

COURSE SYLLABUS

TRADITIONAL CHINESE MEDICINE Alliance for Global Education Public Health Policy and Practice Program

Suggested U.S. semester credit hours: 3 credits
IFSA-Butler/Alliance course code: HLSC 300 / TCNM 300
Course length: Semester
Delivery method: Face to face

COURSE DESCRIPTION

Over 3,000 years, traditional Chinese medicine (TCM) has formed a unique system for diagnosing and treating disease as well as cultivating life-long health. A combination of classroom sessions and hands-on TCM practica provides a lens through which students can better understand the Chinese cultural context in which today's public health policy is implemented. This course introduces basic TCM theories, useful daily diagnostics, and treatment methods including acupressure, Chinese herbs, dietary adjustments, cupping, reflexology, acupuncture, and exercises such as tai chi.

The setting of Shanghai, a city in transformation, provides a dynamic learning environment and "laboratory" for local examination of national issues and cultural practices.

STUDENT LEARNING OBJECTIVES

This course includes the following goals for students:

- Understand the basic principles and concepts of preventative medicine and health maintenance in TCM.
- Become aware of issues of diet and nutrition in TCM.
- Gain familiarity with the usage of commonly used dietary, herbs and excises in management of day-to-day health issues.
- Understand an outline of TCM therapeutic procedures.
- Become aware of policies that impact the practice of TCM.
- Based on gained knowledge, be able to discuss and debate TCM issues and practices, and contribute unique thoughts regarding TCM.
- Become familiar with resources available for research on TCM.
- Demonstrate understanding of the cultural considerations surrounding study of TCM.
- Make connections between learning in this course and other learning experiences in the Alliance for Global Education Program in Public Health Policy and Practice.

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COURSE SCHEDULE

The following schedule indicates the weekly discussion topics, related readings, and assignments for this course. Each meeting should be viewed as a TCM theory session. Students are encouraged to bring their prior learning experiences into class discussions and to make connections between this course and others whenever possible. Theories of experiential learning and integrative learning therefore undergird the dynamic learning environment of this course.

Week 1: **Introduction to TCM and its basic principles:** Chinese philosophy, history, branches and literature of TCM

Week 2: **Introduction to TCM and its basic principles:** *yin-yang* theory, five-element theory, *zang-fu* theory

Week 3: **Introduction to TCM and its basic principles:** holism concept, syndrome differentiation and treatment

Week 4: **Introduction to TCM and its basic principles:** *Qi*, blood, fluids and essence, TCM etiology and pathogenesis

Quiz: In-class Quiz on Intro to TCM

Week 5: **TCM four examinations:** signs and symptoms from observation, listening and smelling, interrogation, and palpation

Week 6: **Meridian system:** twelve regular meridians, eight extraordinary meridians

Week 7: **Acupoints:** *cun* measurements, specific acupoints, common acupoint combinations

Midterm Exam

Week 8: **China Field Study Trip**

The Alliance for Global Education semester program in Public Health Policy and Practice provides a week-long study trip for the hands-on examination of topics discussed in courses across the program, including HLSC 300 / TCNM 300 Traditional Chinese Medicine. Participation is mandatory. Experiences will augment class discussions. Details TBA.

Week 9: **Chinese materia medica (CMM) and pharmacology:** CMM classification, common CMM, and common formulation design theories

Week 10: **TCM health cultivation:** dietary, *Taiji*, *Ba-Duan-Jin*

Quiz: In-class on TCM diagnosis and treatment

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Week 11: **TCM non-drug therapies:** cupping, scraping (*Gua-Sha*), moxibustion, foot reflexology

Week 12: **Independent Travel and Study Week**

No assignments.

Week 13: **TCM non-drug therapies:** auricular acupuncture, electric acupuncture, *San-Fu-Tie* (winter diseases treated in summer time)

Week 14: **Modernization on TCM:** history and achievements on integrative medicine

Quiz: In-class Quiz on TCM non-drug therapies and modernization

Week 15: **Final Presentations**

Presentations of students; concluding comments

TCM TREATMENT DEMONSTRATION SESSIONS

Seven distinct demonstration sessions augment this course. Each session is approximately 30 minutes in length, takes place in the classroom, and includes demonstration of a particular TCM diagnosis method, meridian pathway, acupoint location, health cultivation exercises, and non-drug therapy. Students are not required to actively participate in the demonstrations. Students will watch videos and learn useful daily diagnostic and treatment methods. The timing of the demonstration sessions within the course schedule will be explained by the instructor.

Session 1	TCM tongue and pulse diagnosis
Session 2	Marking the meridian pathway
Session 3	Marking the acupoints location
Session 4	<i>Taiji</i> and <i>Ba-Duan-Jin</i> (eight-section Qigong exercises)
Session 5	Moxibustion (a TCM therapy closely related to acupuncture, which consists of burning dried mugwort (moxa) near or on particular acupuncture points on the body based on the principle of using heat to stimulate circulation and break up congestions or stagnations of blood and “qi”气)

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Session 6	Foot reflexology (a TCM therapy involving application of pressure to the feet with specific thumb, finger, and hand techniques based on a system of zones and reflex areas in order to effect a physical change to the body)
Session 7	Auricular acupuncture (a TCM therapy that consists of stimulation of acupuncture points on the external ear surface for the treatment of many health conditions, including addiction treatment, mood disorders, obesity and pain)

COURSE MATERIALS

All of the following materials will be referenced throughout the course. Faculty will assign specific books or sections in class.

Wang Tianfang. (2007). *Diagnositics of Traditional Chinese Medicine (2nd edition)*. Beijing, China: People's Medical Publishing House.

Peter Deadman, Mazin Al-Khafaji, Kevin Baker. (2008). *A Manual of Acupuncture (2nd edition)*. EastlandD Press.

Compiled by Beijing College of Traditional Chinese Medicine, Shanghai College of Traditional Chinese Medicine, Nanjing College of Traditional Chinese Medicine, the Acupuncture Institute of the Academy of Traditional Chinese Medicine. (1980). *Essentials of Chinese Acupuncture*. Beijing, China: Foreign Languages Press.

Shen Xueyong, Wang Hua. (2007). *Acupuncture and Moxibustion (2nd edition)*. Beijing, China: People's Medical Publishing House.

Liu Zhanwan, Mark L. Mondot, Niu Xin. (2012). *Health Cultivation in Chinese Medicine*. Beijing, China: People's Medical Publishing House.

Nigel Wiseman, Feng Ye. (2002). *A Practical Dictionary of Chinese Medicine*. Beijing: People's Medical Publishing House.

Classical TCM Literatures

Giovanni Maciocia (1989). *The Foundations of Chinese Medicine: A Comprehensive Text for Acupuncturists and Herblists*. New York: Churchill Livingstone.

Nigel Wiseman, Andrew Ellis. (1996). *Fundamentals of Chinese Medicine (revised edition)*. Brookline, Massachusetts: Paradigm Publications.

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Giovanni Maciocia. (2004). *Diagnosis in Chinese Medicine*. Elsevier Ltd.

Supplemental Course Materials

Ted J. Kaptchuk. (2000). *Chinese Medicine: The Web That Has No Weaver (revised edition)*. London: Rider Random House.

Giovanni Maciocia. (1995). *Tongue Diagnosis in Chinese Medicine*. Eastland Press Inc.

Angela Hicks, John Hicks, Peter Mole. (2004). *Five Element Constitutional Acupuncture*. Elsevier Ltd.

ASSIGNMENTS AND EVALUATION METHODS

Participation:

Students are expected to attend all sessions of the course unless there are emergencies or medical reasons. For each class session, students must complete the required readings. All students shall participate actively and intelligently in class discussions. Thoughtful comments, interesting questions, and provocative insights will be highly valued. Participation grades include attendance, engagement in discussion, civility and respect.

In-Class Quizzes:

At the end of each module there will be a quiz related to the previously taught module for 5 points. There will be 15 minutes allotted for each quiz.

Midterm and Final Exam:

Students will write a midterm exam and a final exam. Students will have some choice of questions to answer. The format will be “open book”, “take home”. The instructor will give possible questions to students at least one week in advance.

Research Project (includes a Presentation and a Paper):

Students will complete a research project for which they will give an in-class presentation of about 20 minutes during the final week of the course and write a paper of 10 to 12 pages (Times New Roman, 12 font, double-spaced). This research project will enable students to learn in greater depth about particular topics that interest them. Students will use published materials, as well as hands-on field research in China. A grading rubric for the Research Project (including a Presentation and a Paper) will be provided by the instructor during class.

Grading:

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Your performance in this course will be assessed through the following, and your final grade will be determined by the percentages indicated:

Class Preparation, Discussion and Participation - 15 %

Three quizzes (total, averaged) - 15 %

Midterm Exam - 15 %

Final Exam - 15 %

Research Project - 40 %

Alliance programs utilize the follow standard grading policy well accepted by most US institutions.

Excellent	A	93-100%	Good	B+	87-89%	Acceptable	C+	77-79%	
	A-	90-92%		B	83-86%		C	73-76%	
				B-	80-82%		C-	70-72%	
						Unsatisfactory	D+	67-69%	
							D	63-66%	
							D-	60-62%	
							Failing	F	<60%

COURSE POLICIES

Deadlines:

All work must be completed and handed-in on time in order to receive full credit. If you are ill and are not able to hand an assignment in on time, you should notify the instructor by email before the deadline, and we will make alternative arrangements.

Academic Integrity:

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic

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misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

Please refer to the Alliance for Global Education Code of Academic Integrity for a full description of Alliance standards of academic integrity, procedures for upholding these standards, and processes for violations of academic integrity. The Code of Academic Integrity is available at http://allianceglobaled.org/files/upload/pdf/code_of_academic_integrity.pdf.

Exams and Assignments:

Students are required to take all regularly scheduled exams in courses for which they are registered, and to submit all assignments on time. Any compelling academic, personal, or medical reason that might justify a rescheduled exam or assignment must be brought up to both the Resident Director and course faculty. Failure to take scheduled exams or submit the requisite assignments for a course will adversely affect your grade as per the stated grading criteria for each course.

Classroom Conduct:

Student punctuality is extremely important in China. Please do not be late for classes or other activities, as it is considered impolite to do so. It is improper to eat in class, to engage in other activities such as texting, or to slump or nap. Students are expected to be alert and engaged as a sign of respect for their professors.

Attendance:

Class attendance is mandatory. It is essential that the students participate fully in the coursework and all required academic activities. Authorized absences may only be approved by the Resident Director, and students are expected to make up any missed work. Unauthorized absences will adversely affect a student's grades.