

COURSE SYLLABUS

TRADITIONAL CHINESE MEDICINE

Alliance for Global Education

Public Health Policy and Practice Program in Shanghai

Suggested US semester credit hours: 3 credits

IFSA-Butler/Alliance course code: HLSC 300 / TCNM 300

Course length: Semester

Delivery method: Face to face

COURSE DESCRIPTION

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

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

STUDENT LEARNING OBJECTIVES

This course includes the following goals for students:

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

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COURSE SCHEDULE

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

Session 1: **Introduction to TCM and its basic principles:** holism, treatment based on syndrome differentiation, TCM history, yin-yang theory

Session 2: **Introduction to TCM and its basic principles:** theory of five elements, theory of Qi, blood and body fluids
Visit to Shanghai TCM Museum

Session 3: **Introduction to TCM and its basic principles:** theory of *zang-fu* organs
1st In-class quiz

Session 4: **Introduction to TCM and its basic principles:** TCM etiology and pathogenesis

Research project proposal due (2 pages write-up of the ideas you have for the term project).
The proposal shall consist of the following items:

- Name of a project you are interested to explore
- A research question outlining what it is that you would like to understand, followed by a brief description of why this project is interesting and worth exploring
- A few issues that you think that will become the focus of your research
- Methods that you hope to use to conduct your research

Session 5: **TCM four diagnostic methods:** signs and symptoms from observation, listening and smelling, inquiry and palpation
2nd In-class quiz

Session 6: **General introduction on meridians and collaterals and acupuncture points:** concept of meridians and collaterals, meridian and collateral system, general distribution of meridians, concept of acupuncture points, methods of locating acupuncture points, specific acupuncture points

Session 7: **Acupuncture points:** locations and indications of the most commonly used acupuncture Points
3rd In-class quiz

Session 8: **Syndrome differentiation:** 8 principles, syndrome differentiation according to the theory of Qi, blood and body fluids
4th In-class quiz

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Session 9: **Syndrome differentiation:** syndrome differentiation according to the theory of zang-fu organs, case study

Session 10: **Overview of Chinese herbs and diet therapy** (demo location TBD).
5th In-class quiz

Session 11: **Acupuncture and Moxibustion Techniques:** the therapeutic effects of acupuncture and moxibustion, demonstration of needling techniques and moxibustion, demonstration of cupping and scraping

Session 12: **Modern research on TCM:** researches on herbs, researches on acupuncture and moxibustion

Session 13: **Clinical Probation and TCM museum visit:** clinical probation in Shu Guang Hospital

Session 14: **Final Presentations**

Presentations of students; Final research paper due

TCM FIELD VISIT

At least one field visit related to TCM, such as a visit to a TCM hospital in Shanghai, is included as part of the course. The instructor will provide details on the timing and content prior to the visit.

TCM TREATMENT DEMONSTRATION SESSIONS

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

Session 1	TCM tongue diagnosis
Session 2	TCM pulse diagnosis
Session 3	Locations acupuncture points
Session 4	Acupuncture needling techniques
Session 5	Cupping and scraping
Session 6	Moxibustion

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COURSE MATERIALS

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

1. Compiled by Beijing College of Traditional Chinese Medicine, Shanghai College of Traditional Chinese Medicine, Nanjing College of Traditional Chinese Medicine, the Acupuncture Institute of the Academy of Traditional Chinese Medicine. (1986). *Chinese Acupuncture and Moxibustion*. Beijing, China: Foreign Languages Press.
2. Giovanni Maciocia (1989). *The Foundations of Chinese Medicine: A Comprehensive Text for Acupuncturists and Herblists*. New York: Churchill Livingstone.
3. Ted J. Kaptchuk. (2000). *Chinese Medicine: The Web That Has No Weaver (revised edition)*. London: Rider Random Gouse.
4. Heng Li, (2016). *The Li Lineage of Acupuncture and Traditional Chinese Medicine*. Scientific Research Publishing, USA.

ASSIGNMENTS AND EVALUATION METHODS

Participation:

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

In-Class Quizzes:

Before the beginning of each module there will be a quiz related to the previously taught module for 10 points. There will be 10-15 minutes allotted for each quiz.

Research Project (includes a Presentation and a Paper):

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

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Grading:

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

Class Preparation, Discussion and Participation - 10 %

In-Class Quizzes (total 5 times, each 10%) - 50 %

Research Proposal - 5 %

Research project presentation -15%

Final term paper - 20%

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

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

COURSE POLICIES

Deadlines:

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

Academic Integrity:

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

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IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.

Exams and Assignments:

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

Classroom Conduct:

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

Attendance:

Everyone benefits by learning from each other; if students are not present, it affects everyone and negatively impacts the program. Attendance is required for all classes and mandatory field visits; attendance will be recorded. Students must notify their instructors and the Resident Director ahead of their absence from class or class-related activities. Class participation is expected and is a contributing factor to students' final course grades. Students' grades will be reduced one grade increment for more than two unexcused absences.