

OAKLAND UNIVERSITY
SCHOOL OF HEALTH SCIENCES
HS 4410 – Integrative Holistic Medicine (10816)
HHB – Room 1006
2018 Winter: Jan. 4, 2017 – Apr.19, 2018
Thursday nights: 5:30 – 8:50 PM

- Instructor:** Jim Boniface, M.A., LPC, NCC
Wellness Specialization
Certificate in Complementary Medicine and Wellness
- Contact Info:** 248-376-2255 (personal cell)
Office Hours:
 - after class
 - by phone, weeknights after 7:00 P.M.
 - in person by appt.Office Location: No office assigned
OU E-mail: jaborifa@oakland.edu
- Course Web Site:** Via Moodle
- Required Textbooks/Materials:** Synovitz, L.B., & Larson, K.L. (2013). *Complementary and alternative medicine for health professionals: A holistic approach to consumer health*. Burlington, MA: Jones & Barlett Learning.
- Briggs-Myers, I. (1998). *Introduction to type* (7th ed.). Mountain View, CA: CPP, Inc.
- Briggs-Myers, I., & Briggs, K. (1998). *Myers-Briggs self-scorable form m*. Mountain View, CA: CPP, Inc.
- Course Description:** Evidence-based complementary and alternative modalities (CAM) will be explored and used to formulate new, holistic approaches for promoting health and treating diseases. Discussions will be related to students' life experiences and other disciplines. Topics include such modalities as stress management techniques, psychoneuroimmunology, neurofeedback, nutrition, herbology, and oriental medicine.
- Course Objectives** (as a result of the class students will be able to):
1. Recognize the distinctions among conventional, complementary, and alternative medicines and how an integrative approach lends itself to holistic ways of healing/lifestyles.
 2. Understand the roles of the NIH and the NCCIH with respect to CAM therapies and modalities.
 3. Identify the early pioneers who influenced the historic development of CAM in the U.S.
 4. Understand the value of four common wellness practices that significantly contribute to an overall sense of well being.
 5. Recognize the expansion of CAM modalities in hospital settings across the U.S. and in Southeast Michigan, and the value they are contributing.
 6. Discover the major theories that make up Traditional Chinese Medicine (TCM), including acupuncture and the concept of Qi (pronounce "Chee" but spelled as "Chi" in the West).
 7. Understand how botanical therapy impacts Eastern and Western medicine by learning about the uses, benefits, precautions, and contraindications of some of the more popular herbals.

8. Review the Mind-Body Connection through an understanding of psychoneuroimmunology, (PNI), the relaxation response, the health benefits of belief, the placebo effect, and when consumers are empowered in utilizing and making decisions about their health care.
9. Recognize your own personality type so that you may learn more about yourself and how to interact better with others different from you.
10. Learn such insights as the background, development, therapeutic techniques, precautions, and benefits of some of the major CAM modalities such as Acupuncture, Naturopathy, Homeopathy, Iridology, Chiropractic, Craniosacral, Resonance, and Relaxation & Stress Reduction Therapies.

Course Requirements:

- 1) **Classroom Participation (5%)**
- 2) **Examination I (37.5%)**
- 2) **Examination II (37.5%)**
- 4) **Group Assessments (10%)**
- 5) **Individual Assessment (10%)**

1) Attendance, readings, and individual class participation: (5% of your grade)

Textbook readings and other assigned readings should be completed before class. Based on these readings and any additional insights gained through personal research, investigations, and/or experience; students are encouraged to participate during in-class discussions.

2 & 3) Mid-Term and Final Exams: (75% total of your grade [37.5% each])

4) Group Assessments: (10% of your grade)

Each student will be given one opportunity to work in a group. Although the output will be a group effort, the grade assigned to each individual team member will be based on individual participation and contribution to the whole.

a. Herbal Assessments:

- i. Each team will be assigned a different herb by the instructor and then communicate back to the instructor the group members names and their respective responsibility before they present as a team.
- ii. The team must cover the following areas of responsibilities at a “high-level” using bullet points by a date TBD:
 1. description/history
 2. properties
 3. recommended uses
 4. recommended doses
 5. side effects/toxicity
- iii. Each team will produce a “few” slides and present in front of the class on their findings.
- iv. When necessary, references should be provided (all on the last slide)

b. Relaxation & Stress Reduction Technique assessments:

- i. Each team will be assigned a stress reduction technique by the instructor and then communicate back to the instructor the group members names and their respective responsibility before they present as a team.
- ii. The team must cover the following areas of responsibilities at a “high-level” using headings and bullet points:
 1. the creator/historical development of the technique (if any or an insightful contributor)
 2. the method(s)
 3. the benefits, precautions, contraindications
- iii. Each team will produce a “few” slides and present in front of the class on their findings.
- iv. When necessary, references should be provided (all on the last slide)

5) Individual Assessment: (10% of your grade)

a. Personality Type assessments:

- i. Determine your individual, Myers-Briggs, 4-letter personality type by taking the self-survey (OU Bookstore).
- ii. Be prepared in an open class discussion to share insights briefly that you gained or that were reinforced as a result of taking the self survey and/or what you gained from the booklet on *Introduction to Type* (OU Bookstore)
- iii. This will be accomplished in an open class discussion and no presentations are permitted for this exercise. Each student must contribute something verbally on this night of class.

Tentative Schedule of Topics and Text Readings (due by dates listed):

<u>DATE</u>	<u>S&L TEXT</u>	<u>TOPICS</u>	<u>ACTIVITIES</u>
01/04	None	- Introductions: Icebreaker - Syllabus review - Basic CAM terms	Assessments assigned/scheduled: Herbal Relaxation & Stress Reduction
01/11	1 9: pp.97-101	- Conventional Vs. CAM - CAM in Hospital Settings - Traditional Chinese Medicine	Eisenburg Video Personality Assessment review
01/18	2 3 4: pp.32-33	- The Scientific Method - Advertising Health Products - Cost of Health Care in the U.S.	Group Assessments: The Flexnor Report The Placebo Effect
01/25		- Psychoneuroimmunology (PNI) - The Planetree Model - CMH, Medicaid, Medicare - Spirituality	Group Assessments: The Push Button Exercise Addictions / Erikson

02/01	6	<ul style="list-style-type: none"> - Integrative/CAM Medicine/Care - MBS/TMS - Fight or Flight Response - Laughter & Music 	<p>Group Assessments: The Schubiner video Adrenaline Junkies Video</p>
02/08		<ul style="list-style-type: none"> - Any remaining teaching materials - Preparation for Examination I 	Group Assessments:
02/15		Mid-Term Exam	
02/22		No Class: Winter Break	
03/01	10	<ul style="list-style-type: none"> - Naturopathy - Homeopathy - Iridology and Reflexology 	Group Assessments:
03/08		<ul style="list-style-type: none"> - Neurofeedback - Craniosacral Therapy 	<p>Group Assessments: 4-letter Myers-Briggs Type due</p>
03/15		<ul style="list-style-type: none"> - Four Common Wellness Practices - Resonance Therapy 	Group Assessments:
03/22		<ul style="list-style-type: none"> - Chiropractic - Personality Assessment insights 	<p>Group Assessments: Myers-Briggs in-class discussion</p>
03/29		<ul style="list-style-type: none"> - No Class 	
04/05	15	<ul style="list-style-type: none"> - Energy Therapies - Mindfulness - Quackery 	Group Assessments:
04/12		<ul style="list-style-type: none"> - Any remaining teaching material - Preparation for the Exam 	Parting Comments
04/19		<ul style="list-style-type: none"> - Examination II 	