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:**

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

**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)

<table>
<thead>
<tr>
<th>GRADE</th>
<th>NUMERICAL EQUIVALENT</th>
<th>GRADE POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>B+</td>
<td>3.7</td>
<td>90-94</td>
</tr>
<tr>
<td>B</td>
<td>3.3</td>
<td>89-93</td>
</tr>
<tr>
<td>B-</td>
<td>3.0</td>
<td>84-88</td>
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<tr>
<td>C+</td>
<td>2.7</td>
<td>79-83</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>74-78</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>69-73</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>64-68</td>
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<tr>
<td>D-</td>
<td>1.0</td>
<td>59-63</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>below 59</td>
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</table>

**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:**


XI. **Bibliography:**


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

* 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.


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

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