Woodring Curriculum Committee
Curriculum Committee MINUTES

Meeting Date: May 26, 2016   Called Meeting

Members Present: Gail Coulter (chair), Larry Antil, David Carroll, Raine Dozier, Bridget Kelley, Bruce Larson, Veronica Velez

Minutes prepared by: Carole Teshima

Meeting called to order by chairperson, Gail Coulter

I. Introductions

II. Items from Chair

III. Committee discussed and acted on the following items:

Christine Espina, acting Director of the RN-to-BSN program has informed the Registrar’s Office, CUE, and ACC of this late request to offer these courses Summer Quarter 2016.

SUMMARY

CURRICULAR ITEMS

DEPARTMENT: RN-TO-BSN

NEW COURSE

<table>
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<tr>
<th>Course No</th>
<th>Course Name</th>
<th>Type of Change</th>
<th>Status</th>
<th>E-form#</th>
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<tbody>
<tr>
<td>AHE 497</td>
<td>History and Politics of Integrative Medicine</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1024278</td>
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<td>AHE 497</td>
<td>Arts-based Reflection, Inquiry &amp; Professional Identity</td>
<td>New</td>
<td>Approved; sent to ACC</td>
<td>1028404</td>
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Details

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Final Copy:
This course offers a critical historical examination of the 20th century history, power and politics of integrative medicine in the U.S. It examines the influence of various social movements on integrative medicine’s popularity with consumers and advocates. It compares epistemological foundations of Western evidence-based practice and integrative medicine.

Rationale for new course:
This course provides an opportunity for health care and community education practitioners to understand the historical and political foundations of integrative medicine and how power and politics can impact access and self determination for their patients and clients. National Institute of Health Surveys indicate that in 2007, 40% of adults in the US have used CAM/Integrative medicine (Kramlich, 2014). Additionally, individuals with unmet medical needs, and discrimination based on ability to pay, ability to speak English, racial or ethnic background, and sex were statistically significantly more likely to use CAM/Integrative care.

This course also provides historical examples of how community organizers and social movements have influenced contemporary policies and practices of integrative medicine. It also provides a philosophical foundation of the epistemology in trends in evidence-based practice.


Rationale for prerequisites:
No prerequisites.

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Final Copy:
Students will examine foundations of reflection as learning and explore using art as a tool for professional reflection, inquiry and identity expression. Students will examine and experience a variety of artistic methods being used in reflective practice and arts-based inquiry such as poetry, spoken word, music, theatre, dance movement, collage & photography. Students will also identify and analyze arts-based inquiry research for professional development and improving the client, patient or student experience.

Rationale for new course:
Healthcare and Education professional practitioners need to develop the tools and dispositions to integrate reflective practice into their professional identity to support continuous professional improvement. They also need to practice and integrate multiple ways of knowing (including aesthetic ways of knowing) into professional inquiry to better serve the needs of patients, clients and learners in a diverse society.

Rationale for prerequisites:
No prerequisites.