

SW 269 ENERGY AND HEALTH SPR 2018, Loop
WELCOME!

FACULTY:

Gina Orlando, MA, CH

Holistic Health Educator, Coach and Consultant

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DATES/TIMES: **THURSDAYS, MARCH 29 – JUNE 7 5:45 pm – 9:00 pm**

COURSE LOCATION: Loop campus, Room and Building, TBD

CREDIT HOURS: 4 Hours; 2 Competencies

(If you signed up for this course for one competency, it's best to take it for two competencies. We can figure out an FX or Negotiated Competence for that second competence.)

The workload is manageable in this science elective. The Syllabus has a lot of detail for clarity. It's best to read through this document and keep as an e-file, rather than printing it. The Professor has the right to amend this Syllabus to clarify, to correct any mistake, to shift an assignment from one week to the next, or to reduce an assignment. Students are given three late passes for assignments to reduce stress. One thing at a time and all the important things get done is the motto of this course (and life).

COURSE DESCRIPTION

This course is designed to provide a framework, a new paradigm, for understanding health and human energy as it connects mind, body and spirit. This forms a foundation to understand a holistic, integrated and proactive approach for creating vibrant health and preventing chronic diseases. Students will explore our current healthcare paradigm and understand practices in both the Allopathic (the Western M.D. medical system) and the Complementary and Alternative Medical (CAM) fields to determine their effectiveness. Students will evaluate their thoughts and habits regarding social and environmental variables such as their physical constitution, biochemical individuality, lifestyle, beliefs, food choices, exercise, stressors, electromagnetic pollution and vital physiological functions. A principal objective of this course is to help students become more aware of their life-force energy, biological systems, beliefs, behaviors and how to create better health and prevent diseases. Students learn they do have choices as well as the responsibility to take a proactive role in helping to create their health and prevent painful and costly diseases. The outcome is better health, less stress, more energy, joy and freedom.

Students will review literature on various CAM (Complementary and Alternative/holistic/natural) health care practices to discern sound approaches and practical applications. We explore the body-mind-spirit paradigm and the merging of science and spirit. We challenge existing medical and health information with critical thinking to assess if the information or practices truly support whole health and disease prevention. Each student is always honored in the choices they make for their health. Each student is supported to truly own their body, their beliefs and their choices.

In this course we do not, and will not, prescribe, diagnose or treat diseases. We educate.

Students are asked to use critical thinking as they will be made quite aware that they own their health care choices. They are asked to consult with their health care practitioner when faced with a disease condition or medication issue.

This popular course has been part of SNL for about 24 years and was created by Dr. Maureen Minogue. Gina Orlando feels honored to teach it. Energy and Health is an interesting, fun, relevant and important **survey course** for your health, energy and life. We cover a lot of material, skim for main points, and work hard to understand many concepts and gain insights. Some students say it's been their favorite class at DePaul. This class has a clear bias towards energy and holistic health (thus the name of the course) and the new emerging integrative healthcare system which uses the best of both medical worlds. Each student is invited to go more deeply into any topic that intrigues them. Since there is a lot of content, the student is often reminded to "take what you need and leave the rest." Students are not learning to be a holistic health practitioner, so there is no memorizing of details and data. There is a focus on concepts, strategies, critical thinking, challenging old paradigms and understanding new paradigms, exploring and learning key points and concepts of the major natural energetic medical modalities to choose anew, if the student wishes.

This Syllabus has a lot of detail, but please don't let it intimidate you. The two text books are interesting, easy to read and pertinent to your life. They usually get an excellent rating by students. The Wellness Index and Wheel, the Healthy Habit Change Wellness Project and Health Research Project/Presentation help you personally. One student commented in her journal, "I can't believe that I am actually learning things that are so interesting and that I can use in my life!" This Syllabus has been reviewed by four deans who all say it's within the range of work that is appropriate. DePaul asks you to "break an intellectual sweat" and the vast majority of students do extremely well.

This course is for students who are open to critically thinking about disease from the standpoint of health and wellness choices to prevent them, and how to use and help create the emerging integrative healthcare system (the best of both medical/healthcare systems). **This course is not for you if you feel our current medical system (doctors, hospitals, pharmaceutical industry, insurance companies), their profit motive, their disease orientation and treatment protocols fit your healthcare needs and that of the country.** Professor Orlando has no training in the Western medical/allopathic medical system. Her credentials and certifications are solely in the holistic healthcare field. The course is focused on Energy and Health, holistic health/CAM options, Integrative and Functional Healthcare, wellness strategies and healthy habit changes. Your professor is passionate about these! Please feel free to call her with any questions you may have about this course. She is very available for students.

LEARNING OUTCOMES AND COMPETENCIES

This course is available for CCS -
College Core, Scientific World for 4 hours

COMPETENCIES: 2

S2X-Patterns and Processes

S3D-Science, Technology, Society

S4-Interconnections Natural World

H2F-Institutions/Organizations

FX

Negotiated Competencies can be arranged

CCS College Core, Scientific World

This SW269 Energy and Health course is structured to be a 4-hour, 2 competence science course and all students complete the same readings and assignments. The only difference for each student is the specifics of the Consumer Health Research Project. Students enrolled in the 4-credit CCS section will follow the S-2-X and S-4 directions which are stated below in the Syllabus.

S-2-X Can describe the development and change within physical or biological systems

1. Describes the healthy functioning of at least one biological system in terms of its structure and function.
2. Chooses a disease and articulates the process by which change occurs in at least one physical or biological system.
3. Analyzes the variations of healthy changes in this physical or biological system with one or more holistic or alternative medical choices.

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

1. Identifies and describes a current public health 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. We consider each of the complementary and alternative medical systems as a natural system, since it is based in nature and the flow of life force energy.
2. Explains how parts of the system are interconnected.
3. Demonstrates how such connections are found elsewhere in nature.

H-2-F Can explain the development, roles, and maintenance of social institutions.

1. Identifies and describes one health-related social institution(s).
2. Analyzes the dynamics of the development, role, maintenance and change of this social institution(s).

In this class this competence is honored in class discussions, and also in the Consumer Research Project. The student chooses a disease; describes how the current medical system (or some specific part of it) researches this disease; describes the current medical Standard of Care; and explores some side effects, costs and the trajectory of disease statistics. The student then researches two CAM approaches that treat the disease, exploring some side effects and costs. The student describes the dynamics of this disease on the culture, on business, on the financial health of the country, and speculates what changes will be needed in the health-related social institution of the medical industry.

FX and Negotiated Competences based on your Focus Area or some aspect of your grid. Contact Professor Gina Orlando to discuss these important options.

OUTCOMES:

Students who successfully complete the course will:

- Understand that there is a life force energy, how it flows in us, and connects us to the natural world and to Source

- Experience the wellness paradigm and the role of self-responsibility and empowered choices for personal health
- Understand that they each own their body, thoughts, emotions, spiritual beliefs and their health care choices and are encouraged to own this power
- Evaluate and improve personal nutrition/real food choices, exercise and stress reduction programs and approaches
- Become aware of holistic or CAM (Complementary and Alternative) approaches to health enhancement which honor body, mind and spirit as well as the energy that connects them. The holistic system honors the Hippocratic oath of “First do no harm”
- Understand the positive and desirable aspects of our current medical system, as well as its challenges and limitations, and will be able to assess if the current system is financially sustainable
- Experience personal energy flow and learn ways to easily balance this energy for health awareness, assessment and enhancement
- Understand the major CAM (Complementary and Alternative) medical systems, their philosophy, approaches and how they seek to treat at the root cause level, how they each utilize energy flow, and self-responsibility/self-empowerment to support health
- Assess and compare different natural remedies and approaches
- Compare an allopathic approach with one or more CAM/holistic approaches for various disease conditions
- Define wellness and evaluate criteria to assess health and wellness goals, practices and behavior changes
- Understand the Prochaska research showing how they can make effective behavior changes, and begin to implement these effective stages of change
- Comprehend biological systems and how they are affected by energy, beliefs, genetics, food, technology and lifestyle choices.
- Understand biochemical individuality, and that one size does not fit all
- Experience how energy physics forms a foundation of the holistic medical system and allows science and spirit to come together
- Understand how policy, power, profits and politics affect our current medical system
- Compare various approaches to healthy eating to assess best choices for their biochemical individuality
- Understand the importance of comparing different perspectives regarding energy and health, wellness and disease prevention
- Understand how various traditional medical systems assess the body for clues to what is causing a condition or how to improve health while successfully dealing with symptoms and conditions at the root causes
- Understand some social and environmental aspects of health and disease
- Understand dynamic social changes that are occurring which allow a new Integrative Medical system to emerge which combines the best of the Allopathic and CAM systems
- Understand the impact of electromagnetic pollution on health, and learn ways to use modern technologies more safely
- Practice energy balancing methods, breathing techniques, stress reduction and natural approaches as healing tools
- Understand the effects of aging and ways to prevent diseases and maintain better health and vibrancy
- Assess and value multiple viewpoints on aspects of health, disease, prevention and wellness as well as the time-money-energy investment it takes to improve and maintain health. Assess the true cost of diseases and understand disease is almost always more expensive than prevention and health improvement.

LEARNING STRATEGIES & RESOURCES

Students will be asked to pay close attention to their health, wellness and lifestyle choices through the new awareness of energy flow, patterns and disruptions. They will gain new information and insights from their **two text books**, one of which is a workbook. They will write in a personal Health and Wellness **Journal** each week to comment on things learned in class, to answer questions from the readings and class content. Students will be asked to fill out a wellness questionnaire at the beginning and end of the class called the **Wellness Index**. They will track goals, wellness challenges, and changes by understanding and using the research on successful behavior change by James Prochaska, PhD. They will engage in this research in a **Healthy Habit Change Project**, which will track two to four healthy habit changes over the span of the course. They will have a short, focused **Consumer Research Project** with an optional informal presentation. Students will select a health issue and research the allopathic approach and one or two alternative medical approaches (CAM) that treat the condition successfully.

Students will analyze articles, critique several health films and experience various holistic practitioners in the field of Energy and Health. Students will be asked to participate in guided imagery, exercises, energy balancing and meditation exercises. **Class participation** and discussions help enhance the understanding of the material. **Students will know that the class is a safe place to explore new ideas, to improve their health, and to take what they need and leave the rest.**

This class teaches health and wellness from the vision of an Integrative Healthcare model which combines the best of the allopathic and holistic modalities, yet we focus on the holistic, natural, CAM – Complementary and Alternative healthcare model, and its information and choices. We do not prescribe, diagnose or treat any condition in this class and students are made fully aware that they own their health care choices and are responsible for them. Students are asked to engage with the course material, yet they are often reminded that have total ownership of their own health choices.

Students are asked to always be respectful to the teacher, the material and classmates, even if they disagree with any material presented. Disrespect will not be allowed for any reason, and it also changes the energy of the class dynamic. Read these official DePaul guidelines for ground rules, respectful dialogue, honoring diversity, managing difficult discussions.

<http://resources.depaul.edu/teaching-commons/teaching/depaul-students/Pages/diversity.aspx>

Through lecture, readings, group discussions, their weekly journals and these projects, students will demonstrate an understanding of biological systems, the healthy functioning of these systems, recognition of unhealthy changes and interconnections between these natural systems, social and institutional policies which affect our health choices, the main attributes of the major holistic medical systems, and how energy moves through our body-mind-spirit to create more vibrant health, empowerment and the clear ability and skills to prevent diseases.

This course is designed to integrate various approaches of the role of energy in health as presented during class exercises. Students will also be responsible for all homework assignments, listed in D2L, and where most work is posted.

REQUIRED READINGS: Please note: These books can be purchased at DePaul. We read all chapters of these two books, but not every page in each of the chapters. We read to get basic concepts and often skim for other points. You are encouraged to use these books as some of your references, too. It's very important to have the books **BEFORE** the first class and read the intro

chapter before the first class, as well as check D2L for the additional readings, handouts and/or video clips.

1). **Wellness Workbook: How to Achieve Enduring Health and Vitality** 3rd edition by John Travis, M.D. and Regina Sara Ryan, 2004, Celestial Arts/Ten Speed Press, Berkeley, CA, \$27.95.

2). **The American Holistic Health Association Complete Guide to Alternative Medicine** William Collinge, M.P.H., Ph.D., 1996, Warner Books, NY, NY. \$22.99.

LEARNING DELIVERABLES

- 11 classes; attendance is vital.
- 2 books, (The *Wellness Workbook* we explore completely, the *Alternative Medicine* book we read selected passages so as not to overwhelm you) plus several other assigned readings, videos. Always check the Syllabus for assignments.
- Pre-test and Post-test, not graded
- Wellness Questionnaire Wks. 2 and again in Wk. 10 to compare progress, knowledge
- 10 Weekly Reflection Journals which contain questions on the material (open book quiz) to track the concepts in the readings and the class experience
- 1 Consumer Health Research Project
- 1 Healthy Habit Change Wellness Project which tracks three achievable habit changes with the researched Stages of Change, due the 9th week of class (single-competence students can track two healthy habit changes)
- Class participation
- Several online discussions (most of which are optional)
- The assignments, readings, handouts, journal format and videos are all posted in D2L
- For three of your assignments, you can be up to one week late. These deadlines are somewhat negotiable **with your communication and follow through** as we model a win-win regarding health, stress reduction, burnout prevention and healthy habits. You will not lose points if you communicate and get the work in by the date promised. Without this communication and follow through, you will lose points. We work on balancing work-school-home commitments, getting in excellent work and having some time for life and relaxation.

GRADING SCALE AND CRITERIA

STUDENT WORK WILL BE EVALUATED WITH QUALITY OF WORK AND POINTS:

Most students want an A grade and put in the excellent work need to achieve that grade and goal. To get an A grade, you are graded on excellence in the quality of your work, your assignments posted on time (or communicating about your three assignments that can be late up to one week), your excellent attendance and the total points accumulated.

A= 93 - 100% (93-100 points) designates work of **excellent 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 ideas. The student goes deeply into many of the concepts, ideas and questions posed in class. The lower end of this point scale would be an **A- from 90 - 92 points.**

B = 83 - 89% (83 – 89 points) 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. The student engages with the material, but does not necessarily delve deeply in the material but does all assignments well. The higher end of this points scale it would be a **B+ from 87 – 89 points** and lower end of this point scale would be **an B- from 80 – 82 points**.

C = 73 - 79% (73 - 79 points) 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. The higher end of this points scale it would be a **C+ from 77 – 79 points** and lower end of this point scale would be an **C- from 70 – 72 points**.

D = below 70% (under 70 points) 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 the development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly. **The grade of D is not a passing grade at DePaul.**

F = below 60% (59 points or lower) This is a failing grade.

THE POINTS BREAKOUT IN THIS COURSE:

33% Class Attendance and class participation throughout course is so important. **Note:** Cannot be made up by extra credit. **3 points for each class**

33% Weekly Health and Wellness Journals – handed in weekly via D2L, answering questions to assess if you've read and understood the *important* points and concepts of the material from readings, class and healthcare issues. In some of the journals you are asked to track at least one health/wellness goal. These journals vary in length and take from 10 minutes (towards the end of the quarter) to several hours (these represent more points), depending on the week. Please note: they account for 33% of your grade. Please make adequate time for this assignment. **THEY ARE DUE BY TUESDAY EVENING, POSTED TO SUBMISSIONS ON D2L** (even though there may be some other deadline stated on the journal, which is from another quarter). **2 - 5 points for each journal (most are 3 points)**

5% Wellness Index and Wellness Wheel handed in Week 2 (and then again in Week 10). By filling out the Wellness Index, a wellness questionnaire where you put your scores on a Wellness Wheel pie chart for 12 wellness areas, students are introduced to the 12 aspects of Wellness in the Wellness Workbook and begin to assess them. **5 points**

12% of grade Consumer Health Research Project with D2L Discussion Board posting – 12 points and optional Informal Presentation – 2 extra credit points Specific details of this interesting and approachable research project are below. **Due Wk 8. Due May 17-20.**

12% Healthy Habit Change Project: assessing and demonstrating positive health changes in **food choice, exercise and stress management**. For extra credit (up to 5 points), you can track another habit change. You are **using the research by Dr. James Prochaska: The Stages of Change**. You must use the language of the Stages of change; contemplation, preparation, action, maintenance, relapse (we don't deal with the stage of termination). Students in this class taking one competency can pick two habit changes instead of three. Two competency students will report on all three health/wellness changes. This is not a research paper, and does not need references. It's **written succinctly in journal style** and you are asked to **create a graph** to show your imperfect, human process and progress. The purpose of this project is for you to track healthy habit changes with the researched Stages of Change by Prochaska. Please keep it succinct, writing about your process week by week. This helps your teacher understand some of your process; what went easily, when and why you relapsed, how you got back on track, why you changed a goal to be more achievable, etc. You work on this project week by week, and it's part of your journal questions to keep you on track. **Due Wk 9. Choose a date from May 24 – May 27 to post to D2L. 12 points**

5% Class Wrap-Up: Re-do the Wellness Index/Wellness Wheel. Add the Wellness Assessment Questionnaire (this is posted on D2L in Dropbox; these are questions comparing your Wk 2 Wellness Index to this latest version). This is a mandatory assignment to complete the class. This final Wellness Index will be a perfect way to revisit the 12 aspects of Wellness in the Wellness Workbook, to reassess and bring this class to a sense of completion, amidst the large amount of information that we covered. Posted on D2L. Upload your updated Wellness Wheel, the comparison questions, as well as the Post-test. **Due: May 31-June 3 (Gina will clarify this by Wk 8). This is a mandatory assignment, along with Post-test/Journal 10. 5 points**

Details follow of the Consumer Health RESEARCH PROJECT with D2L Discussion Board posting - 12 points. Students taking this course for 1 competence do not have to do this project, but need to attend classes where there are presentations. **Optional 5 minute Informal Presentation, in class (speaking informally from your seat) – 2 extra credit points.**

This research project will be an opportunity for students to research treatment options for empowered health choices based on the material and new learning in the class, texts, other reading, an internet search and newfound empowered intuition.

Research a health issue that you have or that you are interested in. You must have your topic approved by the teacher first. Research this condition as an interested, informed consumer who is searching for a range of treatment options. You must cite your sources since you are in a university setting. Honor your competencies. Draw a conclusion. This is a common sense approach to learning about treatment options.

Since we have six competencies in this classroom, there are other options for this research project. Please check with the teacher if you wish to explore some other topic to honor your competencies.

This will be an informal paper/project with cited sources, about 2 pages, 3 pages at most. You must use at least 5 solid references (dig deeper in your research, don't always use the first resources that pop up in a search); take some time to find excellent resources, and look for a research study to back up your choices, if available. You may use one or both of your texts if pertinent to your topic. Cite your references in MLA style within your paper, or some other style. If you don't cite your sources (not just put references at the end of the project), it will be returned to you. This project will help you research several choices that are available to address a health issue. You get to focus on your conclusion and explain, "How do I choose?" "If I had this disease condition I would choose, because..."

This project will be posted to Submissions on D2L in the Research Project section (between Wks. 8 and 9) **on the deadline, May 17-20** (the range of dates is offered for your convenience). You are also asked to post three aspects of it on a D2L Discussion Board, and interact with at least 3 of your classmates on their research. These details are posted in D2L. Notice that this project is only 10 points, and is geared to be short and approachable. Do excellent work, learn some new choices for care and treatment, but please don't overwork. It should take from 5 – 8 hours.

There is an optional 5 minute informal presentation in class for 2 extra credit points, which you can make from your seat, to help inform the class about what you've found in your research. Please practice to keep it at this amount of time, since we may have a large class. More is not better. Powerpoint presentations are not needed.

This informal paper/project is a summary of the key items of interest from your research. You'll have a definition or two, links, bullets of main points, make sure you cover your two competence requests, draw your conclusion and list your references. You have to cite all sources; MLA style is the easiest. The goal is for you to learn about effective options for a health condition, honor your competences (we have six in this course), and teach us. Let this project be approachable. Please don't stress over this assignment. If your work does not meet the requirements, you get a chance to improve it to get full points.

Read the "Details of the Consumer Health RESEARCH PROJECT" as stated above and below. Jot down any questions. Read these clearly stated details again to find your answers. Feel free then to then ask questions if still in doubt.

- Put your name, contact email, date, competencies, and title at the top of your research project.
- Since most students take SW 269 Energy and Health for **S4**, this research project is geared for S4, so you don't have to do anything extra to honor this competence. Students taking this course for **CCS** will follow these Details of the Consumer Health Research Project as stated here for S4 in the Syllabus.
- Pick a health issue/disease condition that you have or that is interesting to you.
- Define it. If you are taking **S2X**, bring out more information about the organs/glands/biological systems involved in this condition.
- **CCS** students follow S4 and S2X guidelines.

- Research the allopathic Standard of Care (the standard drugs and protocols that doctors are licensed to recommend), as well as one or more side effects of these recommendations.
- Research and find 2 CAM (Complementary and Alternative Medical) holistic, natural health approaches for treating this condition. You want to research treatments that treat the condition so that it no longer exists, rather than choosing those that are used in a complementary and supportive way. Explore if a research study exists. If treatments do not exist, then state this and what resources you explored to find that out. Then choose 2 CAM approaches that are used in a supportive way for the condition.
- List these 2 holistic CAM treatment approaches. You can focus on one or both of the CAM treatments to explain the recommendations.
- If you have **S3D**, in 2 or 3 paragraphs or bullet points, briefly address this condition within the context of healthcare policy.
- If you have **H2F**, in 2 or 3 paragraphs or bullet points, the student describes the dynamics and costs of this disease on any of these: the culture, business, financial health of the country, then speculates what changes will be needed in the health-related social institution of the medical industry, or part thereof.
- Compare the allopathic and CAM approaches, and draw your conclusion; “I would choose _____ because_____.” Whatever you choose is your right, since you own your body and your choices. You need to do some critical thinking to explain why.
- Make sure you cite sources throughout this informal research project (MLA) and also list references.

How do you know if you are doing this assignment ‘right?’ You are learning about effective, treatment options for a condition with your research, you are organizing an informal paper/project and optional presentation to teach all of us, and you find this project to be interesting, maybe even fun. Most students excel in it. You post the project on time. Remember, if something is missing in this project, I give it back to the student with suggestions to make additions to get full credit. PLEASE REMEMBER that this is a 10-point project, not a Master’s thesis. It’s an easy and interesting project. Please don’t put a layer of fear on it about it being a research project. You will do great.

Review your competences to make sure you are including that particular focus in your project.

- For **S2X**, include an explanation of the function of the organs/glands/biological systems involved.
- For **S3D**, briefly address this condition within the context of healthcare policy.
- For **S4**, this whole project honors this competence since we are studying natural systems, the energy that connects us to nature, and natural health care choices (most students in this class have this competency). **CCS** students also follow the guidelines for this project as stated here in the Syllabus in detail.
- **H2F** students need to do a bit more work. Explore the costs and the trajectory of disease statistics, as well as the two CAM approaches that treat the disease, explores side effects, costs. In 2 or 3 paragraphs, the student

describes the dynamics and costs of this disease on any of these: the culture, business, financial health of the country, then speculates what changes will be needed in the health-related social institution of the medical industry, or part thereof.

- **FX** – check with the teacher to make sure you are including this focus.

COURSE SCHEDULE

A note on the readings and assignments: There WILL be some slight changes to the weekly course assignments and class agenda due to the organic nature of this class and material. There will not be more work, but the assignments may change slightly. The professor will post an amended schedule the week the quarter begins. Class reading assignments, including class handouts and exercises, must be completed in a timely fashion. Thank you.

PLEASE NOTE:

Professor Gina Orlando works very hard to successfully keep the assignments under the 9 hours of work that is expected by DePaul per week outside of the class time (3 hours for each of the 3 class hours). She wants to keep it at the lower end of that time commitment, and asks you to work smart in your program and in this course. There will be a few weeks where it will be at that limit. Since this is a survey class, always know that you can skim any of the readings for main points and concepts. Skimming for main points is a better strategy than getting behind or overwhelmed. Work smart. You'll do great. ***One thing at a time and all the important things get done*** is a helpful suggestion to manage course load, life commitments and stress.

To help reduce your workload, Prof. Orlando reduced the reading in the class, eliminated the large research paper, the extra text book, she cut down the smaller research paper to a project (with your presentations short and informal while posting the main points online), gave you more credit for the weekly journals and reduced the size of the journals throughout the course, especially in weeks 8, 9, 10. You'll do great!

Homework Due Week One (THIS MEANS **BEFORE THE FIRST CLASS by **Tuesday, March 27** – around 2 hours of work, and necessary to do):**

- **PLEASE get your text books early.** It's VERY important to have your books before the first day of class! Remember, sometimes the bookstore runs out of books. We need to jump in with basic concepts from the first class since this survey class has a lot of content.
- The final revisions of the Syllabus will be posted by the first day of class. Keep it as an e-copy for your reference (and save a tree).
- In the D2L section called Syllabus and Intro for SW269, read for main points and concepts, since this is a survey class:
 - *Syllabus for SW269*
 - *How D2L Is Set Up In This Course*
 - *Course Expectations*
 - *Energy and Health*

- *Holistic Healthcare: What It Is*
- Read the Introduction chapter in the *Wellness Workbook* page xvii through page xxxvi. You don't have to do the Wellness Index and Wellness Wheel for the first day of class. You may look over the questions in these 12 wellness categories to be a step ahead for class and next week's assignment.
- View the movie trailer *The Living Matrix: A Film on the New Science of Healing* at least a couple of times. The trailer is 4 minutes long.
<https://www.youtube.com/watch?v=YDP3KKVbFw4>
- Write a list of the concepts that are presented in this brief introduction to *The Living Matrix*. Watching the whole movie will be an assignment in the first few weeks.
<https://www.youtube.com/watch?v=m9Iz-0MiM6g>

WEEK ONE, Thursday MARCH 29: Introduction and Review of Syllabus/Health and Wellness Journal/Text Books/Introduction to Holistic Healthcare Paradigm/Energy Medicine/Integrative Healthcare

- **Welcome!**
- Gina Orlando introduction; setting the tone of the class
- Understand why we use essential oil aromatherapy in this class to help reduce stress, improve focus and attention, and create community immunity. (If anyone is sensitive to any of these plant-based organic scents, please tell the professor and we will adjust.) One or more essential oils can become part of your natural medicine cabinet.
- Enjoying some humor; assess how humor creates endorphins which are one way to reduce stress and engage our magnificent, natural, inner pharmacy. We assess stress on a SUDS scale of 0-10, and reassess after the humor.
- Student introductions including an exercise on life force energy in the form of electromagnetic energy
- Class Objectives, Expectations, Syllabus, Text Books
- A brief exercise to increase energy
- Sign a disclaimer - release form (This is an academic class which explores options for health enhancement and Professor Orlando does not, and cannot, prescribe, diagnose or treat diseases.)
- Previous student testimonials – for inspiration
- Take a Pretest (not graded)
- Introduction to the Energy-based Holistic Health Paradigm. We discuss how it may be different from the current allopathic medical system, as you express from your own experience and observation
- Introduction to the Wellness Index (Questionnaire) – filling out a simple index in class, the more extensive Wellness Index with the Wellness Wheel (which is based on filling out the Wellness Index) is due next week
- Discuss *The Living Matrix: A Film on the New Science of Healing* movie trailer.
- Introduction to the weekly Journal, posted in D2L under Dropbox.
- See inspiring video of man healing disability through a CAM approach
- Students share a few pearls which were learned in this first class.

- Understand that your **body-mind-spirit** is an **amazing, energetic healing machine**.
-

Homework Due Week Two:

- Health and Wellness Journal/Quiz Assignment Wk 1 Posted on D2L under SUBMISSIONS and **due by TUESDAY EVENING, April 3**. You choose the time with your schedule and commitments. This gives Gina time to read them before class. **All journals, each and every week, are due by Tuesday**. If you need to extend that to **Wednesday noon**, that's fine.
- Complete the extensive Wellness Index (you may wish to print the pdf of *Wellness Index and Wellness Wheel* from D2L so you don't write in your book, since you will be taking the questionnaire again) and put your scores on the Wellness Wheel that was passed out to you in class (or for those not in class, it's at the end of the Introduction chapter of the *Wellness Workbook* with no page numbers). There are clear instructions on the first page in that document that you are fill out the Wellness Index questionnaire, and fill out the pie chart called the Wellness Wheel. This is 5% of your grade. **ONLY HAND IN THE WELLNESS WHEEL IN CLASS, WHICH IS A PIE CHART**, with your scores to Gina. She doesn't want to see your answers since that is your private information. Keep a copy for yourself, to compare it to your Wk 10 Wellness Index and Wheel. You will be graded on handing in this assignment, not on your scores!
- Read Chapter 1 of the *Wellness Workbook*
- Chapter 1 of *The American Holistic Health Association Complete Guide to Alternative Medicine: How do you choose? The creative challenge of what specific modalities and strategies to choose for your health will be a core focus of this course (and your life)*.
- YOU DON'T HAVE TO READ EVERYTHING ON D2L! The Syllabus is the place to go to be sure of the assignment for each week. Look at the resources posted in D2L for this week and download those that are of interest to you.
- (We won't have an optional Discussion Question this week).

WEEK TWO, Thursday APRIL 5: More on the Holistic Paradigm; Wellness Definitions; Wellness, Self-Responsibility and Love; Prochaska's research on behavior and stages of change; Heart energy and healing

- Enjoying some humor regarding eating well, exercise and stress reduction; assess SUDS level for stress.
- Share some journal gems
- Catch up from Week 1
- Hear a healing story with energy medicine

- Explore the weekly probiotic, natural food and natural medicine cabinet selection
- Learn HeartMath's Quick Coherence Technique. Read handout.
- Discuss your Wellness Index and Dr. Travis' 12-Facet Energy-based Model for Wellness – What is your strongest area? What needs the most attention? Are you ready to make changes?
- Learn of the healthy habit change research of James Prochaska, Ph.D., and begin to apply it to your health and wellness goals
- Understand how energy moves in the body and mind; watch a film clip on Energy Medicine; experience yourself as an electromagnetic energy being; begin to learn Donna Eden's 5-minute Energy Balancing Routine
- Discuss Chapter 1 of your Alternative Medicine book – “How do we choose?” What would you choose?
- Explore a holistic approach to breast health, since a male prostate condition was the focus of the first chapter of your text.
- Discuss Chapter 1 of the Wellness Workbook: Wellness, Self-Responsibility and Love. We will hold up the ideals of self-love, self-care, empowerment and prevention. Your body is your temple.
- Explore forgiveness as a energy and health strategy.
- Watch the video clip on D2L in WK 1: Energy Medicine with Donna Eden.

NOTE: For the rest of the assignments the texts are abbreviated as follows:

AM = *The American Holistic Health Association Guide to Alternative Medicine*
WW = *Wellness Workbook*

Homework Due Week Three:

- Health and Wellness Journal Assignment Wk 2, due **Tuesday evening, April 10.**
 - WW- Read Chapter 2 – Breathing, whole chapter... it's so important!
- *Skim* two chapters from Energy Medicine by Donna Eden (two pdf links “Energy Medicine Intro” posted on D2L, Wk 2, Readings). This will be your first exercise in skimming for main points.
- Skim the book review of Fritjof Capra's *The Tao of Physics*, D2L, Wk 2 Readings. This gives us some idea of science and spirit intersecting. It gives us the idea that in learning about energy, we are dealing with cutting-edge science.
- Read the handout in Wk. 2 Quick Coherence Technique and begin using the technique. (Referenced also in the Journal).
- Watch *The Living Matrix*. <https://www.youtube.com/watch?v=m9lz-0MiM6g>
- Look at the resources posted in D2L for this week and download those that are of interest to you.
- (Optional online Discussion Question).

WEEK THREE, Thursday APRIL 12: More on holistic health concepts, energy, heart energy, energy medicine, breath, and the problems of electromagnetic pollution

- Enjoy some humor and aromatherapy
- Discuss Health and Wellness Journals and progress
- Explore the weekly probiotic, natural food and natural medicine cabinet selection
- Catch up from Wks. 1-2
- Review HeartMath's Quick Coherence Technique. Use biofeedback to track coherence of heart and brain with this technique.
- Discuss *The Living Matrix: A Film on the New Science of Healing* (questions will be in the Journal to make sure you viewed it)
- View and discuss Mimi Guarneri, MD, cardiologist and integrative medical physician from the Scripps Center for Integrative Medicine speak on *Shifting The Health-Care Paradigm*
- Students will experience various breathing exercises learned in the WW
- Understand and discuss Consumer Health Research Project and Presentation due in the 7th- 8th weeks. Choose your topic.
- We will begin to understand "Dirty Electricity" and EMFs (electromagnetic frequencies) in your homes and offices, and how it disrupts your internal energy systems and health. This will help us review the concepts and practical strategies to protect yourself and your family from the hazards of this disruptive energy which is present in your home electrical wiring, power lines, transformers, cell phones, cordless phones, Wifi, TVs, PDAs, computers, laptops, home appliances, microwaves, Smart Meters, digital clocks, compact florescent bulbs, radio and television waves and more; watch video clips.
- (Optional online Discussion Question).

Homework Due Week Four: As always, if you are crunched for time, skim for main points.

- Journal WK 3, due **TUESDAY evening, April 17.**
- Read the Stress handout (posted on D2L, Handouts, WK 3) and assess for yourself which organ systems are affected by stress
- AM- Read Chapter 2 - Chinese Medicine, the whole chapter. Understand main concepts. Skim where needed and remember, you are not studying to be a holistic health practitioner!
- WW – Chapter 3 on Sensing and Chapter 4 – Eating
- *Zapped* by Ann Louise Gittleman Read/skim for main points the two chapters in D2L, WK 3, Readings. And skim the Are You Zapped? Handout, D2L, WK 3, Readings.
- Look at the resources posted in D2L for this week and download those that are of interest to you.
- (Optional online Discussion question).

WEEK FOUR, Thursday APRIL 19: How Energy Flows in Meridians and The Chinese Medical System; The Role of Food Choice and Health

- Enjoy some humor and aromatherapy
- Catch up from previous weeks
- Experience the emWave biofeedback monitor to track your success with Quick Coherence Technique. If you get to class early you can do this biofeedback then, or during class.
- Discuss prominent aspects of the Traditional Chinese Medical (TCM) philosophy and how energy plays a role
- Students will learn about their Meridians/Channels and understand the organ systems they feed; students will learn to trace their energy meridians
- Explore the weekly probiotic, natural food and natural medicine cabinet selection
- Food: Our food explorations will span many weeks. Gina will share theories of healthy eating, and compare them with Dr. Travis' recommendations. We will begin to understand Metabolic Typing. Be prepared to have your ideas about healthy food challenged. We will also tie this into cultural, political and economic issues and beliefs. Behavior change research also will be used. The food discussion will continue into other weeks because there is so much and it's so important.
- Optional online Discussion question.

Homework Due Week Five:

- Journal WK 4 due **TUESDAY evening April 24.**
- AM - Chapter 3- Ayurvedic Medicine (pages 55 – 80; read at least two case studies)
- WW Chapter 5 – Moving and Chapter 6 – Feeling
- Skim the article Energy In Medicine by Dr. Jeffrey Bland (D2L, Wk 4, Readings)
- Keep working on your Healthy Habit Change Project
- Begin doing research for your Health Research Project on a disease condition
- Look at the resources posted in D2L for this week and download those that are of interest to you.
- (Optional online Discussion Question).

WEEK FIVE, Thursday APRIL 26: Energy Flow In Chakras; The Ayurvedic Medical System; Moving Your Body; Processing Emotions; More on Nutrient-Dense Foods

- Discuss prominent aspects of the Traditional Ayurvedic Medical philosophy and how energy plays a role; make some comparisons to the Chinese Medical System
- Discussion about Chakra energy flow
- Explore the weekly probiotic, aromatherapy (tulsi, cardamom), natural food and natural medicine cabinet selection
- Review a handout on the brilliant nutrition research of Dr. Weston A. Price. He studied healthy indigenous peoples who were free from physical, mental and dental diseases to find out how and what they were eating. He looked for underlying

principles. He compared them to a part of their population who were eating Western foods, and experiencing chronic, degenerative diseases of body, teeth, mind.

- Experience a small group discussion on ways to move your body (exercise)
- More exploration of food choice paradigms and recommendations
- With possible guest speaker **Beatrice DeFranco**, understand more about Chinese Medicine; the flow of energy and structural alignment; discuss our biological organs, glands and skeletal systems in class to honor these biological systems; possible demonstration with a student
- Look at the resources posted in D2L for this week and download those that are of interest to you.
- Optional online Discussion question.

Homework Due Week Six:

- Journal WK 5 due **TUESDAY evening May 1.**
- AM read Chapter 4 – Naturopathic Medicine (pgs. 96 – 118; 124-126; 133; skim the rest of the chapter, read at least two case studies), and Chapter 5 – Homeopathy (pgs. 134 – 147; 155 – 158; 166; read at least two case studies)
- WW Chapter 7 – Thinking, and Chapter 8 – Playing and Working
- Continue with your Healthy Habit Change Project. Start graphing.
- Begin your research on your Consumer Health Research Project.
- Look at the resources posted in D2L for this week and download those that are of interest to you.

WEEK SIX, Thursday MAY 3: The Naturopathic and Homeopathic Medical Systems; More on Food as Medicine

- Understand the basics of Naturopathic and Homeopathic Medical Systems and the role of energy in these systems
- Discuss ways to help relieve pain, as an example of student presentations on their Consumer Health Research Project and Presentation.
- Explore the weekly probiotic, natural food and natural medicine cabinet selection
- Learn a new way to process feelings, stuck issues, cravings, old hurts, fears, procrastination, anxieties, even symptoms from medical conditions (EFT - Emotional Freedom Techniques) Energy movement with tapping on acupressure points plus using the power of the mind seems to create a situation for these energetically imprinted patterns to reduce, release
- Experience Body As A Pendulum energy testing technique
- Discussion on work-life balance regarding playing and working will be done online
- Possible guest speaker Alejandro Fernandez on naturopathy, Chinese Medicine and thermography.

Homework Due Week Seven:

- Journal WK 6 due **TUESDAY evening May 8.**
- AM Chapter 6 Mind-Body Medicine (pgs. 167 – 190; 195-96; 204; skim and read at least two case studies)
- WW Chapter 9 – Communicating, and Chapter 10 – Sex
- Look at the resources posted in D2L for this week and download those that are of interest to you.
- “How Do I Choose?” Consumer Health Research Project **due May 17-20** (a signup sheet will be passed around in class for people to choose which week they will present to the class and hand in their informal two-page project), and posted to D2L. Each student is asked to share some bullet points from their research with the class via a discussion board on D2L by Week 9.
- Continue working on your Healthy Habit Change Project, **due May 24-May 27.**
- Online Discussion Question on work-life balance.

WEEK SEVEN, Thursday MAY 10: Mind-Body Medicine: Self-Hypnosis/Guided Imagery/Meditation; Prayer; Pain; Communication; Sex

- Understand the science and research behind the mind and body connection (Drs. Pert, Lipton, Benson, Borysenko)
- Catch up from previous weeks' lectures
- Optional - signup for which week you will present your health research project
- Explore the research and role of prayer/positive intention/connecting to something greater in one's life
- Explore the weekly probiotic, natural food and natural medicine cabinet selections
- Experience AK – Applied Kinesiology demo to help understand the mind-body connection
- Experience various forms of using the mind-body connection with self-hypnosis/guided imagery/guided meditation with Gina Orlando
- Possible discussion on healthy communication and intimacy

Homework Due Week Eight:

- Journal WK 7 due **TUESDAY EVENING May 15 or WEDNESDAY AFTERNOON May 16**
- AM – Chapter 7 – Osteopathic Medical System (pgs. 205 – 217; skim to end of chapter; read two cases studies), and Chapter 8 – Chiropractic Medical System (pgs. 232 – 248; 258; 265; skim rest of chapter; read at least two case studies)
- WW – Read Chapter 11 – Finding Meaning
- Look at the resources posted in D2L for this week and download those that are of interest to you.

- “How Do I Choose?” Consumer Health Research Project **due May 17-20**, and posted to D2L. Each student is asked to share some bullet points from their research with the class via a discussion board on D2L by Week 9. Informal presentations begin this week.

WEEK EIGHT, Thursday MAY 17: The Osteopathic and Chiropractic Medical Systems; Achieving Optimal Health; Finding Meaning

- Catch up from previous classes
- Explore the weekly probiotic, natural food and natural medicine cabinet selections
- Discuss the Chiropractic and Osteopathic Medical systems
- Student presentations begin
- Continued discussion of optimal ways to achieve health and high performance
- Review of energy balancing, stress reducing and breathing techniques
- Discussion on finding meaning.

Homework Due Week Nine:

- Journal Assignment from Wk 8 (short) due **TUESDAY evening May 22**
- AM – Read Chapter 9 – Massage and Bodywork (pgs. 266 -276; skim the many modalities, read two cases studies)
- Your Healthy Habit Change Project using the Prochaska Stages of Change is due posted to D2L anytime from **THURSDAY May 24 to SUNDAY May 27**)
- A reading posted on D2L on Finding Meaning and Transcending.
- Look at the resources posted in D2L for this week and download those that are of interest to you.

WEEK NINE, Thursday, May 24: Spirituality and Health; Massage and Bodywork; How Do You Choose Healing Methods?

- Explore the health and healing potential of massage and bodywork
- Explore the weekly probiotic, natural food and natural medicine cabinet selections
- Discuss and experience the role of spirituality as an important aspect of health
- Student Consumer Health Research Project presentations
- Catch up from previous classes
- Review some important concepts
- Class discussion on choosing health and wellness modalities.

Homework Due Week Ten:

- Journal Assignment from Wk 9 due **TUESDAY evening May 29**.

- Discussion Board on transcending and spiritual exploration as a facet of wellness. All students are asked to engage.
- AM Chapter 10 – New Choices, New Realities (read full chapter and conclusion).
- WW Fill out your Wellness Index (the questions) and write your scores on the Wellness Wheel (the pie chart) ; and bring the Wellness Wheel to class.
- Answer the **Wellness Wheel Comparison Questions on D2L** (this is different than the Index and is posted on D2L) **which helps you compare your current Wellness Wheel to your earlier version of Wk 2:** discuss the changes, differences and new awareness; post this document on D2L for Gina.
- Look at the resources posted on D2L and download any of them to your own computer.

WEEKS TEN and ELEVEN, May 31 and June 7: Reweaving

- Wrap up
- Catch up on content from previous weeks
- Finish remaining student presentations
- Review of important concepts
- Wellness Index – What is the most dramatic thing that has changed? What is the area/issue that you want to give some loving attention to? What are you newly aware of because of this course?
- Perform, “Love Your Liver” skit
- Class discussion: Create a Wellness Spa experience from the premise that the Healthcare System becomes smart and honors prevention and wellness education. This system gives everyone an opportunity to have a \$25,000 wellness spa experience to prevent diseases, relax, learn more about healthy eating, new ways to move, detox, have your energies balanced, and receive important wellness services and support. What would these be? Have fun creating the future of Integrative Medicine.
- Share the most important and interesting thing you learned from the class to enhance your health
- **Healthy wishes to all! Your body-mind-spirit is an amazing, energetic healing machine.**

Homework Due Week Eleven:

- We have class this week.
- Submit any late work.
- Submit your Post-test/Journal 10 to D2L.

WEEK ELEVEN, JUNE 7: No Final Exam, but we have class in order to wrap up, so you have less work during this week.

Your body-mind-spirit is an amazing, energetic healing machine!

All late class work is due by **SUNDAY, JUNE 10 at 10:00 pm**, downloaded to D2L, but also please send an email to gorlando@depaul.edu and gina@ginaorlando.com to alert her that you've submitted it. **WORK WILL NOT BE ACCEPTED AFTER THIS DATE**, unless this has been negotiated due to some extraordinary situation. Please be respectful of the teacher and the large amount of work that each teacher has to process at the end of the quarter. Thank you.

COURSE POLICIES

ATTENDANCE: Attendance and participation are essential. DePaul University wants students to have excellent attendance. DePaul has a policy that if a student misses two classes, they can fail. That's not Professor Orlando's policy, but absences affect your grade. In the event of an absence it is imperative that you **(1) let Prof. Orlando know ahead of time by phone or email by 4:00 pm**, and **(2) do all of the readings and assignments** and **(3) choose a classmate ahead of time to be your "buddy" for the missed session.** Since each class is organic, Prof. Orlando does not send out class notes, so if you miss a class, you will miss some information. Yet the readings, handouts and videos posted on D2L, as well as the week's Wellness Journal, will give you adequate information for that week. Any assignments due for the week you are absent must be submitted via D2L by the date of that session. **If you know an assignment will be late, please communicate with the teacher.** COMMUNICATION IS IMPORTANT.

EVALUATION: Students will be evaluated on their ability to examine various health concepts and strategies presented during class exercises, weekly readings and journals, their Healthy Habit Change Project and Health Research Project. Through these they will show an understanding of how energy, awareness, self-responsibility, critical thinking, choice, wellness, holistic CAM options and prevention play a role in energy, health, healing and empowerment.

LATE ASSIGNMENTS

Deadlines are somewhat negotiable **with your communication and follow through** as we model a win-win regarding health, stress reduction, burnout prevention and healthy habits. We balance all of this with excellent work and getting things done.

You are allowed three late assignments in this class, with your communication by email (no apologies necessary) and follow through. One of these assignments can be up to a week late. If class work is late without communication, the student will lose some points, depending on the assignment and how late the work is. **All assignments need to be in by the absolute class deadline of June 10.**

CLASS ETIQUETTE

As adult learners, respect for the professor, the material and your fellow classmates is presumed. You are supported to take what you need and leave the rest regarding the

content in this class. Disrespect will not be tolerated in any way. This includes shouting out a differing opinion.

You are asked to not use your cell phone in class in any way. The break is a time to catch up on your calls and texts. Please refrain from using all electromagnetic technology devices (cell phones, tablets, pagers, laptops, etc.) except those used for taking notes.

Students are encouraged to eat dinner before they come to class, but if you can't, then you are encouraged to eat during class, since waiting until the break is too late and you need food to have your brain work well. We support brains that work well. Please choose foods that are reasonable for a class situation (not too aromatic, noisy, messy). You are encouraged to bring healthy foods from home to eat. Please don't eat anything with peanuts or other food allergens that can be transmitted by air, as some students have a sensitivity.

COMMUNICATION

Good communication is key in healthy relationships. Please call or email Gina Orlando with any questions or concerns you have. She is excellent at getting back to students by phone or email within 24 hours. **She expects you to respond within 24 hours, too.**

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy \(UGRAD\)](#)

[Academic Integrity Policy \(GRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format \(GRAD\)](#)

SCHOOL OF NEW LEARNING ATTENDANCE POLICY:

Attendance is important! 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.

COURSE RESOURCES

[University Center for Writing-based Learning](#)
[SNL Writing Guide](#)
[Dean of Students Office](#)

INSTRUCTOR BIOGRAPHICAL SKETCH

Gina Orlando, MA, CH has a passion for health in body, mind, emotions and spirit and has worked for over 30 years as an educator, consultant, writer and practitioner in the holistic health, natural foods and prevention fields, helping people of all ages to make positive changes in their lives and health. She earned her Master of Arts degree from DePaul University in the School for New Learning in 1998 as an educator and consultant in holistic health promotion and complementary medical approaches to health. Her Master's thesis dealt with the power of prayer and positive intention in healing as well as disease prevention. Having found that positive change can be more easily facilitated by accessing the subconscious mind through self-hypnosis, relaxation, guided imagery, Emotional Freedom Techniques and other mind-body techniques, Ms. Orlando was certified as a hypnotherapist in 2001. She is also a Reiki Master and is trained in Quantum Touch, the Transformational Healing Method and The Wise Mind Process. She is intrigued with the role of spirituality in health and wellness and is delighted that science and spirit are coming together again as part of the energy paradigm at this time in our culture and world.

Ms. Orlando conducts a private consulting and coaching practice in Oak Park, IL and facilitates hospital, community and corporate health, wellness and self-hypnosis groups for stress reduction, wellness strategies, sports improvement, smoking cessation and sleep improvement. Also trained and certified in Complementary Medical Hypnosis, she works with clients to reduce symptoms of anxiety, performance issues, fears, phobias, pain, IBS, trauma and insomnia. She teaches another science elective at DePaul SNL called *Stress Reduction Using Spirituality and Humor*. She also has taught an online course at the University of Illinois at Chicago called *Self-Care for the Nonprofit Leader* for adult professionals to help them prevent burnout. As a Certified Wellness and Health Coach, she understands how to support people to adopt new healthy behaviors. She has a strong passion for the U.S. health care system to incorporate holistic and true prevention modalities to create the new Integrative Healthcare System. The focus and support can then be on self-responsibility, empowerment, creating vibrant health, addressing disease conditions at their root causes, and preventing chronic diseases. The current medical-cultural system indoctrinates people to believe that someone else is responsible for their health, that there's a magic pill, and someone else should and will pay for it. This course helps the student

explore if the current disease-management-for-profit system is effective, efficient or sustainable. As we explore a new healthcare system, students get to assess if it is sustainable and enlivening for the individual, the family, community, businesses, culture, economy and the planet.

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

end

revised go/mb March 5, 2018