



Vice-Chancellor for Education  
Center for Studies and Development of Medical Education  
Curriculum Planning Unit

## Combined course design form (in-person/in-person)

### General Specifications of the Course

- Field Name: **Internal Surgery** Field Section: **Senior** Course Name: **The Role of Nurses in Complementary and Alternative Medicine**

- Specifications of the Corresponding Professor:

Mobile	Contact Number	College/Hospital	Group	Rating	Last Name	name
		Kurdistan Medical Sciences	anesthesia	Trainer	Yaghoubi	Mokhtar

The professor in charge of the course is responsible for supervising the course process and the students' costs and communicating with the students.

Corresponding Professor's E-mail Address: [mokhtaryaghobi@yahoo.com](mailto:mokhtaryaghobi@yahoo.com)

- Characteristics of Associate Professors:

Mobile	Contact Number	College/Hospital	Group	Rating	Last Name	name

Associate professors can access specific parts of the lesson.

### Objectives and Introduction of the Course

**A. General Objectives:**

**Familiarity of Learners with Complementary and Alternative Medicine and its Application in Health Maintenance and Promotion, Prevention, Treatment and Rehabilitation of Disease**

**Acute and chronic adult**

**B:** Write a brief introduction of about 250 to 300 words about this lesson.

**In this lesson, learners are introduced to the concepts and examples of complementary medicine and based on their learning, they identify the appropriate cases for the application of complementary and alternative medicine in the prevention , care and treatment of diseases and health promotion. Also, based on the selected model, they acquire skills in how to teach clients and families in acute and chronic disorders as well as self-care in various fields.**

**Schedule Face-to-Face Sessions**

<b>Required Features</b>	<b>How to present</b>	<b>Presentati on Date</b>	<b>Title of the in-person meeting</b>	<b>Row</b>
<b>Projector – Whiteboard &amp; Marker</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		History of the use of complementary and alternative medicine in the treatment of clients Philosophy and Definitions of Complementary and Alternative Medicine Classification of Complementary and Alternative Medicine	<b>1</b>
<b>Projector – Whiteboard &amp; Marker</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		Familiarity with common complementary medicine systems and the role of nurses in the medical team by providing specific nursing care in cases such as: (a) Chinese medicine (acupuncture) homeopathy Acupressure	<b>2</b>

<b>Projector Whiteboard Marker</b>	<b>– &amp;</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		Familiarity with the common systems of complementary medicine and the role of the nurse in the medical team by providing special nursing care in cases such as: b) The use of mental, physical and spiritual therapies such as prayer, hypnosis.	<b>3</b>
<b>Projector Whiteboard Marker</b>	<b>– &amp;</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		Familiarity with common complementary medicine systems and the role of the nurse in the therapeutic team by providing specific nursing care in cases such as: (c) Application of biology-based therapies such as herbal medicine, nutrition, and aromatherapy	<b>4</b>
<b>Projector Whiteboard Marker</b>	<b>– &amp;</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		Familiarity with the common systems of complementary medicine and the role of the nurse in the therapeutic team by providing specific nursing care in cases such as: physical intervention therapies such as: cupping, exercise massage, craniosacral chiropractic, Alexander technique	<b>5</b>
<b>Projector Whiteboard Marker</b>	<b>– &amp;</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		Familiarity with the common systems of complementary medicine and the role of the nurse in the medical team by providing specific nursing care in cases such as: treatment using energy such as bioelectromagnetic touch therapy, vibrational medicine	<b>6</b>
<b>Projector Whiteboard Marker</b>	<b>– &amp;</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		Familiarity with the common systems of complementary medicine and the role of the nurse in the therapeutic team by providing special nursing care in cases such as: therapy by colors, art, feedback, music, psychoimmunological relaxation	<b>7</b>
<b>Projector Whiteboard Marker</b>	<b>– &amp;</b>	<b>Lectures – Q&amp;A, group discussions, etc.</b>		Familiarity with common complementary medicine systems and the role of the nurse in the therapeutic team by providing specific nursing care in cases such as: mental imagery, meditation, yoga	<b>8</b>

				9
				10

### Assign sessions to non-attendee lesson

According to the approved educational regulations, it is possible to hold four-seventeenth of the hours of theoretical courses in the form of blended learning in the form of a non-attendance class.

(This type of presentation is applicable for non-clinical unit lessons; note that in this approach, - certain parts of the content are not covered in the face-to-face section).

If you use this approach, complete the following table:

How to cover content in-person (including the way it is presented, whether it is online or not, the required facilities, etc.)	The reason for the possibility of being absent	Predicted Absentee Segment (including title, presentation date, multiple sessions of total in-person and in-person sessions)
Online education using the educational platforms of university systems	Cold weather, energy imbalance, etc.	In case of closure for any reason, the meetings will be held virtually.

## Students' Curriculum Resources

Resources related to the students' final exam (including books, articles, pamphlets, videos, slides, or any other content) and resources for further study (sources of non-attendance sessions) along with the link to access them in the system.

Pages and chapters marked for the exam	The details of the book include the title, authors, translators, publications, year and time of publication
	1. Neighbors, m. marek, j.f.green, c.j.manahan, f.d"phipps' medical- surgical nursing" Philadelphia: mosby. (last edition)
	2. Kearny, n.richardson, a. "nursing patients with cancer: principles and practice" Edinburgh: Elsevier. (last edition)
	3. Lindquist R, Tracy MF, Snyder M, editors. Complementary therapies in nursing: Promoting integrative care. Springer Publishing Company; 2022 Jun 22.
	4.Howard P, Whittaker B. Placement Learning in Cancer & Palliative Care Nursing: A guide for students in practice. Elsevier Health Sciences; 2012 Oct 12.

How Students Access the Article	The details of the article include title, authors, journal, year and number of publication, and pages

Descriptions (address in the system or link)	Specifications including title and authors/ Producers	Content Type*

\* The content (PowerPoint slides, pamphlets, educational videos) means **the content uploaded to other systems of the university** that must be prepared before the beginning of the semester.

- Covering the non-attendance part of the course by defining appropriate costs (increasing students' problem-solving skills and the ability to analyze and criticize with appropriate timing) is necessary for students.
- Costs and projects are the duration of the semester with the aim of studying the student's resources and learning.

- The end-of-semester project is defined as a specific activity in order to apply what has been learned.

### **Explanation of the test itself: Anatomical and MCQ**

### **Semester Length Project Description: Journal Club of Complementary Medicine**

### **Assigned to the Student**

### **End of Semester Project Description: Providing a Clinically Treated Case with One of the Types of Complementary Medicine**

## **Other Learning Activities**

**In the system or virtually, it is possible to activate the discussion room (asynchronously). If sufficient care is taken in designing and directing the discussion, it can help to develop critical thinking in students.**

**Discussion room (forum)** (description including the platform for the formation of the discussion room, (the duration of the daily or weekly activity, the topic of the discussion

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## **Student Evaluation**

1. Mention the criteria and precise grading of the student's final evaluation. (Items such as written test scores, attendance in face-to-face classes, costs, and other activitiesProjections)
2. Written test score: 12 marks
3. Attendance in face-to-face classes: 1 grade
4. Costs Presentation of the Journal Club in the class of 2.5 marks – Written Presentation : 2 Marks
5. Presentation of 2 articles (Complementary Medicine Case and Role of Nurse) and its results in summary and presentation in class: 2.5 marks
2. What is the method of the final exam for students (face-to-face exam at the end of the semester)? (Oral, practical, anatomical, tested, etc.)

**It is combined, descriptive, and MCQ.**

**Name, surname and signature of the professor in charge of the course: Mokhtar**

**Yaghoubi**