School for New Learning
DePaul University
Course Syllabus:
HC 263 - The Myths and the Magic of Healing
Spring 2017

General Information
Faculty: Dr. Derise Tolliver Atta,
dtollive@depaul.edu
Office Hours: by appointment
312-362-8199
Location: Loop

Dates/Time: Tuesdays, 5:45-9:00pm, Meets 3/28, 4/4, 4/11, 4/18, 4/25
Credit Hours: 2

Course Description and Faculty Biographical Sketch

Course Description: The stories we tell ourselves and the ones that are told to us can have a powerful impact on how we understand health, healing and healing processes. Examining these stories, which are sometimes based on reliable evidence, other times grounded in unquestioned assumptions, may assist us as we face discomfort and disease in our own lives and the lives of others whom we know. This new course will engage the learner in a critical analysis of biomedical, social, religious and New Age beliefs about the nature of healing processes. We will consider what can help support an enhanced quality of life in the face of health challenges. Donald M. Epstein’s book, Healing Myths, Healing Magic, will be a primary text for the course, along with scholarly articles and popular media. This is a 5-week, two-credit course.

Faculty Biography: Derise Tolliver Atta, Ph.D. is a Faculty Mentor and Associate Professor at the School for New Learning, DePaul University. She is a clinical psychologist by training, licensed in the state of Illinois. Dr. Tolliver Atta is the former Chicago Director of the DePaul University/Tangaza College B.A. Degree Program, which is based in Nairobi, Kenya. She is the co-developer and has been the co-director of DePaul University’s travel study program to Ghana, West Africa since 1996. She also serves as faculty coordinator of the SNL International and Travel Study Committee and chairperson of the SNL Africa Diaspora Committee. Dr. Tolliver Atta teaches and conducts research in the areas of African-centered psychology, spirituality and culture in adult education, international education, health issues, racism and oppression, and has published articles on these topics. Her life mission is to help people “re-member” who they truly are, and she tries to facilitate this through her teaching, scholarship and service.

Competencies
H3X, S3B, FX. Can only be taken for one competence.

Outcomes
After completing this requirement, students will be able to:

- Identify at least 4 stories, beliefs and/or myths that they have heard about health and healing.
• Examine a specific health/wellness challenge from 2 different perspectives: social, biomedical, religious and New Age.
• Identify the pros and cons of different approaches and perspectives to health and healing.
• Articulate holistic principles of healing
• Present their ideas on healing to an audience of their peers

Learning Experience
- Learning Strategies: in-person discussion, role-playing, presentations, peer review, collaborative learning, research, creative activities, written reflection and analysis; other assignments determined by instructor based on class needs.


--- Required Readings: Healing Myths, Healing Magic book by Donald Epstein is the required textbook for this course. All other readings and resources for this course are free, available on the Internet, and/or will be distributed by the instructor.

--- Attendance and Participation: DePaul University anticipates that all students will attend all classes. Since this is a five-week course, missing class makes assessment difficult. Therefore,
- Students missing 2 or more class sessions of this five-week course will not have met the requirements for a passing grade. If you know that you will have to miss more than one class session, I encourage you to check into withdrawal deadlines in order to avoid a failing grade and/or financial repercussions associated with that.
- Students who are not present for, or do not participate in the in-class activities and discussions will receive a grade of "0" for those activities and discussions. See assessment criteria below.
- In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.
- A deduction of 5% per day will apply to all assignments submitted beyond the due date. See assessment criteria below.
- Students who have not submitted an assignment within five days of the due date will receive a grade of "0" for that assignment. See assessment criteria below.

Evidence the students will submit
Student will submit a bound, tabbed portfolio at the end of the course that will be a compilation of the in-class work and homework assignments from throughout the quarter. It will include a 5-10 page paper on a dis-ease or health challenge that the student examines from 2 different healing paradigms. One of the healing paradigms should be compatible with the competence for which the student registered. The final portfolio will also include reading analyses of the chapters from the textbook and weekly freewriting.
100 Points Possible for the Course:

1. Chapter/section analyses (weekly write-ups) – 20 points (5 for each chapter)
2. In-class discussion and activity participation – 25 points (5 points each class)
3. Paper (5-10 pages) on chosen disease or health challenge, examined from 2 different approaches/paradigms (final paper due week after last class session) – 40 points
4. Class presentation on paper (last class session) – 10 points
5. Adherence to portfolio format – 5 points

Plagiarism
The DePaul Student Handbook defines plagiarism as follows: “Plagiarism includes but is not limited to the following: (a) 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. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) 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. (d) The paraphrasing of another’s work or ideas without proper acknowledgment.” Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

Criteria for Assessment

Grading Scale

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<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A</td>
<td>95 to 100</td>
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<tr>
<td>A-</td>
<td>91 to 94</td>
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<tr>
<td>B+</td>
<td>88 to 90</td>
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<td>B</td>
<td>85 to 87</td>
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<tr>
<td>B-</td>
<td>81 to 84</td>
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<td>C+</td>
<td>77 to 80</td>
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<td>C</td>
<td>73 to 76</td>
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<tr>
<td>C-</td>
<td>70 to 72</td>
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<td>D+</td>
<td>65 to 69</td>
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<td>D</td>
<td>61 to 64</td>
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<td>F</td>
<td>60 or below</td>
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Grades lower than a C- do not earn credit at the School for New Learning.

Written Work and Discussions Will be Evaluated As follows:

91 to 100% = designates work of high 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 idea.

81 to 90% = designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of ideas.

70 to 80% = 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 be otherwise incomplete.
61 to 69% = designates work of poor quality which does not meet minimum requirements 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.

Policy for Missing, Late, and Incomplete Work

A deduction of 5% per day will apply to all assignments submitted beyond the due date.

Students who have not submitted an assignment within five days of the due date will receive a grade of "0" for that assignment. Students who are not present for, or do not participate in the in-class activities and discussions will receive a grade of "0" for those activities and discussions.

In order for a student to have an incomplete (IN) grade granted in this course, there must be a significant extenuating circumstance evidenced by the student (e.g., medical and/or significant personal issues). The student will need to initiate and file an SNL Incomplete grade contract before the final session of the course to receive an incomplete grade. Students are strongly advised to review the university deadlines for withdrawal without tuition refund and the implications for financial aid and grades.

Class Schedule and Activities

Week 1, 3/28
• Discussion: Introductions
  Who are you? Why are you here? What is this course about?
• In-Class Activity: Identifying our own stories and beliefs about healing
• Discussion: What is a paradigm?
• What do we know about various dis-eases?

Week 2, 4/4
• Discussion: What is healing? What is cure?
• Video and discussion: Twelve stages of healing
• Discussion: Social myths of healing
• Deciding focus of final paper and presentation

Week 3, 4/11
• Discussion: Biomedical myths of healing
• Guest speaker: The role of breath and nutrition in holistic healing
• Preliminary updates on research for final papers

Week 4, 4/18
• Discussion: Religious and New Age myths of healing
• Video: restorative and reorganizational healing
• Discussion: Secret language of our bodies
• In-class activity: articulating holistic principles of healing

Week 5, 4/25
• Healing myths, healing magic summit: Student presentations on specific dis-eases
**Addenda**
See additional information pertaining to the grade designations for undergraduate grades. See Pass/Fail Grading Options.

This course includes and adheres to the college and university policies described in the links below:
- [Academic Integrity Policy](#)
- [Incomplete Policy](#)
- [Course Withdrawal Timelines and Grade/Fee Consequences](#)
- [Accommodations Based on the Impact of a Disability](#)
- [Protection of Human Research Participants](#)

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