THE UNIVERSITY OF MICHIGAN SCHOOL OF NURSING
Interdisciplinary Course in
COMPLEMENTARY THERAPIES & ALTERNATIVE HEALING

Course Syllabus

I. Course: Complementary Therapies & Alternative Healing
    Nursing 516, Social Work 711, HBHE 616 (Public Health)

II. Credits: 3 credits lecture/seminar; 1 credit lab: Mind Body Skills Group

III. Prerequisites: Graduate student status or permission of instructor

IV. Faculty: Jeanne Raisler, DrPH, CNM, Rita Benn, PhD, Linda Diane Feldt, Holistic Health Practitioner, Sara Warber, MD

V. Schedule: Winter 2002

VI. Course description: This interdisciplinary course examines the principles, practices, use and outcomes of complementary therapies and alternative healing. It provides an overview of the field, reviews selected systems of alternative healing, and focuses on specific healing modalities that are widely used in the general population. Students will learn to use evidence-based criteria to evaluate the risks and benefits of selected complementary therapies. The integration of alternative and conventional health practices will be examined, and ethical, legal and professional issues will be explored. Emphasis will be placed on taking an alternative healing history, facilitating patients’ decision-making regarding alternative therapies, communication between allopathic and alternative healers, and assessing the standard of practice of alternative healers in the community, including training and certification issues. A holistic approach to the patient-healer relationship that emphasizes self-care will be maintained.

VII. Objectives:
    At the completion of the course, the student will be able to:
    1. Discuss the history, cultural context and current use of alternative healing;
    2. Analyze the empirical, theoretical and scientific basis of selected complementary therapies;
    3. Identify psychological, cultural and spiritual dimensions of alternative healing;
    4. Use the principles of evidence-based practice to evaluate the efficacy, outcomes, cost, and patient satisfaction of selected complementary therapies;
    5. Evaluate strategies for incorporating alternative therapies into clinical practice;
    6. Analyze the role of the health professional in relation to patients’ decision-making and use of alternative therapies.

VII. Format: The course, created in collaboration with the University of Michigan’s Complementary and Alternative Medicine Research Center, presents an overview of complementary and alternative medicine (CAM) in a series of lectures, seminars, participant and observational experiences. The course will focus on the application of CAM in clinical practice, and the interface between the health professional, patient and alternative healing community. CAM researchers and healers from both
health professional and community-based backgrounds will serve as guest speakers. As part of the experiential component of the course, students will observe for ½ day in the practice of a practitioner of complementary therapies. Student groups will be formed to research, write up and present in class a report on an alternative healing modality of their own choosing. Learning experiences will include lectures, seminars, assigned readings, demonstrations, videos, group work and observational experiences.

VIII. Student Evaluation Procedures
Grading will be based on the quality and depth of the student’s written assignments, class presentation and final examination results. The percentage distribution will be as follows:

10% Practitioner observation:
Interview and observe a CAM practitioner and write up a report using the practitioner observation form at the back of the Syllabus. Your report should be 3 typed, double spaced pages.

15% Research critique. Using the Research Critique format provided in the Syllabus, critique a CAM study from the list circulated in class.

45% Group class presentation (15%) and evidence-based paper (30%). Small groups of students will research a CAM topic of mutual interest, and make a 30 minute presentation to the class on the subject. Class presentations should include Powerpoint presentations, handouts and references for fellow students. They may include demonstrations of alternative healing modalities.
Evidence-based paper: Each group will submit a typed, double-spaced report on their chosen topic. The report should be evidence-based, evaluative, and written in APA format. It should include an annotated Bibliography with at least 15 sources. Time will be given in class to form groups and discuss possible topics, which must be approved by the course faculty. Students are strongly encouraged to form interdisciplinary groups, in order to benefit from the wide variety of perspectives and backgrounds that classmates bring to the course. Each group should submit a list of the specific contributions made by each student to the presentation and paper. Paper length should be approximately 25-30 pp, not including references.

30% Final Exam: A multiple choice exam focusing on the CAM therapies, trends and issues presented in the course.

IX. Session Topics
The course topics are organized within a framework designed by the National Center for Complementary and Alternative Medicine (NCCAM), which designates major categories of CAM.
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<tr>
<td>1/8/02</td>
<td><strong>Introduction, Overview &amp; Requirements:</strong> Jeanne Raisler, DrPH, CNM,</td>
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<td><strong>Mind Body Skills Groups:</strong> Rita Benn, PhD</td>
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<td><strong>Meditation</strong></td>
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<td><strong>Overview of Complementary &amp; Alternative Medicine:</strong> Sara Warber MD</td>
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<td>1/15/02</td>
<td><strong>Mind-Body Medicine:</strong> Howard Schubiner, MD, Wayne State University School of Medicine</td>
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<td><strong>Meditation</strong></td>
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<td><strong>Film:</strong> Mindfulness-Based Stress Reduction Clinic (Dr. Jon Kabat Zinn).</td>
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<td>1/22/02</td>
<td><strong>Traditional Chinese Medicine</strong></td>
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<td><strong>Tai Chi Chuan:</strong> Master Wasentha Young, Peaceful Dragon School</td>
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<td><strong>Acupuncture:</strong> Alison Lee, MD, The Barefoot Doctors</td>
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<td>1/29/02</td>
<td><strong>Energy Healing: Therapeutic Touch</strong></td>
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<td>Gwen Wyatt, PhD, Michigan State University</td>
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<td><strong>Polarity Therapy:</strong> Linda Diane Feldt, Herbalist and Holistic Healer</td>
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<td>2/5/02</td>
<td><strong>CAM Research.</strong> Panel presentation:</td>
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<td>Lisa Kane Low CNM, PhD, Jeanne Raisler, Suzie Zick, MPH, ND</td>
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<td><strong>Meditation</strong></td>
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<td>Small group discussion of CAM research articles</td>
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<td>✋ Turn in Research Critique ✋</td>
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<td>2/12/02</td>
<td><strong>Patients Mobilize for Healing</strong></td>
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<td><strong>Support Groups:</strong> Debbie Madison, LSW, St. Joseph of Mercy Hospital</td>
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<td><strong>Integrating CAM &amp; Conventional Treatment:</strong> Dianna Dyer, RD</td>
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<td><strong>Film:</strong> Breast Cancer Support Group (Dr. David Spiegel)</td>
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<td>Linda Diane Feldt</td>
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<td>Leslie Shimp, Pharm D, School of Pharmacy</td>
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<td>Suzie Zick</td>
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<td>Group discussions: practitioner observation experience</td>
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<td>2/26/02</td>
<td>✋ ★★★ Spring Break ★★★</td>
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<td>3/5/02</td>
<td><strong>BodyWork</strong></td>
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<td><strong>Shiatsu:</strong> Andy Heyman, MHSA</td>
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<td><strong>Chiropractic:</strong> Linda Sayer, Chiropractor</td>
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<td>Massage experience, with Community Bodywork Practitioners</td>
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<td>3/12/02</td>
<td><strong>Nutritional Healing</strong></td>
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<td>Suzanne Dixon, MPH, MS, RD, UM Cancer Center</td>
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<td>Annie Elder, Community Farm of Ann Arbor</td>
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<td>Potluck: Healthy vegetarian food</td>
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<td>Dennis Chernin, MD</td>
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<td>Shannon Scott, UMCC</td>
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<td>4/9/02</td>
<td><strong>Caring, Curing &amp; Healing: Legal and Professional Issues in CAM</strong></td>
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<td>Jeanne Raisler, Linda Diane Feldt</td>
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**Required Readings:**


Coursepack of articles. Available at Excel Coursepacks & Copies, 1117 S. University. (734)996-1500.

**Coursetools Website:**

http://coursetools.ummu.umich.edu/2002/winter/nurs/516/001.nsf

or use the student gateway site at

http://coursetools.ummu.umich.edu/mycourses
**Mind Body Skills Groups** (Optional 1 credit lab)

Students can elect to enroll in an addition 1 credit lab to participate in a Mind Body Skills Group. In the mind body skills groups, students will have the opportunity to learn, practice and discuss a variety of mind-body techniques which can be used to alleviate stress and enhance health and well being. These techniques include meditation, guided imagery, biofeedback, breathe work, writing, drawing, and movement. The opportunity for more extended practice of mind body skills will enhance students’ understanding of healing modalities which may be used by and useful to their patients and themselves. Students will be expected to practice assigned mind-body techniques between sessions and will discuss their learning experiences in the small group sections.

**Mind Body Skills Groups Objectives**

Students will learn to:

1. Use mind-body techniques as a means of stress management
2. Expand their level of self-awareness and ability to practice self reflection
3. Identify mind-body techniques that may be helpful for specific health conditions
4. Understand the importance of each person’s individual history, experience and capacity for personal growth during healing.
5. Describe the theory and research basis for selected techniques in mind-body medicine

**Format:** The Mind Body Skills Groups will meet 8 times during the semester for 2 hours per session. The sessions will focus on experiential practice, introspection, self-reflection, active listening and self-disclosure. At each session, students will be introduced to new mind-body practices and the theoretical and research base underlying them. Each Mind Body Skills Group will be limited to a maximum of 9 students.

**Grading:** Assigned reading, group participation, self-practice and daily journaling are expected in order for students to achieve course objectives. Students are expected to attend every session. Grades will be based on attendance, journal completion and 2-3 brief written reflective assignments.

**Required Reading:**


Guidelines for Research Critique

The Research Critique should be a typed report which addresses the following questions (as appropriate) about the study you have selected from the designated list. When responding, ask yourself: Does (or should) the fact that the study is about a complementary therapy have implications for the study design and methods?

1. **Research Problem.** What is the research question or problem addressed by this study? Is it well-defined, researchable, significant?

2. **Literature Review.** Logically organized? Relevant? Gaps in knowledge identified?

3. **Hypotheses.** Clear, testable, specific?

4. **Sampling.** Is the sample size adequate? Does the sample represent the target population? How was the sample selected? Was the selection method appropriate? Is there sampling bias in the chosen method?

5. **Research Design.** What is the research design? Is it adequately described, and appropriate to the problem? Are there special research design issues because this is a study of complementary therapies/alternative healing?

6. **Data Collection Methods.** Are the data collection methods appropriate for the study? Adequately described? Are the measurement tools reliable and valid?

7. **Data Analysis.** Is the Results section clear and logically organized? Are the analytic methods appropriate? Are tables and figures clear and understandable? Are the statistical tests appropriate for the variables being measured?

8. **Interpretation and Discussion of Findings.** Are the Discussion and Conclusions based on the data? Are unwarranted generalizations made? Are study limitations identified? Are implications for clinical practice discussed? Are the findings discussed in relation to past and future research? Are the conclusions justified?

*Thanks to Cheryl Beck, CNM, DNSc, who elaborated the criteria on which this sheet is based in Beck CT. The Research Critique: general criteria for evaluating a research report. JOGNN 1990;19(1):18-22.*
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CAM PRACTITIONER OBSERVATION/INTERVIEW

Name of CAM practitioner
Type of CAM practice
Address/Telephone Number/email

1. What kind of CAM therapy did you observe/receive?

2. Why do you think people use this CAM therapy? (as opposed to conventional treatment)

3. What was the purpose of the treatment?
   Is this purpose different from what conventional medicine tries to achieve?

4. How was the physical environment similar to/different from a conventional health care setting?

5. Describe the sociodemographic characteristics of the CAM provider’s patients (SES, ethnicity, gender)

6. What were your thoughts and feelings upon observing/experiencing this CAM therapy?
   What surprised you the most about your reactions?

7. How did the patient react to the treatment?

8. What kinds of questions did the CAM provider ask before administering treatment?
   How did they compare to questions in a conventional health care interview?

9. What information did the CAM provider provide to the patients about the course and effects of treatment?

10. Describe the relationship between the CAM provider and patients. How did it compare with the relationship in a conventional health care settings?

11. What was the cost of a single treatment, and of a usual course of treatment?

12. Would you recommend this practitioner to a patient or family member?
   Why, or why not?

13. Other thoughts/comments?
Readings by Week

**Week 1: Overview of Alternative Healing**


**Week 2: Mind Body Medicine**

*Essentials of CAM*: Chapter 30: Meditation and Mindfulness

**Week 3: Traditional Chinese Medicine**

Essentials of CAM: Chapter 12: Traditional Chinese Medicine
Chapter 19: Medical Acupuncture


**Week 4: Energy Healing, Therapeutic Touch**


**Week 5: CAM Research**


**Week 6: How patients mobilize for healing**


Dyer D. Hope is the last to die. *Nutrition and Complementary Care*. Spring 1999


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**Week 7: Botanical Medicine: Healing with Herbs**

**Essentials of CAM:**

Chapter 6: The Safety of Herbal Medicine

Chapter 20: Phytomedicine


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**Week 8: Body-Based Treatments**

**Essentials of CAM:**

Chapter 15: Chiropractic Medicine

Chapter 22: Massage Therapy


**Week 9: Nutrition**

Essentials of CAM: Chapter 29: Nutritional Biotherapy  
Chapter 7: The Safety of Non-herbal Complementary Therapies  

**Week 10: Homeopathy**

Essentials of CAM: Chapter 28: Homeopathy  
Chapter 8: The Safety of Homeopathy  

**Week 11: Arts and Healing**

Week 12: Spirituality/Yoga
Essentials of CAM: Chapter 21: Spiritual Healing


Week 13: Caring, Curing and Healing: Professional, Legal, and Ethical Issues
Essentials of CAM:
Chapter 2: The Physician and Complementary and Alternative Medicine
Chapter 3: Ethics at the Interface of Conventional and Complimentary Medicine


