

Master Syllabus

1. Course Information

College: College of Nursing and Health
Department: Nursing
Course Title: Eastern Influences on Western Health
Course Designation and Number: HLT 202
GE Area(s): (Lists all area(s) that apply.)

II: Cultural Social Foundations
VI: College Component

Writing Intensive: Yes No

For WI Courses: All sections Selected Sections are WI.

Method(s) of Instruction: Lecture

Discussion

Web-enhanced

Web-only

Other (Explain below.)

Multimedia presentations

Includes Lab: Yes No

Prerequisites: None

2. Objectives

GE Program Objectives:

- Sharpen critical thinking, problem-solving, and communication skills;
- Learn about the aesthetic, ethical, moral, social, and cultural dimensions of human experience needed for participation in the human community;
- Increase knowledge and understanding of the past, of the world in which we live, and of how both past and present have an impact on the future.

GE Area II Objectives:

- Develop a historical perspective on their own culture, an understanding of cultures beyond their own and an awareness of the realities of global interdependence.

GE Area VI Objectives:

- Link general education more closely with study in the major, thereby making more apparent the applicability and transferability of general competencies to specialized study.

Course Objectives and GE Learning Outcomes:

This course focuses on cultures of the Eastern world and their influence on health care practices in the west. Students will be guided to examine the major health practices of eastern cultures and to compare the social, cultural, religious and political factors that have influenced health practices in those cultures. They will gain an appreciation of how health practices are a manifestation of the unique beliefs and world views of the culture. Students will recognize and appreciate the influence of eastern health care practices on the western world.

Upon completion of this course, the learner will be able to:

1. Identify the major health practices of eastern cultures
2. Compare social, cultural, religious and political factors, which have influenced health practices in eastern cultures.
3. Analyze the research related to health practices originating in Eastern cultures.
4. Appreciate different health care approaches as manifestations of unique cultures.
5. Trace the influence of eastern health care practices on the western world.
6. Compare health care trends in eastern cultures with trends in western cultures.

For WI Courses: WAC Objectives

This is a writing intensive section of a general education course. The purposes of the WI components are:

- To improve students' writing proficiency—their ability to develop ideas and transmit information for an appropriate audience in an organized, coherent fashion while writing with appropriate style and correct grammar, usage, punctuation and spelling.
- To encourage students to use writing as a learning tool to explore and structure ideas, to articulate thoughts and questions, and to discover what they know and do not know, thereby empowering students to use writing as a tool of discovery, self-discipline, and thought.
- To demonstrate for students the ways in which writing is integral to all disciplines, essential to the learning and conveying of knowledge in all fields.

This WI section includes writing assignments totaling approximately 1500 words which will be evaluated for content, form, style, correctness, and overall writing proficiency and give students the opportunity for revision and improvement. Assignments may take many forms and include a mix of formal writing (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions,) and informal writing (e.g., journals, logs, short responses to lectures, essay examinations).

The specific WI assignments for this course will be identified by faculty teaching the course but may include web board discussions, “muddiest points”, short essays in class, formal paper on a specific Eastern health practice.

3. Suggested Course Materials

C. Everett Koop, Clarence E. Pearson, M. Roy Schwarz [editors] ; foreword by Jimmy Carter (2001). Critical issues in global health. San Francisco : Jossey-Bass.

USDHHS (2000). Healthy People 2010: National Health Goals available at www.healthypeople.gov

Lerner, Michael (1994). Choices in healing: integrating the best of conventional and complementary approaches to cancer. Cambridge, Mass.: MIT Press.

National Library of Medicine <http://www.nlm.nih.gov/pubs/cbm/acupuncture.html>

UNICEF <http://www.unicef.org/>

Bennett, Bija (2002). Emotional yoga : how the body can heal the mind. New York : Simon & Schuster.

4. Suggested Methods of Evaluation

Faculty will choose from the following: quizzes, examinations, papers, presentations, class attendance, class participation, and special assignments.

5. Grading Policy

All GE courses are graded A-F.

WI component is graded Pass/Unsatisfactory.

6. Suggested Weekly Course Outline Including Typical Assignments

Examples of selected assignments are included in parentheses.

Week 1-2: Health care and practices in Asian countries (readings on Yoga, acupuncture and movement therapies)

Week 3: Health care and practices in Middle Eastern countries (readings related to practices regarding diet, fasting, women's health care)

Week 4-5: Health care and practices in African countries (Visit to African American Museum; reading of histories related to health practices currently used in US)

Week 6-7: Health care and practices in Pacific countries (readings of Australian Aboriginal practices and Hawaiian health care practices)

Week 8: Research related to health practices: Essay: relate findings to implications for Healthy People 2010 National Health Goals

Week 9: Eastern influences in western health care: (Interviews with practitioners of complementary therapies)

Week 10: Application of non-western world practices to national health goals

7. Other

Syllabus distributed to students should employ the format approved by UCAP and must include:

- Instructor name, office hours, and contact information
- Office of Disability Services information
- Information on how grades will be determined
- Attendance policy