

University of Cincinnati
Spring Semester 2022

Fundamentals of Integrative Health and Medicine (FIHM)

26-MEDS-2087001 Asynchronous

Course ID: **17061**

Instructors:

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Message in Canvas first please, last resort...

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Teaching Assistants

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Required Reading:

You will need to purchase, rent or share the Fundamentals of Integrative Medicine, Raket, Edition XXX. Articles and other resources will be provided to students. Students are required to review the module prior to each class and be prepared to discuss and provide feedback.

Food Rules: An Eater's Manual, Michael Pollan (text will be provided)

Integrative Medicine, 4th ed., David Raket

Course Description:

This course provides an overview of the basic principles and history of integrative medicine and health. This includes an emphasis on a critical review of the scientific evidence-based for integrative medicine approaches as they relate to prevention, treatment of chronic disease, and overall wellness. Students experience a variety of integrative health modalities and a focus on healthy lifestyle as models for disease prevention, treatment of illness, and overall health and wellness promotion.

Course Objectives:

1. To describe the foundations and historical evolution of integrative medicine and health
2. To critically evaluate the science and evidence-base for integrative health and lifestyle medicine approaches to overall well-being and disease prevention
3. To experience various complementary and integrative medicine modalities as they relate to disease prevention, treatment of chronic illness and the promotion of wellness.

All of these practices are evidence based as shown in the following articles, websites and books:

1. *Integrative Medicine*, 4th Ed., by David Rakel, MD, ISBN-13: 978-0323358682, ISBN-10: 0323358683
2. <https://nccih.nih.gov/>



3. Dr. Andrew Weil – <https://www.drweil.com/>
4. John A. Astin - <https://www.ncbi.nlm.nih.gov/pubmed/?term=John+Astin>

Prerequisite: None

Online Classroom Procedure: Discussion boards, reading of material, watching of online programming and experiential exercises. There will be a variety of activities during the semester to maintain high energy and interest.

Attendance: Each student is responsible for their own asynchronous timing with **completion dates clarified**. No excuses for missed assignments.

Course Withdrawal: The University policy on withdrawal from this course will be followed. The process for withdrawal and the policies that govern grading are available at: http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html

Academic Integrity: The University Rules, including the Student Code of Conduct, and other documented policies of the department, college and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct: <http://www.uc.edu/studentlife/conduct>

Special Accommodations

- **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. <http://www.uc.edu/sas/disability>

Students registered with this office must request an accommodation from the faculty member in charge of the course during the first week of classes, or within one week of their registration with the Disability Services Office.

- **Student Athletes:** Students participating in Division I athletics during the term in which this course is taught must provide notification to the faculty during the first week of the term and should provide their schedule as early as possible. Faculty will make accommodations for these students.
- **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.
- **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

Communication: Make sure the university has the correct email for you. Please check Canvas regularly for updates and group communication. If you have any questions about the course and the expectations within this course, please contact your TAs first. The best way to communicate with us is via e-mail (see above).

Required Reading and Activity Assignments:

The Raket text is required for this course. Articles and other resources will be provided to students.

Students are required to review the module prior to each class and be prepared to discuss and provide feedback.

1. **Quizzes:** Short weekly assessments of the readings, videos and/or professor presentations; Quizzes due at the end of the module/week; Two tries allowed.

2. **Discussion Boards (DB):** You will be asked to review some readings and/or videos and reflect on a Mind/Body/Spirit query or queries each Module. You will also need to comment on one of your peers' posts by the end of the week and reply back to one of those commenting on your post. For these DBs the class will be in a small group throughout the semester.
3. **Mind-Body Experience log:** keep a log of your mind-body exercises, type, date and time of day, see worksheet
4. **Midterm:** Compiled of Questions from group presentations from first half of semester and Nutrient/Toxicant assignment due midterm; submission of your Mind-Body log
5. **Nutrient/Toxicant Investigation:** pair up with a classmate from your Discussion Board small group to investigate a Nutrient/ Toxicant pair and create two questions which will be used for a Final exam specific to your small group.
Sign up for your pairing at: https://docs.google.com/spreadsheets/d/1z7EbY3Vh8iD8m7-M-cwIpYhIf_PDQMatl8XVPXel7Iw/edit#gid=0
6. **Integrative Health Topic Group Presentation:** Each student will present with 3 or 4 other student(s) on an integrative health modality and disease/illness. Each group will craft two well written questions over their presentation that will be used for the Midterm or Final
One or two groups will upload their presentations weekly for review by the rest of their classmates.
(Please reference the rubrics below and the AAMC Handout: **The Checklist of Review Criteria**. More detailed instructions are uploaded on Canvas.)
Sign up for group at: https://docs.google.com/spreadsheets/d/1z7EbY3Vh8iD8m7-M-cwIpYhIf_PDQMatl8XVPXel7Iw/edit#gid=0
7. **Final Reflection:** At the end of the Semester, students will write a 750 word paper or 5 minute video reflecting on what they have learned through the semester and how they will incorporate these tools in the future. **Due Friday XXX, 11:59 pm**
8. **Final Exam:** compilation of questions from the Group presentations from the second half of the semester and your DB small groups' 5-6 Nutrient Toxicant investigations **Due Friday XXX, 11:59 pm**

Extra Credit: various surveys and workshop reviews, TBD

Due Date	Assignment	Description	Number	Total Points
Weekly	Quizzes	5-15 point question bank over module learning objectives, weekly except for Modules 9 and 14 (open time to prep for Midterm and Final assignments)	14 modules	100
Weekly; due date weekly	Discussion Boards	Small Group of approx. 10 classmates; 5 points each module, 3 for original post and 2 points for 2 comments, either response to two other's posts or response to someone commenting on your post (repartee)	14 modules	70
Once during semester	Group Presentation	A team of 4-5 students will post a presentation (video or narrating their power point) each week on a health challenge & Integrative therapeutics relevant to that module, and create 2 questions from their presentation to be used for the Midterm (Gr A-H) or Final (Group I-P)	1 presentation per group, each student graded collectively	50
Posted weekly but due date by Midterm or Final	Review classmates' presentations	Each student will individually post a review over the weekly group presentation. <i>(Advice: don't wait until Mid-term or Final crunch time, keep up with these weekly)</i>	15 group presentations 5 points each	75
Mid term	MIDTERM exam	Questions from the Group Presentations from the first half of the semester (Gr A-H)	1	30-50
Mid term	Mind-Body log	Submit completed worksheet on mind-body experiences from first half of semester	1	25
Mid term	Nutrient/Toxicant Investigation	Pairing up with a classmate from your DB small group to investigate a Nutrient-Toxicant set, along with creating two questions about your investigation; these questions will be collated for the Final (specific to your DB small group)	1 with teammate from DB small group	50

End of term	FINAL Exam	750- word Reflection (written or 5 min video recording) on your health education journey through FIHM this semester	1	75
End of term	Mind-Body log	Submit completed worksheet on mind-body experiences from second half of semester	1	25
End of term	Exam	Collated questions from Group Presentations (I-P) and Nutrient Toxicant Investigation questions specific to your DB small group (approx. 5 N/T to review and 10-12 questions)	1	30-50
	Extra Credit	Reflection on some webinars or symposia, TBD		10-15 points
TOTAL				550 approx.

Course Grading:

A: 93-100% A-: 90-92.99% B: 83-88.9% B-: 80-82.99% C: 70-79.9%

AND, a good faith effort completion of assignments; communicating with faculty if unable to complete assignments

Course Schedule

Date	Topic	Lecturer	Group Presentation
Week of Jan 10	MODULE 1: Introduction to Integrative Medicine, Syllabus review	JS & LEN	
Week of Jan 17	MODULE 2: Science of Mind-Body Medicine	?Cotton/Walker LEN	Group A
Week of Jan 24	MODULE 3: Integrative Nutrition	LEN	Group B
Week of Jan 31	MODULE 4: Gut Health, Dietary Patterns, and Nutritional Approach to Chronic Disease	LEN	Group C
Week of Feb 7	MODULE 5: Botanicals and Supplements	LEN	Group D
Week of Feb 14	MODULE 6: Sleep and Health	LEN	Group E
Week of Feb 21	MODULE 7: Exercise and Health	JS	Group F Group G
Week of Feb 28	MODULE 8: Environmental Toxins and Health	LEN	Group H
Week of Mar 7	MODULE 9: Social Connectedness and Isolation (no quiz)	LEN	Group I
Due Sunday Mar 13 11:59 pm	NUTRIENT/TOXICANT Investigation worksheet (Pair up) and Two Questions And Midterm Exam: Questions from Group Presentations Have a great Spring Break (March 14-20, 2022) !		
Week of March 21	MODULE 10: Body Manipulative Therapies	LEN	Group J
Week of March 28	MODULE 11: Systems Biology approaches (TCM, Acupuncture & Ayurveda)	JS	Group K
Week of April 4	MODULE 12: Medical Cannabis	JS	Group L
Week of April 11	MODULE 13: Climate Change & Health Disparities/ Racism	LEN	Group M Group N
Week of April 18	MODULE 14: Resiliency and Neuroplasticity (no quiz)	JS	Group P (no O)
	Exam Week Sat, April 23 to Thurs, April 28		
Due Thurs April 28 11:59 am	FINAL Reflection Paper or Video Due Over MODULES 1-14 and Exam over classmates' presentation Questions (Groups I-P) and Nutrient/Toxicant Questions from your DB Small group)		

Class Format:

- Self-guided Didactics/Discussion boards, group presentation prep,
- Weekly,

Meditation

Review of Didactics (Lecture/ PPP, Learning outcome readings and videos)

Quiz over Module material

Small group Discussion Boards and repartee

Group Presentation(s) with 2 Questions for Midterm or Final

Review and Comment on Group Presentations

Discussion Board and Group Presentation Review Grading Rubric

<i>Criteria</i>	<i>1 point</i>	<i>0 points</i>
<i>Response to Prompt</i>	Brought new understanding to topic. Clearly contributed to discussion	Post(s) not made or not clearly connected to topic
<i>Replies to other students</i>	Clear engagement with other students. Specific references to others' ideas	Missing or extremely weak replies
<i>Language</i>	Proper use of academic language, clear prose, and appropriate, professional communication	Broke basic rules of appropriate communication in an academic environment OR post was not made.
<i>Evidence</i>	Clear connections made to supporting evidence	Misunderstood nature of evidence or lacked evidence entirely
<i>Timeliness</i>	Post and any required replies met deadlines	Post(s) extremely late or missed entirely.

Integrative Health Topic Presentation Grading Rubric

<i>Criteria</i>	<i>10 points</i>	<i>8 points</i>	<i>5 points</i>	<i>0 points</i>
<i>Disease/Illness</i>	Thorough and clear presentation on the chosen disease/illness, i.e. prevalence, symptoms, traditional treatments, etc.	Information presented is sufficient for class to understand basics of disease/illness	Information is minimal, identifies basic information but leaving out crucial information	Information on disease/illness missing key components or missing altogether
<i>Modality</i>	Thorough and clear presentation on the chosen integrative medicine modality, i.e. background/history, prevalence, types or styles, experiential, etc.	Information presented is sufficient for class to understand the basics of the modality	Information is minimal, identifies basic information but leaving out crucial information	Information on disease/illness missing key components or missing altogether
<i>Research Articles</i>	Presents 2-3 strong research articles supporting the modality for treatment or management of the disease/illness, presenters are well-informed on details of the research	Presents 2-3 research articles supporting the modality for treatment or management of the disease/illness, gives an abstract-level explanation of research	Research presented is minimal, identifies basic information but leaving out crucial information	Research articles missing key components or missing altogether
<i>Timeliness and Preparation (Oral)</i>	Within time frame (15 minute target), shows preparation, proper use of concepts, someone who doesn't know about modality/disease can understand	Slightly outside of time frame, shaky on some parts of presentation	Presentation feels as though it could have been better prepared, well under the time frame	Presentation is weak and shows little to no preparation and does not meet time frame

<p><i>Presentation Quality (PPT)</i></p>	<p>Presentation shows thought and effort, contains pictures and formatting, easy to understand and informative presentation</p>	<p>Presentation is solid and shows some thought, information is easy to understand and informative</p>	<p>Presentation shows lower level of effort and may not contain pictures and formatting or be thorough enough</p>	<p>Presentation shows a minimal level of effort, missing large gaps of information or missing altogether</p>
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