Course Description: Students will develop an understanding of what constitutes the traditional approach to medical care in the United States, and several alternative approaches. Some are common in the US (chiropractic, physical therapy, mental-health counseling), or ascendant (nutrition, supplements, acupuncture), and some much more in other countries (naturopathic, probiotics). They will learn how to take a holistic approach to health and illness, including side effects as well as direct effects, and assess long-term consequences as well as short-term benefits of health interventions. 1 course unit, no prerequisites.

Course Learning Goals (see FSP Learning Goals at end of syllabus): Students will become familiar with alternative approaches to healthcare. They will learn how to take a holistic or systems approach to health and illness, and how to assess health claims on the basis of evidence. The course fosters intellectual curiosity, and introduces students to college-level expectations for writing, reading, research, and oral presentations. It promotes critical thinking, and students taking responsibility for their own learning.

Community-Engaged Learning: You are required to spend a day working at the Trenton Area Soup Kitchen (TASK), and provide an associated group poster project and your own paper, see Assignments below.

Writing-intensive course: You will be asked to write in class and to read each other’s work in and out of class. Your formal papers will receive both writing and content grades.

Week
I Introduction to Health, Medicine, and Complementary/Integrative Alternatives  
S&L chs 1, 6


II Nutrition & health, Autoimmune Disease  
Susan Blum. 2013 The Immune System Recovery Plan Chs 1, 2

ASSIGN GROUPS FOR TASK CEL

*III Nutrition & health, cont  
S&L ch 11

Susan Blum. Ch 3  
Sign up students for OH to go over papers next week  
Raj Manimaran will come 2nd half – 10:15/20 arrive to talk about TASK CEL scheduled for week of Oct. 1

“…First Do No Harm,” 1997 with Meryl Streep, on epilepsy and the ketogenic diet  
https://www.youtube.com/watch?v=HveC9liFKpw

Journal entry due Tuesday Sept. 18

IV Nutrition & health, cont.

PAPER # 1 DUE Friday 9/21
Scheduled meetings with students in class and during office hours Fri & Tuesday

*V  Dysbiosis

*Journal entry on Elimination Diet Trial due Friday Sept. 28*

Susan Blum ch 8, 9; Appendix III Ch 3 –p. 360.

VI  Stress and Health

*Mon am, Wed am, Wed pm – sign up for TASK Week of Oct. 1 work & interview patrons*

*Journal Entry on TASK CEL due Friday*

Susan Blum Chs 5, 6, App III Ch 2 & pp. 361-5, 375-8

VII  Mental Health and Physical Health [somatic illness]: carrying stress in our bodies


“Outside the House: A Black Mental Health Film”
[https://www.youtube.com/watch?v=3rEm4TkyFMs](https://www.youtube.com/watch?v=3rEm4TkyFMs)

*Journal entry due Friday Oct. 12*

VIII  Stress and De-stressing: Mindfulness and Meditation, Exercise, Sleep [too much stuff]

*Infographics Project due Friday Oct. 20***

*PAPER # 2 due Friday Oct. 19 – write-up for poster for TASK - ***


Sanchez, J. Guided Audio Meditations.

*Journal entry due Tuesday Oct. 16*


“Peaceful Warrior,” on inner peace, living in the present [NetFlix, Amazon]

*Journal entry due Tuesday Nov. 16*

IX  Neurofeedback: depression, TBI, addiction; Diet & Autism, ADHD

Stephen Larson. 2012 *The Neurofeedback Solution: How to treat Autism, ADHD, Brain Injury, Stroke, PTSD, and More* ch 1, and one additional ch (4-10)
Len Ochs, Information about the LENS Neurofeedback System

Watch one of short videos: http://thedubinclinic.com/video-neurofeedback-testimonials/


Environment: Pesticides, dust, pollution, mold, fresh air, sunshine, lead
Paper # 3 Due Tuesday Oct. 31

Class will divide up readings, prepare to lead discussion


*XI Supporting your Liver – processing toxins

Susan Blum Chs 11, 12; Appendix III ch 4 (-p. 368)

Paper # 4 Research Proposal Due Tuesday Nov. 13

*XII Alternative Systems: Ayurvedic, Chinese Medicine, Qi Gong, Reiki S&L chs 9, 15

XIII Physical Therapy; Chiropractics, Massage & Reflexology Therapy S&L ch 13


XIV Cancer [1 class]
Research Paper Due Tuesday Dec. 12, no later than 5 pm, in box outside my door

Required Texts:


Recommended Resources:


REQUIRED FILMS: Available for purchase or rental on Netflix or Amazon; some on youtube
“….First Do No Harm,” https://www.youtube.com/watch?v=HyeC9iIFKpw
“The Peaceful Warrior,” rent or buy on Netflix or Amazon
“Outside the House: A Black Mental Health Film” https://www.youtube.com/watch?v=3rEm4TkyFMs

FOURTH HOUR: This course meets for 3 hours/week. It is worth 1 course unit (4 credits) because of work required outside of class. You are required to research and write several research papers and do group work on an educational poster project outside of class. You will also have to watch films outside of class, engage in a meditation class, complete journal entries, and come to class ready to discuss them.

GRADES: 12% Paper # 1, 8% Paper # 2 (InfoGraphics), 22% Paper # 3, 3% Paper # 4 (Outline), 35% Paper # 5, Journal entries (5@2 %) = 10%, Attendance and Participation, 10%.

ASSIGNMENTS

Writing Assignments: You must upload all written work to Canvas, and also turn in a paper copy.

For papers: You will receive a content grade and a writing grade (see rubric on Canvas). This is a writing-intensive course, and the quality of your writing should improve as the course progresses. These are short papers, your introduction and conclusion should be short. Get to the point and avoid long quotes. Use internal footnotes to the extent possible (e.g., (NJ DOL 2015a) to cite the first 2015 article in your bibliography by the NJ Department of Labor). Avoid plagiarism, digest the material and speak in your
own voice. Use 12-point type, 1" margins, include a full bibliography, using the format provided on Canvas. Be sure to cite web-based data sources by publishing organization or author, do not simply provide the web address. Search on Purdue’s writing guide for how to cite particular kinds of sources: https://owl.english.purdue.edu/.

On your cover page, include a title, the date, the name of the assignment, and only identify yourself by the last 4 digits of your phone number (no name). You must have someone else review your paper, and allow time to improve the paper in light of their criticisms or suggestions. Also include their name on your cover page (reviewed by x). If the reviewer is a family member, just use their first name.

TCNJ and School of Business policy requires students to write well. Plagiarism is unacceptable and will seriously affect your grade. For useful discussions of what is or is not plagiarism, see the TCNJ Academic Integrity Presentation, http://fspfaculty.pages.tcnj.edu/integrity/.

SoB Writing Policy: Because writing is a fundamental business skill, your grade will reflect, among other things, your ability to write. You will receive separate writing and content grades, so spend time writing a strong paper. Feedback on your writing will be provided as deemed necessary and, if your writing needs improvement, you should seek help from someone who writes well, (http://www.tcnj.edu/~tutoring/humanities/writing.html), or some other writing source. The responsibility to write well is yours. Poor writing will be reflected in your final grade.

If you have any concern about your writing, feel free to take a draft of the paper to the Writing Center in Roscoe West Hall Suite 101 (x3000). Work with someone on revising the paper before turning it in. If you get an unsatisfactory grade on writing you will have to rewrite the paper to get course credit.

You have the opportunity to revise and resubmit your papers if you earn less than B- on content or writing, earning at most B- on the rewrite for that component of your grade. Students with writing difficulties are expected to take corrective steps. There are resources available on campus to help students improve their writing--the Writer’s Place in Roscoe West Hall, Suite 101 (x2985; tutoring@tcnj.edu). Feel free to take a draft there to work on revising your paper before turning it in. A poor writing grade is unacceptable; such a paper must be rewritten to complete the course requirements. If your rewrite is unacceptable, you will fail the writing portion of the grade.

Journals (@1-2pp.*5=5-10 pp.): You will keep a journal commenting on the films you watch out of class, your community-engagement experience, and your meditation experience. See “Journal Assignments” for details.

You are expected to participate in 1 full TASK CEL.***

Journal Grading: Your journal grades will be your course grade, unless you do not write the entry – then you’d earn an F. They are designed to help prepare you to write cogent, thoughtful papers.

Other Written Assignments

1) Personal Health Paper – Traditional Medicine (3-4 pp.): Describe a health problem you yourself have experienced. (cold, depression, chicken pox, hives, allergies, anxiety, panic attacks). Describe the condition as you experienced it, your symptoms, how long it lasted, the extent to which it interfered with your normal day.

   Research traditional medical solutions proposed for that health problem; incorporate at least 4 refereed or government sources as well as those on our syllabus. How does each explain the onset of the health problem (external causes, internal vulnerability, etc.)? What is the cost of each? How much time and behavior or lifestyle change does each require for healing? Is the
treatment covered by health insurance, or does it require over-the-counter medicine? What does it cost? Does the medical research literature confirm that this treatment does or does not work? If left untreated, what further health problems could be caused by this initial health condition?

I will meet with each of you in lieu of class that week to go over your paper.

2) Infographics Poster and Write-up for Community-Engaged Learning: Poster, 2-3 pp. paper – Students will work in teams to prepare Information Posters on topics related to nutrition and its consequences (mental health, autoimmune conditions, etc.), drawing in part on materials and topics covered this semester. Identify a particular mental-health or autoimmune condition (anxiety, depression, bipolar disorder, ADHD, suicidal ideation, dissociative disorder, PTSD; rheumatoid arthritis, digestive issues like constipation/diarrhea, acid reflux, MS, fibromyalgia, etc.). In each case, outline the symptoms of the condition, provide some data on how common or rare it is, and offer some of the coping and/or healing strategies provided by complementary and alternative mental health. Each team member will draft an initial poster, and the team will construct a group poster which they provide for their TASK CEL.

   Participation at TASK is mandatory, and fulfills your community-engaged learning responsibility.

   Each team member will also turn in a write-up providing data on their chosen dimension of mental health or auto-immune health condition, and commonly adopted strategies for advising those suffering from these conditions. You will also write up the CAM coping and/or healing strategies you emphasized in the InfoGraphic, and explain why you focused on those.

3) Expanded Personal Health Paper: Allopathic and Complementary and Alternative Medicines (5-6 pp): Rewrite your first paper, incorporating feedback. Add more information. For the same condition, identify at least 3 alternative medical solutions that have been proposed for that health problem. How does each explain the onset of the health problem (external causes, internal vulnerability, etc.)? What is the cost of each? How much time and behavior or lifestyle change does each require for healing? To what extent are any of the alternative medical solutions covered by health insurance? Does the medical research literature confirm that this treatment does or does not work? Your essay should include self-care preventive strategies as well.

4) Health Topic Research Paper Proposal 1-2 pp. Write a proposal for this paper. It should include a 1-2 page summary of your precise planned research area, the topics you plan to cover, in-text citations, and a bibliography of 8-10 planned sources, including research papers or books (no blogs or encyclopedias – use their bibliographies); those assigned in class are fine. Feel free to include an outline of your proposed paper, but that is not required. A good summary can serve as the introduction to your paper.

5) Health Topic Research Paper – 6-7 pp. A) Pick a common serious specific health condition (e.g., not dysbiosis but irritable bowel syndrome or Crohn’s or fibromyalgia). Describe its manifestations or symptoms, the extent to which it interferes with people’s normal activity, and its potential negative consequences in the immediate or longer run. Spend time looking at the population impacted by it (directly or indirectly) – their numbers, the cost of treating the condition/disease, and lost workdays of those suffering from it. What are the risk factors associated with the condition (past medical history, family history, work experience, urban/rural location)?

   B) Identify the traditional protocols for addressing the health condition you’ve identified. What is seen as the cause? Is the strategy to manage the health problem, cure it, and/or let the body heal itself? What exactly is the patient asked to do to help promote healing?

   Identify the standard medications prescribed for that condition. For one, find out the name of the company that produces it, the total revenues it makes from selling that medication, and what its annual profits are. [Once you know the name of the company that produces the
medication, you can search this information on the Bloomberg terminal in BB 231. Ask in class.] Also identify its side effects and their incidence.

C) Research the alternative medical strategies for addressing the same health condition in helping those suffering from it to heal. You should include everything we mentioned in class, read the class materials closely, and find additional research sources. How does each explain the source of the health problem? Explain the logic of why each strategy is expected to help the patient. Specify exactly what the patient is asked to do, and what kind of time and/or financial commitment they must make.

For one of the main strategies, research the prevalence of its use in the US. Include in your discussion the expense of adopting the strategy, both in terms of money spent and in terms of time and attention required of the patient. Include the extent to which out-of-pocket expense is covered by insurance in the US and/or elsewhere in the world. Also identify its side effects.

D) Research alternative strategies for preventing that same health condition, including those discussed in class. Specify what the patient is asked to do, and the kind of time or financial commitment necessary. Explain the logic of how each strategy is expected to prevent the problem – does it improve overall immune health and prevent the health condition? And/or does it reduce the severity of the symptoms experienced if someone develops the health condition?

E) Your bibliography should be extensive, and should include referred journal articles or books, including those used in class, as well as reliable web sources.

Some Web Resources

National Center for Complementary & Integrative Medicine of National Institutes of Health
National Institutes of Health
US Center for Disease Control & Prevention
American Holistic Nurses' Association
National Center for Homeopathy
National Hospice and Palliative Care Organization
Healthy People 2020
Medscape
The NIH Office of Dietary Supplements
World Health Organization
Nursing Clinics of North America,
Alternative and Complementary Therapies – a journal

MANDATORY COLLEGE POLICIES:

College Attendance Policy: http://policies.tcnj.edu/policies/viewPolicy.php?docId=7942
Disabilities Policy: http://www.tcnj.edu/~affirm/ada.html
Disability Support Services http://differingabilities.pages.tcnj.edu

College Academic Integrity Policy: http://policies.tcnj.edu/policies/viewPolicy.php?docId=7642
Final Exam Attendance Policy http://policies.tcnj.edu/policies/viewPolicy.php?docId=6242
http://www.tcnj.edu/~academic/policy/finalevaluations.htm

Any student who has a documented disability and is in need of academic accommodations should notify the professor of this course and contact Disability Support Services at (609-771-3199). Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992 (as amended).
**Other Recommendations:** Do the readings assigned before class. That way you can reinforce the material in the classroom. Ask questions in class when you do not understand something. Come to office hours when you want more help or have missed several classes or have done poorly on an assignment. Ask questions by email. Feel free to discuss your journal entries and paper with others to help you think about what you want to write.
FSP Learning Goals

The First Seminar Program (or FSP, for short) is the cornerstone of the Liberal Learning program, the core of a TCNJ education. First Seminars are small classes (usually capped at 18 students) designed to provide all first-year students with an intellectually exciting and challenging experience. Students in First Seminars actively discuss and debate questions and controversies on a wide variety of topics and are led by faculty who are engaged with the questions at hand. First-seminar students live on the same floor in the residence halls as their classmates so that the learning and discussion can easily extend beyond the classroom.

First seminar courses align with the liberal arts mission of The College of New Jersey. They are not linked to any specific major or requirement, but rather are intended to support the development of students’ intellectual breadth. When students have completed their FSP, they will have acquired the following skills and/or achieved the following goals (listed below by learning domain):

General

- Students will become more intellectually curious.
- Students will become more confident engaging in ongoing conversations regarding questions, controversies, and differing points of view.
- Students will improve their ability to share their ideas effectively in discussions and oral presentations.
- Students will be able to respectfully give and receive constructive criticism.
- Students will find, evaluate, and use reliable information to support their ideas.

Writing

- Students will be able to write in a specific genre, for a specific audience, with a specific purpose.
- Students will be able to write rhetorically effective and well-structured arguments with clear thesis statements which accurately forecast the paper.
- Students will be able to apply feedback received on writing to revise all elements of an argument, from its organization and logic to its paragraph unity and coherence.
- Students will be able to offer tactful and productive feedback to others on their written arguments.

Living-Learning Communities

- Students will be able to form peer communities and healthy social bonds.
- Students will be able to engage in intellectual discussions about academic subjects in the residence halls.
- Students will be able to have critical conversations about community engagement in the residence halls.
- Students will be able to engage in collaborative activities connected to their FSPs, such as group work, study sessions, film screenings, and writing workshops.