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American Public University System

The Ultimate Advantage is an Educated Mind

School of Public Service and Health
Course Number: NURS 402
Course Name: Complementary and Alternative Medicine for the Health Care Professional
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite: None

Table of Contents

	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Selected Bibliography

Course Description (Catalog)

An influential trend in health care is the restructuring of patient care from the hospital to the community setting. Given this shift, the need for expertise in management of chronic illness is required by professionals in public health. Application of complementary and alternative medicine (CAM) provides public health professionals autonomy by allowing them to address aspects of a patient's well-being often disregarded by Western medicine. In this course, learners will increase their understanding of CAM therapies and will demonstrate its implementation in a holistic care model. (3 credit hours)

[Table of Contents](#)

Course Scope

This is an elective course for the health care professional. Students in this course will examine the roles of the interdisciplinary health care team related to CAM, and will plan how to integrate evidence-based CAM practices into a variety of health care settings.

[Table of Contents](#)

Course Objectives

After successfully completing this course, you will be able to

- Differentiate between CAM and Western medicine.
- Discuss indications, safety considerations, and contraindications of commonly used CAM therapies.
- Summarize the training and licensing of CAM practitioners.
- Discover ways to assess a patient's use of CAM modalities.
- Examine five major areas of CAM.
- Conduct an assessment of a community-based population for CAM use.
- Analyze how the evidence-based practice model is applied to CAM practice.
- Plan how CAM therapies may be used in a variety of states of health and wellness.
- Recommend how to integrate traditional medicine and CAM in community-based healthcare.

[Table of Contents](#)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include Forum questions (accomplished in groups through a threaded forum), examination, and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

[Table of Contents](#)

Course Materials

Required Course Textbook

None

Required Readings

- Bodeker, G., & Kronenberg, F. (2002). A public health agenda for traditional, complementary, and alternative medicine. *American Journal of Public Health, 92*(10), 1582-1591. doi:10.2105/AJPH.92.10.1582
- Devitt, M. (2001). Surveys confirm the safety of acupuncture: Reports suggests MDs, physiotherapists less competent than licensed acupuncturists. *Acupuncture Today, 2*(11). Retrieved from <http://www.acupuncturetoday.com/archives2001/nov/11safety.html>
- Emmerton, L., Fejzic, J., & Tett, S. E. (2012). Consumers' experiences and values in conventional and alternative medicine paradigms: A problem detection study (PDS). *BMC Complementary and Alternative Medicine, 12*(1), 39. doi:http://dx.doi.org/10.1186/1472-6882-12-39
- Frenkel, M. A., & Borkan, J. M. (2003). An approach for integrating complementary-alternative medicine into primary care. *Family Practice, 20*(3), 324-332. doi:10.1093/fampra/cm315
- Kvorning, N., Holmberg, C., Grennert, L., Aberg, A., & Akesson, J. (2004). *Acupuncture relieves pelvic and low-back pain in late pregnancy*. *Acta Obstetrica et Gynecologica Scandinavica, 83*(3), 246-250. Retrieved from <http://www.ncbi.nlm.nih.gov/pubmed/14995919?dopt=Abstract>
- Jonas, W. (2001). Advising patients on the use of complementary and alternative medicine. *Applied Psychophysiological Biofeedback, 26*(3), 205-214.
- Lai, Y. W., Matthias Paul Han, S. T., & Kong, K. H. (2010). Barriers to patient referral for complementary and alternative medicines and its implications on interventions. *Complementary Therapies in Medicine, 18*(3), 135-142. doi:<http://dx.doi.org/10.1016/j.ctim.2010.05.034>
- Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., Williamson, K. M. (2010). Evidence-based practice: Step by step: The seven steps of evidence-based practice. *American Journal of Nursing, 110*(1), 51-53. doi:20032669
- Pravikoff, D., Tanner, A., Pierce, S. (2005). Readiness of U.S. nurses for evidence-based practice. *The American Journal of Nursing, 105*(9), 40-51.

Primary Internet Resources

Read [Pregnancy and Chiropractic Care](#) from the American Pregnancy Association.

Read [Chiropractic Advice for Moms-to-Be](#) from the American Chiropractic Association.

Read [Research spotlight: Massage therapy holds promise for low-back pain](#) from NCCAM.

Read [Pregnancy Massage](#) from the American Massage Therapy Association.

Read [Pregnant Women Benefit from Massage Therapy](#), an abstract from *Journal of Psychosomatic Obstetrics and Gynaecology*, 20(1), 31-38.

[Complementary and Alternative Medicine: A Primer](#) is a summary of issues care providers must consider when advising patients about CAM

Visit [The Provider's Guide to Quality and Culture](#) website. Read and participate in the module's, "Introduction to Cultural Competence" and "Techniques for Taking a History." Be sure to take good notes as you will use them through the remainder of this course.

To begin your research about culture-specific herbal medicines, you may wish to visit [Memorial Sloan-Kettering Cancer Center - About Herbs, Botanicals, & Other Products](#).

How do you go about researching common illness and disease processes that are prevalent in a certain ethnographic population, as well as that population's traditional health beliefs and CAM practices? You may wish to start at the [Harborview Medical Center/University of Washington's Ethnomed](#) web page.

Visit [Natural Medicines Comprehensive Database](#) to find information on many herbal products.

[The National Institutes of Health Office of Dietary Supplements](#).

Assess the continuing education course offered by nurse.com, [Understanding the Complexities of Herbal Medicine](#).

[American Botanical Council](#)

[American Herbalists Guild](#)

[HealthWorld Online](#)

[Herb Research Foundation](#)

[Dr. Duke's Phytochemical and Ethnobotanical Databases](#)

Additional Resources

[Agency for Healthcare Research and Quality](#)

[The Cochrane Collaboration](#)

[Harvard Medical School - Index of Herbal Medicine](#)

[National Guideline Clearinghouse](#)

[NIH's National Center for Complementary and Alternative Medicine](#)

National Library of Medicine [PubMed](#)

[Natural Medicines Comprehensive Database](#)

[Office of International Health Research \(OIHR\)](#)

Evaluating Web pages

- [Evaluating Web-Based Health Resources](#) on the National Center for Complementary and Alternative Medicine site
- [Evaluating Web Pages: Techniques to Apply & Questions to Ask](#) on the UC Berkeley Library site
- The [CRAP](#) test: evaluating your sources

Acupuncture/Chinese Medicine

- Acupuncture.com home page: <http://www.acupuncture.com>
- American Association of Oriental Medicine: <http://www.aaom.org>
- Chinese Medical Journal: <http://www.cmj.org/index.asp>
- National Acupuncture and Oriental Medicine Alliance: <http://www.acuall.org>
- National Certification Commission for Acupuncture and Oriental Medicine: <http://nccaom.org>

Chiropractic

- American Chiropractic Association: <http://www.amerchiro.org>
- The Council on Chiropractic Education: <http://www.cce-usa.org>
- Federation of Chiropractic Licensing Boards: <http://www.fclb.org>
- International Chiropractors Association: <http://www.chiropractic.org>
- National Board of Chiropractic Examiners: <http://www.nbce.org>
- World Chiropractic Alliance: <http://www.worldchiropracticalliance.org>

Massage

- Associated Bodywork & Massage Professionals: <http://www.abmp.com>
- Commission on Massage Therapy Accreditation: <http://www.comta.org/>

- National Certification Board for Therapeutic Massage & Bodywork: <http://www.ncbtmb.org>
- Touch Research Institute: <http://www.miami.edu/touch-research>

CAM Information

- Alternative Medicine Foundation: <http://www.amfoundation.org>
- American Botanical Council: <http://www.herbalgram.org>
- The Continuum Center for Health & Healing: <http://www.healthandhealingny.org>
- Memorial Sloan Kettering Cancer Center Integrative Center: <http://www.mskcc.org/mskcc/html/1979.cfm>
- Richard and Hinda Rosenthal Center for Alternative and Complementary Medicine <http://www.Rosenthal.hs.Columbia.edu/CAM.html>
- University of Maryland Complementary and Alternative Medicine Index: <http://www.umm.edu/altmed>
- University of Pittsburgh Alternative Medicine Page <http://www.pitt.edu/~cbw/altm.html>

[Table of Contents](#)

Evaluation Procedures

Reading Assignments:

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an eight-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Reading assignments will be graded through evaluation of Forum responses and exams.

Forum Assignments:

Introductory Forum

Your introductory Forum is considered by the university to be your official entry into the classroom. You must participate in this Forum by midnight, Eastern Time on Sunday of the first week of class. Your initial response must be a minimum of 250 words. Read below for more information about other Forum assignments in this course.

The interaction that takes place within the Forum is an essential component of this course. Each week, you will be required to interact in asynchronous mode with your fellow students. Each week's Forum contains a question that is relevant to the content for the week. The questions posed in the Forum will encourage you to think more deeply about the weekly lesson content. Your initial posting each week should be between 100-250 words. Your responses to your classmates should be meaningful and contribute to the overall growth of knowledge about

the topic under discussion. The rubric by which each Forum posting will be graded is in the “Getting Started” Lesson within the classroom.

For your Forum assignment each week you will be responsible for the following:

- 1) Research and respond to the question that is posted. Your post should be substantive and relevant to the question that is posed.
- 2) Respond to at least two of your classmates. If the class size is small, this required number may be changed at the discretion of your instructor. Your responses to your classmates(s) constitute a significant portion of your Forum grade, so be sure that they are meaningful responses that contribute to the overall quality of the weekly discussion and encourage “out of the box” thinking.. Just saying “I agree....” is not acceptable.
- 3) If you cite any resources in the course of preparing your response, you need to reference them at the end of your post, just as you would in a paper.
- 4) Since the discussion is asynchronous, you are not required to be online at a specific time with either the professor or your classmates. However, as you can see, it will be difficult for your classmates to respond in a timely manner above if you do not post your initial response early. Therefore, with the exception of Week 1, the initial posting in each week’s Forum is due by Wednesday of that week. The Forum rubric includes point deductions for late submission of both your initial post and your responses.

Remember that all times in this classroom are Eastern Time (Daylight or Standard, as applicable)

Homework Assignments:

You will have a Learning Activity in Week’s 4 and 6.

Exams/Quizzes

None

Papers and Essays:

You will have 1 paper due in Week 8 that you and your Learning Team will be working on together throughout the course. Please see the course room for further explanation of this assignment. You will find everything you need either under the Resources tab, within the Week 2 Discussion Forum, or under the Assignments tab.

Grading Scale

Grade Instruments	Points
Introductory Forum	2%
Discussion Forums	30%
Reflection Forums	3%
Learning Activities	20%

Learning Team Activities	15%
Learning Team Paper	30%
Total	100%

[Table of Contents](#)

8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University's [grading scale](#).

[Table of Contents](#)

<u>Week</u>	<u>Topic</u>	<u>Learning Objectives</u>	<u>Readings</u>	<u>Assignment</u>
1	An Introduction to Complementary and Alternative Medicine	<ul style="list-style-type: none"> • Define CAM. • Examine the five major areas of CAM. • Compare and contrast the philosophic principles underlying traditional and conventional/allopathic medical systems. 	All readings are accessible through the Learning Activities and Assignments tab	<ul style="list-style-type: none"> • Study glossary • Review websites • Post Bio in Introductory Forum • Wk1 Discussion Questions (DQ) and 2 Responses

2	Complementary and Alternative Medicine (CAM) Practices and Practitioners	<ul style="list-style-type: none"> • Discuss the indications, safety considerations, and contraindications of three commonly used CAM therapies. • Describe the education, training, licensing, and credentialing of CAM practitioners. • Describe how to utilize and critically evaluate Web-based resources to guide in the selection of CAM practitioners. 	All readings are accessible through the Learning Activities and Assignments tab	<ul style="list-style-type: none"> • Complete readings and learning activities • Wk 2 LearningTeam (LT) Meeting • Wk 2 DQ and 2 Responses • Establish LT in Discussion Forum
3	Evidence-Based Practice and Clinical Decision-Making Related to Complementary and Alternative Medical Therapies	<ul style="list-style-type: none"> • Define evidence-based approaches and identify why it is sometimes difficult to apply to CAM therapies. • Use evidence-based approaches to evaluate the safety and efficacy of CAM therapies. • Demonstrate effective clinical decision-making skills regarding the use of CAM therapies as part of an overall plan of care. 	All readings are accessible through the Learning Activities and Assignments tab	<p>Complete reading and learning activities</p> <p>Wk 3 DQ and Responses</p> <p>Wk 3 LT Meeting</p>

4	Assessment of Complementary and Alternative Medical (CAM) Therapy Use	<ul style="list-style-type: none"> • Describe why patients fail to disclose use of CAM modalities to their healthcare providers. • Identify approaches to facilitate collection of patient data pertaining to CAM use. • Explain how a patient's cultural and ethnic background influences healthcare choices and information disclosure related to CAM. • Identify ways to foster open communication with patients about CAM. 	All readings are accessible through the Learning Activities and Assignments tab	<p>Complete reading and learning activities</p> <p>Wk 4 DQ and Responses</p> <p>Wk 4 LT Meeting</p>
5	Cultural Explanation of Disease, Illness, and Treatment	<p>Describe the processes involved in conducting a population-based assessment.</p> <p>Explain the significance of Kleinman's assessment model for understanding a patient's explanation of disease, illness, and treatment.</p> <p>Apply the mnemonic ETHNIC as a framework for</p>	All readings are accessible through the Learning Activities and Assignments tab	<p>Read, participate, and take notes on the module's "Introduction to Cultural Competence" and "Techniques for Taking a History."</p> <p>Wk 5 DQ and Responses</p> <p>Wk 5 Reflection Forum</p>

		culturally competent care.		
6	Understanding the Complexities of Herbal Medicine	<ul style="list-style-type: none"> • Identify the role of nursing in caring for patients who use herbal remedies. • Discuss current U.S. requirements related to the manufacture and sale of herbal remedies. • Identify at least three herbs commonly used by the public and their indications and contraindications. 	All readings are accessible through the Learning Activities and Assignments tab	<p>Complete module, "Understanding the Complexities of Herbal Medicine."</p> <p>Cut and paste your exam results from the module into a word document and submitted it under the appropriate assignments tab.</p> <p>Review websites posted under the "Assignments and Learning Activities" tab in the Lessons link.</p> <p>Post your teaching presentation in the Discussion Board.</p> <p>Responded to at least one of your classmates' original posts.</p> <p>Complete all components of Week 6 LT Meeting.</p>
7	Integration of Traditional Medicine and Complementary and Alternative Medicine into Community Healthcare	Discuss approaches that healthcare providers in conventional healthcare roles can use to establish collaborative	All readings are accessible through the Learning Activities and Assignments tab	<p>Read article by Bodeker and Kronenberg.</p> <p>Wk 7 DQ and Responses.</p> <p>Completed all</p>

		relationships with practitioners from Traditional Medicine and CAM in order to improve the health of a community. Identify the steps of the planning process toward integration of Traditional Medicine and CAM in community healthcare.		components of your Wk 7 LT Meeting.
8	Wrap-up	<ul style="list-style-type: none"> Describe the processes involved in conducting a population-based assessment. 	All readings are accessible through the Learning Activities and Assignments tab	<p>Finalize team's 1000-1800 word paper.</p> <p>Post team paper in the Discussion Forum by Thursday of this week.</p> <p>Comment on team's papers.</p>

[Table of Contents](#)

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

All written submissions, including papers and Forum submissions, should be clearly written and correctly referenced as described below.

Citation and Reference Style

Students will follow the APA 6th edition format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA 6th edition Style Manual. Information about APA citation style can be found in the APUS library.

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and an acceptable resolution can be determined. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

[Table of Contents](#)

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning

resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

[Table of Contents](#)