



Center for International Programs and Sustainability Studies

Course name: Holistic Health Approaches

Course code: HHD 1050

Total contact hours: 60

Pre-requisites: Presential modality

COURSE DESCRIPTION

This course introduces basic concepts on holistic health, encompassing a general overview of traditional, complementary, and alternative medicine (T/CAM). Its main aim is to acquaint the student with current holistic health praxis, obtaining a general panorama about a wide range of current alternative/complementary practices. Class activities help students connect current lifestyles --where organic food, wellness, yoga, meditation, and a wide range of holistic health means are every day more common-- with their own current lifestyle, and, also, with their future health lifestyle and/or career.

Through this course each student will have a better overview of the holistic health perspective and the efficacy of some of their practices to open doors for a future deepening in these subjects and open an option for inter-professional practices. Also, students will explore and evaluate different holistic approaches and philosophies to improve personal health and wellbeing. Moreover, students will be able to build their own comparison with their general health concepts --usually from the Western medicine (WM, also known as allopathic or conventional medicine). Some of the topics included are Homeopathy, TCM (Traditional Chinese Medicine), Acupuncture, Herbal and Nutritional Therapies, Ayurveda, Electromagnetic Therapy, Breathing, and Energy, among others.

COURSE PRE-REQUISITES

It is recommended, but not mandatorily required, that students come from a college-major field related to health.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs."

This course belongs to the CIPSS health and wellness area, its nature is interdisciplinary combining theory with demos and in-presence workshops, practices and/or fieldtrips.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

How to apply critical thinking regarding the options of integration between T/CAM (traditional, complementary and alternative medicine) and WM (Westernized medicine) as a member of an interdisciplinary team?

In order to respond this question, we will study the following **generative topics**:

- What is the importance of health and wellbeing in the current world's context
- Holistic health principles and main Eastern practices
- Food, diet, holistic nutrition, and herbal medicine
- What is the importance of understanding life styles, thoughts, emotions, feelings, and behaviors impact, in today's human health and wellness
- Different options for encouraging better standards of life like breath and energy

Along the course, the following **skills** will be fostered:

- Ability to integrate the concepts of traditional, complementary, and alternative medicines with the ones of the Western medicine
- Ability for doing general systemic analysis in T/CAM therapies
- Ability for critical and historical analysis of human health
- Ability for describing methods and techniques of practices of holistic therapies
- Ability for analyzing the importance of alternative and holistic health means nowadays

Among the **values** and **attitudes** that will be promoted among students are the following:

- Learning how to learn.
- Teamwork and leadership.
- Entrepreneurship.
- Systemic thinking and problem solving.
- Respect for diverse thinking and holistic knowledge

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies (tables 1 and 2), linked to their criteria and evidence of performance for this course.

Table 1. Disciplinary and key competencies and performance's evidence for the Holistic Health Approaches course.

Competencies	Key competences	Learning Assessments
<p>Disciplinary competencies:</p> <p>As a member of an interdisciplinary team, the student knows how to integrate the holistic health principles and T/CAM practices together with the WM approach; this, in order to promote lifestyles and alternative health practices for an optimal wellbeing.</p> <ul style="list-style-type: none"> ○ T/CAM: Traditional, complementary, and alternative medicine ○ WM: Westernized Medicine, this is, the allopathic and mainstream medicine approach. 	<ul style="list-style-type: none"> ○ Student identifies main similarities among diverse health systems and models used by traditional, complementary, alternative, integrative and holistic health practitioners, and professionals. 	<ul style="list-style-type: none"> ○ Reading analysis ○ Mind map construction ○ Discussion of issues
	<ul style="list-style-type: none"> ○ Student demonstrates a wide and general understanding of available T/CAM principles, concepts, and resources. 	<ul style="list-style-type: none"> ○ Participative activities ○ Thematic classes ○ Learning journal
	<ul style="list-style-type: none"> ○ Student reveals respect for peers, staff, consultants, complementary & alternative health practitioners, and diverse compatible holistic health approaches. 	<ul style="list-style-type: none"> ○ Study case analysis ○ Essay document ○ Project interview ○ Project Logbook
	<ul style="list-style-type: none"> ○ Student is able to articulate T/CAM with WM as health-systems' approaches; mainly, when take part in interdisciplinary health groups. 	<ul style="list-style-type: none"> ○ Study case analysis ○ Essay document ○ Project interview ○ Project Logbook
	<ul style="list-style-type: none"> ○ Student seeks lifestyles and alternative health practices for an optimal wellbeing. 	<ul style="list-style-type: none"> ○ Research Project ○ Project Summarized Report

Table 2. General competencies and performance's criteria and evidence for the Holistic Health Approaches course.

General competencies	Performance criteria	Performance evidence
Integrates the necessary knowledge, skills, and attitudes in a strategic and flexible way to learn continuously considering the relation of new	Learning to learn competence	<ul style="list-style-type: none"> ○ Mind map ○ Thematic discussions ○ Demos and practices

information with previous mental schemes and the possibility of a new mental scheme use.		<ul style="list-style-type: none"> ○ Collaborative activities
Integrates the knowledge, skills, and attitudes necessary to learn the skills of teamwork and leadership, including mentoring and evaluation.	Teamwork & leadership competence	<ul style="list-style-type: none"> ○ Readings' discussion ○ Study case analysis ○ Logbook
Integrates the knowledge, skills, and attitudes necessary to negotiate knowing to inspire confidence and empathy formulating projects on their own initiative, setting goals and achieving them, being motivated to achieve success.	Entrepreneurship competence	<ul style="list-style-type: none"> ○ Oral Presentations ○ Project Report ○ Essay

COURSE CONTENTS

UNIT I: HOLISTIC HEALTH PRINCIPLES, CONCEPTS, AND BRIEF HISTORY

Module I.1: A BRIEF HISTORICAL VISION OF HOLISTIC HEALTH AND T/CAM

- **Main-theme No. 1:** Historical overview of health since ancient times till today
- **Main-theme No. 2:** Reasons for using T/CAM since ancient times till today.

Module I.2: THE HOLISTIC HEALTH COSMOVISION: A FULL WHOLENESS CONCEPT

- **Main-theme No. 3:** Understanding the holistic health cosmovision in comparison with the conventional medicine mainstream view.
- **Main-theme No. 4:** T/CAM (Traditional, complementary, and alternative medicine): Main concepts and categories

Module I.3: HOLISTIC HEALTH: THE CORE PRINCIPLES

- **Main-theme No. 5:** Understanding the main building blocks of a discipline of study.
- **Main-theme No. 6:** Holistic health principles and links with integrative medicine.

Module I.4: UNIT 1 – LEARNING ACTIVITIES (30%) (DATES)

- VIRTUAL FORUM – Readings' discussion (10)

- JOURNAL PRESENTATION – About learnings obtained along unit 1 (10)
- RICH PICTURE – Graphic picture of students’ perceptions on health models (10)

UNIT II: BODY-MIND HEALTH IMPROVEMENT USING NATURAL HOLISTIC MEANS.

Module II.1: HERBAL MEDICINE: AN ANCIENT WISDOM HERITAGE

- **Main-theme No. 7:** Brief definition, history, and importance of medicinal plants
- **Main-theme No. 8:** Main bioactive compounds and curative actions of herbs

Module II.2: FOOD AND HEALTH IN THE 21ST CENTURY WORLD

- **Main-theme No. 9:** Food, diet, and nutrition: A holistic and sustainability perspective
- **Main-theme No. 10:** A greed heritage: The Westernized fast-food diet

Module II.3: THE CELLS INTELLIGENCE

- **Main-theme No. 11:** Just a pinch of the Ayurvedic medicine system
- **Main-theme No. 12:** Getting in touch with the Homeopathy realm.

Module II.4: UNIT 2 – LEARNING ACTIVITIES (30%) (DATES)

- STUDY CASE – Analysis and group presentation (15)
- ESSAY – Paper and synopsis (15)

UNIT III: A WIDE RANGE OF HOLISTIC THERAPIES AND PRACTICES.

Module III.1: BUILDING MY PERFECT HEALTH -Body, Energy & Epigenetics

- **Main-theme No. 13:** What does it mean to be healthy and why do we get sick?
- **Main-theme No. 14:** Body-mind consciousness, epigenetics, and spirituality roles

Module III.2: BUILDING MY PERFECT HEALTH -A Wide Range of Alternatives

- **Main-theme No. 15:** Humans as spiritual and energy beings
- **Main-theme No. 16:** Health, politics, and international relations

Module III.3: BUILDING GLOBAL PERFECT HEALTH - Conclusions of the course

- **Main-theme No. 17:** Checking class-themes –**A systemic view in a complex world.**
- **Main-theme No. 18:** Competencies achieved – **A self-evaluation.**

Module III.4: UNIT 3 – LEARNING ACTIVITIES (FINAL PROJECT – 40%) (DATES)

- Project’s presentation with summary and sources (20)

- Journal logbook' blog including practical experiences (20)

METHODOLOGY

Activities in this class are planned at a basic and intermediate level, and they promote teamwork exercises in classes, demos, case studies analysis, argumentative essays, and research projects. The methodology of theoretical and demonstrative exercises, together with readings, discussions, assignments, and research will provide a clearer approach for personal and professional development, noticing similarities and differences in the health aspects. Teacher's role is mainly to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate their own learning, based on their previous knowledge. The student is active, the teaching-learning process is collective and socialized, as it fosters social integration and enhance multimedia learning and respect.

Along the course the participative-expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Students also will study health practices to have a better understanding of T/CAM. Finally, the course wills intent to integrate an open opportunity to expand more awareness into the holistic health therapies, mainly to help others. The importance of promoting education to enable healthy therapies signals the need to explore, test and choose holistic alternatives and learn from these processes, contributing to the further below learning strategies.

EDUCATIONAL RESOURCES

To guarantee good development of the course, therefore, to guarantee learning, the following resources are available: An updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and school equipment for weekly sessions, and readings provided by the educator.

All of these complement the suggested projects and provide the students with higher possibilities of knowledge own ship. Lessons will take place in the classroom and on the field. Students have access to the institution's library during opening hours' study areas or computer labs and any other convenient area on the university's campus for individual study. Likewise, the university provides free Wi-Fi access to all students, professors, and staff throughout the campus. Besides, the university also places the CANVAS LMS at the disposition of students and staff ensuring pedagogical flexibility making it easier to integrate new technologies into the courses and always ensure seamless and effective communications between the student and professor through an app center.

LEARNING ASSESSMENT

Evaluation compiles and evaluates evidence by considering feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	WEIGHING
Virtual forum readings' discussion	10
Learning journal	10
Group Rich-picture after film watching	10
Essay's paper and synopsis	15
Group Study-case' presentation	15
Project's presentation with summary and sources	20
Journal logbook' blog including practical experiences	20
Total	100%

General format for written assignments: Even though a specific rubric is provided for each assignment, there is a general format for all written assignments: Header with name, class, and date; Letter size page; Arial 11 and double spacing; Margins 3x3 centimeters; APA format for bibliography sources.

The following items will be considered for all the presentations: Preparation; content; organization; style; critical opinion; punctuality; fostering discussions and/or participation.

Whenever required, assignments should be submitted electronically through:

- CANVAS LMS PLATFORM (priority form)
- Whenever necessary, can be send to: Professor`s mail.

LEARNING STRATEGIES AND RUBRICS

The following learning strategies will be developed:

1. Learning journal

In order to check, remember, comment, stimulate, motivate, analyze, and arrive at an introspective, retrospective and prospective vision, this class includes several participative activities in the form of demonstrations and short practices (like guided meditations and the emotional freedom technique). These activities and recording concepts and issues studied in class allow students gather knowledge in holistic health approaches; and, show students' ability to understand core themes.

2. Virtual forum reading's discussion

The analysis of selected readings seeks to develop critical thinking and learning while student uses lateral thinking and raises reflections about a text. Reading between lines, interpreting, proposing hypotheses, among other processes, allow students to understand the world and reconfigure it, reconstruct it and interpret it, with the final intention of providing a new perspective that solves a concrete reality. In Unit 1, students participate in a Virtual Forum, where they have the opportunity to engage with their classmates to accomplish disciplinary competences shown above. The virtual forum for readings analysis

and discussion of issues in class will be used as an academic tool to allow students demonstrate their understanding in topics assigned as readings.

3. Mind map /Rich picture done in class in groups

The construction of mind maps like the rich picture is a learning mechanism that forge students to think deeply in problems and complex issues. In this class, mind maps are used to analyze the history of health. The rich picture is a technique that help to open thematic discussions to come to a broad, shared understanding by means of the comprehension of the interconnectedness. Creating a rich picture evidences student's performance regarding knowledge appropriation and shows their abilities to learn continuously and to generate information collaboratively. It develops competencies related to critical thinking, ideas' association, and responsible participation. After students watch a selected film about health history, they will work in groups, answering guiding-questions in a graphic form. For answering, students can brainstorm, use keywords, and short phrases or pictorial symbols. Also, students can draw or wright words or symbols about their ideas, emotions, curiosity, magic. The answer, done in class after teacher instructions, is a graphic representation of students' perceptions on health models.

Unit 1' learning activities (journal, reading, rich picture) contribute 30% of final grade and promote the following competences:

- Student identifies main similarities among diverse health systems and models used by traditional, complementary, alternative, integrative and holistic health practitioners, and professionals.
- Student demonstrates a wide and general understanding of available T/CAM principles, concepts, and resources.

4. Essay's paper and synopsis

An essay is an academic writing tool that allows students to paint a picture in words, this is, to reveal the meaning of a subject through detailed observation. Essays in this class are

designed for understanding adding the holistic health knowledge, while developing problem solving skills and practicing critical thinking through writing. The point is to show evidence of research, reading, class attention and to demonstrate the ability to compose explanations clearly.

Main subject addressed is a comprehensive definition of holistic health and the most common types of alternative medicines, as well as their benefits, limitations, and current trends. All the essays will include a page where students will describe the importance of holistic health, T/CAM, and wellness in their life; then, students can choose to expand this topic choosing among: (a) The importance of changing behaviors to encourage better standards of wellbeing, or (b) A practical example in their own life/major recognizing the true values that take place in holistic health and wellbeing. Besides, students need to include at least three different concepts provided in class.

5. Group study case´ presentation

The resolution of case studies educate students in three essential aspects: knowledge management, reflective practices, and the ability to adapt to change. Knowledge management seeks that the student acquires strategies and techniques that allow him/her to learn by him/herself; this implies the awareness of assimilation, reflection, and internalization of knowledge so the student can finally value and deepen from a personal choice. Preparation of study case resolution in the form of presentations, done in groups, provide students chance to communicate orally, and in written and graphic form, to demonstrate the appropriation of issues of interest.

There are three main options where students first need to read some papers and to watch some documentaries, and then, explain at least one main challenge and a viable solution.

Three groups are splitted by the following questions:

- (1) What were some of the past issues regarding FOOD-DIET-NUTRITION, and the consequences brought to today´s human health?

(2) What are some of the current issues regarding HERBS & MEDICINAL PLANTS, and their effects in body-mind-spirit integral view of health?

(3) What would be some of the future foreseeable situations regarding the BODY-MIND-SPIRIT health, which might benefit human health?

Unit 2´ learning activities (essay paper and synopsis and groupal study case presentation) contribute 30% of final grade and promote the following competences:

- Student reveals respect for peers, staff, consultants, complementary & alternative health practitioners, and diverse compatible holistic health approaches.
- Student is able to articulate T/CAM with WM as health-systems´ approaches; mainly, when take part in interdisciplinary health groups.

6. Alternative´s Therapies´ Project: Presentation with summary & sources

Research Projects facilitate independent learning, the internalization of new concepts and those covered in class. Along this class, each student will work on a research project about an alternative therapy for presentation in class, to the rest of their classmates. The idea is to scan how to resolving a specific health problem while enabling a healthy and balanced life by means of a non-ortodox healing method. This project involves the analysis of a holistic health therapy, and of the interrelations between body, mind, emotions, and spiritual life. Students can choose to research about diverse therapies, like: Sacro-cranial therapy, Tibetan osteopathy; Costa Rican Kneading (“SOBAR LA PEGA”); Cryotherapy (Wim Hof); Crystal healing (stones and gems power and energy); Psychedelic drugs use; Art and music therapy (dance, Tibetan bowls, Mandalas); Urine therapy, Traditional herb uses (for example, Ayahuasca), among many many other. The students will elaborate a final oral presentation using Power Point or any audio/visual aid, including the following ten guideline points:

1. A creative title of his/her project and reasons to choose that therapy.
2. Therapy´s main concept and purposes (using reliable sources).
3. Therapy´s definition and interpretation (and types, if apply).

4. Places where the therapy is applied and ways that common practices take.
5. At least three testimonials found through online research or by means of personal experiences both for the cases where the therapy worked and for the cases it didn't work so well (showing: advantages, considerations, limitations and cares).
6. Students' critical opinion about the therapy tied with a discussion and integration of the therapy within each student's major or lifestyle.
7. Online or presential dynamics to foster their classmates' participation.
8. Main conclusions and final considerations.
9. Demo is optional, depending on therapy. Short videos might also work for this.
10. A summary and the sources used in APA (slides at the end of the presentation).

7. Journal's logbook blog including practical experiences

The Alternative Therapies' Project (ATP) is supported with: a) A journal's logbook blog with seven complete entries that demonstrate research done about the holistic therapy, along the whole term; b) An appendix including pictures of practices done in class along the term and the answers to the fieldtrips' template. Elaborating a logbook implies research and promotes critical analysis while facilitating self-learning and the internalization of new concepts. The idea of holistic practices or demos along classes, and of class workshops and fieldtrips is that students can obtain first-hand experience to appreciate some of the vast array of different available holistic ways to heal the human body, mind and spirit, embracing holistic health practices for selfcare, love and nature reconnection.

Unit 3' learning activities (research project on alternative's therapies and practices done along the whole term) contribute 40% of final grade and promote the next competences:

- Student reveals respect for peers, staff, consultants, complementary & alternative health practitioners, and diverse compatible holistic health approaches.
- Student is able to articulate T/CAM with WM as health-systems' approaches; mainly, when take part in interdisciplinary health groups.
- Student seeks lifestyles and alternative health practices for an optimal wellbeing.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.
2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas platform.

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Complementary bibliography:

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CHRONOGRAM

General schedule both for regular terms (12 weeks, w) and intensive summer-terms (5 weeks, with four sessions -s or sess.- per week) of the holistic health course.			
Regular (12 w.)	Summer (20 s.)	Contents per module of unit 1: “Holistic health principles, concepts, and brief history”	Evidence of learning per unit
Week 1	Sess. 1, 2	Module I.1: a brief historical vision of holistic health and T/CAM <ul style="list-style-type: none"> ○ The importance of health and wellbeing in the current world’s context ○ Basic health concepts and each one’s experiences in T/CAM ○ Brief history of alternative medicine: Costa Rica, and a hint of the US context ○ Therapies demo: Tao breathing & Tai Chi therapeutic movements. 	<ul style="list-style-type: none"> ○ <i>Journal presentation</i> ○ <i>Virtual forum participation</i> ○ <i>Thematic discussions</i>
Week 2	Sess. 3, 4	Module I.2: The holistic health cosmovision: A full wholeness concept <ul style="list-style-type: none"> ○ Health concepts and current perceptions regarding T/CAM ○ What is: T/CAM, holistic health, TCM, and conventional medicine. ○ Main types of complementary and alternative medicine systems ○ Therapies demo: Acupressure-EFT (emotional freedom technique) 	<ul style="list-style-type: none"> ○ <i>Participative lectures</i> ○ <i>Documentary view to create a rich picture</i> ○ <i>Holistic demos</i>
Week 3	Sess. 5, 6	Module I.3: Holistic health: The core principles <ul style="list-style-type: none"> ○ Holistic health as a discipline of life-study ○ Holistic health regulations and applications ○ Principles of holistic and alternative health ○ Therapies demo: Guided meditation 	
Week 4	S. 6/7	Module I.4 – Learning activities	Specific dates

General schedule both for regular terms (12 weeks, w) and intensive summer-terms (5 weeks, with four sessions -s or sess.- per week) of the holistic health course.			
Regular (12 w.)	Summer (20 s.)	Contents per module of unit 2: “Body-mind health improvement using natural holistic means”	Evidence of learning per unit
Week 5	Sess. 7, 8	Module II.1: Herbal medicine: An ancient wisdom heritage. <ul style="list-style-type: none"> ○ The importance and historical context of medicinal plants ○ Basic concepts related with the medicinal plants’ realm. ○ Preventive and therapeutic uses of medicinal plants ○ Practice: Using herbs at home! 	<ul style="list-style-type: none"> ○ <i>Study case presentation</i> ○ <i>Essay’s paper</i> ○ <i>Essay’s synopsis</i>
Week 6	Sess. 9, 10	Module II.2: Food and health in the 21st century world <ul style="list-style-type: none"> ○ Food as a major healing energy and holistic nutrition insights. ○ A wide and general overview of digestion tied to trophology and mind power. ○ Food blessings and curses (sea-salt, sugars, Green Revolution, food industrialization) ○ Demos: Eating chinese healing weevils and drinking seawater (marine hydrotherapy) 	<ul style="list-style-type: none"> ○ <i>Thematic discussions</i> ○ <i>Demos and holistic practices</i>
Week 7	Sess. 11, 12	Module II.3: The cells intelligence <ul style="list-style-type: none"> ○ The <i>TRIDOSHA</i> and <i>AYURVEDA</i> definitions ○ Allopathy versus Ayurveda (Ayurvedic physicians and their approaches) ○ What is homeopathy and how does it work? ○ Practice: Knowing better myself: Reflecting on my <i>DOSHA</i> typology 	
Week 8	S. 13/14	Module II.4 – Learning activities	Specific dates

General schedule both for regular terms (12 weeks, w) and intensive summer-terms (5 weeks, with four sessions -s or sess.- per week) of the holistic health course.			
Regular (12 w.)	Summer (20 s.)	Contents per module of unit 3: “A wide range of holistic therapies and practices”	Evidence of learning per unit
Week 9	Sessions 15, 16	Module III.1: Building my perfect health -Body, Energy & Epigenetics <ul style="list-style-type: none"> ○ Today’s main health interferences (barrel hypothesis, toxicity and toxins) ○ Our inner-outer worlds and the body-mind wisdom ○ A hint on the Eco-health and One health approaches ○ Reflection: Building each one’s perfect health 	<ul style="list-style-type: none"> ○ <i>Final project presentation</i> ○ <i>Fieldtrips</i> ○ <i>Workshops</i> ○ <i>Participative lectures</i>
Week 10	Sessions 17, 18	Module III.2: Building my perfect health -A Wide Range of Alternatives <ul style="list-style-type: none"> ○ Messages from water, Nature reconnection (energy healing, a Japanese legacy) ○ A little bit on electromagnetic and magnet therapies (energy dealing) ○ An alternative medicine view: A pinch on orthomolecular and REDOX medicines ○ Reflection: Building each one’ perfect health. 	<ul style="list-style-type: none"> ○ <i>Logbook blog</i> ○ <i>Interactive documentary watching</i>
Week 11	Sessions 19	Module III.3: Building global perfect health - Conclusions of the course <ul style="list-style-type: none"> ○ Main insights per unit and along the course, competencies and course’s evaluation. ○ Reflection: Wellbeing through thoughts, mind, and energy. 	
Week 12	Session 19 or 20	Module III.4: Alternative’s Therapies Project, final oral presentation and logbook (*)	Specific dates

Please note that this chronogram is tentative and subject to change.

(*) This evaluation includes the fieldtrips/workshops done along the term