D2 HLTH 92 Traditional Mongolia Medicine & 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

Class Meeting Times:
Lecture/discussions/labs: Three 3 hour classes prior to departure 5pm-8 pm for direct faculty instruction and interactive experiences.

Program Dates: June 27 – July 13, 2020

PRE-REQUISITES: Interest in integrative health and wellness promotion. Able to hike 2 hours on uneven terrain. Instructor Permission.

Number of Students: 10

Open to: Undergraduate, Graduate and CE students

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

Lecture/discussions/labs: Three 3 hour classes prior to departure 5pm-8 pm for direct faculty instruction and interactive experiences.

Catalog Description
Introduction to Traditional Mongolian Medicine including acupuncture, herbal medicine, massage, and cupping integrated with western medical practices. Students will interact with Mongolian Nomads, a Kazakh community, Reindeer Herders and Shamans. Community, family and individual health care will be observed in urban and rural settings.

Course Description
“Traditional Mongolian Medicine has a history of more than 5000 years”1 Traditional Mongolian Medicine (TMM), was developed from Mongolian folk medicine, was influenced by the Mongolians’ lifestyle as nomads and herdmen, their culture, by the harsh climate conditions, Ayurveda and Traditional Tibetan Medicine. Knowledge was passed from the elders through educational systems established in the 16th century. In 1921, the first hospital to combine Traditional and Western medicine was established in Mongolia.1 Traditional Mongolian Medicine was forbidden by the Soviet Union from the late 1920’s to 1990, when it experienced a revival after perestroika. The current Mongolian government considers Traditional Mongolian Medicine to be an important component of a comprehensive, medical service integrated with western medical practice.

Students will attend lectures and have an opportunity to learn from healers, doctors and nurses of Traditional Mongolian Medicine. Didactic content includes an introduction to Traditional Mongolian Medicine; examination of historical, environmental, social, and political forces that impact the health of Mongolians. Study includes lectures and labs at the Institute of Traditional Mongolian Medicine in the capital city, Ulaabaatar. The student program will include observing & experiencing Traditional Mongolian Medicine assessment of pulse diagnosis, assessments of the tongue, eye beds, urine, lifestyle, diet, and relationships. Treatments student can choose to experience include acupuncture, cupping, moxibustion, massage, water therapy & balneo therapy. Students will experience plant harvesting, medicine preparation, and Shaman healing ceremonies.
Mongolia is a land-locked country with a population of three million, 54.3% of whom reside in rural areas. On average, fewer than two people occupy each square kilometer. Although the distributions of health care resources per population are adequate for the population size, there is a striking difference in terms of the distributions per geographical area. Students will visit Terelj National Park to interact and study the specific health care needs and health services of the Mongolian Nomads; travel to Lake Khuvsgul to interact and study the specific health care needs and health services of the Tsaatan, ethnic reindeer herders of the north and their use of Shamanism; and visit a Kazakh community who hunt with trained Golden Eagles to interact and study their specific health care needs and health services. Community, family and individual health and health care will be observed in urban and rural settings. 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 Objectives
Upon completion of this course the student will be able to:

• Analyze the complexity of Traditional Mongolian Medicine and integration with western medicine.
• Give examples complex interactions among social, medical, environmental, economic and political forces as they affect health care in Mongolia.
• Examine the physical/psychosocial/spiritual impact of health, illness, and health care in Mongolia.
• Identify common health problems and access issues for urban and nomadic people living in Mongolia.
• Demonstrate professional, culturally conscious communication with populations, multi-disciplinary professionals and stakeholders.
• Recognize and document the diversity of human experiences of 94% of Mongolian Nomads who practice Buddhism; Tsaatan Raindeer Herders who practice Shamanism; and Kazakh Nomadic people who hunt with golden eagles and practice the Muslim religion of Islam.
• Complete a holistic self-care assessment; create and implement a holistic self-care plan; and critique the use of Complementary Therapies 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 the Blackboard course site.
* Insight into the Secrets of a Mongolian Healthy Lifestyle. Provided by Dr.Bold, Institute of Traditional Mongolian Medicine, Ulaabaatar, Mongolia (provided at the Institute of Traditional Mongolian Medicine)

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 the country. 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 Mongolia 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/](https://bb.uvm.edu/). Access to
• These materials will be communicated to all UVM students using UVM e-mail or Blackboard announcements.

**Undergraduate And Continuing Education**

*Final course letter grades translate from the course work percentage of points earned – See table below.*

<table>
<thead>
<tr>
<th></th>
<th>A+ 98.0% - 100%</th>
<th>A 94.0% - 97.9%</th>
<th>B- 80.0% - 83.9%</th>
<th>D+ 67.0% - 69.9%</th>
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<tbody>
<tr>
<td>A-</td>
<td>90.0% - 93.9%</td>
<td>C+ 77.0% - 79.9%</td>
<td>D 64.0% - 66.9%</td>
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<tr>
<td></td>
<td>B+ 87.0% - 89.9%</td>
<td>C 74.0% - 76.9%</td>
<td>D- 60.0% - 63.9%</td>
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<tr>
<td>B</td>
<td>84.0% - 86.9%</td>
<td>C- 70.0% - 73.9%</td>
<td>F below 59.9%</td>
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Incompletes may be approved for the following reasons: medical, personal tragedy or academic.

**Graduate:**

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<thead>
<tr>
<th></th>
<th>A+ 97 – 100</th>
<th>A 93 – 96</th>
<th>A- 90 – 92</th>
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<tbody>
<tr>
<td>B+</td>
<td>87 – 89</td>
<td>B 83 – 86</td>
<td>B- 80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79</td>
<td>C 73 – 76</td>
<td>C- 70 – 72</td>
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Incompletes may be approved for the following reasons: medical, personal tragedy or academic.

**Note:** Graduate students do not earn D grades. A grade below B- may require this course to be repeated. See below for UVM Graduate College policy

*Students whose academic progress is deemed unsatisfactory at any time may be dismissed from the Graduate College by the dean upon consultation with the student's department or program. In addition, students may be dismissed if they receive two grades or more below a B (3.00), or they receive a U (Unsatisfactory) or UP (Unsatisfactory Progress) in Thesis or Dissertation Research, Seminar or Clinical Practicum (Graduate Catalogue 2016-2017, Progression Policies).*
Assessments (Graded Work):

<table>
<thead>
<tr>
<th>Due</th>
<th>Assignment</th>
<th>Percent</th>
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<tr>
<td>April, May - June</td>
<td>Course readings, participation in class discussion, Mongolian History, Mongolian Health Care &amp; Complementary Therapies or Mongolian Culture paper &amp; presentation pre-departure.</td>
<td>25</td>
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<tr>
<td>June-July</td>
<td>Daily journal to answer prompts regarding course objectives</td>
<td>15</td>
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<tr>
<td>June-July</td>
<td>Traditional Mongolian Medicine student assessment, self-care plan and daily journal to report progress on self-care and post-travel reflective paper</td>
<td>20</td>
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<tr>
<td>June - July</td>
<td>Participation in activities and discussion.</td>
<td>40</td>
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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.

<table>
<thead>
<tr>
<th>Week, Topics</th>
<th>Readings due this week on blackboard:</th>
<th>Assignments Due this Week</th>
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<tbody>
<tr>
<td>March Meeting 5h - 8pm</td>
<td>Mongolian History</td>
<td>Mongolian History paper &amp; presentation pre-departure.</td>
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<tr>
<td>April Meeting 5-8pm</td>
<td>Mongolian Health Care &amp; Complementary Therapies</td>
<td>Integrated Health paper &amp; presentation pre-departure.</td>
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<tr>
<td>May Meeting 5-8pm</td>
<td>Mongolian Culture</td>
<td>Mongolian Culture paper &amp; presentation pre-departure.</td>
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<td>June 27</td>
<td>Terelj National Park Visit “Tsonjin Boldog” (54 km), where the world’s biggest equestrian statue - Chinggis Khan Statue complex is located. Visit a local nomad family to learn about their lifestyle and participate in their daily chores.</td>
<td>Arrive In Ulaabaatar, Mongolia * Identify common health problems and access issues * Describe the physical/psychosocial/spiritual impact of health, illness, and health care in of Mongolian Nomads. * Identify common health problems and access issues * Describe the physical/psychosocial/spiritual impact of health, illness, and health care in of the Kazakh people * Recognize and document the diversity of human experiences of the Kazakh people who hunt with golden eagles and practice the Muslim religion of Islam. * Critique self-care and critique the use of Complementary Therapies for health promotion in their personal and professional practice. *Record observations about</td>
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<tr>
<td>June 28 -29</td>
<td>Visit a Kazakh Community who hunt with golden eagles and practice the Muslim religion of Islam. Learn about local crafts of embroidery, weaving and wool felting with a Kazakh family.</td>
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June 30 – July 3

UlaanBaatar, Mongolia

Morning meeting, yoga, meditation, & meridian balancing

Lectures at the Institute of Traditional Mongolian Medicine

Visits to the Gandan Monastery to learn about Buddhism. Explore Ulaabaatar highlights such as Mongolian National Modern Art Gallery, Zaisan hill memorial, Bogd Khan Winter Palace museum

Khustai Natural Reserve
Watch a documentary film about the wild horses, then go look for the last true wild Takhi/Przewalski horses in the field. *Takhi* means spirit, or worthy of worship. Once nearly extinct, the population of these wild horses has rebounded on the dusty steppes of Mongolia.

* Describe the history and theory of traditional Mongolia Medicine (Students will read Dr. Bold's book, *Insight into the Secrets of a Mongolian Healthy Lifestyle*.)
* Give examples of the benefits of acupuncture and massage for symptom management as well as long term self care.
* Analyze, experience and practice assessment of pulse diagnosis, assessments of the tongue, eye beds, urine, lifestyle, diet, and relationships.
* Analyze, experience and evaluate the benefits of acupuncture, cupping, moxibustion, massage, water therapy & balneo therapy.
* Describe the benefits of herbal medicines and dietary recommendations for treating hot and cold diseases as well as wind, bile and phlegm diseases.
* 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 Therapies for health promotion in their personal and professional practice.

July 4

Observe the *Takhi* family network—a harem—with a dominant stallion watching over mares and their offspring, in groups of 5 to 15. Describe what the Mongolian government is doing to support this endangered species.
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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</table>
| July 5 -- 9| Morning meeting, yoga, meditation, & meridian balancing                   | * Identify common health problems and access issues for people living in northern Mongolia  
               * Describe the physical/psychosocial/spiritual impact of health, illness, and health care in of the Tsaatan Reindeer People  
               * Analyze the benefits and shortcomings of Shamanism on local health and wellness. What is your experience of the Shaman Healing Ceremony?  
               * Identify plants used in healing medicines.  
               * Evaluate your self-care plan and progress. Implement changes as needed.  
               * Recognize and document the diversity of human experiences of Tsaatan Raindeer Herders whose lifestyles and culture are thousands of years old.  
               * Record observations about individual, family and community health. |
|            | Lecture by regional doctor on the health care issues of the region and of the Tsaatan Reindeer People |  
|            | Medicinal Plant identification walk on Wishing Rock Island               |  
|            | Attend the Tsaatan Festival                                              |  
| July 10    | Morning meeting, yoga, meditation, & meridian balancing                   | * The National Costume festival is a bright example of Mongolian culture that introduces the marvels of national costumes. Students are introduced to customs of various Mongolian ethnic groups and will vote on their favorites.  
               * Record observations about individual, family and community health. |
|            | Visit Sukhbaatar square to see National Costume Festival                 |  
| July 11 – July 12 | Attend the Mongolian Naadam Festival all day. Including the opening ceremony, and three manly games’ competitions which are wrestling, & archery. Transfer to Khui Doloo Khudag for horse racing. |  
|            |                                                                          | * Record observations about individual, family and community health. |
| July 13    | Depart for Burlington, VT                                                |  

GRADING POLICY FOR WRITTEN ASSIGNMENTS
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 we will observe and or participate in while abroad.

GRADING POLICY FOR ASSIGNMENT PRESENTATIONS
Students will be graded on participation in 3 pre departure meetings with written and an oral presentation of the science behind a modality used in Traditional Mongolian Medicine and lead an interactive discussion with the group = 25 points

GRADING POLICY FOR JOURNALING
15 % of your grade is based on completion of journaling entries during the time we are in country. Prompt 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.

GRADING POLICY FOR PARTICIPATION IN ACTIVITIES AND DISCUSSIONS
Students will complete a Traditional Mongolian Medicine assessment, self-care plan and daily report of progress on self-care and post-travel reflective paper = 20 point; daily participation in labs and discussions for ‘in country’ class time, 2 points a day x 20 days = 40 points. 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 and demonstration of safe professional behavior and respectful cultural awareness at all times. Instructors will evaluate the students daily. They will provide immediate, constructive verbal feedback to students regarding their clinical, interpersonal, and presentation skill.

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
II. Travel Study Behavior Expectations

1. Smoking is strictly prohibited at all times.

2. Students are expected to attend all classes and travel program activities. The only exceptions are approved by the instructor.

3. 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.

4. 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.

5. Free time: Students are allowed to leave the residence during their free time. However, students are not permitted to leave by themselves. They 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.

6. 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 parent or guardian will be responsible for removing the student within 24 hours of this sanction including arrangements for the travel back (airfare etc).

Laboratory 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 encouraged to share any known allergies prior to participating to help ensure their safety.

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

Final Exam Policy:
The University final exam policy outlines expectations during final exams and explains timing and process of examination period. https://www.uvm.edu/registrar/final-exams

Alcohol and Cannabis Statement:
The Division of Student Affairs has offered the following statement on alcohol and cannabis use that faculty may choose to include, or modify for inclusion, in their syllabus or Blackboard site:

**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.

1 BRIEF HISTORY AND DEVELOPMENT OF TRADITIONAL MONGOLIAN MEDICINE
Sh.Bold TMD, Ph.D., DSc (Med) Medical Research Institute, Ministry of Health, Mongolia