

Here is a response to some of the GE Committee's concerns:

This 30 hour course is a modified and shortened version of our medical school course for 4th year medical students in order for our undergraduate and postgraduate students to appreciate where health care is heading and the importance of self-care, stress management and non-surgical and pharmacological approaches to health and disease. Scientific vigor is maintained throughout the course in their reading and discussion and the course has been taught over the years by many leaders of the UCLA Collaborative Centers in integrative medicine who are leaders in the scientific study of stress, nutrition and mental health, acupuncture, herbal medicine and integrative medicine. The course is upper division as it is under the subject of Medicine and has been adapted from our 4<sup>th</sup> year medical student course.

The course presents the latest research in integrative medicine practices, which are based on evidence-based approaches. The study of evidence-based approaches in research allows the students to compare and contrast these with the current scientific model and identify limitations of the scientific method in examining and measuring integrative medicine. In this way, students are engaged to critically reflect on the limitations of the dominant scientific method.

Students will learn about the "science" of these practices by learning how they interact with human physiology and pathophysiology. For instance, an introduction to the potential mechanism of mindfulness will include discussion on the physiology of stress and inflammation and how these can be regulated by mindfulness practices. Another explicit example is that we will discuss the researched biological mechanism of acupuncture and how these translate to its analgesic effect in practice. During each class, there will also be specific discussions of scientific journal articles and research evidence, which will be required reading before the class, both for and against various modalities of treatment in integrative medicine.

I have also updated the syllabus to reflect some of these readings and learning objectives.

**Annie Law**

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## General Education Foundations of Scientific Inquiry (FSI) Course Information Sheet

*Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.*

Department, Course Number, and Title \_\_\_\_\_

Indicate when the department anticipates offering this course in 2018-19 and give anticipated enrollment:

Fall:  Enrollment\_\_\_\_ Winter:  Enrollment\_\_\_\_ Spring:  Enrollment\_\_\_\_ Summer:  Enrollment \_\_\_\_\_

As stated in the guidelines regarding courses in the Foundations of Scientific Inquiry (FSI), the aim of these course offerings is:

*To ensure that students gain a fundamental understanding of how scientists formulate and answer questions about the operation of both the physical and biological world. These courses also deal with some of the most important issues, developments, and methodologies in contemporary science, addressing such topics as the origin of the universe, environmental degradation, and the decoding of the human genome. Through lectures, experiential learning opportunities such as laboratories, writing, and intensive discussions, students consider the important roles fields such as physics, genetics, chemistry, biology, earth and environmental sciences, evolution, astrophysics, ecology, and planetary and space sciences play in modern society.*

**General Education FSI Student Goals:** Courses fulfilling the GE FSI will provide a minimum of five units and should align with some (not necessarily all) of the following seven general goals:

1. Students will acquire an informed appreciation of scientists, scientific research, and technology.
2. Students will experience the interdisciplinary nature of science.
3. Students will develop information literacy.
4. Students will actively engage in the scientific process of inquiry, analysis, problem-solving, and quantitative reasoning.
5. Students will make evidence-based decisions in a wide array of science and non-science contexts.
6. Students will develop scientific literacy by addressing current, critical issues and topics in science that are personally meaningful in daily life and/or connected to the needs of society.
7. Students will recognize fundamental scientific principles and the connections between different domains of science.

**General Education FSI Student Learning Outcomes:** Each course should have student learning outcomes listed in the syllabus. These outcomes may be tied to a specific discipline but should be associated with the seven broad categories listed above (please see **Appendix I** for a sample list of possible learning outcomes supporting each goal).

**General Guidelines for GE FSI Courses:** GE Courses may be upper or lower division, but they should have no prerequisites. Any student should be able to take them and understand the material with the background expected from all UCLA students. While the course may include material related to the history of science and the social and cultural implications of scientific research, **at least half** of the course should be devoted to students actively engaging in the scientific process of inquiry, analysis, problem-solving, and quantitative reasoning (Goal #4).

Please indicate the area/s which you believe this course should satisfy.

Life Science:  Physical Science:  Life Science Lab\*:  Physical Science Lab\*:

*\*Please see the additional student learning outcomes and expectations for courses approved as GE FSI Labs.*

*Please present a concise explanation of how your course satisfies these criteria.*

Which of the seven student learning goals listed on page 1 are you addressing in your course?

What fundamental scientific principles does your class address? Are you making intentional connections between life and physical science disciplines in your course? Does your course explore any current, critical societal issues? If so, what are they?

What class activities (e.g. homework problems, quizzes, clicker questions, projects, etc.) have you designed to help students actively engage in the process of scientific inquiry, analysis, problem solving, and quantitative reasoning throughout the course?

For each course goal listed above, what are the student learning outcomes you will list in your syllabus? In addition, what types of assignments will be given to determine whether students achieve the learning outcomes? (Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment)

## **Additional Student Learning Outcomes for experiential learning courses approved as “GE FSI Labs”**

**GE FSI Lab Definition and Expectations:** A hands-on laboratory, computer simulation, demonstration, or field experience that involves active participation in experimental observation, data generation and collection using the techniques, methodologies, and approaches of modern-day scientists. Any lab should be conducted under sufficient supervision by the instructor or a Teaching Assistant (TA). Furthermore, the instructor and TAs should meet regularly outside of class time (minimum weekly or biweekly) to practice performing the lab procedures and/or to review the experimental results. Courses fulfilling the GE FSI Lab requirement will provide a minimum of four units and should align with some (not necessarily all) of the following eight general goals:

1. Students will design, implement, and evaluate an experimental strategy for answering scientific questions, testing a hypothesis, or solving a problem.
2. When possible, students will replicate experiments to allow testing for and interpretation of statistical significance.
3. Students will apply commonly used mathematical concepts and statistical methods (e.g., basic addition, subtraction, multiplication, division, averages, standard deviation, t-test for significance) in their analysis of different types of scientific data they collect.
4. Students will visually depict a quantitative dataset as a chart, graph, table, or mathematical equation.
5. Students will concisely summarize trends and patterns deduced from quantitative and qualitative data to make informed conclusions about their experimental results.
6. When interpreting their results, students will distinguish between the most important and extraneous findings (i.e. identify those that are critical to addressing a question, solving a problem, or supporting/refuting a hypothesis).
7. When interpreting their results, students will infer relationships between controls and experimental variables as well as assess causality and correlation among variables.
8. Students will troubleshoot experimental procedures or methods of analysis to develop a sound scientific rationale for deducing what went wrong and why.

***Please present a concise explanation of how your course satisfies these criteria.***

How will students in this course actively experiment and engage in the hands-on process of gathering, analyzing, and interpreting data? How will progress towards meeting the student learning outcomes for “labs” be measured/assessed? In other words, what types of assignments will be given to determine whether students are achieving the learning outcomes?

Updated 5/17/2019

2019 UCLA Summer Session C  
**Medicine 185: Integrative East-West Medicine for Health and Wellness**  
Syllabus

**Course Instructor:**

**Ka-Kit Hui, MD, FACP,** [khui@mednet.ucla.edu](mailto:khui@mednet.ucla.edu)

**Katie Hu, MD** [khu@mednet.ucla.edu](mailto:khu@mednet.ucla.edu)

(cc emails to [Annie Law](mailto:annie.law@ucla.edu) with subject heading "MED185" to ensure response)

**Office Hours:** By appointment – please email Annie Law

**Office Location:**

UCLA Center for East-West Medicine

1015 Gayley Avenue, Suite 105

Los Angeles, CA 90024

**Course Coordinator-include in all course-related emails:**

Annie Law: [alaw@mednet.ucla.edu](mailto:alaw@mednet.ucla.edu)

**Administrative TAs- email for excused absences, grading, logistics:**

Thais Araujo, MD: [thaissales9@gmail.com](mailto:thaissales9@gmail.com)

**Academic TAs- email for questions about midterm and final paper:**

Payam Bokhoor, MD: [PBBokhoor@mednet.ucla.edu](mailto:PBBokhoor@mednet.ucla.edu)

**Start Date:** August 5, 2019

**End Date:** September 11, 2019

**Schedule:** Mondays & Wednesdays; 1:00-3:30PM

**Location:** Young Hall 2200

**Course Credits:** 5

**Course Objective:**

This course is designed to provide an overarching introduction to integrative healthcare and wellness, particularly the therapeutic approaches originating from traditional Chinese medicine (TCM). Students will learn (1) the theoretical underpinnings of integrative medicine and TCM, (2) the management of personal well-being through experiential learning of various therapeutic modalities, and (3) evidence-based research and clinical applications of integrative medicine (IM).

Topics include: integrative East-West medicine and its role in prevention and health cultivation; herbs, diet and nutritional supplements; pain management using acupuncture, acupressure, massage, and other self-help techniques; integrative medicine research and evidence based modalities; chronic stress and implications on sleep, inflammation, and maintaining a healthy immune system. Hands-on practice and interactive sessions will be incorporated.

**Learning Objectives:**

1. Understand the basic components of health in Eastern and Western perspectives, as well as the principles and techniques of traditional Chinese medicine.
2. Compare and contrast evidence-based approaches used to study integrative medicine with the current scientific model and identify limitations of the scientific method in examining and measuring integrative medicine
3. Learn various approaches in conducting and searching for evidence-based research in complementary, alternative, and integrative medicines.
4. Learn about the researched physiological mechanisms of these integrative practices and modalities and how they interact with pathophysiology
5. Achieve a basic understanding of the modern healthcare system including issues related to the healthcare reform, the role of integrative medicine, and patient-centered care.
6. Independently practice a variety of self-care measures with particular emphasis on the biopsychosocial, environmental, and nutritional frameworks in health cultivation.
7. Identify clinical applications of integrative medicine in various health conditions and community settings.

### Required Readings and Assignments:

- All reading materials and lecture slides will be posted on the Medicine 185 LEC 1 (Summer 2019 – Session C) course website: <https://ccle.ucla.edu/course/view/191C-MED180-1> They are also listed on Pages 9-10.
- The Jeopardy midterm Week 4 Wednesday 8/28 will be based on readings and lectures.
- **Homework** need to be completed for in-class discussion and participation:
  1. Week 4 Wednesday 8/28 Students are expected to complete a wellness plan for themselves using the University of Nevada Taking Charge Website and what they have learned in class to participate in small group discussions and class discussions on the same day. Wellness Plans will be collected in class. More instructions will be announced in class and posted on CCLE on Wednesday 8/21.
  2. Week 4 Monday 8/26 Students are expected to complete the Nail Analysis form announced on Friday 8/24 to participate in the activity during the Naturopathy lecture.
  3. Week 6 Wednesday 9/11 Students are expected to watch the documentary film “*Escape Fire: Fight to Rescue American Healthcare*”, Don Berwick (2013) **for an in-class discussion**
    - o There will be one showing on Tuesday 9/3 at CEWM Education and Research Office at 1015 Gayley Ave Ste 105. You may also choose to access the documentary on *Netflix* or *Amazon Prime*. You may also watch it in your own group and make some friends in the class!
- **Final Paper** Please see guidelines grading criteria on pages 4 - 5

### In-Class Participation

Students will receive participation points for the Escape Fire discussion and for in-class participation, which includes engaging in discussions, asking questions after lectures (there will be 10-15min for Q&A after each speaker presents), and consulting with TAs for their final papers.

### Grading Criteria

**10%** Attendance

**15%** In-Class Participation and Escape Fire Discussion (Wednesday 9/11)

**20%** Midterm on Wednesday 8/29

**15%** Wellness Plans Due and Discussion on Wednesday 8/29

**40%** Final Paper due on Wednesday 9/12

**5% EXTRA CREDIT** explore outside modalities of integrative medicine and write a 500 word reflection

**Up to 3% EXTRA CREDIT** for Jeopardy Group Performance on Wednesday 8/29

### Late Assignments

Every day an assignment is late, a fifth of the grade will be deducted.

## **MED 180 Final Assignment Guidelines**

### **Final Paper Guidelines**

Select a topic related to integrative medicine and write an original research article (body of article **1500-2000 words**, format should follow the **attached style guide**, single-spaced, 1-inch margins with a bibliography section that does not count towards the total word count, cover page is not required).

*The articles below show non-limiting examples of overarching themes and individual article topics. These are not necessarily in the appropriate tone/format for the final paper, but simply to help you brainstorm topic ideas. Your title and paper do not need to be definitive, you can raise awareness, issues and questions and discuss and compare and contrast topics.*

- Integrative East-West Approach
  - Treating Gastrointestinal Problems through an East-West Approach
  - A Patient's Journey: East Meets West in Stress Management
  - Treatment of Recalcitrant Chronic Rhinosinusitis with Integrative East-West Medicine
  - Integrative East-West Cancer Care
- Herbal Medicine: Research, Efficacy, and Applications
  - Challenges and Future Directions of Herbal Medicine Research
  - The Echinacea Controversy: Herbal Remedy for Colds?
  - Stress-Reducing Foods, Herbal Supplements, and Teas
- Non-Pharmacological Approaches to Pain
  - Introduction to Transcutaneous Electrical Nerve Stimulation (TENS)
  - Acupuncture for the Treatment of Chronic Pain
  - A Brief History of Acupuncture Analgesia

*Please reference these articles for examples of writing style as well as different ways you could approach your article.*

- Introduction to Transcutaneous Electrical Nerve Stimulation (TENS)
  - <http://exploreim.ucla.edu/news/introduction-to-transcutaneous-electrical-nerve-stimulation/>
- A Guide to Natural Ways to Alleviate Allergy and Sinusitis Symptoms
  - <http://exploreim.ucla.edu/wellness/a-guide-to-natural-ways-to-alleviate-allergy-and-sinusitis-symptoms/>
- Bleeding Gums: When Just Brushing and Flossing is Not Enough
  - <http://exploreim.ucla.edu/wellness/bleeding-gums-when-just-brushing-and-flossing-is-not-enough/>
- Researching Integrative Medicine: Challenges and Innovations
  - <http://exploreim.ucla.edu/research/researching-integrative-medicine-challenges-and-innovations/>



**MEDICINE 185: FINAL PAPER STYLE GUIDE**

Your final paper should have a body of 1500-2000 words (single-spaced, 1-inch margins, cover page not required) and should be written up as a .doc or .docx according to the following style guide. The entire paper is worth 40 points, with the point breakdown as follows:

<p><b><u>1. ARTICLE TITLE</u></b></p>	<p>1</p>
<p>Keep the title succinct yet descriptive.</p>	
<p><b><u>2. EXECUTIVE SUMMARY/SYNOPSIS</u></b></p>	<p>5</p>
<ul style="list-style-type: none"> <li>• One or two sentences highlighting the main concepts of the article.</li> <li>• The purpose of the synopsis is to provide readers a quick summary if they do not have the time to read the entire piece.</li> </ul>	
<p><b><u>3. OUTLINE</u></b></p>	<p>2</p>
<p>Create a bulleted list of the key sections and/or main points of the article for readers to skip to each section. Organize your article in accordance with your outline.</p>	
<p><b><u>4. INTRODUCTION</u></b></p>	<p>5</p>
<p>A short, descriptive paragraph to introduce thesis and/or topic to your audience: patients, students, and health professionals alike.</p>	
<p><b><u>5. BODY OF ARTICLE</u></b></p>	<p>15</p>
<p>The main content of the article. Try to write in a straightforward style. Your article's points should be well organized, in accordance with your outline, and paragraphs should not be excessively long. Try to vary vocabulary and sentence length for readability. Longer articles should have subsections, with their own titles, to break up the text. Refer to cited references by reference list number, not by name, i.e., [3, 4].</p>	
<p><b><u>6. CONCLUSION</u></b></p>	<p>5</p>
<p>A summary and overview of the implications of the article, highlighting the main message. Emphasize how this affects the current state and future direction of IM.</p>	
<p><b><u>7. REFERENCES</u></b></p>	<p>5</p>
<ul style="list-style-type: none"> <li>• The article should have minimum 8 references, and at least half should be from peer-reviewed journals.</li> <li>• Below the article, include a numbered list to all cited PDFs, papers, peer-reviewed journals, etc. Refer to these by number in the body of the article using square brackets after the sentence for which you have referenced the source, i.e. <i>Sentence [#]</i></li> <li>• All references should use the JAMA style for citation.</li> </ul>	

**8. IMAGE**

- **Option 1:** Provide an original photo or illustration (include date and artist credit) to accompany the article. The website editor reserves the right to use the original photo/illustration you have provided or to select a photo from our collection.
- **Option 2:** Select an image from iStockPhoto (Essentials collection only) and provide the reference number. If the article is chosen for publishing, the website editor will use either the image you have selected or a different photo from our collection.

1

**9. BY-LINE**

- Provide your name, credentials, if any, and affiliation.

1

Assignment Due		Medicine 180 Schedule		Instructor(s)
Week 1 Introduction to IM & TCM	M 8/5		<ul style="list-style-type: none"> <li>Role of Integrative Medicine in the Current Healthcare System: Application of UCLA East-West Medicine Model in the Clinical Setting (1:10 – 2:10pm)</li> <li>Introduction to Traditional Chinese Medicine: Evidence Based Modalities in the Clinical Setting, including Acupuncture, Tuina &amp; Cupping (2:20-3:30pm)</li> </ul>	Katie Hu, MD  Lan Kao, LAc
	W 8/7		<ul style="list-style-type: none"> <li>Scientific Theory of Acupuncture, Eight Essential Acupressure Points and Acupuncture Demonstration (1:10 – 2:10pm)</li> <li>Posture and Movement and its Relationship with Pain and Pain Disorders (2:20 – 3:30pm)</li> </ul>	Ka-Kit Hui, MD, FACP  Eva Nemeth, CMT
Week 2 Mind & Body	M 8/12		<ul style="list-style-type: none"> <li>East-West Medicine and PTSD, with emphasis on Veterans (1:00 – 2:10pm)</li> <li>Integrative Mental Health (2:20 – 3:30pm)</li> </ul>	Lan Kao, LAc  Nadia Haddad, MD, LAc
	W 8/14		<ul style="list-style-type: none"> <li>Science of Tai Chi and Evidence-Based Clinical Applications (1:00 – 2:10pm)</li> <li>Mindfulness Meditation – A Mind-Body Therapy: Clinical Applications</li> </ul>	Alan Chu, MD Marvin Belzer, PhD
Week 3 Nutrition, Supplements and Herbs	M 8/19		<ul style="list-style-type: none"> <li>East-West Approach to Diabetes Mellitus and Metabolic Syndromes with Herbal Medicine (1:00 – 1:50pm)</li> <li>Introduction to Herbal Medicine (2:00 – 3:10pm)</li> <li>Herbal Medicine Tasting (3:10-3:30pm)</li> </ul>	Ka-Kit Hui, MD, FACP, Thais Araujo, MD & Linhua Zhao, MD (China) Grant Chu, MD Lan Kao, LAc
	W 8/21		<ul style="list-style-type: none"> <li>East-West Nutrition (1:00 – 2:10pm)</li> <li>Wellness Plan Assignment Outline (2:15-25pm)</li> <li>The Good, Bad and Ugly of Cannabinoids in Therapeutics (2:25 – 3:30pm)</li> </ul>	Yumin Cho, PhD Isabella Lai, MD & Alan Chu, MD Jeffrey Chen, MD
Week 4 Naturopathy, Eye Health and Application	M 8/26		<ul style="list-style-type: none"> <li>The Science and Implications of Sleep Medicine (1:00 – 2:10pm)</li> <li>East-West Medicine and the Eye (2:20 – 3:30pm)</li> </ul>	Ricky Chang, MD Lan Kao, LAc
	W 8/28	<b>Midterm, Wellness Plan Discussions &amp; Jeopardy Extra Credit</b>	<ul style="list-style-type: none"> <li>Midterm (1:00 – 1:35pm)</li> <li>Preventive Medicine and Wellness Plans (1:35 – 2:20pm)</li> <li>The Science, or Lack Thereof of Fad Diets (2:20 – 3:30pm)</li> </ul>	Isabella Lai, MD & Alan Chu, MD
Week 5 Oral Health and Sleep	M 9/2		<b>HOLIDAY – Labor Day</b>	
	W 9/4		<ul style="list-style-type: none"> <li>Integrative Oncology (1:00 – 2:10pm)</li> <li>East-West Approach to Treating Cancer Patients (2:20 – 3:30pm)</li> </ul>	Irene Kim, PhD, LAc & Ka-Kit Hui, MD, FACP

Updated 5/17/2019

<b>Week 6</b> Integrative East-West Medicine	<b>M 9/19</b>		<ul style="list-style-type: none"> <li>Integrative Oral Health (1:00 – 2:10pm)</li> <li>Maladaptive Stress Response and its Clinical Implications (2:20 – 3:30pm)</li> </ul>	Cynthia Diep, MDDS, LAc Katie Hu, MD
	<b>W 9/11</b>	<b>Individual Final Paper</b>	<ul style="list-style-type: none"> <li>Putting it All Together: Integrative East-West Medicine and the Components of Health and Prevention (1:00 – 2:10pm)</li> <li>Escape Fire Discussion (2:20 – 3:30)</li> </ul>	Ka-Kit Hui, MD, FACP Isabella Lai, MD & Alan Chu, MD

## Readings

- **Week 1**

- **Monday:**

1. Snyderman & Weil 2002: Bringing Medicine Back to Its Roots
2. Pritzker, Katz & Hui 2012: Person-centered medicine at the intersection of East and West

- **Wednesday:**

1. Kaptchuk 2002: Acupuncture: Theory, Efficacy, and Practice
2. Langevin et al. 2006: Subcutaneous tissue fibroblast cytoskeletal remodeling induced by acupuncture: evidence for a mechanotransduction-based mechanism.
3. Cheng 2013: Neurobiological mechanisms of acupuncture for some common illnesses: a clinician's perspective.
4. UCLA CEWM 2016: Eight Essential Acupressure Points
5. Schimalz, Crane-Godreau & Payne 2014: Movement-based embodied contemplative practices: definitions and paradigms

- **Week 2**

- **Monday:**

1. Taylor, Hoggat & Kligger 2019: Complementary and Integrated Health Approaches: What Do Veterans Use and Want
2. Abdallah et al 2019: The Neurobiology and Pharmacotherapy of Posttraumatic Stress Disorder

- **Wednesday:**

1. Bower & Irwin 2016: Mind-body therapies and control of inflammatory biology: A descriptive review
2. Juster, McEwen & Lupien 2010: Allostatic load biomarkers of chronic stress and impact on health and cognition.
3. Irwin et al. 2015: Cognitive behavioral therapy and tai chi reverse cellular and genomic markers of inflammation in late-life insomnia: a randomized controlled trial

- **Week 3**

- **Monday:**

1. Zhou et al. 2014: Chinese Herbal Medicine for Obesity: A Randomized, Double-Blinded, Multicenter, Prospective Trial
2. Xu et al. 2015: Structural Modulation of Gut Microbiota during Alleviation of Type 2 Diabetes with a Chinese Herbal Formula
3. Tian et al. 2016: Research on the Traditional Chinese Medicine Treating Gastrointestinal Motility in Diabetic Rats by Improving Biomechanical Remodeling and Neuroendocrine Regulation

- **Wednesday:**

1. Ghasemiesfe, et al. 2018: Marijuana Use, Respiratory Symptoms, Pulmonary Function
2. Mohammadi, et al. 2017: Regulation of miRNAs by Herbal Medicine: An Emerging Field in Cancer Therapies

- **Week 4**

- **Monday**

1. Wang and Cunnusamy, 2013: Traditional Chinese Medicine for the Treatment of

Age-Related Macular Degeneration

2. Dimitrova, et al. 2017: Acupuncture for the Treatment of Peripheral Neuropathy: A Systematic Review and Meta-Analysis

- **Wednesday**

1. Wang et al. 2011: Oseltamivir Compared with Chinese Traditional Therapy in the Treatment of H1N1 Influenza

- **Week 5**

- **Wednesday**

1. Witt et al. 2017: A Comprehensive Definition for Integrative Oncology
2. Zollman et al. 2017: Integrative Whole-Person Oncology Care in the UK

- **Week 6**

- **Monday**

1. Grillo et al. 2014: Treatment of Temporomandibular Dysfunction
2. Fan et al. 2017: Acupuncture's Role in Solving the Opioid Epidemic

- **Wednesday**

1. Wu et al. 2018: Quality Markers Based on Biological Activity: A New Strategy for the Quality Control of TCM
2. Zheng et al. 2011: Traditional Chinese Medicine and Oral Diseases: Today and Tomorrow



## New Course Proposal

	<b>Medicine 185</b>	
	<b>Integrative East-West Medicine for Health and Wellness</b>	
<b><u>Course Number</u></b>	Medicine 185	
<b><u>Title</u></b>	Integrative East-West Medicine for Health and Wellness	
<b><u>Short Title</u></b>		
<b><u>Units</u></b>	Fixed: 5	
<b><u>Grading Basis</u></b>	In Progress with Passed/Not Passed or Letter Grade	
<b><u>Instructional Format</u></b>	Lecture - 5 hours per week	
<b><u>TIE Code</u></b>	LECN - Lecture (No Supplementary Activity) [T]	
<b><u>GE Requirement</u></b>	Yes	
<b><u>Major or Minor Requirement</u></b>	No	
<b><u>Requisites</u></b>	None	
<b><u>Course Description</u></b>	Lecture, five hours. Introduction to integrative health care and wellness, particularly therapeutic approaches originating from traditional Chinese medicine. Study of theoretical underpinnings of integrative medicine and traditional Chinese medicine, management of personal well-being through experiential learning of various therapeutic modalities, and evidenced-based research and clinical applications of integrative medicine. Topics include integrative East-West medicine and its role in prevention and health cultivation; herbs, diet, and nutritional supplements; pain management using acupuncture, acupressure, massage, and other self-help techniques; integrative medicine research and evidence-based modalities; chronic stress and implications on sleep, inflammation, and maintaining healthy immune system. Incorporates hands-on practice and interactive sessions. P/NP or letter grading.	
<b><u>Justification</u></b>	Topic has been taught previously under Medicine 180. Requesting unique course number to accommodate increase in units and application for general education requirement.	
<b><u>Syllabus</u></b>	File <a href="#">MED185_2019_Syllabus-KH.docx</a> was previously uploaded. You may view the file by clicking on the file name.	
<b><u>Supplemental Information</u></b>		
<b><u>Grading Structure</u></b>	<b>Grading Criteria</b> <b>10% Attendance</b> <b>15% In-Class Participation and Escape Fire Discussion (Wednesday 9/12)</b> <b>20% Midterm on Wednesday 8/29</b> <b>15% Wellness Plans Due on and Discussion on Wednesday 8/29</b> <b>40% Final Paper due on Wednesday 9/12</b> <b>5% EXTRA CREDIT explore outside modalities of integrative medicine and write a 500 word reflection</b> <b>Up to 3% EXTRA CREDIT for Jeopardy Group Performance on Wednesday 8/29</b>	
	<b>Late Assignments</b> <b>Every day an assignment is late, a fifth of the grade will be deducted.</b>	
<b><u>Effective Date</u></b>	Summer 1 2019	
<b><u>Instructor</u></b>	Name	Title
	<b>Katie Hu</b>	<b>Assistant Professor</b>
	<b>Ka-Kit Hui</b>	<b>Professor</b>

<b><u>Quarters Taught</u></b>	<input type="checkbox"/> Fall	<input type="checkbox"/> Winter	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b><u>Department</u></b>	<b>Medicine</b>			
<b><u>Contact</u></b>	Name	E-mail		
<b><u>Routing Help</u></b>	<b>BLAKE LIVESAY</b>	<b>blivesay@registrar.ucla.edu</b>		

## ROUTING STATUS

**Role:** Registrar's Scheduling Office

**Status:** Pending Action

**Role:** Registrar's Office - Livesay, Blake Cary (blivesay@registrar.ucla.edu) - 61590

**Status:** Submitted on 3/26/2019 9:28:55 AM

**Changes:** No Changes Made

**Comments:** Initiated a New Course Proposal

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