



## SECTION NINE COURSE DESCRIPTIONS

# ACUPUNCTURE AND ORIENTAL MEDICINE

### **AOM 014**

#### **Five Element Project**

In this course, students create independent study projects that demonstrate their embodiment of the Five Elements. Projects are presented to the class.

Credits: 0.00

### **AOM 095**

#### **Orientation to Clinical Practice**

In preparation for Supervised Clinical Practice, students gain a basic understanding of the learning objectives, outcomes, and requirements of the student teaching clinic at the Natural Care Center, an introduction to the systems and policies in use and governing the operations of the Natural Care Center, and a refresher on the legal and regulatory issues governing their work in the Natural Care Center, including scope of practice, patient confidentiality, and boundaries

Credits: 0.00

### **AOM 096**

#### **Pre-Clinic Retreat**

At an off-site retreat with faculty members, students celebrate the rite of passage that is the transition into their clinical phase. Students have the opportunity to develop a sense of community among their classmates, to apply their education, and to replenish their personal resources in preparation for their transition to clinical and professional practice.

Credits: 0.00

### **AOM 601**

#### **History of Acupuncture and Oriental Medicine**

In this course, students learn the history and development of acupuncture and oriental medicine, its philosophical underpinnings and cultural influences. The study of classical texts and Chinese characters will serve as a guide for this journey through the historical and cultural influences of this medicine.

Credits: 2.00

### **AOM 611**

#### **Foundations of Oriental Medicine I**

Grounded in classical literature, this course provides students with an overview of the foundational laws and theories that underpin the field of acupuncture and oriental medicine. This course introduces concepts such as the Dao, Yin and Yang, Qi, the Vital Substances, the Five Elements/Phases and their correspondences, the Zang and Fu, and the channels and points.

Credits: 2.00

### **AOM 612A**

#### **Foundations of Oriental Medicine II**

Building on the concepts in Foundations of Oriental Medicine I, this course deepens students' understanding of acupuncture and oriental medicine and provides students with an introduction to Chinese energetic anatomy and physiology. This course will focus on the meridians and channel systems, the vessels, and the basic functions of the organs (Zang and Fu). Students will also be introduced to the internal and external causes of disease.

Credits: 2.00

### **AOM 612B**

#### **Constitutional Five Element Acupuncture I**

This course deepens students' study of Constitutional Five Element Acupuncture (CFA) and teaches the Principles of Healing, the Laws of Nature, the Medicine of the Wu Xing (Five Phases), the function of the Twelve Officials and correspondences, and the role of the Constitutional Factor in health and healing.

Credits: 2.00

**AOM 613A****Foundations of Oriental Medicine III**

Building on the concepts in Foundations of Oriental Medicine II, this course continues to develop students' understanding of acupuncture and oriental medicine and deepens their study of Chinese energetic anatomy and physiology, including an increased focus on classical point functions and applications.

Credits: 1.50

**AOM 613B****Constitutional Five Element Acupuncture II**

This course is an in-depth study of the treatment principles that form the foundation of Constitutional Five Element Acupuncture. This course continues the study of the Twelve Officials, their expression (in health and disharmony) on a body, mind, and spirit level, as well as the techniques that govern the movement, healing, and transformation of Qi within this tradition. An emphasis will be placed on applied five element theory and treatment planning.

Credits: 2.50

**AOM 614****Patterns of Disharmony I**

Building on Foundations of Oriental Medicine I and II, students study the Eight Principles in Chinese Medicine and deepen their understanding of Zang Fu theory and Patterns of Disharmony.

Credits: 2.00

**AOM 614B****Visiting Scholar Intensive I**

In this course students have the opportunity to learn from renowned experts in Chinese medicine.

Credits: 1.00

**AOM 615A****Patterns of Disharmony II**

Students deepen their study of Eight Principles in Chinese Medicine and deepen their exploration of Zang Fu theory and Patterns of Disharmony. An emphasis is placed on the clinical application of these theories.

Credits: 2.00

**AOM 615B****Treatment Planning and Design**

This course builds on the theory courses in earlier trimesters and explores methods of treatment planning through discussion of cases as presented in Clinical Theater and case presentation with senior faculty.

Credits: 2.00

**AOM 615C****Point Functions and Applications**

Building upon the knowledge of the channels, vessels, and point categories introduced in Foundations of Oriental Medicine this course is an in depth exploration of empirical point functions, clinical application of the points, and the spirit of the points.

Credits: 3.00

**AOM 622****Point Location I**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3.00

Prerequisite: ISCI 640

**AOM 623****Point Location II**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3.00

Prerequisite: AOM 622

**AOM 624****Point Location III**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 3.00

Prerequisite: AOM 622; AOM 623

**AOM 625****Point Location IV**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.

Credits: 2.00

Prerequisite: AOM 622; AOM 623; AOM 624

**AOM 631****Diagnostic Skills I**

In this course students are introduced to the foundational diagnostic tools of acupuncture and oriental medicine. Students develop the skills needed to engage their senses and are introduced to the Four Inspections (to see, to hear, to ask, to feel).

Credits: 1.50

**AOM 632****Diagnostic Skills II**

In this experiential course, students will learn the diagnostic skills and assessment techniques critical to the practice of Constitutional Five Element Acupuncture. This class introduces the diagnostic tools of color, sound, odor and emotions and pulse skills relative to CFE acupuncture.

Credits: 1.00

Prerequisite: AOM 631

**AOM 633****Diagnostic Interaction**

In this course students experience and develop an embodied definition of rapport and its use in therapeutic relationships. Students expand their diagnostic skills through practical exercises focusing on mannerisms, body posture, voice, and attitude. As part of this course, students will complete of 10 hours (5 treatments) in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 1.25

Prerequisite: AOM 631; AOM 632

**AOM 634A****Patient Intake and Assessment**

This course teaches students the fundamental tools used in assessment and diagnoses. Students learn how to conduct an initial intake, conduct a clinical interview and patient history, perform a Chinese medical physical exam, organize their findings, and accurately record information using SOAP notes, and construct a treatment plan from this information. This course is constructed as a clinical theater. Students will interview each other in front of the class, will receive feedback, and refinement of their assessment and treatment plan from their classmates and the instructor.

Credits: 2.50

Prerequisite: AOM 633; AOM 643

**AOM 634B****Diagnostic Skills Lab I**

Directly following Patterns of Disharmony, this course, through both observation and hands on practice, will give students the opportunity to practice the diagnostic tools and skills of the Eight Principal Paradigm. Emphasis will be on pulse and tongue diagnosis through this lens.

Credits: 0.75

**AOM 635****Diagnostic Skills Lab II**

This course, through both observation and hands on practice, will give students the opportunity to practice the diagnostic tools and skills that they have learned. Emphasis will be on pulse and tongue diagnosis.

Credits: 0.50

**AOM 643****Treatment Skills I**

Students practice the clinical skills taught in Constitutional Five Element I and II, using each other as models. Students are taught and given the opportunity to practice needle techniques and the use of moxibustion.

Credits: 1.00

**AOM 645****Clinical Theater Lab**

Immediately following Clinical Theater, students will have the opportunity to practice and enhance their treatment skills, with emphasis on the treatment techniques performed during the clinical theater course.

Credits: 0.50

Prerequisite: AOM 655

**AOM 653****Clinical Observation I**

This course provides students with the ability to observe the application of the theoretical concepts introduced in Constitutional Five Element Acupuncture I. This course is taught through observation of a senior practitioner, case presentation, discussion of treatment strategies and collaborative treatment planning. Students will also complete 10 hours (5 treatments) of observation in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 0.75

**AOM 654****Clinical Observation II**

This course provides students with the ability to observe the application of the theoretical concepts introduced in Constitutional Five Element Acupuncture I and II, and Patterns of Disharmony I. This course is taught through observation of a senior practitioner, case presentation, discussion of treatment strategies and treatment planning. This course provides students with the opportunity to observe phenomena and to learn how phenomena lead to assessments. Students will also complete 10 hours (5 treatments) of observation in the acupuncture student teaching clinic in the Natural Care Center.

Credits: 0.75

Prerequisite: AOM 653

**AOM 655****Clinical Theater**

In this participatory theater style course students will observe a faculty member conduct an intake and assessment, design a treatment plan, and treat a client over the course of the trimester. Students will rotate and act as an active secondary practitioner, with the opportunity for individual feedback and assessment.

Credits: 1.00

Prerequisite: AOM 634A

**AOM 665****Physiology III: Integration With Oriental Medicine**

This course views medical conditions from a Chinese medical perspective, in parallel to a western pathophysiology course. In this course, we will examine the possible substance and organ disharmonies, possible etiologies, and possible treatment strategies and lifestyle suggestions, integrating the Chinese perspective with a Western perspective.

Credits: 1.00

**AOM 681****Self-Cultivation I**

This experiential course introduces students to the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

**AOM 682****Self-Cultivation II**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

Prerequisite: AOM 681

**AOM 683****Self-Cultivation III**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

Prerequisite: AOM 681; AOM 682

**AOM 685****Self-Cultivation IV**

This experiential course builds on previous self-cultivation courses. Students learn the philosophy, practice, and therapeutic application of qi through the study of classical self-cultivation practices, such as Tai Ji, Qi Gong, and Daoist meditation.

Credits: 0.50

Prerequisite: AOM 681; AOM 682; AOM 683

**AOM 690A****Introduction to Community Acupuncture and Supervised Community Practice I**

Following an introduction to community based treatment models, such as the treatment of addiction and recovery using the NADA protocol and treatment during stress and crisis, students will begin treatment in community sites. Students spend a minimum of 10 at community health sites where they gain experience using acupuncture and life-skills treatment models for community health.

Credits: 0.50

**AOM 690B****Supervised Community Practice II**

Students continue their supervised clinical practice in the community health setting. Students may continue to treat in addiction and recovery using the NADA protocol and broaden their work in community settings, to include the use of the NADA or AWB protocol for patients suffering from trauma and stress. Students spend a minimum of 16 hours treating in a community health setting.  
Credits: 0.25

**AOM 690C****Supervised Community Practice III**

Students continue their supervised clinical practice in the community health setting. Students may continue to treat in addiction and recovery using the NADA protocol and broaden their work in community settings, to include the use of the NADA or AWB protocol for patients suffering from trauma and stress. Students spend a minimum of 16 hours treating in a community health setting.  
Credits: 0.25  
Prerequisite: AOM 6EXI, All Level II coursework

**AOM 6EXI****AOM Comprehensive Exam Level Two**

The comprehensive exam tests level two students on the body of knowledge they have learned in the first five trimesters of schooling.  
Credits: 0.00  
Prerequisite: AOM 615A

**AOM 710****Theory: NCCAOM Review Elective**

This elective course is designed to prepare students who plan to sit for the NCCAOM national certification exam modules in the foundations of Oriental medicine, acupuncture, and biomedicine. The course provides a structured study experience for students.  
Credits: 0.00  
Prerequisite: AOM 6EXI, All Level II coursework

**AOM 716****Writing a Case Report**

Students are guided through the process of creating a retrospective case report for a patient they have been treating in the faculty supervised clinic. The report will meet professional publishing criteria and to meet California requirements.  
Credits: 1.00

**AOM 717A****Visiting Scholar Intensive II**

In this course students have the opportunity to learn from renowned experts in Chinese medicine.  
Credits: 1.00

**AOM 717B****Advanced Treatment Planning**

Building on the foundational treatment planning course in an earlier trimester, this course will explore methods of integration of acupuncture theories and treatment planning through case presentation with senior faculty.  
Credits: 2.00  
Prerequisite: AOM 655

**AOM 719A1****Pain Management in Oriental Medicine**

This course deepens students understanding of the nature and causes of pain and to the treatment and management of acute and chronic. Students will demonstrate how to approach pain from multiple perspectives, including five element, the channels, and patterns of disharmony. The focus of this semester will be on the clinical application of treatment strategies. Students will use the NCC student clinic as a lab to apply the material taught in this course.  
Credits: 3.00

Prerequisite: AOM 790C6

**AOM 719A2****Women's Health in Oriental Medicine**

This course deepens student's understanding of women's health and wellness from an allopathic and Chinese medical perspective. Topics may include the menstrual cycle, sexuality, reproduction, menopause and disorders of the reproductive system. The focus of this semester will be the clinical application of treatment strategies. Students will use the NCC student clinic as a lab to apply the material introduced in this course.  
Credits: 3.00

Prerequisite: AOM 790C6

**AOM 719A3****Five Element Clinical Intensive**

This course is structured as a "master apprenticeship" and will build on a student's knowledge of constitutional five element acupuncture, with an emphasis on applied five element theory and treatment strategies. This course will be taught by seasoned practitioners, and visiting scholars.  
Credits: 3.00

Prerequisite: AOM 790C6

**AOM 726****Point Location V**

In a series of didactic and experiential courses, students learn the location of all acupuncture points on the twelve primary meridians, the conception and governing vessels, and a number of extra points not located on the major meridians. Students gain an understanding of respectful touch principles, including techniques to move and position the body.  
Credits: 2.00  
Prerequisite: AOM 622; AOM 623; AOM 624; AOM 625

**AOM 746****Transforming and Healing the Emotions**

Students view the process of healing and transformation in the emotional body to more effectively assess, treat and support their patients. This course provides students with experiential and didactic skills for engaging patients on the emotional level and with the ability to integrate those skills with other diagnostic and treatment skills previously learned in the program.  
Credits: 1.00

**AOM 747****Advanced Treatment Skills**

In this course, students will learn and practice advanced treatment skills, including gua sha, cupping, bleeding, advanced needling and moxibustion, electro acupuncture, and the proper use of heat lamps.  
Credits: 0.75

**AOM 748****Asian Body Work and Medical Therapy**

Through hands on learning and demonstration, this class introduces students to additional theories of bodywork and clinical treatment in classical Chinese medicine, such as acupressure and tuina.  
Credits: 0.75

**AOM 758****Clinical Observation: Living Traditions**

This course features the clinical observation of experienced practitioners interacting with and treating patients from the rich variety of traditions taught in the curriculum.  
Credits: 1.00

**AOM 776A****Five Element Theory and Integration Intensive I**

This series of classes, in intensive format with the Chinese herbal medicine students, is an opportunity to explore the roots of constitutional five element acupuncture in key classical texts. This material will also deepen students' understanding of essential Chinese medical physiology and the integration of five element theory and pattern differentiation.

Credits: 0.50

Prerequisite: AOM 614

**AOM 776B****Five Element Theory and Integration Intensive II**

This series of classes, in intensive format with the Chinese herbal medicine students, is an opportunity to explore the roots of Constitutional Five Element Acupuncture in key classical texts. This material will also deepen students' understanding of essential Chinese medical physiology and the integration of five element theory and pattern differentiation.

Credits: 0.50

Prerequisite: AOM 614

**AOM 790B6****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790B7****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790B8****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790B9****Supervised Clinical Practice: Core Group**

This course focuses on patient management and treatment issues that arise as students develop into practitioners and work with patients under supervision in the faculty supervised clinic.

Credits: 1.00

**AOM 790C5****Supervised Clinical Practice**

Following an intensive weekend orientation to the student teaching clinic in the Natural Care Center, students begin their clinical practices, acting as a secondary practitioner, and assist with the assessment, treatment planning, and treatment of the client of a more senior student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 0.50

**AOM 790C6****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner as secondary practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 1.50

**AOM 790C7****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner as secondary practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 3.25

**AOM 790C8****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner as secondary practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture. The focus of clinical practice in this trimester will be the integration of Constitutional Five Element Acupuncture with Eight Principle treatment strategies.

Credits: 5.75

**AOM 790C9****Supervised Clinical Practice**

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture. The focus of clinical practice in this trimester will be the integration of Constitutional Five Element Acupuncture with Eight Principle treatment strategies and the application of material learned in students' senior selection coursework.

Credits: 5.75

**AOM 790G****Supervised Clinical Practice: Student Clinic Extended**

Students perform treatments on their own patients or assist another student practitioner under close supervision of clinical faculty while learning the skills necessary to become effective, safe, and independent practitioners of acupuncture.

Credits: 3.00

Prerequisite: AOM 790C9

**AOM 794****Collaborative Care**

This course explores the structure and responsibilities of an integrative healthcare team and the impact of organizational culture and established systems on patient care. Students will reflect upon and discuss their experiences in collaborative care settings.

Credits: 2.00

Prerequisite: 1 of the following: ACP 790C1, ACP 790C6, AOM 790C6

**AOM 7EXI****AOM Oral Exam Level Three**

As a student nears completion of the academic and clinical requirements they sit with a panel of senior faculty members to be quizzed orally about the foundation, theory, clinical practices, science and structural aspects of acupuncture.

Credits: 0.00

### **AOM CA701**

#### **California Supplemental Information I**

Clinical students are introduced to skills and knowledge needed to sit for the California Acupuncture Licensing Exam (CALE). The first module of the course explains the history and current legal, ethical and insurance climate related specifically to the state of California. The second module of the course reviews heat and cold therapies used in treatment; specifically ultrasound along with a review of various modalities and specialties. An 8 hour Red Cross CPR course is included in this senior level course.

Credits: 1.00

### **AOM CA702**

#### **California Supplemental Information II**

The review class presents necessary AOM practice management information needed to take the California Acupuncture Licensing Exam. (CALE) Topics include Primary Care Responsibilities, Secondary and Specialty Care Responsibilities. As well as follow-up care, final review and functional outcome measurements. Prognosis, future medical care, case management for injured workers and socialized medicine patients including a knowledge of worker's comprehension/ labor codes and procedures. Skills such as medical-legal report writing, CA insurance rules, business written communication and knowledge of regulatory and jurisprudence for state, municipal and federal levels.

Credits: 1.00

### **FPD 779**

#### **Point Functions**

This course delves more deeply into the point functions from a body, mind and spirit perspective.

Credits: 2.00

Prerequisite: 1 of the following: ACP 645, AOM 717B

### **FPD 781**

#### **Qi Cultivation**

This course takes the student from using Qi Gong as a self-cultivation tool, to being able to use it in the clinic as a tool, as a way to become the needle and the energy. Students also learn to teach the patients to use Qi Gong for self-healing.

Credits: 1.50

Prerequisite: 1 of the following: ACP 683, ACP 683A, AOM 685

### **FPD 790AC**

#### **Supervised Advanced Clinical Practice**

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification.

Credits: 3.00

Prerequisite: 1 of the following: ACP 790C5, ACP 790C9, AOM 790C9

### **FPD 790I**

#### **Supervised Advanced Clinical Practice: Integrative Medicine**

This course provides a supervised integrative experience through a variety of formats that may include: case presentation and consultation applied to the students' patients and treating patients within an integrative clinical site. Format availability may vary by term.

Credits: 1.00

Prerequisite: 1 of the following: ACP 790C5, ACP 790C9, AOM 790C9

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# APPLIED PHILOSOPHY AND PRACTICES

## APP 606

### **Becoming a Healing Presence**

This experiential course introduces students to the process of developing a healing presence, a key component of MUIH's academic programs. Students are introduced to MUIH's foundational philosophical principles, as well as living in accordance with the rhythms of nature, observing symptoms of illness as our teachers, and the skillful use of language as a tool for being a catalyst for change. To deepen their capacity to be a healing presence, students learn and regularly practice mindfulness techniques such as breathing, meditation and movement.

Credits: 3.00

## APP 607

### **Introduction to Healing Presence**

This experiential course introduces key frameworks and qualities of developing a healing presence. Students gain an understanding of the role healing presence plays in building positive relationships and are taught practices that lead to developing the healing presence qualities of mindfulness, compassion, empathy and the skillful use of language.

Credits: 1.00

## APP 612

### **Becoming a Healing Presence: Healership**

This intensive introduces students to the art, practice, and science of being a healing presence. Students are introduced to MUIH's foundational philosophical principles, living within the rhythms of nature, living with mindfulness and the skillful and purposeful use of language as tools for being a powerful healing presence and catalyst for change. (3 day intensive)

Credits: 1.50

## APP 613

### **Becoming a Healing Presence I: Qualities and Practices**

Building on the Healing Presence Intensive, this course introduces students to the qualities of healing presence and to practices that develop healing presence. By observing nature and their own ways of being, speaking and doing, students learn the basics of mindfulness, self-observation, and intentionality. To foster personal transformation, students are required to keep a log of their practices and self-observations throughout all nine trimesters.

Credits: 1.50

Prerequisite: APP 612

## APP 614

### **Becoming a Healing Presence II: Developing Greater Intentionality and Commitment**

Building on the work in trimester 1, students are introduced to the theory and practice of transformational language, intentional speaking and action, crafting your mood and the power of committed practice. This course looks at the impact language has on rapport, relationships and health. Students continue to develop a mindfulness practice.

Credits: 1.50

Prerequisite: APP 613

## APP 615

### **Becoming a Healing Presence III: The Power of Language and Skillful Inquiry**

Students are introduced to the theory and practice of transformational language, listening skills, inquiry skills and understanding readiness to change. This course looks at the impact language has on rapport, relationships, and health. Students gain an understanding and proficiency in coaching skills to facilitate positive change. Students continue to develop a mindfulness practice and share their self-observations.

Credits: 1.50

Prerequisite: APP 614

## APP 616

### **Becoming a Healing Presence IV: Emotional Intelligence**

This course draws on research and contemplative practices to help students look inward to understand emotions and the impact of emotions on healing presence. Students develop an understanding of the role emotional qualities of empathy, service, trust and resilience have on the healing relationship. Students continue to develop a mindfulness practice and share their self-observations.

Credits: 1.50

Prerequisite: APP 615

## APP 700

### **Mindfulness, Meditation, and Health**

Mindfulness and meditation practices are tools that can help support balance and wellness in people's lives. This highly experiential course is designed to teach core mindfulness and meditation skills and the specific applications to supporting health and well being. Students will gain an understanding of the neuroscience behind these practices and how to practically apply scientifically-based techniques with clients.

Credits: 3.00

## APP 710

### **Becoming a Healing Presence V: Principles in Practice**

In this final course students conduct a literature review of the study of the common core characteristics of healing presence. Students will present in class the literature studies; their own personal transformational experience; and the application of healing presence in their clinical work.

Credits: 1.50

Prerequisite: APP 616

## APP VOL

### **Professional Project**

The purpose of this graduation requirement is to reinforce the importance of service as a developing AOM professional and to reinforce the positive impact that service has on recipients including MUIH, the larger community of integrated medicine and healing, and the general public.

Credits: 0.00

# CHINESE HERBS

## CHP 610A

### History of Chinese Herbal Medicine

This course traces the history of Chinese Herbal Medicine from pre-Han shamanic practices through 2000 years of development to contemporary practice. Focus will be on seminal figures, foundational theories and major currents that continue to shape modern practice.

Credits: 0.25

## CHP 621

### Chinese Herbal Medicine Theory I

Classification of herbs and formulas - This course teaches the traditional classification of individual herbs and formulas. Basic organization of materia medica and formularies are presented. Comparison between older classification systems and contemporary systems are discussed.

Credits: 4.25

## CHP 621B

### Five Element Theory & Integration

This series of classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth in both theory and practical applications of herbal strategies. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element. Earth and Wood are covered in this section.

Credits: 3.00

Prerequisite: 1 of the following: CHP 621, CHP 621A

## CHP 621C

### Five Element Theory & Integration

This series of 5 classes focuses on the integration of the Five Element theory with classical herbal medicine. Each of the Elements are explored in depth with practical exercises to ground zang-fu dynamic theory in the body. Patterns of Disharmony are correlated with the Elements. Signature herbs and formulas are presented for each Element. Metal, Fire, and Water are covered in this series.

Credits: 5.25

Prerequisite: CHP 621B

## CHP 642B

### Clinical Theory in Practice II

This class is an introduction to the process of conducting an intake and developing an herbal treatment. Student will learn and practice the integration of clinical reasoning and the Four Inspections. Students will begin to cultivate the thought process that leads from intake-to-diagnosis-to-herbal formula.

Credits: 0.25

## CHP 642C

### Clinical Theory in Practice III

This class is an introduction to the process of conducting an intake and developing an herbal treatment. Student will learn and practice the integration of clinical reasoning and the Four Inspections. Students will begin to cultivate the thought process that leads from intake-to-diagnosis-to-herbal formula.

Credits: 0.50

Prerequisite: CHP 642B

## CHP 711A

### Chinese Herbal Medicine Theory II

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology, and Bi-obstruction syndrome.

Credits: 3.50

Prerequisite: CHP 621C

## CHP 711B

### Chinese Herbal Medicine Theory II

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology.

Credits: 4.50

Prerequisite: CHP 711A

## CHP 711C

### Chinese Herbal Medicine Theory II

Specialties of Chinese Medicine - This series of classes focuses on Chinese Medicine specialties. The fundamental topics presented in year 1 of the program will be revisited through the lenses of these more advanced presentations. Specialties studied include gynecology, fertility, external medicine, dermatology, neurology, ENT, gastroenterology, pediatrics, immunology, oncology, and urology, nutrition, and Chinese diet therapy.

Credits: 4.75

Prerequisite: CHP 711B

## CHP 721A

### Clinical Internship

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

Credits: 2.00

Prerequisite: CHP 621C; CHP 760

## CHP 721B

### Clinical Internship

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

Credits: 2.50

Prerequisite: CHP 721A

## CHP 721C

### Clinical Internship

This course provides a supervised clinical experience for the students treating their own patients. Support and guidance are provided to assist the students through the process of intake, diagnosis, treatment planning, formula selection and modification. Students will also learn to fill their own prescriptions in the school's herbal dispensary.

Credits: 2.50

Prerequisite: CHP 721B



**CHP 731A****Clinical Thought Process**

Li Fang Fa Yao - This hands-on class teaches the diagnostic and clinical thought process necessary to create a safe and effective herbal formula. This class walks the students through an intellectually rigorous, step-by-step method for thinking through a clinical case. Ample time is given for students to practice these skills in small groups.

Credits: 0.50

Prerequisite: 1 of the following: CHP 621, CHP 621A

**CHP 731B****Clinical Thought Process**

Li Fang Fa Yao - This hands-on class teaches the diagnostic and clinical thought process necessary to create a safe and effective herbal formula. This class walks the students through an intellectually rigorous, step-by-step method for thinking through a clinical case. Ample time is given for students to practice these skills in small groups.

Credits: 0.50

Prerequisite: CHP 731A

**CHP 741A****Diagnostic Skills**

Pulse & tongue practicum - This hands-on class teaches a pulse system that evaluates both static and dynamic qualities. Diagnosis of the zang-fu and the substances (qi, xue and jin-ye) are made clear and students will begin to integrate pulse finding into herbal treatment strategies. An overview of tongue diagnosis and its integration into herbal medicine will be presented. Students will have an opportunity to observe multiple tongue conditions in light of their corresponding diagnosis.

Credits: 0.50

Prerequisite: 1 of the following: CHP 621, CHP 621A

**CHP 760****Clinic Orientation**

This class represents the students' orientation to the faculty-supervised clinic. Students will become familiar with policies and procedures and the flow of the clinical day.

Credits: 0.25

**CHP 770A****Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.25

**CHP 770B****Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.25

**CHP 770C****Pharmacy Practicum**

This hands-on class teaches students how to work in the Herbal Dispensary. Students learn essential dispensary skills while filling formulas for their classmates, under supervision, during our busy faculty supervised clinic sessions.

Credits: 0.50

**CHP 780A****Core Group I**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.50

**CHP 780B****Core Group II**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.25

Prerequisite: CHP 780A

**CHP 780C****Core Group III**

Pre-clinic meetings give students a chance to present relevant case histories and receive feedback from experienced supervisors and fellow student herbalists in an open and supportive environment. Student clinicians will have the opportunity to exchange ideas around client care and further develop critical thinking skills.

Credits: 0.25

Prerequisite: CHP 780B

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# COACHING

## COA 610

### **Fundamentals of Health and Wellness Coaching**

Students are introduced to the International Coach Federation core competencies and other coaching tools as they begin to build a repertoire of coaching skills. This experiential course, which centers on practicing coaching skills with class peers, develops observation skills, active listening, the art of evocative questioning, and the ability to guide clients through the process of goal setting and action planning. Students receive practical skills for structuring a coaching session, planning, goal-setting with clients, and ensuring client accountability.

Credits: 3.00

Prerequisite: 1 of the following: APP 606, COA 601, COA 601A

## COA 616

### **Theories and Principles of Behavior Change**

This course provides students with a theoretical framework for guiding coaching clients through the process of behavior change. Topics include the latest developments in the field of positive psychology and the stages of behavior change. Students are introduced to and begin to practice Motivational Interviewing, a widely recognized, evidence-based approach to behavioral change used in the health care field. Students receive practical skills for structuring a coaching session, planning, goal-setting with clients, and ensuring client accountability.

Credits: 3.00

Prerequisite: 1 of the following: APP 606, COA 601, COA 601A

## COA 620

### **Applied Healing Strategies**

Students participate in an experiential practicum that allows them to apply and develop their coaching skills in a one-on-one setting with clients. The focus of the practicum is further development and practice of the International Coach Federation competencies along with the theories, principles, tools and techniques learned and practiced in COA 610 and COA 616. Throughout the practicum, students receive mentoring, coaching and feedback from instructors and peers as they develop the skills of mind and heart necessary to become effective coaches. Students learn more about career options in the field of health and wellness coaching and have opportunities to meet with experienced coaches to discuss how to establish and operate a successful coaching business.

Credits: 3.00

Prerequisite: COA 610; 1 of the following: COA 611, COA 616

## COA 640

### **Health and Wellness Coaching Capstone**

This course, which students take toward the end of their master's degree experience, is a culminating experience of the content learned in their area of concentration. Through an experientially-based project, students will work with practitioners in the field to practice integrating their knowledge of nutrition, herbs, or integrative health.

Credits: 1.00

Prerequisite: COA 620; 3 of the following: APP 700, HRB 600, HRB 604, HRB 605, HRB 618, HRB 622, HRB 641, ISCI 615, ISCI 671, NUTR 601, NUTR 602, NUTR 672

## COA 660

### **Advanced Coaching with Integrative Wellness Approaches**

Being adept in the field of Health and Wellness Coaching comes with constant practice, feedback, and skill development. This course builds upon the core courses in Health and Wellness Coaching such that it provides a deeper understanding of how to apply integrative health practices in one's coaching practice. There will be coaching demonstrations and presentations infused into this course, with specific emphasis on coaching with mindfulness, meditation, movement, and nutrition-based modalities.

Credits: 3.00

Prerequisite: APP 700; COA 620; ISCI 671; NUTR 602

# HERBAL MEDICINE

## HRB 600

### Fundamentals of Herbal Medicine

This survey course looks at the historical and modern use of herbal medicine around the world, exploring how traditional systems influence modern herbal practice in the United States. The course reviews traditional rationale for herbal use as well as the foundational modern sciences that support a contemporary evidence-informed perspective. Classroom work will provide an introduction to materia medica, phytochemistry, pharmacology, ethnobotany, clinical trials, posology (the study of dosage), herbal preparations, safety and legal issues. Students learn how to apply foundational knowledge to the formulation of simple herbal blends.

Credits: 3.00

## HRB 605

### Materia Medica I

This course investigates approximately 30 of the most commonly used herbal medicines and related supplements in the United States. Each herb will be discussed from the ethnobotanical perspective as well as the modern phyto-therapeutic perspective, with a focus on pharmacological understanding and relevant clinical trials. Special emphasis will be placed on topics relevant to the contemporary clinician, including quality control, interactions, and other safety parameters of each herb covered. This course provides the student with the necessary skills to effectively research herbs not covered in the class.

Credits: 3.00

Prerequisite: 1 of the following: HRB 530, HRB 600

## HRB 618

### Herbs for Home Use: Living in Harmony with the Seasons

This course looks in depth at approximately 30 herbs that are most appropriate for self-care and use in the home. Each herb will be discussed in terms of historical usage, modern research perspectives, and quality assessment. Seasonal influences on health and disease will be explored as students learn to incorporate these 30 herbs into beverages and foods. Traditional herbal formulation also will be covered with a focus on creating seasonal blends. This course provides the student with the necessary skills to effectively research herbs not covered in class.

Credits: 3.00

Prerequisite: 1 of the following: HRB 530, HRB 600

## HRB 620A

### Herbal Therapeutics I

Examining the principles and practice of modern herbal medicine, this course provides a foundational framework for understanding how herbs can be used to support health and wellness. Central to the course is a comprehensive review of both modern pharmacological actions and traditional herbal actions that are applicable to the support of healthy biological structure and function. The concepts of natural rhythms of the living world and an integrated model of physiology are used to provide context for the therapeutic application of herbs. Traditional and modern approaches to formulation are discussed and students gain practical experience in formulating with herbs covered in materia medica courses.

Credits: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; 1 of the following: ISCI 547A, ISCI 647A

## HRB 620B

### Herbal Therapeutics II

In this course students will apply skills, principles, and knowledge to generate a body of scholarly material to demonstrate their proficiencies in herbal medicine as a professional. Students will engage in multiple, advanced medicine making experiences and discover effective methods of documentation, principles of manufacturing and problem solving techniques applicable both in industry and clinical practice. Additionally, students will explore a variety of viable career paths. By reflecting on these potential career paths, they will be encouraged to apply their own personal concepts and ideas to building career opportunities.

Credits: 3.00

Prerequisite: HRB 620A

## HRB 622

### Herbal Pharmacy

This is primarily a hands-on course providing techniques for harvesting and drying herbs and incorporating them into herbal products and medicinal foods. It provides the basic theory and skills required to manufacture high-quality medicinal herb products for oral and topical application. Students learn the foundational principles of extraction, the properties of common solvents (e.g. water, alcohol and oils) and the solubility of various herbal constituents. Students apply their learning by creating herbal foods and extracts for display at a community herbal products show. In addition to making their own "kitchen pharmacy" preparations, students learn how to evaluate the quality of the wide range of herbal products manufactured by the natural products industry.

Credits: 3.00

Prerequisite: 1 of the following: HRB 530, HRB 600

## HRB 633

### Medicinal Plants and Cultures: A Bioregional Exploration

This course will expose students to plant healing systems and cultures locally and globally through an independent study project. Through the exploration of a few select cultures and systems of herbal medicine, students will develop the skills and techniques to compare and contrast aspects of health and disease philosophy from other cultures to one's own.

Credits: 2.00

## HRB 635A

### Field Trip / Nature Intensive

The purpose of this course is to extend the rudimentary skills in the identification of wild and cultivated medicinal plants; gain an understanding and appreciation of the importance of wilderness areas; and to appropriately gather and process plants in the field.

Credits: 1.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**HRB 635B****Field Trip / Industry Intensive**

This course will expose students to the manufacturing process, from the growing, identification of wild and cultivated medicinal plants, processing of raw material, formulary, product research and design and production of final product all under cGMP requirements.

Credits: 1.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 620A; HRB 622

**HRB 635C****Field Botany for Herbalists**

This course will inform students of the relationship between herbal medicine and the natural environment with its inherent biological diversity. Students will perform field work in their region under guidance by their instructor, including at least one excursion into a national/state park or nature reserve in order to observe a selection of medicinal plants in their natural habitat. Students will communicate with plant authorities or guides in their own region, and communicate their findings to other students via the online forum.

Credits: 1.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**HRB 641****Safety of Botanical Medicine**

Students will apply skills, principles, and knowledge to critically examine the safety of herbal products, including basic toxicology, pharmacokinetics and pharmacology necessary to analyze the potential acute, chronic, or idiosyncratic toxicities, as well herb/herb and drug/herb interactions. In addition there are numerous activities where students will interact with the materials. Each week, students will determine the myth or reality of a safety scenario through peer discussion. Students will examine a case study through peer-assessment activity where they will determine their plan of action through the application of materials and concepts both provided and discovered. Students will also be using materials and concepts to create, then assess, multiple choice questions in their area of focus.

Credits: 3.00

Prerequisite: HRB 605; ISCI 701

**HRB 642****Dispensary Practices and Quality Assessment of Herbal Medicine**

This course develops the ability of the student to identify and evaluate the authenticity and quality of raw herbal material using organoleptic analysis, microscopic and macroscopic identification, and interpretation of assay and spec sheets. Additionally, chromatographic analysis dispensary practices are introduced. Opportunities to extend dispensary training are available within the Internship course. This course combines analytical rigor of quality control with the whole-system aspects of quality assurance in an industry context.

Credits: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**HRB 645****Foundations of Toxicology and Herb-Drug Interactions**

In this course you will learn about modern toxicological principles as they apply to the chemical constituents in herbal medicines. Foundational knowledge on how bioactive constituents are absorbed and eliminated by the body will also be covered. Certain pharmacological concepts, such as synergy and hormesis, and pharmacogenomics, will be explored to help inform your own practice using traditional Chinese and western herbs. Special emphasis is placed on potential harmful interactions between food/herb/toxins and drugs.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642

**HRB 650****Professional Career Trajectory**

The purpose is to provide an opportunity for students to explore, refine and articulate their area of expertise, whether in product design, research, education or apothecary GMP.

This experience should encourage a spirit of inquiry, initiative, independence, sound judgment, and problem solving approaches, while providing a stepping stone toward mastery in their chosen field.

Credits: 0.50

Prerequisite: HRB 790

**HRB 654B****Herbal Pharmacology & Phytochemistry II**

In this course you will learn a unique version of pharmacology - one that emphasizes traditional classifications based on energetics, as well as modern pharmacological principles and the active chemical constituents in herbal medicines. Understanding plant chemistry provides some underpinning of the student's therapeutic knowledge by linking the beneficial clinical applications of herbs to classes of chemical compounds responsible for the effects. It also provides a rationale for choice of methods in the preparation of herbal medicines. In addition to the standard principles, we will cover less conventional aspects of pharmacology including the concepts of synergy and hormesis, along with new frontier sciences such as pharmacogenomics.

Credits: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618; HRB 622

**HRB 690****Internship**

Students complete three 0.5 credit supervised internships. The internships can take place in a variety of ways. You may link each trimester's internship with a singular focus in developing a specific expertise or use it to explore multiple areas in the field of herbal medicine. For students with access to campus you have options in the MUIH dispensary, gardens, local companies or practitioners, or working on faculty research projects. Any external organization a student wishes to intern with must be pre-approved by the academic director. For students interested in a long term project, this course can be used to introduce them to the practical and research application of herbal medicine; herbal product manufacturing elements, including growing/wildcrafting, QC and QA; or herbal education projects.

Credits: 0.50

Prerequisite: HRB 650

**HRB 705****Materia Medica II**

The purpose of this course is to help students develop further their relationship with individual herbal remedies and help them evaluate the differences between herbs used in similar therapeutic scenarios. Learning will center around the development of herbal monographs with an emphasis on botanical classification, parts used, pharmacological properties, dosage and safety issues for a core group of herbal remedies.

Credits: 3.00

Prerequisite: 1 of the following: HRB 604, HRB 605, HRB 618

### **HRB 713B**

#### **Clinical Round Table**

In this course students present and defend case studies from their own clinical practice while participating in the inquiry and analysis of fellow students' case studies. Case discussion focuses on analysis of clinical rationale and application of critical thinking.

Credits: 1.50

Prerequisite: HRB 722B

### **HRB 715**

#### **Orientation Retreat**

In this face-to-face retreat students begin their work together as clinicians. Through exercises which allow us to explore the role we embody as clinical herbalists, to material which orient us to the clinic and the program, we will get to know one another and create the connection which we will build upon in the year ahead.

The Orientation Retreat is held at a location in the Washington, DC, metropolitan area and is conducted at a venue which provides lodging and classroom space.

Credits: 1.00

Prerequisite: HRB 620B

### **HRB 720B**

#### **Supervised Clinic**

The faculty-supervised clinic offers a supportive environment that facilitates the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. Students see a portfolio of their own clients while observing and playing a supporting role in the clinical interactions of their fellow interns.

Credits: 1.50

### **HRB 722**

#### **Faculty Supervised Clinic**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice. (For the PMC students only, the one credit for this course is replaced through your participation with the AHG under MUIH's articulation agreement.)

Credits: 0.50

### **HRB 722A**

#### **Faculty Supervised Clinic I**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice.

(For the PMC students only, the one credit for this course is replaced through your participation with the AHG under MUIH's articulation agreement.)

Credits: 1.00

HRB 620B; HRB 715; IHM 664

### **HRB 722B**

#### **Faculty Supervised Clinic II**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice. The one credit for this course is replaced through your participation with the AHG under MUIH's articulation agreement.

Credits: 1.00

Prerequisite: HRB 722A

### **HRB 722C**

#### **Faculty Supervised Clinic III**

This course offers a supportive environment to facilitate the development of clinical skills necessary for students to practice safely, effectively and competently in their own independent practice. In this course, you will participate in a variety of academic and experiential activities to gain experience which is supportive and necessary to develop the array of skills used in clinical practice.

Credits: 1.00

Prerequisite: HRB 620B; HRB 715; IHM 664

### **HRB 723C**

#### **Applied Therapeutics: Clinical Assessment, Goals and Plans**

In this course, students will bring their own self-generated case studies to examine as a classroom exercise where the assessment, goals, and plans will be discussed with a faculty member facilitator. This course uses a series of student created case studies and involves both instructor feedback and extensive peer to peer feedback. Learners conduct interviews within their communities and the resulting information is utilized in activities where they determine the assessment, clinical goals, and formulas and recommendations. Individualized client care is not present in this course.

Credits: 0.50

Prerequisite: HRB 620B

### **HRB 735A**

#### **Clinical Theory in Practice I**

This course educates students in the theory and practice of gathering and interpreting health-related information; developing clinical goals; and partnering with clients to implement achievable plans. Students learn to conduct a comprehensive health and wellness interview utilizing a bio-psycho-social model of assessment and develop a clinical strategy utilizing tools and techniques appropriate to the modern herbal practitioner. Emphasis is placed on developing strategies for optimizing health and wellness while also supporting clients through disease and illness.

Credits: 2.00

Prerequisite: HRB 790; ISCI 547A

### **HRB 735B**

#### **Clinical Theory in Practice II**

In this course students will continue to identify the various tools and techniques available to the modern herbalist in relation to specific health interventions. Through exercises in formulation and continued exploration of literature in the field, students will hone their skills in developing strategies for specific clients, including the selecting herbs and the integration of dietary, herbal and behavioral recommendations. Students will continue to develop critical thinking skills in relationship to health assessment and strategies and be able to expand on their strategies to recognize and enhance the importance of rapport and relationship.

Credits: 2.00

Prerequisite: HRB 735A

### **HRB 735C**

#### **Clinical Skills**

This course educates students in the theory and practice of gathering and interpreting health-related information; developing clinical goals; and partnering with clients to implement achievable plans. Students learn to conduct a comprehensive health and wellness interview utilizing a bio-psycho-social model of assessment and develop a clinical strategy utilizing tools and techniques appropriate to the modern herbal practitioner. Emphasis is placed on developing strategies for optimizing health and wellness while also supporting clients through disease and illness.

Credits: 4.00

Prerequisite: HRB 620B

### **HRB 740**

#### **Innovative Models of Herbal Practice**

This course prepares students to adopt innovative, clinical herbalism models that can be used to diversify and to create a successful herbal practice in the digital age. Building on more general coursework in Practice Management this course uncovers specific tools and techniques that help herbalists thrive, including training, designing, and adopting group facilitation programs. Additionally, successful clinical herbalist models will be examined through visits and interviews with herbalists local to the students' bioregions.

Credits: 1.00

Prerequisite: HRB 620B; HRB 735B

### **HRB 753B**

#### **Applied Therapeutics: Case Study**

This course utilizes case studies to guide students in building the practical skills and applied knowledge necessary for clinical practice. Emphasis is placed on developing a clearly articulated client assessment and clinical strategy with a well-supported rationale. This course helps students utilize both modern physiological and traditional energetic models in the interpretation of patterns of imbalance.

Credits: 2.00

Prerequisite: HRB 620A; HRB 735B

### **HRB 780**

#### **Professional Project**

In this course, students complete professional services within MUIH and their bio-region, seeking to address community needs through application of prior course work and experience.

Credits: 0.50

Prerequisite: HRB 740

### **HRB 790**

#### **E-Portfolio: Introduction**

This ePortfolio course provides students a 1) retrospective opportunity, to review and reflect on the development of expertise with their respective AOC of the Therapeutic Herbalism Masters; 2) prospective focus in developing their public ePortfolio profile to share with external constituents.

Credits: 0.50

Prerequisite: HRB 605; HRB 622

### **HRB 791**

#### **E-Portfolio: Final Development**

In this final ePortfolio course students complete their 1) review of the expertise they have developed in the Therapeutic Herbalism Masters; 2) public ePortfolio profile to share with external constituents. The instructors review the students' reflective pieces and archived materials, and guide them in creating their public ePortfolio profile. Wordpress.com blog will be used.

Credits: 0.50

Prerequisite: HRB 790

### **HRB 793**

#### **Case Studies in Herbal Product Design**

The capstone course challenges student problem solving skills in collaboration with a small group of peers. Students will work on real world herbal product design problems that originate from industry archives or representing real, current problems faced by a company in the field of herbal manufacturing. It will provide students an opportunity to interact and network with industry experts in strategizing their best solutions. Students are required to present the results of the study to the MUIH herbal community.

Credits: 2.50

Prerequisite: HRB 620B; HRB 654B

## **INDEPENDENT STUDY**

### **IND 1**

#### **Independent Study: General**

Credits: 1.00

### **IND 1E**

#### **Independent Study: General**

Credits: 1.00

# INTEGRATIVE HEALTH EDUCATION

## **IHED 612**

### **Internship**

This course focuses on the professional development of students. Students will complete an internship experience and will reflect on their personal transformation throughout the program. This experience will culminate with both a project presentation and the development of a professional portfolio that describes the student's experience relevant to the many roles played by health promotion professionals. For the internship, students spend 90 hours working with agencies, companies, or programs in their communities assisting with program and policy development, implementation and/or evaluation. The goal of this course is for students to demonstrate their mastery of the competencies addressed in the program.

Credits: 2.00

Prerequisite: 1 of the following: IHED 629, IHED 640; APP 700, IHED 617, IHED 619, IHED 620, IHED 623, IHED 631, IHED 625, IHED 626, ISCI 630A, ISCI 671

## **IHED 617**

### **Health Education Leadership, Resource Development, and Management**

Sound leadership, resource development, and organizational management skills are important for success in the field of health promotion. This course will explore considerations in managing health and wellness programs in the community (in a variety of agencies), and in the workplace. In addition to assessing leadership styles for managing and working with others, topics will include key leadership and management theories, planning and organizing at the different levels of an organization, obtaining and retaining employees, improving performance, budgeting, frameworks for writing a grant proposal, managing change, and leading into the future.

Credits: 2.00

## **IHED 619**

### **Transformative Communication Strategies**

This course examines theories, models, and best practices in health communication, including the use of technology, media, and imagery in health communication campaigns. Students will create and tailor messages, select appropriate communication channels, and pilot test messages. This overview introduces students to the many ways that health promotion professionals reach and communicate, going beyond teaching individuals, groups and mass media campaigns to new forms of communication such as social media, 'edutainment' and 'gameification' of health education messages.

Credits: 2.00

## **IHED 620**

### **Foundations of Health Behavior and Health Education**

This course introduces students to behavior-change theories & models, the building blocks of health education programs. Students learn how to develop relevant goals and objectives based on theory and examine approaches to behavior change used in integrative systems of healthcare. In addition, it provides an overview of program planning and implementation and explores the many roles played by a health educator with an eye to the future of this field.

Credits: 2.00

## **IHED 623**

### **Health Education Program Evaluation**

Students become familiar with evaluation strategies and theories for health education programs and policies. The course reviews logic models, and impact, outcome, and process evaluations. Using a series of exercises, students design a conceptual framework for a health education program and develop an evaluation plan to measure participant choices in that program. In addition, students gain skills needed to understand and critique published evaluation literature.

Credits: 2.00

Prerequisite: IHED 620

## **IHED 625**

### **Research Methods in Health Education: Quantitative and Qualitative**

This course provides a brief introduction to various forms of research methods, both quantitative and qualitative. An overview is presented of quantitative and qualitative research methods and designs applicable to research of health educational programming and interventions. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research. The course will encourage students to focus on research that has been used in the health promotion field. This course will help in preparing students for their health education program evaluation course and will facilitate understanding of research in later work as a practitioner in the field.

Credits: 3.00

## **IHED 626**

### **Health Education Needs Assessment and Program Planning**

In this course, students learn approaches to epidemiological and health education needs assessments, utilize theory-based strategies on assessment, evaluate applicable policy, identify barriers and assets, and apply skills in planning a health education program. This course also provides students with an opportunity to use qualitative and quantitative data to support health education program design. This course provides students with tools to work with specific health topics and populations, including frameworks for targeting various cultures and age groups.

Credits: 3.00

Prerequisite: IHED 620

## **IHED 629**

### **Implementation of Community Health Education Programs**

Community health education program implementation can occur in a variety of settings, from schools, to senior centers, to homeless shelters, to church focused on managing and preventing disease. This course, as a continuation of the program planning content, will require students to implement health education programs, specifically in the community setting. The course will explore barriers and facilitator to implementation, and strategies based on evidence and best practice for successful implementation of community health education programs.

Credits: 2.00

Prerequisite: IHED 623; IHED 626

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**IHED 631****Topics in Diversity for Health and Healing**

This course examines the intersection of health and culture, by looking at the impact of diversity and socio-cultural factors on health and healing. It includes a focus on the causation of morbidity and mortality in the US via the social determinants of health, health equity and cultural adaptation and acculturation. Students in this course will learn about the impact of social and cultural changes on the health care system through both an integrative and biomedical lens.

Credits: 3.00

**IHED 640****Best Practices in Workplace Wellness**

This course educates students about best practices in corporate wellness and creating a culture of wellness in the workplace with a focus on integrative health. Best practices from successful workplace wellness programs are highlighted as students develop strategies for implementation of a results-oriented wellness program in their internships next trimester. Students will also learn how to integrate technological resources for population health into their proposed workplace wellness program.

Credits: 1.50

Prerequisite: IHED 623; IHED 626

**IHED 675****The Business of Workplace Wellness**

This course builds on the strategies learned in IHED 640 and focuses further on business practices in workplace wellness including the impact of wellness on productivity enhancement, the calculation of return on investment for healthy employees, and gaining the support of upper management. Students develop individual development plans for employees and learn how to convene wellness committees within the workplace as well as create incentives for wellness program participation. Legal issues and budget administration will also be addressed.

Credits: 1.50

Prerequisite: IHED 640

**IHED 777****Health Care Systems: From Macro to Micro**

This course provides an introduction to the structures, functions and processes of contemporary health care systems, as well as explores the current delivery of clinical care for a patient. This course will serve as a lens for analysis of the social, political, and economic contexts that influence both the macro and micro levels of a health care system.

Credits: 3.00



# INTEGRATIVE HEALTH MANAGEMENT

## IHM 611

### Practice Management: Ethics for the Wellness Professional

This course addresses professional ethics in acupuncture and oriental medicine in addition to addressing best professional practices. This course introduces students to the relevant ethical and regulatory issues germane to professional clinical practice, including concepts of professionalism, scope of practice, boundaries, and confidentiality.

Credits: 1.50

## IHM 620

### Marketing for Health & Wellness Professionals

This course equips students with the marketing skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.00

## IHM 650

### Practice Management in Coaching

This course is designed to prepare students to be successful wellness professionals upon graduation. Special emphasis will be given to practice management, including developing an entrepreneurial mindset, business planning, how to effectively market using social media, communicating with stakeholders, and the ethical, legal, and regulatory issues related to operating as a professional.

Credits: 2.00

Prerequisite: COA 620

## IHM 660

### Practice Management: The Practice and Business of Oriental Medicine I

In this intensive kickoff to a series of classes on the practice and business of Chinese medicine, students will begin to learn the skills and resources necessary to act as wellness professionals. The focus of this course will be on finding the vision for your practice and learning how to translate your passion into words in order to begin to attract clients to your practice.

Credits: 1.00

## IHM 661

### Practice Management. The Practice and Business of Oriental Medicine II

In part one of this two trimester series of classes, students will deepen their study of the skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice or profession. Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.50

## IHM 662

### Professional Practices for Yoga Therapy Practitioners I

This course addresses professional ethics for the practice of Yoga Therapy in addition to addressing best professional practices. Legal, regulatory and business issues will be addressed, as well as relationships to peers, mentors, organizations and the general yoga community. Personal and professional development will also be discussed.

Credits: 1.00

## IHM 663

### Professional Practices for Yoga Therapy Practitioners II

This course is a continuation of IHM 662 Professional Practices I and is designed to prepare students to create a successful practice upon graduation. Special emphasis will be given to practice management, including developing an entrepreneurial mindset, business planning, how to effectively market using social media, communicating with stakeholders and the legal and regulatory issues related to operating as a professional.

Credits: 1.00

## IHM 664

### Practice Management for Herbal Professionals

Students will develop a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in business matters.

Credits: 1.50

Prerequisite: 1 of the following: ISCI 547A,

ISCI 647A; ISCI 701

## IHM 665

### Practice Management for Nutrition Professionals

Students will develop a practical approach to managing a small business or clinical practice. Focus is placed on promotional skills, financial strategies, and the application of ethical considerations in business matters.

Credits: 1.00

## IHM 762

### Practice Management. The Practice and Business of Oriental Medicine III

In part two of this two trimester series of classes, students will continue their study of the skills and resources necessary to act as wellness professionals. Students will learn how to design a strategic marketing plan, develop their unique brand, and leverage current technological platforms for messaging/communicating their practice or profession.

Students will acquire real-world, practical skills and techniques to plan, launch, market, and network their practices in a manner that aligns with their innate passion for health and serving others.

Credits: 1.50

## IHM 763

### Practice Management: The Practice and Business of Oriental Medicine IV

This final course in the practice management series will introduce students to the fundamental skills necessary to become wellness practitioners, with an emphasis on the tools of business planning. Students will learn the essential components of a business plan, create their own business plans, learn the fundamentals of practice systems, risk management, insurance, and the ethical and regulatory issues critical to starting a practice or operating as professional practitioners.

Credits: 2.00

## IHM 768

### Advanced Practice Management

Students learn the ethical, legal, and business skills necessary to collaborate with other practitioners and to work in an integrative setting. Topics include professional development, scope of practice, case management, risk management, and practice systems including record keeping, billing methods, and use of technology.

Credits: 2.00

Prerequisite: 2 of the following: ACP 766, ACP 767, IHM 661, IHM 760, IHM 761

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**IHM 787****Interdisciplinary Diagnosis and Treatment**

This course allows for observation and participation in integrative medicine. This course will teach students fundamental skills necessary for working in a collaborative/ integrative setting.

Credits: 0.25

Prerequisite: 1 of the following: ACP 790C2, ACP 790C7, ACP 790C8, ACP 790F7, AOM 790W2

# INTEGRATIVE HEALTH SCIENCES

## ISCI 522

### Foundations in Organic Chemistry

This course reviews topics in organic chemistry that are relevant to nutrition and health. It is designed to prepare students for future courses in nutritional biochemistry and intermediary metabolism. Topics in the course include atomic structure, chemical bonding, organic functional groups, oxidation/reduction, acid/base chemistry and an introduction to the macronutrients, micronutrients, and nucleic acids.

Credits: 3.00

## ISCI 547A

### Physiology I: Healthy Function

This course provides a basic understanding of the functioning of the major organ systems of the human body, their control and regulation, and how these systems communicate with one another. The course focuses on foundational physiological processes and functions that are relevant for the practice of integrative care. Students also learn introductory skills related to finding and interpreting physiology-based research.

Credits: 3.00

## ISCI 610B

### Introduction to Scientific Writing

Formal scientific writing provides a method to communicate ideas and to persuade readers about the validity of scientific argument and/or discovery. The written body of work within an academic discipline provides an important method for defining the boundaries of that field. The focus will be on using evidence based information and data pertaining to integrative health. Students will be exposed to primary research papers, review papers, and lay articles about science. The experience will improve their ability to make complex scientific research understandable.

Credits: 1.50

Prerequisite: ISCI 701

## ISCI 613

### Mental Health & Mind Body Science

This course reviews Western scientific perspectives on the mind and the brain. Topics will include neuroanatomy, neurophysiology and neuro-cognitive changes across the lifecycle. Pathological conditions of the central nervous system and psyche will be discussed along with a detailed review of the neuroendocrine orchestration of the stress response. The interactions of the mind and body will be explored in detail including discussion of practices that support health and wellness across the mind body continuum. Drugs that alter the mind and mood will be reviewed.

Credits: 3.00

Prerequisite: ISCI 644

## ISCI 615

### Mind Body Science

The purpose of this course is to introduce students to the mechanisms of mind-body interconnections. The course focuses on the structure and function of the nervous, endocrine and immune systems, and how they connect to each other. Emphasis is placed on applying tools and techniques that capitalize on these pathways to positively affect health and well-being.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642, ISCI 646A, ISCI 647A

## ISCI 626

### Nutritional Biochemistry

This course provides advanced study of nutrition and biochemistry as they relate to macro- and micronutrients in human intracellular metabolism. The course explores intermediary metabolism with a special emphasis on the interrelationship of nutrients, metabolic pathways, health, and disease. Students are introduced to interpretation of biochemical laboratory markers.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 522, ISCI 622

## ISCI 630A

### Survey of Complementary Health Approaches

This course explores complementary health approaches (e.g., herbal medicine, massage, acupuncture, yoga) in terms of basic theory, tools, techniques, evidence of effectiveness and potential harm. Focusing on current research, students learn to develop balanced evidence-based summaries as an educational resource for specific populations.

Credits: 3.00

## ISCI 631

### Introduction to Complementary and Integrative Health

This course provides a foundational understanding of complementary and integrative health (CIH). Terminology is defined and core concepts in CIH are explained. The course introduces commonly used CIH approaches and discusses them within the larger framework of determinants of health. Current U.S. healthcare reform efforts are outlined with an emphasis on emerging integrative care models.

Credits: 1.50

## ISCI 632B

### Foundations of Health and Wellness II

This course introduces the theory and practices of self-care and health behavior change. The biological basis and scientific evidence for self-care practices (e.g., physical activity, diet, social interaction) are discussed and emphasis is placed on learning simple practices that can easily be applied in personal and community care. Students engage in their own self-care practices to develop a deeper personal commitment health and wellness. (Note: This course cannot be taken for credit if you have already taken ISCI 632).

Credits: 1.50

## ISCI 636

### Integrative Science of Acupuncture

This course introduces an integrative bioscience perspective of acupuncture and expands the framework for communication with patients and medical practitioners. Students will develop a basic mechanistic understanding of acupuncture's effects on physiological and pathophysiological processes. In addition, students will build skills in finding, appraising and interpreting clinical acupuncture research.

Credits: 3.00

Prerequisite: 1 of the following: ACP 6EXI, AOM 6EXI; ISCI 701

**ISCI 640****Clinical Anatomy: Regional and Surface Anatomy**

This course addresses surface anatomy and regional anatomy, to specifically introduce the student to surface landmarks and to prepare students for the study of acupuncture points. The anatomical layers of the body parts and anatomical considerations for safe needling are also addressed.

Credits: 3.00

**ISCI 643****Anatomy and Kinesiology**

This course addresses musculoskeletal anatomy and physiology, investigating kinesiology and biomechanics. Students will look at normal and dysfunctional movement, common imbalances in the body, how to analyze and assess these common imbalances that contribute to structural misalignment and potential injury and pain. Students will become practiced in postural analysis, structural assessment, and gait analysis. Students will become familiar with alignment and muscle function, as well as how to design and apply practices, such as yoga asana, to promote healthy structure and function.

Credits: 2.50

**ISCI 644****Physiology and Pathology: The Internal Organs**

This course provides a basic understanding of the physiology and pathophysiology of the major organ systems of the human body, their control and regulation, and how these systems communicate with one another. Students will also explore key pathophysiological processes that contribute to illness and disease. The musculoskeletal system is covered extensively in other courses in the curriculum and will not be covered here. The course focuses on foundational processes and functions that are relevant for the practice of integrative yoga therapy. Students also learn introductory skills related to finding and discussing physiology-based research

Credits: 3.00

**ISCI 647B****Physiology II: Movement Away from Health**

This course explores key physiological processes involved in movement away from organ system and whole body health. Students will explore common pathological processes and select diseases relevant to the major organ systems. The role of behavioral and environmental inputs such as xenobiotics, microorganisms, movement, sleep patterns, and allostatic load will also be covered.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642, ISCI 646A, ISCI 647A

**ISCI 651****Structural Pathology in Integrative Health**

This course reviews Western scientific perspectives on musculoskeletal pathology. Major topics include the pathophysiological basis of pain, inflammation, and structural remodeling. The course will also review the changes in body structure that occur as we progress through life. 'Red flag' conditions (ie conditions requiring referral to Western medicine) and physical challenges that may be contraindications will be explored in detail. The course will review current research evidence and tools used in biomedicine to address these issues, including surgery and drugs, and discuss how these are used to alleviate suffering.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 644, YOGA 622

**ISCI 667****Science of Addiction**

This course provides a foundational understanding of addiction from an integrated science perspective. The biological effects of drugs, neurobiological changes in addiction and challenges in achieving and maintaining drug abstinence are discussed. The evidence for conventional and CAM approaches to treatment are reviewed and students learn clinical strategies for working with addiction.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642

**ISCI 671****Physical Activity and Health**

This course addresses the relationship between physical activity and health in domains of the mind, body, and spirit. Pathways through which physical activity enhances health are discussed along with the current evidence-base for positive health outcomes and harms. The course incorporates practice-based components that encourage students to explore physical activity in their own lives while developing tools to facilitate behavior change in others.

Credits: 3.00

**ISCI 701****Intro Statistics, Research Design & Info Literacy in Integrative Health**

This course supports critical analysis of a wide range of integrative health studies. It provides future integrative medicine professionals with the foundational knowledge and skills to identify and evaluate research design and basic statistics. Students develop skills in searching databases as well as critical appraisal of clinical and epidemiological research. Students will find and evaluate published information on health topics then summarize and share their findings.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 644, ISCI 542, ISCI 547A, ISCI 642, ISCI 646A, ISCI 647A

**ISCI 752****Advanced Diagnostic Studies**

This course discusses the purpose, methods, risks, and benefits of common diagnostic procedures in conventional medicine. Students develop a basic knowledge of written diagnostic reports as relevant to patient care in acupuncture and Oriental medicine. Emphasis is placed on applying an understanding of diagnostic studies in communication with patients and healthcare providers.

Credits: 3.00

Prerequisite: ISCI 758

#### ISCI 754

##### **Biomedicine: Safe Practices**

This course teaches students the signs and symptoms of medical and mental health emergencies or situations, within the scope of practice of an acupuncture practitioner. The emphasis is on recognizing situations that necessitate referral of a patient to a Western Medicine practitioner, emergency department or urgent care facility. Training in blood borne pathogens, clean needle technique and relevant safety practices are included. This course also addresses safety issues with special populations and provides a beginning framework for understanding pharmacological and nutritional supplement safety issues.

Credits: 2.00

Prerequisite: 1 of the following: ISCI 542, ISCI 547A, ISCI 642; ISCI 640

#### ISCI 758A

##### **Biomedical Integration of Acupuncture and Oriental Medicine I**

This course reviews and builds on the etiology and pathophysiology covered in previous coursework to discuss diagnosis and treatment from biomedical and Chinese medical perspectives. The biomedical differential diagnosis of a patient presenting with a certain set of signs and symptoms is compared with the diagnosis derived from theories within Chinese medicine. Biomedical and Chinese medical treatment strategies are also compared and contrasted.

Credits: 2.00

#### ISCI 758B

##### **Biomedical Integration of Acupuncture and Oriental Medicine II**

This course deepens students understanding of the integration of Acupuncture and Oriental medicine with allopathic medicine as introduced in prior course work. Students will be introduced to common diseases and treatment strategies, learn how to assess and treat common diseases from a Chinese medical perspective and learn when and how to collaborate and refer to allied wellness practitioners as well as allopathic providers. The focus of this semester will be the clinical application of treatment strategies. This course lays the foundation for later specialty electives. Students may use the Natural Care Center student clinic as a lab to apply the material taught in this course.

Credits: 3.00

#### ISCI 801

##### **Designing Research in Clinical Practice**

This course discusses tools and techniques for conducting research as part of clinical practice. Both qualitative and quantitative research are addressed with an emphasis on practical approaches for the busy complementary and alternative medicine (CAM) or integrative health (IH) clinician. The course teaches practitioners how to design research projects of value to themselves, their patients, and the broader clinical community.

Credits: 3.00

#### ISCI 823

##### **Academic Publication and Peer Review**

The primary objective of this workshop styled course is to familiarize students with the process of writing for peer-reviewed journals. Students will choose a specific topic to refine as they learn about the various types of academic journals and articles, choosing the right journal, learn about responsible publication practices and responding to journal reviewer critiques and decisions.

Credits: 1.50

Prerequisite: ISCI 610B

## MUIH ORIENTATION

#### MUIH 500

##### **University Wide Orientation for New Students**

University-Wide New Student Orientation is a comprehensive course to introduce incoming MUIH students to campus services, resources, and student life. Utilizing the institution's Learning Management System (LMS) Canvas, it is a self-paced course designed around you the new student, assisting you in learning the answers to questions you may have, and providing you with a chance to meet and connect with other new students as well.

All new students are strongly encouraged to register and participate in University-Wide Orientation.

Credits: 0.00

#### MUIH 550

##### **Academic Research and Scholarship**

This fully online, self-paced course is designed to prepare students to engage in graduate-level research and scholarship with a focus on the utilization of resources available at or through MUIH's Sherman Cohn Library. Modules cover the Association of College and Research Libraries information literacy threshold concepts in higher education. These concepts are: Scholarship as Conversation, Research as Inquiry, Authority is Constructed and Contextual, Information Creation as a Process, Searching as Strategic Exploration, and Information Has Value.

Credits: 0.00

# NUTRITION

## **NUTR 001 SERVSAFE**

This course is designed to prepare students for the ServSafe Food Protection Manager certification exam. The course covers the following concepts: the importance of food safety, good personal hygiene, time and temperature control, preventing cross contamination, cleaning and sanitizing, safe food preparation, receiving and storing food, methods of thawing, cooking, cooling and reheating food, HACCP (hazard analysis and critical control points) and food safety regulations. Upon completion of this course and passing the associated exam, students will be ServSafe Food Protection Manager certified. This certification satisfies the ServSafe non-academic requirement for the MSNIH program. Proctored exam must be taken on campus.

Credits: 0.00

## **NUTR 601 Redefining Nutrition**

This course re-defines the assumptions of nutrition by exploring controversies, conflicting opinions, and by addressing reductionism and holism in nutrition. It encourages critical thinking and healing presence as a framework for understanding whether or not current issues or personal biases in the field of nutrition are valid. Students explore new interpretations of food, eating, and nourishment. Students investigate the impact of food choices on the health of the planet, the community, and the mind-body-spirit of an individual.

Credits: 1.00

## **NUTR 602 NUTRITION: Food and Balance**

Nutrition is a foundation to support balance and wellness. Students learn the role that food plays in healing and how the environment impacts our health. Current approaches to nutritional therapy are reviewed for their role in creating wellness. This course allows students to integrate nutrition into their personal life and/or future careers.

Credits: 3.00

## **NUTR 603A Contemporary Topics in Nutrition**

This course provides opportunities for students to dive deeply into nutrition topics of special interest within the field of integrative and functional nutrition. The specific topic of the course will change based on the expertise of the faculty teaching the course. When a course is offered, a complete description will become available.

Credits: 0.50

## **NUTR 603B Contemporary Topics in Nutrition**

This course provides opportunities for students to dive deeply into nutrition topics of special interest within the field of integrative and functional nutrition. The specific topic of the course will change based on the expertise of the faculty teaching the course. When a course is offered, a complete description will become available.

Credits: 1.00

## **NUTR 603C Contemporary Topics in Nutrition**

This course provides opportunities for students to dive deeply into nutrition topics of special interest within the field of integrative and functional nutrition. The specific topic of the course will change based on the expertise of the faculty teaching the course. When a course is offered, a complete description will become available.

Credits: 2.00

## **NUTR 604 Graduate Seminar**

This course introduces students to the multiple roles of food in health and wellness and to the philosophy and mission of the program and the university. Key topics in integrative nutrition and the importance of healing presence to the nutritionist's practice will be explored.

Credits: 1.00

## **NUTR 612 Human Nutrition II: Micronutrients**

This course covers structure, function, and food sources of the micronutrients (vitamins, minerals, trace minerals, and various phytochemicals). The complex function of each nutrient is reviewed, along with interactions, excesses, deficiencies, supplementation, and nutrient synergy. The effects of food processing, fortification and agricultural practices on micronutrient

density of foods will be explored. The course will also cover lab assessment of nutritional status. Students use a variety of methods to compare the micronutrient content of diets and will review safety and toxicology of dietary supplements, drug-nutrient, and nutrient-nutrient interactions.

Credits: 3.00

Prerequisite: 1 of the following: ISCI 547A, ISCI 646A, ISCI 647A; ISCI 626; NUTR 614

## **NUTR 613 Human Nutrition: Macronutrients and Micronutrients**

This course covers macronutrients (carbohydrates, lipids, and proteins) and micronutrients (vitamins, minerals, trace elements, and various phytochemicals and accessory nutrients). Macronutrients are addressed in terms of digestion, absorption, transportation, metabolism, and storage. The health effects of various macronutrients and their building blocks are considered. The complex function of micronutrients is reviewed, along with interactions, excesses, deficiencies, and supplementation. Students will examine nutrients within the context of a whole foods diet. Students will become proficient in analyzing case study data comparing nutrient intake in a variety of diets.

Credits: 3.00

## **NUTR 614 Human Nutrition I: Macronutrients**

This course covers the macronutrients — carbohydrates including fiber, lipids, proteins, along with water and hydration. Macronutrients are studied from digestion, absorption, and transport to metabolism and storage. Energy metabolism and dietary reference intakes are reviewed. Students will examine macronutrients within the context of a whole foods diet, analyze case study data, and conduct comparative analyses of macronutrients in a variety of diets. Students will discuss current issues in food processing and the environmental impact of food choice. Students become proficient in a variety of diet analysis methods, including food frequency and diet history questionnaires.

Credits: 2.00

### **NUTR 622**

#### **Advanced Biochemistry, Pathophysiology, and Assessment**

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered. This course builds on the foundation of nutritional biochemistry and pathophysiology, exploring more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools. The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 3.00

Prerequisite: 1 of the following: NUTR 635, NUTR 633

### **NUTR 625**

#### **Introduction to Nutritional Genomic Counseling**

This course introduces the field of nutritional genomics, the influence of nutrition on the genome and its relation to health and wellness. The concepts of epigenetics, genome testing and analysis, single nucleotide polymorphisms, biomarker status in relation to genome expression and cutting edge research will be investigated. There will be explorations into the role of diet and supplementation in nutritional genomic counseling.

Credits: 1.00

Prerequisite: ISCI 626

### **NUTR 633**

#### **Integrative Client Care: Nutrition Assessment, Applied Biochemistry and Treatment Planning**

Students will become familiar with the skills relevant to nutritional assessment including analysis of dietary records; observational methods; and the selection and interpretation of clinical laboratory tests. Integrating a foundation in nutritional biochemistry with nutritional assessment, students will learn to generate a rational, practical treatment plan that incorporates whole foods and nutritional supplementation within the broader context

of health inputs. Common health concerns including heart disease, diabetes, chronic inflammation, obesity, eating disorders and gastrointestinal disorders will be discussed from a biopsychosocial perspective. Drug-nutrient reactions will be addressed.

Credits: 4.00

Prerequisite: ISCI 626; NUTR 613

### **NUTR 634**

#### **Diabetes Education: An Integrative Approach**

This course reviews pathophysiology and epidemiology of type 2 diabetes, including techniques for assessment, treatment and prevention. Practitioners will learn to identify risk factors of pre-diabetes and initiate preventative counseling in nutrition, as well as provide community education. Meal planning, health behavior change, monitoring, and other management tools will be explored.

Credits: 1.00

Prerequisite: 1 of the following: ISCI 547A, ISCI 646A, ISCI 647A; 1 of the following: NUTR 611, NUTR 613, NUTR 614

### **NUTR 635**

#### **Applied Clinical Nutrition I Nutritional Assessment**

Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered. This course explores more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools.

The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 2.00

Prerequisite: 1 of the following: NUTR 612, NUTR 613

### **NUTR 636**

#### **Applied Clinical Nutrition II Nutritional Assessment**

This course provides the second half of Applied Clinical Nutrition. Within the biopsychosocial model of health and wellness, condition-specific nutrition therapy for a wide range of medical conditions are covered. This course explores more advanced and complex issues surrounding normal and abnormal metabolism of nutrients. Students will review a variety of pathological states from molecular, biochemical and integrative perspectives. Students will learn to identify key core imbalances within the broader context of health inputs. Students will demonstrate competence in recommending whole food dietary interventions, supplementation and integrative health approaches to conditions studied. Students will gain competence in the selection and/or interpretation of laboratory assessments and other diagnostic tools. The etiology, pathophysiology and clinical presentation of conditions studied will be reviewed along with conventional therapeutic approaches.

Credits: 2.00

Prerequisite: 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B; NUTR 635

### **NUTR 637**

#### **Nutrition and Digestive Health**

This course will explore the relationship between food, digestion and health. The course will cover the role of food and lifestyle in maintenance of health, and delve into assessment and the rationale for specific therapeutic dietary approaches for restoring digestive integrity. Topics will include: digestion and absorption, intestinal permeability, the role of the gut microbiome, inflammation and the gut immune system, and the gut-brain system connection. Digestive issues including gluten sensitivity, celiac disease, food sensitivities, irritable bowel syndrome, and the use of restorative foods in a variety of gastrointestinal conditions will also be explored.

Credits: 1.00

Prerequisite: ISCI 626; 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B

### **NUTR 641**

#### **Life Cycle Nutrition**

This course explores the changes in human nutrition through the life cycle stages from pre-conception through the elder years. Students will examine biopsychosocial health inputs at each stage of development, along with the impact of diet on each phase. Students will become knowledgeable about federal, state, and local programs that provide support for food or nutrition education at various life cycle stages. Students will learn to design diets to meet needs during various life cycle stages. Case studies, menu planning, and diet assessment will be incorporated.

Credits: 3.00

Prerequisite: 1 of the following: NUTR 612, NUTR 613

### **NUTR 643**

#### **Public Health Nutrition**

This course studies nutrition from the perspective of the community rather than the individual. The course covers the epidemiological and scientific basis for government-based policies on nutritional requirements and recommendations, the role of nutrition in health promotion and disease prevention, and strategies for improving the nutrition and health of communities. The course also includes an overview of health disparities, health equity and the impact of nutrition policy on population-wide eating habits.

Credits: 2.00

Prerequisite: NUTR 641

### **NUTR 651A**

#### **Clinical Skills I**

The purpose of this course is for the student to apply the clinical nutrition practice model from an integrative perspective. The student will learn the application of the universal nutrition care process (NCP) of assessment, nutrition diagnosis, intervention, evaluation and monitoring. The student will develop basic nutrition assessment skills as well as client relationship building, interviewing, intake and health history taking skills. Through practice experience, the student will learn to utilize the NCP for determining nutritional status, diagnosis, pattern recognition and core imbalances. Students will be given the starting tools for an effective clinical nutrition practice.

Credits: 2.00

Prerequisite: 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B; NUTR 612

### **NUTR 651B**

#### **Clinical Skills II**

In this course students will continue to hone interpersonal and observational skills and apply knowledge to real-life clinical situations and practice sessions. Students will delve deeper into clinical strategies, learning the application of specific food plans and the role of dietary supplements in clinical nutrition practice. Students will hone their motivational interviewing skills, develop strategies to address various core-imbalances and clinical scenarios, develop their personal counseling style, and build skills to work with clients who are resistant to change.

Credits: 2.00

Prerequisite: 1 of the following: NUTR 651A, NUTR 652

### **NUTR 654C**

#### **Clinic**

In this course, students apply all of their learning to become a healing presence in the client-practitioner relationship. Students receive hands-on practice in the university student clinic in the nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation in supervised clinical practice. This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: NUTR 635; 1 of the following: NUTR 651A, NUTR 652; Complete 3 visits with a nutritionist

### **NUTR 654D**

#### **Clinic**

This course provides the second half of the supervised clinical practice experience. Students receive hands-on practice in the university student clinic in the nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation. This course will continue to provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: 1 of the following: NUTR 651B, NUTR 653; NUTR 654C

### **NUTR 655C**

#### **Nutrition/Herbal Therapeutics Clinic**

In this course, students apply all of their learning to become a healing presence in the client-practitioner relationship. Students receive hands-on practice in the university student clinic in the herbal and nutrition care process, including assessment, diagnosis, intervention, monitoring and evaluation in supervised clinical practice. This course will provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition, herbal counseling and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: NUTR 635; 1 of the following: NUTR 651A, NUTR 652; Complete 3 visits with a nutritionist

### **NUTR 655D**

#### **Nutrition/Herbal Therapeutics Clinic**

This course provides the second half of the supervised clinical practice experience. Students receive hands-on practice in the university student clinic in the nutrition and herbal care process, including assessment, diagnosis, intervention, monitoring and evaluation. This course will continue to provide students with the opportunity to hone their clinical and counseling skills in order to practice nutrition, herbal counseling and integrative health effectively and competently. Within the clinic shift, discussions with supervisors will provide students with feedback, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: 1 of the following: NUTR 651B, NUTR 653; NUTR 655C



## **NUTR 656C**

### **Clinical Strategies in Nutrition Care**

This course is designed to give students practice in nutritional assessment and counseling. Students apply all of their learning to become a healing presence in the client-practitioner relationship. Mock counseling sessions held during clinic shifts will provide students with the opportunity to hone their clinical skills with a supportive environment that builds their confidence and proficiency in order to practice nutrition and integrative health effectively and competently. Instructor case reviews will provide students with feedback from supervisors, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: NUTR 635; 1 of the following: NUTR 651A, NUTR 652; Complete 3 visits with a nutritionist

## **NUTR 656D**

### **Clinical Strategies in Nutrition Care**

This course provides the second half of the clinical strategies experience. Students apply all of their learning to become a healing presence in the client-practitioner relationship. Mock counseling sessions held during clinic shifts will provide students with the opportunity to hone their clinical skills with a supportive environment that builds their confidence and proficiency in order to practice nutrition and integrative health effectively and competently. Instructor case reviews will provide students with feedback from supervisors, as well as the opportunity to collaborate on care plans and further develop their critical thinking skills.

Credits: 1.50

Prerequisite: 1 of the following: NUTR 651B, NUTR 653; NUTR 656C

## **NUTR 662**

### **Energetics of Food**

Using readings from Chinese medicine and other ancient healing systems, students will explore the inherent qualities of food and how these impact the eater's physical, emotional, and spiritual well being. Basic eastern medicine concepts of warming, cooling, and neutral energies in food and how they influence human digestion and health will be explored.

Credits: 1.00

## **NUTR 663**

### **Sports Nutrition**

This course examines diets that support effective athletic performance. Macronutrient mix, hydration, timing of meals, and support of the immune system for athletes will be considered. Gender-specific nutritional conditions and risks related to athletic endeavors will be reviewed.

Credits: 1.00

Prerequisite: 1 of the following: ISCI 547A, ISCI 646A, ISCI 647A; 1 of the following: NUTR 611, NUTR 613, NUTR 614

## **NUTR 664**

### **Food Systems and Policy**

This course addresses current topics in food, nutrition, public health and environmental sustainability including: access to food, food systems, influence of food/nutrition policies on the individual and planet, cost of foods, influences on food selection, food safety, nutrition-related health challenges. These issues will be explored from local, national and global perspectives.

Credits: 2.00

## **NUTR 665**

### **The Dynamics of Food and Healing**

In this course students will explore how food relates to healing. Students will compare various theoretical frameworks, such as energetic and whole systems theories. They will examine the effectiveness of different nutritional approaches for bringing balance to the body, and learn practical applications of using food for healing.

Credits: 1.00

## **NUTR 668**

### **Culinary Herbs in the Kitchen and Beyond**

The purpose of this course is to help students develop a working relationship with the individual culinary herbs used as flavor enhancers in culinary practice and as remedies in herbal practice. The course will help students to evaluate their own knowledge and to think critically and analytically about the role of culinary herbs in diet. This course supports students who seek to integrate culinary herbs in different dishes based on nutritional science to enhance their personal life and it will empower them to use this knowledge in their future careers as health professionals. Students will start their own culinary herb garden.

Credits: 1.00

## **NUTR 671**

### **Food and Culture**

This course explores the cultural influences on food and diet globally as well as in the United States. With a focus on the dynamic influences which shape diet and eating practices, students will discover new ways to assess the food and diet of an individual within the context of their culture. The focus of this course will be on the myriad of cultural influences which created the diets seen across the United States today.

Credits: 1.00

## **NUTR 672**

### **Mindful Eating and Nourishment**

This course is designed for the student to explore his/her relationship to food from a psycho-spiritual perspective, to explore many of the cultural and familial messages that one carries, and to identify personal patterns around eating. Students will explore the concept of mindful eating and learn tools and techniques for guiding clients and groups in mindfulness practices.

Credits: 2.00

## **NUTR 673**

### **Global Nutrition**

This course will provide students with an understanding of global nutrition principles in order to explore nutritional concepts and trends. Citizens in all countries have been rapidly adapting the western diet for several decades. The result is a phenomenon epidemiologists call the nutrition transition, the shift from health conditions caused by insufficient nutrition to those caused by over consumption. This course will cover the nutrition transition from the global perspective, examining the large scale causes and potential solutions to this emerging crisis around the world; focus on specific countries to demonstrate the local issues and effects and how they are being addressed.

Credits: 2.00

## **NUTR 675**

### **Chinese Nutrition Therapy**

This course explores the theory and practice of Chinese nutritional therapy. We will examine basic concepts of Chinese medical theory and diagnosis, and the energetic nature of food from a traditional Chinese medical perspective. Topics include the influence of the five flavors, the thermal nature of foods, the influence that diet/nutrition have on the organ/meridian systems, and the effects of different cooking and preparation methods. Basic diagnostic skills using tongue and other key signs and symptoms are covered, giving students the ability to make basic nutritional recommendations for particular conditions. Experiencing the different food energetics, through tasting, is included!

Credits: 2.00

**NUTR 676****Chinese and Western Nutrition Therapy**

This course for non-nutrition students explores the theory and practice of Chinese nutritional therapy, using the lens of Western and Chinese medicine. Students will gain a basic knowledge of evidence-based Western nutrition. Students will also examine the energetic nature of food from a traditional Chinese medical perspective, and understand how to explain these concepts from a Western perspective. Topics include the influence of the five flavors, the thermal nature of foods, the influence that diet/nutrition have on the organ/meridian systems, and the effects of different cooking and preparation methods, as well as basic information on macro and micro nutrients and their link to Chinese nutrition. Basic diagnostic skills using tongue and other key signs and symptoms are covered, giving students the ability to make basic nutritional recommendations for particular conditions. Experiencing the different food energetics, through tasting, is included!

Credits: 2.00

Prerequisite: 1 of the following: ACP 614, AOM 613A

**NUTR 681****Cooking with Whole Foods Lab I**

Cooking with Whole Foods Lab I is the foundation lab from which all other labs are built upon. This lab will cover basic kitchen sanitation, safety, quality of ingredients selection, stocking a pantry and equipment essentials. Lab I also includes knife skills practice, along with basic cooking techniques of grains, beans and greens. Students will prepare recipes for group tasting and discussion.

Credits: 0.50

**NUTR 682****Cooking with Whole Foods Lab II**

Cooking with Whole Foods Lab II builds on the foundational skills learned in Lab I. The focus will teach the developing nutritionist how to balance the flavors (salt, sweet, sour, bitter, pungent and astringent) by incorporating them into delicious meals with health supportive properties. Students will discover their own innate taste buds and create dishes with natural salts, salt substitutes, and natural sugars, and they learn how to minimize the use of processed ingredients. Students learn to optimize flavor/taste for various health concerns. To fit these criteria, the class will discuss how to adjust favorite recipes and create educational handouts on healthy sweets and salts.

Credits: 0.50

Prerequisite: NUTR 681

**NUTR 683****Cooking with Whole Foods Lab III**

Cooking with Whole Foods Lab III prepares the developing nutritionist with the skills to educate others about healthy food, food preparation, and whole foods cooking. Through engaging in the kitchen, students are able to link theory with real food and real life applications. In addition to building essential culinary skills, this lab will teach the developing nutritionist the traditional cooking techniques of lacto-fermentation, create enzyme rich sauces, making nutrient-dense bone and meat stocks, and working with organ meats.

Credits: 0.50

Prerequisite: NUTR 682

**NUTR 684****Cooking with Whole Foods Lab IV**

Cooking with Whole Foods Lab IV covers feeding the individual with food allergies and/or sensitivities. Best techniques for replacing allergens are explored and special focus is given to gluten-free and dairy-free shopping, cooking, and food preparation. Students practice and explore best cooking techniques that support the life style of the diverse population who suffers with food allergies and learn skills to create nutrient dense meals in 30 minutes or less.

Credits: 0.50

Prerequisite: NUTR 682

**NUTR 686****Cooking with Whole Foods Lab VI**

Cooking with Whole Foods Lab VI facilitates the transition from student to nutritionist and health educator. Students become familiar with designing meal plans; strategies and resources for teaching clients about eating, preparing, and cooking whole foods; and eating on a budget. Each student demonstrates his/her cooking skills by designing and implementing a whole foods cooking demonstration for a group supported by powerful educational materials to support their topic.

Credits: 0.50

Prerequisite: NUTR 001; NUTR 682

**NUTR 687****Cooking with Whole Foods Lab VII**

Cooking with Whole Foods Lab VII continues to expand and elevate the student's repertoire of ingredients and culinary skills in order to help them engage clients in making healthy lifestyle choices with food and cooking as the foundation. This lab focuses on food as medicine, develops the skills of the practitioner to help the client transition with ease from Standard American Diet. Students are engaged in market basket cooking for specific imbalances by creating one pot meals in harmony with the season,

healthy snacks and other easy to make meals by improvising and adapting to a variety of client populations at all socioeconomic levels.

Credits: 0.50

Prerequisite: NUTR 682

**NUTR 688****Cooking with Whole Foods Lab VIII**

Cooking with Whole Foods Lab VIII explores raw food preparation as well as medicinal and healing food preparations. This lab also expands the student's food pharmacy. Students will learn the application of raw foods, how to balance raw food flavors and experience the benefits of a dehydrator, sprouting, and juicing to create nutrient dense meals. Students build confidence improvising and adapting raw foods cooking for a variety of client populations at all socioeconomic levels.

Credits: 0.50

Prerequisite: NUTR 682

**NUTR 691C****Practicum**

The purpose of a practicum is to give students practical field experience in an off-campus organization, agency, or community setting. It is designed primarily to focus on the delivery of nutrition-related services to support health promotion, education, and other nutritional services to a group. Students apply all of their learning to become a healing presence in the community. In this first half of practicum, students identify an appropriate site, assess the needs of the target population, and develop nutrition education materials and lesson plans. Students will build their confidence and proficiency in order to practice nutrition and integrative health effectively and competently in the community.

Credits: 1.50

Prerequisite: IHED 620; IHED 626; ISCI 626; ISCI 647B; NUTR 001; NUTR 641; Complete 3 visits with a nutritionist

**NUTR 691D****Practicum**

This course is the second half of practicum experience. Students continue to work at an off-campus site delivering nutrition-related services to support health promotion, education, and other nutritional services to a group. Students apply all of their learning to become a healing presence in the community. Students evaluate their program and participant outcomes and detail their findings in a comprehensive report and reflection paper. Students will build their confidence and proficiency in order to practice nutrition and integrative health effectively and competently in the community.

Credits: 1.50

Prerequisite: IHED 623; IHED 625; NUTR 691C

### **NUTR 692C**

#### **Capstone Project**

The Capstone project is an opportunity for students to complete an applied research project on a nutrition topic in the areas of health promotion, education or other nutritional services as it relates to a community health problem or public policy issue. Through the Capstone Project, students will integrate and apply all of their learning to successfully complete the Capstone Project which requires both a written research paper and a webinar presentation. Students will identify and focus on a narrow topic, prepare an outline, and conduct a literature review of the relevant research in the selected field.

Credits: 1.50

Prerequisite: 1 of the following: ISCI 642B, ISCI 646B, ISCI 647B; 2 of the following: ISCI 701, NUTR 641

### **NUTR 692D**

#### **Capstone Project**

This course is the second half of the research experience that culminates in the delivery of a written research paper and a webinar presentation. The student continues to work on their applied research project on a nutrition topic in the areas of health promotion, education or other nutritional services as it relates to a community health problem or public policy issue. Through the Capstone Project, students will integrate and apply all of their learning to successfully complete the Capstone Project.

Credits: 1.50

Prerequisite: NUTR 692C

### **NUTR 699A**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 1.00

### **NUTR 699B**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 2.00

### **NUTR 699C**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 3.00

### **NUTR 699D**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 0.50

### **NUTR 6EXI**

#### **Nutrition MSNIH Comprehensive Exam**

Nutrition MSNIH Comprehensive Exam

Credits: 0.00

### **NUTR 722**

#### **Advanced Laboratory Assessment**

This course is an opportunity for the nutrition student to delve deeper into laboratory and biochemical assessments that assist the multi-dimensional and integrative nutrition practice. Through the exploration of blood, tissue and genomic testing, students will deepen their understanding of mitochondrial dysfunction, detoxification and biotransformation, hormone and neurotransmitter imbalances, digestive and immune dysfunction, and nutritional genomics. Students will be challenged to critically interpret and analyze clinical findings.

Credits: 2.00

Prerequisite: 1 of the following: NUTR 633, NUTR 635

### **NUTR 799A**

#### **NUTR Internship**

The Nutrition Internship provides six months of supervision for up to 1000 hours of individualized supervised practice in the field of nutrition to those who are eligible for or hold an advanced degree in nutrition from an accredited institution and who wish to pursue board certifications that require supervised practice hours. Interns will find their own opportunities, utilizing the program for supervision, structure, and support, or combine MUIH placements in the MD/DC area with self-initiated internship experiences.

Completion of the Nutrition Internship offers students the experience necessary to improve their clinical and community skills in the field of nutrition. Must complete NUTR799A and NUTR799B.

Credits: 3.00

Prerequisite: 1 of the following: NUTR 654C, NUTR 655C, NUTR 656C, NUTR 691C, NUTR 692C

### **NUTR 799B**

#### **NUTR Internship**

This course is the second half of the Nutrition Internship program which provides up to 1000 hours of supervised practice experience in the field of nutrition. Completion of the Nutrition Internship offers students the experience necessary to improve their clinical and community skills in the field of nutrition.

Credits: 0.00

Prerequisite: NUTR 799A

### **NUTR 800**

#### **Graduate Colloquium**

This course comprises the initial residential component of the DCN program. The objective of this colloquium is to introduce the cohort to each other and to faculty; to provide leadership and explain the doctoral process; and to introduce students to core principles and values of the university. During this course, students will begin to delineate areas of practice and research interest and explore what it means to cook with whole foods by participating in a hands-on experience.

Credits: 1.50

### **NUTR 801**

#### **Principles of Integrative & Functional Nutrition**

This course lays the groundwork the philosophy and practice of Integrative and Functional Nutrition. Evidenced based principles are blended with traditional healing systems to create a person centered, relationship-based foundation for clinical practice. Content will explore the relationships between lifestyle, health outcomes, and the role of a systems based approach for assessment and therapeutics. Assessment tools will include the Integrative & Functional Medical Nutrition Therapy Radial, tools from the Institute for Functional Medicine, and others.

Credits: 3.00

## **NUTR 802**

### **Nutritional Approaches to Detoxification**

Daily we are exposed to environmental chemicals, metals, and electromagnetic fields that can disrupt health. This course looks at the underlying physiology of detoxification and biotransformation; it explores how to recognize environmental issues and best practices for assessing their contribution to illness, and the role of food, nutrients, nutraceuticals, and the role of lifestyle in the detoxification process. Discussion will also focus on scope of practice and the role the nutritionist plays in addressing environmental toxicity.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

## **NUTR 810**

### **Special Topics in Nutrition I**

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty.

Credits: 1.50

Prerequisite: NUTR 800; NUTR 801

## **NUTR 811**

### **Special Topics in Nutrition II**

This is a weekend long, residential course that focuses on current topics in nutrition. Students at the doctoral level and their faculty members have varied areas of interest and expertise. This course provides a forum for presentation and discussion of these unique topics. Course theme and/or topics will be coordinated by faculty.

Credits: 1.50

Prerequisite: NUTR 800; NUTR 801

## **NUTR 821**

### **Bioethics in Clinical Nutrition**

This course explores the principles of bioethics in Clinical Nutrition. Topics include legal and medical terminology, scope of practice, protecting client confidentiality, Health Insurance Portability and Accountability (HIPAA), sales of nutraceuticals and health products. Other ethical areas of concern in nutrition covered include food production, labeling, health claims, and funding of research.

Credits: 3.00

## **NUTR 822**

### **Epigenetics & Nutritional Genomics**

Evidenced based research is growing in the relatively new fields of epigenetics and nutritional genomics and their role in gene expression. This course provides an introduction to these fields including proteomics, DNA and protein methylation, acetylation, and current research and application of nutritional genomic principles. Exploration will examine the interaction between environmental factors and the epigenome. Specifics will include the validity and application of genomic testing, and the role of diet, herbs, spices, and lifestyle in epigenetic and nutritional genomics.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

## **NUTR 831**

### **Integrative & Functional Nutrition in Gastrointestinal Health & Disease**

This course examines the gastrointestinal system in health and disease, linking those concepts to applied clinical nutrition. Topics include the metabolism of digestion, absorption, assimilation and excretion of macro and micronutrients; and their role in systemic health and disease. The pathophysiology of common digestive conditions will be explored through an integrative and functional lens. Celiac disease and gluten sensitivity, irritable bowel syndrome, food sensitivities, increased intestinal permeability, inflammatory bowel disease, and gastrointestinal reflux disease will be discussed. Current research on the microbiome, probiotics, and prebiotics will be discussed. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate the science with clinical application.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

## **NUTR 832**

### **Integrative & Functional Nutrition in Immune Health**

This course examines the immune system and the role of inflammation in health and disease, and links those concepts to applied clinical nutrition. Immune and auto-immune conditions are on the rise. This course will discuss the innate and acquired immune system, the importance between oxidation and antioxidants, inflammatory and anti-inflammatory responses, how the immune system protects us, and what occurs when these systems are overwhelmed. Relationships

between food, stress, environmental factors, digestive imbalances and inflammation and immune function will be explored. Topics will include cell signaling molecules, antioxidant nutrients, polyphenols, and fatty acids in immunity and inflammation. Common conditions will be explored through an integrative and functional lens, including auto-immune conditions, allergy, fibromyalgia, and infectious disease. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate science with clinical application.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

## **NUTR 833**

### **Integrative & Functional Nutrition in Cardio-Metabolic Health**

This course examines cardio-metabolic health and disease, and links those concepts to applied clinical nutrition. Obesity, metabolic syndrome, diabetes, heart disease, stroke, and Type 2 diabetes have common biochemical pathways of inflammation, and insulin resistance. This course will explore the biochemistry, metabolism, pathophysiology, and epidemiology of cardio-metabolic disease. Focus will be on recognition of metabolic syndrome and using an integrative approach to prevent disease and help restore balance. The course will explore research on a wide variety of dietary approaches to cardio-metabolic disease, and discuss the research and controversy about cholesterol management. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate science with clinical application.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

**NUTR 834****Integrative & Functional Nutrition in Neurological Health**

This course examines the biochemistry of the neurological system in health and disease, linking those concepts to applied clinical nutrition. Topics include basic neural function, neuroplasticity, and neurodegeneration. Content will focus on what occurs at a cellular level including neurotransmitters, the role of fatty acids, vitamins, minerals, herbs, and foods in neurological health. The epidemiology and pathophysiology of common neurological conditions will be explored through an integrative and functional lens including: neural developmental delays in children, mental acuity, insomnia, anxiety and depression, memory and cognitive decline, multiple sclerosis, and Parkinson's disease. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate the science with clinical application.

Credits: 3.00

Prerequisite: NUTR800; NUTR801

**NUTR 835****Integrative & Functional Nutrition in Endocrine and Energy Health**

This course examines the endocrine system and energy metabolism in health and disease, linking those concepts to applied clinical nutrition. Stress, diet, imbalanced lifestyle, and environmental hormone disruptors can affect hormone and energy metabolism. The epidemiology and pathophysiology of common hormone imbalances and energy impairments will be explored through an integrative and functional lens. Topics will include mitochondrial health, thyroid, adrenal, hypothalamus, pituitary, and reproductive health. Controversial topics such as the role of iodine in thyroid and breast health will be explored. Assessments will include signs and symptoms, and relevant laboratory analysis. Therapeutic approaches will incorporate whole foods, therapeutic diets, nutritional supplements, and lifestyle in the broader context of an individual's health, goals, and environment. Case studies will be used to help students integrate the science with clinical application.

Credits: 3.00

Prerequisite: NUTR 800; NUTR 801

**NUTR 836****Case Reports in Functional Nutrition**

This course examines the value and usefulness of case reporting as a summary of disparate symptoms and as a way to evaluate clinical findings. Students will evaluate published case reports and learn how to synthesize client information into a case report format using CARE guidelines. Students will prepare a publishable case report including a timeline, narrative, and the appropriate sections for publication in a peer-reviewed integrated nutrition journal.

Credits: 3.00

Prerequisite: ISCI 801; ISC I823

**NUTR 850****Nutrition Focused Physical Exam**

This is a residential course that provides hands-on experience in doing a nutritionally focused physical exam. Assessment is critical to good care. Use of a nutrition based physical provides yet another assessment tool for the astute clinician, providing objective methods to assess nutrient insufficiencies and excesses of macronutrients, micronutrients, and fluid status. Students will practice taking vital signs and anthropometrics and will examine eyes, skin, nails, hair, and demeanor to look for signs of nutritional status and hydration.

Credits: 1.50

Prerequisite: NUTR 800; NUTR 801

**NUTR 8EXI****Nutrition DCN Comprehensive Exam**

Nutrition DCN Comprehensive Exam

Credits: 0.00

**NUTR 900****Advanced Clinical Nutrition Residency & Research Project I**

This course is a Clinical Residency to apply and synthesize learning in a clinical setting. Residents work in a supervised nutrition practice, design and implement a clinical research project, and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisite: NUTR 8EXI

**NUTR 901****Advanced Clinical Nutrition Residency & Research Project II**

This course provides the second half of the Clinical Residency. Residents complete a supervised nutrition practice, complete a clinical research project and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisite: NUTR 900

**NUTR 902****Advanced Clinical Strategies in Nutrition I**

This course is a Clinical Residency to apply and synthesize learning in a clinical setting. Residents work in a supervised nutrition practice or in a mock clinical setting, design and implement a clinical research project, and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisite: NUTR 8EXI

**NUTR 903****Advanced Clinical Strategies in Nutrition II**

This course provides the second half of the Clinical Residency. Residents complete a supervised nutrition practice or mock counseling sessions, complete a clinical research project and participate in webinars. Discussions cover all domains pertinent to clinical practice. Webinar discussions focus around participants' questions and concerns, case studies, clinical research and practice management to deepen their competencies as advanced-practiced Clinical Nutritionists.

Credits: 3.00

Prerequisite: NUTR 902

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# TRANSFORMATIVE LEADERSHIP AND SOCIAL CHANGE

Note: this program is no longer enrolling as a graduate degree

## **TLSC 661**

### **Independent Study 1**

Credits: 1.50

Prerequisite: TLSC 655

## **TLSC 662**

### **Independent Study 2**

Credits: 1.50

Prerequisite: TLSC 655

## **TLSC 663**

### **Independent Study 3**

Credits: 1.50

Prerequisite: TLSC 661; TLSC 662

## **TLSC 664**

### **Independent Study 4**

Credits: 1.50

Prerequisite: TLSC 661; TLSC 662

## **TLSC 690**

### **Project of Excellence**

Credits: 3.00

Prerequisite: TLSC 663; TLSC 664

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# YOGA THERAPY

## YOGA 611

### **Theoretical Foundations for Yoga Therapy**

This course provides the history and philosophies of yoga traditions that serve as the foundation for Yoga Therapy. Specific traditions will be discussed in parallel with classic texts in this field. Yogic cosmology will be investigated, examining Vedic theories about creation and the major forces that govern life and change. Students will explore the basics of Ayurvedic theory including the five elements, the doshas, and the Ayurvedic clock. Basic yogic anatomy and physiology, including concepts of mind/body layers and energetics (including koshas, chakras, nadis and marma) will be introduced. Students will learn how these theories and principles support the practices of Ayurveda, as well as relevant terms in Sanskrit. While these concepts are derived from Hindu beliefs, they will be explored in relationship to their influence on the field of yoga.

Credits: 2.00

## YOGA 612

### **Health and Disease: Yogic Perspectives and Practices**

Concepts of health and disease pathogenesis from a yogic perspective will be discussed. Concepts important to understanding the causes of behavior that lead to suffering will be explored through the principle teachings of yoga. The relationship between asana, pranayama, meditation, diet, and lifestyle will be addressed in the context of health promotion, disease prevention and disease management. The class will include both classic training and contemporary understanding of the principles that constitute a yoga lifestyle. Fundamental principles of Ayurveda will be incorporated to provide a complementary perspective.

Credits: 3.00

Prerequisite: YOGA 611

## YOGA 613

### **Theoretical Foundations for Using Yoga to Support the Mind and Spirit**

This course introduces yogic perspectives on the structure and function of the mind, including states of balance and imbalance. Students learn how yoga practices can support a shift in one's approach to life's challenges. The effects of daily movement and breathing practices (asana and pranayama) on the mind will be explored. Forms of meditation, yoga nidra and Ayurvedic wellness practices that support meditation and relaxation such as mantras, yantras and mudras are introduced.

Credits: 3.00

Prerequisite: YOGA 611

## YOGA 615

### **Breath and Health**

Yoga practices can have a profound effect on health by leading to changes in vitality associated with shifts in the flow of prana. This course will specifically explore the concept of prana in conjunction with pranayama or traditional practices of breath work. Included in this course will be in-depth consideration of common breath pattern disorders, their effect upon health (with specific consideration of prevalent health issues and symptoms of over-breathing), and the appropriate practices of pranayama that can be taught to address these breathing patterns. Both the physical and subtle anatomy of the breath will be covered. Students will also develop their skills in leading breathing practices.

Credits: 1.00

Prerequisite: YOGA 611

## YOGA 634

### **Therapeutic Relationship and Client Education I**

This course introduces teaching and therapy skills commonly used by Yoga Therapy practitioners. Students will learn the skills to assess educational needs, then design, implement, and evaluate educational programs for both individuals and groups. Critical aspects of the relationship between the practitioner and the client will be addressed. Discussions will include scope of practice and boundaries, including boundaries used in discussions of sexuality, religion and other issues relevant to the practice of Yoga Therapy. This 1.5 credit course includes 15 didactic hours and 22.5 hours of independent study overseen by course faculty.

Credits: 1.50

Prerequisite: YOGA 6EX1

## YOGA 635

### **Therapeutic Relationship and Client Education II**

This course continues the work begun in YOGA 634 Therapeutic Relationship and Client Education I (please see description above). This 3 credit course includes 30 didactic hours and 45 hours of independent study overseen by course faculty.

Credits: 3.00

Prerequisite: YOGA 634

## YOGA 641

### **Yoga Therapy: Principles and Practice I**

This series of courses (YOGA 641, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (YOGA 641) focuses on the therapeutic applications of yoga therapy for common postural misalignments that have a structural or functional origin. Students will also learn specific practices to support clients that have suffered injury or been referred for yoga therapy post-surgery.

Credits: 2.00

Prerequisite: YOGA 6EX1

## YOGA 642

### **Yoga Therapy: Principles and Practice II**

This series of courses (YOGA 641, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (YOGA 642) focuses on the therapeutic applications of yoga therapy for chronic pain and neurological disorders. Examples of specific issues that will be addressed include low back pain, fibromyalgia, migraine headache and Multiple Sclerosis. Special emphasis will be on developing adaptive yoga practices for clients with limited mobility.

Credits: 2.00

Prerequisite: YOGA 641

### **YOGA 643**

#### **Yoga Therapy: Principles and Practice III**

This series of courses (YOGA 641, 642, 643) examines approaches to Yoga Therapy, including fundamental philosophies, concepts that guide development of a treatment plan, and tools and techniques used to design practices for specific conditions and special client populations. Experienced practitioners demonstrate and discuss the application of diverse approaches in Yoga Therapy. This course (YOGA 643) focuses on the therapeutic applications of yoga therapy for mood regulation and stress management with an emphasis on tools and techniques that help clients manage stress and build resilience. Special emphasis will be given to specific mental health conditions including anxiety, depression and PTSD.

Credits: 2.00

Prerequisite: YOGA 642

### **YOGA 644**

#### **Mentored Yoga Therapy Student Clinic I**

During this clinic practicum, students conduct Yoga Therapy sessions under the mentorship of clinic supervisors. Students will utilize the medical literature to gain a deeper understanding of their client's health. Principles learned in all previous and concurrent courses will be applied in the clinic practicum. Students will complete 45 hours of supervised clinic practice during this practicum.

Credits: 1.50

Prerequisite: YOGA 6EX1

### **YOGA 645**

#### **Mentored Yoga Therapy Student Clinic II**

This course is a continuation of Yoga 644 Mentored Yoga Therapy Student Clinic I. Students will have the opportunity to work with clients individually in the Natural Care Center at Maryland University of Integrative Health, off-site with partner institutions and in community settings.

Credits: 1.50

Prerequisite: YOGA 644

### **YOGA 646**

#### **Mentored Yoga Therapy Student Clinic III**

This course continues the work in YOGA 645 Mentored Yoga Therapy Student Clinic II

Credits: 2.00

Prerequisite: YOGA 645

### **YOGA 648**

#### **Clinical Case Reporting**

In this course students will learn to document the care of individual clients in alignment with standardized case reporting guidelines. Students will be introduced to the rationale for medical case reports and learn to use the guidelines for enhancing the quality and transparency of case reports. Students will present their own case reports and participate in the inquiry and analysis of fellow students' cases. Discussion will focus on the analysis of clinical decision making and the application of critical thinking.

Credits: 1.50

Prerequisite: YOGA 645

### **YOGA 699A**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 1.00

### **YOGA 699B**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 1.50

### **YOGA 699C**

#### **Independent Study Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 2.00

### **YOGA 699D**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 2.50

### **YOGA 699E**

#### **Independent Study**

Students may undertake a research or clinic-oriented project for academic credit. These projects are to be completed by the students working on an independent basis with guidance from a faculty advisor. Students must write a proposal and secure approval from the program director and the faculty advisor they wish to work with.

Credits: 3.00

### **YOGA 6EX1**

#### **Comprehensive First Year Examination**

The final exam that covers all material in year 1.

Credits: 0.00

Prerequisite: YOGA 611; YOGA 612; YOGA 615; YOGA 620; 1 of the following: YOGA 621, ISCI 651; 1 of the following: YOGA 622, ISCI 644