline | 27 |
| -Appendix of Extra Points | 33 |
| | |
| BIBLIOGRAPHIES | |
| Foundations of Oriental Medicine Bibliography | 34 |
| Biomedicine Bibliography | 36 |
| Acupuncture with Point Location Bibliography | 37 |
| | |
| REFERENCE MATERIAL | |
| Examination Nomenclature Cross-Reference | 39 |
| | |
| SAMPLE QUESTIONS | |
| Sample Questions for Each Examination Module | 41 |
| | |
| FREQUENTLY ASKED QUESTIONS | |
| Frequently Asked Examination Questions | 44 |



Introduction

This study guide is designed to help prepare candidates for the NCCAOM certification examinations. Passage of the NCCAOM certification examinations is one of the requirements to become a Diplomate of Acupuncture (NCCAOM). Academic program officials from the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) accredited Oriental medicine programs will also benefit from reviewing the content in this guide. The *NCCAOM® Examination Study Guide for Diplomate of Acupuncture* has all the examination preparation materials and information published by the NCCAOM in one document.

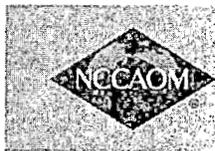
Candidates for NCCAOM Certification in Acupuncture are applicants who have met all of the academic and/or training requirements for NCCAOM® Certification in Acupuncture. Candidates for NCCAOM certification have qualified by one of the established eligibility routes published in the *NCCAOM® Certification Handbook*. The latest edition of this handbook is available on the NCCAOM website at www.nccaom.org.

All candidates for certification have completed a minimum number of hours of academic course work to qualify to take each required examination (see chart below). Completion of these hours of course work qualifies the applicant to sit for the following Acupuncture Certification Examinations as a "pre-graduate." Additional hours are required for final certification.

Pre-graduation Hour Requirements for Taking Examinations

| Certification Type | Minimum Didactic Hours | Minimum Clinical Hours | Total Hours Required |
|--|------------------------|------------------------|----------------------|
| Acupuncture Certification <ul style="list-style-type: none"> • Foundations of Oriental Medicine • Biomedicine • Acupuncture with Point Location | 1190 Hours | 410 Hours | 1600 hours |
| Oriental Medicine Certification <ul style="list-style-type: none"> • Foundations of Oriental Medicine • Biomedicine • Acupuncture with Point Location • Chinese Herbology | 2090 Hours | 410 hours | 2500 hours |

In addition to passing the above certification exams all candidates for NCCAOM Certification in Acupuncture must document successful completion of an NCCAOM approved in-person, practical clean needle technique (CNT) course. The certificate program in CNT offered by the Council of Colleges of Acupuncture and Oriental Medicine (CCAOM) is approved by the NCCAOM. More information is available on their website at www.ccaom.org. The CNT certificate documentation can be submitted any time before or after the candidate has applied to take the NCCAOM certification exams. Please refer to the *NCCAOM® Certification Handbook* for more information.



2016 Expanded Content Outlines

Based on the JA conducted in February 2013, the content outlines for the Certification in Acupuncture are included below. The competency statements are designed to help guide the candidates in studying for each examination. All of the examinations administered in 2016 will be based on these content outlines. Each competency statement gives the candidate the level of competency expected for the particular content area listed on the outline. Please note that the Acupuncture Certification includes the content outlines for the following examinations: Foundations of Oriental Medicine, Biomedicine, and Acupuncture with Point Location.

The Foundations of Oriental Medicine Expanded Content Outline

(Effective as of February 1, 2014)

Note to Candidate: This document serves as a guide to assist in examination preparation for candidates who have met NCCAOM® eligibility requirements. Below is the content outline for the Foundations of Oriental Medicine examination, along with the competency statements.

DOMAIN I: Clinical Examination Methods (10% of Total Exam)

Collect and recognize clinically significant signs and symptoms.

A. Looking (Wang)

1. Spirit (Shen) appearance (including color)

- Observe outward manifestation of Shen (Spirit) (e.g., complexion, expression, demeanor, and general behavior)
- Identify and relate Shen (Spirit) to pattern/syndrome differentiation*

2. Face, eyes, nose, ears, mouth, lips, teeth, and throat

- Observe normal and abnormal conditions and changes of the face and complexion (including color, moisture, texture, and organ-indicative locations), eyes, nose, ear, mouth, lips, teeth and throat
- Identify and relate facial features to pattern/syndrome differentiation*
- Recognize pathological manifestations of the face, including color, moisture, texture, and organ-indicative locations



3. Tongue (body and coating)

- Observe normal and abnormal manifestations, patterns, conditions, and changes of the tongue and sub-lingual area
- Identify and relate features of the tongue to pattern/syndrome differentiation*
- Recognize pathological manifestations of the tongue and tongue coating, including color, size, moisture, texture, shape, position, movement, organ-indicative locations

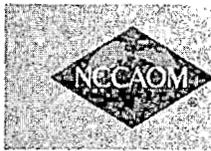
4. Physical characteristics of the body

- Observe form, movement, and physical characteristics (e.g., head, hair, neck, back, chest, abdomen, extremities, nails)
- Identify and relate form, movement, and physical characteristics to pattern/syndrome differentiation*
- Recognize pathological significance of form, movement, and physical characteristics
- Observe conditions and changes of the skin
- Identify and relate conditions and changes of the skin to pattern/syndrome differentiation*
- Recognize pathological significance of conditions and changes of the skin
- Observe normal and abnormal excretions (e.g., phlegm, sputum, saliva, sweat, discharge, stool, urine)
- Identify and relate conditions and changes of excretions to pattern/syndrome differentiation*
- Recognize pathological significance of excretions

B. Listening and Smelling (Wen)

1. Sounds

- Listen to respiratory sounds
- Identify and relate respiratory sounds to pattern/syndrome differentiation*
- Recognize pathological significance of respiratory sounds
- Listen to tonal qualities, voice, and speech
- Identify and relate tonal qualities, voice, and speech to pattern/syndrome differentiation*
- Recognize pathological significance of tonal qualities, voice, and speech



- Listen to abdominal sounds
- Identify and relate abdominal sounds to pattern/syndrome differentiation*
- Recognize pathological significance of abdominal sounds

2. Odors

- Smell body odors
- Identify and relate body odors to pattern/syndrome differentiation*
- Recognize pathological significance of body odors
- Smell breath and mouth odors
- Identify and relate breath and mouth odors to pattern/syndrome differentiation*
- Recognize pathological significance of breath and mouth odors
- Smell excretions (e.g., sweat, urine, feces, leukorrhea, flatulence, wound exudates)
- Identify and relate excretions to pattern/syndrome differentiation*
- Recognize pathological significance of excretions

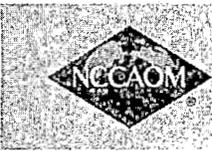
C. Asking (Wen)

1. Chief complaint

- Inquire about presenting complaint (onset, duration, location, nature, alleviation, aggravation)
- Inquire about the history and development of chief complaint
- Identify and relate chief complaint to pattern/syndrome differentiation*
- Identify appropriate additional questions based on examination findings and patients' response to inquiries

2. Current health conditions

- Conduct a review of systems, including the "Ten Questions" (Shi Wen)
- Identify and relate current health conditions to pattern/syndrome differentiation*
- Identify appropriate additional questions based on examination findings and patients' response to inquiries



3. Health history

- Inquire about personal health history, including previous symptoms, diagnoses, and treatments
- Inquire about familial history
- Identify and relate health history to pattern/syndrome differentiation*
- Identify appropriate additional questions based on examination findings and patients' response to inquiries

D. Touching (Palpation) (Qie)

1. Radial pulses (including the 28 Qualities)

- Identify the location of radial pulses
- Identify qualities of radial pulses (including rate, depth, strength, and shape) as indicators of patterns of disharmony and of normal and abnormal states of organ and meridian function
- Identify and relate radial pulses to pattern/syndrome differentiation*

2. Abdomen

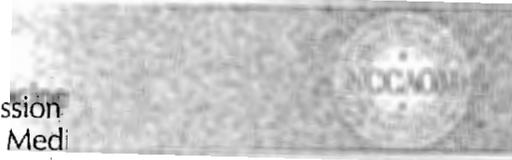
- Identify, through palpation, normal and abnormal conditions of the abdomen (e.g., temperature, texture, shape, and pain)
- Identify abdominal regions representing organs and meridians
- Identify and relate abdominal palpation findings to pattern/syndrome differentiation*

3. Meridians

- Identify, through palpation, findings along the meridians (e.g., nodules, tenderness, numbness, temperature, sensitivity)
- Identify and relate meridian palpation findings to pattern/syndrome differentiation*

4. Other body areas

- Identify, through palpation, pain, body sensations (e.g., numbness, tingling, sensitivity), temperature changes, and quality of tissue (e.g., edema, hardness/softness, tension/flaccidity)
- Identify and relate palpation findings to pattern/syndrome differentiation*



*Pattern/Syndrome Differentiation:

- Eight Principles (Ba Geng)
- Organs (Zang Fu)
- Meridian/Channel (Jing Luo)
- Six Stages (Liu Jing)
- Four Levels (Wei, Qi, Ying, Xue)
- Five Elements (Wu Xing)
- Qi, Blood, Body Fluids (Qi, Xue, Jin Ye)
- Triple Burner (San Jiao)

DOMAIN II: Assessment, Analysis, and Differential Diagnosis Based Upon Traditional Chinese Medicine (TCM) Theory (45% of Total Exam)

Formulate a differential diagnosis (Bian Zheng).

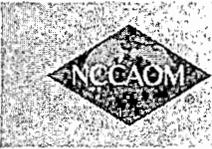
A. Knowledge and Application of Fundamental Theory of TCM Physiology (Sheng Li), Etiology (Bing Yin), and Pathogenesis (Bing Ji)

1. Yin/Yang theory (e.g., Interior/Exterior, Cold/Heat, Deficient/ Excess)

- Describe Yin/Yang theory
- Evaluate symptoms according to Yin/Yang theory
- Identify pathologies according to Yin/Yang theory
- Apply Yin/Yang theory to clinical assessment

2. Five Elements theory (Five Phases/Wu Xing)

- Describe Five Elements theory
- Evaluate symptoms according to Five Elements theory
- Identify pathologies according to Five Elements theory
- Apply Five Elements theory to clinical assessment



3. Organ theory (Zang Fu)

- Describe Organ theory
- Evaluate symptoms according to Organ theory
- Identify pathologies according to Organ theory
- Apply Organ theory to clinical assessment

4. Channel theory (Jing Luo) (including regular channels, Extraordinary channels, Luo-connecting channels, divergent channels, muscle channels, and skin regions)

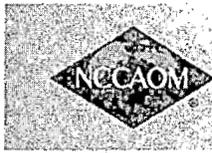
- Describe Channel theory
- Evaluate symptoms according to Channel theory
- Identify pathologies according to Channel theory
- Apply Channel theory to clinical assessment

5. Essential Substances theory [Qi, Blood (Xue), Fluids (Jin Ye), Essence (Jing), Spirit (Shen)]

- Describe Qi, Blood (Xue), Body Fluids (Jin Ye), Essence (Jing), Spirit (Shen)
- Evaluate symptoms according to Qi, Blood (Xue), Body Fluids (Jin Ye), Essence (Jing), Spirit (Shen)
- Identify pathologies according to Qi, Blood (Xue), Body Fluids (Jin Ye), Essence (Jing), Spirit (Shen)
- Apply Qi, Blood (Xue), Body Fluids (Jin Ye), Essence (Jing), Spirit (Shen) to clinical assessment

6. Causes of Disease: External (Six Excesses [Liu Yin]), Internal (Seven Emotions), and Miscellaneous (diet, excessive sexual activity, excessive physical work or lack of exercise, trauma, bites, parasites, Phlegm, Blood stasis)

- Describe Causes of Disease
- Evaluate symptoms according to Causes of Disease
- Identify pathologies according to Causes of Disease
- Apply Causes of Disease to clinical assessment



B. Formulation of a Differential Diagnosis Based upon Chief Complaint (Zhu Su), Prioritization of Major Symptoms (Zhu Zheng), Knowledge of TCM Diseases (Bian Bing), and Pattern Identification (Bian Zheng)

1. Eight Principles (Ba Gang) (i.e., Yin/Yang, Interior/Exterior, Cold/Heat, Deficient/ Excess)

- Describe Eight Principles differentiation
- Assess and analyze signs and symptoms according to Eight Principles differentiation
- Formulate a diagnosis based on the analysis of Eight Principles differentiation

2. Organ theory (Zang Fu)

- Describe Organ pattern differentiation
- Assess and analyze signs and symptoms according to Organ differentiation
- Formulate a diagnosis based on the analysis of Organ differentiation

3. Channel theory (Jing Luo) (including regular channels, Extraordinary channels, Luo-connecting channels, divergent channels, muscle channels, and skin regions)

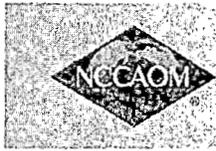
- Describe Channel theory
- Assess and analyze signs and symptoms according to Channel theory
- Formulate a diagnosis based on the analysis of Channel theory

4. Six Stages (Tai Yang, Yang Ming, Shao Yang, Tai Yin, Shao Yin, Jue Yin)

- Describe the Six Stages differentiation
- Assess and analyze signs and symptoms according to Six Stages differentiation
- Formulate a diagnosis based on the analysis of Six Stages differentiation

5. Four Levels (Wei, Qi, Ying, Xue)

- Describe the Four Levels differentiation
- Assess and analyze signs and symptoms according to Four Levels differentiation
- Formulate a diagnosis based on the analysis of Four Levels differentiation



6. Five Elements (Five Phases/Wu Xing)

- Describe Five Elements differentiation
- Assess and analyze signs and symptoms according to Five Elements differentiation
- Formulate a diagnosis based on the analysis of Five Elements differentiation

7. Qi, Blood, Body Fluids (Qi, Xue, Jin Ye)

- Describe Qi, Blood, Body Fluids differentiation
- Assess and analyze signs and symptoms according to Qi, Blood, Body Fluids differentiation
- Formulate a diagnosis based on the analysis of Qi, Blood, Body Fluids differentiation

8. Triple Burner (San Jiao)

- Describe Triple Burner differentiation
- Assess and analyze signs and symptoms according to Triple Burner differentiation
- Formulate a diagnosis based on the analysis of Triple Burner differentiation

9. Six Excesses (Liu Yin)

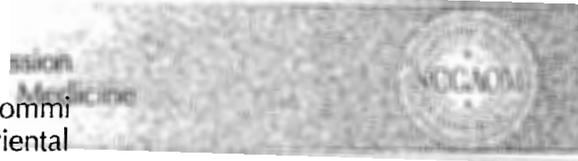
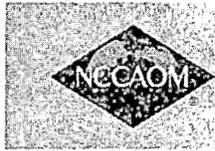
- Describe Six Excesses
- Assess and analyze signs and symptoms according to Six Excesses
- Formulate a diagnosis based on the analysis of Six Excesses

DOMAIN III: Treatment Principle (Zhi Ze) and Strategy (Zhi Fa) (45% of Total Exam)

Formulate treatment principle and strategy based upon differential diagnosis (Bian Zheng).

A. Treatment Principle Based upon Differential Diagnosis

1. Eight Principles (Ba Gang)
2. Organs (Zang Fu)
3. Meridian/Channel (Jing Luo)
4. Six Stages (Liu Jing)
5. Four Levels (Wei, Qi, Ying, Xue)
6. Five Elements (Wu Xing)
7. Qi, Blood, Body Fluids (Qi, Xue, Jin Ye)



8. Triple Burner (San Jiao)

9. Causes of Disease: External (Six Excesses [Liu Yin]), Internal (Seven Emotions), and Miscellaneous (diet, excessive sexual activity, excessive physical work or lack of exercise, trauma, bites, parasites, Phlegm, Blood stasis)

- Select appropriate treatment principle based on pattern/syndrome differential diagnosis

B. Treatment Strategy to Accomplish Treatment Principle

- Select appropriate treatment strategy (e.g., disperse, tonify, cool, warm) to accomplish treatment principle
- Prioritize treatment focus [e.g., Root and Branch (Biao Ben), acute/chronic, external/internal, Pathogenic Factors, constitutional, seasonal]
- Adjust treatment principle and/or strategy based on patient's response, disease progression, and lifestyle (e.g., substance use, smoking, exercise, diet)



National Certification Commission
for Acupuncture and Oriental Med



The Biomedicine Expanded Content Outline (Effective as of February 1, 2014)

Note to Candidate: This document serves as a guide to assist in examination preparation for candidates who have met NCCAOM eligibility requirements. Below is the content outline for the Biomedicine module, along with the competency statements.

Please note: In regards to Clean Needle Technique (CNT), the Biomedicine module focuses on universal precautions and emergency situations in comparison to the Acupuncture with Point Location module which focuses on actual needling and its emergencies (e.g., needle angle and depth).

DOMAIN I: Biomedical Model (90% of Total Exam)

A. Clinical Application of Biomedical Sciences (including anatomy, physiology, pathology, pathophysiology, etc.), Pharmacology, and Nutrients and Supplements (30%)

1. Biomedical sciences

- Differentiate normal and abnormal structures and functions of the body systems from the conventional biomedical perspective
- Recognize signs, symptoms, and morbidities associated with common medical conditions
- Demonstrate knowledge of medical terminology

2. Pharmacology

- Recognize functional classifications, mechanisms, side and adverse effects related to commonly used pharmaceuticals (**Refer to Appendix A: Pharmaceuticals**)
- Recognize routes of administration (e.g., intravenous, oral, subcutaneous)
- Demonstrate knowledge of the effects of the use of tobacco, alcohol, and drugs of abuse
- Recognize common, known pharmaceutical-supplement interactions



3. Nutrients and supplements

- Recognize major classifications, known actions, and potential adverse effects related to commonly used nutrients and supplements (**Refer to Appendix B: Nutrients and Supplements**)
- Recognize signs and symptoms associated with abnormal levels of commonly used nutrients and supplements

B. Patient History and Physical Examination (25%)

Understand clinically relevant information gathered through history taking and physical examination.

Candidates are expected to understand all aspects of the physical examination process. They are not expected to be able to perform all aspects of the physical examination themselves.

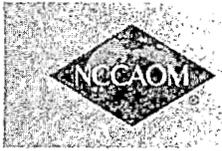
1. Patient history*

- Conduct a medical interview to obtain patient history
- Organize information obtained during interview into appropriate sections of the patient history
- Distinguish the relevant findings obtained during history taking

*Patient History includes: chief complaint, history of present illness, allergies, past medical history, past surgical history, personal and social history, family history, current medications (prescription and non-prescription), herbs and supplements, review of systems

2. Physical examination

- Identify the components of the physical examination
- Recognize how each portion of the physical examination is performed
- Distinguish the relevant findings obtained from the physical examination



- a. General systems examination (e.g., vital signs, pulmonary, cardiovascular, gastrointestinal, integumentary, etc.)
- Understand relevant examination techniques such as observation, auscultation, and palpation as applied to each system
 - Recognize how each portion of the general systems examination is performed
 - Distinguish the relevant findings obtained from the general systems examination

b. Musculoskeletal examination

- Understand relevant examination techniques including, but not limited to, range of motion, muscle strength testing, deep tendon reflexes, dermatomal testing, and special tests including orthopedic tests
- Recognize how each portion of the musculoskeletal examination is performed
- Distinguish the relevant findings obtained from the musculoskeletal examination

c. Neurological examination

- Understand relevant examination techniques including, but not limited to, assessment of cognitive function, evaluation of cranial nerves, sensory and motor function, and reflexes
- Recognize how each portion of the neurological examination is performed
- Distinguish the relevant findings obtained from the neurological examination

3. Imaging, laboratory tests, and other medical studies

a. Imaging

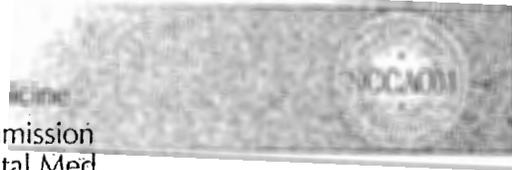
- Understand commonly used medical imaging studies (e.g., x-ray, MRI, CT, PET, colonoscopy, cystoscopy, bronchoscopy, etc.)
- Recognize the significance of information gathered from imaging studies

b. Laboratory tests

- Understand commonly used medical laboratory tests** (e.g., complete blood count, basic metabolic panel, urinalysis, liver panel, cardiac panel, thyroid panel, pregnancy test, and reproductive hormones, etc.)

***normal ranges will not be tested*

- Recognize the significance of information gathered from laboratory tests



c. Other medical studies

- Understand other commonly used medical studies (e.g., EMG, EKG, etc.)
- Recognize the significance of information gathered from these studies

C. Clinical Assessment Process (30%)

Interpret clinically significant information gathered during history taking and physical examination to recognize pathological conditions. **(Refer to Appendix C: Medical Conditions)**

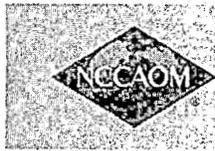
- Recognize abnormalities in the function of the body systems including, but not limited to, respiratory, cardiovascular, urogenital, reproductive, nervous, integumentary, musculoskeletal, and gastrointestinal systems
- Distinguish between relevant and non-relevant findings
- Recognize typical presentations of commonly encountered medical conditions
- Recognize commonly encountered ominous signs including, but not limited to, medical red flags, mental health red flags, and signs of abuse and trauma

D. Clinical Decision-Making and Standard of Care (5%)

Analyze information to determine appropriate patient management.

- Recognize medical conditions that may be treated without referral
- Recognize medical conditions that require co-management
- Recognize medical conditions that require a referral
- Differentiate the most appropriate type of referral*** (emergent, urgent, or routine), i.e., the timeframe within which the patient should be seen
- Recognize the conventional biomedical prognoses, management, and/or standard of care for common medical conditions **(Refer to Appendix C: Medical Conditions)**

***emergent (immediate) referral; urgent (24 - 48 hours) referral; routine (48 hours - 7 days) referral



DOMAIN II: Office Safety and Professional Responsibilities (10% of Total Exam)

Recognize and implement appropriate office safety standards and demonstrate knowledge of professional responsibilities.

A. Risk Management and Office Safety

- Recognize situations that require special care or emergency management (e.g., burns, seizures, falls, anaphylaxis)
- Implement emergency office protocols including contacting emergency services as appropriate

B. Infection Control

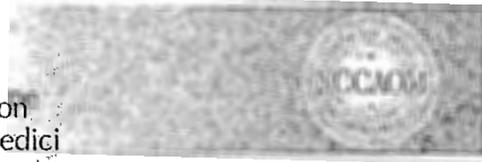
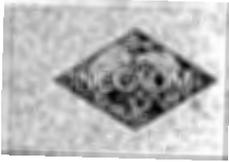
- Identify commonly encountered communicable diseases (e.g., hepatitis, HIV, tuberculosis)
- Identify modes of transmission (e.g., airborne, fecal-oral, vector) and appropriate preventive measurements for common communicable diseases
- Recognize the appropriate office management of commonly encountered communicable diseases and hazardous situations
- Recognize and apply universal precautions

C. Federal Regulations

- Demonstrate knowledge of applicable Occupational Safety and Health Administration (OSHA) and other federal health agencies' requirements
- Demonstrate knowledge of applicable Health Insurance Portability and Accountability Act (HIPAA) requirements

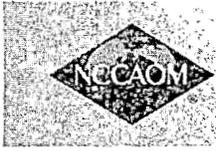
D. Reporting and Record-Keeping

- Demonstrate knowledge of the required contents and maintenance of medical records
- Demonstrate knowledge of mandated reportable conditions (e.g., elder and child abuse, infectious diseases, bioterrorism)
- Demonstrate knowledge of the definition and purpose of ICD, CPT, E&M codes
- Demonstrate knowledge of insurance types and requirements (e.g., general liability, malpractice insurance)



E. Ethics and Professionalism

- Demonstrate knowledge of *NCCAOM® Code of Ethics* and other ethical principles (e.g., informed consent, conflict of interest, negligence, boundary violations)
- Communicate effectively and professionally with patients, the public, and other healthcare providers



Sample Questions

Sample Questions for Each Examination Module

The following questions represent different types and levels of questions that may appear on the exam. These questions do not necessarily represent the level of difficulty of the examination nor do they represent the percentage of questions regarding each area. This is merely a sample of the possible format and variety of questions to assist in preparation for the exams.

Foundation of Oriental Medicine

FOM-1

According to Five Element theory, which taste, color, and organ are associated with Metal?

- (A) bitter, red, Lung
- (B) pungent, white, Lung
- (C) spicy, yellow, Spleen
- (D) sweet, yellow, Spleen

FOM-2

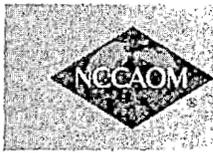
A 29-year-old woman complains of hypochondriac pain and fullness for several months. She is also experiencing dry mouth and throat, depression, moodiness, scanty menstrual flow, and breast pain. She has a pale tongue and a thready, wiry pulse. What is the most appropriate diagnosis?

- (A) Liver Fire insulting Lung
- (B) Liver Qi stagnation transforming to Fire
- (C) Liver Qi stagnation with Blood deficiency
- (D) Liver Fire attacking Stomach

FOM-3

A patient complains of shortened menstruation with scanty, dull red, clear, thin menses. She has coldness in the lower abdomen. Her tongue is pale, tender, with white fur. Her pulse is deep and tight. Which of the following is the most appropriate treatment principle?

- (A) activate the channel and clear Heat
- (B) tonify Yang and move Blood
- (C) tonify Yin and clear Heat
- (D) warm the channel and expel Cold



Biomedicine

BIO-1

A 40-year-old woman with an enlarged thyroid gland is most likely deficient in which of the following?

- (A) iodine
- (B) iron
- (C) magnesium
- (D) zinc

BIO-2

A mother reports that her active eight-year-old son has been fussy, thirsty, and tired for the past 24 hours. She also states that he complains of a headache and constipation. His blood pressure is low with a rapid pulse. Which of the following would most likely be suspected?

- (A) anxiety attack
- (B) dehydration
- (C) food poisoning
- (D) hyperthyroidism

BIO-3

A lethargic, 53-year-old male patient fell and hit his head six hours before his appointment. He now presents with confusion, difficulty remembering the event, and has vomited twice since the fall. What is the best course of action for this patient at this time?

- (A) treat him and recommend that he consult his physician
- (B) treat him and retain him in the office for observation
- (C) do not treat him, but refer him to a neurologist within 72 hours
- (D) do not treat him, but refer him immediately to the emergency department

Acupuncture with Point Location

ACPL-1

Which of the following points could be needed with the patient positioned in the prone position?

- (A) Yintang (Extra)
- (B) P 2 (Tianquan)
- (C) Sp 11 (Jimen)
- (D) GB 36 (Waiqiu)

ACPL-2

For which of the following conditions is the bleeding technique most likely indicated?

- (A) high fever
- (B) chronic asthma
- (C) anemia
- (D) diabetes

ACPL-3

Which of the following statements best describes the location of Lu 7 (Lieque)?

- (A) on the forearm, superior to the styloid process of the radius, 1 cun proximal to the transverse crease of the wrist
- (B) on the forearm, superior to the styloid process of the radius, 1.5 cun proximal to the transverse crease of the wrist
- (C) on the radial side of the flexor carpi ulnaris tendon, 1 cun proximal to the transverse crease of the wrist
- (D) on the radial side of the flexor carpi ulnaris tendon, 1.5 cun proximal to the transverse crease of the wrist

Answers:

| | | |
|-----------|-----------|------------|
| FOM-1 = B | BIO-1 = A | ACPL-1 = D |
| FOM-2 = C | BIO-2 = B | ACPL-2 = A |
| FOM-3 = D | BIO-3 = D | ACPL-3 = B |