

**Emory University**  
**HLTH 410 Predictive Health Challenges: Integrative Health**  
TTh 10 a.m. – 11:15 a.m.  
Candler Library 107

**Course Description:** Health is personal, encompassing a range of physical, emotional, mental, social, spiritual and environmental influences. Integrative approaches to helping people regain and maintain optimal health involve an array of scientific disciplines. This seminar will consider the evidentiary base for alternative and complementary approaches to health and wellbeing.

**Instructor:** Michelle Lampl, M.D., Ph.D. and Cassandra L. Quave, Ph.D.

**Required Texts:**

Micozzi, Marc S. (2006). *Fundamentals of Complementary and Alternative Medicine*. 4<sup>th</sup> Ed., Saunders Elsevier, ISBN-13: 978-1437705775

**Course Requirements:**

1. As a student in this course, it is expected that you will actively participate in each class and complete assignments on time. Attendance will be taken at the beginning of each class.
2. Assignments are due no later than the assigned due date. If you have technical or personal computer difficulties, you are expected to use the Emory computer work stations or seek Emory computer technology assistance. **Late assignments will NOT be accepted, and you will receive a zero for any missing or late work.** Exceptions to this policy will require explicit permission of the instructor *in writing*. If you are unable to submit your work through blackboard you must turn in a hard copy to Dr. Quave or Dr. Lampl *before the assignment deadline*. Do not submit any work to Dr. Quave or Dr. Lampl via email unless permission to do so is specifically granted *in writing*.
3. Submission of corrupt files for written assignments will be considered as a missing assignment, and students will receive a zero for that assignment. Check your files after upload into blackboard to ensure that they have properly loaded and can be opened.
4. Hard (paper) copies of appropriate documentation for class absences or late assignments due to medical emergencies must be turned in to Dr. Quave or Dr. Lampl within 48 hours of the absence or missed assignment. Submission of documentation by email is not acceptable unless specifically approved in writing by one of the course instructors.

**Contact Information**

Office: Center for the Study of Human Health, Candler Library, Rm. 107

Office hours: 10:30 am -12:30 am, Wednesdays or by appointment

E-mail: [cquave@emory.edu](mailto:cquave@emory.edu) and [mlampl@emory.edu](mailto:mlampl@emory.edu)

Skype: cassandraquave

**Course Procedures:**

**Dropping a Course:** Emory students may withdraw from one or more courses until the Friday at 4pm of the sixth full week of class of the semester after the drop-add period providing that the student continues to carry a load of 12 credit hours or is in his/her final semester of residence as a graduating senior. Please consult your advisor or the Office for Undergraduate Education

**Disability:** Emory University is committed to ensuring that all University goods, services, facilities, and programs are meaningfully accessible to eligible persons with a disability in accordance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act 1973, and other pertinent federal, state, and local laws. The Office of Disability Services (ODS) is the central clearinghouse that processes and facilitates all accommodation requests from qualified students who have completed the registration process in its entirety. Students are responsible for initiating the accommodation request process by self-disclosing their disability and/or chronic medical condition directly to ODS. More detailed information is available on the

website at [www.ods.emory.edu](http://www.ods.emory.edu), or make requests directly to the Office of Disability Services, Emory University, 201 Dowman Drive, University Administration Building, Suite 110, Atlanta, GA 30322, 404.727.6016 (v) or 404.712.2049 (TDD).

**Academic Honesty Policy:** For more than half a century, academic integrity has been maintained at Emory through the student-initiated and student-regulated Honor Code. The responsibility for maintaining a standard of unimpeachable honor in all academic work falls upon every individual who is a part of Emory University. Every student who chooses to attend Emory College agrees, as a condition of attendance, to abide by all provisions of the Honor Code as long as he or she remains a student in the college. By continued attendance in Emory College, students reaffirm their pledge to adhere to and uphold the provisions of the Honor Code. The Honor Council, a body of at least ten annually appointed students, has responsibility for investigating and adjudicating all alleged violations of the Honor Code. Students found to have violated the Honor Code are subject to verbal reprimand, written reprimand, F in the course in question, suspension, dismissal, or a combination of these and other sanctions. Copies of the Honor Code are distributed and explained to new students and are available in the Emory College office, 218 White Hall, and online at [http://www.college.emory.edu/current/standards/honor\\_code.html](http://www.college.emory.edu/current/standards/honor_code.html).

**In this class, the Emory University honor code** is in place and you are explicitly responsible for taking care to present work that you claim as your own: there is a *no tolerance policy* in effect for plagiarism from any source, inclusive of internet sites, and the written and spoken work of others. If you do not understand what plagiarism is, please read the honor code carefully and seek assistance from the instructor.

**Course Expectations:**

Students in this course are expected to be active learners and participants, requiring all students to take an active role in their own learning and to share the learning process with the class. Evidence of active learning includes:

- ◆ *“Attending” all classes*, which is critical to promoting a learning community within the class.
- ◆ *Reading all assigned materials* and making note of questions, areas of interest, and connections you find to other readings.
- ◆ *Active participation*, allowing each student to test his or her own assumptions as well as expand the worldview of others in the class.

**Course Grading Policy**

**ASSIGNMENTS**

**PERCENT**

**Grading**

Exam 1	15	≥93% A	67-69% D+
Exam 2	15	90-92% A-	60-66% D
Midterm Paper	15	87-89% B+	<60% F
Final paper	15	83-86% B	
Reading/review assignments	15	80-82% B-	
Discussion leadership	15	77-79% C+	
Discussion participation	10	73-76% C	
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Total:	100%		

**Blackboard**

You are responsible for checking the course blackboard site on a regular basis. All of your reading and class assignments are available on the course BB site. Important information and announcements will also be posted in BB. With the exception of your exams, all assignments and assessments will be submitted through BB.

## Syllabus: Course Schedule

Class/Date	Topics
<b>Introductory Concepts of Integrative Health</b>	
<b>Week 1</b> January 19	Defining integrative health
<b>Week 2</b> January 24	Introduction to Complementary and Alternative Medicine (CAM)
January 26	Cross-cultural perspectives on illness and health
<b>Mind, Body and Spirit</b>	
<b>Week 3</b> January 31	Neurohumoral physiology and psychoneuroimmunology
February 2	Mind-body modalities
<b>Week 4</b> February 7	Energy Medicine
February 9	Creative and expressive therapies
<b>Week 5</b> February 14	Naturopathy and homeopathy
February 16	Herbalism and natural products
<b>Week 6</b> February 21	Nutrition and health
<b>Manual Therapies</b>	
February 23	Massage and touch therapies
<b>Week 7</b> February 28	Osteopathic and Chiropractic Medicine
<b>Non-Western Systems of Health</b>	
March 1	Traditional Chinese Medicine <b>Paper #1 Due</b>
<b>Week 8</b> March 6	Ayurveda and Unani medicine
March 8	<b>Exam 1</b>
<b>Week 9</b> March 13	<b>Spring break – No class</b>
March 15	

<b>Week 10</b> March 20	Yoga
March 22	Acupuncture
<b>Week 11</b> March 27	Native American healing
March 29	Latin American curanderismo and spirit healing
<b>Evidence-based Studies of Health</b>	
<b>Week 12</b> April 3	Methods for critical assessment of the literature
April 5	Identifying links between patient populations and CAM
<b>Week 13</b> April 10	Evidence-based evaluation of CAM modalities
<b>Case Studies in Integrative Health Approaches</b>	
April 12	Cancer
<b>Week 14</b> April 17	Reproductive and women's health
April 19	Inflammatory disease
<b>Week 15</b> April 24	Chronic pain <b>Paper #2 Due</b>
April 26	Review: pulling all of the pieces together
<b>Week 16</b> May 1	<b>Exam 2</b>

\* Instructor reserves the right to change the order or topic of lectures described in this syllabus.

**Graded Assignments:** In addition to the ongoing active participation in class discussions, there will be a series of written homework assignments, class presentations, and research papers. Be sure to check the list of tasks and reading assignments for each module to assure that you have completed all assignments.

**Evaluation Criteria for your final paper:**

- Logical presentation and clarity of thought and good writing will be valued highly.
- Position your investigation in the literature: review the relevant previous publications and summarize what is known at this time
- Applicability to the course is crucial: Successfully apply your understanding of CAM to health relevance.
- Appropriate citations are mandatory.

Detailed instructions for the papers are available on the course blackboard site. You must submit your paper through blackboard.