

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Summer 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* NURS 604														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Introduction to Integrative Healthcare for Advanced Practice Nurses														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Integrative Healthcare														
7. Number of Units: 2														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Introduces the history and foundations of a transdisciplinary model of evidence-based integrative healthcare (IH) that includes the influence of the environment on healthcare. Presents an overview of nutrition and health, spirituality, mind body practice, and traditional whole body practices used to affect positive health-related changes. <i>Prerequisite NURS 502</i>														
9. Why is this course being proposed? To offer a more in-depth learning experience in care of integrative healthcare for MSN nurse practitioner students as an elective. Course was developed under a HRSA grant for a Fellowship program for experienced nurse practitioners to specialize in the care of the underserved. Course will be offered in the Fellowship and as an elective for students currently enrolled in the MSN program. Course is designated at a 600 level to recognize content is directed for a higher level of learning for Post MSN and MSN students.														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculum/schedule/catalog/curricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">2</td> <td style="text-align: center;">C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	2	C2	Activity			Lab		
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	2	C2												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NURS 502														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Virginia Mann

KINE support

From: Jeff Nessler
Sent: Tuesday, November 03, 2015 11:19 AM
To: Virginia Mann
Cc: Suzanne Moineau; Paul Stuhr; Regina Eisenbach
Subject: RE: KINE Sign-off on NURS Courses

Hi Virginia,

Kinesiology does not have any comments or concerns regarding this courses.

Jeff

From: Virginia Mann
Sent: Tuesday, November 03, 2015 10:57 AM
To: Jeff Nessler <jnessler@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>; Paul Stuhr <pstuhr@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: KINE Sign-off on NURS Courses

Hello Jeff,

Below are links to two Nursing courses that UCC would like Kinesiology to review: NURS 602 and 604. Please let me know if you have any comments or concerns regarding these courses. Thanks.

http://www.csusm.edu/academic_programs/catalogcurricula/DOCUMENTS/2015-16_CURRICULUM/COEHHS/NURS_602.pdf

http://www.csusm.edu/academic_programs/catalogcurricula/DOCUMENTS/2015-16_CURRICULUM/COEHHS/NURS_604.pdf

Virginia

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California State University
SAN MARCOS

NURS 604

Introduction to Integrative Healthcare

For Advanced Nursing Practice

Summer 2016

Faculty

Linnea Axman, DrPH, MSN, FNP-BC, FAANP

CSUSM School of Nursing
NURS 604
Integrative Health
Course Syllabus

Faculty

Professor: Linnea M. Axman, DrPH, MSN, FNP-BC, HHP, FAANP

Office: TBA

Cell: (619) 813-5732

Email: laxman@csusm.edu

Office Hours: TBA

Course Day and Time: TBA

Course Location: TBA

Prerequisite: NURS 502

Introduction to Integrative Healthcare

Catalog Description:

Introduction to Integrative Healthcare (2 units). Introduces the history and foundations of a transdisciplinary model of evidence-based integrative healthcare (IH) that includes the influence of the environment on healthcare. Presents an overview of nutrition and health, spirituality, mind body practice, and traditional whole body practices used to affect positive health-related changes.

Integrative medicine (IM) or healthcare (IH), as defined by the National Center for Complementary and Alternative Medicine (CAM) at the National Institutes of Health (NIH, 2009), "combines mainstream therapies and CAM therapies for which there is some high-quality scientific evidence of safety and effectiveness". Complementary generally refers to using a non-mainstream approach together with conventional medicine and Alternative refers to using a non-mainstream approach in place of conventional medicine.

Course Outcomes:

Upon successful completion of this course, students will be able to:

1. Define IH terms, concepts, and phrases.
2. Discuss the history of IM, IH, and CAM in general and specifically within the US Healthcare System.
3. Analyze differences and commonalities with regard to CAM and IH and/or IM.
4. Describe the Transdisciplinary Model of Evidence-Based Integrative Healthcare
5. List the Principles of Integrative Healthcare.

5. List the Principles of Integrative Healthcare.
6. Explain Patient Centered Care within the context of Integrative Healthcare.
7. Analyze the influence of environment on health, healthcare, and “healing”.
8. Communicate an introductory understanding of the ethical and legal issues that must be considered when offering of IH.
9. Demonstrate a beginning understanding of the use of IH therapies used alongside allopathic therapies to include but not limited to nutrition and dietary supplements, mind-body practice and traditional whole body healthcare (i.e., Ayurveda and Traditional Chinese Medicine, Naturopathy).
10. Demonstrate a case study that typifies the safe provision of Integrative Healthcare in one or more settings (e.g., hospital, community, and home).

University Writing Assignment

University Writing Requirement will be met by the Case Study Paper as described below.

Methods of Evaluation

Basic Skills Training	Quiz- Pass/No Pass (bring copies of results to second class meeting)
Class Participation	25 points (11%)
Five (5) 10 point quizzes	50 points (22%)
Case Study Presentation	50 points (22%)
Case Study Paper	100 points (45%)

Standard Grading Scale

A total of 225 points may be achieved in this course. Letter grades will be assigned according to the following points:

Letter Grade	Points
A (90-100%)	203-225
B (80-89%)	180-202
C (73-79%)	160-179
D (60-70%)	135-159
F (<59%)	≤134

Course Expectations

1. This is an in-class/on-campus course. The format will be a variety of participatory activities including in-class activities, assignments, homework, and classroom and on-line discussion and seminar. Students are expected to prepare for and participate actively in class.

2. Class participation includes purchase of or proof of ready access to text books either in hard copy or in e-book/learning format, and a respectful and receptive attitude towards classmates and the professor. All cellular phones, pagers, beepers and other such electronic equipment to communicate or text message others are to be turned off during class periods.
3. Class participation requires at least an entry level understanding of computer and word-processing basics. Basic Skills TrainingTutorials are provided as pre-work and first weeks' class assignments (Pass/Fail). Refer to schedule for details on page 7 of this document.
4. All written assignments are to be submitted typed in 12-point font (Ariel or New Times Roman), and double-spaced. Students are required to follow the writing and citation directions found in the most current edition of the American Psychological Association Publication Manual. All papers are due by midnight on the day the assignment is due unless by prior arrangement with the instructor. If illness or an emergency situation should occur, please contact the instructor to arrange for an alternate date to submit the assignment that is due.
5. Students are expected to adhere to the University policies on academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments will be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism, be sure to document the sources of your work, using standard APA citation format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited. Disciplinary action may include lowering of grades or the assignment of a failing grade.
6. Students are expected to maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing names from course papers/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Other potential identifying information includes specific work place, address, birth date and numbers associated with that person (admission or hospital number) and should not be used. For example, rather than state a patient works at Escondido High School in the Information Technology Department, use much more general information such as the patient works in a technology job in a San Diego County school system. Failure to protect the privacy of others is a violation of the Health Information Protection and Privacy Act (HIPPA).

Course Requirements

1. **Class participation:** Over the course of the semester, students will participate in a variety of in-class activities and discussions. The purpose of these activities is to demonstrate masters' level understanding of written and lecture materials, provide an opportunity for assimilation and application of new information and to stimulate critical thinking as it applies to the ethical and scientifically sound application of Integrative Healthcare in real world settings. Students will be asked to lead a class opening and may be asked to participate in movement and other hands-on activities in class including but not limited to aromatherapy, guided imagery, energy work, yoga, and Chi Kung. If any student has concerns about these participatory activities, they should discuss with the course instructor as soon as concerns arise.
2. **Integrative Case Study/Plan of Care:** Students will work in dyads, each providing an in depth health assessment of the other including H&P and ROS within the limitations of the classroom environment using the forms provided. An Integrative Healthcare SOAP note will be developed that incorporates no more than 3 problems that can be addressed using allopathic and complementary and alternative therapies **for which there is scientific evidence**; in-class time will be provided each week for follow-up. Students will only divulge information to their partner that they feel comfortable providing. Additionally, students may fabricate concerns and personal information. No real names will be used on any forms. The final product from this assignment will be a paper at least 5 pages and no more than 10 pages in length that discusses the therapies (pharmaceutical, nutritional, herbal, energetic, mind-body, movement, other) selected for the client following current APA format guidelines not counting Title Page, References, and Appendices (i.e., H&P, ROS, SOAP notes). More details on the Integrative Case Study/Plan of Care may be found on page 15 of this syllabus.

Please Note. Graduate level writing is an expectation is in this course. If you know that writing is not your strong suit, seek assistance from the CSUSM Writing Center (<http://www.csusm.edu/writingcenter/index.html>) early in the course. Keep current with weekly assignments and you will not fall behind with your writing.
3. **Integrative Case Study Presentation.** Each student will develop a no more than 20 slide power point presentation about **one of the three problems** they worked on with their client and the research-based recommended therapies. Instructor approval of presentation topic is a mandatory step in the process so that we do not have half of the class presenting on the same topic. The total presentation should be limited to 20 minutes including questions from the audience. Students are encouraged to be creative. More information on the presentation can be found on page 16 of this syllabus.
4. **Five 10 point quizzes.** Students will take five 10 point quizzes over the 15-week course. Quizzes will focus on previous week's assigned readings and supplemental material found on Cougar Courses. Quizzes are designed to assess knowledge gained about specific Integrative Therapies.

5. **Pass/No Pass Quizzes/Exercises.** The students will complete Pass/No Pass activities during the course, usually during the conduct of on-line course work. For all course work assigned Pass/No Pass, students must achieve a passing grade in order to pass the course.

Special Assistance

Should you require special accommodations because of a documented disability, please notify the professor early in the semester. The student should provide appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905.

Required Textbooks

Committee on the Use of CAM by the American Public, Board of Health Promotion and Disease Prevention, Institute of Medicine (2005 or most current edition). *Complementary and alternative medicine*. National Academy Press: Washington, DC.

Maizes, V., Rakel, D., & Niemiec, C. (2009). Integrative medicine and patient-centered care. IOM Summit on Integrative Medicine and the Health of the Public

Rakel, D. (2014) Integrative medicine (3rd Ed.). Elsevier Saunders: Philadelphia.

Svoboda, R. & Lade, A. (2005 or most current edition). Tao and dharma: Chinese medicine and Ayurveda. Lotus Press: Twin lakes, WI.

Recommended Textbooks

Koopsen, C, & Young, C. (2009 or most current edition). Health: A holistic approach for health professionals. Jones & Bartlett, Publishers, LLC

Lie, K. (2010). Mind, Body, Spirit - Healthcare for the whole person

Sizer, F. & Whitney, E. (2014). Nutrition: Concepts and controversies. Wadsworth Sengage Learning.

Skidmore-Roth, L. (2010). Mosby's handbook of herbs and natural supplements. Mosby Elsevier: Saint Louis.

Tigunait, P.R. (1983). *Seven systems of Indian philosophy*. Himalayan Institute Press: Honesdale, PA.

Ty, V. (2012). Thinking outside the pill box: A consumer's guide to integrative medicine and comprehensive wellness. AuthorHouse: Bloomington, IN.

DATE	TOPIC	READING / ASSIGNMENT
<p>Prework On-Line</p>	<p>Course Prework</p> <p>Basic Skills Training: In this module you will be introduced to the Cougar Course learning platform, you will assess your own personal learning style, and you will evaluate your readiness to work with computers and computer files at the level necessary to be successful in this and other university courses. Finally, self-care strategies and resources will be provided.</p>	<p>http://www.ctdlc.org/remediation/</p> <p>http://www.gcflearnfree.org/computerbasics</p>
<p>Week 1</p>	<p>Instructor-led Class Opening</p> <p>Lecture/Discussion: Part I. Getting Started In this module you will begin to explore your experiences (and your classmates' experiences) with Integrative Healthcare (IH) and some of the terms, concepts and phrases commonly used in IH. This objective will be accomplished as you acquaint yourself with the course syllabus and the online environment and the Learning Management System, <i>Cougar Courses</i>. (Course objective 1).</p> <p>Lecture/Discussion: Part II. The Healing Encounter Module 1/week 1 continues with a review of the health history and physical, ROS, and SOAP notes as it applies to the Integrative Healthcare encounter.</p> <p>Dyad Problem Solving/Case Study Work (Course objective 10)</p>	<p>Explore NCCAM http://nccam.nih.gov/about/ata glance</p> <p>Review</p> <p>“Complementary, Alternative, or Integrative Health: What’s In a Name?” (http://nccam.nih.gov/health/whatis cam)</p> <p>Read</p> <p>Rakel, Chapter 3: “The Healing Encounter”</p>
<p>Week 2</p>	<p>Instructor-led Class Opening</p> <p>Lecture/Discussion: Learning about Integrative Healthcare History and Related Definitions</p> <p>In this module you will continue to increase your IH vocabulary as you read about, reflect on, and discuss the history of IM, IH, and CAM within the US Healthcare System and the differences and similarities</p>	<p>Read: Maizes, V., Rakel, D., & Niemiec, C. (2009) pp 1-9, “Integrative Medicine History and Definitions”</p>

	<p>between IM, IH, and CAM. You will be introduced to the Transdisciplinary Model of Evidence-Based Integrative Healthcare (Course objectives 1, 2, 3, 4).</p> <p>Dyad Problem Solving/Case Study Work (Course objective 10)</p>	<p>Rakel, Chapter 1 “The Philosophy of Integrative Medicine”</p> <p>Continue to Review:</p> <p>“Complementary, Alternative, or Integrative Health: What’s In a Name?”</p> <p>(http://nccam.nih.gov/health/whatiscam)</p>
<p>Week 3</p>	<p>Student-led Class Opening</p> <p>Lecture/Discussion: Part I: Integrative Healthcare and Patient-Centered Care</p> <p>In this module, you will be introduced to the Principles of Integrative Healthcare and the explanation of Patient Centered Care within the context of Integrative Healthcare. (Course objectives 1, 5 & 6).</p> <p>Lecture/Discussion: Part II: The Environment and Health: An Integrative Approach</p> <p>In this module you will be introduced to the role of environment in health and disease and you will analyze the influence of environment on health, healthcare, and “healing” using an ecological model of health (Objectives 1 & 7).</p> <p>Dyad Problem Solving/Case Study Work</p>	<p>Read</p> <p>Maizes, V., Rakel, D., & Niemiec, C. (2009) pp 9-20, “Integrative Medicine in Practice”</p> <p>Read</p> <p>Rakel, Chapter 2. “Creating Optimal Healing Environments”</p>
<p>Week 4</p>	<p>Student-led Class Opening</p> <p>QUIZ #1 (weeks 1-3)</p> <p>Lecture/Discussion: Part I: Legal and Ethical Issues</p>	<p>Read:</p>

	<p>In part I of this module you will be introduced to the ethical and legal issues that must be considered when offering IH services (Objective 8).</p> <p>Lecture/Discussion: Part II: Ayurveda (The science of life and longevity)</p> <p>In part II of this module, you will be introduced to the Ayurvedic philosophy and associated therapies uses. Manual Medicine and integrative pain management are introduced. (Objective 9).</p> <p>Dyad Problem Solving/Case Study Work</p>	<p>Adams, L.A. (2014). Complementary Medicine in Ethics in Medicine</p> <p>https://depts.washington.edu/bioethx/topics/compl.html</p> <p>Read</p> <p>Svoboda & Lade (2005). Tao and Dharma, pp 44-78</p>
Week 5:	<p>Student-led Class Opening</p> <p>Lecture/Discussion: Part I: Chinese Medicine In part I of this module, you will be introduced to the philosophy of Chinese medicine and associated therapies and uses. Manual Medicine and integrative pain management are introduced. (Objective 9).</p> <p>Lecture/Discussion Part II: Naturopathy In part II of this module, you will be introduced to the philosophy, use, and associated therapies of Naturopathy. Manual Medicine and integrative pain management are introduced. (Objective 9).</p> <p>Dyad Problem Solving/Case Study Work</p>	<p>Read</p> <p>Svoboda & Lade (2005). Tao and Dharma, pp 10-42</p> <p>Read</p> <p>“Naturopathy: An Introduction”, http://nccam.nih.gov/health/naturopathy/naturopathyintro.htm</p> <p>Wardle & Oberg (2011). The Intersecting Paradigms of Naturopathic Medicine and Public Health: Oppo...</p>
Week 6	<p>Student-led Class Opening</p> <p>QUIZ #2 (weeks 4 & 5)</p>	<p>Read</p>

	<p>Lecture/Discussion: Botanicals, Dietary Supplements, Nutrition and Health.</p> <p>Part I: Principals of preventative and therapeutic nutrition will be reviewed and you will be introduced to the study of micronutrients and supplements. (Course objective 9)</p>	<p>-Sizer, F. & Whitney, E. (2014). Nutrition: Concepts and controversies. Wadsworth Sengage Learning, Chapters 1, “Food Choices and Human Health” and 11, “Diet and Health”</p>
<p>Week 7</p>	<p>Student-led Class Opening</p> <p>Lecture/Discussion: Botanicals, Dietary Supplements, Nutrition and Health.</p> <p>Part II: You will be introduced to the foundations of Botanical Medicine and the common interactions between over the counter and prescription pharmaceuticals. (Course objective 9)</p> <p>Dyad Problem Solving/Case Study Work</p>	<p>Read Cefalu WT, Floyd ZE, Stephens JM, et al. Botanicals and translational medicine: a paradigm shift in research approach. Nutrition. 2014; 30 (7–8S):S1–S68.</p> <p>Selected Readings from: - Skidmore-Roth, L. (2010). Mosby’s handbook of herbs and natural supplements. -Ty, V. (2012). Thinking outside the pill box: A consumer’s guide to integrative medicine and comprehensive wellness.</p>
<p>Week 8</p>	<p>Student-led Class Opening</p> <p>QUIZ #3 (weeks 6 & 7)</p> <p>Body/Mind/Spirit Healthcare. The student will explore the role of spirituality in healthcare and mind-body practice, and is introduced to integrative mental healthcare practice. (Course objective 9)</p>	<p>View NCCAM :Lecture Series on Spirituality an Health at http://nccam.nih.gov/training/videlectures/spirituality.htm</p>

	<p>Lecture/Discussion: Part I. Introduction to Health and Spirituality.</p> <p>Dyad Problem Solving/Case Study Work</p>	
Week 9	<p>Student-led Class Opening</p> <p>Body/Mind/Spirit Healthcare.</p> <p>Lecture/Discussion: Part II. Mind- Body Practice</p> <p>Mind and body practices are a large and diverse group of techniques that are administered or taught to others by a trained practitioner or teacher. Examples include acupuncture, massage therapy, meditation, relaxation techniques, spinal manipulation, and yoga. (Course objective 9)</p> <p>Dyad Problem Solving/Case Study Work</p>	<p>Read</p> <p>“Acupuncture: What you need to know”, http://nccam.nih.gov/health/acupuncture/introduction</p> <p>“Meditation: What you need to know”, http://nccam.nih.gov/health/meditation/overview.htm</p> <p>“Yoga for Health”, http://nccam.nih.gov/health/yoga/introduction.htm</p>
Week 10	<p>Student-led Class Opening</p> <p>Body/Mind/Spirit Healthcare.</p> <p>Lecture/Discussion: Part III. Introduction to Integrative Mental Healthcare Practice (Course objectives 7, 9, 10)</p>	<p>Read:</p> <p>Hölzel BK, Carmody J, Vangel M, et al. Mindfulness practice leads to increases in regional brain gray matter density. <i>Psychiatry Research: Neuroimaging.</i> 2011; 191(1):36–43.</p> <p>Effect of sweet orange aroma on experimental anxiety in humans. Goes TC, Antunes FD, Alves PB, and Teixeira-Silva F. <i>J Altern Complement Med.</i> 2012</p>

	<p style="text-align: center;">Dyad Problem Solving/Case Study Work</p>	<p>Aug; 18(8):798-804. doi: 10.1089/acm.2011.0551. Epub 2012 Jul 31.</p> <p>Saint John's Wart and Depression: What the science says: http://nccam.nih.gov/health/providers/digest/depression-science</p> <p>Scan</p> <p>Rakel, D. (2012) Integrative medicine (3rd Ed.), Chapters 4-8</p> <p>Selected readings from:</p> <p>--Lie, K. (2010). Mind, Body, Spirit - Healthcare for the whole person</p>
<p>Week 11</p>	<p>Student-led Class Opening</p> <p>QUIZ #4 (weeks 8-10)</p> <p>Adult-Gero IH Focus</p> <p>Lecture/Discussion: Part I. The student is introduced to the uses of IH in the specialty fields of Cardiology, Diabetes, Gastroenterology, Neurology, and Oncology. (Course objectives 7, 9, 10)</p>	<p>Read</p> <p>Jedel S, Hoffman A, Merriman P, et al. A randomized controlled trial of mindfulness-based stress reduction to prevent flare-up in patients with inactive ulcerative colitis. <i>Digestion</i>. 2014; 89:142–155.</p> <p>American Cancer Society Guidelines on Nutrition and</p>

	<p>Lecture/Discussion: Part II. Issues specific to men's health are described.</p> <p>(Course objectives 7, 9, 10)</p> <p>Dyad Problem Solving/Case Study Work</p>	<p>Physical Activity for Cancer Prevention Reducing the Risk of Cancer With Healthy Food Choices and Physical Activity, http://onlinelibrary.wiley.com/doi/10.3322/caac.20140/pdf</p> <p>Read</p> <p>Saw Palmetto Health and Safety, http://nccam.nih.gov/health/palmetto/ataglance.htm</p>
Week 12	<p>Student-led Class Opening</p> <p>Lecture/Discussion: Integrative Healthcare for Women Students will explore the use of IH in women's health issues to include preconceptual and postnatal concerns (Course objectives 7, 8, 9, 10)</p> <p>Dyad Problem Solving/Case Study Work</p>	<p>Read</p> <p>Elkins GR, Fisher WI, Johnson AK, et al. Clinical hypnosis in the treatment of postmenopausal hot flashes: a randomized controlled trial. Menopause: The Journal of the North American Menopause Society. October 22, 2012. Epub ahead of print.</p>
Week 13	<p>Student-led Class Opening</p> <p>Lecture/Discussion: Integrative Healthcare for Children Students will explore the uses of IH in the specialty fields of Pediatric Gastroenterology and Neurology</p>	<p>Read</p> <p>Britton WB, Lepp NE, Niles HF, et al. A randomized controlled</p>

	(Course objectives 7, 8, 9, 10) Dyad Problem Solving/Case Study Work	pilot trial of classroom-based mindfulness meditation compared to an active control condition in sixth-grade children. Journal of School Psychology. 2014; 52(3):263–278. Selected readings from: Kulbert, T., & Olness, K. (2010 or most current edition). Integrative pediatrics: (Weil Integrative Medicine).
Week 14	Student-led Class Opening QUIZ #5 (weeks 11-13) Participation/Integration. The student deepens their understanding of one or more areas of IH by searching the literature in an area of interest (e.g., acupressure, yoga, meditation) and participating in guest speaker panel presentation (Course objectives 7, 8, 9, 10). Guest speaker panel presentation with Q&A Dyad Problem Solving/Case Study Work	Read Selected readings from NCCAM http://nccam.nih.gov/research/results
Week 15	Instructor-led Class Opening Presentations (Course objectives 7, 8, 9, 10)	
Week 16	Instructor-led Class Opening Presentations (Course objectives 7, 8, 9, 10)	

Integrative Healthcare Case Study Report

For purposes of this class, an Integrative Healthcare (IH) case study report describes a particular patient's whole person evaluation including diagnosis, care and treatment plan. Most of the cases chosen for case studies are interesting, unusual or include complications in care and treatment. A case study report is written in a specific format. To write an IH case study report you will need to partner with a colleagues (fellow classmate) and collect information in order to write the report.

Steps

1. Select a case:
 - a. Select a partner.
 - b. Perform an H&P and ROS and prioritize problems.
 - c. Select one problem (diagnosis or concern) to write about.
2. Research the case.
 - a. Review the current literature on the diagnosis and the evidence-based allopathic and CAM care and treatments that will be the focus of your case study report.
 - b. Librarians can help you find journal articles or books that provide the most current information on your topic of interest. This information will be a significant part of your paper once you begin writing.
3. Gather information.
 - a. Gather the patient's demographic information (age, medical history, medication and nutritional and herbal supplement use, traditional whole-body medicine, mind-body practices, current and past diagnoses, etc.). Provide detailed information about the patient so your audience about the case.
4. Write the report.
 - a. Write the case study report.
 - i. Following APA guidelines (current edition) and the standard format for a case report, **include: introduction, case presentation, discussion, conclusion, references, and appendices**. Please note. Normally an abstract is also written, but you will not be required to do so for this paper.
 - ii. Report to be no less than 7 and no more than 10 pages (following APA format **exclusive of** Title page, references and appendices.
 - iii. Review the following video on the components of a case report

<https://www.youtube.com/watch?v=RzdiCvtaPGg>

- iv. Review Integrative Medicine/Healthcare case study examples provided on Cougar Courses

Integrative Healthcare Case Study Presentation

This activity is designed to expand your knowledge about a variety of diagnoses and healthcare issues that may utilize evidence-based integrative healthcare modalities. Additionally, this activity will enhance your presentation skills and require you to thoughtfully defend your therapeutic decisions.

Assignment:

The total presentation should be limited to 20 minutes including questions from the audience. Your Power Point Presentation font size should be no smaller than 28. The required elements for a case study presentation may be found in a ppt slide set in Cougar Courses Module 14.

Case Study Grading Criteria			
		Score	Comments
The Case Study methodology communicates: (80)	Introduction (10)	10	
	Case presentation (20)	20	
	Discussion (10)	20	
	Conclusion (10)	10	
	References (10)	10	
	Appendices (Forms, SOAP notes) (10)	10	
The Written Presentation of Information and/or Data demonstrates: (20)	APA Format (appropriately used) (10)		
	Recommended structure for the case study (10)		
	TOTAL	/100	
The Oral Defense (Presentation) is: (50)	Organized (5)		
	Coherent (10)		
	Inclusive of the required elements of the case study(20)		
	Answers questions knowledgably (10)		
	Stays within specified time limit and slide number (5)		
	TOTAL	/50	