

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: Health, Physical Education and Recreation

Date: 9/20/18

Title Of Course/Degree/Concentration/Certificate: HE 34 Survey of Holistic Health Care

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Change in Program Learning Outcomes

Other (please describe): Change course from 2 credits to 3 credits

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 9/20/18 Signature, Committee Chairperson: Michele Bracco

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Donald June

**KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK**

NEW COURSE PROPOSAL FORM

- 1. DEPARTMENT, COURSE NUMBER, AND TITLE (SPEAK TO ACADEMIC SCHEDULING FOR NEW COURSE NUMBER ASSIGNMENT):**

Health, Physical Education & Recreation; HE 3400, Survey of Holistic Health Care

- 2. DOES THIS COURSE MEET A GENERAL EDUCATION/CUNY CORE CATEGORY? N/A**

- Life and Physical Science
- Math and Quantitative Reasoning
- A. World Cultures and Global Issues
- B. U.S. Experience in its Diversity
- C. Creative Expression
- D. Individual and Society
- E. Scientific World

IF YES, COMPLETE AND SUBMIT WITH THIS PROPOSAL A CUNY COMMON CORE SUBMISSION FORM.

- 3. DESCRIBE HOW THIS COURSE TRANSFERS (REQUIRED FOR A.S. DEGREE COURSE). IF A.A.S. DEGREE COURSE AND DOES NOT TRANSFER, JUSTIFY ROLE OF COURSE, E.G. DESCRIBE OTHER LEARNING OBJECTIVES MET:**

4. BULLETIN DESCRIPTION OF COURSE:

The synthesis of conventional medicine and complementary healing traditions is now standard practice. This course will investigate popular complementary and alternative health care modalities, including but not limited to: mind/body interventions, manipulative body-based therapies, various stress management techniques, dietary and nutritional considerations, creative and expressive therapies and lifestyle changes. Emphasis will be on understanding the theory, research, materials and methodologies that underlie these different approaches to health and wellness. Demonstrations of select therapies will be included to help students assess the safety and efficacy of various techniques.

- 5. CREDITS AND HOURS* (PLEASE CHECK ONE APPROPRIATE BOX BELOW BASED ON CREDITS):**

1-credit:	<input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym
2-credits:	<input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field
3-credits:	<input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field

- 4-credits: 4 hours lecture
 3 hours lecture, 2 hours lab/field
 2 hours lecture, 4 hours lab/field
 1 hour lecture, 6 hours lab/field
 8 hours lab/field

More than 4-credits: Number of credits: _____ (explain mix lecture/lab below)

_____ Lecture _____ Lab

Explanation: _____

***Hours are hours per week in a typical 12-week semester**

6. NUMBER OF EQUATED CREDITS IN ITEM #5: _____ (FOR DEVELOPMENTAL COURSES ONLY)
7. COURSE PREREQUISITES AND COREQUISITES (IF NONE PLEASE INDICATE "NONE" FOR EACH)
 A. PREREQUISITE (s): NONE
 B. COREQUISITE (s): NONE
 C. PRE/COREQUISITE (s): NONE
8. BRIEF RATIONALE TO JUSTIFY PROPOSED COURSE TO INCLUDE:
 A. ENROLLMENT SUMMARY IF PREVIOUSLY OFFERED AS AN 82 (INCLUDE COMPLETE 4-DIGIT 82 COURSE NUMBER)
 B. PROJECTED ENROLLMENT -25
 C. SUGGESTED CLASS LIMITS - 25
 D. FREQUENCY COURSE IS LIKELY TO BE OFFERED FALL AND SPRING SEMESTRS
 E. ROLE OF COURSE IN DEPARTMENT'S CURRICULUM AND COLLEGE'S MISSION

This course is a recommended elective for those enrolled in department majors.
Rationale / Justification

The use of holistic healing modalities in the United States has increased dramatically since this course was first offered in the fall of 2000. Well-established, premier medical facilities and research centers such as Sloan-Kettering, Mt. Sinai, John Hopkins and Duke now incorporate integrative holistic modalities in their treatment plan for a wide variety of patients. Complementary medicine is estimated to now be a 37 billion dollar a year business. (STAT, March 7, 2017) The information on holistic health care has grown exponentially with this growing trend. (The latest poll estimates over 38% of adults and 12% of children use holistic health care in some way.)

In order to provide KBCC students - especially those considering a health-related or human-services profession - with the most current information on this expanding field, a more comprehensive course curriculum is required. Changing Survey of Holistic Health Care from a 2 credit/2 hour course to a 3 credit/3 hour course, will provide students with a greater opportunity to learn about, analyze and explore the research, methodology, and principles of holistic health.

The course content has been expanded in depth and breadth to reflect the changes in both the field and curriculum noted above. Please see revised syllabus with the specific changes highlighted in italics.

9. **LIST COURSE (S), IF ANY, TO BE WITHDRAWN WHEN COURSE IS ADOPTED (NOTE THIS IS NOT THE SAME AS DELETING A COURSE):** N/A
10. **IF COURSE IS AN INTERNSHIP, INDEPENDENT STUDY, OR THE LIKE, PROVIDE AN EXPLANATION AS TO HOW THE STUDENT WILL EARN THE CREDITS AWARDED. THE CREDITS AWARDED SHOULD BE CONSISTENT WITH STUDENT EFFORTS REQUIRED IN A TRADITIONAL CLASSROOM SETTING:** N/A
11. **PROPOSED TEXT BOOK (S) AND/OR OTHER REQUIRED INSTRUCTIONAL MATERIAL (S):**
Invitation to Holistic Health: A Guide to Living a Balanced Life – 4th edition 2018
Various podcasts, in-class handouts and blackboard reading material (See syllabus)

12. **REQUIRED COURSE FOR MAJOR OR AREA OF CONCENTRATION?** No

IF YES, COURSE IS REQUIRED, SUBMIT A SEPARATE CURRICULUM TRANSMITTAL COVER PAGE INDICATING A “CHANGE IN DEGREE OR CERTIFICATE REQUIREMENTS” AS WELL AS A PROPOSAL THAT MUST INCLUDE A RATIONALE AND THE FOLLOWING ADDITIONAL PAGES: A “CURRENT” DEGREE WITH ALL PROPOSED DELETIONS (STRIKEOUTS) AND ADDITIONS (BOLDED TEXT) CLEARLY INDICATED, AND A “PROPOSED” DEGREE, WHICH DISPLAYS THE DEGREE AS IT WILL APPEAR IN THE CATALOG (FOR A COPY OF THE MOST UP-TO-DATE DEGREE/CERTIFICATE REQUIREMENTS CONTACT AMANDA KALIN, EXT. 4611).

NYSED GUIDELINES OF 45 CREDITS OF LIBERAL ARTS COURSE WORK FOR AN ASSOCIATE OF ARTS DEGREE (A.A.), 30 CREDITS FOR AN ASSOCIATE OF SCIENCE DEGREE (A.S.), AND 20 CREDITS FOR AN APPLIED ASSOCIATE OF SCIENCE DEGREE (A.A.S.) MUST BE ADHERED TO FOR ALL 60 CREDIT PROGRAMS.

13. **IF OPEN ONLY TO SELECTED STUDENTS SPECIFY POPULATION:** N/A

14. **EXPLAIN WHAT STUDENTS WILL KNOW AND BE ABLE TO DO UPON COMPLETION OF COURSE:**

- a. Students will gain increased understanding of the mind/body connection, enhancing their awareness of how this connection impacts health.
- b. Students will learn about various holistic health modalities, and gain increased knowledge of how these modalities may impact health and well-being.
- c. Students will be able to define holistic health care and develop criteria for evaluating the benefits of holistic health care from both a personal and professional perspective.
- d. Students will learn about common needs, concerns and conditions addressed through Holistic modalities. They will learn the definition, description and principles of these modalities and explore how these modalities might be incorporated into professional settings.
- e. Students will experience and develop their ability to identify and address their stressors, and discover ways to reduce stress through an experiential exploration of stress management techniques.
- f. Students will develop individualized personal health and wellness goals and learn various strategies to achieve them.

15. METHODS OF TEACHING –E.G. LECTURES, LABORATORIES, AND OTHER ASSIGNMENTS FOR STUDENTS, INCLUDING ANY OF THE FOLLOWING: DEMONSTRATIONS, GROUP WORK, WEBSITE OR E-MAIL INTERACTIONS AND/OR ASSIGNMENTS, PRACTICE IN APPLICATION OF SKILLS, ETC.:

- a) Lecture
- b) Discussion
- c) Group activities
- d) Audio-visual
- e) Demonstration
- f) Practice exercises

16. ASSIGNMENTS TO STUDENTS:

- a. Presentation Review Reports
- b. Book Insight Report
- c. Oral Research Presentation
- d. Out of Class Experience Report
- e. Goal Setting Homework Assignments

17. DESCRIBE METHOD OF EVALUATING LEARNING SPECIFIED IN #15 - INCLUDE PERCENTAGE BREAKDOWN FOR GRADING. IF A DEVELOPMENTAL COURSE INCLUDE HOW THE NEXT LEVEL COURSE IS DETERMINED AS WELL AS NEXT LEVEL PLACEMENT.

A. Attendance & Class Participation	15%
B. Presentation Evaluation Reviews	20%
C. Out-of-Class experience report	15%
D. Book Insight Report	15%
E. Oral Presentation	15%
F. Final Exam	20%

18. TOPICAL COURSE OUTLINE FOR THE 12 WEEK SEMESTER (WHICH SHOULD BE SPECIFIC REGARDING TOPICS COVERED, LEARNING ACTIVITIES, AND ASSIGNMENTS):
See Syllabus

19. SELECTED BIBLIOGRAPHY AND SOURCE MATERIALS:

1. Chopra, Deepak, *Quantum Healing (revised and updated) Exploring the Frontiers of Mind/Body Medicine*, Bantam, 2015
2. Chopra, Deepak, M.D. & Tanzi, E. Rudolph M.D. Christina, *The Healing Self*, Harmony Books, New York 2018
3. *Cosio, David, Pain Relief: Managing Chronic Pain Through Traditional, Holistic and Eastern Practices*, Plain Sight Publishers, 2018
4. De La Foret, Rosalee, *Alchemy of Herbs: Transform Everyday Ingredients into Foods and Remedies That Heal*, Hay House, Inc. 2017
5. Dossey, Barbara Montgomery, *Holistic Nursing: A Handbook For Practice, 7th Edition*, Jones & Bartlett Learning, 2015

6. Jonas, Wayne M.D., *How Healing Works*, Lorena Jones Books, 2018
7. Kopacz, David R. *Re-Humanizing Medicine: A Holistic Framework for Transforming Yourself, Your Practice and the Culture of Medicine*, Ayni Books, 2014
8. Murnane, Jessica, *One Part Plant: A Simple Guide to Eating Real, One Meal at a Time*, 2017
9. Rosenthal, Joshua, *Integrative Nutrition, 3rd Ed.* Integrative Nutrition Publishing, 2014
10. Saeed, Madiha MD, *The Holistic RX*, Rowman and Littlefield Publishers Inc., 2017.
11. Sheely, Norman C. M.D. *Blueprint for Holistic Healing*, A.R.E. Press, 2016

Revised/April.2018/AK

**KINGSBOROUGH COMMUNITY COLLEGE
OF
The City University of New York
Department of Health, Physical Education & Recreation**

**SURVEY OF HOLISTIC HEALTH CARE
PROPOSED REVISED SYLLABUS**

**HE-3400-01
3 CREDITS / 3 HOURS
Day / room to be decided**

**Prof. Diana Treglia
Diana.Treglia@kbcc.cuny.edu**

TEXT and Required Reading Material:

Invitation to Holistic Health: A Guide to Living a Balanced Life – 4th edition 2018

Handouts and Blackboard Readings

Please note: All handouts will be available on Blackboard; some will also be distributed in class. If a student is absent for class, it is his/her responsibility to check Blackboard to see what assignments, handouts or information may have been missed.

BULLETIN DESCRIPTION OF COURSE

The synthesis of conventional and complementary healing traditions is now standard practice. This course will investigate popular complementary and alternative health care modalities, including but not limited to: mind/body interventions, manipulative body-based therapies, diet, nutrition, creative and expressive therapies, and lifestyle changes, with an emphasis on understanding the theory, research, materials and methodologies that underlie these different approaches to health and wellness. Demonstrations of select therapies will be included to help students assess the safety and efficacy of various techniques

ADDITIONAL INFORMATION

This course presents a conceptual framework for analyzing and understanding a holistic approach to healthcare and wellness. It requires active participation and engagement in class discussions, techniques, assignments and lectures, and will also provide an opportunity for experiential learning. By offering a survey of this expanding field and encouraging students to experience some of the healing affects of holistic practices, students will gain the knowledge needed to make informed and educated choices in determining how best to maintain health and well-being. Students will gain increased understanding of the mind/body connection, enhancing their awareness of how this connection impacts health. *For those students majoring in health-related or human services professions, such as nursing, community health, substance abuse counseling, and therapeutic recreation, ways of integrating this knowledge into a professional setting will be explored.*

TOPICS COVERED MAY INCLUDE:

Intro to Holistic Health Care

Allopathic medicine

Integrative/complementary medicine

Mind/Body medicine

Alternative Health models

Breathwork

Yoga

Energy medicine

Chinese medicine

Stress Management

Acupuncture

Pain Management

Massage and bodywork practices

Chiropractic

Nutritional & dietary practices

Expressive and creative therapies

Osteopathy

Homeopathy

Meditation

Spirituality

Course Outline

(Please note: Outline may be subject to change)

Week #1

Intro to Holistic Health Care / Holistic Health Care Begins with YOU

Distribute & review syllabus

Review of course expectations and assignments

Defining Holistic Health

Health/Wellness Goal Setting – Discussion / In-Class activity

Handouts:

1. SYLLABUS
2. Book Insight Report Guidelines
3. Book Insight Report Resource List
4. Out of class Experience Report Guidelines
5. Out of Class Experience Report Cover Sheet
6. Basic Principles of Holistic Health

Assigned Book Reading: Chapter 1: Introduction to Holistic Health

Week #2

Exploring Concepts in Medicine

Allopathic, integrative, alternative, complementary medicine

What is CAM?

Overview/ introduction to integrative/complementary modalities

Guest Presentation Guidelines

Handouts:

1. CAM Modality Listings
2. Complementary and Alternative Medicine
3. Presentation Review Report

On Blackboard: Reading material for next week's presentation

Assigned Book Reading: Chapter 20; Navigating the Use of Complementary and Alternative Therap

Week #3

1st GUEST PRESENTATION - The Healing Benefits of Massage

Health/Wellness Goal Setting – In-class progress report and discussion

Guidelines for Research Oral Presentation including review of relevant textbook chapters and resource materials

Assigned Book Reading: Chapter 26: Manipulative and Body-Based Methods

Week #4

Introduction to Stress Management

Exploring the Mind/Body Connection:

Podcast Presentation and Discussion: How Meditation Can Reshape our Brains

Yoga and Meditation

On Blackboard: Reading material for next session's presentation

DUE: 1st Presentation Evaluation

Assigned Book Reading:

Chapter 6: Flowing with the Reality of Stress

Chapter 10: Balancing Work and Life

Week #5

2nd GUEST PRESENTATION - Acupuncture and Chinese Medicine: Ancient Medicine for Our Modern World

Health /Wellness Goal Setting – accessing stress levels and incorporating stress Management Techniques

Assigned Book Reading: Chapter 21: Alternative Medical Systems

Week #6

Our Incredible Healing Potential

Podcast Presentation and Discussion: Wellbeing is a Skill / My Stroke of Insight

In-Class Worksheet; Wellness Wheel (To be done in small groups):

- 1. Don't get a Flat Tire (Homework assignment for in class review next week)*

On Blackboard: Reading material for next week's presentation

DUE: 2nd Presentation Evaluation

Assigned Book Reading: Chapter 9: The Spiritual Connection

Week #7

3rd GUEST PRESENTATION - Homeopathy

Health/Wellness Goal Setting – in-class progress report on the use of stress management techniques

Review and Discussion: Don't get a Flat Tire Worksheet

Week #8

Oral Research Presentations and Review

DUE: 3rd Presentation evaluation

On Blackboard: Reading material for next week's presentation

Week #9

4th GUEST PRESENTATION: Food Matters: Nutrition from a Holistic Perspective

Assigned Book Reading: Chapter 2: Healthful Nutrition

REMINDER: BOOK INSIGHT REPORTS DUE NEXT WEEK

Week #10

Class Visit to Urban Farm

Book Insight Report Roundtable / Discussion

Health/Wellness Goal Setting – In class progress report and discussion

On Blackboard: Reading material for next week's presentation

Due: 1. 4th Presentation evaluation

2. Book Insight Report

REMINDER: OUT OF CLASS EXPERIENCE REPORTS DUE NEXT WEEK

Week #11

5th GUEST PRESENTATION - Herbal Medicine

DUE: Out of Class Experience Report

Assigned Book Reading: Chapter 23: Herbal Medicine

Week #12

Out of Class Experience Report Roundtable / Discussion

Course Summary

DUE –5th Presentation evaluation – Herbal Medicine

Self-evaluation of Health and Wellness Goals

Review for Final

ADDITIONAL ASSIGNMENTS MAY BE ADDED AT A LATER DATE

METHOD OF EVALUATION

A. Attendance & Class Participation	15%
B. Guest Presentation Evaluations	20%
C. Out-of-Class experience report	15%
D. Book Insight Report	15%
<i>E. Oral Research Presentation</i>	<i>15%</i>
<i>F. Final Exam</i>	<i>20%</i>

ATTENDANCE

No more than 6 hours of absence are allowed for a 3-credit course. A student is deemed excessively absent when he or she has been absent more than 6 hours in a term. Excessive lateness will count as an absence; absences may lower your grade, regardless of your grades in any assignments or projects.

ATTENDANCE

No more than 6 hours of absence are allowed for a 3-credit course. A student is deemed excessively absent when he or she has been absent more than 6 hours in a term. Excessive lateness will count as an absence; absences may lower your grade, regardless of your grades in any assignments or projects.

In this course, your attendance is **crucial**. Please let me know in advance if there is an unavoidable reason you must miss class. Your **active involvement** and **participation** in this class will count towards your final grade. If you must be absent due to medical/health reasons, notify me in advance of class via email or call #718-368-5696.

EXPECTATIONS FOR STUDENTS IN HE 34

Students are expected to come prepared to class, having read the assigned readings and completed assignments on the dates they are due. **Please Note:** All students registered in this course are required to complete all assignments. **There will be no exceptions.** Please be diligent and hand all assignments in **on or before** the due dates. If there is a compelling reason why work cannot be completed by the due date, this should be discussed IN ADVANCE of the due date. Work submitted late may receive a lower grade at our discretion. **No work will be accepted after the last day of class. All work due must be submitted by the end of the semester. A grade of INC will be given if ALL required assignments have not been submitted by the end of the semester. Note that an INC grade must be changed no later than the following semester (check Official Academic Calendar for the specific date) or a grade of *FIN* will be assigned.**

Use of cell phones and other electronic equipment not related to class work is prohibited while you are in class. Failure to abide by these rules will result in your being asked to leave the class for the day and the lowering of your final grade.

Accommodating Disabilities

Kingsborough Community College is committed to providing access to all programs and curricula to all students. Students with disabilities who may need classroom accommodations are encouraged to register with the Office of Access-Ability Services D-205.