

Syllabus for 876_Integrative Healthcare Systems

876 – Integrative Healthcare Systems (3 credit-hours)
Distance Learning (Revised January 2010)

INSTRUCTORS:

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WELCOME!

COURSE PREREQUISITES: None

COURSE AUDIENCE:

This distance learning course is open to all Holos University students with particular interest in Integrative and Energetic Healthcare at any stage in their programs, both in the certificate programs and graduate degree programs.

BRIEF NEED STATEMENT:

The 876 – Integrative Healthcare Systems is required for students who select the Integrative Healthcare track as a specialty, either as a graduate or a certificate student. It is structured to serve those students who need a course taught entirely as a distance learning course. As a rapidly growing and changing field, this course provides the students with opportunities to gain a broad and global view on some of the conceptual understandings of Healthcare policies and practices in their state, province, country, and other parts of the world. This course is designed to serve as a solid foundation for continued exploration and as a backdrop to creating individuals who are thoroughly conversant at a professional level in terms of Integrative and Energetic Healthcare. It is an optional course for anyone who does not select the Integrative Healthcare track as a specialty but is interested in becoming more familiar with developments in Integrative Healthcare.

COURSE DESCRIPTION:

This distance learning course introduces students to the systems of Integrative and Energetic Healthcare found in various parts of the world. Integrative and Energetic Healthcare is a rapidly growing and evolving discipline that is causing much attention globally. Each country, and often each jurisdiction within each country, is working towards stronger and more effective integration of conventional and CAM/ Integrative and Energy Medicine practices, mainly by

force of public interest. Participation in this course familiarizes the students with the cutting edge knowledge of this fascinating development and creates pioneers who can speak with authority on many important issues in this exciting and blossoming field.

COURSE TOPICS:

- Review of Books;
- Examination of Integrative Healthcare Systems in the U.S. and Canada (or another country if student resides outside of North America);
- Exploration of particular aspects of Integrative Healthcare Systems outside of North America (for oversea students, North America can be explored here);
- Delving into areas of choice on the history of Integrative Healthcare;
- Integration of acquired knowledge on the subject in a written synthesis on future trends in Integrative Healthcare; and
- Student and faculty critiques of the above written works.

LEARNING OBJECTIVES:

Upon completion of the course, the students will be able to:

- Assess a broad selection of valuable resources in print and on the Internet in the field of Integrative Healthcare;
- Evaluate specific print resources in the field of Integrative Healthcare and support their inferences with evidence;
- Discern appropriate Internet sources and integrate them effectively into their work;
- Generate Internet-based papers, in which they identify and interpret the status of Integrative Healthcare in North America and elsewhere;
- Integrate their specific interest in, and understanding of, Integrative Healthcare systems in all aspects of their course work;
- Support their predictions of future trends in Integrative Healthcare through careful assessment of its history; and
- Critique professionally the work of their colleagues, both form and content, in the role of a peer-reviewer.

COURSE DELIVERY STYLE:

This course is set up as a distance learning course, designed to require from 35 to 40 hours of class effort a month for the duration of the five-month semester. Most of the discussions will be on a telephone conference or voice capability on the Internet, with text chat backup. It will be scheduled at a time agreeable to all enrolled in the class if the scheduled dates and times are not convenient to all. Preparation for the monthly assignments and conference calls make up the majority of the work in this course. All students who miss any of the first five meetings will read the circulated materials and send everyone their detailed written critiques at least one week prior to the next monthly meeting. Those

students who miss the last meeting will read the circulated materials and send everyone their written critiques of all critiques prior to receiving a grade for the semester.

FACULTY-STUDENT COMMUNICATIONS:

Telephone Contact

It is important for students to arrange all telephone communications by E-mail beforehand. Periodic telephone interaction on a needs basis, at students' expense, can most easily be arranged through E-mail contact.

E-mail Communications

Send an E-mail to set up telephone calls. All assignments are to be submitted via email as Word documents attached to messages. Receipt of assignments or any other request will be acknowledged within 48 hours, unless further notice is sent out by the instructor. A distance learning environment requires clear, regular, and prompt communications from both the student and the faculty. Here are important guidelines that may facilitate the smooth flow of information:

- Faculty and students are to keep one other informed if unable to communicate by E-mail or phone due to traveling or other extenuating circumstances.
- After the initial contact is made via an E-mail message, wait for three days for a response. If you have not received a response, retransmit your E-mail and make telephone contact. Make sure to leave a voice message.
- If you have not received a response after two additional days, redirect your transmission to the Dean of Faculty and Academics. That means send the Email again and copy the Dean of Faculty and Academics on your E-mail. Make sure the transmission includes previous communication efforts. Any further action will be determined on an individual basis together with the Dean of Faculty.

STUDENT- STUDENT INTERACTION:

Students are encouraged to communicate with the other students in the course. By the end of the first month of the semester, each student will receive a copy of all registered students and their email addresses. Please support one another on your scholastic endeavors by participating actively in the conference calls and assignment exchanges, as well as any "out-of-class" memos that are mutually advantageous.

PLAN OF ACTION:

Once students have enrolled or intend to enroll, they are expected to:

- 1)** Establish E-mail contact with both instructors before the beginning of the semester, request the **Supplement**, and acquire the required reading materials;
- 2)** Read through the **Syllabus** and the **Supplement** carefully and clarify any questions on an individual plan of action for the course prior to the end of the first week of the semester. Both instructors are open to reasonable changes and substitutions that facilitate student learning without degrading the quality of the course;

- 3) Get started on their first assignment as early as possible;
- 4) Submit all assignments according to the course outline and expectations;
- 5) Attend each conference call with active and prepared participation; and
- 6) Send all communications to both instructors.

The official copy of this syllabus will be published on the web at <http://www.HolosUniversity.org>.

REQUIRED COURSE MATERIALS:

Regular access to E-mail and the Internet on at least a slow computer and Internet connection will be essential to do the course work. A slow analog modem connection to the Internet or a fast one that will not connect reliably to voice transmission (commonly a problem with AOL and similar Internet services) is not acceptable for those special monthly online meetings. Libraries, colleges, cyber-café's, and friends are reliable sources for fast (non-AOL-type) direct Internet connections. Much of the work in this course will be accomplished through on line searches and, if available, the use of research libraries.

The following titles may change depending on new publications, a change in assignments, and other factors.

The **required** readings are:

Boon, Heather, Marja Verhoef, Dennis O'Hara, Barb Findlay, and Nadine Majid. "Integrative Healthcare: Arriving at a Working Definition." *Alternative Therapies* 10, no. 5 (Sept/Oct 2004), 48-56. Also available at <http://www.alternativetherapies.com/at/pdfarticles/boon.pdf> (accessed July 20, 2005).

Kligler, Benjamin and Roberta Lee. *Integrative Medicine: Principles for Practice*. New York: McGraw-Hill, 2004. ISBN 0-07-140239-X.

Leddy, Susan Kun. *Integrative Health Promotion: Conceptual Bases for Nursing Practice*. Thorofare: SLACK, Inc., 2003. ISBN 1-55642-587-2.

Milton, Doris and Samuel Benjamin. *Complementary and Alternative Therapies: An Implementation Guide to Integrative Health Care*. Chicago: Health Forum, Inc., AHA Press, 1999. ISBN 1-55648-252-3.

Sierpina, Victor S. *Integrative Health Care: Complementary and Alternative Therapies for the Whole Person*. Philadelphia: F. A. Davis Company, 2001. ISBN 0-8036-0704-0.

Singer, Burton H. and Carol D. Ryff, eds. *New Horizons in Health: An Integrative Approach*. Washington, D.C.: National Academy Press, 2001. ISBN 0-309-07296-4.

The books **recommended** are:

Ivker, Robert S., Robert A. Anderson, and Larry Trivieri. *The Complete Self-Care Guide to Holistic Medicine: Creating Optimal Health*. New York: Jeremy P. Tarcher/Putnam, 1999. ISBN 0-58542-056-5.

Lewis, Penny. *Integrative Holistic Health, Healing, and Transformation: A Guide for Practitioners, Consultants, and Administrators*. Springfield: Charles C Thomas, Publisher, Ltd. 2002. ISBN 0-398-07273-6.

Peters, David and Anne Woodham. *Complete Guide to Integrative Medicine: Combining the Best of Natural and Conventional Care*. London: Dorling-Kindersley Ltd., 2000. ISBN 0-78945-177-8.

Pressman, Alan H. and Donna Shelley, eds. *Integrative Medicine: The Patient's Essential Guide to Conventional and Complementary Treatments for More Than 300 Common Disorders*. New York: St. Martin's Press, 2000. ISBN 0-312-25379-6.

Waltos, David L. and D. Heidi Waltos. *The Healing Partnership: A New Model for Healthcare*. BIS: Bibliotheks- und Informationssystem der Universität Oldenburg, 2002. ISBN 3-8142-0814-5. Available through the authors' e-mail: heidiwaltos@prodigy.net.

FORMAT and DATES of COURSE ASSIGNMENTS

Format:

- Double-space all assignments, using 12 pt Arial or Times New Roman;
- Use a header, which contains the course code, the number of the assignment, student name, date and page number, i.e., NunleyB_ 876 – Integrative Healthcare Systems Assignment1 June22 Page 1of 16;
- Include a title page with your assignment as well as endnotes and bibliography, using *The Chicago Manual of Style*, the endnote style.
- When electronically submitting an assignment, follow this format in the subject line: SteigerM_866_IntegrativeHealthcare_Assignment1_July22. Make sure indicate revisions both in the subject line as well as in the actual title of your document.
- Proofread and edit assignments carefully before submission.
- Send all electronic submissions to both instructors.

Dates

Upon request, and at the latest after faculty has received the class roster, students will receive a supplementary document that contains the assignment descriptions and the deadlines for submission. The dates for telephone conferences are also included.

Final Course Evaluation

Students will receive a course evaluation form by the end of the semester and are expected to complete and return the form by the deadline. Students will receive notification of final course grades only after have submission of an evaluation for this and all other courses *completed* this semester. Students who have been granted an *Incomplete* in a course by their instructor are asked to wait until *finishing* the course before filling out the form. Transcripts will be provided only to students who have, on file, an evaluation form for each course they have completed during their academic program

GRADE DETERMINATION:

The course grade will be based subjectively upon the clarity, originality, quality, and promptness of written assignments and verbal participation in the telephone and Yahoo chat sessions. Presentations on your own research in writing and participation in conference calls: approximately 80%; critiquing of peer research: approximately 20%. For an original definition of quality, see Robert M. Pirsig's *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values* (New York: Bantam Books, 1974).

For details regarding **Grades** and **Incompletes** students must consult the most current catalog. It is important to note that in order to be granted an Incomplete, a significant effort towards fulfilling the course requirements must be made. An Incomplete is not automatically granted and must be requested by the student from the instructor before the end of the semester.

HONORS:

We encourage students to strive for honors in all they do. However, a grade of Honors is reserved for work that **significantly** exceeds the level of excellence for an "A".