

FPMD 7811: Health Promotion & Integrative Health 2 – Foundations of Integrative Medicine

Approved: 12/19/2019

Credit Hours: 0.5

Contact Information

Name	Position	email
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Course Information

Brief Description of Course

The Health Promotion & Integrative Health 2, Principles of Integrative Medicine, will look at how lifestyle and integrative therapies can help patients achieve their health care goals alongside conventional medicine. Students will have the opportunity to look at several disease states in an Integrative context, explore the evidence behind specific modalities, meet teams that utilize mix of conventional and integrative techniques, and explore resources to help patients answer safety and efficacy questions. Students will spend time in clinic observing Integrative sessions.

This course is the second in the Health Promotion Integrative Health Pathway; it provides one half credit hour towards graduation.

Course Goals

As a result of successfully completing the Health Promotion & Integrative Health 2 course, students will be able to:

1. Understand national and state standards, legal implications and appropriate documentation issues involved in collaborating with integrative community providers.
2. Identify the role of different modalities in caring for common conditions.
3. Explore the role of manual techniques in diagnosis and treatment of disease.
4. Be able to identify reliable resources to find more information about natural products.

Course Format & Schedule

Timeline & Schedule

The Health Promotion & Integrative 2 course will meet from 10:00am – 12:00pm on the following dates:

1. **01/14/2020** | Manual Medicine | Rebecca Wilson Zingg
 Explore manual techniques and their use in treating common ailments. This session contains a hands-on portion. Students will be able to:
 - Identify the role of manual techniques in health and disease management.
 - Understand how an osteopathic structural assessment can be integrated with standard neuro-musculoskeletal examination.
 - Understand the referral options for manual therapy, including licensing, insurance coverage and credentialing implications.
2. **03/10/2020** | Introduction to Integrative Medicine 2 | Amy Locke

Demonstrate understanding of common complementary medicine therapies, including their history, theory, proposed mechanisms, safety/efficacy profile, contraindications, prevalence, and patterns of use.

Students will be able to:

- Identify common supplements for a variety of common conditions, the evidence base and the online sources to confirm that information.
- Discuss how using therapies from a variety of modalities such as lifestyle, supplements, mind/body techniques, manual therapies and pharmaceuticals can improve disease outcomes over using a single modality in isolation.

3. **03/24/2020** | Label Reading & Giving Advice About Natural Products | Amy Locke

Learn about and access resources to identify evidence and risk/benefit of natural products.

Students will be able to:

- Discuss how personal, cultural, ethnic, and spiritual beliefs shape an individual's interpretation and experience of his or her disease and its treatment.
- Evaluate the strengths and limitations of evidence-based medicine (EBM) as it applies to conventional and complementary approaches and its translation into patient care.
- Identify resources to counsel patients about natural products at the point of care.

4. **04/14/2020** | Collaborative Teams | Huntsman Cancer Wellness Center

Community providers: training, communication and collaboration. Demonstration and discussion with a panel of providers.

Students will be able to:

- Understand the legal implications and appropriate documentation issues involved in collaborating with integrative community providers.
- Understand national and state standards related to training, licensing, credentialing and reimbursement of community practitioners.

Experiential Learning Activity:

Students will be expected to spend one half-day clinical session with an integrative provider or lifestyle change program. Placements will be based on student interest and provider availability.

Educational and Instructional Modalities

Modality	Percentage
Didactic	40%
Small Group	40%
Experiential	20%

Role of the Student in this Course

Students participating in the Health Promotion & Integrative Health Pathway are expected to actively participate in each of the scheduled learning sessions. Students are expected to read relevant material ahead of time and submit questions/comments prior to class. Students will choose an area of interest, arrange one half-day session (attend a program, shadow a clinician or other relevant activity) and write a short summary of their experience or present to the group.

Required Textbook(s)/Readings

Readings and accompanying materials (e.g., online sources) will be provided through Canvas prior to each session.

- Session 1:
 - Osteopathic manipulative treatment for nonspecific low back pain: a systematic review and meta-analysis,
 - Franke et al. and <https://now.aapmr.org/osteopathic-medicine/>
- Session 2:
 - Philosophy of Integrative Medicine, Integrative Medicine, David Rakel, Chapter 1
 - Optional: Chapter 2: Creating Optimal Healing Environments
- Session 3:
 - Complementary/Integrative Therapies that Work: A Review of the Literature, Kligler et al. and University of Utah
 - Integrative Health Integrative Medicine Web Links
- Session 4:
 - The Healing Encounter, Integrative Medicine, Chapter 3

Additional Resources

- Integrative Medicine, David Rakel, 2017 (available on library website)
- National Center for Complementary and Integrative Health (nccih.nih.gov)

- Natural Medicines (www.naturalmedicines.com; UUH has subscription)

Assessment & Grading

Assessments

Assessment/Assignment	Due Date	Weight towards Final Grade
Writing Prompt	Each Session	5 Points per Session
Group Discussion Participation	Each Session	5 Points per Session
Experiential Session Write-Up	Last Session	20 Points

*Writing Prompt and Group Discussion Participation graded on a 1-5 scale.

Grading System

Students will receive a final letter grade of PASS (P), or FAIL (F) for this course.

PASS: A student who achieves an overall course score of 70% or higher, will be assigned a grade of PASS for the course.

FAIL: A student who fails to achieve the criteria for PASS, will be assigned a grade of FAIL for the course.

Student Feedback

Student feedback is an important aspect of our ongoing curriculum development and quality improvement process. As such, students are expected to complete all assigned feedback surveys by the due date.

Standard Policies

Please refer to the Student Handbook (on the Student Affairs website) for these policies:

Accommodations

Addressing Sexual Misconduct

Dress Code

Examination and Grading Policies

Grade or Score Appeal

Professionalism, Roles & Responsibilities

Mistreatment

Infectious, Environmental and Bloodborne Pathogen Exposures Policy

Alternate Name and/or Personal Pronoun

Class rosters are provided to the instructor with the student's legal name as well as 'Preferred' first name (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, we will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise us of any name or pronoun changes (and please update CIS) so we can help create a learning environment in which you, your name, and your pronoun will be respected.

Center for Disability & Access Services

The School of Medicine seeks to provide equal access to its programs, services and activities for all medical students. The Center for Disability and Access (CDA) provides accommodations and support for the educational development of medical students with disabilities. Medical students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDA Director for recommended accommodations. The CDA will work closely with eligible students and the Academic Success Program to make arrangements for approved accommodations. The School of Medicine and CDA maintain a collegial, cooperative, and collaborative relationship to ensure compliance with federal and state regulations for students with disabilities.

Steven Baumann EdD, School of Medicine Senior Director of Academic Success Program, serves as the liaison between the School Of Medicine and the CDA.

Contact Information:

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University of Utah Center for Disability and Access

Olpin Student Union Building, Room 162 Phone (Voice/TDD): (801) 581-5020

<http://disability.utah.edu>

Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential

consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-5852677(COPS).

Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.