ADPS120301 Psychology of Health and Healing  
Tues 6:15-9:15  
Credits 4 Fall 2015

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Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description:
Today’s health care increasingly interfaces with an emerging trend in alternative/complementary/integrative approaches to health and healing. As the role of mind-body interaction is studied and the impact of mind, awareness, consciousness and intention is better understood, we discover more options for health, healing and recovery. Students will explore the concepts and research underlying integrative medicine: mind-body influences; traditional and ethnno medicine; diet and nutrition; structural, energetic therapies and bio-electromagnetic applications. Focus on skills to evaluate research supportive and challenging to these concepts.

Course Objectives
1. Students will be able to describe a the array of complementary/integrative/behavioral health interventions identified by National Institute of Health Institute of Complementary and Integrative Medicine
2. Students will identify and explore issues in contemporary health and specifically the mind-body relationship
3. Students will explore paradigms of thinking , both personal and theoretical models, and how these paradigms impact our understanding of ourselves and our health choices
4. Students will develop skills in reading and evaluating research especially as it pertains to integrative medicine
5. The student will demonstrate competency in identifying the impact of culture, gender, socioeconomic status and age on health choices.
6. The student will demonstrate awareness of ethical standards relating to health and medicine.

**Grading**

1. Class participation 20% of grade which means participation in both small facilitation and large group class discussions and handing in Talking Points night of class-not after class. Since this is 20% of grade active discussion in both large and small class discussions on a regular basis is Required for receiving an A.
2. Facilitation of group discussions 10%
3. Talking points each week 25%
4. Review 2 books: Grace and Grit and The Impossible Cure 15%
5. Midterm 10%
6. Final 10%
7. Blog twice each week answering question and responding to comments by other students 10% of grade bluefindog.blogspot.com

**WCAS Grading System**
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W (.00), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67) and C (2.00), passing but not for degree credit; F (.00), failure.

**Grade Reports.** All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known, the Student Learning and Support Center in the O’Neill Library Computer Center will issue a new one. The SLSC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

**Texts Readings (Required)**
1. The Impossible Cure, Amy Lansky PhD, pb, available Amazon
2. Grace and Grit, Ken Wilbur PhD, pb available Amazon

**Texts Suggested:**
1. 7 Habits of Highly Effective People, Stephen Covey and Sandra Covey, 2014
2. Healing the Soul, David Lilley, 2015
3. Healing the Split, M Nelson MD 2010

**Important Policies**
http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html
Written Work
Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity
It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodation
Classroom accommodations will be provided for qualified students with documented disabilities. Students are invited to contact the Connors Family Learning Center office about accommodations for this course. Telephone appointments are available to students as needed. Appointments can be made by calling, 617-552-8903. You may also make an appointment in person. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance
Class attendance is an important component of learning. Students are expected to attend all classes and to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate's notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.
Course Assignments

1. **Blog assignment**: Students are required to sign into blog and respond Twice weekly to questions posted which will be discussed as part of class required work. For Blog you need to set up a google account (not the BC account)-just go to google and create an account (free) with a new name and password to use just for this. You can then access blog (Dr B’s Blog) using bluefindogs.blogspot.com. Respond to either question posted or classmates or teacher responses. All responses should be completed by Monday at 9 pm in preparation for class Tues evening.

2. A one hour podcast/video will be assigned each week. One page reaction paper will be due class following assignment for class discussion.

It is expected that 8-10 hours per week of your study time out will be spent on out of class assignments and exercises.

Other Assignments: Please be sure to check Canvass (assignments in Modules) each week for assignments for the class.

(bc.edu/LMS) and use your BC username and password.

1. Talking Points that is 3-5 points or questions from readings assigned for class discussion must be written, and submitted at the end of class the night they are due. These together with active participation in both small group and entire class discussions are worth 25% of your grade and Talking Points MUST be submitted the night due in class. Late submissions via email will not be fully credited. If you have any difficulty accessing Canvass please let me know immediately and we will make alternate arrangements.

At beginning of each class, several students will be assigned to facilitate a small group on the readings for that week.

2. Report on The Impossible Cure due 9/22. No late submissions. 2 page paper-brief summary, describe essentials of homeopathic approach and your observations about homeopathy as a viable health approach.

3. Report on Grace and Grit due 12/8. No late submissions. 2 page paper-brief summary with your thoughts about the various approaches used and your thoughts about the author’s journey and healing as it relates to someone who is dying.

4. Mid Term and Finals

5. Blog entry 2x a week before Mon 9PM

**Deadlines**
Assignments are due at the beginning of the class period on the specified dates. Assignments are due then to facilitate preparation for class discussion and participation. Late assignments will be graded accordingly.
My expectation is that we will have a productive and enjoyable class experience together.

SCHEDULE:

9/1 Introduction  What is Health/Mental Health
Overview of Alternative/Complementary/Integrative Approaches to Health
Introduction to Meditation
Personal Goals for this course

9/8 Brain Structure-MindBody Experience  Meditation as a Health Intervention
1. Readings from Canvas—talking points due for tonight.

9/15 Body Work: Feldenkris-Massage=Pilates=Chiropractic
  1. Readings from Canvas—talking points for tonight.

9/22 Homeopathy
  1. Readings from Canvas—talking points for tonight
  2. The Impossible Cure – 2 page paper due tonight no extensions

9/29 What a Plant Knows-Herbal Medicine
  1. Readings from Canvas—talking points for tonight.

10/6 Acupuncture Guest Speaker Scott Cedeno LcAc
  1. Readings from Canvas—talking points for tonight.

10/13 No Tues Class  - Monday Class instead-by designation of school calendar

10/20 What a Plant Knows-Herbal Medicine-Shamanic Approaches
  1. Readings from Canvas—talking points for tonight.

10/27 Mid Term Exam

11/3 Cell Salts:  Guest Speaker Tanya Renner CCH
  1. Readings from Canvas—talking points for tonight.
11/10 Energy Work: Reiki Guest Speaker Steve Ridini PhD
   1. Readings from Canvas—talking points for tonight

11/17 Language and Active Listening-Genograms-How Language Impacts MindBody Placebo Effect
   1. Readings from Canvas—talking points for tonight.

11/24 Pre Thanksgiving class: Support Groups and Value of Gratitude in Health Video: Aids in 2015
   1. Readings from Canvas

12/1 Flower essences as a MindBody Intervention
   1. Readings from Canvas.

12/8 Hospice: End of Life and Healing/Life Reviews Video: “I AM”
Readings from Canvas Grace and Grit due tonight

12/15 Final Exam