



**HP450**

**Traditional Eastern Medicine and Modern Health**

**Units: 4**

**Spring 2022—Monday/Wednesday—Time: 10:00 – 11:50 am**

**Location:** Virtual (Week 1&2) / KAP 147 (beginning Week 3)

**Instructor:**

**S. Prasad Vinjamury, MD (Ayurveda), DACM, MPH, L.Ac.**

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**Office Hours:** by appointment

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**Instructor:**

**Jenny Yu, DACM, L.Ac.**

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## Course Description

This course introduces traditional Eastern and alternative/integrative medical views of health and illness and their relationship to Western biomedical practices. Topics include the basic philosophy and foundations of traditional Eastern medicine such as the concepts of balance between the human body and the natural environment, fundamental textures and vital substances, organs of the body, meridians, causes and diagnoses of disease (origins of disharmony/pathogenic factors), and specific Eastern and alternative medical therapies such as acupuncture, moxibustion, herbal medicine, cupping and movement practices. We will examine differences between Eastern and Western health belief systems and practices, including issues related to culturally effective medical approaches, communication, and patient satisfaction and adherence to medical treatment plans. Evidence-based concepts will be utilized along with literature search and interpretation.

## Learning Objectives and Outcomes

Upon course completion, the student will: be prepared to approach professional interactions with patients who incorporate traditional Eastern and alternative medical values into their personal health care with a strong foundation in the theories and practices upon which Eastern and alternative medicine is based; have an understanding of Eastern and alternative/integrative perspectives about the causes and symptoms of diseases and their diagnosis and treatment; be able to approach patient-practitioner interactions with culturally- based knowledge about the ways in which patients with Eastern and alternative/integrative medical beliefs maintain health, interpret disease episodes, seek health care, and integrate traditional Eastern and alternative/integrative medical practices with Western biomedicine.

**Prerequisite(s):** N/A

**Co-Requisite(s):** N/A

**Concurrent Enrollment:** N/A

**Recommended Preparation:** Fundamentals of Medicine

## Course Notes

This is an upper-level course that involves academic library-based research, writing skills or documented steps taken to improve your current writing, the development and enhancement of your public speaking skills, and collaborative group discussions and activities. This is not a class about particular formulae of Eastern and alternative herbal products and remedies. Health beliefs about the use of Eastern and alternative/integrative therapies is focused to enhance student's skills as a future professional in a biomedical field.

## Technological Proficiency and Hardware/Software Required

Course notes may be accessed via Blackboard. The course is delivered via Zoom and in-person this semester.

## Required Readings and Supplementary Materials

Required Course Text: Kaptchuk TJ. *The Web That Has No Weaver: Understanding Chinese Medicine*. 2000. New York: McGraw-Hill.

Supplemental readings and research articles as assigned. Research journal articles are available to you as a registered USC student electronically through the extensive USC library system.

## Description and Assessment of Assignments

1. **Quizzes:** [60 points]: There will be three quizzes in the Wednesday lectures, to ensure understanding of the material.
2. **Midterm Exam:** [60 points]. There will be one midterm in written format.

3. **Eastern and Alternative Medicine in the News:** [10 points]. Students are expected to share with the class an item of interest in the news and popular media related to Eastern and alternative medicine. The article must relate to an aspect of health beliefs about a non-biomedical practice, remedy, or behavior. It may NOT be a biomedical article describing a biophysiological or pharmaceutical discovery (0 points), nor may it be a simple description of an Eastern or alternative practice (0 points). Take the time to read the article in advance and to highlight the main points. Clip or print out the item and bring it to class to share with the rest of us (and turn in to me for your points). A sign-up list will be made available early in the semester, with spaces for two or three people to sign up for each of the dates listed. Students will be expected to stand and address the class, and to orally summarize the article—do not just read it aloud. If any student happens to bring the same item as does another person [on the same day or on another day], the second speaker to summarize the same media item will be expected to address a slightly different angle of the same article. In such case, both students will receive the points.

4. **Poster Presentation Project, Part 1: Explanatory Model of Health Beliefs About A Selected Health Condition:** [50 points]: This, with the Poster Presentation of your research data, is the largest and most important semester-long assignment you will have in HP450. We will be exploring the concept of health beliefs within the framework of Explanatory Models:

“An explanatory model reveals how people make sense of their illness and provides a framework whereby ... healthcare providers engage with participants/patients in comprehensively understanding their lived illness experience. This model was proposed by Arthur Kleinman to organize illness and health within socio-cultural contexts. Such a model investigates explanations of sickness and social realities that are culturally shaped and influence how individuals experience disease. Explanatory models are often used to explain how people view their illness in terms of how it happens, what causes it, how it affects them, and what will make them feel better.”

- Kleinman A. Concepts and a model for the comparison of medical systems as cultural systems. *Social Science & Medicine*. 1978; 12:85-93.

You will research, prepare, and share with the class information you have gathered on one or more health beliefs about a selected health condition among a selected cultural group, structured within the Modified 5-step Explanatory Model framework (see below). You may investigate your own family/cultural background, or choose to research another cultural group. The project involves five consecutive steps, each building on the step preceding it, culminating in the creative design of a professional conference-style research poster and the presentation of your research to the class.

*\*For this assignment, you are not attempting to assess whether or not a particular Eastern or alternative remedy or practice “works”. Efficacy as assessed from a biomedical perspective is not our focus. We are looking at HEALTH BELIEFS people have about that remedy or practice, and applying that knowledge to the enhancement of patient-practitioner interactions in a biomedical setting.*

*\*Please DO NOT ingest or otherwise consume any herbal products or participate in uncomfortable Eastern or alternative medical therapies as part of your research for this class project.*

The Research Poster Presentation process is divided up into five separately evaluated steps, each building on the step that preceded it, due at progressive intervals during the semester:

## The Four Steps for Choosing and Researching Your Research Project:

**Step 1:** Brainstorm: You will participate during class in brainstorming possible topics [5 pts (tentatively scheduled for **1/31/2022**)]

**Step 2:** Identify Your Selected Health Condition and Cultural Group: You will identify your selected health condition and cultural group for your research project [5 points (due **2/14/2022**)]

**TEMPLATE:** I plan to research health beliefs about the following health condition:  
\_\_\_\_\_ among (some or many) people in my family/my cultural group/another cultural group. The cultural group I am going to investigate is:  
\_\_\_\_\_.

### Select the health condition you wish to investigate from among the following options:

Cancer (choose among many)	/	Malaria
Heart disease	/	HIV/AIDS
Diabetes	/	Hepatitis C
Tuberculosis	/	Fertility/prenatal/childbirth
Cerebrovascular disease (stroke)	/	Influenza/pneumonia
Respiratory infections (incl. common cold)	/	Depression/anxiety
Dermatologic conditions		
Parasitic infections		

**Step 3:** Two Paragraph Topic Description: The Health Condition, the Cultural Group, with Two Academic References (15 points; due **2/28/2022**).

- You will turn in a typed and double-spaced, brief but coherent, grammatically flawless, college-level, descriptive essay in two paragraphs:
  - Paragraph #1: single paragraph about the health condition you have chosen to investigate. Include a basic current description of the health condition; describe morbidity and mortality; include current U.S. statistics with references. Use your own words; do not paste in data from the Internet.
  - Paragraph #2. Single paragraph describing the cultural group you have chosen to investigate. Include an overview of the culture, your connection with the culture (if any), and basic U.S. demographic details with references. Use your own words; do not paste in data from the Internet.
  - At this point, if you have identified specific health beliefs about your health condition and cultural group, good! Bullet-list them here. Use your own words; do not paste in data from the Internet.
- List TWO academic reference citations accurately formatted according to the American Medical Association (AMA) style guide (see example below). \*USE ONLY THE AMA TEMPLATE I HAVE PRESENTED BELOW. Do not use the USC library template or an automatically formatted template. (I have found some of these to be inaccurate.) I deduct points for inaccurately cited references.
  - The two academic journal articles are expected to address health beliefs about your selected health condition and, ideally, the cultural group you are investigating. The articles you choose may not present a purely bio-physiological study of a particular biochemical substance or health condition, nor may it be a simple description of an Eastern or alternative remedy (0 points).
  - Attach photocopies of the first two pages of each article. Make sure that the abstract for each article is included on the first two pages; if not, photocopy the abstract separately and turn it in. (Note: you do not summarize the articles at this point)

- Each of the two articles must have been published in a professional academic medical, nursing, anthropological, or public health journal within the last 10+ years (between 2010 and 2020).
- Websites and magazine articles may NOT substitute for these academic journal articles (though you may use them as supplementary materials).

**Suggestion: To be sure that an article is a published academic article, make sure it is abstracted online on PubMed (pubmed.gov).**

**AMA CITATION FORMAT:**

Note the use of italicized script for the journal titles, and the fact that only the first word, acronyms, and proper nouns are capitalized in the journal titles. Many students in past semesters have disregarded these formatting requirements, simple as they seem to be. Please pay attention so you do not lose critical points on your important assignments.

- **For a journal article with one to four authors:**

Baum M. Complementary and alternative medicine (CAM) and cancer: the ugly face of alternative medicine. *Int J Surg*. 2009;7(5):409-412.

- **For a journal article with six or more authors (list the first three authors and add “et al.”:**

Astin JA, Marie A, Pelletier KR, et al. A review of the incorporation of complementary and alternative medicine by mainstream physicians. *Arch Intern Med*. 1998;158(21): 2303-2310.

**\*Note:** It will be challenging to find these academic articles; please plan on devoting an appropriate amount of your time early in the semester to this aspect of the assignment. You will access the full-text articles through the USC library system, available to you for free as USC student. Do not pay for any academic research articles. Depending on the topic you choose, these articles may not always be easy to find. If you realize that you cannot find enough appropriate articles on your topic, it’s time to choose a different topic immediately. See me as soon as possible.

**HOW TO START:** A good way to start your search is on [pubmed.gov](http://pubmed.gov), which abstracts biomedical research articles. Search on “health beliefs”, and see what you can find out about your selected health condition and your selected cultural group. You might also search on “patient explanatory models”. Once you have found a list of potential articles, go online to the USC library website to access the full text articles. Remember you will need to print out the first two pages, including the abstract, of each of the full text articles you use for your project.

**Real Examples of Academic Journal Articles I Recently Found on [pubmed.gov](http://pubmed.gov):**

Adams CE, Leverland MB. The effects of religious beliefs on the health care practices of the Amish. *Nurse Pract*. 1986;11(3) 63-67.

Yosef AR. Health beliefs, practice, and priorities for health care of Arab Muslims in the United States. *J Transcult Nurs*. 2008;19(3):284-91.

Giger JN, Davidhizar RE, Turner G. Black American folk medicine health care beliefs: implication for nursing plans of care. *ABNF J*. 1992;3(2):42-46.

**Step 4: Explanatory Model: Bulleted Components and Academic Journal Articles’ Main Points (25 points; due 4/04/2022):**

You will turn in a typed, college-level, coherent, grammatically flawless Explanatory Model (using the 5-step model, shown below) about the health belief(s) you have discovered while investigating your selected health condition within the cultural group you have chosen to research.

A. Bullet-list the 4 to 7 main points from Paragraph #1 (which you already wrote; see above) about the health condition you have chosen to investigate. Include bulleted information about the description of the health condition; morbidity and mortality; current U.S. statistics with references. Use your own words; do not paste in data from the Internet.

B. Bullet-list the 4 to 7 main points from Paragraph #2 (which you already wrote; see above) about the cultural group you have chosen to investigate. Include bulleted details about the overview of the culture, your connection with the culture (if any), and basic U.S. demographic details with references.

C. Bullet-list the 10 to 12 main points from each of your two academic research articles. Eloquently, objectively, accurately, and in your own words, summarize in ten to twelve bullet points the main points of each of your two academic journal articles. Summarize the two articles separately. That means you will bullet-list 10 to 12 main points from EACH article, directly below each article title cited in accurate AMA format.

EXAMPLE:

Adams CE, Leverland MB. The effects of religious beliefs on the health care practices of the Amish. *Nurse Pract.* 1986;11(3):63-67.

- Main Point #1:
- Main Point #2:
- Etc. for 10 to 12 main points

\*Do not use the articles' abstracts for this section: you must use your own words. You will have already turned in the abstracts when you turned in the first two pages of your two research articles. Use your own insightful words.

D. Present the Data You've Discovered About Health Beliefs, using Kleinman's **modified 5-Step Explanatory Model**: Compose a well-written, grammatically flawless, bulleted list of responses to the components:

1. What do people believe causes the health condition?
2. What do people believe the health condition does to them physically, emotionally, and/or spiritually?
3. What are the most important problems that people believe they face because of the health condition? In other words, how do they believe it impacts their lives?
4. What aspect of this health condition are people most afraid of?
5. What kind of treatment do people believe they should receive for this condition? Include the following:
  - To whom do they seek treatment for this health condition?
  - What results do they expect to get from treatment for this health condition?

E. Conclusions: Your Informed Perspective. Eloquently, objectively, and accurately bullet-list a 10-point summary of your informed perspective about what people in the cultural group you researched believe about the health condition you investigated. Explain how knowledge about particular health beliefs can be applied to working with patients in biomedical settings. Remember to avoid trying to determine whether or not a remedy or practice "works".

5. **Poster Presentation Project, Part 2:** The Poster Presentation. You will design a creative, visually informative, professional-level research poster that uses the bulleted information to present the perspectives you have gained about the health condition, the cultural group, and the Explanatory Model about health beliefs that you have developed. You will present your poster on the date scheduled to

multiple small groups of fellow- classmates and to me in a simulated professional conference poster session.

[100 pts (scheduled for November according to the sign-up schedule)]

**\*What Not To Do for the Poster Presentation Project:** Here is what I do not want to see in work turned in for this assignment, and for which I will deduct varying numbers of points:

1. Do not present biomedical criticism or dismissal of the Eastern or alternative practice—because most biomedical articles are critical or dismissive of Eastern and alternative medical practices. This is not what we are looking for. We are researching health beliefs that help explain the human, cultural perspective of why people use particular Eastern or alternative therapies. I will deduct points for any articles turned in for this component of the project that do not address health beliefs about the remedy or practice you are researching.
2. Do not present a description of your own opinion about whether or not the remedy or practice “works”. This is not what we are looking for. The focus is on why people use that remedy or practice and how knowledge about those reasons can enhance biomedical practice. I will deduct points for narrative components that simply try to assess whether or not a particular remedy or practice “works”.
3. Do not present a messy, poorly designed, unimaginative research poster without effective visual embellishments that illustrate the topic; a poster that has the appearance of being thrown together at the last minute; substandard public speaking skills; poor time management in your research poster presentation; writing levels that are less than 400-level college work.
6. **Final Exam:** [80 points] The University requires that all instructors adhere to the final examination schedule. The final exam is mandatory for all students. The final exam focuses on the second half of the semester, but may contain course content referring to the subject of Eastern and alternative medicine on a more semester-wide level. The final exam will be in written format.
7. **Final Reflective Essay:** [40 points] You will compose and turn in by the day of the final exam a thoughtful, well-written, grammatically flawless, typed, one-to-two page Final Reflective Essay describing what you have taken away from your experience in HP450. I am most interested in knowing how you might plan to apply your learning experience in HP450 to your future career and professional goals. NOTE: I am NOT looking for praise/criticism for the class or for myself, but for a thoughtful assessment of what you feel you have learned about Eastern and Alternative Medicine and how you might be able to apply it to your own future plans.
8. **Course Participation:** [approximately 50 points] This is not a lecture-only class. You will be expected to participate in group discussions, presentations and activities, and attend class consistently and on time with respect shown to others.

## Grading Breakdown

All assignment components must be completed and submitted.

Assignment	Points	% of Grade
Quizzes	60	13
Midterm	60	13
Eastern & alternative medicine in the news	10	2
Poster presentation – part 1 <ul style="list-style-type: none"><li>Brainstorm (5)</li><li>Identify your selected health condition and cultural group (5)</li><li>Topic description (15)</li><li>Explanatory model (50)</li></ul>	75	17
Poster presentation – part 2	75	17
Final exam	80	18
Written reflection	40	10
Participation	50	12
<b>TOTAL</b>	<b>450</b>	<b>100%</b>

## Grading Scale (Example)

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

## Assignment Submission Policy

Assignments are to be submitted to the instructor(s) in printed copy or electronically via Blackboard and/or email, according to the due date as described in this syllabus.

## Grading Timeline

The standard timeline for grading and feedback is within two weeks of the assignment due dates.

## Additional Policies

**Participation:** You are expected to arrive in Zoom classroom on time, remain for the entire class period, and to engage in active, thoughtful, respectful class participation. Everyone is expected to contribute to class discussions. You are also expected to utilize the Zoom chat box in a professional manner with discussions relevant to the course subject.

**Textbook and Other Readings:** You are expected to access a hard copy of the textbook, which will be used for point-valued class activities. It is a relatively inexpensive text and available from a variety of shopping

resources. You are expected to come to class prepared to discuss the assigned reading for that day, both of the textbook and of the academic reference articles listed in the syllabus. During class, you are expected to be prepared to discuss important points from the readings.

**Controversy and Respect:** This course covers a wide range of cultural issues, some of which may be controversial. You are expected to be courteous and respectful to fellow students, professors, and guest speakers. If you anticipate ethical or religious objections to any of the material covered in this course, please speak with me within the first two weeks of the semester.

**Distractions:** Please do not use your class time for irrelevant activities such as, but not limited to, reading the student newspaper, checking social media, or doing homework from other classes.

**Sleeping in Class:** For the purposes of HP450 learning and outcomes, we expect your active participation in the lectures, activities, and discussions. If you feel that the challenge of remaining alert during the class lectures, discussions, and activities is overwhelming, please feel free to stand or move around to help you feel prepared to continue.

**Policy on late work and absences:** All other work must be submitted on time. Punctual and consistent attendance is expected for this class. In real life, illnesses and emergencies happen, and the occasional absence or tardiness may be understandable. Absences or tardiness that result in the loss of participation points may ultimately impact your course grade. It is your responsibility to minimize your absences and tardy arrivals, and to catch up with any course material.

**Policy on exams:** Students are not permitted to omit or take early a final examination and scheduling conflicts should be planned in advance. Exceptions are only to be allowed in the case of documented emergencies or religious observance conflicts (per the University's definition and policy). In these exceptional cases, appropriate documentation is required for a student to make-up a missed exam and proper University procedures must be followed.

## Course Schedule: A Weekly Breakdown

Provide a detailed course calendar that provides a thorough list of deliverables—readings, assignments, examinations, etc., broken down on at least a weekly basis. The format may vary, but the content must include:

(Please refer to the [Contact Hours Reference](#) guide.)

	Topics/Daily Activities	Readings and Homework	Deliverable/ Due Dates
<b>Week 1</b>	Introduction to the course. Preliminary syllabus discussion and course expectations. No readings assigned for today. What is CAM?	Syllabus	Monday 01/10/22
	Introduction to each other and to the course. Continue syllabus discussion and course expectations. Important information to accomplish a successful term. Getting to know the syllabus and textbook.	Syllabus	Wednesday 01/12/22
<b>Week 2</b>	<b>Holiday – Martin Luther King’s Birthday</b>		<b>Monday 01/17/22</b>
	Eastern Medicine overview: the experience through time and distance. Basic philosophy and foundations.	pp.1-15	Wednesday 01/19/22
<b>Week 3</b>	Your health values and beliefs. Cultural perceptions of health and illness. Usage trends and reasons for using CAM.		Monday 01/24/22
	Yin and Yang Theory	pp.1-15 (continue)	Wednesday 01/26/22
<b>Week 4</b>	Concepts and current practices of alternative medicine. The concept of empathy.  <b>*Brainstorm ideas for Research Poster Presentation topics (5 pts)</b>	<b>Selected Reference Article:</b> Astin JA, Marie A, Pelletier KR, et al. A review of the incorporation of complementary and alternative medicine by mainstream physicians. <i>Arch Intern Med.</i> 1998;158 (21):2303-2310.	Monday 01/31/22
	Eastern Medicine in the US. Tradition and Modern Research: Does it Work?	pp.20-26  <b>Quiz 1</b>	Wednesday 02/02/22
<b>Week 5</b>	More about Eastern and alternative medicine. Foundations of Western biomedicine.	<b>Selected Reference Articles:</b> Gaster B, Unterborn JN, Scott RB, Schneewiss R. What should students learn about complementary and alternative medicine? <i>Acad Med.</i> 2007; 82(10):934-8.	Monday 02/07/22

		Park CM. Diversity, the individual, and proof of efficacy: complementary and alternative medicine in medical education. <i>Am J Public Health</i> 2002; 92(10): 1568-72.	
	The Fundamental Textures - Part 1	pp.41-49, 52-59, 63- 64, 66-67	Wednesday 02/09/22
<b>Week 6</b>	More about Eastern and Alternative Medicine.  <b>*Identify Your Selected Health Condition and Cultural Group (5 pts)</b>	<b>Selected Reference Articles:</b> Baum M. Complementary and alternative medicine (CAM) and cancer: the ugly face of alternative medicine. <i>Int J Surg.</i> 2009  Sampson W. The need for educational reform in teaching about alternative therapies. <i>Acad Med.</i> 2001;76(3):248- 50	Monday 02/14/22
	The Fundamental Textures – Part 2	pp.41-49, 52-59, 63- 64, 66-67 (continue)	Wednesday 02/16/22
<b>Week 7</b>	<b>Holiday – President’s Day</b>		<b>Monday 02/21/22</b>
	The Fundamental Textures – Part 3	pp.41-49, 52-59, 63- 64, 66-67 (continue)	Wednesday 02/23/22
<b>Week 8</b>	Traditional Eastern medicine’s approach to pain and depression.  <b>*Turn in your Topic Description (15 pts)</b>	Selected Reference Article: Kleinman A. Culture and depression. <i>New England Journal of Medicine.</i> 2004; 351(10):951-952.	Monday 02/28/22
	Looking at body organs the Eastern Medicine way – Part 1 – Yin organs	pp.75-93  <b>Quiz 2</b>	Wednesday 03/02/22
<b>Week 9</b>	Overview of major spiritual belief systems and alternative practices.	Selected Reference Articles: Farr FA, Roach CJ, Gorawara-Bhat R, et al. When patients choose faith over medicine: physician perspectives on religiously-related conflict in the medical encounter. <i>Arch Intern Med.</i> 2005;165:88-91.  Foster E. the spiritual encounter within a complementary therapy treatment. <i>Complement Ther Clin Pract.</i> 2006;12(2):163-9.  Post SG, Puchalski CM, Larson DB. Physicians and patient spirituality: professional boundaries, competency, and ethics. <i>Ann Intern Med.</i> 2000; 152:578-583.	Monday 03/07/22
	Looking at body organs the Eastern Medicine way – Part 1 – Yin organs (continue)	pp.75-93	Wednesday 03/09/22
<b>Week 10</b>	<b>Recess – no class</b>		<b>Monday 03/14/22</b>
	<b>Recess – no class</b>		<b>Wednesday</b>

			<b>03/16/22</b>
<b>Week 11</b>	Alternative medicine practices and ethnicity.	<p>Selected Reference Articles:</p> <p>Chao MT, Wade C, Kronenberg F, et al. Women's reasons for complementary and alternative medicine use: racial/ethnic differences. <i>J Altern Complement Med.</i> 2006; 12(8):719-20.</p> <p>Graham RE, Ahn AC, Davis RB, et al. Use of complementary and alternative medical therapies among racial and ethnic minority adults: results from the 2002 National Health Interview Survey. <i>J Natl Med Assoc.</i> 2005; 97(4): 535-45.</p> <p>Mehta DH, Phillips RS, Davis RB, McCarthy EP. Use of complementary and alternative therapies by Asian Americans: results from the National Health Interview survey. <i>J Gen Intern Med.</i> 2007;22(6):762-7.</p> <p>Trangmar P, Diaz VA. Investigating complementary and alternative medicine use in a Spanish-speaking Hispanic community in South Carolina. <i>Ann Fam Med.</i> 2008 Jan- Feb; 6 Suppl 1:S12-5</p>	Monday 03/21/22
	<b>Midterm</b>		Wednesday 03/23/22
<b>Week 12</b>	Communicating with patients about alternative medicine.	<p>Selected Reference Articles: Waitzkin, H. Doctor-patient communication. Clinical implications of social scientific research. <i>JAMA</i> 1984; 52(17): 2441-2446.</p> <p>Suchman AL, Markasis K, Beckman HB, Frankel R. A model of empathetic communication in the medical interview. <i>JAMA</i> 1997; 277(8):678-682.</p>	Monday 03/28/22
	Looking at body organs the Eastern Medicine way – Part 2 – Yang organ	pp.93-97	Wednesday 03/30/22
<b>Week 13</b>	Research Poster Presentation <b>Turn in your Explanatory Model Paper (25 pts)</b>		Monday 04/04/22
	Causes of Diseases – Part 1	pp.143-157	Wednesday 04/06/22
<b>Week 14</b>	Research Poster Presentation		Monday 04/11/22
	Causes of Diseases – Part 2	pp.157-166	Wednesday 04/13/22
<b>Week 15</b>	Research Poster Presentation		Monday 04/18/22

	Eastern Medicine Nutrition	notes <b>Final reflective essay due</b>	Wednesday 04/20/22
<b>Week 16</b>	Research Poster Presentation		Monday 04/25/22
	Comprehensive review	<b>Quiz 3</b>	Wednesday 04/27/22
<b>Study Days – No class</b>			4/30/22 – 5/03/22
<b>FINAL</b>	<b>Final Exam</b>		<b>Monday</b> <b>05/09/22</b> <b>8:00 am</b> <a href="http://classes.usc.edu/">classes.usc.edu/</a>

## Statement on Academic Conduct and Support Systems

### 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” [policy.usc.edu/scampus-part-b](http://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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

### Support Systems:

*Student Health Counseling Services - (213) 740-7711 – 24/7 on call*  
[engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call*  
[engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) | Title IX - (213) 740-5086*  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

*Bias Assessment Response and Support - (213) 740-2421*

[studentaffairs.usc.edu/bias-assessment-response-support](https://studentaffairs.usc.edu/bias-assessment-response-support)

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

*The Office of Disability Services and Programs - (213) 740-0776*

[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Support and Advocacy - (213) 821-4710*

[studentaffairs.usc.edu/ssa](https://studentaffairs.usc.edu/ssa)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

HP450 Traditional Eastern Medicine and Modern Health  
Spring 2022 Vinjamury and Yu  
SYLLABUS ACKNOWLEDGEMENT FORM

Please sign and return this form to your course instructor.

I acknowledge that I have a copy of the HP450 Course Syllabus for Spring 2022. I have read and understand the course structure, expectations, and policies.

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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\*This section is for students who added the class **after** the first day of the semester:

I acknowledge that I have read the HP450 Course Syllabus for Spring 2022 and understand the course structure, expectations, and policies.

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date