

I. CATALOG INFORMATION

- A. Discipline: NURSING SCIENCE
- B. Subject Code and Number: NS M35
- C. Course Title: Holistic Healthcare Practices

- D. Credit Course units:
 Units: 1.5
 Lecture Hours per week: 1.5
 Lab Hours per week : 0
 Variable Units : No

- E. Student Learning Hours:
 Lecture Hours:
 Classroom hours: 26.25 - 26.25
 Laboratory/Activity Hours:
 Laboratory/Activity Hours 0 - 0

Total Combined Hours in a 17.5 week term: 26.25 - 26.25

- F. Non-Credit Course hours per week _____

- G. May be taken a total of: 1 2 3 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No Yes
 If YES, designate course Subject Code & Number: _____

- I. Course Description:

Explores healthcare practices that complement the Western/allopathic mode of health care. Provides concepts of relaxation therapy, meditation, guided imagery, therapeutic touch and other energy healing modalities, nutrition, and use of herbs for treatment of most common ailments.

- J. Entrance Skills

*Prerequisite: No Yes Course(s)

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)

Other: No Yes

K. Other Catalog Information:

Designed for the layperson, the lay caregiver and healthcare professionals.
 Provider approved by the California Board of Registered Nursing (CEP 2811) for
 24 contact hours. Formerly HS M35

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	define the human body-mind as a complex electrochemical feedback system.	Exams Group projects Classroom discussions
2	demonstrate relaxation strategies which are useful for people in all stages of health and illness.	Classroom activities
3	identify methods for achieving the relaxed state through breathing exercises.	Exams
4	describe the physiological changes that occur in the practice of meditation.	Classroom discussions Exams
5	analyze the functions of the sympathetic nervous system that are impacted by relaxation and meditation practices.	Exams Classroom discussions
6	define guided imagery as a rich source of nonverbal information about one's life experience.	Exams
7	create images of well-being and a disease-free condition.	Classroom activities Group projects
8	relate the body-mind-spirit connection and the impact that imagery has on this system.	Classroom activities
9	design a guided imagery that is appropriate for each particular student.	Group projects
10	describe the positive impact of music in cases of stress, pain, anxiety, and isolation and its use as a vehicle for achieving the relaxed state.	Exams Group discussions
11	define and identify accupressure points that relate to various parts of the body.	Classroom activities Exams

12	define therapeutic touch and apply it to the disease process.	Exams
13	demonstrate the process of assessment and treatment of energy field imbalance.	Classroom activities
14	describe common side effects or drug interactions for herbs utilized for the most common ailments.	Exams Group projects
15	discuss nutritional adjuncts which may enhance the use of herbs.	Exams Classroom discussions

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
35.00%	Relaxation strategies, guided imagery	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
35.00%	Therapeutic touch, energy field assessment	11, 12, 13
15.00%	Herbal treatments	14
15.00%	Nutritional/herbal therapy	15

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	self-assessment regarding impact of relaxation and meditation practices.
2	short reports on common side-effects or drug interactions for herbs utilized for the most common ailments.
3	journal recording the use of the imagery method.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	participation in chat room discussions of case studies.
2	conduct library and Internet research on nutritional adjuncts which may enhance the use of herbs.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	differentiating between osteopathic health interventions and holistic health interventions.
2	analyzing a case study and creating a list of suggested relaxation practices.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify) Online chat discussions of case studies
Practicing different methods of healthcare practices
- Optional Field Trips
- Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- Essay Exam
- Classroom Discussion
- Skill Demonstration
- Problem Solving Exam
- Reports/Papers/Journals
- Participation
- Objective Exams
- Projects
- Other (specify)

Classroom presentations

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Kaptchuk, Ted. The Web That Has No Weaver: Understanding Chinese Medicine. 2nd ed. McGraw-Hill, 2000.

Davies, Clair, and Amber Davies. Trigger Point Therapy Workbook: Your Self-Treatment Guide for Pain Relief. 3rd ed. New Harbinger, 2013.

Micozzi, Marc. Fundamentals of Complementary, Alternative, and Integrative Medicine. 6th ed. Saunders, 2018.

VIII. STUDENT MATERIALS FEES

- No
- Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
San Francisco State University	HED 290	Promoting Positive Health	3
Ventura College	HED V73	Introduction to Holistic Health and Healing	3
San Bernardino Valley College	HEALTH 103	Introduction to Holistic Health	3

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:

Master's Degree in Nursing OR Bachelor's Degree in Nursing AND Master's in Health Education or Health Science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever higher.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
- Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
- A2 - Natural Sciences - Physical Science
- B1 - Social and Behavioral Sciences - American History/Institutions
- B2 - Social and Behavioral Sciences - Other Social Behavioral Science
- C1 - Humanities - Fine or Performing Arts
- C2 - Humanities - Other Humanities
- D1 - Language and Rationality - English Composition
- D2 - Language and Rationality - Communication and Analytical Thinking
- E1 - Health/Physical Education
- E2 - PE or Dance
- F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

- | | | | | | | | | | | | | | |
|----|--------------------------|----|--------------------------|----|--------------------------|----|--------------------------|----|--------------------------|-----|--------------------------|----|--------------------------|
| A1 | <input type="checkbox"/> | A2 | <input type="checkbox"/> | A3 | <input type="checkbox"/> | B1 | <input type="checkbox"/> | B2 | <input type="checkbox"/> | B3 | <input type="checkbox"/> | B4 | <input type="checkbox"/> |
| C1 | <input type="checkbox"/> | C2 | <input type="checkbox"/> | D1 | <input type="checkbox"/> | D2 | <input type="checkbox"/> | D3 | <input type="checkbox"/> | D4 | <input type="checkbox"/> | D5 | <input type="checkbox"/> |
| | <input type="checkbox"/> | D6 | <input type="checkbox"/> | D7 | <input type="checkbox"/> | D8 | <input type="checkbox"/> | D9 | <input type="checkbox"/> | D10 | <input type="checkbox"/> | E | <input type="checkbox"/> |

D. University of California (UC) Articulation:

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1. Do you recommend this course for transfer to the UC? Yes: No:
2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

- English Composition
- Critical Thinking-English Composition
- Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts
- Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology
- Economics
- Ethnic Studies
- Gender Studies
- Geography
- History
- Interdisciplinary, Social & Behavioral Sciences
- Political Science, Government & Legal Institutions
- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Research complimentary holistic therapies compared to allopathic(Western) therapies using the Library's print and online, specialized, health-related resources.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

NS M35: Not Applicable

XIV. WORKPLACE PREPARATION

NS M35: Not Applicable

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

- Online (course will be delivered 100% online)
- Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
 - Lab activities will be conducted onsite
- Televideo (Examinations and an orientation will be held onsite)
- Teleconference
- Other

2. Need/Justification

Improve General Student Access

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Online instructors will provide lesson plans that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors may also meet with students for study sessions

and online office hours using an online communication tool. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell. Examples: Posts introducing the week's topic, reminding students about due dates and upcoming projects to be working on such as the self-assessment regarding impact of relaxation and meditation practices. Online discussions differentiating between osteopathic health interventions and holistic health interventions. Assignment feedback: Grading of assignments include feedback in the form of points, filling out of a grading rubric, and/or typed comments about the student's submitted assignment. Chat rooms: For synchronous meeting with the instructor for questions and answer sessions about course content such as a case study involving nutritional adjuncts and herbs. E-mail: Response of the instructor to email messages from students, or the instructor reaching out via email to ask why students are not on track with their coursework and to offer assistance. Online office hours: The instructor may set up times to be available online through online conferencing tools such as Zoom, for students if they have questions.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning with the following activities: students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course. Examples: Group assignments: Present on herbs utilized for the most common ailments, including their common side-effects and potential drug interactions. Online discussions: Faculty posts about current events in holistic healthcare practices and stimulates discussion about the current event. Students post a journal entry regarding the use of the imagery method. Other students reply with comparisons and contrasts of their own experience.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning: instructional videos; textbook and professional journals; links to online resources that may include videos, quizzes, text explanations and extensions, primary documents, and homework assignments. Examples: Asynchronous lectures that may include audio, PowerPoint, text, and images about course content such energy field assessment. Links to holistic healthcare journals or articles through the library e-resources, including through the CINAHL (for nursing related pharmacy content) and EBSCO databases.

6. Describe how instructors teaching this course will evaluate student performance.

Students may take objective exams in an online environment. Students may be required to do the following assignments: complete reflective writing assignments focused on application of course content; develop, implement, and evaluate projects; complete online quizzes; complete written assignments related to key course concepts; participate in online discussion forums. Examples: Possible scheduling of course exams to be on-campus. Grading of assignments include feedback in the form of points, filling out of a grading rubric, and/or typed comments about the student's submitted assignment.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

NS M35: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

NS M35: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

NS M35: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: NURSING SCIENCE

Discipline Code and Number: NS M35

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Olga Myshina 04/10/2018

Faculty Peer: Christina Lee 05/04/2018

Curriculum Rep: Olga Myshina 04/15/2018

Department Chair: Christina Lee 04/18/2018

Division Dean: Norman Marten 04/18/2018

Approved By:

Curriculum Chair: Jerry Mansfield 02/08/2019

Executive Vice President: _____

Articulation Officer: _____

Librarian: Mary LaBarge 01/13/2019

Implementation Term and Year: Fall 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 03/05/2019

Approved by Board of Trustees (if applicable): _____

Approved by State (if applicable): 03/11/2019

