
Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Integrative Health examines a variety of areas and issues concerning the broad field of integrative health. From an evidence-based perspective, the course explores integrative health domains and assesses the quantitative and qualitative evidence about these various forms of "alternative" health including, but not limited to Oriental medicine, mind-body interventions, manual therapies, and herbal/pharmacological approaches to integrative health and lifestyle decision-making.

On completion of this course, students will be able to:

- Define and describe various alternative/integrative treatments
 - Critically appraise the evidence supporting alternative/integrative treatments
 - Understand the relationship between various alternative/interactive treatments
 - Examine how alternative/integrative treatments fit into the Canadian context
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There is substantial evidence indicating passive learning is not the best approach for retention at the University level. To that end, students will work in pre-assigned learning teams to teach topics to their peers during class time. To supplement this learning, some didactic and case-based teachings will also

be included. Additionally, this class will use learning activities to enhance the course experience. Given the highly interactive nature of this course, students are expected to prepare for each class reviewing the course content and completing all readings.

	Welcome- Nuts and Bolts	Course Outline
	Ready, Set, Assemble!	Teamwork Toolbox (all documents)
	Exploring Integrative Health: Let's Get The Lay of the Land	None.
	The Science of Complementary and Alternative Medicine	Assigned Discussion Questions
	Quiz 1	None
	Exploring Integrative Health: Limits and Controversies	Verhoef, M. J., Mulkins, A., & Boon, H. (2005). Integrative health care: how can we determine whether patients benefit?. <i>Journal of Alternative & Complementary Medicine</i> , 11(supplement 1), s-57.
	Tune your quack o meter	Assigned Discussion Questions
	The Role of Spirituality in Healing	Koenig, H. G. (2015). Religion, spirituality, and health: a review and update. <i>Advances in mind-body medicine</i> , 29(3), 19-26.
	Introducing Isaac	To be assigned.
	Team Work	None.
	Quiz 2	None.
	Learning Team 1	
	Learning Team 2	

Learning Team 3

Learning Team 4

	Team Participation	Peer evaluation	Due April 8 at 4pm
	Learning Team Presentation	Professor (70%)/Peer(30%)	Throughout the course based on Learning Team Assignment

Note: Late assignments will be penalized at 10% per day for all assignments worth over 10% of your final grade. Late assignments worth less than 10% of your final grade are worth 0%.

Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Students who experience an extenuating circumstance (illness, injury, or other extenuating circumstance) sufficiently significant as to temporarily render them unable to meet academic requirements, may submit a request for academic consideration through the following routes:

- (i) Submitting a Self-Reported Absence form, provided that the conditions for submission are met;
- (ii) For medical absences, submitting a Student Medical Certificate (SMC) signed by a licensed medical or mental health practitioner, in order to be eligible for Academic Consideration; or
- (iii) For non-medical absences, submitting appropriate documentation (e.g., obituary, police report, accident report, court order, etc.) to Academic Counselling in their Faculty of registration, in order to be eligible for academic consideration.

Students seeking academic consideration:

Are advised to consider carefully the implications of postponing tests or midterm exams or delaying handing in work; Are ad-3 (n)2.2 (t)9 (C-6.6 (u)2.2 (n)ra2.6 ()-3 (d)2.3 (t)7.9 (o)-6.6 (c)0.6 (m)-6.3 (idak.3 (o)-3 (

- f. Self-reporting may not be used for assessments (e.g., midterm exams, tests, reports, presentations, or essays) worth more than 30% of any given course;

Students must be in touch with their instructors no later than 24 hours after the end of the period covered by the Self-Reported Absence form, to clarify how they will be expected to fulfil the academic expectations they may have missed

In the School of Health Studies, each course instructor sets specific expectations for attendance and participation that are specific to the course, teaching objectives, and learning outcomes.

Regular attendance is expected and essential for all courses, but particularly those that include participation grades in their evaluation schemes. Participation means not only attendance, but active engagement in the class, including (for example) contribution to small and large group discussions, a demonstrated effort to prepare for class by completing assigned readings before class, and following the instructor's guidelines for use of electronic devices during class time. Students who miss classes, or parts of classes, are responsible for the material they have missed. Instructors are not obliged to review the contents of missed lectures.

Persistent absenteeism may have serious repercussions, and may result in you failing this course. In this course, the equivalent of 3 weeks of unexcused absences, per term, will be considered to be persistent absenteeism. Persistent absenteeism will result in you being contacted by the instructor, who may request a meeting. Continued absence after this point will be reported to the Undergraduate Chair, and may result in debarment from writing the final examination, and/or submitting the final course paper. In such a case, you would receive a grade of zero on the evaluations from which you were debarred.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- <http://www.sdc.uwo.ca/ssd/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html

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