COURSE INFORMATION

Course Title: History of Health Care and Integration of The Healing Arts

Course Numbers(s): CBS0106

Term: 1

Time Requirement: (hours/week)
Lecture Hours: 1 Laboratory Hours: 0 Total Units: 1

Additional Course Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hrs/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading assignments</td>
<td>1.5</td>
</tr>
<tr>
<td>Quiz/Activity prep</td>
<td>.5</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

Prerequisites: Admission to the college requirements or equivalent (as determined by the instructor(s), Department Chair(s), and/or Dean(s)).

Co-requisites: None

Faculty:
Lead Faculty: Coco Cabrel, M.D.
Email: cococabrel@scuhs.edu
Office Hours: TBD
Office Location: K Bldg.
Faculty Assisting in the Course: TBD

COURSE PURPOSE

Course Description:
This course explores an abbreviated history of the healing arts including acupuncture and Oriental medicine, chiropractic medicine, Ayurveda, naturopathy and homeopathy. The course also compares and contrasts the core philosophy and treatment methods adopted by these systems with an emphasis on interprofessional collaboration. Further, it provides a timeline of their origin and growth along with the major contributors to these systems.

Program Learning Outcomes:
DAOM Program Learning Outcomes:
- **Evidence-based Practice**
  - Synthesize and apply historical and scientific evidence in clinical practice. (Objectives 1-4)
- **Communication**
  - Effectively communicate verbally, non-verbally, and in written form. (Objectives 5, 6)
- **Interprofessional Collaboration**
  - Collaborate with appropriate professionals to plan and manage patient-centered care. (Objectives 1-6)

MAOM Program Learning Outcomes:
- **Information Literacy**
  - Appraise and apply historical and scientific evidence in clinical practice. (Objectives 1-4)
- **Communication**
  - Effectively communicate verbally, non-verbally, and in written form. (Objectives 5, 6)
- **Interprofessional Integration**
  - Collaborate with other healthcare professionals to improve patient outcomes. (Objectives 1-6)

DC Program Learning Outcomes:
- **Health Promotion and Disease Prevention**
  - The graduate will apply epidemiological principles to promote health and prevent disease. (Objectives 1-6)
- **Communication and Record Keeping**
  - The graduate will communicate professionally. (Objectives 5, 6)
- **Information and Technology Literacy**
  - The graduate will locate, evaluate and integrate research with other evidence to manage health related issues. (Objectives 1-4)
- **Intellectual and Professional Development**
  - The graduate will integrate evolving knowledge and skills, while remaining adaptable to change. (Objectives 1-6)

MSPA Program Learning Outcomes
- **Interpersonal and Communication Skills**
  - Demonstrate verbal, nonverbal, and written skills and effectively engage with patients, patient’s family, colleagues, and other interdisciplinary team members. (Objectives 1 – 6)
  - **Professionalism**
    - Demonstrate ethical values, respect, compassion, empathy, trust, integrity, and self-reflection in all patient care and community interactions. (Objectives 1 – 6)

Objectives:
At the conclusion of this course, a successful student should be able to:
1. Describe the factors responsible for the growth and development of AOM and chiropractic medicine in the U.S.
2. Describe key events and people in medicine, chiropractic, ayurveda, naturopathy, homeopathy, and AOM history.
3. Describe the origins and the underlying philosophy of medicine, chiropractic, AOM, ayurveda, homeopathy and naturopathy.
4. Explain the impact of the Flexner Report on the evolution and development of medicine, chiropractic, AOM and other healing arts in the U.S.
5. Recognize the key roles that each of the healing arts can fulfill in a patient-centered, integrative health care model.
6. Recognize the importance of interprofessional dialogue and collaboration in patient care.

**COURSE SCHEDULE**: (Please see separate Syllabus Schedule for more details)

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Power Point (pdf/PP)</th>
<th>Required Reading from Goldblatt unless otherwise indicated</th>
<th>Assessment / Class Activity / Group Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NO CLASS LABOR DAY -- SCU CLOSED</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Intro: IoM Rubric, IPE, ACCAH, IPEC, and IPECP @ SCU aka “The Acronym Lecture”</td>
<td>Introduction Appendices 1, 2, and 4</td>
<td>Who’s Who Meet and Greet</td>
</tr>
<tr>
<td>3</td>
<td>A Very Brief History of Western Medicine</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Storytime with Dr. Cabrel: An Individual’s Place in Recent History</td>
<td></td>
<td>Quiz #1- Weeks 1 and 2</td>
</tr>
<tr>
<td>5</td>
<td>Guest #1</td>
<td>Section I:</td>
<td>Class activity TBD</td>
</tr>
<tr>
<td>6</td>
<td>Guest #2</td>
<td>Section I:</td>
<td>Quiz on Guest #1 Class activity TBD</td>
</tr>
<tr>
<td>7</td>
<td>Guest #3</td>
<td>Section I:</td>
<td>Quiz on Guest #2 Class activity TBD</td>
</tr>
<tr>
<td>8</td>
<td>Guest #4</td>
<td>Section I:</td>
<td>Quiz on Guest #3 Class activity TBD</td>
</tr>
<tr>
<td>9</td>
<td>Guest #5</td>
<td>Section I:</td>
<td>Quiz on Guest #4 Class activity TBD</td>
</tr>
</tbody>
</table>
| 10 | Guest #6 | Section I: | Quiz on Guest #5  
Class activity  
TBD |
|----|---------|-----------|-----------------|
| 11 | Guest #7 = The History of the PA Profession – Valerie Lee, PA-C | | Quiz on Guest #6  
Class activity  
TBD |
| 12 | Midwifery | Section I: | Quiz on Guest #7  
Class activity  
TBD |
| 13 | | | Poster Presentations |
| 14 | | | Poster Presentations |
| 15 | | | Final Exam –  
Weeks 1 - 12 |

**INSTRUCTIONAL MATERIALS**

**Required Text:**

**Recommended Texts:**

**Provided Materials:** Course Syllabus, Syllabus Schedule, and lectures are on MySCU.

**Required Attire:** Not applicable

**TEACHING METHODS AND ACTIVITIES**
Lecture/class discussions and group assignments.

**EVALUATION OF STUDENT LEARNING**

**Grading procedures:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th># Questions @ 2 points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz #1</td>
<td>10</td>
<td>20 points</td>
</tr>
<tr>
<td>Quizzes on Guests (7)</td>
<td>6 questions X 7 quizzes = 42</td>
<td>84 points</td>
</tr>
<tr>
<td>Question Type</td>
<td>Points per Student</td>
<td>Total Points</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Poster Presentations</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Poster Presentations Evals</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Final Exam</td>
<td>36</td>
<td>72</td>
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</tbody>
</table>

**Grading scale:** A minimum average score of 70% is required to pass the course. There will be no extra credit offered in this course.

A = 90% to 100%
B = 80% to less than 90%
C = 70% to less than 80%
F = less than 70%
EA = Excessive Absences
I = Incomplete
W = Withdrawal

Professionalism

Students are expected to act ethically and professionally at all times. The following is a list of representative expectations, but may not be complete. Please be advised that violations may result in Student Honor Code sanctions.

- **Attendance is required.** If you know you will be absent for class, please notify the lead faculty. If the absence is unplanned, please contact the lead faculty at the earliest possible date. Either way, please fill out a Request for an Excused Absence; otherwise the absence will be counted as Unexcused. Note that a Request for an Excused Absence does not guarantee an Excused absence.
- **Punctuality.** It is expected that you will be in your seat at the beginning of class. Arriving late not only affects your learning, but is disruptive to the learning of others. Tardiness will be considered as an Unexcused absence for the purposes of classroom administration.
- **NO makeup quizzes and exams.** Only for extreme circumstances will a makeup be given, to be taken at the LRC.
- **Classroom demeanor.** While classes are designed to be interactive, excessive talking or side conversations are disruptive to the learning environment. You may be asked to leave the room if you repeatedly disrupt the class.
- **Cheating.** The University does not tolerate cheating in any form. This includes plagiarism, texting answers, taking pictures of quizzes or exams, using past students’ work, etc. Students caught in cheating will receive a ‘zero’ for the assignment, and will be brought to the Judicial Board.
- **Review of exams/quizzes.** Exams and quizzes may be reviewed during the instructor’s posted office hours.

University Policies

Students are expected to spend at least two hours for each lecture or practicum hour and one hour for every two laboratory hours of course time per week in activities and assessments outside the classroom. Examples of activities include, but are not limited to: writing papers; reading articles or text; small group work; presentations; completing assignments; preparation for assessments; online activities and other activities that do not include direct instructor interaction and involvement.

All university policies apply to this course and all others. For full policy information please consult the university SCU Policy Manual. For a quick reference guide to the following policies: make-up
examination, F-challenge examination, grade posting, results of failing grades, student support information, syllabus amendments, special needs, student conduct, and attendance, please consult the academic policies document housed on the Online Student Services site [the preceding is a hyperlink].

Syllabus prepared by: Coco Cabrel, M.D.
Revised: August, 2016