CoSM Class Syllabus / Policy

Spring 2016
NUR 353 – Section: 601-1

Course Instructors:  Ms. Carol Athey

Faculty Contact Information:
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Office Hours: Monday 8am -12 pm and 1pm - 4pm, 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 (25%)

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>
</tr>
</thead>
<tbody>
<tr>
<td>Class begins</td>
<td>On-line</td>
<td>Review Syllabus and Course requirements</td>
</tr>
<tr>
<td>1/20/16 Wed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of 1/20</td>
<td>On-line</td>
<td>Unit 1: Healing Practices (form groups)</td>
</tr>
<tr>
<td>Week of 1/27</td>
<td>On-line</td>
<td>Unit 1: Healing Practices</td>
</tr>
<tr>
<td>Week of 2/03</td>
<td>4:30-5:30pm</td>
<td>Research article and summary is due</td>
</tr>
<tr>
<td>Week of 2/10</td>
<td>On-line</td>
<td>Unit 2: Health Care Practices (HCP)</td>
</tr>
<tr>
<td>Week of 2/17</td>
<td>On-line</td>
<td>Unit 2: Health Care Practices (HCP)</td>
</tr>
<tr>
<td>Week of 2/24</td>
<td>On-line</td>
<td>Unit 3: Botanical Healing (Herbs)</td>
</tr>
<tr>
<td>Week of 3/09</td>
<td>Online</td>
<td>Unit 3: Botanical Healing (Homeopathy &amp; Naturopathy)</td>
</tr>
<tr>
<td>3/12 – 3/20</td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week of 3/23</td>
<td>On-line</td>
<td>Unit 4: Manual Healing Methods</td>
</tr>
<tr>
<td>3/24 – 3/29</td>
<td></td>
<td>Easter Break</td>
</tr>
<tr>
<td>Week of 3/30</td>
<td>On-line</td>
<td>Unit 4: Manual Healing Methods</td>
</tr>
<tr>
<td>Week of 4/06</td>
<td>On-line</td>
<td>Unit 5: Mind-Body Techniques</td>
</tr>
<tr>
<td>Week of 4/13</td>
<td>On-line</td>
<td>Unit 5: Mind-Body Techniques</td>
</tr>
<tr>
<td>Week of 4/20</td>
<td>On-line</td>
<td>Unit 6: Spiritual Therapies</td>
</tr>
<tr>
<td>Week of 4/25</td>
<td>TBA</td>
<td>Course presentations Meet in Rm 111/113 on Campus</td>
</tr>
<tr>
<td>Week of 5/04</td>
<td>TBA</td>
<td>Course presentations Meet in Rm 111/113 on Campus</td>
</tr>
</tbody>
</table>

N353 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 the next week of the assigned material. Example: Unit 1 module (1/21/13) can be completed anytime online until Tuesday (1/29/13) when Unit 2 Module presents a new assignment.

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
Grading Policy
Discussion (50% of final grade) 10 discussion questions x 20 pts. = 200 points
Research article and summary (20% of final grade) = 80 pts.
Research Paper Assignment and Presentation (30% of final grade) = 120 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

Discussion Rubric for online class attendance grade

<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>Critical Thinking</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</td>
</tr>
<tr>
<td></td>
<td>insight, and analysis</td>
<td>and analysis has taken</td>
<td>and commonplace</td>
<td>insight is displayed</td>
</tr>
<tr>
<td></td>
<td>• assigned reading relevant</td>
<td>place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections</td>
<td>• clear connections to</td>
<td>• connections are made,</td>
<td>• limited, if any</td>
<td>no connections are</td>
</tr>
<tr>
<td></td>
<td>previous or current content</td>
<td>• not really clear or</td>
<td>connections</td>
<td>made</td>
</tr>
<tr>
<td></td>
<td>• to real-life situations</td>
<td>too obvious</td>
<td>vague generalities</td>
<td></td>
</tr>
<tr>
<td>Uniqueness</td>
<td>• new ideas</td>
<td>• new ideas or connections</td>
<td>• few, if any new</td>
<td>no new ideas</td>
</tr>
<tr>
<td></td>
<td>• new connections</td>
<td>• lack depth and/or</td>
<td>ideas or connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• made with depth and</td>
<td>detail</td>
<td>• rehashing and/or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>detail</td>
<td></td>
<td>summarizing</td>
<td></td>
</tr>
<tr>
<td>Timeliness And Participation</td>
<td>• Responds early in</td>
<td>• Did not respond to</td>
<td>• limited response</td>
<td>no new ideas</td>
</tr>
<tr>
<td></td>
<td>discussion assignment.</td>
<td>other discussion threads;</td>
<td>• two weeks late</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Responds to two or more</td>
<td>• one week late</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>other discussion threads.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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/.

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.

- Specific assignments are included under unit content for each unit in D2L.
- The highlighted class assignment addresses the group assignment and presentation work.
Unit 1: Healing Practices

UNIT 1 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.

Class Assignment: Find a group (4-5 students per group) to work with. You will be researching articles together and do a presentation together.

Unit 2: Health Care Practices

UNIT 2 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.

Class Assignment: This is not a group assignment. Find a research article about CAT either supporting or against using these therapies. Summarize the article in your own words. The summary should be one half to full page in length written using APA format. Summary with article attached is due by 2/3/2016. This is 20% of your final grade.

Unit 3: Botanical Healing – Herbal Medicine/Supplements, Aromatherapy, Homeopathy and Naturopathy

UNIT 3 – OBJECTIVES
1. Investigate what herbal medicine is and who uses it.
2. Examine a variety of herbs and supplements.
3. Examine aromatherapy as a healing modality.
4. Examine the theory and practice of homeopathy.
5. Examine the theory and practice of naturopathy.
6. Compare and contrast botanical healing practices.
Unit 4: Manual Healing Methods

UNIT 4 – OBJECTIVES

1. Examine some popular manual healing treatments commonly used today.
2. Identify the manual healing therapies requiring licensing and/or certifications to use in practice.
3. Identify those that anyone can incorporate into practice.

**Class Assignment**: You should now have your group formed. Meet and decide from the research articles/summaries (from assignment two) which topic you want to develop into a presentation. E-mail your decision to me as a group by 3/2/16

Unit 5: Mind-Body Techniques

UNIT 5 – OBJECTIVES

1. Compare and contrast the different Mind-Body techniques.
2. Evaluate why these techniques promote healing and are important to reduce stress.

Unit 6: Spiritual Therapies

UNIT 6 – OBJECTIVES

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

**Final Presentation due week of April 25, 2016**

This may be a group or individual assignment depending on number of students in this class. If this is a group endeavor the peer evaluation tool (Appendix A) will be used for grading.

You may choose to present a you tube video or power point slide show. You need to reference three articles with at least one your approved research article. You need to reference your articles in the presentation. If you choose to use power point keep content between 6 – 12 slides.

**Research paper assignment and presentation = 30% of final grade.**
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 (2007 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>10 points</td>
</tr>
<tr>
<td>4. APA Format (spelling, grammar, intro, body, conclusion)</td>
<td>10 points</td>
</tr>
<tr>
<td>5. Full text research article</td>
<td>10 points</td>
</tr>
</tbody>
</table>

| Total Points | 80 points |

Faculty Signature and date:
Follow these guidelines for presentation:
  a. Attach full text article to presentation.
  b. Presentation may be a power point presentation, brochure or a poster created by a computer program.
  c. Research article should be referenced.
  d. 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>20 points</td>
</tr>
<tr>
<td>2. Statement of analysis of CAT Therapy.</td>
<td>20 points</td>
</tr>
<tr>
<td>3. Two examples of CAT in professional nursing practice. (Cite two more articles)</td>
<td>20 points</td>
</tr>
<tr>
<td>4. Visual appeal.</td>
<td>20 points</td>
</tr>
<tr>
<td>5. Presentation is clear, and concise.</td>
<td>20 points</td>
</tr>
<tr>
<td>6. Self and peer evaluation completed.</td>
<td>20 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>120 points</strong></td>
</tr>
</tbody>
</table>

Faculty Signature and date:
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.

   List Names in Group Here:
   Self___________________________________ Grade _____
   1.___________________________________ ____
   2.___________________________________ ____
   3.___________________________________ ____
   4.___________________________________ ____
   5.___________________________________ ____
   6.___________________________________ ____

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. ______
   4. ______
   5. ______
   6. ______
3. Maintenance (group building): supported; encouraged; contributed enthusiasm/humor; gave constructive opinions and asked for the same from others.

   Grade
   Self
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 

4. 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. 
   6. 

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

   Grade
   Self
   1. 
   2. 
   3. 
   4. 
   5. 
   6. 