University of Vermont  
College of Nursing and Health Sciences

HLTH 93 CAM Therapies in Cuban Health Care and Cultural Immersion, 3 credits

**Instructor:** Kathleen Scacciaferro, RN, MSA, Lecturer III, College of Nursing and Health Sciences.  
Email: kscaccia@uvm.edu; PH 802-363-0259, office hours by request

**Teaching Assistant:** Jena Duncan, BFA, Certified Yoga Instructor  
Email: jduncan802@gmail.com, PH 802-363-0257

**Class Meeting Times:**  
Lecture/discussions/labs: Three 3 hour classes prior to departure 5pm-8 pm for direct faculty instruction and interactive experiences and one 3 hour class after return to UVM

**Program Dates:** March 7–15, 2020

**Pre-requisite:** Instructor Permission

**Number of Students:** 10

**Open To:** Undergraduate and Continuing Education Students

**Costs:** Three credit course tuition, program fees which include most meals; lodging; in country travel/bus; entrance fees; educational programs, professional translator and guide in country. Not Included: Airfare to Cuba and personal spending money. Program fee TBD each year.

**Catalog Description:**  
Introduction to Complementary and Alternative Medicine in Cuban Health Care. Neighborhood based primary care integrates acupuncture, herbal medicine, massage, cupping, moxibustion, yoga, floral/essence therapy, and meditation. Cuba demonstrates that a healthy population doesn’t depend on a big budget. Students will be immersed in Cuban culture.

**Course Description**  
This faculty-led learning opportunity in Havana, Cuba and surrounding countryside will introduce students to the culturally appropriate, and sustainable Complementary and Alternative Medicine (CAM) in the Cuban Health Care System. In Cuba, these practices are known as “natural and traditional medicine.” Implemented after the Cuban Revolution in 1959, primary care is provided in consultorios (clinics), secondary care in policlinicos (specialty clinics), and tertiary care in hospitales and institutos (hospitals and medical institutes). Consultorios address approximately 80% of the health problems and emphasize health promotion. Family physicians, paired with nurses, serve approximately 600 patients or 150 families in a defined geographic area surrounding their consultorio. **Primary Care includes** acupuncture, herbal medicine, trigger point injections, massage, heat therapy, transcutaneous electrical nerve stimulation, magnetic therapy, pyramid therapy, moxibustion, fangotherapy (mud), cupping, laser/photograph therapy,
floral/essence therapy, homeopathy, yoga, meditation, exercise training, music and art therapy for health and wellness promotion. Complementary and Alternative Medicine is integrated into Cuba’s health system and is notable for achieving developed country health outcomes despite being a developing country economy. Cuba spends just 7.4% of its gross national product (GNP) on health care, compared with the 13.6% spent in the United States.\textsuperscript{1} Health expenditure per person is $193 in Cuba compared with $4540 spent in the United States.\textsuperscript{1} Cuba, with universal health insurance, demonstrates that achieving and maintaining a healthy population with good health results does not necessarily depend on a big budget or richness of a country.\textsuperscript{1}

Students will attend lectures and have an opportunity to learn from healers, doctors and nurses of Complementary and Alternative Medicine. Didactic content will include an introduction to Complementary and Alternative Medicine in Cuban Health Care; and an examination of historical, environmental, social, and political forces that impact the health of Cubans. Students will visit urban and rural Primary Care Clinics; observe the integration of Complementary and Alternative Medicine and western medicine; and experience Complementary and Alternative Medicine Therapies of their choosing.

While in Vinales, Havana and Veradero, students will explore Cuban food, music, dance, art, architecture, and sustainable organic gardens. The tour includes the Cathedral de San Cristóbal, the Plaza de la Cathedral, Monumento Ernesto Che Guevara, Museo de la Revolution, Partagas Cigar Factory, Old Havana, Fabrica de Art, and beaches. By discovering the ideologies, policies, and practices of culture and health care in a cross-cultural context, students will explore optimal health care practices for themselves. Students will complete a health self-assessment, develop and implement a self-care plan to augment our daily faculty led practice of Yoga, Mindfulness and Energy Balancing.

**Course Learning Objective**

Upon completion of this course the student will be able to:

- Analyze the complexity of the Cuban Health Care system and integration with western medicine.
- Give examples of complex interactions among social, medical, environmental, economic and political forces as they affect health care in Cuba.
- Examine the physical/psychosocial/spiritual impact of health, illness, and health care in Cuba.
- Identify common health problems and access issues for people living in Cuba.
- Demonstrate professional, culturally conscious communication with populations, multi-disciplinary professionals and stakeholders.
- Complete a holistic self-care assessment; create and implement a holistic self-care plan; and critique the use of Complementary and Alternative Medicine for health promotion.

**Required Course Materials:** Access to Blackboard platform.

**Journal Articles:** Assignments from academic journals will be included for specific topics. Links to articles will be available through Blackboard.

**Attendance Policy and Classroom Environment Expectations:**

Students are expected to attend all regularly scheduled classes and not schedule outside activities during the scheduled time in Cuba. Students are welcome to arrive early or stay after the course dates but will be entirely responsible for themselves and any costs associated with this.
TEACHING METHODS AND LEARNING EXPERIENCES:
To assist you in successful accomplishment of all course objectives, this course employs a variety of teaching methods and learning experiences. Each involves and depends on your active participation to maximize your learning in this course.

- **Lecture/discussions** – advance knowledge;
- **Experiential Learning** – Supervised learning through participation in various classes and activities
- **Cultural immersion** – real life learning through immersion into life in Cuba and participating in a cultural presentation
- **Patient/client cases** – supervised observation of patients working with health care providers followed by discussion
- **Group self-study and student demonstrations** – student led presentations and group discussions
- **Journaling** – written record keeping of personal impressions during time abroad.
- **Blackboard Technology** – for access to course materials, student-student and student-faculty discussions. Course materials can be found at https://bb.uvm.edu/. Access to these materials will be communicated to all UVM students using UVM e-mail or Blackboard announcements.

### Schedule of Topics

<table>
<thead>
<tr>
<th>Week, Topics</th>
<th>Readings due this week on blackboard:</th>
<th>Assignments Due this Week</th>
</tr>
</thead>
</table>
| **January Meeting 5-8pm** | Cuban History  
  * Cuba Fast Facts  
  https://www.cnn.com/2014/01/14/world/americas/cuba-fast-facts/  
  * Pre-Castro Cuba  
  http://www.pbs.org/wgbh/amERICANEXPERIENCE/features/comandante-pre-castro-cuba/  
  * Fidel Castro: Cuba’s revolutionary leader  
  https://www.bbc.com/timelines/ztfpf8  
  * Fidel Castro, Cuba’s leader of revolution, dies at 90  
  * U.S.-Cuba Relations  
  https://www.cfr.org/backgrounder/us-cuba-relations  
  * Changes in the Economic Model and Social Policies in Cuba  
  * Raul Castro’s History Negotiating with the US  
* Social Justice in Cuba: Now and in the Future
http://cri.fiu.edu/research/commissioned-reports/social-justice-fernandez-hansing.pdf
* New Elections Mark the End of Castro Family Rule
* It’s more than a terror prison: 12 things you probably didn’t know about Guantánamo

* Cuban Health Care & Complementary and Alternative Medicine
* Cuba’s Health Care System: a Model for the World
https://www.huffingtonpost.com/salim-lamrnani/cubas-health-care-system-_b_5649968.html
* Fidel Castro’s Health Care Legacy
* Cuba’s primary health care revolution: 30 years on
https://www.who.int/bulletin/volumes/86/5/08-030508/en/
* Prevention better than cure in Cuban healthcare system
* Family Medicine in Cuba: Community-Oriented Primary Care and Complementary and Alternative Medicine
https://www.jabfm.org/content/18/4/297?sid=31c73e52-cf1a-4261-81b7-a8ff61683c0e
* What we can learn from Cuba’s health care system
* Towards an HIV-free generation in Cuba
https://www.who.int/bulletin/volumes/94/12/16-021216/en/
* What can Cuba teach America about organic farming

February Meeting 5-8pm
Cuban Health Care & Complementary and Alternative Medicine paper & presentation pre-departure.
<table>
<thead>
<tr>
<th>Cuban Culture</th>
<th>March Meeting 5-8pm</th>
</tr>
</thead>
</table>
| * Cuban culture shocks: 10 things that will surprise you about the island  
  https://holidayplace.co.uk/blogs/posts/119305/cuban-culture-shocks-10-things-that-will-surprise-you-about-the-island | |
| * Santeria History, Rituals, and Practices  
  https://paranormal.lovetoknow.com/about-paranormal/what-is-santeria | |
| * The Story of Santeria: Cuba's Mysterious Religion  
  https://www.youtube.com/watch?v=pu-g2v5BDw | |
| * The Sounds Of Cuba, In Exile And At Home  
| * Buena Vista Social Club  
  https://www.youtube.com/watch?v=JNYOVEXJBBM | |
| * History of Cuba Food  
  http://www.foodbycountry.com/Algeria-to-France/Cuba.html | |
| * Salsa Cubana Styling II - Havana, Cuba | |

| Cuban Culture paper & presentation pre-departure. | |
| March 9-11 - Vinales, Cuba | Morning meeting/ yoga, meditation, visits to rural Primary Care Clinic including Complementary and Alternative Medicine, tour through valley of organic gardens. | Daily Journal prompts to:  
Give examples complex interactions among social, medical, environmental, economic and political forces as they affect health care in rural Cuba.  
Demonstrate professional, culturally conscious communication with populations, multi-disciplinary professionals and stakeholders.  
Complete a holistic self-care assessment; create and implement a holistic self-care plan; and critique the use of Complementary and Alternative Medicine. |
| --- | --- | --- |
| March 11 - 14 Havana | Morning meeting/ yoga, meditation, lectures, visits to museums, urban organic gardens and herbal medicine preparation, visits to rural Primary Care Clinic including Complementary and Alternative Medicine, music, dance, yoga, service learning at Casa De Abuelos. (Adult day care facility) | Daily Journal prompts to:  
Give examples complex interactions among social, medical, environmental, economic and political forces as they affect health care in urban Cuba.  
Identify common health problems and access issues for people |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 15-16</td>
<td>Veradeo</td>
<td>Morning meeting/ yoga, meditation, lectures, organic gardens and herbal medicine preparation, visits to rural Primary Care Clinic including Complementary and Alternative Medicine.</td>
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<tr>
<td></td>
<td></td>
<td>Daily Journal prompts to: Analyze the complexity of the Cuban Health Care system and integration with western medicine. Identify common health problems and access issues for people living in rural Cuba. Critique self-care and critique the use of Complementary and Alternative Medicine for health promotion.</td>
</tr>
<tr>
<td>April Meeting</td>
<td>5-8 pm</td>
<td>Post-travel reflective paper</td>
</tr>
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Course Schedule and Assessments:

<table>
<thead>
<tr>
<th>Due</th>
<th>Assignment</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-March</td>
<td>Course readings, participation in class discussion pre-departure.</td>
<td>10</td>
</tr>
<tr>
<td>Jan-March</td>
<td>Cuban History, Cuban Health Care &amp; Complementary and Alternative Medicine or Cuban Culture History paper &amp; presentation.</td>
<td>10</td>
</tr>
<tr>
<td>Jan-March</td>
<td>Oral Presentation of Cuban History, Cuban Health Care &amp; Complementary and Alternative Medicine or Cuban Culture History Paper pre-departure.</td>
<td>5</td>
</tr>
<tr>
<td>March</td>
<td>Daily journal to answer prompts regarding course objectives.</td>
<td>15</td>
</tr>
<tr>
<td>Jan-April</td>
<td>Holistic student assessment, self-care plan and daily journal to report progress on self-care</td>
<td>10</td>
</tr>
<tr>
<td>March</td>
<td>Participation in activities and discussions in Cuba.</td>
<td>40</td>
</tr>
<tr>
<td>April</td>
<td>Post-travel reflective paper</td>
<td>10</td>
</tr>
</tbody>
</table>

GRADING POLICY

* Written assignments will be graded on the quality of the content, references and the written composition. Written assignment will focus on gaining understanding of the underlying science of the treatment modalities in which we will observe and or participate while abroad.
* Students will be graded on participation in 3 pre departure meetings with written and an oral presentation on Cuban history, health care & complementary medicine or Cuban culture and history = 25%
* 15 % of your grade is based on completion of journaling entries during the time we are in country. Prompts will be given for journal entries based on the daily activity and course objectives to promote reflection on the experiences of the day. Journals must be completed and handed in while abroad.
* Students will complete a Holistic student assessment, self-care plan, and daily report of progress on self-care along with a post-travel reflective paper = 20%. Daily participation in labs and discussions for ‘in country’ class time (5 points a day x 8 days) = 40%

Full daily points will be allotted for attendance, volunteering to model, volunteering to demonstrate techniques, participating in discussion, responding to questions from instructors, interacting with other members of the class, commitment to learning, demonstration of safe professional behavior and respectful cultural awareness at all times. Instructors will evaluate students daily. They will provide immediate, constructive verbal feedback to students regarding their clinical, interpersonal, and presentation skill.
Final course letter grades translate from the course work percentage of points earned – See table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>98.0% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>94.0% - 97.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90.0% - 93.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87.0% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>84.0% - 86.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77.0% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>74.0% - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70.0% - 73.9%</td>
</tr>
<tr>
<td>B</td>
<td>80.0% - 83.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80.0% - 83.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67.0% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>64.0% - 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60.0% - 63.9%</td>
</tr>
<tr>
<td>F</td>
<td>below 59.9%</td>
</tr>
</tbody>
</table>

Incompletes may be approved for the following reasons: medical, personal tragedy or academic. Students are expected to complete course assignments by the due dates unless prior arrangements are made with the instructor.

**Student Learning Accommodations:**

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student's accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan.

Contact SAS:
A170 Living/Learning Center;
802-656-7753;
access@uvm.edu
www.uvm.edu/access

**Religious Holidays:**

Students have the right to practice the religion of their choice. If you need to miss class to observe a religious holiday, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time. https://www.uvm.edu/registrar/religious-holidays

**Academic Integrity:**

The policy addresses plagiarism, fabrication, collusion, and cheating. https://www.uvm.edu/policies/student/acadintegrity.pdf

**Grade Appeals:**

If you would like to contest a grade, please follow the procedures outlined in this policy: https://www.uvm.edu/policies/student/gradeappeals.pdf

**Grading:**

For information on grading and GPA calculation, go to https://www.uvm.edu/registrar/grades
II. Travel Study Behavior Expectations
1. Interest in integrative health and wellness promotion.
2. Smoking is strictly prohibited at all times.
3. Students are expected to attend all classes and travel program activities. The only exceptions are approved by the instructor.
4. Guidelines for appearance. Discretion should be used in the selection of clothing to ensure that safety and professional appearance are not compromised when standing, sitting, bending or stretching. To respect cultural expectations, clothing must cover torso (chest, back and abdomen. Bras straps should not be visible from front or back. Clothing should not be tight fitting and should be appropriate to perform work. Shorts, skorts should be in a length not shorter than 4" above the knee.
5. Curfew: Students are expected to be in the residence by 10 pm every night. Additionally, students are expected to check in with the Instructor or Teaching Assistant prior to or at 10 pm every night to inform them of their presence in the residence.
6. Free time: Students are allowed to leave the residence during their free time. However, students are not permitted to leave by themselves. Students will always be accompanied by another student. They will notify the Instructor or Teaching Assistant about their destination and expected time of return before leaving. Students must return before any scheduled activity and no later than curfew. Failure to follow these guidelines may result in discipline and possible removal from the program.
7. No illicit drugs are allowed in the residence and they may not be consumed during the duration of the program. Students found in possession of, under the influence of, in the presence of, and/or suspected of consuming these prohibited items will risk being removed from the program immediately. There are no exceptions.

Disciplinary Process and Sanctions.
Travel Study participants are expected to comply with UVM policies in general, including but not limited to those listed above. For violations, the Travel Program Instructor is responsible for and has the sole authority to make decisions regarding the level of an offense and corresponding appropriate sanctions. Sanctions may include:
• Dismissal from the Travel Study program without refund.
• The student will be responsible for removing him/her self within 24 hours of this sanction including arrangements for the travel back (airfare etc).

Activity and Classroom Safety
Students should only participate in activities that are within each student’s comfort and physical ability level. Students may excuse themselves at any point from an activity that they are uncomfortable. Students will be encourage to share any known allergies prior to participating to help ensure their safely. Students agree to report immediately any unsafe condition or injury that occurs. Faculty will review with the student any incident or injury, and the faculty will notify International SOS and UVM Risk Management if health care beyond first aid is required.

FERPA Rights Disclosure:
The purpose of this policy is to communicate the rights of students regarding access to, and privacy of their student educational records as provided for in the Family Educational Rights and Privacy Act (FERPA) of 1974.
http://catalogue.uvm.edu/undergraduate/academicinfo/ferparightsdisclosure/

Promoting Health & Safety:
The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing:
https://www.uvm.edu/health

Counseling & Psychiatry Services (CAPS)
Phone: (802) 656-3340

C.A.R.E.
If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the Dean of Students website at https://www.uvm.edu/studentaffairs

Statement on Alcohol and Cannabis in the Academic Environment
As a faculty member, I want you to get the most you can out of this course. You play a crucial role in your education and in your readiness to learn and fully engage with the course material. It is important to note that alcohol and cannabis have no place in an academic environment. They can seriously impair your ability to learn and retain information not only in the moment you may be using, but up to 48 hours or more afterwards. In addition, alcohol and cannabis can:
• Cause issues with attention, memory and concentration
• Negatively impact the quality of how information is processed and ultimately stored
• Affect sleep patterns, which interferes with long-term memory formation
It is my expectation that you will do everything you can to optimize your learning and to fully participate in this course.

Course Evaluation:
All students are expected to complete an evaluation of the course at its conclusion. The evaluation will be on blackboard. The evaluation is anonymous and confidential, the information gained, including constructive criticisms, will be used to improve the course.