CoSM Class Syllabus / Policy

Spring 2019
NUR 353 – Section: 601-1

Course Instructors:  Ms. Carol Athey

Faculty Contact Information:
Name: Ms. Carol Athey, RN, MSN, CNOR
Department: Nursing Office 178
Email: atheycj@sfasu.edu
Phone: (936) 635-7105
Office: (936) 468-7720
Office Hours: Monday 10:00 - 15:00, Tuesday 10:00-1500 & Friday by appointment.
Class meeting time and place: see class schedule

Text and Materials

Course Requirements
This course will introduce the student to the study of complementary and alternative therapies (CAT). The student will examine the principles, practices, and outcomes of select alternative healing and complementary therapies. The influences of diverse cultural groups, from both the West and East are examined in relationship to healing practices. Current research will be explored.

Discussion participation - grading (see Discussion Rubric)

Class online assignments
Presentations/homework – research paper assignment and Final presentation

D2L Information

For D2L technical support, contact student support in the Office of Instructional Technology (OIT) at d2l@sfasu.edu or 936-468-1919. If you call after regular business hours or on a weekend, please leave a voicemail.

For general computer support (not related to D2L), contact the Technical Support Center (TSC) at 936-468-HELP (4357) or at helpdesk@sfasu.edu.

To learn more about using D2L, visit SFA ONLINE at http://sfaonline.sfasu.edu, where you'll find written instructions and video tutorials.
Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Class Content</th>
<th>(assignments are due during week assigned)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class begins 1/22</td>
<td>On-line</td>
<td>Review Syllabus and Course requirements</td>
<td></td>
</tr>
<tr>
<td>1/22/19 Tuesday</td>
<td></td>
<td>Module 1: Healing Practices</td>
<td></td>
</tr>
<tr>
<td>Week of 1/22/19</td>
<td>On-line</td>
<td>Form groups and pick a research topic</td>
<td></td>
</tr>
<tr>
<td>Week of 1/29/19</td>
<td>On-line</td>
<td>Module 2: Traditional Chinese Medicine</td>
<td></td>
</tr>
<tr>
<td>Week of 2/5/19</td>
<td>On-line</td>
<td>Module 3: Ayurvedic Medicine and Native American Healing</td>
<td></td>
</tr>
<tr>
<td>Week of 2/12/19</td>
<td>On-line</td>
<td>Research article and summary is due in dropbox</td>
<td></td>
</tr>
<tr>
<td>Week of 2/19/19</td>
<td>On-line</td>
<td>Module 4: Botanical Healing</td>
<td></td>
</tr>
<tr>
<td>Week of 2/26/19</td>
<td>Online</td>
<td>Module 4 cont. Groups discuss presentation topics (e-mail presentation topic)</td>
<td></td>
</tr>
<tr>
<td>Week of 3/05/19</td>
<td>On-line</td>
<td>Module 5: Manual Healing Methods</td>
<td></td>
</tr>
<tr>
<td>3/16-3/24</td>
<td></td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>Week of 3/19/19</td>
<td>On-line</td>
<td>Module 6: Mind and Body Therapies</td>
<td></td>
</tr>
<tr>
<td>Week of 3/26/19</td>
<td>On-line</td>
<td>Module 7: Spiritual Therapies</td>
<td></td>
</tr>
<tr>
<td>Week of 4/02/19</td>
<td>On-line</td>
<td>Module 8: Animal-facilitated Therapy</td>
<td></td>
</tr>
<tr>
<td>Week of 4/09/19</td>
<td>On-line</td>
<td>Groups work on course presentations</td>
<td></td>
</tr>
<tr>
<td>Week of 4/16/19</td>
<td>TBA</td>
<td>Course presentations Meet in Rm 111/113 on Campus</td>
<td></td>
</tr>
<tr>
<td>4/18-4/21</td>
<td></td>
<td>Easter Break</td>
<td></td>
</tr>
<tr>
<td>Week of 5/3/2019</td>
<td>TBA</td>
<td>Course evaluations</td>
<td></td>
</tr>
</tbody>
</table>

NUR 353 is offered as a hybrid course. Hybrid college courses are an alternative to online and traditional college courses. Hybrid courses are a blend of face-to-face instruction and online instruction.

The online instruction will incorporate a combination of learning methods, such as web links to articles, document files, discussion boards, and power point slides. All discussions/assignments are due during the week of the assigned material. To be successful in this hybrid course you are expected to have some computer skills. You will need to know how to browse the web (Steen Library website is the best resource) for research articles. You should have:

- Internet access
- Titan e-mail account
- Be organized
- Good reading, writing, and studying skills
- Time management skills
- Keep a class calendar
- Meet assignment deadlines
- Stay on schedule
Netiquette Guidelines

1. Respect the **privacy** of your classmates and what they share in class.
2. Ask classmates for **clarification** if you find a discussion posting offensive or difficult to understand.
3. **Avoid sweeping generalizations.** Back up your stated opinions with facts and reliable sources.
4. Understand that **we may disagree** and **that exposure** to other people’s opinions is **part of the learning experience**.
5. Be **respectful** of each other. We’re all in this together. Before posting a comment, ask whether you would be willing to make the same comment to a person’s face.
6. Keep in mind that everything you write, indeed **every click of your mouse is recorded on the network server.** On the Internet there are no take backs.
7. Keep in mind that you are **taking a college class.** Something that would be inappropriate in a traditional classroom is also inappropriate in an online classroom.

Online Communication

1. Be aware that typing in **all capital letters indicates shouting.**
2. **Be careful with humor and sarcasm.** Both can easily be misunderstood!
3. Review all discussion postings before posting your own to **prevent redundancy.**
4. Check your writing for errors by **reviewing what you've written** before submitting it.
5. **Acronyms** (LOL, etc.) and **emoticons** (smilies) are commonly used online, but are not acceptable for course work.
6. Many communications with your instructor or fellow students are best handled through **email.** Only post on the **classroom discussion board** if the conversation is relevant to others in the class.

Grading Policy

**Discussion** (45% of final grade)  8 modules x 20 pts. = 160 points total for discussions
**Research article and summary** (25% of final grade ) = 100 pts.
**Research Paper Assignment and Presentation** (30% of final grade) = 140 pts
Total course points = 400

**Grading Scale**

- A  =  90 - 100% of total points
- B  =  80 - 89%
- C  =  70 - 79%
- D  =  60 - 69%
- F  =  59 % and below
SON Rounding Policy:
Policy 66 (effective June 1, 2017) for all courses:
1. Rounding is confined to the final course grade.
   Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

Attendance Policy

If an absence is required in the face to face class dates, the student is responsible for notifying the instructor prior to class with an acceptable reason. The student must contact the instructor within 2 days following the missed class in order to make appropriate arrangements for missed face to face class work.
http://www.fp.sfasu.edu/nursing/studentpolicies.htm

Academic Integrity

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.

Please read the complete policy at
http://www.sfasu.edu/policies/academic_integrity.asp
http://www.fp.sfasu.edu/nursing/studentpolicies.htm
**Withheld Grades Semester Grades Policy**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

*Add additional information as needed to meet your departmental or course needs.*

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
## Discussion Board Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A (90-100) Outstanding 20 pts</th>
<th>B (80-89) Proficient 15 pts</th>
<th>C (70-79) Basic 10 pts</th>
<th>D/F (0-69) Below Expectations 5-0pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>• <em>rich</em> in content</td>
<td>• substantial information</td>
<td>• generally competent</td>
<td>• rudimentary and superficial</td>
</tr>
<tr>
<td></td>
<td>• full of thought,</td>
<td>• thought, insight,</td>
<td>• information is thin</td>
<td>• no analysis or insight is displayed</td>
</tr>
<tr>
<td></td>
<td>insight, and analysis</td>
<td>and analysis has</td>
<td>and commonplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• assigned reading</td>
<td>taken place</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>relevant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>• clear connections</td>
<td>• connections are</td>
<td>• limited, if any</td>
<td>• no connections are</td>
</tr>
<tr>
<td></td>
<td>to previous or</td>
<td>made,</td>
<td>connections</td>
<td>made</td>
</tr>
<tr>
<td></td>
<td>current content</td>
<td>not really clear</td>
<td>vague generalities</td>
<td>• off topic</td>
</tr>
<tr>
<td></td>
<td>to real-life situations</td>
<td>or too obvious</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Uniqueness</strong></td>
<td>• new ideas</td>
<td>• new ideas or connections</td>
<td>• few, if any new ideas</td>
<td>• no new ideas</td>
</tr>
<tr>
<td></td>
<td>• new connections</td>
<td>or connections lack</td>
<td>or connections</td>
<td>• &quot;I agree with …&quot; statement</td>
</tr>
<tr>
<td></td>
<td>• made with depth and detail</td>
<td>depth and/or detail</td>
<td>rehashing and/or</td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>• <em>early in discussion</em></td>
<td>• did not respond</td>
<td>• limited response</td>
<td>• no response</td>
</tr>
<tr>
<td></td>
<td>throughout the discussion</td>
<td>appropriately for</td>
<td>two weeks late</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>reading assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>one week late</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MISSION OF THE SCHOOL OF NURSING

Our mission is to provide students a foundation for success as graduate nurses in the evolving world who are ethical, competent critical thinkers and life-long learners by providing an educational environment that promotes holistic health care in a community dedicated to teaching, research, creativity and service.

Program Learning Outcomes
The student will:
1. Apply knowledge of the physical, social and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth and development in the profession.

N353 Student Learning Outcomes
1. Define and describe the most commonly used CAT practices.
2. Examine current evidence in health care literature related to safety and efficacy of CAT.
3. Analyze ethical issues arising from the use of CAT in the U.S. healthcare system.
4. Discuss the role of the nurse and other healthcare providers in caring for the client who incorporates alternative and complementary therapies in their health care practices.
5. Explore personal views in the use of CAT.

Course Modules

Module 1: Healing Practices (2 weeks with 2 separate discussion board questions)

Chapters 1,2, & 3 OBJECTIVES
1. Differentiate issues regarding comprehensive and alternative therapies by following rules, principles and standards of Board of Nursing Practice Act by surveying friends and family use of CAT.
2. Contrast how culture influences health care choices by participating in discussion board assignment.
3. Create a list and define alternative medical systems by assessing for use when surveying friends and family use of CAT.
4. Investigate common CAT methodologies and be able to relate them to culture and beliefs in the EBP article and summary assignment.

Module 2: Traditional Chinese Medicine

Chapter 4 OBJECTIVES

1. Examine the variety of TCM used in CAT.
2. Reflect on the concepts of TCM and how they might relate to you and/or your patient population.

Module 3: Ayurvedic Medicine and Native American Healing

Chapters 5 & 6 Objectives

1. Examine Ayurvedic medicine.
2. Examine Native American healing practices.
4. Compare Ayurvedic medicine to Native American healing.

Module 4: Botanical Healing – Herbal Medicine, Nutrition and Supplements, Aromatherapy, Homeopathy and Naturopathy

Chapters 7, 8, 9, & 10 OBJECTIVES

1. Investigate what herbal medicine is and who uses it.
2. Compare and contrast the quality of various nutritional therapies.
3. Examine a variety of herbs, aromatherapy and supplement therapies.
4. Examine the theory and practice of homeopathy.
5. Examine the theory and practice of naturopathy.
6. Compare and contrast homeopathic and naturopathic practices.
Module 5: Manual Healing – Posture, Mobility, Touch therapies and Chiropractic therapy.

Chapters 11, 12, 13, 14, & 15 OBJECTIVES

1. Differentiate between the range of modalities related to posture and mobility.
2. Differentiate between the range of modalities related to touch therapies and bodywork.
3. Examine chiropractic therapy.

Module 6: Mind-Body Therapies

Chapters 16,17,18,19,20,21,22 & 23 OBJECTIVES

1. Examine some popular mind-body treatments commonly used today.
2. Identify the mind-body therapies requiring licensing and/or certifications to use in practice.
3. Identify those that anyone can incorporate into practice.
4. Differentiate between the range of modalities related to energetic therapies.
5. Examine the research associated with yoga, meditation, hypnotherapy and guided imagery, dream work, intuition, music, biofeedback, Qigong, T’ai Chi, and reiki.

Module 7: Spiritual Therapies

Chapter 24, and 25 OBJECTIVES

1. Examine origins of Shamanism and healing practices associated with shamans.
2. Analyze the use of faith and prayer in today’s society.

Module 8: Animal Facilitated Therapy

Goal: After completing this module, you will understand the role animals can have in the treatment of physical and psychological conditions.

Chapter 27 Objectives

1. Compare companion animals to therapy animals.
2. Reflect on your own view of using animals in healthcare.
Stephen F. Austin State University
School of Nursing
N353 Complementary and Alternative Therapies
Research Article Summary and Presentation Assignments

Name:_____________________________________________ Date:________________________

Select a current research article (2010 or newer), full text required, for critical analysis of Complementary and Alternative Therapies (CAT). The research article should include the abstract, problem statement, method of study, research data, and conclusion. Make one copy of this form. Attach first page of form with your article and your article summary. The article summary should cite the research article, author, and publication and be written in APA format. This assignment is due:_____________________. Attach the second page with your presentation assignment which is due:_____________________.

Follow these guidelines in writing your summary:

a. Post your name and title of the article on the discussion board. Make sure you have a full text research article.
b. Critically summarize the content of the selected article.
c. Apply the article content with examples for use in professional nursing practice.
d. Use APA format and check spelling and grammar.
e. Summary should be a least half a page and no more than one page in length with the reference page on page two.

Grading Criteria Rubric

<table>
<thead>
<tr>
<th>Criteria for Article Summary</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critical Summary of Article</td>
<td>30 points</td>
</tr>
<tr>
<td>2. Analysis of CAT Therapy</td>
<td>20 points</td>
</tr>
<tr>
<td>3. Application of CAT in professional nursing practice with examples</td>
<td>20 points</td>
</tr>
<tr>
<td>4. APA Format (spelling, grammar, intro, body, conclusion)</td>
<td>20 points</td>
</tr>
<tr>
<td>5. Full text research article</td>
<td>10 points</td>
</tr>
<tr>
<td>Total Points</td>
<td>100 points</td>
</tr>
</tbody>
</table>
Follow these guidelines for presentation:

a. Presentation may be a power point presentation, brochure or a poster created by a computer program.
b. Research article should be referenced.
c. Prepare a 5-15 minute oral presentation for class.

Grading Criteria Rubric

<table>
<thead>
<tr>
<th>Criteria for Presentation</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Statement of critical summary of research article (Cite article)</td>
<td>30</td>
</tr>
<tr>
<td>2. Statement of analysis of CAT Therapy.</td>
<td>20</td>
</tr>
<tr>
<td>3. Two examples of CAT in professional nursing practice. (Cite two more articles)</td>
<td>30</td>
</tr>
<tr>
<td>4. Visual appeal.</td>
<td>20</td>
</tr>
<tr>
<td>5. Presentation is clear, and concise.</td>
<td>20</td>
</tr>
<tr>
<td>6. Self and peer evaluation completed.</td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td>140</td>
</tr>
</tbody>
</table>
Appendix A

Stephen F. Austin State University
School of Nursing

Complementary and Alternative Therapies
Course: N353
Presentation - Self and Peer Evaluation

Using a scale of 1-5 in each category, assign each member of your group, including yourself a number, giving 5's to the individuals whom you think made the greatest contribution and 1's to the individuals whom you think made the least contribution.

Turn this in at the beginning of your presentation.

1. Productivity (tasks toward goal): contributed suggestions and ideas; expanded on ideas; contributed resources; sought and shared background information; sought outside persons for help or information; kept notes; kept focused by summarizing and/or directing actions toward goal. Remember 5 is best grade and 1 is least.
   List Names in Group Here:
   Self_____________________________ Grade _____
   1. _______________________________  _____
   2. _______________________________  _____
   3. _______________________________  _____
   4. _______________________________  _____
   5. _______________________________  _____

2. Responsibility (tasks toward goal): attended meetings; on time in attendance and deadlines; followed through with tasks and duties; communicated meaningfully/effectively in person and during presentations; contributed amount of time needed by group.
   Grade:
   Self ________
   1. ________
   2. ________
3. Nonfunctional (self oriented roles): negatively critical; demeaning or disrespectful, monopolizer; negative toward goal; manipulator; sought sympathy; tried to override group; sought attention; cynical; distracting; used group time for personal matters; lack of involvement; non-participative. Note 5=exhibited none of these behaviors; 1=noticeably exhibited one or more of these behaviors.

   Grade
   Self  ________
   1. ________
   2. ________
   3. ________
   4. ________
   5. ________

4. I would choose to work with this person again. 5=definite yes. 1=definite no.

   Grade
   Self  ________
   1. ________
   2. ________
   3. ________
   4. ________
   5. ________