General Course Information

Course Meeting Times: Monday and Wednesday, 4-5:15pm
Course Location: Cain Room 204
Instructor: Mel M. Minarik, Ph.D., M.P.H., F.A.C.H.E.
Phone: 775-682-7100; Email: mminarik@unr.edu
Office: Lombardi Room 219; Hours: By appointment

Course Overview

In this course, integrative study of different cultural traditions of health and medical practices, and how they compare to Western traditions.

We will do this by integrating the eight dimensions of wellness: emotional, social, physical, occupational, intellectual, multicultural, environmental, and spiritual. It is significant to question and acknowledge the links between wellness and what is in our mind as it relates to the complexities of our lives and lives of those around us. For best health, we balance all of these aspects of our lives. Part of what we will explore is the balancing act that is in your life – as a student and the multitude of other things you have going in your life.

We will look at the science, facts, research, our own experience, and ongoing current debates about the mind-body connections in integrative health that have enormous implications for improving the health of your life, our community, and our world.

Your active engagement in this course will change your life – your perceptions, your practices, your knowledge, and a deeper understanding of what makes you who you are. This requires a fair amount of contemplation and honesty with yourself...and maybe even sharing with others. I do expect that you will engage in this quest.

That being said, I also expect professionalism with what we do in class – respecting and honoring everyone’s belief systems and ideas. Not being open to others’ ideas, being stuck on only one’s own perspective will not enhance learning. So while I do want to hear what you have to say, I also want to hear everyone’s else too, and I only be supporting a well-rounded discussion of topics.
Silver Core Objectives

CO1: Fundamental Practice

Learning Objective: Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.

In this course, you will be expected to compose each of these varieties of composition and communication in order to understand and describe integrative health concepts comparing these to allopathic medicine.

CO3: Fundamental Practice

Learning Objective: Students will be critical consumers of information, able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.

In this course, you will read, critique, and evaluate the current scientific research in this area of integrative health, through your textbook, journals, videos, web-based articles, and practitioners in various fields of integrative health based locally in Northern Nevada.

CO10: Advanced Areas of Focused Inquiry

Learning Objective: Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

In this course, you will be focused upon the various philosophical and scientific literacy of other cultures' health paradigms. Looking for common themes among the cultures, while noting their individual differences will create a deepened understanding of “health” and what it means, around the world in different cultures.

CO11: Global Contexts

Learning Objective: Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.
CO13: Integrative Experience

Brief Description of Learning Objective: Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.

In this course, you will be comparing and contrasting different cultural health practices, and then will synthesize the philosophies and evidence. Through this understanding, you will be able to utilize this background to better understand and serve your diverse health populations and their cultural practices. You will also be able to propose and communicate new models of health care from an integrative approach with your new knowledge.

My Philosophy of Education

This is a capstone course. What is a capstone course?

"The undergraduate capstone experience is designed to bring reflection and focus to the whole of the college experience. It should encourage students to integrate facets of their area of concentration with important concepts from related disciplines. This culminating college experience should focus on some feature of the student's area of concentration and should require the disciplined use of skills, methodology, and knowledge taught throughout the undergraduate curriculum." (University of Missouri)

We need to be critically thinking in this class. This also requires a "beginners’ mind". Forget what you already know—start over again--here is a new area of research that may contradict and/or complement everything you know and have learned so far in your life. On the other hand, I want you to be able to take what you have learned up until this point and then be able to assimilate it into this course and the implications of this material.

There will also be a great deal of writing in this course: reflection papers, journals article summaries, and your final research paper. I expect correct English Comp and proper writing style.

Our health care system is very complex and there are many challenges and solutions. Therefore, what I expect in your discussion and in your papers is your opinion about something and why. You will always get credit for telling me this, but will not get credit if you don't. This will be your career for most of you and it is time to create opinions and beliefs, while remaining open to the vast array of possibilities. So, I expect to hear your opinions and others’ opinions as well, which do not always match. This is how we learn. This is a good thing. As seniors in a capstone class, I expect you to take charge of your learning, perhaps in a way you never have before.
“While capstone courses can be challenging, they provide a truly unique learning experience. These important courses give students the opportunity to collaborate with their peers; practice their presentation and organizational skills; use their knowledge; and, ultimately, showcase what they have learned and achieved during their college experience. They are, in fact, an ideal way to ensure that graduates are prepared for life after college.” (http://www.worldwidelearn.com/education-articles/capstone-keystone-courses.htm)

My intention is to prepare you for life with this course material. It is your choice to engage with it and put it into practice.

Web Campus

This is a Web Campus enhanced course (meeting in person AND meeting on Web Campus) — you must have reliable internet access (not having internet access does not excuse you from assignments). Therefore, you are responsible for understanding how to access and navigate Web Campus.

Class Etiquette

I am treating you as a class of working professionals. Therefore, out of courtesy to me, to your fellow classmates, and our guest speakers:

1. Be on time and don’t leave early (one of my pet peeves!).
2. Turn cell phones off when entering class.
3. No internet surfing in class.
4. Do not eat lunch in class.
5. Use rest room BEFORE coming in—once you are in class, please do not get up to leave.
6. Do not schedule work or any appointments during class—these will cause an unexcused absence.
7. Ask questions when you don’t know something, AHEAD of time.
8. For your presentations in class, professional attire is expected.
9. For guest speakers, be prepared to ask questions, which means: being prepared about what they are going to talk about…and if you are still unclear ahead of time, do a Web Quest and find out!!

Course Readings


The Karren textbook is wonderful, easy to read, with practical information in it. I will assume that you know the material for class discussions as it integrates with
everything else, and you will be leading some of those discussions. In addition, there will be questions posted for you on the Web Campus DB.

In addition, there will be other Web-based articles and videos that will be required reading as the course goes on. Research in this area is changing rapidly, and I will attempt to keep you on the leading edge of this topic.

This capstone course emphasizes current scientific research on integrative health and the mind-body-spirit connection. As such, it is important that you stay caught up with the reading (which is significant on some weeks) and read the assignments BEFORE class. This will enable you to be in the position to participate in class in a manner that enhances your opportunity for an outstanding grade.

**Capstone Assignments and their Purpose**

Please note: Rubrics are available for these are on the Assignment Page on Web Campus (see “grading form”). If you use them, you will be more successful than if you don’t. 😊

All assignments are due on **Sunday midnight** of the week noted in the schedule. No late assignments accepted.

I intend for this to be a more horizontal course versus vertical, i.e. I do less of the “teaching” and act more as a facilitator. I believe these assignments will take us there.

- **Field Experiences:** You will create an “experience” of each aspect of wellness – and report on this experience. In each instance, you are either reducing your “stress” about a particular issue, or are creating greater “health” about it. You actually do something, then react to it. Examples are given on the assignment page.

- **Individual Research Oral Report:** Each student picks a topic the first week of class, researches it, and then presents a 10 minute oral report in class. Date of the presentation vary with each topic – dates are non-negotiable (but could change due to guest speaker schedules). Your report will tell us about the topic from the research, a universal (not personal) perspective. It will also compare how this topic is addressed in countries outside of the US.

- **Research Papers:** Your research paper examines a critical topic in this course, looking at integrative health from a western perspective and global perspective. You will decide on the topic and have this topic approved by me. These are meant to be exemplary papers with proper APA and citations. This is a big assignment and you will be expected to known how to do a research paper, what are appropriate resources for it, and write with good Eng composition. There will also be a quiz on what composes a research paper before you get started to be sure you are clear about the expectations.
Personal Journals (reaction essays): Weekly Web Campus reaction essays to course content, to readings for the course, or to something that relates to the topics that week in the media.

Video Reports: Videos available online in this WCL course. Your report will not be a summary, but your reaction to it and how it relates to this course.

Active Class Participation: Active class participation as defined by its rubric for the entire semester. Your attendance, being on time for class, participating in small groups, asking questions of speakers and presenters, Web Campus, and other forms of class participation makes this an incredible learning experience for all.

All students are expected to come to all classes...no late assignments...no make-ups. Your attendance is integral class learning and to your grade – this course cannot be “made up”. Therefore, any absence for any reason more than 3 classes, will drop you a full grade (like from A to B). No incompletes are offered for this course.

If you cannot make the class promptly at 4 pm, please discuss this with me ASAP. If you are involved in ANY activity that would cause you to miss class, please discuss this with me AHEAD of time. I expect that you will turn work in early as a result.

Student Assessment Activities

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Number of Points Each</th>
<th>Number of Points to be Earned</th>
<th>% of Total Points</th>
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<tbody>
<tr>
<td>Field Experiences (8)</td>
<td>10</td>
<td>80</td>
<td>11</td>
</tr>
<tr>
<td>Research Paper Quiz</td>
<td>25</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Individual Research Report (1)</td>
<td>40</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>Research Paper</td>
<td>200</td>
<td>200</td>
<td><strong>29</strong>**</td>
</tr>
<tr>
<td>Personal Journals (15)</td>
<td>5</td>
<td>75</td>
<td>11</td>
</tr>
<tr>
<td>Video Reports (3)</td>
<td>10</td>
<td>30</td>
<td>4</td>
</tr>
<tr>
<td>Web Campus DB (15)</td>
<td>10</td>
<td>150</td>
<td>21</td>
</tr>
<tr>
<td>Active Class Participation</td>
<td>-</td>
<td>100</td>
<td>14</td>
</tr>
<tr>
<td>Total Points Possible</td>
<td></td>
<td><strong>700</strong></td>
<td><strong>100</strong></td>
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Grades
You earn grades based upon your participation in all of the assessment activities – rubrics for all assignment are available on the assignment page of Web Campus.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>96%</td>
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<tr>
<td>A-</td>
<td>93%</td>
</tr>
<tr>
<td>B+</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>87%</td>
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</table>
**Additional interests in this area of health?**

Everything listed above is the minimum requirements for this course...but, you may pursue many other learning opportunities in this fascinating area of study by utilizing the current assignments, going above and beyond, or doing something completely different in this area. Please contact me if you are interested in receiving WOW points for additional work.

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**Course Schedule—subject to change based upon guest speakers**

<table>
<thead>
<tr>
<th>Week/Dates</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1—Jan. 18</td>
<td><strong>Mon/Wed:</strong> Hello’s; Review of Syllabus; MBS and Wellness; Vocabulary of Integrative Health; Homeostasis; <strong>Alopathic vs. Western medicine</strong>; students pick oral presentation topic</td>
<td>Get oriented on Web Campus; Web Campus DB; Journal; Ch. 1 and 2</td>
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</table>
| 2—Jan. 25  | **Mon:** Eastern vs. Western paradigms of health; Religion vs. spirituality in various cultures  
**Wed:** Stress Physiology; Meditation; The Mind-Body Connection; **Origins of Eastern thought with meditation** | DB; Journal; Ch. 3, 4, 5, 6; Research Paper Quiz |
| 3—Feb. 1   | **Mon:** Anger; Fear; Hostility; Happiness  
**Wed:** Biofeedback/HeartMath | DB; FE I: Journal; Ch. 7, 8 |
<p>| 4—Feb. 8   | <strong>Mon:</strong> Relaxation response; Placebo and Nocebo; Local and non-local energy; <strong>Mind and consciousness: Different cultural perspectives</strong> | DB; Video 1 (The New Medicine); Journal; Ch. 22; Lit Review due for RP |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Notes</th>
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<tr>
<td>5—Feb. 15</td>
<td>Values and Health; Envy; Depression</td>
<td><strong>Wed:</strong> Mystery of Chi (Moyers Video); Chinese medicine</td>
<td>DB; FE 2; Journal</td>
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<tr>
<td>6—Feb. 22</td>
<td>Social support; Environmental Effects; Feng Shui; Chinese beliefs about healing</td>
<td><strong>Wed:</strong> Sound and health: research in other cultures; Dance and Music; Meet @ Mazer’s - Healing Health, Inc.</td>
<td>DB; Journal; Ch. 9, 10, 11, 12, 13; Introduction to RP</td>
</tr>
<tr>
<td>7—Feb. 29</td>
<td>Social support; Environmental Effects; Feng Shui; Chinese beliefs about healing</td>
<td><strong>Wed:</strong> Life purpose: Sanskrit for your Dharma; Life Long Learning</td>
<td>DB; FE 3; Journal; Research paper 2; Ch. 17, 18</td>
</tr>
<tr>
<td>8—March 7</td>
<td>Meet @ Border’ Books – Life Long Learning</td>
<td><strong>Wed:</strong> Power of Play: US vs. other cultures; Humor</td>
<td>DB; Video 2 (The Visitor); FE 4; Journal; Ch. 16, 19; Body of RP</td>
</tr>
<tr>
<td>9—March 14</td>
<td>Meet @ Lombardi Multi-purpose room - Core Health – Yoga and its roots in Eastern Cultures (different types)</td>
<td><strong>Wed:</strong> Meet @ Lombardi Diving Pool - Water Exercise; Balneotherapy from Eastern Europe</td>
<td>DB; Ch. 10, 11, 12; FE 5; Journal</td>
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<tr>
<td>10—March 21</td>
<td>Meet @ Lombardi Multi-purpose room - Core Health – Yoga and its roots in Eastern Cultures (different types)</td>
<td><strong>Wed:</strong> Meet @ Lombardi Diving Pool - Water Exercise; Balneotherapy from Eastern Europe</td>
<td>DB; Ch. 10, 11, 12; FE 5; Journal</td>
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<tr>
<td>11—March 28</td>
<td>Nature; Animals; Global Blue Zones</td>
<td><strong>Wed:</strong> Aston Patterning – Somatic therapies (German/Eastern European roots)</td>
<td>DB; Journal; Analysis Section of RP</td>
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<td>12—April 4</td>
<td>Naturopathy/Chinese Medicine and techniques - applied</td>
<td><strong>Wed:</strong> Jill Bolte Taylor: Stroke of Insight;</td>
<td>DB; FE 6; Journal;</td>
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### Academic Honesty:

I expect that all students will be professional in total integrity and academic honesty. If you are unclear about what this means, please see me and/the student catalog. All work submitted must be free of plagiaristic issues. Safe Assign used for all assignments and test submitted in WCL.

### Audio/Video Recording

Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

### Academic Success Services

Your student fees cover usage of the Math Center (784-4433 or [www.unr.edu/mathcenter/](http://www.unr.edu/mathcenter/)), Tutoring Center (784-6801 or [www.unr.edu/tutoring/](http://www.unr.edu/tutoring/)), and University Writing Center (784-6030 or [www.unr.edu/writing_center](http://www.unr.edu/writing_center)).
These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

**Students with Disabilities**

If you have a disability for which you will need accommodations, please contact me (contact information listed below), or Mary Zabel, the Director of the Disability Resource Center (call 784-6000) or go by 107 Thompson Student Services, as soon as possible to arrange for appropriate accommodations.