

CENTER FOR INTERNATIONAL PROGRAMS & SUSTAINABILITY STUDIES

COURSE NAME: HOLISTIC HEALTH APPROACHES

COURSE CODE: HHD-1050

REQUIREMENTS: It is recommended, but not mandatorily required, that students come from a college-major field related to health.

TOTAL CONTACT HOURS & CREDITS: 60 h.; 4 credits.

COURSE DESCRIPTION

This course introduces basic concepts on holistic health, encompassing a general overview of traditional, complementary and alternative medicine (T/CAM). Its main aim is to acquaint the student with current holistic health praxis, obtaining a general panorama about a wide range of current alternative/complementary practices.

Through this course each student will have a better overview of the holistic health perspective and the efficacy of some of their practices in order to open doors for a future deepening in these subjects and open an option for inter-professional practices. Also, students will explore and evaluate different holistic approaches and philosophies in order to improve personal health and wellbeing. Moreover, students will be able to build their own comparison with their general health concepts –usually from the Western medicine (WM, also known as allopathic or conventional medicine). Some of the topics included are Homeopathy, TCM (Traditional Chinese Medicine), Acupuncture, Herbal and Nutritional Therapies, Massage, Chiropractic, Electromagnetic Therapy, Breathing, and Energy, among others.

This is one of the main courses of the CIPSS's Health and Psychology area, its nature is theoretical and demonstrative, and it seeks to clarify the following question:

How to apply critical thinking regarding the options of integration between T/CAM and WM as a member of an interdisciplinary team?

In order to answer such a question, the following contents will be focused:

- The importance of health and wellbeing in the current context of the world
- Holistic health principles and main Asian practices
- Food, diet, nutrition and herbal medicine
- Breath, energy and cell intelligence
- The importance of understanding life styles, thoughts, emotions, feelings and behaviors impact in human health
- Different options for encouraging better standards of life

Along the whole course the following abilities will be fostered:

- Ability to integrate concepts of traditional, complementary and alternative medicine with the ones of the Western medicine
- Ability for doing general systemic analysis in T/CAM therapies
- Ability for critical and historical analysis of human health
- Ability for describing methods and techniques of practices of holistic therapies
- Ability for analyzing the importance of alternative and holistic health means nowadays

The following values and attitudes will be promoted among students:

- Concern for learning to learn
- Concern for solving problems
- Systemic thinking
- Respect for diverse thinking
- Respect for holistic knowledge
- Teamwork and leadership
- Negotiate knowing to inspire confidence and empathy

COMPETENCIES, CRITERIA & EVIDENCES

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and contextual problems correctly and with an ethical commitment, integrating learning to be, learning to do, learning to know, and learning to live together, within framework of continued improvement. Both disciplinary and general competencies are presented below, linked to their criteria and evidence of performance for the course on Holistic Health Approaches.

Table 1. General and disciplinary competencies and performance's criteria and evidences for the Holistic Health Approaches course.

Competencies type	Key competencies	Performance evidence
Disciplinary Effectively integrates T/CAM and WM as a member of an interdisciplinary team in order to promote life styles and alternative health practices for an optimal wellbeing, according to the integration of historical holistic concepts with the T/CAM principles.	Demonstrates a wide and general understanding of available T/CAM principles, concepts and resources.	<ul style="list-style-type: none"> ▪ Rich Picture ▪ Discussion of issues ▪ Essays and reports
	Identifies main similarities among diverse health systems and models used by traditional, complementary, alternative, integrative and holistic health practitioners and professionals	<ul style="list-style-type: none"> ▪ Thematic Discussion ▪ Readings analysis ▪ Mind map
	Integrates both types of health systems (T/CAM and the WM` approach) as a member of an interdisciplinary team.	<ul style="list-style-type: none"> ▪ Study case analysis ▪ Project report
	Demonstrates respect for peers, staff, consultants, CAM practitioners and diverse holistic and complementary health workers.	<ul style="list-style-type: none"> ▪ Essays and readings presentations ▪ Field Trip Report
	Seeks to promote life styles and alternative health practices for an optimal wellbeing.	<ul style="list-style-type: none"> ▪ Field Trip activities ▪ Demos and practices in class
General competencies	Performance criteria	Performance evidence
Integrates the necessary knowledge, skills and attitudes in a strategic and flexible way to learn continuously considering the relation of new information with previous mental schemes and the possibility of a new mental scheme use.	Learning to learn competence	<ul style="list-style-type: none"> ▪ Mind map ▪ Thematic discussion ▪ Demos tied with thematic discussions ▪ Field trip report
Integrates the knowledge, skills and attitudes necessary to learn the skills of teamwork and leadership, including mentoring and evaluation.	Teamwork and leadership competence	<ul style="list-style-type: none"> ▪ Readings´ discussion and analysis ▪ Study case analysis ▪ Rich picture ▪ Log-book and collaborative work register
Integrates the knowledge, skills and attitudes necessary to formulate and carry out business` plans and projects on their own initiative, setting goals and achieving them, having motivation to achieve success.	Entrepreneurship competence	<ul style="list-style-type: none"> ▪ Final Oral Presentations ▪ Project Report ▪ Essays

CONTENTS

Unit 1: Holistic health principles and brief history

Theme 1. The importance of health and wellbeing in the current context of the world

- a. Health concepts and each one's experiences in T/CAM
- b. Brief history of alternative medicine: Costa Rica in the World's context
- c. Main types of alternative medicine
- d. Principles of holistic and alternative health

Theme 2. Holistic health principles and main Asian practices

- a. Introduction to TCM
- b. Acupuncture, Phyto-therapy, Qi Gong, Shiatsu
- c. Tao and Tai Chi: A brief introduction.
- d. Asian therapies demo:
 - i. Acupressure-EFT
 - ii. Tao breathing

Unit II: Body-mind health improvement using natural means

Theme 3. Food, diet, nutrition and herbal medicine

- a. Food, diet and nutrition and "The weight of the Nation"
- b. Sea salt versus table salt; sea water and marine hydrotherapy
- c. Nutrition demo and lectures:
 - i. Sugar uses and abuses
 - ii. Sea salt texture, color and flavor
 - iii. Rosemary aroma and uses
 - iv. Chinese Healing Weevils

Theme 4. Breath, energy and cell intelligence

- a. Breath and detoxification
- b. Aging, stress and brain issues, Ayurveda and Cell intelligence
- c. Field trip practices:
 - i. Types of rest
 - ii. Yoga-chi class

Unit III: A wide range of alternative medicines

Theme 5. The importance of understanding life styles, thoughts, emotions, feelings and behaviors impact in human health

- a. Wellbeing through thoughts, mind, energy and feelings and current examples of public figures (Gregg Braden & Joe Dispenza)
- b. Brain and "In the mind of plants" and "Messages from water"

Theme 6. Options for encouraging better standards of life through sharing and giving practical examples in each one's own life recognizing the principles of T/CAM (see below project topics).

- a. Natural therapies like bees' therapy, mud therapy and aromatherapy.
- b. Common imbalances like cancer and aging and degenerative diseases
- c. Different set of diverse alternative therapies
- d. Traditional and indigenous practices.

METHODOLOGY

This course help students connect current lifestyles --where organic food, wellness, yoga, meditation and a wide range of holistic health means are every day more common-- with their own current lifestyle, & also, with their future health career. Activities are planned at a basic and intermediate level and they promote teamwork exercises in class, demos, case studies analysis, argumentative essays, and research projects.

The methodology of theoretical and demonstrative exercises, together with readings, discussions, assignments and visits will provide a clearer approach for personal and professional development, noticing similarities and differences in the health aspects. Teacher's role is mainly to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate their own learning, based on their previous knowledge. The student is active, the teaching-learning process is collective and socialized, as it fosters social integration and enhance learning and respect.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Students also will experience several health demos to have a better understanding of T/CAM. Finally, the course wills intent to integrate an open opportunity to expand more awareness into the holistic health therapies, mainly to help others. The importance of promoting education to enable healthy therapies signals the need to explore, test and choose holistic alternatives and learn from these processes, contributing to the following learning strategies.

Learning strategies:

Research projects facilitate independent learning, the internalization of new concepts and those covered in class. Each student will work on a research project about an alternative therapy for presentation in class, to the rest of their classmates. This project involves the analysis of holistic health and promotes analysis about the different therapies' options available, and of the interrelations between body, mind, emotions and spiritual life.

Topics to be chosen include common imbalances like cancer (including chemotherapy versus natural treatments, and the TTAC¹, Chris-beatcancer, anti-neoplastons, Dr. R. Hammer Germanic New Medicine approaches) and aging and degenerative diseases (including Hogeweyk dementia village form The Netherlands). Also, students can choose to research about diverse therapies, like: Sacro-cranial therapy, *Columna vitae* & Tibetan osteopathy; Kneading ("sobar la pega"); Cryotherapy (Wim Hof); Crystal healing (stones and gems power and energy); Psychedelic drugs use (Michael Pollan); Art and Music therapy (dance, Tibetan bowls, Mandalas); Urine therapy. Even more, students can select to study cleansing and indigenous practices like drug and traditional herb uses (Marijuana, Ayahuasca); Clean/knead with guinea pigs; Clean with eggs, water, salt.

¹ The truth about Cancer

Field trips and class visitations. Academic trips promote students' assimilation, reflection and the internalization of knowledge, sensitizing through observation and interaction. In addition, the theory addressed in class will be put into practice in the sites visited. Field trips are assessed as reports tied with the research project.

Oral and written presentations of essays. Argumentative, reflexive/philosophical and expositive/descriptive essays will be used as an academic writing tool that will allow students to express, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research and to demonstrate the ability to compose explanations clearly.

Oral and written presentations of readings. Virtual forum and discussion of issues in class will be used as an academic tool that will allow the students to show their understanding in topics assigned as readings in each unit.

Mental or mind maps will be developed as a means to contribute to the analysis of health lifestyle processes and behavioral patterns and their health impacts. They will also help contribute to the understanding of the interdependencies between food, emotions, body movement, soul spirit and health. One subtype of this tool it's the **rich picture technique** which will help us to open thematic discussions in order to come to a broad, shared understanding of a situation.

Activities in the form of individual and group presentations will provide opportunities for the students to communicate both orally, written and in graphic form (like rich pictures), and also for sharing the results of their readings` and study cases` analysis assigned and research work, and to demonstrate the appropriation of issues of interest.

Demos and creative movement exercises tied with thematic discussions, represent learning and thematic analysis spaces to stimulate the capacity of self-observation, together with the analysis, collaboration and organization required to use those as complementary therapies. Each demo/practice has specific objectives and a specific methodology to follow previously established by the instructor.

Case studies analysis. The resolution of case studies educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change.

Educational resources:

In order to guarantee good development of the course, therefore to guarantee learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other school equipment for weekly sessions, and readings provided by the educator. All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Lessons will take place in the classroom and on the field. Students have access to the institution's library during opening hours` study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors and staff throughout the campus.

The university also places the CANVAS Learning Management System at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses,

and ensure seamless and effective communications between the student and professor at all times through an app center.

LEARNING EVALUATION

In order to make the course or program better, competencies' based evaluation, compiles and evaluates evidence by considering feedback providing pre-established criteria. The evaluation of the course must be consistent with the teaching competencies and methodology. For each evaluation item there is a rubric, which, although it gives a score, it is a quantitative and qualitative description of the student's performance.

General format for written assignments: Even though a specific rubric is provided for each assignment, there is a general format for all written assignments: Header with name, class and date; Letter size page; Arial 11 and double spacing, Margins 3x3 centimeters; APA format for bibliography sources. The following items will be considered for all of the presentations: preparation and content, organization and style, student's critical opinion and punctuality. Whenever required, assignments should be submitted electronically through **Canvas platform** or can be sent to: itorrealba@veritas.cr.

Table 2. Course's Evaluation.

LEARNING EVALUATION ITEMS	WEIGHTING
<p>1) Class activities: Readings, demos, practices and analysis</p> <ul style="list-style-type: none"> ▪ U1, Readings discussion evaluated through virtual forum/class-activities (10) ▪ U2, Study case paper based on the analysis of videos and readings (10) ▪ Practices, class analysis and demos done along the whole course (10) 	30
<p>2) Essay about T/CAM</p> <p>Essays done will be: reflexive, descriptive and argumentative (30). The reflexive essay is done after finishing Unit 1. The descriptive-argumentative essay deals with a comprehensive definition of holistic health and the most common types of alternative medicines, as well as their benefits, limitations and current trends; and also, is based on the concepts provided throughout this course in relation with students' future career or life style.</p>	30
<p>3) Alternative Therapies` Project (ATP) (a research project)</p> <ul style="list-style-type: none"> ▪ Log-book presentation about an alternative therapy with evidence obtained from each student` Costa Rica stay and URL research (10) ▪ Written evidence about alternative therapies obtained from field trips or class visitations (10) ▪ Final oral presentation with class discussion (10) ▪ Projects` final summary with sources of information (10) 	40

U: Unit

A. Class activities: Rubric to evaluate readings, demos, practices and analysis

All this part consists on different **active learning activities for higher education**, where the main focus is the student and those activities are designed for developing problem solving skills. Especially we work with: reading and documentary analysis, resolution of case studies and mind maps.

The *analysis of selected **readings*** seeks to develop the competence of learning using lateral and creative thinking, fostering the critical reflection of a text. Reading between lines, reflecting, interpreting, proposing hypotheses, among other processes, allow the student to understand the world and reconfigure it, reconstruct it and interpret it, with the final intention of providing a new perspective that solves a concrete reality.

The *resolution of **case studies*** (selected readings, films) educates students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and internalization of knowledge so the student can finally value and deepen from a personal choice.

Activities in the form of ***demonstrations, mind maps, documentary analysis and other class activities*** done during class time, will show students' ability to understand the core themes. Also, these activities (done individually or in groups) will provide opportunities for oral and graphic presentations to demonstrate appropriation of issues of interest. For example, creating a mind map is an evidence of performance that integrates the required knowledge, skills, and abilities to learn continuously and to generate information collaboratively. It develops competencies related to writing communication, critical thinking, idea association, and responsible, relevant, and timely participation. Activities that will be made along the course might include rich pictures (a sort of mental or mind map), documentary analysis, and several practices or demos.

☛ *This part (activities done along class time) contributes 30% of the final grade.*

RUBRIC TO EVALUATE READINGS DISCUSSION (U1, 10%)					
INDICATOR	Exc. (2)	V. Good (1,5)	Enough (1)	Insufficient (0,5 or less)	COMMENTS
1. Critical thinking regarding the T/CAM in comparison with the WM approach.					
2. Uses and connects previous knowledge in the development of the subject.					
3. Provides creative ideas and establishes valid connections.					
4. The student participates in the forum and in other class activities related with this subject.					
5. His/her oral discussion contributes to the benefit of the group learning.					
Total	10				

RUBRIC TO EVALUATE THE RESOLUTION OF A STUDY CASE (U2, 10%)					
INDICATOR	Exc. (2)	V. Good (1,5)	Enough (1)	Insufficient (0,5 or less)	COMMENTS
1. Presents the solution to the problem by answering questions correctly and describing the problem data in a complete way.					
2. Presents at least one strategy of problem solution as well as justification; these are broad and clear.					
3. The theoretical framework supports the alternatives of solutions to the case in an excellent way.					
4. The case report is presented with excellence in order, clarity, punctuality and cleanliness.					
5. Presents minimum three bibliographical sources in APA format.					
Total	10				

RUBRICS TO EVALUATE PRACTICES & ACTIVITIES DONE ALONG CLASS (10%)					
INDICATOR	Excellent (2)	V. Good (1,5)	Enough (1)	Insufficient (0,5 or less)	COMMENTS
1. Development and instructions´ follow.					
2. Demonstrates understanding of the instructions given.					
3. Practice requirements are included and solved					
4. Applies the theories studied in class practice, this means students pay attention in class (no cell phones)					
5. Shows a good execution					
TOTAL	10				

B. Rubric to evaluate the Essays:

An essay is an academic writing tool that allows students to paint a picture in words, this is, to reveal the meaning of a subject through detailed observation, while an argumentative essay allows each student to express opinions, interpret, and evaluate one or more topics by formally including adequate justification. The point is to show evidence of research, reading, class attention and to demonstrate the ability to compose argument explanations clearly. The essays in this class include:

- One reflexive essay about their learning process in holistic health (not graded).
- One descriptive-argumentative essay about (30%):
 - Holistic health comprehensive concept, types, history, pros, and principles.
 - Health improvement using natural therapies; this essay is based on all of the concepts provided throughout the course.

☛ *This part (written essays) contributes 30% of the final grade, the reflexive essay is done after finishing unit 1 and the descriptive-argumentative essay is done on/after Unit 2.*

RUBRIC TO EVALUATE A DESCRIPTIVE-ARGUMENTATIVE ESSAY (30%)					
INDICATOR	Exc. (3)	V. Good (2,5)	Enough (2)	Insufficient (1,5 or less)	COMMENTS
1. Introduction with purpose, general presentation of the subject and clear objectives.					
2. The main idea names the topic of the essay and outlines the points to be discussed.					
3. At least one consistent, serious and convincing personal contribution.					
4. Arguments and secondary ideas are presented in a logical order that makes the author's ideas easy to follow.					
5. Word order or structure in sentences is logical.					
6. All ideas presented are related to the topic; and those are presented with clarity and objectivity (without repeating them and without gaps).					
7. Did not use copy and paste.					
8. Solid conclusion that leaves the reader with an absolutely clear idea of the author's position.					
9. Meets format requirements					
10. Information sources are varied and multiple. Sources are reliable and contribute to the development of the subject.					
Total	30				

C. Rubrics to evaluate the Alternative Therapies Project (ATP) tied with the Field-trip work:

The Alternative Therapies' Project (ATP) is a **research project supported with field evidence**, that aims to investigate a holistic health therapy that will contribute to resolving a specific health problem and contribute to enabling a healthy and balanced life. This will require a general broad research and will promote the student's critical analysis facilitating self-learning, along with the internalization of new concepts including those introduced in class.

Each week students should research through the media or make visits by themselves (individually or in small groups) where they will obtain general information about the selected therapy. This will be advised in class in order that each student will produce his or her own log-book about an alternative therapy; also, this log book will have the student's feedback through class feed-backs.

Week-end field trips, workshops and class-visitations done during the term can be used to support the ATP. These academic visits contain information about what the students see and learn in the field and personal opinions based on knowledge and observation. **Field trips main aim is** to obtain from a first-hand source a general perspective about main alternative therapies applied in Costa Rica, comparing traditional, complementary and alternative medicine with the westernized approach. Week-end field-trips have a detailed syllabus matched with the specific topics that students are researching for their ATPs.

Usually, **Holistic Health class contains one of these options:** (No.1) One week-end field-trip (from Saturday to Sunday) and a couple of workshops (one done during class time and the other on a Friday afternoon), or (No. 2) A couple of week-end field-trips (each from Saturday to Sunday). As options in holistic health are too many and so are the choosing of the alternative therapies' topics (the ATPs), places and topics might vary. Examples of field activities we have done include: yoga workshop on field-trip location, phytotherapy workshop at Veritas, naturopathy on indigenous tribes (at field-trip locations), and artisanal-cocoa workshop done using bicycles that are machines (health food preparation while working out).

A **final oral presentation (FOP)** with a demo or an audio/visual aid (20 minutes total, including class discussion) will be developed by students including:

- Therapy title and reasons to choose it
- Concept definition and interpretation
- Therapy's purpose
- Places where the therapy is applied and common practices
- Testimonials
- Students' critical opinion and an integration with each student's major in or life style
- Dynamics to foster their fellows' participation

A **written summary should accompany the FOP**, with:

Four pages' total including both the cover-page and the bibliography and sources of information including –whenever necessary- the ones used in the log book, and the ones used in the field trips or

class visitation's written evidence delivered (three pages' summary plus one page with the main sources used) (see below Tables).

☛ *This project contributes 40% of the final grade, and even when it is followed up and evaluated along the whole class; it is graded on Unit 3.*

RUBRIC TO EVALUATE FIELDTRIPS (class visitations/workshops) (10%)					
INDICATOR	Exc. (2)	V. Good (1,5)	Enough (1)	Insufficient (0,5 or less)	COMMENTS
1. The written evidence delivered (report) describes the field trip objectives and the way those objectives were achieved.					
2. The written style of that evidence follows a clear journal format.					
3. Evidence delivered includes photos or other materials that shown activities developed.					
4. Commitment. Student attended to the activities on time with preparation for activities to be done.					
5. Enthusiastic and positive attitudes toward activities being done on field conditions or during class visits and workshops.					
Total	10				

RUBRIC TO EVALUATE THE FINAL ORAL PRESENTATION (10%)					
INDICATOR	Excellent (2)	V. Good (1,5)	Enough (1)	Insufficient (0,5 or less)	COMMENTS
1. The oral presentation of the therapy includes (i) a general introduction, (ii) an explanation of the therapy, (iii) a body of the project structured according to topics and testimonials.					
2. The analysis is broad and deep, reflecting a diversity in nuances.					
3. Addresses the applications and implications for the therapy.					
4. The quality and quantity of information provides evidence to support his/her arguments in his/her responses to class discussion and dynamics.					
5. Articulates the knowledge obtained during the investigation, in his/her responses					

to class discussion and dynamics; this means students attend to all the final presentations of their classmates.					
Total	10				

RUBRIC TO EVALUATE THE PROJECTS` SUMMARY & LOG-BOOK (20%)					
INDICATOR	Excellent (2)	V. Good (1,5)	Enough (1)	Insufficient (0,5 or less)	Comments
WRITTEN SUMMARY					
1. A written summary is presented the same day of the final oral presentation					
2. It presents cleanliness and tidiness (better if digital paper)					
3. It describes the structure of the document clearly and logically and answers all topics required					
4. At least three final considerations, supported with critical opinions and practical recommendations are included					
5. The theoretical framework of the research has information obtained from sources from the last 5 years and those are presented in APA format.					
LOG-BOOK (ORGANIZED COMPUTER FILES)					
1. The log is developed following a journal format.					
2. It includes evidence to achieve a better conceptualization and make a reasonable analysis of the therapies` meaning					
3. Includes graphic evidence on visits and independent field research done (pictures)					
4. Accurately describes several elements and synthesizes information read in tables, diagrams, mind maps, etc.					
5. The log is done with creativity: It presents cleanliness and tidiness.					
Total	20				

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CHRONOGRAM

Sessions**	Key competencies	Content	Strategies	
Unit 1				
1	Identifies similarities among diverse health systems and models used by traditional, complementary, alternative, integrative and holistic health practitioners and professionals.	Course introduction General information about in T/CAM (what have they heard)	<ul style="list-style-type: none"> ▪ Professor`s exposition ▪ Project report ▪ Conceptual map ▪ Thematic Discussion ▪ Field Trip Report 	General topics of interest
2		Brief History of Alternative Medicine in Costa Rica		Reading Assignments (Unit 1)
3		U1 Readings Main types of alternative medicine Experience in alternative practices (what have they experienced)		Demo /video & practice
4		Introduction to TCM Brief info about Acupuncture, Phyto-therapy, Qi Gong, Shiatsu		Debate and discussion
5		U1 Readings Tao and Tai Chi: A brief introduction Tao breathing practice		Demo/video & practice
6		Introduction to acupressure Acupressure practice High and low energy.		PRACTICE
7		U1 Readings Main principles of holistic health		Debate and discussion
8		Holistic health principles and main Asian practices		Readings Assignments (Unit 2)
Unit 2				
9	Demonstrates a wide and general understanding of available T/CAM principles, concepts and resources; and also demonstrates respect for peers, staff, consultants, CAM practitioners and diverse holistic and complementary health workers.	U2 Readings Introduction to medicinal plants.	<ul style="list-style-type: none"> ▪ Professor`s exposition ▪ Rich Picture ▪ Discussion of issues ▪ Essays and reports 	Demo/video & practice
10		Introduction to medicinal plants.		Demo/video & practice
11		U2 Readings Food, diet and nutrition.		Drinking sea water (marine hydrotherapy): Debate and discussion.
12		Food, diet and nutrition. Homeopathy, Ayurveda and cell intelligence		Demo & practice: Yoga-chi
13		U2 Readings Breath and detoxification. Different types of rest		Demo/video & practice
14		Yoga class (pranayama)		PRACTICE
15		U2 Readings What is homeopathy?		Readings Assignments (Unit 3)
16		Essay`s discussion		EVALUATION
Unit 3				
17	While seeks to promote life styles and alternative health practices for	Health, soul and spirit.	<ul style="list-style-type: none"> ▪ Professor`s exposition 	Demo/video and practice
18		Wellbeing through thoughts, mind and feelings.		Demo/video and practice

19	<i>an optimal wellbeing, integrates both types of health systems (T/CAM and the WM` approach) as a member of an interdisciplinary team.</i>	Epigenetics, disease, stress, aging and brain issues.	▪ Oral and written presentation of essays and readings	Demo/video & practice.
20		FOP review Basic principles of electromagnetic therapies		Demo/video & practice.
21		ATP (alternative therapies` Project)	▪ Communicate results (presentations)	Final oral presentations (FOP)
22		ATP		FOP
23		ATP		FOP
24		ATP		FOP
FIELD TRIPS, WORKSHOPS AND CLASS VISITS				
FT	Field trips have their own syllabus, that will be provided and account as special class academic activities, ruled by school.			
FT				

***Two sessions per week on 3 months' term (12 weeks) and 5 sessions per week on summer's term (5 weeks)*

COLLEGE POLICIES AND GENERAL REMARKS

ITEMS	OBSERVATIONS
General remarks	The student must comply with the provisions of the Student Regime Regulation (“REGLAMENTO DE RÉGIMEN ESTUDIANTIL”) of the Veritas University. The rulebook is available for downloading at http://autogestion.veritas.cr/ and download it.
Audience	This course is structured for International Students attending the Study Abroad program at Universidad VERITAS.
Attendance policy <i>CHECK: RUBRIC OF FOP</i>	Students are only allowed a total of 2 nonconsecutive (back to back) absences. Three late arrivals to class (15 minutes later) are treated as one absence. If you tend to be late for class, you will lose 25% of your total grade. The student will fail the course if he/she has more than two absences. Students will have a 0 on any assignment evaluated in class (presentations, evaluations, field trips, etc.) if he/she is absent unless the student presents an official document no later than one week after the absence. If the student presents an authoritative report to excuse the absence, he/she must submit the missed assignment on that same day. An unjustified absence to a field trip will immediately mean losing all of the points assigned to the field trip. If an official document is presented for the field trip absence students will have to present a research assignment to obtain 50% of the points. The only exception to this rule is when two-course field sessions collide in programming. Students can then opt for doing a research assignment not to lose any points.
Professors can expel a student from classroom if	He or she: 1) Is disruptive in the classroom. 2) Behave in a disrespectful way. 3) Is under the influence of alcohol or even smell like alcohol. 4) Is under the influence of any illegal drug. 5) Shows hygiene problems that may disturb other students.
Electronic devices use <i>CHECK: RUBRIC OF PRACTICES EVALUATION</i>	The use of cell phones, smart phones, or other mobile communication devices is disruptive, and is therefore prohibited during class. Please turn all devices OFF and put them away when class begins. Devices may be used ONLY when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period.