FACULTY: Sherdeana Owens, DDS, MPA  
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PHONE: 361-885-0943  
CLASS TIME/PLACE: IH 156; TR 3:30-5:20 pm  
SEMESTER: 1 Jun – 6 Aug 2015  
OFFICE HOURS: by appointment and immediately following class  
CREDITS: 3 Semester hours  
PREREQUISITE: None  
COURSE DESCRIPTION: Introduction to complementary and alternative medicine with an emphasis on related economic, political, legal, and social issues.

COURSE OBJECTIVES
1. Describe the philosophy and goals of past, present and future alternative/complementary health care strategies.
   - Identify the philosophical basis for alternative/complementary care.
   - Relate alternative/complementary health care strategies to national health care trends.
   - Discuss ethical issues related to alternative/complementary interventions.
   - Contrast alternative/complementary strategies with allopathic interventions.
   - Relate caregiver roles to the delivery of alternative/complementary strategies.

2. Examine cultural issues across a broad range of complementary care strategies.
   - Identify cultural and social factors that affect health care behaviors.
   - Select a specific alternative/complementary health care strategy for in-depth analysis.
   - Compare and contrast Western and Eastern cultures in relationship to alternative/complementary health care.
   - Define holism and the importance of holistic care.
   - Discuss health-seeking behaviors of diverse cultural groups.
   - Critique the historical associations among alternative/complementary care strategies and cultural myths.

3. Analyze research studies across a broad spectrum of alternative/complementary health care strategies.
   - Indicate the current research status of a specific alternative/complementary health care strategy.
   - Relate research findings to client clinical outcomes.
   - Discuss the importance of research-based interventions in health care.
   - Select specific methods for the utilization of research alternative/complementary care interventions in a health care setting.

4. Relate current health care economics with alternative/complementary health care issues.
   - Explain the importance of health care economics and the utilization of alternative/complementary care.
   - Examine the concepts of prevention and intervention in relationship to health care economics.
   - Relate chronic health care issues to health economics and the utilization of alternative/complementary health care strategies.
   - Identify health care trends that affect selection of alternative/complementary care.

5. Critique health policy/statutes in the delivery of alternative/complementary health care services.
   - Analyze health care regulations and alternative/complementary health care services. Identify regulatory statutes governing the practice of alternative/complementary care providers.

LEARNING EXPERIENCES AND TEACHING METHODS:
Course objectives for this course are met through lecture; individual study using the references and text identified; assigned group work; assigned discussion participation; analysis of a complementary/alternative health care website and evaluation of a self-help alternative/complementary text. Teaching methods include power point presentations, online discussion, face-to-face lecture and presentations, and individual assignments. The student is responsible for weekly assignments, identification of learning needs and self-direction for independent study of texts, on-line participation, and seeking consultation in meeting course objectives.

The highest standards of academic honesty are expected of students. Faculty adheres to the University policy regarding academic honesty published in the University Catalog. Plagiarism or misrepresentation of references will result in failure of the work in question without the opportunity to re-do the work. See the APA manual for the correct way to use and cite material.

**GRADING POLICY**

1. Weekly Quizzes
2. Internet Site Evaluation (Individual project) 100 pts
3. CAM Minor Project; Paper-PP (Group project) 150 pts
4. Final comprehensive exam 100 pts
5. Clinic Observation 100 pts

**GRADE EVALUATION** based on total points earned

- A – 90-100
- B – 83-89
- C – 75-82
- D – 65-74
- F – 0-640

**COURSE REQUIREMENTS**

Students are expected to:

- Complete all course assignments on time unless otherwise arranged with the faculty. All assignments are due on the dates assigned. **Two points a day will be deducted for late submissions.**
- Participate in group assignments and responses to the Power Point Presentations and assigned Discussions
- Individual Work: Prepare scheduled class assignments/discussions and submit an evaluation of an alternative/complementary care website using the criteria in this syllabus on the specified date. Conduct Clinical Observations using criteria in syllabus.
- Group Project: Prepare and submit a Power Point Presentation on a selected complementary/alternative topic. Grade based on presentation and participation in group work.
- Post Essays/PowerPoints in Discussion Room by posting follow-up and original posts. An original post is created by using the Compose Button in the Discussion Room and submitting original questions, thoughts, concepts from the assigned readings and evaluations of current discussion topic.

  - The highest level of classroom and on-line etiquette, respect and professional communication is expected: (When evaluating work it is customary to give two positive statements before offering constructive criticism).
  - Inappropriate or obscene language or implied obscene communications will result in an immediate meeting with the professor, documentation of the meeting and discussion, and may include other consequences.
  - Making disparaging remarks about other classmates, the professor, racial, ethnic or gender groups will not be tolerated. Such behavior will result in an immediate meeting with the professor, documentation of the meeting and discussion, and may include other consequences (See College of Nursing and Health Sciences Professional Conduct and Ethics Guidelines).
LEARNING ACTIVITIES & EXAM

A. Chapter Quizzes

B. Web Site Evaluation Individual Assignment (100 pts)
   - Complementary-Alternative Written Web Site Evaluation submitted in the Assignment Section of the Blackboard classroom and uploaded to assigned Discussion.

C. Written Paper and Power Point Presentation Group Project (150 pts)
   - Critique of selected and faculty-approved Alternative-Complementary Minor Project. Uploaded to group assignment folder and presented in class.

D. Final comprehensive exam (100 pts)

E. Clinic Observation submitted in the Assignment Section of the Blackboard classroom and uploaded to assigned Discussion. (100 pts)

WRITTEN INDIVIDUAL ASSIGNMENT: WEBSITE EVALUATION (100 pts)
Submit written assignment in the Discussion Section of the course.

1. Address–URL. Grammar/format.
2. Complementary Care Strategy Reviewed
   - Description of site
   - Number of pages
   - Graphics
   - Esthetics - clarity, readability, attraction, color scheme
   - Linkages
   - Research cited
3. Quality of information
   - Summary and critique: strengths/weaknesses
   - What information might the consumer need that was not provided
   - What information might the health care provider need that was not given
4. Relate information to health care administration
   - Appropriate/Not appropriate? If so why? How? Why not?
   - Application in a care setting - be specific. Where, when, how often?
   - Cost and delivery considerations
5. On-line presentation in designated discussion room – (cut and paste)

Read and respond to the postings of three classmates

C. WRITTEN PAPER and POWER POINT PRESENTATION GROUP PROJECT (150 pts.)
Please inform and discuss your plans for this presentation with the faculty prior to submission.
You will critique a CAM topic from the Minor Project list subject to instructor approval. Group membership will be assigned by instructor.

Each group is to select a group leader and a group editor. The leader will submit the presentation to the group assignment folder and to the Class Discussion.

1. Reference citations and reference slide – use APA style only
2. Grammar/Slide Design
2. Complementary Care Strategy/Topic Reviewed
   - Description
   - Major uses for therapy
   - Safety and appropriateness for the consumer
   - Therapeutic results supported by research
   - Overall strengths/weaknesses
• Comparison of CAM therapy to traditional medical therapies

3. Quality of information
   • What information might the consumer need that is not easily found?
   • What information might the health care provider need to make a decision on use of the CAM therapy?

4. Application of study findings to health care administration
   • Appropriate/Not appropriate? If so why? How? Why not?
   • Application in a care setting - be specific. Where, when, how often?
   • Economic and care delivery considerations.

5. Participation in creation of slideshow as evidenced by presence in Group communications. (If participation is deemed unsatisfactory, student will not receive the points for the group presentation).

6. Effectiveness of team’s delivery of presentation before an audience.

D. FINAL EXAM (100 pts)
The final exam will be comprehensive essay exam. The exam will be an open book exam taken from the required text. Students will be required to work independently in responding a series of essay questions.

E. Clinic Observation (100 pts)
Students will be required to select and visit an alternative medical clinic and report their observation in written format or slide presentation to be posted in Blackboard. Students will have the opportunity to schedule day of observation. Selected students will present to the class.

REQUIRED TEXT:

Suggested Reference

GUEST SPEAKERS
Class days and times for guest speakers are pending. Please check your email and/or Blackboard for guest speaker schedule.

Attendance
Attendance is mandatory for guest speakers and student group PP Presentations.

COURSE POLICIES

1. Written assignments: Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the instructor in a timely manner to ensure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Points will be deducted for poorly written papers.

2. Students are held responsible for the information given in the current catalog and student handbook. Students are asked to take special note of the University penalties associated with academic dishonesty. All work handed in by students must be their own work. Extracts, quotes, or ideas presented by others must be acknowledged and properly referenced. Group work is held to the same standards of honesty. Refer to APA Manual for the proper way to use and cite quoted material.
3. Students are expected to use the classroom discussion to examine principles of CAM. It is assumed that students will prepare for each class so that they can make knowledgeable contributions. All contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

4. Written assignments must be turned in at the beginning of class on the required date unless other arrangements have been made with the course instructor ahead of the due date. Assignments are submitted via Blackboard. Two (2) points will be deducted from the final grade for the assignment for each day that the assignment is late. Students are expected to review the syllabus throughout the semester to ensure that they complete class assignments correctly.

5. Students are expected to complete an anonymous course evaluation at the end of the course. The practice of providing feedback to educational experiences is consistent with professional responsibilities.

6. Attendance in class is necessary to achieve course objectives.

7. All cellular phones and other similar devices MUST BE TURNED OFF during lectures. Students may be asked to put all electronic devices away if they appear to be distractions. Students using computers for class notes will be asked to put them away if they are reading email or conducting business not directly related to classroom activities.

8. Students are expected to demonstrate professional behavior in the classroom. Professional behavior is consistent with TAMU-CC and College of Nursing and Health Sciences rules for student behavior in the classroom. Students should review the TAMU-CC catalog and student handbook if they are unsure of the attributes of acceptable behavior. Faculty will take actions to eliminate any behavior that interferes with class activities. Students who are asked to leave the classroom because of disruptive behaviors will be responsible for the material covered over the lecture period. The Academic Integrity Guide available on the College of Nursing and Health Sciences web site outlines additional actions that faculty may take when students violate the Academic Integrity Standards of the College.

9. Examination Guidelines. Students are required to take exams when scheduled. Only an extreme emergency will be considered for a make-up exam. Any student unable to sit for an exam must contact the instructor PRIOR to the class period in which the exam is scheduled. Missing an exam will be counted as an absence in the class and zero (0) points earned on the exam.

TEACHING METHODS
Discussion, lecture, independent reading, and study are used to stimulate the development of an understanding of the principles of health care finance.

In preparation as a knowledge worker, the student is responsible for the identification of individual learning needs, self-direction, and demonstration that learning has occurred. TAKE NOTES; ask questions - there is no such thing as a stupid question. Review your notes between classes and ask your instructor to clarify points that are not well understood before the start of another topic. Faculty will provide guidance to assist every student’s successful completion of this course.

ACADEMIC ADVISING
The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be
signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located on the 3rd floor of Island Hall, 825-3748 and 825-2461.

**STUDENTS WITH DISABILITIES**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

**TUTORING & LEARNING CENTER**
The Tutoring & Learning Center offers a variety of services, including a writing center. Students may also submit papers to [http://www.smarthinking.com](http://www.smarthinking.com) for evaluation. Students will need to request a user name and password to utilize smarthinking’s service. This may be done by going to the Tutoring & Learning Center or by contacting them via telephone. For more information about all of these services, go to the Tutoring and Learning website: [http://tlc.tamucc.edu/](http://tlc.tamucc.edu/)

**ACADEMIC HONESTY**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

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*Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! Wilson, p. 523)*


[http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm)

**GRADE APPEAL PROCESS**
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University RulesWeb site at
http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.