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**NURS 604**

**Introduction to Integrative Healthcare**

**For Advanced Nursing Practice**

**Summer 2018**

**Hybrid Intensive**

**Faculty**

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

**CSUSM School of Nursing**

**NURS 604**

**Integrative Health**

**Course Syllabus**

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

**Office: Virtual**

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**Office Hours: Zoom Virtual Meetings scheduled and by appointment**

**Course Day and Time: Online completion + Friday & Saturday 9AM – 4 PM (break for lunch 12N- 1 PM). Online course officially begins August 29 and last submission is due on December 5, 2018 at 1155 PM (2355). On Campus days are September 14 & 15, 2018.**

**Course Location: NP Debrief Room 352**

**Prerequisite: Admission into Advanced Practice Residency or permission of instructor**

**Credits: 2 semester units or 30 CEUs**

**Introduction to Integrative Healthcare**

**Catalog Description:**

**Introduction to Integrative Healthcare (30 CEUs).** This seminar course introduces the student to the history and foundations of a Transdisciplinary Modeled of Evidence-based Integrative Healthcare (IH) to include the influence of the environment on healthcare. This introductory course presents an overview of nutrition and health, micronutrients and supplements, spirituality, mind body practice, and traditional whole-body practices used to effect 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.
6. Analyze the influence of environment on health, healthcare, and “healing”.
7. Communicate an introductory understanding of the ethical and legal issues that must be considered when offering of IH.
8. 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) for common chronic diseases.
9. 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 Discussions, Responses, Case Presentations and Peer Reviews as described below.

**Methods of Evaluation**

|  |  |
| --- | --- |
| Class Participation | Must complete activities in online environment with a Pass or an 80% **AND** attend 2 face-to-face classes to receive a Pass and to receive CEUs. |
| Syllabus Quiz | Pass/No Pass |
| 8 Graded Discussions with associated Responses | 100 points each total for 700-800 points |
| 2 Face-to-Face Days | Pass/No Pass |
| Case Presentation | 100 points |
| Peer Review | 100 points |
| **Total Points\*** | 900-1000 |

**Pass/No Pass Grading Scale**

**Life Happens**. I understand that life happens (e.g., work, illness, family emergencies); therefore, I will drop the one (and only one) lowest Discussion grade over the semester if it will not affect your overall average\*.

The learner must receive a Pass and an average of 80% for all above activities in order to receive a Pass for the course. The learner must be present for the two face-to-face days to Pass the course and receive CEUs.

**Pass: 80% average for all activities + two face-to-face days**

**No Pass: < 80%**

**Course Expectations**

1. This is a hybrid course. The format will be a variety of participatory activities including in-class activities and on-line discussion and seminar. Students are expected to prepare for and participate actively in online and face-to-face classes 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 face-to-face activities.
3. Class participation requires at least an entry level understanding of computer and word-processing basics.
4. All online discussions are to be written in 12 font Times new Roman or Arial; you may single space for online discussion. Students are required to follow the writing and citation directions found in the most current edition of the American Psychological Association Publication Manual with the above exception for spacing. Power Point presentations are to be submitted in font size 28 Ariel or New Times Roman.
5. **All eight Discussions and associated Responses are due by October 27th 2018 at 1159 PM**. **Initial Power Point case study presentations are to be uploaded NLT November 26, 2018 at 1159 and commented on (Peer Review) by December 1 at 1159 PM. Peer Review will be used to strengthen your presentation. Final submissions of Power Point presentations are due on December 5, 2018.** **There are no exceptions to the end date.** If an emergency situation should occur, please contact the instructor to arrange for an alternate date to submit the assignment that is due.
6. 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.
7. 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).
8. **The syllabus is subject to change.**

**Course Requirements**

1. **Class participation**: Over the course of the semester, students will participate in a variety of online and face-to-face 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 participate in movement and other hands-on activities in class including but not limited to aromatherapy, guided imagery, energy work, massage, 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 Presentation.** Each student will develop a Power Point presentation about a patient with a disease, condition, concern and the research-based recommended therapies they used, recommended or might have used in a “perfect world”**. 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 (This approval process will be accomplished in Module one through Discussion 1). The total presentation should be **limited to 24 slides exclusive of Title and Reference slides.** Learners are encouraged to be creative. More information on the presentation and associated Peer Review can be found on pages 9-11 of this syllabus. **Initial submissions are due on November 26; final submissions (after Peer Review) are due NLT December 5, 2018 at 1155 PM (2355).**
3. **Peer Review.** Each student will peer review one other student’s case presentation following the guidelines on pages 10-11 of this syllabus. **Peer Reviews are due NLT December 1, 2018.**
4. **Successful completion of activities**. For all course work assigned Pass/No Pass, students must achieve a Pass; for all activities assigned a grade, students must receive an 80% average in order to pass the course and receive CEUs. Students MUST attend the two-day face-to-face hands on activities in order to receive credit.
5. **Life Happens**. I understand that life happens (e.g., work, illness, family emergencies); therefore, I will drop the one (and only one) lowest Discussion grade over the semester if it will not affect your overall average.

**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 (current edition). *Complementary and alternative medicine.* National Academy Press: Washington, DC. (**Link to online reading Available in Cougar Course).**

**Rakel, D. (2018) Integrative medicine (4th Ed.). Elsevier Saunders: Philadelphia.**

**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.

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

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.

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| **DATE** | **TOPIC** | | | **READING / ASSIGNMENT** |
| **Module 1** | **Learning Activity: Part I. Getting Started**  **Learning Activity: Part II. The Healing Encounter**  (Course objective 10). | | | **Read/view all course shell videos, power points and url links; browse additional resources**  **Read**  Rakel, Chapter 3 and 114: “The Healing Encounter” and “Creating Ceremony in the Medical Encounter”  **Syllabus Quiz (P/NP)**  **Discussion 1: Introduce Yourself to the Instructor** |
|  | **Lecture/Discussion Part I: Learning about Integrative Healthcare History and Related Definitions**  (Course objectives 1, 2, 3, 4, 5 & 6). | | | **Read/view all course shell videos, power points and url links; browse additional resources**  **Discussion 2: Legal and Ethical Issues** |
| **Module 3** | **Lecture/Discussion Part I: The Environment and Health: An Integrative Approach**  **Lecture/Discussion Part II: Naturopathy**  . (Objective 9). | | | **Read/view all course shell videos, power points and url links; browse additional resources**  **Discussion 3: Naturopathy** |
| **Module 4** | **Lecture/Discussion Part I: Ayurveda (The science of life and longevity)**  **Lecture/Discussion Part II: Chinese Medicine** | | | **Read/view all course shell videos, power points and url links; browse additional resources**  **Discussion 4: Ayurveda OR Traditional Chinese Medicine** |
| **Module 5** | **Lecture/Discussion: Botanicals, Dietary Supplements, Nutrition and Health.**  **Part I:** Principals of preventative and therapeutic nutrition  **Part II:** Foundations of Botanical Medicine and the common interactions between over the counter and prescription pharmaceuticals  (Course objective 9) | | | **Read/view all course shell videos, power points and url links; browse additional resources**  **Read**  **Discussion 5: Drug and Supplement Interaction** |
| **Module 6** | **Body/Mind/Spirit Healthcare.**  **Lecture/Discussion Part I: Introduction to Health and Spirituality.**  **Lecture/Discussion Part II: Mind- Body Practice**  (Course objective 9) | | | **Read/view all course shell videos, power points and url links; browse additional resources**  **Discussion 6: Body/Mind/Spirit in Healthcare** |
| **Module 7** | **Body/Mind/Spirit in Healthcare**  **Lecture/Discussion Part III: Introduction to Integrative Mental Healthcare Practice**  (Course objectives 7, 9, 10)  **Adult-Gero IH Focus**  **Lecture/Discussion: Part I.** The student is introduced to the uses of IH in the specialty fields of Cardiology, Diabetes, Gastroenterology, Neurology, and Oncology**.**  **Integrative Healthcare for Men will be introduced**  (Course objectives 7, 9, 10) | | | **Read/view all course shell videos, power points and url links; browse additional resources**  **Scan**  **Discussion 7: Adult-Gero Integrative Health: Focus on Men** |
| **Module 8** | | **Adult-Gero continues**  **Lecture/Discussion Part I: Integrative Healthcare for Women**  **IH for Children**  **Lecture/Discussion:** **Integrative Healthcare for Children**  (Course objectives 7, 8, 9, 10) | **Read/view all course shell videos, power points and url links; browse additional resources**  **Discussion 8: Adult-Gero Integrative Health: Focus on Children** | | |
| **On Campus**  **Module 9** | | **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 presentation on Reiki, Aromatherapy and Massage Therapy  (Course objectives 7, 8, 9, 10). | **Read/view all course shell videos, power points and url links; browse additional resources**  **Classroom and Hands on activities** | | |
| **On Campus**  **Module10** | | **Participation Integration continues…**  (Course objectives 7, 8, 9, 10) | **Classroom and hands on activities** | | |
| **Module 11** | | **Initial and Final Case Presentations** | **Submit Initial and Final Case Presentations** | | |
| **Module 12** | | **Peer Review** | **Submit Peer Review**  **Submit Course Evaluation** | | |

**Integrative Healthcare Case 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.

For purposes of this class, the Integrative Healthcare Case Presentation activity includes a whole person evaluation of a patient including diagnosis, care and treatment plan. To perform this activity, you will need to collect information in order to develop a plan of care.

Steps

1. Select a case:
   1. Use a patient from your current or previous clinical
   2. Perform a pertinent RoS and H&P
   3. **Select one problem** (diagnosis or concern) to present as a case Presentation using Power Point
2. Research the case.
   1. Review the current literature on the diagnosis and the evidence-based allopathic and CAM care and treatments that will assist your client/patient.
   2. Librarians can help you find journal articles or books that provide the most current information on your topic of interest. Keep a list of references that you used to inform your care plan.
3. Gather information.
   1. 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 understands the case. Include the RoS, H&P, SOAP Notes, and other relevant information

The total presentation should be limited to no more than 24 slides exclusive of Title and Reference slides and Appendices if you use them. 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 Community.csusm Cougar Course shell under Resources: Case Presentation Template and Example

**Review the video at** [**https://www.youtube.com/watch?v=3KqELsX-dp8**](https://www.youtube.com/watch?v=3KqELsX-dp8) **for suggestions on how to present the case study.**

**Peer Review**

Provide feedback to the learners whose projects you agreed to review. List the name of the learner for whom you are providing feedback in the subject area of your post so the learner can easily identify your feedback.

The objectivity that comes from another point of view can add the clarity you need to complete your own work. Remember, all written work can be improved and hopefully used in your professional life. It can be revised and strengthened, and this is an important element of the self-reflection process. If you wish, you can incorporate the feedback you receive into your care plan presentation for future use.

**Giving Feedback**

**When giving feedback, address the following criteria:**

* Identify the strengths of the work. Then identify the area or areas that would benefit from expansion or clarification.
* Comment on how well the writer synthesizes the current research for pathological changes on the selected disease process. Is the researched weaved together?
* Comment on your peer's recommendations for integrative healthcare interventions. Are they evidence-based? Are they ethical?
* Comment on how concise the treatment plan is. Are there areas where information could be clarified?
* Avoid focusing your comments on issues of grammar and copyediting, though if the work needs help in these areas, you can certainly mention it. The bulk of your feedback should focus on how well the draft achieves the assignment's objectives/instructions.
* Your feedback will be used to strengthen the presentation.