

EWMD—Course Outline

## Day 1—Introduction

**AFTERNOON—Introductions, spell your name for corrected roster, sth interesting about your name, hometown; Why chose medicine east/ west?**

**Walking Tour—**

**EVENING—Icebreakers--MandM activity, milk candy-last book you read, red bean- most interesting relative, peach-dream travel destination (about 30 minutes); Brief Introduction to class (back to the classroom)—**examine the interplay between Eastern and Western medicine. Topics will include treatment methods in eastern medicine, the role of spirituality in healing, and the divergent systems basic approaches to disease and examination. We will also be examining the transition and evolution of Chinese medicine. Throughout, we will look at the history, philosophy, and science that determine the similarities and differences between the two approaches.

**Course Logistics—**honor code, community, classroom community class meeting times, what will be expected of students/instructors, if problems do not hesitate to approach us to discuss them, can help with other China problems not specific to class

**Goals —**students first (write them down, Poster Board), then teachers

**Read--** Fadiman

## DAY 2—Intro material/ fundamentals

### MORNING

Pre-assessment Test—Paper Test: allow 50 minutes to complete, if students finish early can begin readings (for those who finish early read web pg 1-7 and if finish that then begin Fadiman)

Break—10-15 minutes. (get activity together on board)

Activity—(also as a preassessment activity)—during break write down Chinese medicine terms on board and make corresponding slips of paper so kids have to work together as a group to figure out what goes where.

Discussion: Where have you been to in china? List on board/ map and discuss. What are your impressions of China? What is China? Dissimilarities across China (coastal east vs. undeveloped west) What does this say about medicine in China?

Read: (if time remains)—Web, page 1-7.

### AFTERNOON

Discussion—Contrast Eastern and Western Medicine—initial understandings/follow up on assessment questions (WEB p.1-7), list on board—Integrative Medicine—how the two can be used together

Introduction—Chinese Medical Theory (key elements): what do you think it is difficult to define some of these terms? Translations! Different scholarship defines Chinese medicine terms very differently. What does this teach us about scholarship in general? And about being critical of scholarship? **Pg 3 Web**

Yin Yang: Web starts pg 7, Unschuld translation from huang di nei jing.pg 284.

Qi: Web page 35 (Ch 2), since web is essentially our textbook, we will use these definitions where they seem to fit, but I am open to altering them to fit our needs/ create analogies so we can understand them. For example: Vital Energy—sure this sounds good but what does it mean?

Jing: Web 43

Shen: Web 45

Xin:

Holistic:

Disharmony:

## **EVENING**

Sleeplessness video—massage therapy for sleep disorders. About 10 minutes of video and participate along with video.

Reading/Prep for next day's lesson- **Kaptchuk** p.25-26, Article on Medicine during the Mao Period; **Fadiman** preface and chapters 1 and 2

Written Response—reaction to/criticism about days lesson and proposed discussion questions for next day's class

## **DAY 3—Historical Background of Chinese Medicine and Transformations throughout China's History**

### **MORNING**

Activity—review previous day important info using pictiography

Introduction/ Discussion—important figures in Chinese medicine, short powerpoint/lecture

Huangdi Neijing

Shen-nung:pharmacy, herbs

Chang Chung Ching

Li Shih chen-

Activity—students create illustrated timeline recording advancements in Chinese medical writings and present them

### **AFTERNOON—Transitions in Chinese Medicine**

Activity: analyzing a text—(two chapters from the Huangdi Nei jing, ch. 13 and 14)) students work in groups of 2 to identify most important information/central themes. How can we compare this ancient text with similar concept in Web?

### **EVENING**

Written Response: criticism/ discussion points/ question about the reading.

**Kaptchuk** 7-15, chapter 2; **Milburn**, pages 40-43, 46-8; **Fadiman**, chapter 3.

## **DAY 4—Fundamental/ Essential Concepts in Chinese Medical Theory**

## **MORNING**

Introduction/discussion— The Five Phases theory: Earth, Metal, Water, Wood and Fire Web pg 437-48 and Milburn.

Activity—group reading comprehension quiz—explain the 5 phases theory through movement and present to class

Discussion Questions—students work in pairs to answer questions about *Spirit*. After questions are answered, class comes back together and uses these questions as a jumping off point for class discussion.

Based on what we have read thus far, can you recognize any aspects of or undertone of Chinese Medicine Theory in Lia's story in *Spirit*? How can the two eastern medicines be compared and contrasted and are they transferable? What elements are fundamental to what we know of Hmong medicine?

What is the basis then of Western medicine? What essential concepts/ theory can we use to frame Western Medicine? Does this help us answer the question of why the Hmong's transition to the US has been difficult? Has their transition been difficult?

Can we now add to our previous discussion of Eastern vs. Western Medicine?

Read—start Jarvis ch. 3, Western assessment techniques.

## **AFTERNOON**

Activity—discuss in a small group phases you think you have gone through since coming to CTY, come up with a creative chart mapping out each member of the group and present to the class.

## **EVENING—**

Finish 5 phase chart presentations

Read—Jarvis ch 1-6.

Introduce Independent Research Project—students brainstorm ideas/topics in which they may be interested. Once each student has thought of at least three possible topics, entire class goes to library to do preliminary research.

## **DAY 5—Examination Methods**

### **MORNING—Examination in Western Medicine**

Introduction/Group Reading Exercise—exam/assessment methods of West: inspection, palpation, percussion, auscultation, each group assigned specific passage from previous night's reading and is asked to write down words/word uses that they do not understand. Compile list on board. We will later use this list and go to computer lab to look up terms/ word usage.

Demonstration— Western medical assessment, students are shown how to use tools/ conduct western examination

Activity—Role Play—students give Western medical examinations

### **AFTERNOON—Examination in Chinese Medicine**

Reading—Web pg 138-74 THE FOUR EXAMINATIONS—divide class in half, one half reads and explains Looking and Listening and Smelling (144-52) other half reads Asking and Touching (152-74). Both groups read 138-44.

Group Discussions/ Presentations- talk as a group to identify key concepts in the reading. Each side chooses three spokespeople to present to class. (particularly important that students explain thoroughly as half class will not have read material.

Demonstration- two students volunteer to demonstrate Chinese medical assessment to class.

Activity—Role Play—students give Chinese medical examinations

## **DAY 6— TREATMENT METHODS AND THERAPY I –Acupuncture, Acupressure, Gua Sha**

### **MORNING—Acupuncture**

Discussion- to review examination techniques—were the techniques between the two as different as you thought? What were some similarities/differences in assessment?

Lecture/Power Point: from web theory, usage, (shannon); scientific theory behind acupuncture, equipment, acupuncture in US (athletes, when nih accepted acupuncture it as treatment) , stats on acupuncture practitioners, prevalence in U.S.

Read—acupuncture article ( 3 different ones) group up as well as some acupuncture info as described in Web.

Discussion—articles, call on people from different groups to explain.

Film Clips—acupuncture

### **AFTERNOON—Acupressure/Gua Sha**

Lecture/Power Point—introduce Accupressure

Read— articles on Accupressure, *Spirit* chapters 5 and 6. (extra gua sha articles for those finished reading ch. 5 and 6).

Film— “Gua Sha” (about 1 hour)

### **EVENING—**

Introduction—give some background info about fieldtrip (departments we will be visiting, etc), go over specific info about fieldtrip etiquette, divide into two groups for trip.

Worksheet—quiz over treatment methods

Read—

## **DAY 7—**

### **MORNING**

Fieldtrip-- to Jiangsu Provincial Hospital (leave at 8 am).

Debrief Field Trip--

## **AFTERNOON**

Essay- 4 page minimum hand written essay about connections made to class through trip to Jiangsu Provincial Hospital

Read—*Spirit* chapters 7 and 8. (articles on Hmong in US and medical difficulty, for students finished reading *Spirit*.)

## **EVENING**

Lecture-- cupping, tui na, moxibustion

Independent Research Time--

## **DAY 8-- Herbal Remedies**

Lecture-- cupping, tui na, moxibustion

Read—moxibustion for breech births article

Cupping article

Discussion--

## **AFTERNOON**

Lecture—herb power point introduction

Activity—Try ginseng tea

Reading— article on herbs

## **EVENING**

Independent project research

## **DAY 9—Cumulative Review**

Activity—Jeopardy game

Read- cupping biomedics article

Discuss—article

Film—“Gua Sha” (25 minutes)

## **AFTERNOON**

Demonstration—practitioner visits to demonstrate acupuncture, tui na, cupping, and gua sha

## **EVENING**

Independent project research--

## **DAY 10—Intro Pernicious Influences/ Finish Herbs**

## **MORNING**

Reading—*Web*

**Activity**- analyze and present climate of home area and Nanjing

**AFTERNOON**

**Independent Research Project**

**DAY 11—Presentations/Ethics in Medicine**

**MORNING**

Practice/Perfect Presentation- 8 30-8 45am

Presentations— (debrief/discuss/questions over presentations)

**AFTERNOON**

Continue morning business

Read—*Spirit* (25 minutes) (be thinking about correlation of *Spirit* to “Gua Sha”)

Film—finish “Gua Sha”

Discussion—begin to discuss *Spirit*/ “Gua Sha” connections

**EVENING**

RESEARCH PREP—for those presenting tomorrow. Those who have already presented, continue writing/editing paper

**DAY 12—Presentations/ Food as Preventative Medicine**

**MORNING**

Presentations— (debrief/discuss/questions over presentations)

Discussion—distribute discussion questions over *Spirit*/ “Gua Sha”—first look at in small groups and then come together in large group discussion

**AFTERNOON**

Read—*The Future of Healing* chapter 8

Lab Activity-- Taste Test: Food as Preventative Therapy as well as Treatment—Hot and Cold Foods: students break into groups of three to try foods and determine whether they are cold, cool, neutral, warm or hot. (will need to purchase some groceries for this project...Cold/Yin: Bean sprouts, cabbage,, cucumber, duck, tofu, watercress, waterHot/Yang: Bamboo, beef, chicken, eggs, ginger, glutinous rice, mushrooms, sesame oil, winetofu, , mango, seaweed, green tea, rice, ginger, lichee, chocolate etc want to use mostly uniquely Chinese foods.)

Debrief Lab Activity—

**EVENING**

Discussion—students come up with discussion questions over “Gua Sha”/ *Spirit* questions

Lecture—explain science info from article

Discussion—analyze article

Read—other herb articles

### **DAY 13—PHARMACOKINETICS**

Discussion—finish “Gua Sha”/ *Spirit* questions

Read—Ginseng Article and discuss within groups

Present

### **AFTERNOON**

Pharmacokinetics Lecture—explain science info from article

Discussion—analyze article

Read—other herb articles

### **EVENING**

Debate Prep—students create potential debate questions in their two debate groups

Read--Spirit

### **Day 14—MEDICINE IN RURAL CHINA/REVIEW**

#### **MORNING**

Read—TCM in U.S. newspaper article

Review—Jeopardy

Debate Prep

#### **AFTERNOON**

Post Assessment Test

Film— “The Knowledge of Healing”

#### **EVENING**

Read and Discuss—healthcare in rural China article

Film— “The Knowledge of Healing”

### **Day 15—WRAP UP**

Final FORMAL Debate—

Film— finish “The Knowledge of Healing”

Certificate Ceremony—

Final Thoughts—goals/application of class to life in U.S./ future plans w/ medicine or applied sciences.