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# Assignments

Homework assignments ensure that students come to class prepared. All homework assignments are expected to be of graduate-level quality (i.e. free of spelling or grammatical errors), and these assignments are due by the deadlines indicated for each assignment.

**Late Policy: 5% will be deducted per day for late assignments up to 13 days late.**

**Zero points received on day 14 and later.**

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| --- | --- | --- |
| **Assignments** | **Date Due** | **Time Due** |
| 1. Forum #1 – Teamwork | <dueDateID1> | 11:55pm PT |
| 1. Forum #2 - Competencies | <dueDateID2> | 11:55pm PT |
| 1. Forum #3 – Supporting Research | <dueDateID3> | 11:55pm PT |
| 1. Forum #4 - Professionalism | <dueDateID4> | 11:55pm PT |
| 1. Report Paper | <dueDateID5> | 11:55pm PT |
| 1. Presentation | <dueDateID6>, <dueDateID7>, <dueDateID8> | During Class |

*4 Forum Post ASSIGNMENTS*

10 points per regular Discussion Forums, 15 points for Supporting Research Forum

**Discussion Forum #1: Teamwork**

Investigating Professional Communication and Team Collaboration: Post at least one comment about a common barrier to inter-professional communication and collaboration that you’ve experienced and how this can be improved.

Respond to two of your colleagues’ posts along with an original post.

**Discussion Forum #2: Competencies**

Investigating Inter-Professional Communication Competencies: Post at least one comment about the inter-professional competencies. What do you think of the ACIH/IPEC Competency Domain 3, Inter-Professional Communication? What do you find useful about them?

Respond to two of your colleagues’ posts along with an original post

**Discussion Forum #3:** **Supporting Research**

In both your presentation and your report paper, you will be translating TCM concepts and/or diagnoses into terminology and language that healthcare providers unfamiliar with TCM should be able to easily understand. One way to provide additional support in explaining concepts that may be unfamiliar to a biomedical audience is through the use of research.

In this forum, post at least one credible source of TCM research literature that references a topic you discuss in either your **Presentation** or your **Report Paper** assignments. Wikipedia, blog posts, or trade publications are not acceptable sources of research. When posting, please include a link to the research literature as well as a brief explanation of what the research article entails.

An example of this might be that if you discuss how acupuncture works to treat pain in your presentation, you could share an article from PubMed that provides evidence that acupuncture is effective for the treatment of a painful medical condition like migraines.

Respond to two of your colleagues’ post along with an original post.

**Discussion Forum #4**: **Professionalism**

Conveying professionalism appropriate to your audience in your body language and physical presentation. What are ways you convey professionalism in your body language and physical presentation? (clothes, make up, fragrance)? How do you assess what is appropriate physical presentation in different settings?

Respond to two of your colleagues’ posts along with an original post.

**Report paper –** (30 points)

Paper: Write a report that you could make to an MD explaining how you would treat a patient, giving description of patient, diagnosis (may use TCM and must use biomedical terms), the treatment principle/plan, prognosis, and expectations of relationship with MD. Rather than being a consult or progress report, this paper is a proposal to work together. **Please refer to Moodle for full instructions.**

\*submit paper via assignment link in Moodle.

**Presentation:** Verbally explain one OM concept to a biomedical audience of your choosing(25 points)

Students will be make short verbal presentations (3-5 minutes) translating, discussing or explaining one TCM concept using language or terminology that could be easily understood by a biomedical audience of their choosing (MDs, DO’s, nurses, PTs, mental health professionals, registered dieticians, etc.). The purpose of these presentations is to increase competency and confidence in explaining TCM concepts to other healthcare professionals with whom acupuncturists may be interacting and working with as part of an inter-professional team, without relying on TCM vocabulary that may confuse a biomedical audience.

A note on presentations:

These presentations are meant to be explanations that you could give to a biomedical audience that you would encounter in practice or in a professional setting and should not be styled as a formal presentation with notes that you read during the allotted time- we want this exercise to practice fluency in explaining these concepts to other medical professionals rather than overly formal lectures.

Students will sign up after Webinar 1 to present their presentations during Webinars 2, Webinar 3, and Webinar 4.  Students must sign up for their preferred presentation date ahead of time.   There are a limited number of presentation time slots per webinar...so sign up fast!

# Course Outline

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| **Webinar #1** | **<textClassDayOfWeek> <textClassDate> (<textClassTime>)** |

Learning Objective: (#1) Compare methods of involving the patient in treatment outcomes.

Assignments:

Readings:

*Read pages 8-9, the section on PUBLIC VIEWS OF TAKING MORE RESPONSIBILITY AND PARTNERING WITH CARE PROVIDERS in Bauer-Wu, S. Ruggie, M., and Russell, M. (2009) Communicating with the Public About Integrative Medicine. Institute of Medicine.*

*Patient Safety and Quality: An Evidence-Based Handbook for Nurses, Chapter 33: Professional Communication and Team Collaboration*

*In handouts, and also here:* [*http://www.ncbi.nlm.nih.gov/books/NBK2637/*](http://www.ncbi.nlm.nih.gov/books/NBK2637/)

*Disengaged: a qualitative study of communication and collaboration between physicians and other professions on general internal medicine wards. Zwarenstein et al. BMC Health Services Research 2013, 13:494*

*In handouts, and also here:* [*http://www.biomedcentral.com/1472-6963/13/494*](http://www.biomedcentral.com/1472-6963/13/494)

*Academic Collaborative for Integrative Health (ACIH - 2018). Competencies for Optimal Practice in Integrated Environments Available as a free download here:*

https://static1.squarespace.com/static/55861f1ae4b01ea9a58583a7/t/5aa04bb0e2c483b232c9e1e8/1520454578850/ACIH+Competencies\_030718.pdf

*At minimum pg 13, Interprofessional Education Collaborative Core Competencies.* [*https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf*](https://ipecollaborative.org/uploads/IPEC-Core-Competencies.pdf)

*Explore Patient-Centered Outcomes Research Institute:* [*http://www.pcori.org/research-results*](http://www.pcori.org/research-results) *(no specific assigned readings within the PCORI website; this is available for your reference)*

**Discussion Forum #1: Teamwork**

Investigating Professional Communication and Team Collaboration: Post at least one comment about a common barrier to inter-professional communication and collaboration that you’ve experienced and how this can be improved.

Respond to two of your colleagues’ posts along with an original post.

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| **Webinar #2** | **<textClassDayOfWeek> <textClassDate> (<textClassTime>)** |

Learning Objective: (#2) Communicate with patient, family, and health care providers outside your profession to determine an appropriate plan of care.

Learning Objective: (#3) Describe OM discipline and essential concepts to different audiences (such as healthcare professionals in different disciplines and patients/families).

Learning Objective: (#4) Communicate with other health care professionals in biomedical terms appropriate for an OM practitioner.

Assignments:

Readings:

*Page 14 of The February 10, 2015 publication of the National Health Statistics Report, Trends in the Use of Complementary Health Approaches Among Adults, provides terms related to complementary health approaches in the appendix (page 14).* [*http://www.cdc.gov/nchs/data/nhsr/nhsr079.pdf*](http://www.cdc.gov/nchs/data/nhsr/nhsr079.pdf)

*For your reference only (****No*** *assigned reading): Goldblatt, E., Snider, P., Rosenthal, B., Quinn, S. & Weeks, J. (2013) Clinicians' and Educators' Desk Reference on the Licensed Complementary and Alternative Healthcare Professions (3rd Ed.). Seattle: Academic Consortium for Complementary and Alternative Health Care: https://static1.squarespace.com/static/55861f1ae4b01ea9a58583a7/t/597bb31e914e6b7dd5beb083/1501279018792/2017+CEDR\_final\_071817.pdf*

**Discussion Forum #2: Competencies**

Investigating Inter-Professional Communication Competencies: Post at least one comment about the inter-professional competencies. What do you think of the ACIH/IPEC competency field 3, Inter-professional Communication? What do you find useful about them?

Respond to two of your colleagues’ posts along with an original post.

**Discussion Forum #3**: **Supporting Research**

In both your presentation and your report paper, you will be translating TCM concepts and/or diagnoses into terminology and language that healthcare providers unfamiliar with TCM should be able to easily understand. One way to provide additional support in explaining concepts that may be unfamiliar to a biomedical audience is through the use of research.

In this forum, post at least one credible source of TCM research literature that references a topic you discuss in either your **Presentation** or your **Report** Paper assignments. Wikipedia, blog posts, or trade publications are not acceptable sources of research. When posting, please include a link to the research literature as well as a brief explanation of what the research article entails.

An example of this might be that if you discuss how acupuncture works to treat pain in your presentation, you could share an article from PubMed that provides evidence that acupuncture is effective for the treatment of a painful medical condition like migraines.

Respond to two of your colleagues’ post along with an original post.

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| **Webinar #3** | **<textClassDayOfWeek> <textClassDate> (<textClassTime>)** |

Learning Objective: (#3) Describe OM discipline and essential concepts to different audiences (such as healthcare professionals in different disciplines and patients/families).

Learning Objective: (#4) Communicate with other health care professionals in biomedical terms appropriate for an OM practitioner.

**Discussion Forum #4**: **Professionalism**

Conveying professionalism appropriate to your audience in your body language and physical presentation. What are ways you convey professionalism in your body language and physical presentation? (clothes, make up, fragrance)? How do you assess what is appropriate physical presentation in different settings?

Respond to two of your colleagues’ posts along with an original post.

**Report paper –**

Paper: Write a report that you could make to an MD explaining how you would treat a patient, giving description of patient, diagnosis (may use TCM and must use biomedical terms), the treatment principle/plan, prognosis, and expectations of relationship with MD. Rather than being a consult or progress report, this paper is a proposal to work together. **Please refer to Moodle for full instructions.**

\*submit paper via assignment link in Moodle.

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| **Webinar #4** | **<textClassDayOfWeek> <textClassDate> (<textClassTime>)** |

Learning Objective: (#3) Describe OM discipline and essential concepts to different audiences (such as healthcare professionals in different disciplines and patients/families).

Learning Objective: (#4) Communicate with other health care professionals in biomedical terms appropriate for an OM practitioner.

# Technology Requirements

The college requires that all students have access to a computer, software applications, and an internet connection that meet certain specifications. These specifications are outlined in the PCOM catalog, which is available as a free download from the college’s website. Computers that meet these specifications are also available for use in the college library during normal hours of operation. Students are expected to have basic proficiency in the use of word processing software such as Microsoft® Word (including the ability to “track changes”), and presentation software such as PowerPoint®. Students should also be checking their PCOM email accounts on a daily basis to keep abreast of any course-related announcements.

# Grading Standards

**A = 94-100% A- = 90-93% B+ = 87-89% B = 84-86% B- = 80-83%**

**C+ = 77-79% C = 70-76% F = 69% or lower I = Incomplete**

The faculty of Pacific College has adopted the following descriptions of letter grades to supplement the numerical descriptions in the catalog:

An **“A**“ represents outstanding achievement. The student has met more than 90% of the course objectives. An **“A” grade is only available for the highest, most exemplary accomplishments.**

A “**B**” represents substantially acceptable performance. The student has met at least 80% of the course objectives, but the student may still need remedial work in order to fully meet the course objectives. Because all course objectives are important in this curriculum, some remediation (either by focused independent study or tutorial) is recommended before proceeding to more advanced courses.

A **“C**” is awarded for marginally satisfactory performance. The student may proceed to courses for which the completed course is a prerequisite, but remediation is strongly recommended. A “C” should be considered a warning grade; it is the college’s observation that “C” students are at risk of failure on comprehensive and state licensure exams.

# Authorization for a Grade of Incomplete (I)

Any student seeking authorization for grade of “I” must first present a written petition to the Academic Dean. It is the responsibility of the student to bring pertinent information to the instructor and the Dean, and to reach an agreement on the means by which the remaining course requirements will be satisfied. An incomplete shall not be assigned when the only way a student can make up the work would be to attend a major portion of the course when the class is next offered. An “I” may not be assigned when the student’s course total is less that 70%. A student receiving an “I” must make up the specified deficiency and receive a grade by the end of the second week of the next semester. If not, the “I” automatically lapses to an “F” on the first day of the third week, and the course must be retaken at normal tuition rates. There are no extensions to this policy. It is the student’s responsibility to ascertain whether the instructor has delivered the final grade change to administration before the third week of the term begins.

# Attendance

The college’s policy on tardiness is as follows:

* Arriving 15 minutes late or leaving 15 minutes early = 1 tardy
* 3 tardies = 1 absence
* Arriving 30 minutes late or leaving 30 minutes early = 1 absence

The college’s policy on absences is as follows:

Students must attend at least 75% of the class hours scheduled in order to receive credit for a given academic course. Excessive absences, regardless of the reason for the absences, will result in a grade of “WF” (unless a grade of “I” has been approved). Students who receive a grade of “WF” must retake the course at normal tuition rates.

Class meetings take place as a combination of online webinars (30 hours) and discussion forums (15 hours). Students must be present at least 75% of both webinars and forums.

In order to be marked present in a webinar, students are required to ensure the following:

* They must log in to the webinar using their full real name as it appears on their invoice
* Their face must clearly visible on the webcam at all times
* Their webcam must be active and not paused at all times except class breaks

In order to be marked “present” for a forum, students are required to participate at a satisfactory level. The minimum requirements for satisfactory participation in online forums are described in the rubric or grading requirements for the forums. Please be aware that forums all receive individual grades. So, missing a forum is not advised, as you will lose points as well as be marked absent.

The Registrar will drop students from applicable Associate Internship, Internship, and DTD classes if, by the second week of the respective term, all sections of the required exams have not been passed.

It is the student’s responsibility to stop attending courses for which they are not qualified. No credit and no refund will be granted for courses taken out of sequence whether or not the student was notified individually. To avoid any inconvenience or unnecessary cost, please make sure you are registered for and attending the correct courses. The Registrar or Academic Dean can provide official answers to related questions. Please do not hesitate to contact them if you have any questions.

# Academic Integrity

Students who cheat on course assessments exhibit a willful disregard for the ethical and professional conduct expected of aspiring practitioners. At minimum, the cheating offense will result in a one-semester suspension from the College with the violation noted on the student’s transcript; a repeat offense will lead to the student’s expulsion. Students must also ensure that they are submitting original work that is written or developed for their particular courses. The presentation of someone else’s ideas or work as one’s own is considered plagiarism and will result in a failing grade for the course. When submitting information that is not their own original research or accepted as common knowledge, students must cite the source of the information using American Psychological Association (APA) standards, unless a different formatting standard is requested by the course instructor.

Suggested websites for up-to-date APA formatting include:

http://owl.english.purdue.edu/owl/section/2/10/

http://nova.campusguides.com/content.php?pid=114919&sid=992685

http://en.wikipedia.org/wiki/APA\_style

A website providing helpful information concerning plagiarism:

http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Additional information concerning quoting, paraphrasing, and summarizing:

http://owl.english.purdue.edu/handouts/research/r\_quotprsum.html

# Online Etiquette (“Netiquette”)

An increasing proportion of student-instructor and student-student communications are now taking place in the online environment, and many PCOM courses contain a significant online component. As online communications lack the context afforded by body language or tone of voice, students should choose their words carefully and avoid comments that could be misinterpreted as disrespectful or discriminatory. Students are also reminded not to write messages in all capital letters, as this is considered shouting in the online environment, and is an impolite form of communication.

Students are reminded that the online chat box is solely for communication directly related to the class subject at hand. Personal communication or opinions unrelated to the class subject should be communicated through other media. Any online postings that distract other students should be avoided and may considered as grounds for disciplinary action.

# Make-Up Assessments

Students are not permitted to make up a missed exam, quiz, homework assignment, or any other course assessment unless they can provide documentation of “extenuating circumstances;”

* “Extenuating circumstances” are defined by Pacific College as serious illness, labor and delivery, a death in the family, military deployment, study abroad trips (with at least 1 month’s notice), and religious observances. Events other than those listed may be considered “extenuating circumstances” with the advanced consent of both the course instructor and the Academic Dean.
* Make-up assessments must normally occur (or be submitted) within one week of the original date (or due date). A PCOM staff member or administrative officer will typically proctor make-up exams or quizzes, and students are normally required to pay a fee unless their absence was due to a religious observance;
* In the absence of timely documentation of “extenuating circumstances,” PCOM faculty will assign the student a failing grade for any missed assessment;
* Students who frequently request make-up assessments will be required to meet with the Academic Dean and/or Student Advisor to explain their frequent absences.

**Make-up Fees for Exams and Quizzes:**

* Written $50
* Practical $75
* Combined written and practical $110

# Disability Support Services

The college provides assistance for students, faculty, staff, and patients with disabilities, and does not discriminate on the basis of disability in the admission or retention of students. Under the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, qualified persons with disabilities are entitled to reasonable accommodations to achieve nondiscriminatory access to programs, services, and activities at Pacific College.

In order to request accommodations, a student must:

* Document disability;
* Document limitations;
* Request specific accommodations in writing and make an appointment to discuss these requests;
* Engage in dialogue with college representatives;
* Update requests as needed.

For more information on Disability Support Services or to discuss your specific needs, please schedule an appointment with the Student Adviser or the Academic Dean.

# Student Resource Services

24 hours a day, 7 days a week, confidential support services are available to help Pacific College students work through any personal challenges that may be interfering with their academic success.

Phone: 1-866-640-4777

To register online:

1. Visit www.studentlifetools.com and go to the orange box titled “Student Life Tools Login.” Select “New Users Click Here to Register.”
2. On the next screen, fill in your basic information. Use your school code to gain access to the site. Student Access Code: **L357**
3. On this page, you will be prompted to create a unique user ID & password.
4. Click register at the bottom.

Support services include:

* Immediate access to Masters-level counselors
* A nationwide network of licensed providers for one-on-one counseling
* Online self-help tools
* Individualized assistance identifying up-to-date community-based agencies and organizations that can facilitate access to childcare, transportation and other daily living needs

A specialist can be reached by telephone at any time of day (including weekends and holidays) so that students have access to around-the-clock support, whether at school or at home. One-on-one counseling is available on an as-needed basis. Common reasons why students reach out to Student Resource Services include (but are not limited to): feelings of stress related to school, family, or work; struggles with depression or anxiety; relationship issues; drug or alcohol problems; childcare concerns; or financial troubles.

# Carnegie Units/Hours

The Carnegie unit formula applies to all for-credit courses offered by the college. This formula directly relates to instructional assignments, both in and out of class. The Carnegie formula requires two hours of outside work for every one-hour of in-class didactic instruction. For example, in a 3-unit class that meets three hours per week, students should expect to perform 6 hours of outside work. The following formulas are used to approximate the amount of time the average student will need to complete assignments:

|  |  |  |  |
| --- | --- | --- | --- |
| **Reading Assignments** | | **Written Assignments** | |
| **Reading Level** | **Hours/Pages Read** | **Writing Level** | **Hours/Pages Written** |
| Easy | 1 hour / 30 pages | Easy | 1 hour / 2 pages (500 Words) |
| Text | 1 hour / 20 pages | Guided Response | 1 hour / 1.5 pages (375 words) |
| Technical | 1 hour / 15 pages | Research-Based | 1 hour / 1.5 pages (375 words) |
| Graduate | 1 hour / 15 pages | Analytical (Documented) | 1 hour / 1 page (250 words) |
|  |  | Original Research | 1 hour / 1 page (250 words) |
|  |  | Other | If the assignment does not fall into any  of these categories, time is estimated  based on the closest category. |

# Library Resources

E-resources at Pacific College of Oriental Medicine libraries are available to users on or off campus from the library’s web page. These e-resources include access to online full-text journals, databases with full-text articles, and e-book collections of textbooks.

E-Books includes access to major publications in the Ebrary Academic Complete Collection and the OVID e-books of TCM. Ebrary has over 100,000 textbook titles on general education topics, as well as health sciences, massage therapy, and alternative & integrative medicine. The OVID eBooks of TCM includes over 100 major books from the People’s Medical Publishing House. These collections are searchable by keyword, subject, title or author. For example, you can select a title, open the book, and view and select chapters to download, read, print, or study. The EBooks portal also includes online books from universities and publishers, and dissertation style guides. Off-campus access to proprietary systems such as Ebrary, OVID EBooks, ProQuest, and others requires a user login through MyPCOM, or access codes.

Online tutorials for database searching include the PCOM Health Information Literacy tutorials, the online catalog, and the NLM Quick Tours section. Hands-on training is also available. The online catalog is open to public-access searching of printed and non-printed materials including books; journals; media such as CDs, DVDs, and videos; and anatomical models that can be borrowed or requested.