

**Eastern Illinois University**  
**New/Revised Course Proposal Format**  
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** PUBH 4840\_\_\_\_\_
3. **Short title:** CIM for Hlth Svc Professionals
4. **Long title:** Complementary Integrative Medicine for Health Services Professionals
5. **Hours per week:** 3 Class    ☐ 0 Lab    3 Credit
6. **Terms:** ☐ Fall    ☐ Spring    ☐ Summer    ☒ On demand
7. **Initial term:** ☐ Fall    ☐ Spring    ☒ Summer    Year: 2021
8. **Catalog course description:** In this course, we will explore CIM from the historical, philosophical, scientific, and clinical perspectives. Learners will increase their understanding of complementary and integrative medicine by evaluating the effectiveness of the most commonly utilized therapies. Learners will apply their knowledge to develop and propose integrated plans designed to improve individual's and community health around a specific health issue.
9. **Course attributes:**

General education component: ☐ N/A\_\_\_\_\_

☐ Cultural diversity    ☐ Honors    ☐ Writing centered    ☐ Writing intensive    ☐ Writing active

**10. Instructional delivery**

**Type of Course:**

☒ Lecture    ☐ Lab    ☐ Lecture/lab combined    ☐ Independent study/research  
☐ Internship    ☐ Performance    ☐ Practicum/clinical    ☐ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

☒ Face to Face    ☒ Online    ☐ Study Abroad  
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction 30% F2F, 70% online

11. Course(s) to be deleted from the catalog once this course is approved. N/A

12. **Equivalent course(s):** ☐ N/A\_\_\_\_\_

a. **Are students allowed to take equivalent course(s) for credit?** ☐ Yes    ☐ No

13. **Prerequisite(s):** ☐ N/A\_\_\_\_\_

- a. Can prerequisite be taken concurrently? ☐ Yes ☐ No ☐ N/A
- b. Minimum grade required for the prerequisite course(s)? ☐ N/A
- c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No ☐ N/A
- d. Who may waive prerequisite(s)? ☐ N/A

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): ☐ N/A \_\_\_\_\_

**15. Enrollment restrictions**

- a. Degrees, colleges, majors, levels, classes which may take the course: ☐ all ☐
- b. Degrees, colleges, majors, levels, classes which may not take the course: ☐ none ☐

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐ N/A

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: ☐ N/A

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_ N/A \_\_\_\_\_

Course Fee ☒ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. ☐ Course is required for the major(s) of \_\_\_\_\_  
☐ Course is required for the minor(s) of \_\_\_\_\_  
☐ Course is required for the certificate program(s) of \_\_\_\_\_  
☒ Course is used as an elective
2. **Rationale for proposal:** Despite almost a century of impressive achievements, contemporary biomedicine finds itself in a curious situation. The American public's enthusiasm for complementary and integrative medicine is increasing. There is also an influential trend in health care restructuring patient care from the hospital to the community setting along with a growth increase in chronic illnesses. Given this shift, the general public and professionals in public health need to increase their understanding of integrative therapies.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable) N/A**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: Offering hybrid, online and F2F formats allow us to adapt to both the learning style and delivery modality needs of our students.

Instruction: Faculty offering this course will have completed the Online Course Development Institute (OCDi) training or equivalent training/experience. All materials (PowerPoint and recorded lectures, library materials, professional organization information, etc.) will be provided through the Learning Management System (LMS). Synchronous video learning sessions will utilize the streaming resources currently available (for example, Collaborate Ultra).

Integrity: Any assessment activities will be conducted using the available security protocols of the LMS (e.g. LockDown Browser in D2L). Assignments will be submitted to the secure dropboxes in the LMS which included originality checks.

Interaction: Instructor-student and student-student interaction will be facilitated through discussion boards within the LMS. Further communication will be available via email, and other messaging or conferencing capabilities available within the LMS and the university. Online office hours will be held at specific times. As new conferencing platforms become available, they will be utilized as determined to be appropriate to provide the highest quality of interaction. Synchronous video learning sessions and practice sessions will utilize the resources available (for example, MS Teams or Collaborate Ultra).

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title PUBH 4840: Complementary Integrative Medicine for Health Services Professionals
2. Catalog description: In this course, we will explore CIM from the historical, philosophical, scientific, and clinical perspectives. Learners will increase their understanding of complementary and integrative medicine by evaluating the effectiveness of the most commonly utilized therapies. Learners will apply their knowledge to develop and propose integrated plans designed to improve individual's and community health around a specific health issue.
3. Learning objectives. At the end of the course, students will be able to:
  - A. Differentiate components between CIM and Western Medicine. (CT 1-6; WR1, 3,4,6,7; RC 1, 2,4 )
  - B. Application and Analysis of evidence-based data collection (CT 1-6; WR 1-7; QR 3,5 )
  - C. Explain, analyze, and interpret the impact of CIM on the physical, mental, social, spiritual, psychological, and economic dimensions of wellness (CT 1-6; WR 1-7; RC 1,2,4; QR5 )
  - D. Formulate and integrate CIM modalities and education into all facets of a community-including home, social, and professional environments (CT 1,2,3,4,5; WR 1-7; RC1)
  - E. Describe, compare and contrast the healing philosophy, mechanisms of action, and common clinical application for CIM therapies (CT 1,2,3; WR 1-7, RC 1)
  - F. Develop an appropriate evidence-based solution to a case study (CT 1-6; WR 1-7; QR 3,5; RC 1,2,4)
  - G. Examine ways to integrate Western medicine and CIM in community-based healthcare (CT 1-6; WR 1-7; RC 1,2,4 )

<b>Graduate Level Learning Goals</b>	<b>Student Learning Objectives/Outcomes</b>
Depth of content knowledge	A,B,C,D,E,F,G
Effective critical thinking and problem solving	B,C,D,F,E
Effective oral and written communication	B,C,E,D
Advanced scholarship through research or creative activity	B,C,D

#### 4. Course materials:

Micozzi, M. (2018). Fundamentals of Complementary, Alternative, and Integrative Medicine. 6<sup>th</sup> edition. Elsevier. St. Louis, Missouri.

Harris, M. et al., (2014). Clinical Evidence Made Easy: The Basics of Evidence Based Medicine. Scion Publishing. Branbury, UK.

Other required readings and research posted on the LMS

#### 5. Weekly outline of content:

Time Frame	Topic
Week 1	Overview of course and terminology
Week 2	Psychobiology of Mindful and Somatic Practice  Mindfulness
Week 3	Eastern and Western Healing Philosophies, Physical and Energy Bodies
Week 4	Cultural Explanations of Disease, Illness, and Treatment
Week 5	Massage and other Bodywork Therapies, Tai Chi and Qi Gong, psychobiological therapeutic mechanisms of bodywork, philosophy, theoretical basis, and techniques of bodywork and Tai Chi, training and certifications of practitioners, evidence of efficacy
Week 6	Nutritional and Ayurvedic Medicine, principles of nutritional healing, interactions of nutritional supplements, nutrition and treating disease, evidence-based research, training of practitioners
Week 7	Energy Medicine, chakras, Reiki, therapeutic touch, meridians, the five elements, theories and philosophy, evidence-based research, training of practitioners

Week 8	Hypnotherapy, Neurofeedback, Biofeedback, theories and philosophy, training of practitioners, evidence-based research,
Week 9	Herbals and Herbal Medicine, history, research, evidence of efficacy, resources, training, approaches of use, most popular herbs in clinical applications, probiotics, interactions
Week 10	Traditional Chinese Medicine and Acupuncture, philosophy, theory, techniques, training, pain management, Western vs. Eastern approach, evidence-based research
Week 11	Osteopathic, Chiropractic, and Functional Medicine, CranioSacral, Zero Balancing, manual therapies, theory, philosophy, training, licensure, certification, evidence-based research of each therapy, chronic pain, concussions, and other ailments
Week 12	Homeopathic Medicine Theory and Research, tenets, approaches, preparation, training, evidence-based research
Week 13	American Indian Medicine and Health, Spirituality, Study of Distance Healing Noetic Sciences, philosophies, theories, training, intuitive healing, and evidence-based research
Week 14	Social Determinants of Health and the connection to healing, healthcare, and access to CIM
Week 15	Putting the puzzle together for the case study
Week 16	Final Case Study Project

**6. Assignments and evaluation, including weights for final course grade:**

**Reflection Papers (6 papers x 10 points each= 60 points) 12%**

Students will write a one-page reflection paper for each of the six major categories of complimentary integrative medicine.

**In-Class or Online discussions: (200 points) 40%**

There will be eight in-class/online discussions topics around the various modalities, philosophies, and training concerning CIM. Students will be responsible for completing within the time frame allowed.

**Personal Healing Philosophy Paper: (40 points) 8%**

Students will write a 3-page critical assessment of their own philosophy of health, wellness, and healing around the topic of CIM.

**Evidenced-Based Integration Project: (200 points) 40%**

Through a detailed case study, the students will learn to advocate for a client, family member, or community member by assessing, recommending, analyzing, and providing support (through evidenced based research) for a CIM modality. This paper requires an

understanding of the body as a whole, the physical issue, the CIM modality of choice, social determinants of health, and evidenced based research.

**Graduate Students:** Students taking the course for graduate credit will be required to complete a more rigorous and comprehensive Evidence-based Integration Project in addition to the requirements required for undergraduate credit. Graduate students will also be expected to take a leading role in classroom or online discussions.

### Total Course Points: 500

#### 7. Grading scale:

90-100% A

80-89% B

70-79% C

60-69% D

< 60% F

#### 8. Correlation of learning objectives to assignments and evaluation. This is a table which lists the learning objectives, assignments, etc.

<b>Student Learning Outcomes</b>	Reflection Papers 60 pts 12%	Personal Healing Philosophy Paper 40 pts 8%	In-class assignment/ Online discussions 200 pts 40%	Evidence-Based Integration Project 200 pts 40%
Students will differentiate between CIM and Western Medicine. (CT 1-6; WR1, 3,4,7; RC 1, 2,4)	X		X	X
Examine the six major areas of complementary integrative medicine (CT 1-6; WR 1-7; )	X	X	X	X
Characterize the utilization patterns and possible motivations for American's seeking CIM	X	X	X	X

for their healthcare needs. (CT 1-6; WR 1-7; RC 1,2,4)				
Analyze how the evidence-based practice model is applied to CIM use (CT 1,2,3,4,5; WR 1-7; RC1)	X		X	X
Describe the healing philosophy, mechanisms of action, and common clinical application for CIM therapies (CT 1,2,3; WR 1-7)	X		X	X
Plan how CIM therapies may be used in a variety of states of health and wellness (CT 1-6; WR 1-7; QR 3,5)	X		X	X
Recommend how to integrate Western medicine and CIM in community-based healthcare (CT 1-6; WR 1-7; RC 1,2,4 )			X	X

Date

approved by the department or school: 11.9.2020

Date approved by the college curriculum committee: 11.18.20

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 12.10.2020 CGS: