

SW 269 ENERGY AND HEALTH
Spring, 2009

FACULTY : Jacquelyn Eckholm, L.Ac., Dipl. Ac., Dipl. C.H. (NCCAOM)
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LOCATION: O'Hare

DATES/TIMES: Thursday, 04/02/09 – 06/04/08 6:30 pm – 9:30 pm

CREDIT HOURS: 2 per competence

COURSE DESCRIPTION AND FACULTY BIOGRAPHICAL SKETCH:

Energy and Health is a course designed to provide a framework for understanding human energy systems. Students will explore current healthcare practices to determine their effectiveness. Students will evaluate their thoughts and habits regarding social and environmental variables such as constitution, stress, lifestyle, and vital physiological functions. A principle objective of this course is to help students become more aware of their energy and biological systems. Students will review literature on various health care practices to discern sound approaches and practical applications. Students will cultivate an appreciation for daily health choices that cumulatively affect health.

Jacquelyn Eckholm has been in the private practice of Chinese Medicine since 1990 treating a wide variety of conditions such as; pain disorders, musculo-skeletal problems, female health issues, health problems of the aging and stress related problems. Acupuncture, Chinese herbology, deep tissue massage, heat therapies, nutrition and lifestyle counseling are the main treatment modalities used to enable patients to achieve a state of health and well-being. She graduated from the Midwest College of Oriental Medicine, Chicago, Illinois in 1989 and has done post-graduate education at the Guangzhou College of Traditional Medicine in China and at the Oshima Institute and Clinic in Japan. She has previously taught at the University of Illinois Chicago Circle and the Midwest College of Oriental Medicine.

This course description and biographical sketch can also be located in the School's registration materials.

COMPETENCES:

S=2-A Can describe, differentiate, and explain form, function and variation within biological systems.

1. Describes at least one biological system in terms of its structure and organization.
2. Describes the healthy functioning of this system.
3. Compares this system to an unhealthy one, or
4. Compares and contrasts two healthy biological systems of the same or different organisms or species.

S-2-C Can describe, categorize, and explain development or change within physical or biological systems.

1. Articulates the process by which change occurs in at least one physical or biological system, or
2. Describes the sequence of development or evolution in the system.
3. Analyzes the variations in the development or change or physical or biological systems.

S-3-D Can **use** scientific knowledge to understand varying perspectives on a policy issue.

1. Identifies and describes a current public policy issue that has significant scientific or technological elements.
2. Analyzes the scientific theories, methods or standards taken by two or more perspectives on this issue.

S-4 Can describe and explain connections among diverse aspects of nature.

1. Describes one or more natural systems.
2. Explains how parts of the system are interconnected.

3. Demonstrates how such connections are found elsewhere in nature.

LEARNING EXPERIENCE:

Students will be asked to pay close attention to their energy patterns while creating a personal health journal. They will also analyze articles, critique a health film and listen to lectures by various experts in the field of Energy and Health. Students will be asked to participate in energy and meditation exercises.

Students will be required to choose a topic (which has been approved by this instructor) and create a written report and oral presentation. Through lecture and group discussion students will demonstrate an understanding of biological systems, the healthy functioning of these systems, recognition of unhealthy changes and interconnections between systems.

This course is designed to integrate various approaches to energy and health presented during in-class exercises. Students will also be responsible for all homework assignments. All outside assignments must be typed, double-spaced, titled, proofread, and submitted on designated due dates.

REQUIRED READINGS: Rudolph Ballentine, M.D., **Radical Healing**, Three Rivers Press, First Edition. Students will need to bring this text to class for each session. **The bookstore does not always have enough books for the entire class enrollment.** You may want to check with the DePaul library or your local library for a copy to borrow for the class. Used copies are available on-line via Amazon.com. Students typically keep this book after class as resource for their personal health libraries.

ATTENDANCE: Attendance and participation are essential. In the event of an absence it is imperative that you (1) let me know ahead of time, and (2) contact a classmate ahead of time to be your "tutor" for the missed session. Any assignments due for the week you are absent must be submitted via e-mail by the date of that session.

OUTCOMES:

Students who successfully complete the course will:

- Become sensitive to elements of his/her energy
- Be introduced to criteria by which to assess health practices
- Understand the importance of comparing different perspectives regarding energy and health
- Learn to comprehend biological systems
- Learn to understand the effects of aging/change
- Learn to appreciate the social and environmental aspects of health
- Learn the different aspects of natural remedies and diagnosis
- Learn to evaluate their personal nutrition and exercise program
- Learn to connect energy methods as healing tools
- Learn to value multiple viewpoints

EVALUATION: Students will be evaluated on their ability to examine various health strategies presented during in-class exercises. Each student will submit an oral and written presentation based on his or her personal experience and readings. Students will prepare a written evaluation of various articles pertaining to health and energy systems. Students will also be evaluated on the integration of the knowledge obtained from the readings and class exercises as evidenced in their health journal.

CRITERIA FOR ASSESSMENT:

GRADING PERCENTAGE:

10 % Class Attendance and participation throughout course

NOTE: Cannot be made up by extra credit

15 % 3 Article Reports - 1-2 page paper

30 % Health Journal

30% Research paper (4-6 pages per competence) Material may be drawn from the popular press, periodical, internet sites and books.

15 % 10 minute (maximum) oral presentation of research information as a work in progress or as a finished product.

Written Work Will Be Evaluated As Follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the issues at

hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development

and support of idea.

B = designates work of good quality; reflects clearly organized and comprehensive understanding of the

issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C =designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only

address part of the assignment or otherwise is incomplete.

D = designates work of poor quality which does not meet minimum requirement set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar,

and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done

reading assignments thoroughly.

Tentative Course Calendar

A note on the readings and assignments: Assignments listed below are for convenience only. Class topics might vary from the schedule listed below. All reading assignments, including class handouts, must be completed in a timely fashion.

Homework Due Week One: Read Introduction

Week One: Introduction and Review of Syllabus/Health Journal

-Class Introductions

-Class Objectives

-Radical Healing - Definitions

Homework Due Week Two:

-Read Chapter 1 and 3

-Health Journal Assignment

Week Two: Nature's Medicinals

-Herbal Medicines
-Flower Essences

Homework Due Week Three:

-Read Chapters 2
-Health Journal Assignment
-Article report #1

Week Three: Homeopathic Remedies

-Homeopathy
(Guest Speaker — Homeopathy)

Homework Due Week Four:

-Read Chapters 4 and 5
-Health Journal Assignment
-Article report #2
-Final paper topic

Week Four: Self-Assessment

-Body Mapping
-Physiology/Digestive
-Small group discussion
-Discuss Various Remedies

Homework Due Week Five:

-Read Chapters 6 and 7
-Health Journal Assignment

Week Five: Self-Assessment

-Diagnosis & Constitution
-Small group discussion

Homework Due Week Six:

-Read Chapters 7 and 8
-Health Journal Assignment
-Article report #3

Week Six: Nutrition

-Dietary Principles/Individual Needs
-Group discussion
-Oral Presentations

Homework Due Week Seven:

-Drafts of Research paper Due
-Health Journal Assignment

Week Seven: Energy and Medicine

-Demonstration of Chinese Medicine
-Oral Presentations

Homework Due Week Eight:

-Read Chapters 9 and 10

Week Eight: Healing and Exercise

-Guest Speaker - Breathwork/Body Awareness
-Mediation & Exercise Practice
-Oral Presentations

Homework Due Week Nine:

-Read Chapter 11

Week Nine: Healing as Transformation

-Oral Presentations

Homework Due:

-Read Chapter 12

Week Ten: Reweaving

-Film

-Finish Oral Presentations

Homework Due Week Ten:

-Written Research papers due

Week Eleven: No Class/All Classwork Due

Addenda to Syllabus: Energy and Health

DEPAUL UNIVERSITY ACADEMIC INTEGRITY POLICY: DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating, plagiarism, fabrication, falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook for further details or visit <http://studentaffairs.depaul.edu/homehandbook.html>.

DEPAUL UNIVERSITY INCOMPLETE POLICY: It is expected that students will complete course assignments and evidence by specified due dates within the quarter. In circumstances which the instructor determines to be exceptional, when a student is unable to complete required coursework by the established due dates, the student may request (BY CONTRACT, IN WRITING) that a grade of incomplete (**IN**) be issued. This request must be made formally, in writing, by completion of an IN Request Form, that the student signs. The form specifies the final date by which all outstanding coursework must be completed. Failure to submit outstanding work by the specified date, will result in a grade change from IN to W or FX for each enrolled competence, along with serious academic and/or financial consequences. **AFTER THE FINAL SUBMISSION DEADLINE, THE STUDENT WILL HAVE NO FURTHER OPPORTUNITIES TO SUBMIT WORK FOR A PASSING GRADE.**

SCHOOL OF NEW LEARNING ATTENDANCE POLICY: DePaul University requires certification of the attendance of students in classes to fulfill requirements established by several governmental agencies. To satisfy these requirements it is University policy that attendance will be monitored in all classes. Promptness is expected of a student for all regular class sessions. Tardiness of more than 10 minutes can be considered by the instructor as an absence. Missing more than 20% of scheduled class meetings within SNL is considered unacceptable, and the instructor may award a reduced or failing grade.

DEPAUL POLICY ON PLAGIARISM:

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies":

Plagiarism is a major form of academic dishonesty invoking the presentation of the work of another's as one's own. Plagiarism includes, but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax without proper acknowledgement.

Submitting as one's own work a report, examination paper, computer file, lab report or other assignment, which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or University taking further punitive action, including dismissal from the University.