

**The University of Texas at Austin, College of Pharmacy
Introduction to Complementary and Alternative Medicine**

PHR 261C
Spring 2009

Lectures: PHR 3.106
TTH 3:30-4:30

Instructor: Rosa N. Schnyer, DAOM, L.A.c.
Office hours: Before class by appointment
Office 3.208
P: (512) 471-5664
rschnyer@mail.utexas.edu

Overview:

Complementary and Alternative Medicine (CAM) --medical or health care systems, practices, and products that are not presently considered to be part of conventional medicine, have gained great popularity in the past decade. Sixty two percent of adults in the US use some form of CAM to either augment or replace conventional medical care. Others receive integrated care, a combination of treatments that includes both conventional and CAM approaches for which there is some high-quality evidence of safety and effectiveness.

The purpose of this course is to provide an introduction to Complementary and Alternative Medicine. Modeled after the National Center for Complementary and Alternative Medicine (NCCAM) classification of CAM into 4 domains: 1) Mind Body Medicine, 2) Biologically Based Practices, 3) Manipulative and Body-Based Practices, and 4) Energy Medicine, the course will explore representative practices in each domain. An overview of past 20 years of CAM history in the West will provide the framework to explore alternative, contemporary and integrative models of care, delivery services and medical education. Challenges to building an evidence base will be illustrated by landmark research studies.

Course Goals:

The course is designed to fulfill two major goals. The first is to provide students with an introduction to the philosophical, historical, and cultural fundamentals of Complementary and Alternative Medicine as a whole, while exploring the principles, practices, uses and outcomes of representative CAM systems. The second is to provide students with an overview of the most commonly used CAM practices including over the counter botanical and nutritional supplements, mind-body interventions and Whole Medical Systems which are built upon complete systems of theory and practice (i.e. homeopathy, traditional Chinese medicine, Ayurvedic medicine), and which cut across several CAM domains.

Texts/Readings:

1. Mosby's Complementary & Alternative Medicine: A Research-Based Approach by Lyn W. Freeman
2. Professional's Handbook of Complementary & Alternative Medicines by Charles H Fetrow, Juan R Avila
3. Complementary and Alternative Medicine: An Evidence-Based Approach by John W. Spencer and Joseph J. Jacobs

Two copies of each text will be available at the LRC.

Readings: Various readings will be provided through the course to enrich the material in the handouts. Your ability to complete assignments depends on staying current with the readings.

Grading:

Grading will be based on the quality and depth of the student's written assignments (research reflections), quizzes and midterm / final examination results. Participation in class, doing the readings and attendance will make up 10% of the grade. This is a given if you just show up and stay engaged. If you miss a class, you are responsible for all the material presented, handouts and announcements. Reading ahead of time will help you to make informed comments during the class sessions. The percentage distribution will be as follows:

Take home quizzes (3)	15%
Final project	10%
Participation	10%
Research Reflections	15%
Midterm	25%
Final	25%
TOTAL	100%

*******The following schedule is subject to change*******

UNIT 1: FOUNDATIONS OF A NEW MODEL OF CARE		
Week 1	Jan 20	Introduction and scope. Syllabus review.
	Jan 22	Complementary, Alternative and Complementary Medicine (Basis and Context)
Week 2	Jan 27	Ways of Knowing and Evidence Base Medicine
	Jan 29	The Functional Medicine Framework: Patient Centered Care
Week 3	Feb 3 ☺	Developing an Integrative Health Care Model for the 21 st C Discussion: Be prepared by keeping up with the readings
	Feb 5	Chronic disease: Dietary strategies
Week 4	Feb 10	Chronic disease: Nutritional strategies
	Feb 12	Chronic disease: Nutritional strategies (continuation)
Week 5	Feb 17	Chronic disease: Botanical strategies
	Feb 19	Chronic disease: Botanical strategies (continuation) Take home quiz / study guide Unit 1 due Feb 24
UNIT 2: TRADITIONAL MEDICAL SYSTEMS		
Week 6	Feb 24 ☺	Chinese Medicine: Introduction.
	Feb 26	Chinese Herbs in prevention
Week 7	March 3	Chinese Herbs in acute care
	March 5	Chinese Herbs in chronic care
Week 8	March 10	Discussion: Be prepared by keeping up with the readings Take home quiz / study guide (a) Unit 2 due March 31
	March 12	MID-TERM
*** SPRING BREAK MARCH 15-21 ***		
Week 9	March 24	Ayurvedic Medicine: Introduction
	March 26	Ayurvedic herbs: Common botanicals
Week 10	March 31☺	Adaptogens
	April 2	Homeopathy: Introduction
Week 11	April 7	Homeopathy: Common remedies for acute care
	April 9	Homeopathy: Constitutional care
Week 12	April 14	Quality control / Safety issues Take home quiz / study guide (b) Unit 2 due April 16
	April 16 ☺	Discussion: Be prepared by keeping up with the readings
UNIT 3: PROMOTING WELLNESS-PATIENT EDUCATION: ADJUNCTIVE CAM THERAPIES		
Week 13	April 21	Imagery, Biofeedback
	April 23	Manipulative Therapies: Massage, Chiropractic and Osteopathy
Week 14	April 28	Meditation, Stress Reduction, Medical Hypnosis
	April 30	Energy Medicine Take home quiz / study guide Unit 3 due May 5
Week 15	May 5 ☺	Discussion: Be prepared by doing the assigned reading
	May 7	Re-cap / Review for Final
		FINAL – as scheduled

REQUIRED READINGS AND ASSIGNMENTS: ☺ Denotes assignments are due that day!!
UNIT 1: FOUNDATIONS OF A NEW MODEL OF CARE
<ul style="list-style-type: none"> • <i>Read the chapter “Changing the Evidence Model” by David Jones. Be prepared to discuss on Feb 5</i> • <i>Read one of 3 research articles, TBA</i> • <i>Take home quiz / study guide due Feb 24</i>
UNIT 2: TRADITIONAL MEDICAL SYSTEMS
<ul style="list-style-type: none"> • <i>Read the chapter “ Theory of Oriental Medicine” by Peter Eckman. Be prepared to discuss on March 26</i> • <i>Read one of 3 research articles, TBA</i> • <i>Take home quiz / study guide due March 31</i>
UNIT 3: PROMOTING WELLNESS - PATIENT EDUCATION: ADJUNCTIVE CAM THERAPIES
<ul style="list-style-type: none"> • <i>Read article: TBA. Be prepared for discussion on May 5</i> • <i>Take home quiz / study guide due April 23</i>
QUIZZES / STUDY GUIDES
There are 3 take home quizzes / study guides total, one per each unit (Quizzes 2 a and 2b count as one quiz). These are simple study guides meant to help you understand the material. Each one requires a short reflection on the research articles selected / assigned. KEEP UP WITH THE READINGS.
DISCUSSIONS
Discussion session count towards your grade. Make sure you are prepared.
FINAL PROJECT
<ul style="list-style-type: none"> • <i>Visit the Mind Body Center at UT Student Health, Log an activity there (i.e. biofeedback, relaxation, imagery, etc), or attend a mediation class, or yoga class or receive a therapeutic massage, or acupuncture treatment. IT MUST BE AN ACTIVITY YOU HAVE NOT DONE BEFORE</i> • <i>Write a 1-3 page reflection</i>

The Standard of Academic Integrity

A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin, as emphasized in the standards of conduct. More specifically, you and other students are expected to "maintain absolute integrity and a high standard of individual honor in scholastic work" undertaken at the University ([Sec. 11-801, Institutional Rules on Student Services and Activities](#)). This is a very basic expectation that is further reinforced by the University's [Honor Code](#). At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

- acknowledge the contributions of other sources to your scholastic efforts;
- complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
- follow instructions for assignments and exams, and observe the standards of your academic discipline; and
- avoid engaging in any form of academic dishonesty on behalf of yourself or another student.

For the official policies on academic integrity and scholastic dishonesty, please refer to [Chapter 11](#) of the *Institutional Rules on Student Services and Activities*.

The University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

University Electronic Mail Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week.

Use of Blackboard in Class

This course uses Blackboard, a Web-based course management system in which a password-protected site is created for each course. (Student enrollments in each course are updated each evening.) Blackboard can be used to distribute

course materials, to communicate and collaborate online, to post grades, to submit assignments, and to take online quizzes and surveys.

You will be responsible for checking the Blackboard course site regularly for class work and announcements. As with all computer systems, there are occasional scheduled downtimes as well as unanticipated disruptions. Notification of these disruptions will be posted on the Blackboard login page. Scheduled downtimes are not an excuse for late work. However, if there is an unscheduled downtime for a significant period of time, I will make an adjustment if it occurs close to the due date.

Blackboard is available at <http://courses.utexas.edu>. Support is provided by the ITS Help Desk at 475-9400 Monday through Friday 8 am to 6 pm, so plan accordingly.

Disability Statement

Students who require special accommodations need to get a letter that documents the disability from the Services for Students with Disabilities area of the Office of the Dean of Students (471-6259- voice or 471-4641 - TTY for users who are deaf or hard of hearing). This letter should be presented to the instructor in each course at the beginning of the semester and accommodations needed should be discussed at that time. Five business days before an exam the student should remind the instructor of any testing accommodations that will be needed. See Web site below for more information:
<http://deanofstudents.utexas.edu/ssd/providing.php>

Religious Holidays

Religious holy days sometimes conflict with class and examination schedules. If you miss an examination, work assignment, or other project due to the observance of a religious holy day you will be given an opportunity to complete the work missed within a reasonable time after the absence. It is the policy of The University of Texas at Austin that you must notify each of your instructors at least fourteen days prior to the classes scheduled on dates you will be absent to observe a religious holy day.

Feedback

Feedback is an important part of any learning. Without feedback on how well you understand the material or your proficiency in a skill, it is more difficult to make significant progress. During this course I will be asking you to give me feedback on your learning in informal as well as formal ways such as assignments or exams. Please let me know when something we discuss is not clear. It will enable me to provide additional information when needed or to explain a concept in different terms.

