

Social Work 599 Global Immersion Section #61083

INTEGRATIVE HEALTH IN CHINA: BODY, MIND AND SPIRIT 3 Units

Spring 2018

Lead Instructor: Suh Chen Hsiao, MSW, LCSW

E-Mail: shuhsiao@usc.edu

Telephone: (213) 821-0970

Office: SWC 109

Office Hours: By Appointment

Course Day: Saturday

Course Time: 9am – 2pm

Course Location: TBD

Co- Instructor: Michal Sela-Amit, Ph.D

E-Mail: mselaami@usc.edu

Telephone: (213) 821-4402

Office: SWC 230

Office Hours: By Appointment

Program Administrator: Dan Hester

Telephone: (213) 740 -3939

E-mail: hester@usc.edu

I. COURSE PREREQUISITES

This is an elective course of the Department of Adult Mental Health and Wellness that is open to MSW graduate students from all departments. Generalist practice courses must be successfully completed (obtained an average GPA of 3.0 or higher) before enrolling in this course. Preference will be given to students in the last year of their graduate programs.

II. CATALOGUE DESCRIPTION

The course provides a broad understanding of holistic health, substance use and abuse from an eastern perspective and its implications to the integrative healthcare.

III. COURSE DESCRIPTION

The purpose of this course is to provide students with a broad understanding of holistic health and substance use/abuse from an eastern perspective. Specifically, this course will focus on two areas of integrative health including Chinese medicine: body-mind-spirit; and substance use/abuse. A variety of class lectures, guest speakers, agency/site visits, student exchanges and community participation will be used to assist students in developing an understanding of the framework, historical context, and present situation of health and substance use/abuse practices in China. Further, it will highlight how this shapes the delivery of health and social services and creation of health and gender policy in the country.

This course will introduce the body-mind-spirit approach to health in the Chinese cultural and political context and demonstrate how various indigenous concepts and methods are utilized to facilitate a healthy lifestyle and integrative healthcare system among Chinese people. Students will be exposed to how the concept of holistic and integrative health are understood and practiced in the Chinese context; moreover, students will look at how these concepts and indigenous methods are practiced in communities to

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achieve the goal of wellness. Students will be able to observe how research based on the holistic health perspectives informs healthcare delivery and the daily life of Chinese people. At the end of the course, students will be informed on holistic health which upholds that all aspects of people's needs including psychological, physical, social, and spiritual, should be taken into account and seen as a whole. In addition, students will learn about traditional Chinese medicine and how it promotes holistic and integrative health in the population. Through exposure to other cultures and intensive discussion on the behavioral health issues displayed throughout this course, students will improve their awareness and understanding of the political, economic, social, and cultural contexts through an integrative health perspective, using China as a case study.

China is undergoing a major cultural shift in the areas of gender related issues and substance use/abuse, moving from a conservative, male dominated culture to a more open, liberal, and gender equal society. As with all such changes, there are growing pains as Chinese society attempts to adjust. The cohort of young Chinese, exposed to Western lifestyles through the internet and social media, especially in regard to sexual freedom, is an exciting change to witness. Understanding these changes and their implications for Chinese and Chinese American families is essential in providing culturally competent social work services.

It is anticipated that this course experience will be inspirational for students practicing in the U.S. with immigration populations from other countries. Students will be able to translate the mode of contextualized thinking from abroad to better understand and appreciate the perspectives and experiences of immigrant populations in the United States. Their knowledge gained from the trip on body-mind-spirit approaches to wellness should provide insights on working out creative programs to serve varied U.S. populations. The course will be useful for those who are interested in holistic health, substance use/abuse, and international human services and for those who are looking for an experience that can facilitate exposure and integration to an international setting.

Special Notes: A program fee is required, in addition to tuition costs. The program fee will include air travel so students will be expected to depart as a group the evening of March 8, 2018 from the International Airport in Los Angeles. Students are responsible for preparing for the immersion, including obtaining a valid passport and any other travel requirements. Participants should have no travel restrictions to Nanjing and Shanghai or returning to the United States. Students are expected to have the level of maturity and professionalism necessary to present themselves appropriately and responsibly in the classroom and throughout the immersion.

IV. COURSE OBJECTIVES

The Integrative Health in China course (SOWK 599) will:

Objective #	Objectives
1	Apprehend (value or comprehend) the body-mind-spirit holistic health care concept and evidence-based practice
2	Learn how Chinese medicine integrated healthcare framework and practice
3	Recognize the old and new substance use culture in China
4	Appraise gender issues faced by contemporary Chinese men and women
5	Understand the implications of integrative health and substance use/abuse in working with Chinese and Chinese American families

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Different methods will be used for acquiring knowledge and skills, including lectures, discussion, guest speakers, and in-class activities that will support experiential learning provided by different academic institutions. Specifically, three primary instructional methods will be used in class: (1) critical discussion, interaction and transaction among the instructor and students; (2) didactic presentation by the instructor; and (3) student reflection.

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The online teaching and learning environment provided by the University's Blackboard Academic Suite will support and facilitate student-to-student communication and interaction outside of class as well as access to instructor support. The URL for Blackboard is <https://blackboard.usc.edu>.

The program will include three components: (1) pre-immersion, (2) in-country immersion, and (3) post-immersion. The mandatory pre-immersion activities will take place in the morning of two Saturdays (1/27/18 & 2/10/18 from 9 am to 2 pm) at UPC in Los Angeles. The in-country immersion (10 days) will start in Nanjing as participants will visit sites that educate and train practitioners with holistic/integrative healthcare skills. Students can participate in the workshops experiencing firsthand how body-mind-spirit health research and practices are implemented in a Chinese society. The immersion will continue in Shanghai where similar arrangements will be made in collaboration with Department of Social Work, Fudan University. The site visits in Shanghai include a Chinese medicine hospital, a community health clinic, and a substance use/abuse treatment clinic. The post-immersion will be on Saturday, April 7, 2018 from 9 am to 3 pm with lectures, students' reflections and presentations and course evaluation. Instructors will be available to students to provide assistance with the group presentation and final assignment.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

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The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 2: Engage Diversity and Difference in Practice: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>5. Understand the implications of integrative health and substance use/abuse on working with Chinese and Chinese American families</p>	<p>Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity.</p> <p>Evaluate the strengths and weaknesses of multiple theoretical perspectives through an intersectionality framework.</p>	<p>Values</p> <p>Exercise of judgment</p>	<p>Unit 1: Integrative and holistic health: Body-mind-spirit framework and interventions</p> <p>Unit 2: Substance use/abuse</p> <p>Unit 9: Observe Tai Chi in park</p> <p>Unit 15: Debriefing of immersion experience</p> <p>Assignments 1: Discussion of readings and presentation</p> <p>Assignment 2: Reflective journal</p> <p>Assignment 3: Group presentation on immersion experience</p> <p>Assignment 4: Group project/paper on course topics</p>

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<p>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</p> <p>Social workers understand that every individual, regardless of position in society, has fundamental rights such as freedom, safety, privacy, an adequate standard of living, healthcare and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need, social justice and strategies to promote social and economic justice and human rights. Social workers practicing in health, behavioral health and integrated care settings understand the potentially challenging effects of economic, social and cultural factors in the lives of clients and client systems. They also understand stigma and shame on an individual, community and society-wide basis. Social workers use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and advocate at multiple levels for mental and physical healthcare parity and reduction of disparities for diverse populations.</p>	<p>3. Recognize the old and new substance use/abuse culture in China</p> <p>4. Appraise (consider) gender issues faced by contemporary Chinese men and women</p>	<p>Understand how to integrate theory, research, and economic, social and cultural factors when engaging in advocacy strategies to promote social justice, economic justice and human rights.</p> <p>Use advocacy and policy analysis skills to inform advocacy efforts at multiple levels for mental and physical healthcare parity and reduction of parity and disparities for diverse populations.</p>	<p>Knowledge</p> <p>Exercise of judgement</p> <p>Skills</p>	<p>Unit 1 & 2: Integrative and holistic health: Body-mind-spirit framework and interventions</p> <p>Unit 2: Substance use/abuse</p> <p>Unit 9: Observe Tai Chi in park</p> <p>Unit 15: Debriefing of immersion experience</p> <p>Assignments 1: Discussion of readings and presentation</p> <p>Assignment 2: Reflective journal</p> <p>Assignment 3: Group presentation on immersion experience</p> <p>Assignment 4: Group project/paper on course topics</p>
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Readings & Discussion	1/27/2018 to 3/18/2018	15%
Assignment 2: Individual Travel Journal	3/8/2018 to 3/18/2018	20%
Assignment 3: Group Presentation	4/7/2018	25%
Assignment 4: Group Paper	5/2/2018	30%
Participation and Professional Demeanor	Ongoing	10%

Each of the major assignments is described below.

Assignment 1 (15%)

Students will be responsible to summarize the required readings and lead the discussion in the class. An assignment sheet on individual reading responsibility will be distributed before the first class. Students will make a short presentation (5 to 10 minutes) on the required readings by highlighting the key points from the literature. Prepare a few questions/topics for class discussion (10 to 15 minutes). 5% of the grade will be the literature review and 10% will be the leading of discussion.

Due: 1/27/2018 to 3/18/2018

This assignment relates to course objective# 1, 3, 4

Assignment 2 (20%)

The purpose of this assignment is to provide a tool for reflecting on and integrating information and discussions, assigned readings, and field visits. Journals can be on any topic and take any form, either be hand written, typed, photos or video-taped. Although length is not prescribed, it is suggested that one page hand written (1/2 page typed, 20 photos with short narratives, or 10 to 15 minutes taping) per day during the ten days in Nanjing and Shanghai. Entries can include:

- * Questions
- * Observations
- * Emotional reactions
- * Insights concepts learned / read / discussed
- * Reactions to material covered and experiences with field visits
- * Ideas for integrating this experience into students' professional development

In addition to the daily field journal, a written summary (no more than 4 pages) is expected at the end of the journey. The summary should focus on course themes (integrative health and substance use/abuse) and it should highlight the most memorable experience from the trip, consolidate what they have seen and experienced in the trip and briefly reflect how that experience could be translated into their practice in the U.S. More details about the assignment will be given in the class.

Due: 3/18/2018

This assignment relates to course objective# 1, 2, 3, and 4

Assignment 3 (25%)

At the end of the class, students will make a group presentation on April 7 created on a topic of their choice. The topic must relate to either integrative health or substance use/abuse. The presentation will focus on what they have learnt from the readings, lectures, and their experiences in China. Students can use any presentation format. (e.g. PowerPoint, video, photo voice and hand-outs). The presentation can

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be a snapshot of the field journals. In addition, the session will include questions and answers, brainstorming and future ideas regarding the integrative health and substance use/abuse. Students are encouraged to make use of the tutorial units for consultation on their group presentation. More details about the assignment will be given in the class.

Due: 4/7/2018

This assignment relates to course objective# 1, 2, 3, and 4

Assignment 4 (30%)

The purpose of this assignment is to provide the students with an opportunity for collaborative learning on the topic areas of the course. Based on what they have learned in China, students will identify a social issue in relation to integrative health and substance use/abuse in the U.S. In addition to what students learned in China, will they be able to describe application of what they learned to the problem of their choice? Students can provide information on where they can continue to develop their skills and knowledge would be helpful. For example, if students witnessed Tai Chi practice, and they discuss the articles on Tai Chi, they should also include where they can continue to practice, learn and become certified in this activity. If students chose as their problem area of the rights of substance user/abusers, after visiting the substance treatment facility, and hearing the substance use/abuse lectures in Nanjing and/or Shanghai they could continue to learn about these issues by visiting the local service providers in greater Los Angeles. They could also access the blog Webo to keep up to date on what's happening in China in this regard. Students are encouraged to make use of the tutorial for consultation on their group presentation.

The Group Project should be typed, double spacing and no more than 15 pages, and carefully proofread. They should draw extensively from class readings and other sources. The project should include a detailed bibliography; appendices do not count toward page limit. All references MUST be cited in APA format. A minimum of 10 references are expected. The final paper should be uploaded to the Blackboard using the "turnitin" function no later than noon of May 2, 2018. Specific guidelines will be discussed in class.

Due: 5/2/2018

This assignment relates to course objective# 5

Class Participation and Professional Demeanor (10%)

Students are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written and oral assignments and through active, oral class participation. Class participation should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. When in class, students should demonstrate their understanding of the material and be prepared to offer comments or reflections about the material, or alternatively, to have a set of thoughtful questions about the material.

Students are further expected to complete assignments on or before the due date and notify the instructor if they are having difficulty comprehending the course material or keeping up with the assignments. Failure to meet these expectations will result in the reduction of grades.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+

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Class Grades		Final Grade	
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

none

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Szuchman, L. T., & Thomlison, B. (2011). *Writing with style: APA style for social work* (4th ed.). New York, NY: Wadsworth.

Recommended Websites

The Elements of Style – A rule book for writing (<http://www.bartleby.com/141/>)

USC Guide to Avoiding Plagiarism (http://www.usc.edu/student-affairs/student-conduct/ug_plag.htm)

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

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Course Overview

Unit/ Date(s)	Topics	Assignments
1 1/27/18	<ul style="list-style-type: none">■ Introductions and course overview/assignments■ International travel advice■ Integrative and holistic health; body-mind-spirit framework and interventions	Required readings Assignment 1
2 2/10/18	<ul style="list-style-type: none">■ Integrative and holistic health: An Eastern approach■ Mindfulness practice, substance use/abuse in contemporary China	Required readings Assignment 1
3 3/8-9/18	<ul style="list-style-type: none">■ Travel from Los Angeles to Nanjing	Daily field journal
4 3/10/18	<ul style="list-style-type: none">■ Visit Jiangsu Provincial People's Hospital■ Mini lectures and student exchanges at Nanjing Technology University	Daily field journal
5 3/11/18	<ul style="list-style-type: none">■ Visit Nanjing Massacre Memorial Hall■ Mindfulness Activities	Daily field journal
6 3/12/18	<ul style="list-style-type: none">■ Mini lectures on Integrative health & substance use/abuse, mindfulness practice, campus tour and student exchange■ Introduction Nanjing University Traditional Chinese Medicine	Daily field journal
7 3/13/18	<ul style="list-style-type: none">■ Agency visit■ Travel from Nanjing to Shanghai	Daily field journal
8 3/14/18	<ul style="list-style-type: none">■ Medical Social Work in China■ Integrative health	Daily field journal
9 3/15/18	<ul style="list-style-type: none">■ Observe traditional Tai Chi exercise in the park■ Visit Chinese medicine hospital/clinic	Daily field journal
10 3/16/18	<ul style="list-style-type: none">■ Gender & LGBTQ issues■ Substance use/abuse Treatment & Interventions	Daily field journal
11 3/17/18	<ul style="list-style-type: none">■ Agency visit	Daily field journal
12 3/18/18	<ul style="list-style-type: none">■ Travel to Los Angeles	Field summary Assignment 2
13	<ul style="list-style-type: none">■ Tutorial on group presentations	Assignment 3

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Unit/ Date(s)	Topics	Assignments
14 4/7/18	<ul style="list-style-type: none">■ Student presentations■ Debriefing of immersion experience■ Course evaluation	
15	<ul style="list-style-type: none">■ Tutorial on final paper	
STUDY DAYS / NO CLASSES		
FINAL PAPER DUE ON 5/2/18		Assignment 4

Course Schedule—Detailed Description

Unit 1: Introduction

1/27/18

Topics

- Introduction
- Course overview and assignments
- International travel advice
- Integrative and holistic health
- Body-mind-spirit framework

This Unit relates to course objectives 1, 2, 5

Required Readings

Mark, G., & Lyons, A. (2014). Conceptualizing mind, body, spirit interconnections through, and beyond, spiritual healing practices. *Explore: The Journal of Science and Healing*, 10(5), 294-299.

Smith, S. T., Blanchard, J., Kools, S., & Butler, D. (2016). Reconnecting to spirituality: Christian-identified adolescents and emerging adult young men's journey from diagnosis of HIV to coping. *Journal of Religion and Health*, 1-17.

Vetter-Smith, M., Massey, V., Rellergert, L., & Wissmann, M. (2014). Taking care of you: Body, Mind, Spirit--A unique stress management program that improves lifestyle behaviors. *Journal of Extension*, 52(4), n4.

Recommended Readings

SAMHSA (n.d.). What is integrated healthcare? <http://www.integration.samhsa.gov/about-us/what-is-integrated-care>

SAMHSA (n.d.). Integrated healthcare models. <http://www.integration.samhsa.gov/integrated-care-models>

USC Institute for Integrative Health <http://integrativehealth.usc.edu/>

Unit 2: Integrative and holistic health, Substance & Mindfulness Practice

2/10/18

Topics

- Integrative and holistic health: an Eastern approach
- Mindfulness practice
- Substance use/abuse in contemporary China

This Unit relates to course objectives 3, 4, 5

Required Readings

- Chan, C., Ying Ho, P. S., & Chow, E. (2002). A body-mind-spirit model in health: an Eastern approach. *Social work in health care*, 34(3-4), 261-282.
- Chan, C. H. Y., Chan, C. L. W., Ng, S. M., Ng, E. H. Y., & Ho, P. C. (2005). Body-mind-spirit intervention for IVF women. *Journal of Assisted Reproduction and Genetics*, 22(11-12), 419-427. <http://doi.org/10.1007/s10815-005-6418-9>
- Leung, P. P. Y., & Chan, C. L. (2015). Working With Chinese Families Impacted by Cancer: An Integrative Body–Mind–Spirit Approach. *Handbook of Oncology Social Work: Psychosocial Care for People with Cancer*, 305-308.
- Li, J., Chan, J. S., Chow, A. Y., Yuen, L. P., & Chan, C. L. (2015). From body to mind and spirit: Qigong exercise for bereaved persons with chronic fatigue syndrome-like illness. *Evidence-Based Complementary and Alternative Medicine*, 1-7.
- Mann, C. C., Golden, J. H., Cronk, N. J., Gale, J. K., Hogan, T., & Washington, K. T. (2016). Social workers as behavioral health consultants in the primary care clinic. *Health & Social Work*, hlw027.
- Pei Y., Ho, P.S., & Ng M.L. (2007). Studies on women's sexuality in China since 1980: A critical review. *Journal of Sex Research*, 44(2), 202-212.
- Walker, J., Ainsworth, B., Hooker, S., Keller, C., Fleury, J., Chisum, J., & Swan, P. (2015). Optimal health (spirit, mind, and body): A feasibility study promoting well-being for health behavior change. *Journal of religion and health*, 54(5), 1681-1698.
- Wong, G. H., Ng, C. K., Lai, C. K., Lee, M. N., Lum, T. Y., Jiang, N., ... & Dai, D. L. (2015). Development of Six Arts, a culturally appropriate multimodal nonpharmacological intervention in Dementia. *The Gerontologist*, 55(5), 865-874.

Recommended Readings

- Chan, C. L. W., Ng, S. M., Ho, R. T. H. & Chow, A. Y. M. (2006). East meets West: applying Eastern spirituality in clinical practice. *Journal of Clinical Nursing*, 15, 822-832.
- Lee, E. K. O., Yoon, H., Lee, J., Yoon, J., & Chang, E. (2012). Body-Mind-Spirit practice for healthy aging. *Educational Gerontology*, 38(7), 473-485.
- Li, M., Chan, C., Chan, H., Hui, L., & Ziea, E. (2012). P04. 78. Development of an integrative service model for dysthymia patients with body-mind-spirit approach in Chinese medicine clinics in Hong Kong. *BMC Complementary and Alternative Medicine*, 12(1), 1.
- Ying, L., Wu, L. H., & Loke, A. Y. (2016). The effects of psychosocial interventions on the mental health, pregnancy rates, and marital function of infertile couples undergoing in vitro fertilization: a systematic review. *Journal of Assisted Reproduction and Genetics*, 1-13.

Unit 3: Travel from Los Angeles to Nanjing

3/8-10/18

Topics

- Travel to Nanjing, China
- Chinese culture and mental health

This Unit relates to course objectives 1, 2, 3, 4, 5

Recommended Readings

Tseng, W. S., & Wu, D. Y. (Eds.). (2013). *Chinese culture and mental health*. Academic Press.
<https://www.youtube.com/watch?v=yMzpQYOvJY8>

Unit 4: Integrative Health and Practice in China: Nanjing (I)

3/10/18

Topics

- Day 1 immersion in Nanjing
- Visit Jiangsu Provincial People's Hospital (The First Affiliated Hospital of Nanjing Medical University) in Nanjing
- Experiential workshop (with mini-lecture) on holistic health
- Mini-lectures on social work role in China with Dean Zhang, Department of Social Work, Nanjing Technology University
- Students cultural exchange workshop

This Unit relates to course objectives 1, 2

Required Readings

Ho, R. T., Potash, J. S., Ho, A. H., Ho, V. F., & Chen, E. Y. (2016). Reducing Mental Illness Stigma and Fostering Empathic Citizenship: Community Arts Collaborative Approach. *Social Work in Mental Health*.

Ho, R. T., Wan, A. H., & Chan, C. K. (2016). Toward a Holistic Approach to Spiritual Health Care for People With Schizophrenia. *Holistic Nursing Practice*, 30(5), 269-271.

Recommended Readings

Ding, Y.; He, N. & Detels, R. 2013. Circumstances of initiation into new-type drug use among adults in shanghai: Are there differences by types of first new-type drug used? *Drug and Alcohol Dependence* 131 (3): 278-83.

Potash, J. S., Ho, A. H., Chan, F., Wang, X. L., & Cheng, C. (2014). Can art therapy reduce death anxiety and burnout in end-of-life care workers? A quasi-experimental study. *International journal of palliative nursing*, 20(5), 233-240.

Jang, S. H., Kang, S. Y., Lee, H. J., & Lee, S. Y. (2016). Beneficial Effect of Mindfulness-Based Art Therapy in Patients with Breast Cancer—A Randomized Controlled Trial. *Explore: The Journal of Science and Healing*, 12(5), 333-340.

Activities and Schedule

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07:00 am	Breakfast at Hotel
08:15 am	Briefing on the Day's Activities; Prompt for the Field Journal
08:45 am	Visit Jiangsu Provincial People's Hospital (The First Affiliated Hospital of Nanjing Medical University)
09:15 am	Meet and Greet with Director of Social Service Rena Du, Hospital Administration & Interdisciplinary team
09:30 am	Mini-Lecture on Holistic Health
11:30 am	Q & A
11:30 am	Lunch and Exchange with MSW Interns
1:30 pm	Travel to Nanjing Technology University
2:30 pm	Guest Speaker: Dean Zhang, Department of Social Work "Social Work Education & Practice in China"
3:30 pm	Cultural Exchange with MSW Students Q and A
4:30 pm	Campus Tour
5:00 pm	Return to Hotel
5:30 pm	Debriefing of the Day
6:30 pm	Free Evening and Dinner on Own
Evening	20-30 minutes writing in journal for assignment #2

Unit 5: Integrative Health, Trauma and Mindfulness: Nanjing (II)

3/11/18

Topics

- Day 2 immersion in Nanjing
- Visit Nanjing Massacre Memorial Hall
- Mindfulness Activities

This Unit relates to course objectives 1, 2, 3, 4

Recommended Readings

- Ding, Y.; He, N. & Detels, R. 2015. Adolescent sexual debut and initiation into new-type drug use among a sample of young adults. *Journal of Psychoactive Drugs* 47 (3): 182-6.
- Hser, Y.-I. 2007. Predicting long-term stable recovery from heroin addiction: Findings from a 33-year follow-up study. *Journal of Addictive Diseases* 26 (1): 51-60.
- Jia, Z.; Liu, Z.; Chu, P.; McGoogan, J.M.; Cong, M.; Shi, J. & Lu, L. 2015. Tracking the evolution of drug abuse in China, 2003–10: A retrospective, self-controlled study. *Addiction* 110 (s1): 4-10.
- Liu, L., Hsiao, S. C., & Kaplan, C. (2016). Drug initiation of female detainees in a compulsory drug treatment institution in china. *Journal of Psychoactive Drugs*, 48(5), 393-401. doi:10.1080/02791072.2016.1234088
- Israelsson, M., Gerdner, A., HHJ, Avd.för beteendevetenskap och socialt arbete, HHJ. SALVE (Socialt arbete, Livssammanhang, Välfärd), Hälsohögskolan, & Högskolan i Jönköping. (2012). Compulsory commitment to care of substance misusers: International trends during 25 years. *European Addiction Research*, 18(6), 302-321. doi:10.1159/000341716

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Israelsson, M., Gerdner, A., Institutionen för socialt arbete, Fakulteten för humanvetenskap, & Mittuniversitetet. (2010). Compulsory commitment to care of substance misusers: A worldwide comparative analysis of the legislation. *The Open Addiction Journal*, 3, 117.

Shillington, A. M., Woodruff, S. I., Clapp, J. D., Reed, M. B., & Lemus, H. (2012). Self-reported age of onset and telescoping for cigarettes, alcohol, and marijuana: Across eight years of the national longitudinal survey of youth. *Journal of Child & Adolescent Substance Abuse*, 21(4), 333-348. doi:10.1080/1067828X.2012.710026

Activities and Schedule

07:00 am – Breakfast at Hotel
8:15 am – Briefing for Day's Activities; prompt for the Field Journal
8:45 am – Travel to Nanjing Massacre Memorial Hall
9:30 am – Visit Nanjing Massacre Memorial Hall
11:30 am – Lunch on own
1:00 pm – City Tour & Mindfulness Activities
4:30 pm – Debrief of the Day
5:00 pm – 20-30 minutes writing in journal for assignment #2
6:30 pm – Dinner Reception (Traditional Hot Pot)

Unit 6: Integrative Health in China: Nanjing (III)

3/12/18

Topics

- Day 3 immersion in Nanjing
- Integrative health & substance use/abuse
- Mindfulness intervention and research
- Student culture exchange
- Traditional Chinese medicine (TCM)
- Experiential workshops at Nanjing University of Chinese Medicine

This Unit relates to course objectives 1, 2

Recommended Readings

Ho, R. T., Fong, T. C., Wan, A. H., Au-Yeung, F. S., Wong, C. P., Ng, W. Y., ... & Chen, E. Y. (2016). A randomized controlled trial on the psychophysiological effects of physical exercise and Tai-chi in patients with chronic schizophrenia. *Schizophrenia research*, 171(1), 42-49.

Lian, B. A. I. (2015). Ethical Dilemmas of Medical Social Work in Practice. *The Guide of Science & Education*, 10, 073.

Wong, J. H. (2016). To Promote Holistic Health the Development of Professional Healthcare Social Work in China. In *Public Health Challenges in Contemporary China* (pp. 105-117). Springer Berlin Heidelberg.

Yeung, W. F., Chung, K. F., Ng, K. Y., Yu, Y. M., Ziea, E. T. C., & Ng, B. F. L. (2014). A systematic review on the efficacy, safety and types of Chinese herbal medicine for depression. *Journal of psychiatric research*, 57, 165-175.

Activities and Schedule

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- 07:00 am – Breakfast at Hotel
8:15 am – Briefing for Day's Activities; prompt for the Field Journal
8:45 am – Travel to Nanjing University
9:30 am – Mini lecture by Dr. Liu Liu, Associate Professor
School of Social and Behavioral Science
Female Substance use/abuse Research, Policy and Compulsory Treatment in China
10:25 am – Dr. Hui Shen, Associate Professor, School of Social and Behavioral Science
Mindfulness Research with Substance use/abuse Treatment Model
11:15 am – Campus Tour
12:00 am – Lunch on own at University with MSW students
01:30 pm Depart Nanjing University to Nanjing University of Chinese Medicine
02:00 pm Introduction by Dr. Zhang Lee, Associate Professor,
Nanjing University Traditional Chinese Medicine
3:00 pm Visit the University Traditional Chinese Medicine Museum
Interactive Experiential workshops with various Chinese Medicine Approaches
4:30 pm – Debrief of the Day
5:00 pm 20-30 minutes writing in journal for assignment #2
Free Evening and Dinner on Own

Unit 7: Integrative Health in China: Nanjing (IV)

3/13/18

Topics

- Day 4 immersion in Nanjing
- Agency Visit
- Travel to Shanghai

This Unit relates to course objectives 1, 2

Recommended Readings

Chi, I., Jordan-Marsh, M., Guo, M., Xie, B. & Bai, Z. (2013). Tai Chi and reduction of depressive symptoms for older adults: A meta-analysis of randomized trials. *Geriatrics and Gerontology International*, 13, 3-12.

Activities and Schedule

- 07:00 am Breakfast at Hotel
08:15 am Briefing for Day's Activities; prompt for the Field Journal
08:45 am Travel to Agency Visit
09:15 am Meet and Greet with Dr. Aimei Guo
Professor, Nanjing Normal University
Executive Board, Nanjing I-Ming Social Service Center (Faculty led NGO)
10:00 am – Dialogues with agency service providers
11: 00 am – Agency Tour
12:00 am – Lunch on own
1:30 pm – Travel to Nanjing High Speed Railroad Station South
2:30 pm Travel to Shanghai via High Speed Railroad Station (approximately 1 1/2 hours)
4:30 pm – Debriefing of the Day

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5:00 pm 20-30 minutes writing in journal for assignment #2
5:00 pm Transfer by Bus to Hotel
6:30 pm Check-in to Fudan Crowne Plaza Hotel
Free Evening and Dinner on Own

Unit 8: Integrative Health in China: Shanghai (I)

3/14/18

Topics

- Day 1 of immersion in Shanghai
- Medical social work in China
- Integrative health

This Unit relates to course objectives 1, 2

Recommended Readings

Lian, B. A. I. (2015). Ethical Dilemmas of Medical Social Work in Practice. *The Guide of Science & Education*, 10, 073.

Wong, J. H. (2016). To Promote Holistic Health the Development of Professional Healthcare Social Work in China. In *Public Health Challenges in Contemporary China* (pp. 105-117). Springer Berlin Heidelberg.

Activities and Schedule

7:30 a.m. Breakfast
8:15 am Briefing on the day's activities; prompt for the field journal
8:45 am Travel to Fudan University
9:15 am Meet and Greet with the Chair of Department of Social Work at Fudan University
Campus tour and student exchange on social work
11:30 am Lunch
1:30 pm Mini-lecture on medical social work in China
Guest speaker: Dr. Honglin Chen, Vice-Chair of Department of Social Work
3:00 pm Mini-lecture on holistic health in Shanghai
Guest speaker: TBA
4:30 pm Return to hotel
5:30 pm Dinner on own and debriefing of the day
Evening 20-30 minutes of writing in journal for assignment #2

Topics

- Day 2 of immersion in Shanghai
- Traditional Chinese medicine (TCM)
- Visit Huadong Hospital

This Unit relates to course objectives 1, 2

Recommended Readings

Yeung, W. F., Chung, K. F., Ng, K. Y., Yu, Y. M., Ziea, E. T. C., & Ng, B. F. L. (2014). A systematic review on the efficacy, safety and types of Chinese herbal medicine for depression. *Journal of psychiatric research*, 57, 165-175.

Activities and Schedule

7:30 a.m.	Travel to nearby park to observe Tai Chi exercise
8:30 am	Breakfast
9:00 am	Briefing on the day's activities; prompt for the field journal
9:15 am	Travel to Huadong Hospital/Clinic, a traditional Chinese medicine hospital
10:00 am	Meet and Greet, Director of Traditional Chinese Medicine Department An introduction of the Huadong Hospital
10:45 am	A tour of the Hospital
11:30 am	Lunch
1:30 pm	Mini-lecture on managing chronic diseases in the community: integrates Eastern and Western medicine Guest speaker: Dr. Fei Yan, School of Public Health, Fudan University
3:00 pm	Experiential workshop on acupuncture, acupressure, and other traditional Chinese healthcare practices
4:30 pm	Return to hotel
5:30 pm	Dinner on own and debriefing of the day
Evening	20-30 minutes of writing in journal for assignment #2

Topics

- Day 3 of immersion in Shanghai
- Gender & LGBT Issues
- Substance use/abuse Treatment and Intervention

This Unit relates to course objectives 3, 4

Activities and Schedule

7:30 am	Breakfast
8:30 am	Briefing on the day's activities and prompt for the field journal
8:45 am	Travel to Fudan University
9:30 am	Guest lecture: Dr. Shen Yifei, Associate Professor of Sociology and Anthropology Lecture on gender issues in China Q and A
11:30 am	Lunch
1:30 pm	Travel to Agency: Shanghai Ziqiang Society Service
2:00 pm	Agency visit: Guest lecture by Director, Fu Liming Topics: substance use/abuse; treatment models, policy and research in China Q and A
4:30 pm	Return to Hotel
5:30 pm	Dinner Reception and debriefing of the day
Evening	20 – 30 minutes of writing in journal for assignment #2

Topics

- Day 4 immersion in Shanghai
- Agency Visit to Sinsheng: Shanghai Center

Required Readings:

Suen, Y.T. (2015). Methodological reflections on researching lesbian, gay, bisexual, and transgender university students in Hong Kong: To what extent are they vulnerable subjects? *Higher Education Research and Development*, 34(4), 722.
doi:10.1080/07294360.2015.1051009

To, C. (2003). Towards equality through legal reform: Empowerment and mobilization of the tongzhi (LGBT) community in Hong Kong. *Journal of Gay and Lesbian Social Services*, 16(1), 65-74. Doi:10.1300/J041v16n01_04

Recommended Readings

Chan, K.L. (n.d.), Sexual violence against women and children in Chinese societies. *Trauma, Violence, and Abuse*. DOI: 10.1177/1524838008327260.

Thurston, W., Tam, D., Dawson, M. Jackson, M., and Kwok, S. (2016). The intersection of gender and other social institutions in constructing gender-based violence in Guangzhou China. *Journal of Interpersonal Violence*. 31(4). 694-714.

Activities and Schedule

7:30 am	Breakfast
8:30 am	Briefing on the day's activities and prompt for the field journal
8:45 am	Travel to Xinsheng: Shanghai Center for Sex Workers and MSM
9:30 am	Agency visit: Guest lecture by Director, Tony Zheng Topics: Rights and health of gender and sexual minorities: sex education, outreach to high risk populations (sex workers and MSM); Q and A
11:30 am	Free Activity
5:30 pm	Return to Hotel

Topics

- Final checking on travel to Los Angeles
- Assignment 2 is due

Unit 13: Tutorial on Group Presentation

**By
Appointment**

Topics

- Individual group consultation on group presentation

This unit relates to course objective 1, 2, 3, 4

Unit 14: Group Presentations & Course Evaluation

4/7/18

Topics

- Group presentations
- Comments, suggestions and discussion
- Debriefing of immersion experience
- Course evaluation

This Unit relates to course objectives 1, 2, 3, 4, 5

Unit 15: Tutorial on Final Paper

**By
Appointment**

Topics

- Individual consultation on final paper

This Unit relates to course objectives 5

STUDY DAYS / NO CLASSES

Month Date

FINAL EXAMINATIONS

5/2/178

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (shuhsiao@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

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Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student
EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tabs for Events, Programs and Training, Task Force (including representatives for each school),
Chronology, Participate, Resources for Students

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared
emergency makes travel to campus infeasible. emergency.usc.edu

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to
report a crime.*

Provides overall safety to USC community. dps.usc.edu

XII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing,

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supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or MSW Chair Leslie Wind for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
