

Augsburg College
Department of Nursing
N532/432 Transcultural Healing Practices
Spring 2008
Dr. J. Perkins

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AUGSBURG COLLEGE
Department of Nursing
N 432 / 532
Spring 2008

TRANSCULTURAL HEALING PRACTICES

CLASS DATES: Saturdays: April 12, 26, May 17, 31, June 14 (possible snow day)

CLASS TIMES: 8:00 am to 4:00 pm

LOCATION: Augsburg College, Rochester Campus:
Bethel Lutheran Church
810 3rd Ave. SE
Rochester, MN.
Class room number ____TBA____

FACULTY: Joyce B. Perkins, Ph.D., RN
e-mail: perkinsj@augsborg.edu
phone: 507-271-2266 cell

COURSE DESCRIPTION

This course will introduce students to transcultural healing practices including the historical and cultural contexts in which they developed. Students will discuss the philosophical underpinnings of therapeutic systems and paradigms of healing in selected transcultural therapies. The social and cultural contexts of this care will be discussed, compared and contrasted to the western or modern medical system. Graduate students will compare, discuss, and research the ways in which these therapies are practiced by populations in the United States and how they may be incorporated into the health care delivery system.

Cosmologies and practices to be examined include complementary and alternative medicine (CAM), Traditional Chinese Medicine (TCM), and Native American/Peruvian/Celtic healing cosmologies. Students will select a particular therapy for a more in depth focus. Possible options include: qigong, taijiquan, feng shui; energy healing practices including Therapeutic Touch, Reiki, Healing Touch or Energy Medicine; aromatherapy; the use of herbs in healing; and possibly manual therapies like massage, cranial sacral, or pressure point work. Art, music or movement therapy may be explored as an aspect of CAM. Students may also suggest an area of interest. An overview of a variety of methods, through in class experiences, readings and experience outside of class will be an aspect of our work together.

Students will be expected to have **four hours** of experiential activity outside of class that

they schedule with a practitioner of one of the practices of interest. A reflective paper will be written on the experience.

Students will examine the research on their therapy of interest, and discuss the rationale for inclusion of that therapy in a treatment plan for patients. Students will address the efficacy and cost effectiveness of the therapy if integrated into the health care system. Graduate students in this course will demonstrate use of a broad range of research resources for information and demonstrate ability to critique the information. Graduate students may also propose a student designed project to substitute for one of the outlined assignments by submitting a description, learning objectives related to course objectives, rationale for the project and outcome measures.

The class will use a multidimensional approach with lecture, video, demonstrations, class discussions, music and movement.

COURSE OBJECTIVES:

(Curricular Objectives in Bold); Course objectives grey background items.)

Recognize, respect and respond competently to cultural differences and similarities among populations and communities. (Graduate)

Demonstrate respect for the inherent uniqueness and personal rights of the individual, groups, and communities within the context of society. (Undergraduate)

1. Analyze the impact culture has on health practices.

Appreciate and apply the interconnectedness of the universe as expressed through the human dimensions of environment, culture, and spirituality. (Graduate)

Demonstrate respect for the inherent uniqueness and personal rights of the individual, groups, and communities within the context of society. (Undergraduate)

2. Describe the underlying principles and philosophies of healing traditions and practices

Analyze the effects of the cultures of formal professional care systems to guide innovative nursing care decisions and actions. (Graduate)

Evaluate and use research findings to refine and extend nursing practice. (Undergraduate)

3. Discuss the effect of language and labels on communication among practitioners who hold differing beliefs.

Respect and integrate diverse patterns of caring and healing, present within communities, into nursing practice. (Graduate)

Demonstrate respect for the inherent uniqueness and personal rights of the individual, groups, and communities within the context of society. (Undergraduate)

4. Describe how to incorporate multicultural beliefs into a modern American health care system

REQUIRED TEXTS:

1. Fontaine, KL. (2005). 2nd ED. *Complementary and Alternative Therapies for Nursing Practice*. New Jersey: Prentice Hall ISBN 0131512544

This book covers the principles, techniques, research, and health promotion methods and healing practices of specific illnesses and symptoms. It encourages readers to explore alternative approaches and increases their knowledge about factors that contribute to health and illness. Includes: 1. Chapters related to botanical healings, manual healing methods, mind-body techniques, and spiritual approaches to therapeutic intervention; 2. Presents current research studies to further critical thinking and inspire you to design studies to answer your own questions; 3. Gives examples of how alternative practices can be integrated into your own life, as well as gives you ideas for client education; and 4. Has an appendix on alternative therapies for common health problems.

2. Buhner, SH (2004). *The Secret Teachings of Plants: The intelligence of the heart in the direct perception of nature*. Rochester, VT.: Bear and Co. ISBN: 159143035-6

Reveals the use of direct perception in understanding Nature, medicinal plants, and the healing of human disease

Explores the techniques used by indigenous and Western peoples to learn directly from the plants themselves, including those of Henry David Thoreau, Goethe, and Masanobu Fukuoka, author of *The One Straw Revolution*

Contains leading-edge information on the heart as an organ of perception

All ancient and indigenous peoples insisted their knowledge of plant medicines came from the plants themselves and not through trial-and-error experimentation. Less well known is that many Western peoples made this same assertion. There are, in fact, two modes of cognition available to all human beings--the brain-based linear and the heart-based holistic. The heart-centered mode of perception can be exceptionally accurate and detailed in its information gathering capacities if, as indigenous and ancient peoples asserted, the hearts ability as an organ of perception is developed.

Author Stephen Harrod Buhner explores this second mode of perception in great detail through the work of numerous remarkable people, from Luther Burbank, who cultivated the majority of food plants we now take for granted, to the great German poet and scientist Goethe and his studies of the metamorphosis of plants. Buhner explores the commonalities among these individuals in their approach to learning from the plant world and outlines the specific steps involved. Readers will gain the tools necessary to gather information directly from the heart of Nature, to directly learn the medicinal uses of plants, to engage in diagnosis of disease, and to understand the soul-making process that such deep connection with the world engenders. (retrieved 2/10/08 www.Amazon.com)

Optional Text: Not required, but offered for those who wish to expand their knowledge base.

3. Cuellar, N.G. (2006). *Conversations in Complementary and Alternative medicine: Insights and perspectives from leading practitioners*. Boston: Jones and Bartlett. ISBN - 13: 9780763738884, ISBN-10: 0763738883

Addresses the domains identified by the National Center of Complementary and Alternative Medicine

Discusses historical perspectives of CAM, academic and curriculum issues, ethical issues, cultural perspectives, healthcare reimbursement, research trends, the future of integrative medicine, and the various domains of CAM

Presents helpful resources for readers to learn more about each modality

Includes important information about changing CAM practice by promoting research and advancing evidence-based CAM practice

Provides information from top practicing CAM clinicians

WEB sites will be required and listed in the syllabus for each class session.

Articles on electronic reserve at the library site or on moodle.

TEACHING AND LEARNING MODALITIES: Lecture, discussion, experiential events, audio-visual presentations, and small group work.

Including:

1. Dialogue and collaboration with professional colleagues
2. Writing assignments and project/paper
3. Opportunities to present in class (graduate)
4. Web-based connections through Moodle.
5. Direct experience of various healing modalities

Assignments

Paper #1: Reflection on Healing Modality.....	100 points
Paper #2.....	200 points
Presentations (Grad. Students only).....	50 points
Journal (content only, not structure)	40 points Grad, 90 Undergrad.)
<u>Contributions and class participation.....</u>	<u>10 points</u>

Total 400 points

COURSE GRADING

This course is a full credit course and the total number of points is 400

Grading Scale

<u>Points</u>	<u>Grade</u>	<u>Percent</u>
372-400	4.0	93% +
352-371	3.5	88% +
332-351	3.0	83% +
312-331	2.5	78% +
292-311	2.0	73% +

FACULTY OFFICE HOURS

One hour prior to class and after class each meeting.

Appointments are encouraged any other time.

You can leave messages at: 507-271-2266 or email: perkinsj@augsborg.edu

GENERAL INFORMATION

ATTENDANCE POLICY: Students taking this course for college credit must adhere to the attendance policy of Weekend College. In case of emergency absence, the student is responsible for arranging a method with the instructor to make up the time.

ASSIGNMENT DUE DATES

Assignment	Points	Due Date
Paper #1: Reflection on healing practice	100	Session #2: April 26
Paper #2	200	Session #3: May 17
Presentations	50 (grad)	Session #4: May 31
Journal	40 grad/90 undergrad	24-48 hrs. before each class
Class discussion	10	All sessions

All papers are to be written using APA style format. Guides to these file formats can be found at:

<http://www.augsburg.edu/library/>, click on writing, then style manuals.

ASSIGNMENTS:

THE FOLLOWING IS AN ASSIGNMENT FOR BOTH UNDERGRADUATE AND GRADUATE STUDENTS

Paper #1: Reflections on Experiencing a Therapy—(100 points)

Students will be expected to spend at least *4 hours* outside of class experiencing a therapy of their choice—e.g. massage therapy, energy work. Students may also arrange to experience these therapies with current colleagues who may be practitioners such as Reiki and Healing Touch.

Guidelines for the Paper will be distributed and discussed in class.

UNDERGRADUATE ASSIGNMENT FOR THE COURSE

Paper # 2: Health Condition Paper: 200 Points

(8-10 pages, minimum 10 references, at least 5 peer reviewed journals from literature search and referenced in paper)

Learning Objectives:

1. Perform a literature search
2. Describe the health condition and related transcultural healing practice .
3. Describe research about the efficacy of this practice.
4. Discuss the beliefs and principles that are integral to the practice.
5. Discuss how these beliefs and principles relate to a nursing theorist of your choice.

Grading Guidelines will be presented and discussed in class.

GRADUATE ASSIGNMENT FOR THE COURSE

Paper #2: Cultural Context of the Healing Practice: 200 Points

(12-15 pages, minimum 15 references, at least 10 peer reviewed journals from literature search)

Learning Objectives:

1. Perform a literature search
2. Describe the healing practice.
3. Include and analyze the research about the efficacy of this practice.
4. Discuss the beliefs and principles that are integral to the practice.
5. Discuss how these beliefs and principles differ from those of the Western Medical system...
6. Discuss how these beliefs and principles relate to a nursing theorist of your choice.
7. Use cultural assessment principles.
8. Describe how this healing practice might be integrated into a western model of care. Please include cost/practical issues.

Grading Guidelines will be presented and discussed in class.

LATE POLICY FOR ASSIGNMENTS:

1. Unexcused or unexplained late papers will result in a loss of 5 points for each day they are late (including weekends). Students must obtain permission from the course faculty to submit assignments late without penalty. Students may reach faculty via e-mail or telephone.
2. If students are unable to attend class on a given date, papers are expected to be handed in prior to your absence unless negotiated in advance with your faculty member. Students will notify faculty at least 24 hours in advance.
3. If students are absent from a class session when they are scheduled to give a presentation, all points will be deducted from that assignment unless arranged with the faculty in advance.
4. In case of unexpected absence, students may negotiate with faculty for a **late assignment exception**. It is required that students notify the instructor as soon as possible before the next class session.

DEPARTMENT OF NURSING POLICY ON CITATIONS:

Appropriate APA format for written papers is expected. All in-text references must be correctly credited to the appropriate authors using accepted APA format. Students are expected to demonstrate ethical decision-making in regards to course work, project

negotiation and implementation in accordance with the Student handbook. It is the policy of the Department of Nursing that papers containing plagiarized material will be given a grade of **zero**. *Omitted citations are considered plagiarism*. Please review the Student and Nursing Department handbook.

DISABILITY ACCESS:

To request academic accommodations related to a disability, please contact the CLASS office (612-330-1053) or the Access Center (612-330-1749). Guidelines are posted on the Access Center Home Page found at: <http://www.augsburg.edu/accesscenter>. If you have a letter from one of these offices indicating you have a disability which requires academic accommodations, please present the letter to me so that we may discuss accommodations necessary for this class.

NUR 532/432 – Transcultural Healing Practices

**Paper #1: Reflection on Healing Practice/Experience
 100 points**

INSTRUCTIONS:

The purpose of this assignment is to reflect on a healing experience of your choice. **You are to directly experience this therapy, not just observe.** Students will be expected to spend at least *4 hours* outside of class experiencing a therapy of their choice—e.g. massage therapy, energy work. Students may also arrange to experience these therapies with current colleagues who may be practitioners such as Reiki and Healing Touch.

Please write an 8-10 page (double- spaced) synopsis paper of your experiential session.

The content for the paper will include:

<p>Part A: 1. History, background, cultural context for particular therapy (Give references) 2. Practitioners training/ preparation/years of experience</p>	<p>_____/25 points</p>
<p>Part B: 1. Explain our interest in this therapy 2. The context of your personal experience/health situation that brought you to this therapist. 3. The actual experiential process...your experience and reflection 4. Would you do this again? Was it beneficial? Would you recommend this therapy?</p>	<p>_____/50 points</p>
<p>Part C: Appropriate spelling, grammar, and punctuation. Follows APA format. Please include title page, abstract and references. Depth of content and gestalt/flow of writing. Introductory paragraph introduces the healer and therapy, and concluding paragraph ends the discussion effectively.</p>	<p>_____/25 points</p>
<p>TOTAL POINTS:</p>	<p>_____/100</p>

Comments:

Paper #2: Health Condition Paper (undergrad)
200 points

INSTRUCTIONS:

The purpose of this assignment is to reflect on a health condition of your choice and the healing approach chosen.

(10-12 pages, minimum 10 references, at least 5 peer reviewed journals from literature search and referenced in paper)

Learning Objectives:

1. Perform a literature search
2. Describe the health condition and healing practice.
3. Describe research about the efficacy of this practice.
4. Discuss the beliefs and principles that are integral to the practice.
5. Discuss how these beliefs and principles relate to a nursing theorist of your choice.

The content for the paper will include:

Part A: 1. History/background, for health condition and healing practice.	____/25 points
Part B: 1. Describe research about the efficacy of this practice. 2. Discuss the beliefs and principles that are integral to the practice. 3. Discuss how these beliefs and principles relate to a nursing theorist of your choice.	____/150 points
Part C: Appropriate spelling, grammar, and punctuation. Follows APA format. Please include title page, abstract and references. Depth of content and gestalt/flow of writing. Introductory paragraph introduces the healer and therapy, and concluding paragraph ends the discussion effectively.	____/25 points
TOTAL POINTS:	____/200

Comments:

Paper #2: Cultural Context of Healing Practice Paper (grad)
200 points

INSTRUCTIONS:

The purpose of this assignment is to reflect on the cultural context of a healing practice of your choice. (12-15 pages, minimum 15 references, at least 10 peer reviewed journals from literature search and referenced in paper)

Learning Objectives:

1. Perform a literature search
2. Describe the healing practice.
3. Include and analyze the research about the efficacy of this practice.
4. Discuss the beliefs and principles that are integral to the practice.
5. Discuss how these beliefs and principles differ from those of the Western Medical system...
6. Discuss how these beliefs and principles relate to a nursing theorist of your choice.
7. Use cultural assessment principles.
8. Describe how this healing practice might be integrated into a western model of care. Please include cost/practical issues.

The content for the paper will include:

Part A: 1. Introduce and describe the healing practice and cultural context	____/5 points
Part B: 1. Include and analyze the research about the efficacy of this practice. (30pts) 2. Discuss the beliefs and principles that are integral to the practice. (30pts) 3. Discuss how these beliefs and principles differ from those of the Western Medical system... (30pts) 4. Discuss how these beliefs and principles relate to a nursing theorist of your choice. (30pts) 5. Use cultural assessment and contextual principles. (30pts) 6. Describe how this healing practice might be integrated into a western model of care. (Develop a practice model.) Please include cost/practical issues. (30pts)	____/180 points
Part C: Appropriate spelling, grammar, and punctuation. Follows APA format. Please include title page, abstract and references. Depth of content and gestalt/flow of writing. Introductory paragraph introduces the healer and therapy, and concluding paragraph ends the discussion effectively.	____/15 points
TOTAL POINTS:	____/200

Comments:

**NUR 532 Transcultural Healing Practices
 Power Point Presentation (Graduate)
 50 points**

Assignment: This assignment is designed as a **student-led seminar**. The student will present, discuss, describe, and analyze information from the cultural context paper on a healing practice. This presentation will be 15-20 minutes in length.

The instructor will evaluate the student on speaking skill, speech content, and facilitation of class discussion. **A Power Point presentation is expected.**

Guidelines for Speech Content and use of Power Point: (50 Points)

1. Introduce and describe the healing practice and cultural context in a clear and concise manner	_____/5 points
2. Include and analyze the research about the efficacy of this practice.	_____/ 5 points
3. Discuss the beliefs and principles that are integral to the practice.	_____/5 points
4. Discuss how these beliefs and principles differ from those of the Western Medical system	_____/ 5 points
5. Discuss how these beliefs and principles relate to a nursing theorist of your choice.	_____/ 5 points
6. Use cultural assessment and contextual principles.	_____/ 5 points
7. Describe how this healing practice might be integrated into a western model of care. (Develop a practice model.) Please include cost/practical issues.	_____/ 5 points
8. Concludes speech and reviews topic discussed.	_____/5 points
9. Demonstrated effective use of Power Point and speaking skill. Facilitates class discussion effectively.	_____/ 10 points
Total	_____/50 points

Comments:

Assignment: Journal Writing Guidelines

Purpose:

This journal is to be a written expression of the learning that you enjoy from your weeks of instruction and experience. Describe your interactions with colleagues, fellow students, staff associates, other health care workers and anyone that makes an impact on your mindset as a result of content you have learned or observed in the classroom, work setting or healer experience. Your written content should and can reflect any learning from current and previous coursework.

Objectives:

1. Observe and report on assessments of the classroom, workplace, and experiential learning.
2. Build expertise of theory and knowledge development through application.
3. Describe the integration of academic theory in practice.
4. Witness self-growth.
5. Express any concerns, personal problems, issues and/or barriers you are experiencing.

Frequency: You should begin your journal today. Write in your journal at least once a week.

Outline for the journal:

1. Teaching/Learning - Describe any related experiences (“Aha” moments, frustrations and/or joy) and their relationship to your learning relative to ways of knowing/experiencing, theory development, nursing as science or art, conceptual frameworks, models for nursing practice and application.
2. Communication - Describe any new perspectives (or old perspectives) with regard to communication skills and your understanding of the content you are reading and discussing. Give examples of how you have applied such communication skills.
3. Nursing science/art – Describe how your perspective on nursing and what it means to be a “professional” is changing or remaining the same. Justify your position with previous life experiences or current events.
4. Critical Thinking – Cite some of the passages of your readings that have influenced you during the last week. Or frustrated you.... Elaborate on your thoughts regarding the content you are reading for the class. Be sure to identify where the content comes from.
5. Caring/healing – Explain how the ideas and content you are reading are affecting you from a “caring” perspective. Express feelings associated with your experiences and personal journey.
6. Research - Include reference to any related research articles that you come across in your readings and life experience in each journal. Explain why they should be added to the reading list.

7. Experiential learning-Share your direct experience of a healing modality or any other related information. Note pattern shifts within yourself. Please relate perspectives on your own growth and change related to class material or life learning.

Format:

Please use your computer and send by e-mail to instructor 24-48 hrs. before next class session. Please write all documents in Microsoft Word format only.

Expectations:

There is no “right” or “wrong” to composing a journal. One just has to try. I will be looking for content not format here. I will also be looking for one entry per week of the trimester. The questions above are a guide for you to include in your journal musings and to gently push you towards an academic perspective. There is no page limit.

Patient Identification:

If reporting on clinical patients, avoid using identifying information to protect their identity. Research authors, classmates and others, of course, can be mentioned by name. Please understand that these journals will not be shared or published without your express permission.

**American Psychological Association (APA) Editorial Style
(Guidelines for papers)**

1. **Paper**
 - a. One sided.
 - b. Standard-sized (8½ x 11 in.)
 - c. Heavy white bond paper.
2. **Typeface**
 - a. Times Roman, American Typewriter, or Courier.
3. **Size of type**
 - a. 12 point
4. **Spacing**
 - a. Double (3/16 – ¼ in of space between the typed lines on the essay)
5. **Margins**
 - a. One inch at the top, bottom, right, and left of each page.
6. **Line alignment**
 - a. Use flush left style and leave right margin uneven.
7. **Title page**
 - a. Title
 - b. Your name
 - c. Augsburg College
 - d. Class/Professor
 - e. Date
 - f. Running head
 - g. Page number
8. Include **abstract** page 250 -300 words
9. **Pagination**
 - a. Number pages in the upper right-hand corner beginning with the title page of your essay as page 1. The number must be at least 1 inch from the right-hand edge in the space between the top edge of the paper and the first line of text. (The title page is numbered.)
10. **Page header**
 - a. Insert the first two or three words from your title in the upper right-hand corner above **or** five spaces to the left of each page number.

- b. Use the “header” function of your word processor to insert your header.

11. Paragraphs and Indentation

- c. Indent the first line of every paragraph five to seven spaces. Choose the length of indentation you prefer (5, 6, or 7) and then set your tab for consistency.
- d. Indentation requirements are different for title pages, headings in the text, and block quotations. (See APA manual, p. 117.)
- c. Introductory paragraph present and effective.
- d. Concluding paragraph present and effective.

12. Organizing Paper with Headings

See APA manual, pp. 113-115. Use from one to five levels of heading as needed.

Use lower case, upper case, and italics as indicated.

13. Spacing

See APA manual, p. 326.

14. Punctuation

See APA manual, pp. 78-88.

Correct use of periods, commas, semicolons, colons, dashes, quotation marks, parentheses, brackets, and slashes.

15. Quotations

See APA manual, pp. 117-122.

16. References (including citations in text and reference list)

See APA manual, pp. 215-281.

**Overall Quality of Expression of Ideas in Writing
(Address the following in your writing skills)**

Ideas are presented in an orderly manner including use of transitional devices within and between paragraphs:

- time links (then, next, since, etc.)
- cause-effect links (therefore, consequently, etc.)
- addition links (furthermore, likewise, etc.)
- contrast links (however, whereas, but, etc.)

Writing is grammatically correct including:

- agreement of subject and verb
- correct use of pronouns (singular versus plural)
- correct use of active versus passive verbs
- consistent use of verb tenses within paragraphs

Words are spelled correctly

Paragraphs include a minimum of three (3) sentences and a maximum of one full page

Consider the following criteria in your self-evaluation of your work for the course:

1. **Written documents/presentations:**
 - b. Reference list provides evidence of adequate and relevant literature review. (APA format used.)
 - c. Possibly make a list of positive coping statements for yourself as you prepare to give a public presentation.

2. **Content of presentation:**
 - a. **The introduction:**
 - gained attention and interest.
 - introduced topic clearly.
 - related topic to audience.
 - established speakers' credibility.
 - previewed body of presentation.
 - b. **The body:**
 - clearly stated main points.
 - clearly supported main points.
 - was well organized.
 - used language that was accurate, clear, and appropriate.
 - used transitions or connections between main points that were effective
 - c. **The conclusion:**
 - prepared audience for ending.
 - included a vivid ending.
 - reinforced central ideals of presentation.

3. **Delivery of Presentation:**
 - a. Was unrushed and completed presentation within time limit.
 - b. Maintained good eye contact.
 - c. Avoided distracting mannerisms and used mannerisms (hand gestures, etc.) effectively.
 - d. Articulated words clearly.
 - e. Used visual aids well (minimum of 2)
 - f. Used variety in volume and tempo of voice to add impact.
 - g. Used equipment appropriately.
 - h. Relied primarily on memory, not notes, for presentation. Used outline alone for presentation; e.g., no manuscript.
 - i. Used humor at least once in presentation.
 - h. Professional attire along with a professional attitude staying attuned to the needs of your audience.

Plan may be amended as class progresses according to needs of the class.
 Please see lesson plans for more thorough explication.

CLASS DATE	READINGS	TOPICS FOR DISCUSSION	CLASS ACTIVITIES/ Guest Speakers	ASSIGNMENTS DUE
April 12	Fontaine , Chapters 1, 2, 13, 16, 23 Buhner , Section 1: pgs.1-67 Cuellar (optional) , Chapters 1, 2, 4, 12, 14, , 20, 21, ,22, , 24, 25, 26 Potential Web sites for investigation 1. Cultural assessment guide: www.med.umich.edu/multicultural/ccp/assess.htm 2. Federal Government site for Complementary and Alternative medicine http://nccam.nih.gov 3. American Holistic Nurses Association http://www.ahna.org	Complementary and Alternative Medicine Biology of Belief www.brucelipton.com Human Energy Field and Health www.bioenergyfields.org www.malibupublishing.com	Music Therapy or Healing with the Breath Art Therapy	Readings only
April 26	Fontaine , Ch 21, 22 Buhner , pgs 68-162 Cuellar (opt.) : Ch. 24, 25, 26 Articles : Celtic Shamans Marlaine Smith, Hero Roxanne Struthers, Native American	Therapeutic Touch Native Cultures/ Shamanic Healing Land and environment as sacred sites, global implications of an energy paradigm	Therapeutic Touch in Nursing Healing Touch Shamanic Healer Presentation	Reflection on Healing Practice Paper #1
May 17	Fontaine , Ch.3, 6, 12 Buhner 163-274 Cuellar (opt.) , Ch.6, 15, 18, 19, 20 TBA	Traditional Chinese Medicine/ Accupuncture Feng Shui Qigong/Taiji	Accupuncture Feng Shui	Paper #2
May 31		Student Presentations	Student Presentations	Power Point Journals
June 14 (Optional snow day)				