

	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet	Integrativna in komplementarna medicina
Course title	<i>Integrative and complementary medicine</i>

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Integrirana zdravstvena in socialna oskrba/2. stopnja	Ni smeri študija	2. letnik	3.
Nursing Care / 2 nd Cycle		2 nd year	3 rd

Vrsta predmeta/Course type izbirni / elective

Univerzitetna koda predmeta/University course code IZSO IP UN 7

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
15		30			105	5

Nosilec predmeta/Lecturer: prof. dr. Zmago Turk

Jeziki/ Languages: **Predavanja/Lectures:** slovenski/Slovenian
Vaje/Tutorial: slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: **Prerequisites:**

Vpis v drugi letnik študijskega programa.	A prerequisite for inclusion is enrolment in the second year of study.
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Vsebina:	Content (Syllabus outline):
<ul style="list-style-type: none"> • Predstavitev zgodovine komplementarnih ved skozi čas. • Seznanitev z vsebino in namenom posameznih področij delovanja komplementarnih in integrativnih ved. • Seznanitev z osnovnimi principi komplementarne in integrativne medicine. • Seznanitev z osnovnimi oblikami integrativne medicine (manualna medicina, tradicionalna kitajska 	<ul style="list-style-type: none"> • The presentation of the history of complementary sciences through the past. • Getting to know the content and the aim of the individual fields of the functioning of the complementary and integrative sciences. • Getting to know the basic principles of the complementary and integrative medicine. • Getting to know the basic forms of the integrative medicine (manual medicine,

medicina, fitoterapija-zeliščarstvo, body-mind medicine.	traditional Chinese medicine, phytotherapy- herbalism, body-mind medicine.
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Temeljna literatura in viri/Readings:

Temeljna literatura/Basic literature

1. Kligler, B. (2014). Integrative medicine-principles for practice. New York, The McGraw-Hill Companies, Inc.
2. Micozii, M.S. (2011). Fundaments of complementary and alternative Medicine. New York, Saunders Elsevier.
3. Eurocam (2014). CAM 2020 - The contribution of Complementary and Alternative Medicine to sustainable healthcare in Europe. Brussels, Eurocam. <http://www.camdoc.eu/Pdf/CAM%202020%20final.pdf>
4. Ernst, E. (2001). The desktop Guide to Complementary and Alternative medicine: an Evidence- based Approach. London.UK: Harcourt Publishers.
5. Maciocia, G. (1995). The Foundations of Chinese Medicine, A Comprehensive Text for Acupuncturists and Herbalists. Singapore: Churchill Livingstone.

Priporočena literatura/ Recommended literature

6. TCM Group. (1996). The Foundation of Traditional Chinese Medicine. Shanghai: Science- Technology Press.
7. Wang, Z. (1995). New Edition on Selection of Acupuncture Points in TCM Internal Medicine, Beijing: Document Press of Science and Technology.
8. Yang, Z. (1990). Handbook of Practical Selection of Acupuncture Points.Beijing: Jin Dun Press.
9. Beijing College of Traditional Medicine. Essentials of Chinese Acupuncture. Beijing: Foreign Language Press, 1985.
10. Liao SJ, Lee MH, Ng LK. (1994). The historic background. In principles and Practice of Contemporary Acupuncture. New York, NY: Marcel Dekker: 8-41
11. Bannerman, RH. (1979). Acupuncture: the WHO view. World Health 1979; December: 27-8
12. Pomeranz, Warma, N. (1988). Potentiation of analgesia by two repeated electroacupuncture treatments: the first opioid analgesia potentiates a second, nonopioid analgesia response. Brain Res 1988; 452: 232-6
13. Pomeranz, B., Chiu, D. (1976). Naloxone blocks acupuncture analgesia and causes hyperalgesia: endorphin is implicated. Life Sci 1976; 19: 1757-62
14. Bieber, Eric J.; Yuan, Chun-Su. (2002). Textbook of Complementary and Alternative Medicine. Taylor & Francis.
15. Somerville, R. (1996). The Medical Advisor: The Complete Guide to Alternative & Conventional Treatments. Alexandria, VA: Time Life Inc.
16. Ka integraciji savremene i tradicionalne medicine, ECPD, Beograd, 1995.

Cilji in kompetence:

Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:

- Spoznavanje posameznih

Objectives and competences:

The learning unit mainly contributes to the development of the following general and specific competences:

<p>metod integrativne medicine.</p> <ul style="list-style-type: none"> • Spoznavanje terapevtskih metod v integrativni medicini. • Spoznavanje pomena integrativne medicine v zdravstvenih vedah. • Spoznavanje uporabnosti integrativne medicine v konceptu celostnega zdravstvenega sistema. • Spoznavanje povezovanja integrativne medicine z ortodoksno šolsko medicino. 	<ul style="list-style-type: none"> • Getting to know the individual methods of integrative medicine • Getting to know the therapeutical methods in the integrative medicine. • Learning about the significance of the integrative medicine in medical sciences. • Learning about the utility of integrative medicine in the concept of an overall medical system. • Learning about the connection of the integrative medicine with the conventional school medicine.
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Predvideni študijski rezultati:

Intended learning outcomes:

<p>Študent/študentka: Obvladati teoretična in praktična znanja posameznih metod v integrativni medicini v smislu individualnega pristopa in celostne obravnave. Praktična znanja: osnovna uporaba metod in spoznanje kontraindikacij ter možnih škodljivosti terapevtskih posegov.</p>	<p>Students: Mastering the theoretical and practical knowledge of the individual methods in the integrative medicine in terms of an individual approach and an overall treatment. The practical knowledge (the basic use of the methods in learning about the contraindications and possible inimical therapeutical interventions).</p>
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Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • <i>metode demonstriranja</i> – učenje praktičnih veščin. • <i>vaje</i>: priprava, predstavitev in uspešen zagovor raziskovalne naloge (empirično raziskovanje, reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo). 	<ul style="list-style-type: none"> • <i>lectures</i> with active students participation (explanation, discussion, questions, examples, problem solving); • <i>methods demonstration</i> - learn practical skills; • <i>tutorial</i> preparation, presentation and a successful defence of a research paper (empirical research, problem solving, case studies, methods of critical thinking, discussion, reflection of experiences, evaluating, project work, team work).
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Načini ocenjevanja: Delež (v %) Weight (in %) **Assessment:**

<p>Način:</p> <ul style="list-style-type: none"> • 100% udeležba na predavanjih in vajah: priprava, predstavitev in zagovor raziskovalne naloge – 100 % ocene; • če študent ni 100 % udeležen na predavanjih in vajah: 	<p>100%</p> <p>ali</p>	<p>Types:</p> <ul style="list-style-type: none"> • 100% attendance at lectures and tutorials: preparation, presentation and defence of project paper - 100% of the grade; • If the student is not 100% involved at lectures and tutorials:
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<ul style="list-style-type: none"> - izpit – 60 % ocene, - priprava, predstavitev in zagovor raziskovalne naloge – 40 % ocene. <p>Ocenjevalna lestvica: ECTS.</p>	<p>60 % 40 %</p>	<ul style="list-style-type: none"> - exam – 60 % of the grade, - the preparation, presentation and defense of the project paper - 40% of the grade. <p>Assessment scale: ECTS.</p>
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