Complementary and Alternative Medicine

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.

REQUIRED TEXTS AND RESOURCES:

This course does not require a textbook. Within each unit, required web site URLs will be provided along with videos, links, and files.

Suggested Reference

LEARNING EXPERIENCES AND TEACHING METHODS:

Course objectives for this course are met through lecture (unit overviews and materials); individual study using the references and materials identified; assigned discussion participation; analysis of a complementary/alternative health care website, analysis of complementary/alternative practice, and a site visit and interview of a complementary/alternative treatment. Teaching methods include unit summaries, online discussion, face-to-face or online 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, 23 @ 20 points each = 460 points
2. Discussions, 13 @ 20 points each = 260
3. CAM Practice Internet Site Evaluation 100 pts
4. CAM Research Paper-PP 100 pts
5. Clinic Observation 100 pts
6. Final comprehensive exam 100 pts
(Total possible points for course = 1,120)
GRADE EVALUATION based on total points earned

A – 90-100  1,008 – 1,120
B – 83-89   929 – 1,007
C – 75-82   840 - 928
D – 65-74   728 - 839
F – 0-64    727 and below

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.
- Participate in assignments and responses to the Power Point Presentations and assigned Discussions
- Prepare scheduled class assignments/discussions/exam.
- Submit an evaluation of an alternative/complementary care website using the criteria in this syllabus on the specified date.
- Conduct Clinical Observations (site visit and interview) and submit paper using criteria in Blackboard.
- Prepare and submit a Power Point Presentation on a selected complementary/alternative topic.
- 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 original post must be completed in order to access the discussion.
- 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.
- Be respectful. 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).

Instructor 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 and presentations.
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 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. Blank initial posts to enter the discussion may receive point deductions.

4. Written assignments must be turned in according to the course calendar unless other arrangements have been made with the course instructor ahead of the due date. Assignments are submitted via Blackboard. Students are expected to review the syllabus, course calendar, and Blackboard My Grades 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. 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.

POLICIES:

Evaluation Input from Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on
Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)

University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://www.tamucc.edu/~students)

**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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.
Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

COURSE CALENDAR

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
<th>Assignments/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome and course introduction NCCIH</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 1 – Intro and CAM ideas</td>
</tr>
<tr>
<td>2</td>
<td>Insurance Costs and Coverage</td>
<td>Quizzes 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>Consumer Protection</td>
<td>Discussion 2 – Does your insurance cover any CAM</td>
</tr>
<tr>
<td></td>
<td>Review Project 1 Information (due in Unit 4)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Traditional Chinese &amp; Ayurvedic Medicine</td>
<td>Quizzes 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 3</td>
</tr>
<tr>
<td>4</td>
<td>Quackery &amp; Fraud</td>
<td>Quiz 6</td>
</tr>
<tr>
<td></td>
<td>Review Project 2 and select topic (due in</td>
<td>Discussion 4 – Project 1 – CAM practice</td>
</tr>
<tr>
<td></td>
<td>unit 7)</td>
<td>evaluation</td>
</tr>
<tr>
<td>5</td>
<td>Aromatherapy Botanicals</td>
<td>Quizzes 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 5</td>
</tr>
<tr>
<td>6</td>
<td>Food as Medicine Supplements</td>
<td>Quizzes 9 &amp; 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 6 –</td>
</tr>
<tr>
<td>7</td>
<td>Mind – meditation, MBSR, Placebo Effect</td>
<td>Quiz 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion 7 – Project 2 – Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>8</td>
<td>Yoga/Tai Chi/Qi Gong Exercise is Medicine</td>
<td>Quizzes 12 &amp; 13</td>
</tr>
<tr>
<td></td>
<td>Unit Topic</td>
<td>Assignments</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Chiropractic, Massage, Reflexology, Acupuncture, Site Visit Instructions – Project 3</td>
<td>Quizzes 14 &amp; 15, Discussion 8</td>
</tr>
<tr>
<td>10</td>
<td>Sensory – Light, Sound, Heat, Water, What’s in a name – Allopathic/Osteopathic/Naturopathic</td>
<td>Quizzes 16 &amp; 17, Discussion 9 –</td>
</tr>
<tr>
<td>11</td>
<td>Spirituality and Healing, Biofeedback</td>
<td>Quizzes 18 &amp; 19, Discussion 10 –</td>
</tr>
<tr>
<td>12</td>
<td>Ethnomedicine, Licensing, Certification, Credentialing</td>
<td>Quizzes 20 &amp; 21, Discussion 11 –</td>
</tr>
<tr>
<td>13</td>
<td>Self Care</td>
<td>Quiz 22 Discussion 12 – Site Visits – Project 3</td>
</tr>
<tr>
<td>14</td>
<td>Humor and Laughter as medicine</td>
<td>Quiz 23 Discussion 13 - CAM Experience</td>
</tr>
<tr>
<td>15</td>
<td><strong>Final Exam (due by Sunday midnight)</strong></td>
<td></td>
</tr>
</tbody>
</table>