

Course Competencies Template - Form 112

GENERAL INFORMATION			
Name: Gutierrez Pete	Phone #: 305-237-4261		
Course Prefix/Number: HSC 3181	Course Title: Alternative Medicine Strategies		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input checked="" type="checkbox"/> B.A.S <input type="checkbox"/> A.A. <input type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 4-16-2008	Effective Year/Term:		
<input checked="" type="checkbox"/> New Course Competency <input type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description: This course will introduce students to new approaches to health and healing. The student will learn the various medicines practiced around the world, collectively referred to as complementary and alternative medicines (CAM). Students will learn epidemiology, usage, and terminology specific to these practices.			
Prerequisite(s): None	Co-Requisites: None		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Competency 1: The student will be able to understand the basic terminology used in alternative medicine practice by:

1. Listing different terms used for complementary and alternative medicine (CAM) and the nuances between them: alternative, holistic, complementary, integrative, natural medicine, allopathic medicine, unorthodox medicine.
2. Using the basic terminology of different modalities, such as acupuncture, mind-body medicines, herbs, supplements, manual therapies, energy medicine, and medicines of other cultures.
3. Discussing the clinical application of several different modalities in non-conventional medicine practiced around the world and their roles in prevention and intervention of disease.
4. Discussing the usage of CAM in the U.S. and why it is important for clinicians to know medicines and health practices patients are using.

Competency 2: The student will be able to understand healthy coping skills and introduce lifelong self-care techniques for stress reduction, relaxation, and wellness by:

1. Discussing the body's vulnerability to stress, substance abuse, disruptive interpersonal relationships, depression, and burnout.
2. Listing the the roles of stress in illness and discussing how stress management is a key component of preventative health and personal well being.
3. Engaging in self-awareness and reflection for personal insight and effective patient care.

4. Explaining the basic clinical applications and relevance of mind-body medicines/techniques, such as meditation, yoga, guided imagery, self-hypnosis, autogenics, exercise, nutrition, and support groups.
5. Engaging in experiential mind-body exercises designed to promote stress reduction, relaxation, and overall wellness.
6. Discussing basic scientific literature on mind-body medicine /placebo effect/stress reduction.

Competency 3: The student will be able to understand the guidelines and resources related to plants used as medical therapies in herbal medicine, and introduce basic principles of naturopathy and aromatherapy by:

1. Discussing basic principles of herbal medicine and proposed mechanisms of action, including the history and usage of whole plants and pharmacognosy of herbs that are popularly used by populations in the locale.
2. Explaining how herbal medicines can be used clinically for indications such as eczema, pharyngitis, dysmenorrhea, migraine headaches, BPH, hepatitis and diabetes.
3. Discussing the primary benefits and clinical evidence for efficacy of the ten leading herbs sold in the U.S. marketplace.
4. Experiencing an herbal walk in the local area and attending a herbal preparation workshop.
5. Discussing several clinical studies on herbal medicines and their strengths and deficits.
6. Explaining how aromatherapy can be used clinically for indications such as rhinitis, fatigue, and headaches.
7. Demonstrating awareness of the basic principles and practices of naturopathy and aromatherapy.

Competency 4: The student will be able to understand guidelines and resources related to alternative medical paradigms evolving in Asia and the clinical practice of traditional Chinese medicine (TCM), kampo, Tibetan medicine and acupuncture by:

1. Discussing the evolution of different systems of medicine such as Kampo and Tibetan medicine that developed from Chinese culture, and the philosophical basis of these systems.
2. Appreciating modern applications and developing an understanding of the safety of traditional Chinese medicine procedures.
3. Listing 5-10 common clinical situations where traditional Chinese medicine may be used as a primary modality.
4. Researching the clinical usefulness of TCM as supported by evidenced-based and basic research.
5. Describing the twelve main meridians of acupuncture and six commonly used acupuncture points, such as hegu (LI4); shusanli (ST36); sanyinjiao (SP6).
6. Describing ten of the most frequently used Chinese herbs, such as ginseng (*Panax ginseng*) and astragalus (*Astragalus membranaceus*).