

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

**COURSE TITLE:** Complementary and Alternative Medicine  
**CODE NO. :** HTH102 **SEMESTER:** Summer  
**PROGRAM:** Collaborative BScN  
**FACULTY:** Malisa Carullo  
**AUTHOR:** Margaret Rath, MSW BA (Hon.) Sociology, Northern College  
**DATE:** Apr. 2012 **PREVIOUS OUTLINE DATED:** n/a  
**APPROVED:**

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**CHAIR, HEALTH PROGRAMS**

\_\_\_\_\_  
**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** None

**HOURS/WEEK:** 3

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**I. COURSE DESCRIPTION:****OVERVIEW**

To encourage students to explore the complementary and alternative medical options available within our community. Practitioners from the community will be invited to share their specialties with the students.

To critically evaluate using recent data and research the various types of complementary and alternative medicine. To explore the pros and cons of alternative medicine by examining the history of each discipline, the practical applications, indicators and contra indicators through the examination of case studies.

**COURSE OBJECTIVES**

Explore the nurse's responsibility in relation to complementary and alternative therapies:

- Differentiate between Complementary and Alternative therapies
- Discuss the advantages to the client of integrated medicine
- Be able to identify and describe the various therapies covered in the course
- Describe the clinical application of relaxation therapy
- Identify the principles and effectiveness of imagery, meditation and hypnotherapy
- Describe the methods of and physiologic responses to therapeutic touch
- Explain the scope of practice of chiropractic therapy
- Discuss the principles and applications of acupuncture

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Explore the research on mind-body communication including the physiological pathways of mind-body communication and examine the psychoneuroimmunology and conditioning of immune function. Explore how relationships and life events affect our health.

**Module One: Mind Body Integration****Potential Elements of the Performance:****Unit 1 – Physiologic Pathways of Mind-Body Medicine**

- Identify and understand the interrelatedness of the nervous system, the endocrine system and immune system

- Understand the importance of the hypothalamic-pituitary-adrenal cortex
- Explain the importance of the limbic system
- Examine research on stress, depression, music, laughter, journaling or talking impacts on us
- How does personality and group support impact on our health

### **Unit 2 - Research and Conditioning of Immune Function**

- Four lines of evidence for the mind's influence on the body & the research evidence
- Define and describe the nonspecific and specific defence systems
- Explain the clonal-selection theory
- Categorize the five types of primary immune deficiencies, and state the prevalence of each
- Describe two immunodeficiency assays for T-cell function, one antibody assay
- Understand tests for cellular adhesion, cytotoxicity, and chemotaxis
- Name three external factors that can affect immunologic competence
- Discuss conditioning and Ivan Pavlov's experiment
- Robert Ader's research on stress and immunity
- How is conditioning used and explain the outcome

### **Unit 3 - How Relationships and Life Events Affect Health**

- Define stress and stressors
- Examine theories of social support
- Summarize the effect of bereavement on immune and hormonal function
- Impact of Alzheimer disease on caregiver
- Discuss the effects of inflammatory cytokines on the diseases of aging and design interventions that may modulate the inflammatory processes

2. Explore the major types of relaxation, meditation, hypnosis and Imagery that represent the Mind-Body Interventions.

## **Module Two; Mind Body Interactions**

### **Potential Elements of the Performance:**

#### **Unit 1 - Relaxation**

- Compare and contrast the relaxation techniques of Jacobson (JPRT) and Wolpe (APRT)
- Summarize the effects of relaxation on autonomic response and immune functioning
- How does relaxation aid chemotherapy-induced nausea, hypertension & pain

- Look at the indicators and contraindications for APRT and JPRT
- Describe the limitations of the relaxation studies

### **Unit 2 – Meditation**

- Understand the difference between concentrative and nonconcentrative methods of meditation
- Explore 4 meditation methods and their history – compare and contrast
- Summarize the physiological and biochemical effects of meditation
- Look at meditation effects on the sympathetic drive, anxiety & depression, on hyper-tension & cardiovascular disease, epilepsy, chronic pain, addictive substances.
- Explain in detail the contra and side effects of meditation

### **Unit 3 – Hypnosis**

- Define hypnosis
- List and explain the four major components of the hypnotic state and name the two philosophical models
- Define hypnotic susceptibility and how it is assessed
- Describe the different EEG readings between hypnosis susceptibility and nonsusceptibility
- Explain the findings related to hypnosis, endorphins, and adrenocorticotrophic hormones
- Describe the research on hypnosis on pain, as an adjuvant to chemical anesthesia, cancer, burn patients, duodenal ulcers, asthma, irritable bowel syndrome, anticipatory nausea, obesity, smoking cessation

### **Unit 4 – Imagery**

- Define Imagery
  - Define, compare, and contrast diagnostic imagery, mental rehearsal imagery, and end-state imagery
  - Describe the effects of blood flow and inflammatory processes
  - Why is imagery a critical factor in relaxation, meditation, and hypnosis
  - Summarize the findings of the biochemical and hormonal effects of imagery
  - How do you prepare for the effective use of imagery
3. Explore Chiropractic, Acupuncture, Homeopathy, Massage Therapy and Aromatherapy. Also explore the alternative professionals and the strengths and weaknesses of these methods of intervention

### **Module Three: Alternative Professionals**

Potential Elements of the Performance:**Unit 1 – Chiropractic**

- Define chiropractic and describe its history and evolution
- Define and explain subluxation
  
- Explain the difference between adjustment, manipulation, and mobilization
- Summarize the findings of chiropractic treatment for back pain, neck pain, migraine headaches, menstrual pain, asthma, and colic
- Describe the indications and contraindication for chiropractic treatment

**Unit 2 – Acupuncture**

- Define acupuncture and its historical evolution
- Describe Tao, the yin -yang theory, the eight principles, the three treasures and the five elements
- How does acupuncture activate the autonomic nervous system
- Discuss the challenges to and failings of acupuncture research
- Treating lower back pain, relieving headaches, osteoarthritic pain, treating neck, musculoskeletal and myofascial pain, chemo and post operative nausea, asthma, substance abuse
- Explain the indications and contraindications for acupuncture

**Unit 3 - Massage Therapy**

- Define massage and massage techniques
- Discuss the history of massage
- Describe the research findings for treating depression and anxiety
- Explain the benefits of massage for treating acute and chronic pain.
- Discuss the indicators and contraindications for using massage

**Unit 4 - Aroma therapy**

- Define aromatherapy and essential oil
- Outline the history of aromatherapy
- Describe five methods of using essential oils
- Describe learned memory
- Explain patch testing
- Discuss the use of aromatherapy in stress, chronic pain, infection, nausea, insomnia, and evaluate the research for each
- Explain why essential oils may be useful against resistant pathogens

4. Research clearly supports the concept that religious and spiritual practices improve health. The use of spiritual groups for comfort, support and healing have been used by shamanic priest-doctors since the Stone Age.

### **Module Four: Energetics and Spirituality**

#### Potential Elements of the Performance:

##### **Unit 1 - Spirituality and Healing**

- Explore the history of spiritual healing
- Compare and contrast research outcomes from practices of mediation, prayer, laying on of hands, therapeutic touch, LeShan healing and psi healing
- Summarize the indicators, contraindications and potential harmful effects of spiritual interventions
- Describe the challenges by Ernst and others to all forms of spiritual healing

##### **Unit 2 - Therapeutic Touch**

- Define therapeutic touch and its history
- List the physiologic effects documented from studies on therapeutic touch
- Describe and evaluate the clinical trials on therapeutic touch and its effect on pain, anxiety, wound healing and immune function
- Evaluate the clinical trials of healing touch as they currently exist
- Define the practice of Johrei and evaluate the clinical trials that exist

##### **Unit 3 - Traditional Chinese Medicine**

- Describe the history of Chinese Medicine
- Pharmacological properties and actions
- Explore the effectiveness of Chinese medicine on pain and immune function

##### **Unit 4 - Tai Chi/ Qigong**

- Define and describe Tai Chi / Qigong
- Impact on immune system
- Physical, mental ,and emotional health links
- Usefulness in prevention

##### **Unit 5 – Reiki**

- Discuss the historical progression of Reiki in the West
- Describes the steps to become a Reiki practitioner
- Define attunement
- List two ethical or legal issues concerning the use of Reiki in a health care setting

**III. TOPICS:**

1. Mind Body Integration
2. Mind Body Interactions
3. Alternative Professionals
4. Energetics and Spirituality

**Complementary and Alternative Medicine  
Weekly Schedule**

<b>Week</b>	<b>Session</b>	<b>Lab/Activity</b>	<b>Readings</b>
Week 1	Introduction to Alternative Medicine – Mind-Body Integration	Group discussion – Presentation of theory.	Chapter 1 and 2
Week 2	Research and Conditioning of Immune Function	Group discussion – Presentation of theory	Chapter 3
Week 3	Impact of Relationships and Life Events impact on Health	Group discussion – Presentation of theory	Chapter 4
Week 4	Relaxation therapy/ Yoga, and Meditation	Quiz #1, Presentation of theory	Chapter 5 & 6 Handouts
Week 5	Hypnosis	Group discussion – Presentation of theory	Chapter 8
Week 6	Imagery	Group discussion – Presentation of theory	Chapter 9
Week 7	Chiropractic	Quiz #2, Presentation of theory	Chapter 10
Week 8	Acupuncture	Group discussion – Presentation of theory	Chapter 11
Week 9	Massage Therapy	Group discussion – Presentation of theory	Chapter 13
Week 10	Aromatherapy	Group discussion – Presentation of theory	Chapter 14
Week 11	Spirituality - Traditional Aboriginal Medicine	Quiz #3, Presentation of theory	Chapter 17 Handout

Week 12	Therapeutic Touch	Group discussion – Presentation of theory	Chapter 18 Handout
Week 13	Tai Chi / Qigong	Group discussion – Presentation of theory	Handout
Week 14	Reiki	Group discussion – Presentation of theory	Chapter 19 Handout

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Potter, P., & Perry, A.(2010). *Canadian fundamentals of nursing*. J. Ross-Kerr & M. Wood (Eds) (Revised 4th ed.). Toronto: Elsevier Mosby.

College of Nurses of Ontario: Practice Standards (documentation).  
Available online

<http://www.cno.org/pubs/mag/TSMvol32no3.pdf>

[http://www.cno.org/docs/prac/41021\\_CompTherapies.pdf](http://www.cno.org/docs/prac/41021_CompTherapies.pdf)

<http://www.cno.org/pubs/compendium.html>

#### V. EVALUATION PROCESS/GRADING SYSTEM:

Students in the BScN program must attain a 60% in core nursing courses and an overall average of 60% in order to continue in the program.

##### Grading Scheme

The passing grade for this course is a “C” (60%). All evaluation strategies must be submitted in order to receive a credit for the course.

Students will be evaluated on the following basis:

DESCRIPTION	GRADE
4 Mini Assignments x 5	20%
Essay on Alternative Medicine	30%
Quizzes x 3	20%
Exam	30%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

CR (Credit)	Credit for diploma requirements has been awarded.
S	Satisfactory achievement in field /clinical placement or non-graded subject area.
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

#### **VI. SPECIAL NOTES:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Policies relating to attendance, tests and assignments, and deadline extensions, as described in the BScN Student Manual will be adhered to in this course.

Punctual and regular attendance at the various academic exercises is required of all students. After a class has begun, students may not be admitted to a classroom without the professor's permission. If there are extenuating circumstances bearing upon a student's absence, the professor should be notified. Absences in excess of 20% may jeopardize receipt of credit of the course.

Please note that policies on Academic Appeals, Academic Dishonesty, Evaluation and Tracking of Student Progress, Protocol for Assignments, Tests and Exams, and Advanced Standing, are available in your program coordinator's office and are referred to in your Student Manual.

#### **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.

**Complementary and Alternative Medicine****Term Paper****30% of mark**

Chose a topic that is presented in this course and prepare a 2,000 word essay on whether this form of medical intervention should be considered an alternative or a complementary form of medicine.

Present a research article which addresses the validity of this form of medical intervention and proceed to critically evaluate the article. Have the professor approve your article prior to proceeding.

Based on the evidence from your research article, would you recommend this treatment to your clients and if so, for what specific ailments?

Ensure that APA format is used.

**Quizzes (x 3)****20% of mark**

There will be a total of three quizzes in this course to evaluate your comprehension of each module. There will be no quiz for the final module. Your understanding of that final module will be evaluated in the final exam.

**Complementary and Alternative Medicine**  
**Mini Assignments (20%)**

You will be asked to answer the three questions below for **4** classes. Your answers are to be handed in no later than **48** hours after the corresponding class. You will be assigned your particular topics at the beginning of the course and due dates will be provided for each submission. Ideally, they should be submitted electronically to ensure date and times appear on the correspondence. These mini assignments are intended to give you an opportunity to review and critically reflect on the content of each session as it relates to the course objectives and your professional development.

Each assignment will be worth 5% for a total of 20% of your final grade. The grading of the weekly assignments will be in terms of 1% for question 1, 2% for question 2 & 3 for a total of 5 %.

**Questions to be answered in each assignment:**

1. What was the session about? (Identify at least **3** concepts and briefly explain them.)
2. In your opinion, do you believe this service would be beneficial to patients? Is it evidence-based? Is the research believable?
3. Would you recommend this practice to a client and for what ailments?

**Please note:**

- All answers are to be type written, and submitted via E-mail.
- Answers are to be approximately 250 words in length and to reflect ***your own thoughts***. You have a great deal of liberty here, and I encourage you to really *think* and find a way to *express* your thoughts. Remember to explain your answer.
- Number your three answers.
- These assignments offer you the opportunity to test your ability to synthesize the course material and will serve as an excellent reference to you in your practice..

**I look forward to reading your assignments and  
welcome constructive feedback at any point.**

## Addendum to Course Outline

Course Code: HTH102

Course Title: Complementary and Alternative Medicine

Professor: Malisa Carullo

Date: May 9, 2012

### Revised Version

Students were advised by the teacher of the text change below.

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

##### **Required Text**

Freeman, L. W. (2009). *Mosby's complementary and alternative medicine*. (3<sup>rd</sup> ed.). Mosby Elsevier Canada.

##### **Supplementary Text:**

Potter, P., & Perry, A.(2010). *Canadian fundamentals of nursing*. J. Ross-Kerr & M. Wood (Eds) (Revised 4th ed.). Toronto: Elsevier Mosby.

College of Nurses of Ontario: Practice Standards (documentation).  
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<http://www.cno.org/pubs/compendium.html>

#### **Additional Notes:**

Excerpt from Laurie Poirier's email dated May 9, 2012.

“Based on feedback from the teacher have made the decision to proceed with the textbook selections referenced in the original course outline.

Students will be advised re: the following:

- Purchase the Mosby text (information has been provided to Campus Shop and Follett will order same)
- Bring Potter and Perry to class as supplementary resource.”

**Original Version****IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Potter, P., & Perry, A.(2010). *Canadian fundamentals of nursing*. J. Ross-Kerr & M. Wood (Eds) (Revised 4th ed.). Toronto: Elsevier Mosby.

College of Nurses of Ontario: Practice Standards (documentation).  
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<http://www.cno.org/pubs/compendium.html>

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Chair, Health Programs  
School of Health and Community Services

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Date