

Oakland University
School of Health Sciences
WHP3620 – Healing Traditions
Winter 2018

Course: WHP 3620
Course Title: Healing Traditions
Credits: 4 Credit Hours
Location: 1006 HHB
Time: Wednesday 5:30 – 8:45 PM
Instructor: Teri Kolar, MT-BC, MSA.
Office Hours: Before or after class
Other times scheduled by appointment
Telephone: (248) 227-3635
E-mail: terik@wowway.com

Course description:

This course examines and compares Eastern and Western healing traditions. Origin, evolution, applications, and degree of acceptance of these healing traditions is examined with regard to individual beliefs, and in relation to cultural, historical, political, and economic aspects of competing health systems.

Required texts:

Gevitz, Norman: *Other Healers: Unorthodox Medicine In America*. John Hopkins Univ. Press, 1990.

Young, Jacqueline: *The Healing Path – The practical guide to the holistic traditions of China, India, Tibet, and Japan*. Thorsons, 2001. **Please Note:** Unfortunately I have been told that the book is currently out of print. However, I have learned that a number of copies in good condition are available online. Go to www.half.com and type in “The Healing Path” in the search window for books. Be sure to order The Healing Path: The Practical Guide to the Holistic Traditions of China, India, Tibet, and Japan by Jacqueline Young as there are several other texts under “The Healing Path. Another good option is www.alibris.com.

Recommended reference reading:

Periodically selected readings will be encouraged from library publications, journal articles and internet websites. I have put the following books on two-day reserve at the library:

Novey, Donald W.: *Clinician’s Complete Reference to Complementary and Alternative Medicine*. Mosby, 2000.

Freeman, Lyn and Lawlis, Frank: *Mosby’s Complementary and Alternative Medicine: A Research Based Approach*. Mosby, 2001.

Whorton, James C.: *Nature Cures –The History of Alternative Medicine in America*. Oxford University Press, 2002.

Course objectives:

After completion of this course students will:

1. Have a foundational understanding of the major healing traditions of the world including those found in Ayurveda, Yoga, Chinese medicine, Buddhism, Judaism, and various schools of Western thought including Thomsonianism, osteopathy, chiropractic, hydrotherapy, and homeopathy.
2. Be able to discuss the strengths and weaknesses of each of the perspectives discussed in class.
3. Be able to make judgments in terms of what modalities of healing are effective and which are ineffective in treating various conditions.
4. Understand and appreciate the integration of body, mind, and spirit as a complete entity involved in the healing process.
5. Obtain firsthand exposure to a variety of alternative/complementary interventions as practiced in Southeast Michigan.
6. Gain an appreciation of the impact that culture, religion, politics, and history have had on the evolution of healing traditions that are being increasingly practiced as alternative forms of medicine in our society today.
7. Be exposed to some of the major religious influences on medical practice in the United States including that of Christian Science and Seventh-day Adventism.

Expectations of students:

To meet the course objectives the class format will utilize a variety of theoretical, conceptual, historical and analytical materials related to illness, health and health promotion interventions. Students should note that while the lecture presentations will endeavor to address pertinent issues in some depth, the presentations alone, are no substitute for the required readings. Regular class attendance and active participation in class discussions will be important. One absence is permitted. After that, unexcused absences will negatively impact the grade by 2% per absence up to a maximum of a 10% reduction. The exchange of ideas and relating them to professional experiences will be encouraged. It is highly recommended that students remain up to date with course readings. **WHP majors should retain a clean copy of this syllabus for their portfolios.**

BOTH LECTURE MATERIAL AND REQUIRED READINGS ARE EXAMINABLE.

Evaluation:

1. class presentations
2. Three sectional exams

The schedule for evaluation is as follows:

<u>Evaluation/Grading</u>	<u>Points available</u>	<u>Date</u>
Presentation/paper	20	As Scheduled
Presentation/Historical person	20	As Scheduled
Quiz one	15	As Scheduled
Quiz two	15	As Scheduled
Class Participation	5	
Final Quiz	25	
Note: A grade below 2.5 in any of the above sections will result in automatic review of WHP minor/major standing and a student being placed on probation.		



Accommodations for disabilities: If you need accommodation because of a disability, or if you need to share any important information, please inform me as soon as possible. Please see me privately after class or in my office.

NOTE: It is important not to miss any quiz, presentation, or class session. Any missed quiz, presentation or in-class activity will receive a grade of zero unless a valid, written medical exemption is presented upon returning to class. If any quiz/presentation is missed and an exemption is deemed appropriate by the instructor, a special make-up exam/assignment will be required. The make-up exam/assignment will be comprehensive (i.e., cover the content from the entire course) and taken at the end of the semester. The grade received on the special make-up exam will substitute for the missed quiz.

PENALTIES: No extensions will be granted for due dates. Note the penalties for late submission of projects – minus 50% per day late! All components of the evaluation are mandatory and must be passed and completed. Failure to submit an assignment may result in an Incomplete (I) grade. Failure to pass each evaluation component may result in failing the overall course.

Grading Scale:

A	100%-94%	4.0
A-	93%-86%	3.7
B+	85%-82%	3.3
B	81%-78%	3.0
B-	77%-74%	2.7
C+	73%-71%	2.3
C	70%-68%	2.0
C-	67%-64%	1.7
D+	63%-61%	1.3
D	60%	1.0
F	59%- 0%	0.0

TENTATIVE CLASS SCHEDULE: The instructor reserves the right to alter this schedule as necessary. It should be seen as a guide only.

DATE	TOPIC	TEXT
January:		
3	Course Introduction: Three Perspectives on Alternatives	<i>Other Healers</i> – Chap. 1
10	No “Blood, Drugs, and Tears” – American Medicine in the 1800’s. Thomsonianism Contributions of Ancient Civilizations “Secrets of the Mummies”	Handout <i>Other Healers</i> – Chap. 2 Handout
17	Alternative Medical Practices Health Reform of the 1800’s	<i>Other Healers</i> – Chap. 3
24	Hygitherapy Movement Homeopathy – guest speaker	<i>Other Healers</i> – Chap. 4 <i>Other Healers</i> – Chap. 5
31	Quiz 1 (chapters 1-5) Alternative Medical Practices	
February:		
07	Osteopathy Group presentation 1	<i>Other Healers</i> – Chap. 6
14	Chiropractic Group presentation 2 group presentations 3	<i>Other Healers</i> – Chap. 7
21	Winter Break	
28	Psychology and Spiritual Healing Mary Baker Eddy and Christian Science	<i>Other Healers</i> – Chap. 8
March		
7	John Harvey Kellogg and Seventh-day Adventists Group presentation 4 Group presentation 5	<i>Other Healers</i> – Chap.
14	Contemporary Folk Medicine Student presentations A	<i>Other Healers</i> – Chap. 10

Group Presentations B

- 21 Introduction to Eastern traditions-Ayurveda
India – Yoga

Healing Path – pp. 9-39
Healing Path – pp. 40+

Buddhism and Tibetan Medicine

- 28 History and Teachings of Buddhism
Healing in Tibetan Medicine

Healing Path – pp. 47-87

Group Presentation C

April

- 04 **China**
Chinese Herbal Medicines
The Concept of the Five Elements
The Concept of Yin and Yang
Japan
Introduction to Tai-Chi and Acupuncture

Healing Path – pp. 89-125

Healing Path – pp. 127-159

Group Presentation D

- 11 **Quiz #2**
Group presentation E

April 12-17	UNIVERSITY SENATE LEGISLATION PROHIBITS QUIZZES, TESTS OR EXAMINATIONS THE WEEK PRIOR TO WHEN THE FINAL EXAMINATION PERIOD BEGINS. VIOLATIONS OF THIS LEGISLATION SHOULD BE REFERRED TO THE ACADEMIC AFFAIRS OFFICE, 205 WILSON HALL, (248) 370-2190 FOR UNDERGRADUATE COURSES OR TO THE OFFICE OF GRADUATE STUDY, 520 O'DOWD HALL, (248) 370-4053 FOR GRADUATE COURSES
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Final scheduled for April 25

CLASS SCHEDULE: The professor reserves the right to alter this schedule as necessary. It should be seen as a guide only.

OAKLAND UNIVERSITY
SCHOOL OF HEALTH SCIENCES
WHP 3620 – HEALING TRADITIONS – Presentation Guidelines

1. Your group will be assigned two presentations
 - One on a person of historic significance in health care
 - One on a treatment practice

2. Include the following in your presentation:
 - Historical Figures
 - Role in Society
 - Personal history or significant events
 - Evolution of their roles
 - Education
 - Personality issue that played a part in their significance in health care
 - Rise/fall of their significance
 - Historical issues that did or could have affected health care today
 - May use internet videos or education clips to augment presentation
 - Treatments:
 - Nature of the specific issue (definition).
 - Historical, religious, and/or cultural background
 - Strong points and weaknesses. In what areas does it seem to be effective? Ineffective? Provide documentation to support your position. You must provide both the strong points and weaknesses of the chosen modality.
 - Conventional wisdom for intervention/prevention (primary, secondary or tertiary prevention).
 - Newly emerging prevention and intervention strategies (cutting edge, experimental, or research interventions/directions) utilizing your selected topic
 - Live or video demonstration of treatment example
 - Presenters should be prepared to answer questions from other students.

- Due to scheduling issue all presentations **MUST BE** presented as scheduled. **ALL** members of group must participate and **VERBALLY** present some portion of the presentations.

3. Presentations will be graded on the following: each person will be graded separately for their role in presentation
 - Preparedness and knowledge of the speaker
 - Material presented in an organized form
 - Mannerisms of speaker including body language, eye contact, enthusiasm etc.
 - Quality of PowerPoint slides
 - Visually appealing
 - Free of grammatical and spelling errors
 - Scientifically accurate

- Served to clarify the speaker's presentation
- Ability to maintain the audience's attention
- Presentation of both pros and cons of the modality
- Ability to handle questions

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12. On the day of the oral presentation student should turn into the professor all of the following:

- Floppy or CD with the PowerPoint Slides
- A hard copy of the PowerPoint slides
- Any handouts related to presentation

Possible topics for student presentation:

Treatment practices

- Faith healing
- Folk Medicine practices
- Botanical medicine
- Sacred Oils
- Buddhism/Tibetan medicine practice
- Energy Medicine
- Typical medicine practices of the 1800's
- Magnet Therapy
- Traditional and Modern Chinese medicine practices
- Hygitherapy
- Christian Science

Historical figures

- Dr. Benjamin Rush
- John Harvey Kellogge
- Mary Baker Eddy
- Samuel Hahnemann
- Phineas Quimby
- Andrew Taylor Still
- Daniel David Palmer
- Dahli Llama

