

The University of Western Ontario
School of Health Studies
Health Sciences: Integrative Health
HS3025B

Jan to April 2021

Instructor: Dr. Katelyn Wood
Email: katelyn.wood@uwo.ca
Office Hours: Online by appointment only via zoom
Date/Time: Monday 11:30-12:30 *asynchronous

Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Information

Integrative Health examines a variety of areas and issues concerning the broad field of integrative health. From an evidence-based perspective, the course explores integrative health domains and assesses the quantitative and qualitative evidence about these various forms of "alternative" health including, but not limited to Oriental medicine, mind-body interventions, manual therapies, and herbal/pharmacological approaches to integrative health and lifestyle decision-making.

Learning Objectives

On completion of this course, students will be able to:

- Define and describe various alternative/integrative treatments
- Critically appraise the evidence supporting alternative/integrative treatments
- Understand the relationship between various alternative/interactive treatments
- Examine how alternative/integrative treatments fit into the Canadian context

Method of Instruction

There is substantial evidence indicating passive learning is not the best approach for information retention at the University level. To that end, students will work in pre-assigned learning teams to teach topics to their peers through the creation of informative, interactive and engaging online modules.

Textbook & Reading List

There is no required textbook to be purchased for the course as readings will largely focus on scholarly articles and related resources which will be provided on the course website. Required readings can be accessed electronically through the course website and the Western library or through the web links provided (where applicable).

Important Dates:

Term: Jan 11 – April 12
Spring Reading Week: Feb 12-23
Spring Exam Period: April 14-30 (April 13/14 = study days)
Last day to drop a second term half course without academic penalty: March 14

Class Dates	Content	Assigned Readings
Jan 11	Welcome- Nuts and Bolts Ready, Set, Assemble!	Course Outline Teamwork Toolbox (all documents)
Jan 18	Exploring Integrative Health: Let's Get The Lay of the Land	Team Contract
Jan 25	Exploring Integrative Health: Limits and Controversies The Role of Spirituality in Healing	Verhoef, M. J., Mulkins, A., & Boon, H. (2005). Integrative health care: how can we determine whether patients benefit? <i>Journal of Alternative & Complementary Medicine</i> , 11(supplement 1), s-57. Koenig, H. G. (2015). Religion, spirituality, and health: a review and update. <i>Advances in mind-body medicine</i> , 29(3), 19-26.
Feb 1	Reflection 1 DUE Learning Team 1	To be assigned.
Feb 8	Learning Team 2	To be assigned.
Feb 22	Reflection 2 DUE Learning Team 3	To be assigned.
Mar 1	Learning Team 4	To be assigned
Mar 8	Learning Team 5	To be assigned.
Mar 15	Reflection 3 DUE Learning Team 6	To be assigned.
Mar 22	Learning Team 7	To be assigned.
Mar 29	Learning Team 8	To be assigned.
Apr 5	Making Sense of it all... Bringing it all together	
TBD		Final Exam

Course Evaluation

Evaluation in this course will be divided across 3 areas. Please note these are subject to change up until the start of the course.

1) Final exam – 40% total

- The final exam will be cumulative.
- Further details will be provided near the end of the course.

2) Learning Team Presentations – 30% total

- Teams to be decided during week 1
- Within your teams, you will create an engaging, evidence informed, relevant presentation designed to teach your peers about your approved topic (of your choice) related to alternative/integrative health.
- Each presentation will consist of three parts: 1) Content delivery (30 minutes); 2) recall/engagement exercise (10 minutes); and 3) questions, comments and curiosities time (10 minutes).
- Further details will be provided in class.

3) Individual Reflections – (3 x 10%) - 30% total

- Short, two page (max 2500 words) review/summary/reflection
- Reflection 1: Assigned Reading (DUE: Feb 1)
- Reflection 2: Literature Review of Choice (DUE: Feb 22)
- Reflection 3: Course Reflection (DUE: Mar 15)

Note: All assignments are submitted via the assignments tab in OWL. Late assignments will be penalized at 10% per day for all assignments worth over 10% of your final grade. Late assignments worth less than 10% of your final grade are worth 0%.

Note: Grading rubrics are provided for each assignment in the assignment tab on OWL. A grading rubric provides consistent categories and weighting to aid in grading and in producing more robust grades both within a set of papers and between graders. It cannot and is not meant to replace the judgment of the individual grader. This is therefore a guideline for grading and not a strict marking scheme. Graders can, and frequently do, depart from the prescribed rubric when they feel it is academically justified. All rubrics will be provided in OWL.

Online Exams

This year, exams will be written online. This comes with some interesting considerations and requires incredible integrity from students. Unless directed to do so, I expect all graded work that is submitted to be completed independently. I recognize the value of collaboration and teamwork and will offer multiple opportunities throughout the course to do so. Please use laboratory and review sessions to work as a group and reserve midterm and final exams to show me what you know and have learned.

Statement on Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, midterms, examinations, or other class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

Use of recording Devices and Course Content: Course instructors own and retain the intellectual property rights to their teaching materials. These rights extend to materials used in online settings

and digital learning management systems like OWL. Additionally, some of the material used within this course (e.g. the textbook) have license restrictions that limit the ways in which they may be shared and used outside the course. You do not have my permission to make audio or video recordings of lectures, take pictures of lecture materials, or distribute any of the teaching materials within the course. **Unless explicitly noted otherwise, you may not edit, re-use, distribute, or re-broadcast any of the material posted to (or linked within) the course website.**

ADDITIONAL STATEMENTS

Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Student Code of Conduct

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow.

Accommodation for Medical Illness or Non-Medical Absences

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances, including short-term illness or injury. Reasonable academic consideration is a cooperative process between the University, the student, and academic staff. All participants in the process must act in good faith, and fulfil their respective obligations, if it is to succeed.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

- Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work;
- Are encouraged to make appropriate decisions, based on their specific circumstances, recognizing that minor ailments (e.g., upset stomach) or upsets (e.g., argument with a friend) are not normally an appropriate basis for a self-reported absence;
- **Must communicate with their instructors no later than 24 hours** after the end of the period covered by either the self-reported absence or SMC, or immediately upon their return following a documented absence;
- **Are advised that all necessary documentation, forms, etc. are to be submitted to academic counselling within two business days after the date specified for resuming responsibilities**

Students who experience an unexpected illness or injury or an extenuating circumstance (48 hours or less) that is sufficiently severe as to temporarily render them unable to meet academic requirements (e.g., attending lectures or labs, writing tests or midterm exams, completing and submitting assignments, participating in presentations) should self-declare using the online Self-Reported Absence portal. This option should be used in situations where the student expects to

resume academic responsibilities within 48 hours or less. The following conditions are in place for self-reporting of medical or extenuating circumstances:

- a. Students will be allowed a maximum of two self-reported absences between September and April, and one self-reported absence between May and August;
- b. The duration of the excused absence will be for a maximum of 48 hours from the time the Self-Reported Absence form is completed through the online portal, or from 8:30am the following morning if the form is submitted after 4:30pm;
- c. The duration of the excused absence will terminate prior to the end of the 48 hour period, should the student undertake significant academic responsibilities (e.g., write a test, submit a paper) during that time;
- d. The duration of an excused absence will terminate at 8:30am on the day following the last day of classes each semester, regardless of how many days of absence have elapsed;
- e. Self-reported absences will not be allowed for scheduled final examinations; for midterm examinations scheduled during the December examination period; or for final lab examinations (i.e., “bellringers”);
- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed.

Participation

Regular participation is expected and essential for success in this course. Participation means not only attendance to virtual meetings, but active engagement in online modules, including (for example) contribution to small and large group discussions, and a demonstrated effort to prepare for modules by completing assigned readings prior to engaging in the discussion/activities. Students who miss modules, or parts of modules, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html

SHS Grading Policy

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74 and 78. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.