

UNIVERSITY OF MASSACHUSETTS *Amherst*
School of Nursing
N320H: Holistic Health and Complementary/Alternative Medicine
Spring 2005

Mary Anne Bright

Email: mabright@nursing.umass.edu

- I. **Course Number, Title and Credits: N320: Holistic Health and Complementary/Alternative Medicine, 3 credits.**
Gen Ed Designations: SB and G, Enriched Honors

- II. **Rationale:**
Current trends in the integration of complementary and alternative therapy into conventional Western biomedicine needs to be examined in light of comparative philosophical approaches to understanding human health. Critical analysis of political, cultural and environmental influences on health and health care contribute to understanding of the larger systems and individual processes that enhance health.

- III. **Course Description:** Complementary/alternative medicine is critically examined in light of holistic and biomedical perspectives of health, cultural contexts of health and health care, dynamics of systems and individual change, and evidence-based analysis of therapeutic effectiveness.

- IV. **Course Objectives:** *(All course objectives are encompassed in the thinking domain of the School of Nursing Curriculum Design.)*
 1. Compare philosophical and theoretical foundations of conventional biomedical and holistic health paradigms.
 2. Investigate the impact of political and social trends on the use of complementary/alternative modalities.
 3. Analyze the relationship of culture to health, healing and health care.
 4. Compare definitions of health and healing from selected cultural perspectives.
 5. Explain health from the vitalistic perspective of subtle energy dynamics.
 6. Evaluate the effectiveness of selected complementary/alternative therapies in light of relevant research.
 7. Appraise how health beliefs affect health choices and behavior.

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8. Apply principles of selected theories of change to discussions of health behavior and health intervention.
9. Evaluate the experience of personal health behavior change in light of the Health Belief Model and selected theories of change.
10. Identify past, present and future trends in integrative and holistic health care.

V. **Prerequisites:**

School of Nursing or Commonwealth College major; have taken at least one course related to human health, or permission of instructor.

VI. **Time Allotment:**

Wednesdays, 1-4pm.

VII. **Teaching Personnel:**

Mary Anne Bright, EdD, APRN-BC

Associate Professor Emerita

Phone: 665-3960

Email: mabright@nursing.umass.edu

VIII. **Teaching/Learning Methods:**

Class preparation sheets, lecture, discussion, in-class writing, experiential exercises, homework assignments, videos, guest speakers, examinations.

IX. **Methods of Evaluation:**

<i>Assignment</i>	<i>Description</i>	<i>Points</i>
Class Prep Sheets	(10, each worth 3 pts)	Total: 30
Critical Analysis	(10, each worth 2 points)	Total: 20
Change for Health	(Homework Assignment)	Total: 15
Culture and Health	(Homework Assignment)	Total: 15
Midterm Exam:	(Multiple Choice, Short Ans)	Total: 10
Final Exam:	(Multiple Choice, Short Ans)	Total: 10

Attendance: Class attendance is required, not only as a Campus-wide academic policy, but also for ongoing support of the teaching-learning environment. Each student offers a unique and valuable presence and perspective that is lost to the class when the student is absent. Each student is a contributor to classroom learning.

Attendance and Grade: Full grade credit for **Class Prep Sheets** (3 points each) requires attendance on the date the Prep Sheet is due.

Prep Sheets are handed in at the beginning of each class. If student is absent, the completed Prep Sheet can be handed in the next week for 1 credit.

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Critical Analysis Papers are assigned at the end of each class and are completed in class; therefore, attendance is required to earn credit (2 points each) for these assignments.

Absence: Necessary absences need to be discussed with the teaching team if the student wishes to make up assignments for the purposes of ongoing learning and grade enhancement.

Classroom Teaching-Learning Environment: The teaching team is only one part of the classroom community, and acknowledges the importance of each student's contribution to the teaching-learning environment. All members of the classroom community-students as well as the teaching team-have a role in the creation of a teaching-learning environment that best serves the needs of each class member. The teaching team will provide leadership in the creating of an optimal environment that will make learning possible, and ideally pleasurable and satisfying for all. Guiding values which will support our learning environment include:

Respect: Every class member is valued and treated as such, and encouraged to express their unique perspective in class.

Diversity: Diversity is valued because of the richness that varied ethnic and cultural orientations and experiences provide to enhance learning.

Collegiality: This professional value manifests in behavior that demonstrates awareness of the respectful mutual benefit of associating with fellow students. The teaching-learning environment is undermined by destructive competitiveness and "catty" behavior. In this class, we expect students to have grown out of clique-like competitiveness more typical of the average high school experience than of professional nursing collegiality. Students will be expected to engage in **critique** rather than **criticism**. If conflicts or problems arise among class members, resolution will be accomplished in a collegial manner.

Academic Freedom: Class members are free to express opinion without censure. Discussion of different perspectives will be actively encouraged.

Intellectual Curiosity and Lifelong Learning: Students are encouraged to nurture their curiosity about the subject of this course beyond the time constraints of this semester.

Academic Honesty: Demonstration of academic dishonesty will not be tolerated and **will result in no credit** for the assignment associated with the dishonesty, **as well as a formal action with the Campus Academic Honesty Board.** (See Academic Honesty Policy on next page).

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- X. **Grading System:** The School of Nursing Grading System will be utilized:

**Course Grade Numerical and Letter Grade Equivalents
(See next page)**

GRADE NUMERICAL EQUIVALENT GRADE POINTS

A	4.0	95-100
B+	3.7	90-94
B	3.3	89-93
B-	3.0	84-88
C+	2.7	79-83
C	2.0	74-78
C-	1.7	69-73
D+	1.3	64-68
D-	1.0	59-63
F	0.0	below 59

POLICY CONCERNING ACADEMIC HONESTY.

The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to:

Cheating - intentional use, and/or attempted use of trickery, artifice, deception, breach of confidence, fraud and/or misrepresentation of one's academic work.

Fabrication - intentional and unauthorized falsification and/or invention of any information or citation in any academic exercise.

Plagiarism - knowingly representing the words or ideas of another as one's own work in any academic exercise. This includes submitting without citation, in whole or in part, prewritten term papers of another or the research of another, including but not limited to commercial vendors who sell or distribute such materials.

Facilitating dishonesty - knowingly helping or attempting to help another commit an act of academic dishonesty, including substituting for another in an examination, or allowing others to represent as their own one's papers, reports, or academic works.

Sanctions may be imposed on any student who has committed an act of academic dishonesty.

Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. The procedures outlined below are intended to provide an efficient and orderly process by which

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action may be taken if it appears that academic dishonesty has occurred, and by which students may appeal such actions.

XI. **Required Books:**

Bright, M.A. (2002). *Holistic Health and Healing*. Philadelphia, PA: F.A. Davis.

XI. **Bibliography:**

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Bendit, L.J., and Bendit, P.D. (1989). *The etheric body of man: The ridge of consciousness*. Wheaton, IL: Quest.

Berkman, L. (1995). The role of social relations in health promotion. *Psychosomatic Medicine*, 57, 245-254.

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Bright, M.A. (1995). Centering: The path to healing presence. *Alternative Health Practitioner*, 1, 191-194.

Burkhardt, M.A., & Nagai-Jacobson, M.G. (2002). *Spirituality: Living our connectedness*. Albany, NY: Delmar.

Cassidy, C.M. (1994). Unraveling the ball of string: Reality, paradigms, and the study of alternative medicine. *ADVANCES: The Journal of Mind-Body Health*, 10, 6-13.

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Dasher, E.S. (1995). A systems theory approach to an expanded medical model: A challenge for biomedicine. *Journal of Complementary and Alternative Therapies*, 1, 187-191.

Dossey, C.M., Keegan, L, & Guzzetta, C.E. (2004). *Holistic nursing: A handbook for practice (4th Ed)*. Gaithersburg, MD: Aspen.

Note: Permissions to use this material must be obtained directly from the author.

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- Eisenberg, D.M. et al. (1993). Unconventional medicine in the United States: Prevalence, costs, and patterns of use. *The New England Journal of Medicine*, 328: 446-249.
- Eisenberg, D.M. et al. (1998). Trends in alternative medicine in the United States, 1990-1997: Results of a followup national survey. *Journal of the American Medical Association*, 280, 1569-1573.
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- Goleman, D. (1994). *Emotional intelligence*. New York, NY: Bantam.
- Goleman, D. (2003). *Negative emotions*. New York, NY: Doubleday.
- Gore, A. (1993). *Earth in balance: Ecology and the human spirit*. New York, NY: Plume.
- Hayes, K.M., and Alexander, I.M. (2000). Alternative therapies and nurse practitioners: Knowledge, professional experience, and personal use. *Holistic Nursing Practice*, 12, 49-53.
- Helfaer, P.M. (1998). *Sex and self-respect: The quest for personal fulfillment*. Westport, CT: Praeger.
- Hora, T. (1996). *Beyond the dream Awakening to reality*. New York, NY: Crossroads.
- Hunt, V.V. (1996). *Infinite mind: The science of human vibrations*. Malibu, CA: Malibu Publishing Co.
- Iyengar, B.K.S. (1989). *The tree of yoga*. Boston, MA: Shambhala.
- Iyengar, B.K.S. (1983). *Yoga: A gem for women*. New Delhi, India: Allied Publishers.
- Kaptchuk, T.J. (1983). *The web that has no weaver*. New York, NY: Congdon & Weed.

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- Kleinman, A. (1980). *Patients and healers in the context of culture*. Berkeley, CA: University of California Press.
- Kreiger, D. (1993). *Accepting your power to heal: The personal Practice of Therapeutic Touch*. Santa Fe, NM: Bear & Co.
- Kuhn, T.S. (1970). *The structure of the scientific revolution*. Chicago, IL: University of Chicago Press.
- Lifton, R.J. (1993). *The protean self*. New York, NY: Basic Books.
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- Moyers, B. (1993). *Healing the mind*. New York, NY: Doubleday.
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- Newman, M.A. (1994). *Health as expanding consciousness*. St. Louis, MO: Mosby.
- Nightingale, F. (1989). *Notes on nursing*. New York, NY: Dover. (Original work printed in 1860).
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- Price, W. (1938). *Nutrition and physical degeneration*. New York, NY: Paul B. Hoeber.
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- Sand-Jeklin, K, and Bazdek, L. (2003). Nurses and neutraceuticals: Knowledge and use. *Journal of Holistic Nursing, 21*(4), 383-397.
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- Slater, V. et al. (1999). Journey to holism. *Journal of Holistic Nursing, 17*(4), 365-383.
- Spencer, J.W., and Haco, J.J. (1999). *Complementary-alternative Medicine: An evidence-based approach*. St. Louis, MO: Mosby.
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- Vithoulkas, G. (1980). *The science of homeopathy*. New York, NY: Grove Weidenfield.

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Watzlawick, P. et al. (1974). *Change: Principles of problem formation and problem resolution*. New York, NY: W.W. Norton.

Zahourek, R.P. (2002). Intentionality: A view through a Rogerian And a Newman lens: Lightly. *International Journal for Human Caring*, 6(2), 29-37.

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N397D: Holistic Health and Healing
Spring 2005
TOPICAL OUTLINE (revised 2/1/05)

<u>DATE</u>	<u>TOPIC</u>	<u>ACTIVITIES, ASSIGNMENTS</u>
1/26/05	Course Introduction	**Text Book at Textbook Annex
2/02/05	*Paradigm Shifts in Health Care What is Health?	*Chapters 1, 2 <u>Course Outline Review Due</u>
2/09/05	*Dynamics of Change	Pages 15-28 <i>Video: Vipassana Meditation</i>
2/16/05	*Mindfulness Meditation Imagery and Healing	Chapter 7, 8 <i>Experiential Workshop</i>
2/23/05	MONDAY SCHEDULE	Happy University Monday!
3/02/05	*Energy Healing: Therapeutic Touch Homeopathy Bioenergetics and Health	Chapters 3, 12, 14
3/09/05	*Nutrition and Herbs	Chapters 9, 10 <u>Midterm Exam Due</u> (TEST on Chaps. 1,2,3,4,7,8,12,14)
3/16/05	SPRING BREAK!!	
3/23/05	*Naturopathy Stress and Health	Chapters 4, 14
3/30/05	*Physical Healing	Chapters 11, 16, 17
4/06/05	*Chinese Medicine Tai Chi	Chapters 19, 22
4/13/05	*Ayurveda and Yoga	Chapters 20, 21
4/20/05	*Culture, Environment and Health	Chapters 5, 6
4/27/05	*Spirituality and Health	Handouts
5/04/05	Change for Health	Change for Health Paper Due
5/11/05	Where Do We Go From Here?	

* Class Prep Sheets due for these dates. Full credit (3 pts) only for Prep Sheets handed in on the day of the assignment while student is in attendance in class.

** Chapters are all from the course text. Bright, M.A. (2002). *Holistic Health and Healing*. Philadelphia: F.A.Davis.

FINAL EXAM: DURING EXAM WEEK, ON CHAPTERS 4,5, 6, 14, 15, 19, 20, 21, 22

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