STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

American Public University System

*The Ultimate Advantage is an Educated Mind*

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<th>School of Public Service and Health</th>
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<td>Course Number: NURS 402</td>
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<tr>
<td>Course Name: Complementary and Alternative Medicine for the Health Care Professional</td>
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<tr>
<td>Credit Hours: 3</td>
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<td>Length of Course: 8 weeks</td>
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<td>Prerequisite: None</td>
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**Course Description (Catalog)**

An influential trend in health care is the restructuring of patient care from the hospital to the community setting. Given this shift, the need for expertise in management of chronic illness is required by professionals in public health. Application of complementary and alternative medicine (CAM) provides public health professionals autonomy by allowing them to address aspects of a patient’s well-being often disregarded by Western medicine. In this course, learners will increase their understanding of CAM therapies and will demonstrate its implementation in a holistic care model. (3 credit hours)
This is an elective course for the health care professional. Students in this course will examine the roles of the interdisciplinary health care team related to CAM, and will plan how to integrate evidence-based CAM practices into a variety of health care settings.

Course Objectives

After successfully completing this course, you will be able to

- Differentiate between CAM and Western medicine.
- Discuss indications, safety considerations, and contraindications of commonly used CAM therapies.
- Summarize the training and licensing of CAM practitioners.
- Discover ways to assess a patient’s use of CAM modalities.
- Examine five major areas of CAM.
- Conduct an assessment of a community-based population for CAM use.
- Analyze how the evidence-based practice model is applied to CAM practice.
- Plan how CAM therapies may be used in a variety of states of health and wellness.
- Recommend how to integrate traditional medicine and CAM in community-based healthcare.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Course Materials

Required Course Textbook

None

Required Readings


Lai, Y. W., Matthias Paul Han, S. T., & Kong, K. H. (2010). Barriers to patient referral for complementary and alternative medicines and its implications on interventions. *Complementary Therapies in Medicine, 18*(3), 135-142. doi:[http://dx.doi.org/10.1016/j.ctim.2010.05.034](http://dx.doi.org/10.1016/j.ctim.2010.05.034)


Primary Internet Resources

Read [Pregnancy and Chiropractic Care](http://example.com) from the American Pregnancy Association.

Read [Chiropractic Advice for Moms-to-Be](http://example.com) from the American Chiropractic Association.
Read Research spotlight: Massage therapy holds promise for low-back pain from NCCAM.

Read Pregnancy Massage from the American Massage Therapy Association.


Complementary and Alternative Medicine: A Primer is a summary of issues care providers must consider when advising patients about CAM

Visit The Provider's Guide to Quality and Culture website. Read and participate in the module's, "Introduction to Cultural Competence" and "Techniques for Taking a History." Be sure to take good notes as you will use them through the remainder of this course.

To begin your research about culture-specific herbal medicines, you may wish to visit Memorial Sloan-Kettering Cancer Center - About Herbs, Botanicals, & Other Products.

How do you go about researching common illness and disease processes that are prevalent in a certain ethnographic population, as well as that population's traditional health beliefs and CAM practices? You may wish to start at the Harborview Medical Center/University of Washington's Ethnomed web page.

Visit Natural Medicines Comprehensive Database to find information on many herbal products.

The National Institutes of Health Office of Dietary Supplements.

Assess the continuing education course offered by nurse.com, Understanding the Complexities of Herbal Medicine.

American Botanical Council

American Herbalists Guild

HealthWorld Online

Herb Research Foundation

Dr. Duke's Phytochemical and Ethnobotanical Databases

Additional Resources

Agency for Healthcare Research and Quality
The Cochrane Collaboration

Harvard Medical School - Index of Herbal Medicine

National Guideline Clearinghouse

NIH's National Center for Complementary and Alternative Medicine

National Library of Medicine PubMed

Natural Medicines Comprehensive Database

Office of International Health Research (OIHR)

Evaluating Web pages

- Evaluating Web-Based Health Resources on the National Center for Complementary and Alternative Medicine site
- Evaluating Web Pages: Techniques to Apply & Questions to Ask on the UC Berkeley Library site
- The CRAP test: evaluating your sources

Acupuncture/Chinese Medicine

- Acupuncture.com home page: http://www.acupuncture.com
- National Acupuncture and Oriental Medicine Alliance: http://www.acuall.org

Chiropractic

- American Chiropractic Association: http://www.amerchiro.org
- The Council on Chiropractic Education: http://www.cce-usa.org
- Federation of Chiropractic Licensing Boards: http://www.fclb.org
- International Chiropractors Association: http://www.chiropractic.org
- National Board of Chiropractic Examiners: http://www.nbce.org
- World Chiropractic Alliance: http://www.worldchiropracticalliance.org

Massage

- Associated Bodywork & Massage Professionals: http://www.abmp.com
- Commission on Massage Therapy Accreditation: http://www.comta.org/
Reading Assignments:
This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an eight-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Reading assignments will be graded through evaluation of Forum responses and exams.

Forum Assignments:
Introductory Forum
Your introductory Forum is considered by the university to be your official entry into the classroom. You must participate in this Forum by midnight, Eastern Time on Sunday of the first week of class. Your initial response must be a minimum of 250 words. Read below for more information about other Forum assignments in this course.

The interaction that takes place within the Forum is an essential component of this course. Each week, you will be required to interact in asynchronous mode with your fellow students. Each week’s Forum contains a question that is relevant to the content for the week. The questions posed in the Forum will encourage you to think more deeply about the weekly lesson content. Your initial posting each week should be between 100-250 words. Your responses to your classmates should be meaningful and contribute to the overall growth of knowledge about
the topic under discussion. The rubric by which each Forum posting will be graded is in the “Getting Started” Lesson within the classroom.

For your Forum assignment each week you will be responsible for the following:

1) Research and respond to the question that is posted. Your post should be substantive and relevant to the question that is posed.
2) Respond to at least two of your classmates. If the class size is small, this required number may be changed at the discretion of your instructor. Your responses to your classmates(s) constitute a significant portion of your Forum grade, so be sure that they are meaningful responses that contribute to the overall quality of the weekly discussion and encourage “out of the box” thinking. Just saying “I agree…. is not acceptable.
3) If you cite any resources in the course of preparing your response, you need to reference them at the end of your post, just as you would in a paper.
4) Since the discussion is asynchronous, you are not required to be online at a specific time with either the professor or your classmates. However, as you can see, it will be difficult for your classmates to respond in a timely manner above if you do not post your initial response early. Therefore, with the exception of Week 1, the initial posting in each week’s Forum is due by Wednesday of that week. The Forum rubric includes point deductions for late submission of both your initial post and your responses.

Remember that all times in this classroom are Eastern Time (Daylight or Standard, as applicable)

**Homework Assignments:**
You will have a Learning Activity in Week’s 4 and 6.

**Exams/Quizzes**
None

**Papers and Essays:**
You will have 1 paper due in Week 8 that you and your Learning Team will be working on together throughout the course. Please see the course room for further explanation of this assignment. You will find everything you need either under the Resources tab, within the Week 2 Discussion Forum, or under the Assignments tab.

**Grading Scale**

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<tr>
<td>Introductory Forum</td>
<td>2%</td>
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<tr>
<td>Discussion Forums</td>
<td>30%</td>
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<tr>
<td>Reflection Forums</td>
<td>3%</td>
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<tr>
<td>Learning Activities</td>
<td>20%</td>
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Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Learning Objectives</th>
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| 1    | An Introduction to Complementary and Alternative Medicine | • Define CAM.  
• Examine the five major areas of CAM.  
• Compare and contrast the philosophic principles underlying traditional and conventional/allopathic medical systems. | All readings are accessible through the Learning Activities and Assignments tab | • Study glossary  
• Review websites  
• Post Bio in Introductory Forum  
• Wk1 Discussion Questions (DQ) and 2 Responses |
| 2 | Complementary and Alternative Medicine (CAM) Practices and Practitioners | • Discuss the indications, safety considerations, and contraindications of three commonly used CAM therapies.  
• Describe the education, training, licensing, and credentialing of CAM practitioners.  
• Describe how to utilize and critically evaluate Web-based resources to guide in the selection of CAM practitioners. | All readings are accessible through the Learning Activities and Assignments tab | • Complete readings and learning activities  
• Wk 2 LearningTeam (LT) Meeting  
• Wk 2 DQ and 2 Responses  
• Establish LT in Discussion Forum |
| 3 | Evidence-Based Practice and Clinical Decision-Making Related to Complementary and Alternative Medical Therapies | • Define evidence-based approaches and identify why it is sometimes difficult to apply to CAM therapies.  
• Use evidence-based approaches to evaluate the safety and efficacy of CAM therapies.  
• Demonstrate effective clinical decision-making skills regarding the use of CAM therapies as part of an overall plan of care. | All readings are accessible through the Learning Activities and Assignments tab | Complete reading and learning activities  
Wk 3 DQ and Responses  
Wk 3 LT Meeting |
| 4 | **Assessment of Complementary and Alternative Medical (CAM) Therapy Use** | • Describe why patients fail to disclose use of CAM modalities to their healthcare providers.  
• Identify approaches to facilitate collection of patient data pertaining to CAM use.  
• Explain how a patient’s cultural and ethnic background influences healthcare choices and information disclosure related to CAM.  
• Identify ways to foster open communication with patients about CAM. | All readings are accessible through the Learning Activities and Assignments tab | Complete reading and learning activities  
Wk 4 DQ and Responses  
Wk 4 LT Meeting |
| --- | --- | --- | --- | --- |
| 5 | **Cultural Explanation of Disease, Illness, and Treatment** | Describe the processes involved in conducting a population-based assessment.  
Explain the significance of Kleinman’s assessment model for understanding a patient’s explanation of disease, illness, and treatment.  
Apply the mnemonic ETHNIC as a framework for | All readings are accessible through the Learning Activities and Assignments tab | Read, participate, and take notes on the module's "Introduction to Cultural Competence" and "Techniques for Taking a History."  
Wk 5 DQ and Responses  
Wk 5 Reflection Forum |
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<th>Readings Accessible Through</th>
<th>Assignments and Activities</th>
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| 6    | Understanding the Complexities of Herbal Medicine                    | • Identify the role of nursing in caring for patients who use herbal remedies.  
• Discuss current U.S. requirements related to the manufacture and sale of herbal remedies.  
• Identify at least three herbs commonly used by the public and their indications and contraindications. | All readings are accessible through the Learning Activities and Assignments tab | Complete module, "Understanding the Complexities of Herbal Medicine."  
Cut and paste your exam results from the module into a word document and submitted it under the appropriate assignments tab.  
Review websites posted under the "Assignments and Learning Activities" tab in the Lessons link.  
Post your teaching presentation in the Discussion Board.  
Responded to at least one of your classmates' original posts.  
Complete all components of Week 6 LT Meeting. |
| 7    | Integration of Traditional Medicine and Complementary and Alternative Medicine into Community Healthcare | Discuss approaches that healthcare providers in conventional healthcare roles can use to establish collaborative care. | All readings are accessible through the Learning Activities and Assignments tab | Read article by Bodeker and Kronenberg.  
Wk 7 DQ and Responses.  
Completed all activities. |
relationships with practitioners from Traditional Medicine and CAM in order to improve the health of a community.

Identify the steps of the planning process toward integration of Traditional Medicine and CAM in community healthcare.

components of your Wk 7 LT Meeting.

Wrap-up

• Describe the processes involved in conducting a population-based assessment.

All readings are accessible through the Learning Activities and Assignments tab

Finalize team's 1000-1800 word paper.

Post team paper in the Discussion Forum by Thursday of this week.

Comment on team's papers.

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Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Writing Expectations
All written submissions, including papers and Forum submissions, should be clearly written and correctly referenced as described below.
Citation and Reference Style
Students will follow the APA 6th edition format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA 6th edition Style Manual. Information about APA citation style can be found in the APUS library.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and an acceptable resolution can be determine. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

• Technology Limitations: While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

• Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 😊

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library
The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning
resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

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