



2018–2019  
**COURSE CATALOG**



# Institutional and Program Accreditation

## Northwest Commission on Colleges and Universities (NWCCU)

National University of Natural Medicine is accredited by the Northwest Commission on Colleges and Universities. Accreditation of an institution of higher education by NWCCU indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial, but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by NWCCU should be directed to the administrative staff of the institution. Individuals may also contact:

NWCCU  
8060 165<sup>th</sup> Ave. NE, Suite 100, Redmond, WA 98052  
425.558.4224 | [nwccu.org](http://nwccu.org)

## Council on Naturopathic Medical Education (CNME)

The degree program in naturopathic medicine is accredited by the Council on Naturopathic Medical Education, a professional accrediting agency for naturopathic medicine programs.

CNME  
P.O. Box 178, Great Barrington, MA 01230  
413.528.8877 | [cnme.org](http://cnme.org)

## The Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)

NUNM's Master of Science in Oriental Medicine program is accredited under master's degree standards by the Accreditation Commission for Acupuncture and Oriental Medicine. ACAOM is a professional accrediting agency for programs preparing acupuncture and Oriental medicine practitioners.

ACAOM  
8941 Aztec Dr., Eden Prairie, MN 55347  
952.212.2434 | [acaom.org](http://acaom.org)

Other sources of information available to prospective students about NUNM include the Exploration Day program, campus visits and [nunm.edu](http://nunm.edu).

### **For further information regarding NUNM programs, please contact:**

Office of Admissions  
049 SW Porter St., Portland, OR 97201  
503.552.1660 | [admissions@nunm.edu](mailto:admissions@nunm.edu) | [nunm.edu](http://nunm.edu)

Information regarding a consumer or civil complaint can be filed with:

Oregon Department of Justice  
Consumer Protection Section  
1162 Court St. NE, Salem, OR 97301-4096  
1.877.877.9392 | [help@oregonconsumer.gov](mailto:help@oregonconsumer.gov)

Information regarding any violation of civil rights is available at:

U.S. Department of Education – Office for Civil Rights  
400 Maryland Ave. SW, Washington, DC 20202  
800.421.3481 | [ed.gov/ocr](http://ed.gov/ocr)

Student complaints, or other allegations that the university has failed or is failing to comply with the provisions of any laws or rules, can be filed with the Higher Education Coordinating Commission to investigate and resolve complaints:

State of Oregon: Higher Education Coordinating Commission (HECC)  
255 Capitol Street NE, Third Floor, Salem, OR 97310  
503.947.5716 | [oregon.gov/highered/pages/index.aspx](http://oregon.gov/highered/pages/index.aspx)

# Equal Opportunity Statement

NUNM complies with the Equal Opportunity Act of 1965, American Disabilities Act of 1990, Title IV of the Higher Education Act as federally reauthorized in 1998, and Title IX of the Educational Amendments of 1972. These acts and amendments prohibit discrimination on the basis of age, sex, race, national or ethnic origin, religion or disability, or veteran's status in any of its policies, procedures or practices. NUNM also complies with Oregon state discrimination laws that prohibit discrimination for sexual orientation, marital status, gender identity and family relationship. NUNM adheres to guidelines set forth by the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Information Portability and Accountability Act (HIPAA), which pertain to limitations and rights of access to student records (FERPA) and patient-protected health information (HIPAA). To ensure compliance with these requirements, NUNM enacts policies and procedures, and articulates protocols in this catalog, the student and employee handbooks, and departmental policy and procedural guides.

NUNM's nondiscrimination policy covers admission and access to, and treatment and employment in university programs and activities, including but not limited to academic admissions, financial aid, educational services and employment. Title IX prohibits gender-based harassment, which may include acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.

The dean of students has been designated to handle inquiries regarding NUNM's Title IX policies and procedures.

## Title IX Coordinator

Rachael Allen, MS  
National University of Natural Medicine  
049 SW Porter St., Portland, OR 97201  
503.552.1607

Every effort has been made to ensure the catalog's informational accuracy. NUNM regularly reviews its policies to improve the institution and the quality of education provided. Changes to the catalog can be made without prior notice. This catalog is not a contract between NUNM and current or prospective students. This catalog can be downloaded in PDF format at [nunm.edu](http://nunm.edu).

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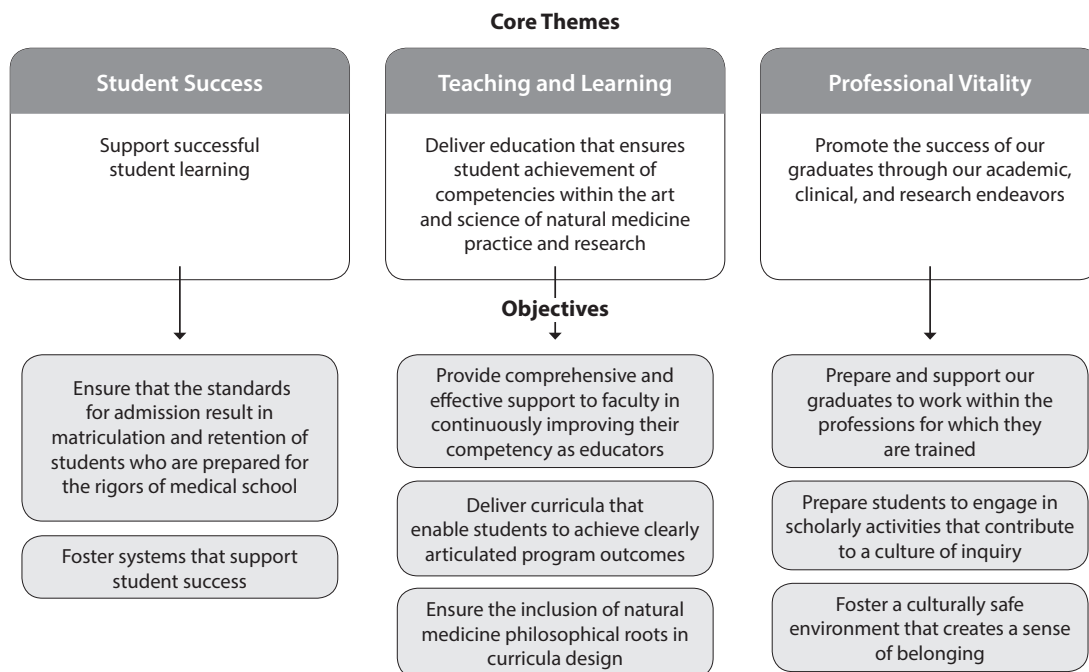
## NUNM Mission Statement

To educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine

## NUNM Values

Respect, integrity, creativity, innovation, environmental stewardship, commitment, excellence

To guide NUNM's next regional NWCCU accreditation seven-year planning cycle (2018-2025), the university created core themes in support of achieving the NUNM mission, as well as objectives and indicators toward reaching these themes. The core themes, objectives and indicators are reflective of NUNM's overarching strategic plan, *Framework for Action III*, for 2017-2022. The graphic below provides an overview of the core themes and supporting objectives.



# Greetings from the Office of the President

Dear Prospective Student,

Welcome! You've chosen the best place to begin your journey into the profession of natural medicine. You'll soon learn the reason why NUNM is North America's most respected and longest-thriving accredited institution of postsecondary and undergraduate education for natural medicine.

NUNM has been a leader and an innovator since 1956. **As the parent institution of naturopathic programs taught in North America, NUNM has educated and trained generations of naturopathic physicians for more than 60 years.** Our naturopathic graduates prove the adage that the apple doesn't fall far from the tree. Over the span of decades, they have developed and advanced the concept of holistic health care, challenging long-held biomedical philosophies of care. They are, first and foremost, physicians. But they're also entrepreneurs. Scientific researchers. Hospital administrators. Published writers. Motivational speakers. Professors. Above all, our NDs are healers. And they're changing health care one patient at a time.

NUNM offers a world of opportunity to students seeking to bring profound healing to patients. **Our College of Classical Chinese Medicine, founded in 1995, provides the most profound training of classical Chinese medicine offered anywhere in the United States.** Both of our accredited degree programs, the Master of Science in Oriental Medicine and Doctor of Science in Oriental Medicine, cultivate clinical practitioners rooted in the ancient tradition of the wise medical scholar. Together with China's Guangxi College, NUNM is leading a worldwide movement to return classical Chinese medicine to the glory of its ancient roots.

**Our School of Graduate Studies provides an unparalleled learning environment for students who want to contribute new and exciting solutions to the healthcare challenges of today.** NUNM's Master of Science in Integrative Medicine Research, Master of Science in Nutrition, Master of Science in Global Health, and Master of Science in Integrative Mental Health degrees all offer hands-on, experiential training, a learning experience unique to NUNM. Our newest program, Master of Science in Ayurveda, gives students a strong foundation in one of the oldest medical systems in the world.

Then there's **NUNM's Helfgott Research Institute, internationally renowned for its groundbreaking research in natural medicine, where investigators champion critical evidence-based studies.** Students and faculty collaborate with highly regarded Western medical schools on NIH-funded research and interdisciplinary studies, winning scientific awards and getting published in peer-reviewed journals as they advance the natural medicine profession with their innovative inquiry.



**We now invite undergraduate students to pursue their dreams of becoming healers and health advocates at NUNM.** Our undergraduate programs offer an integrative approach to traditional studies in nutrition, massage therapy and health sciences. Each degree prepares students for health careers or continued graduate study.

**Join us and learn from the best. NUNM's outstanding faculty are celebrated for contributions in their fields as well as their classroom and clinical education excellence.** They'll put you through your paces preparing you for an outstanding career in the natural health field—and they'll do it with skill and sensitivity. They are a powerful force individually and collaboratively in the professional formation of natural medicine. You will quickly learn what natural medicine has to offer.

All of this happens in the nation's most progressive city, known for its healthy lifestyle and leadership in sustainability. Portland is surrounded by the breathtaking beauty of the Pacific Northwest. You can see the snowy cap of Mount Hood from our classroom windows. It is one spot among many within the rich tapestry of natural environments just an hour from our rapidly growing campus. Come join us. Bring your hiking boots, your snowboard or surf board—and your sense of adventure. Your life is about to transform.

NUNM will help you succeed in reaching your dreams, from the beginning of your educational journey and beyond, as you launch your career. Talk to our Admissions counselors; ask a thousand questions. Become a healer, a researcher, an educator, a nutrition coach. Make your mark as health care continues to evolve into a patient-centric model. More and more, everything depends on outstanding, holistic clinical and theoretical knowledge, all focused on the patient. It all starts in Portland. We're waiting for you.

A handwritten signature in black ink that reads "David John Schleich". The signature is written in a cursive, slightly slanted style.

David J. Schleich, PhD  
President of NUNM

# NUNM—The Home of Natural Medicine

NUNM is proud of its longstanding legacy of academic excellence. Founded in 1956, NUNM is the oldest accredited naturopathic medical school in North America and the home of natural medicine. NUNM's reputation for healthcare innovation and leadership grows with each new generation of practitioners and healthcare professionals who help change the course of health care in the U.S. through their research, exemplary patient care and publications. Our remarkable graduates are our legacy. We invite you to join us—discover the exciting opportunities that await you.

NUNM offers medical education programming in naturopathic and classical Chinese medicine, and in related health sciences disciplines. This includes 11 exceptional accredited degree programs—eight postgraduate degrees and three undergraduate degrees.

NUNM is recognized as the international leader in the training of naturopathic primary care physicians and Chinese medicine practitioners. While many of our graduates go on to clinical practice, they're also researchers, professors, public health educators, and political activists bringing natural medicine to the forefront of the national healthcare system. Students from all corners of the world come to NUNM for the opportunity to work with our accomplished and renowned faculty. Our exceptional curricula offer medical students a rich combination of classroom study, hands-on research and patient care.

In addition to the campus Lair Hill Health Center—the largest natural medicine clinic in the region—and our Beaverton Health Center, the university has access to a dozen local community clinics offering unique and diverse clinical experiences to students. NUNM is also home to a collaborative and inspiring learning environment, as well as a vital and groundbreaking research community, respected the world over. Our tight-knit campus, located in the heart of Portland, Oregon, offers students and faculty the benefits and advantages of city living at its most sustainable within an urban setting infused with natural beauty, culture and social conscience.

## Breadth and Diversity of Programs

NUNM is also known for its exceptional curricula in a variety of other areas. From research to nutrition, global and mental health, to the intricacies of Ayurveda, we have it all. We have developed our programs knowing that your education will be reinforced through the application of hands-on, interactive learning, from the classroom to the clinic, to fieldwork in a country thousands of miles from campus. Whether you're developing a research study and interviewing focus group participants, or developing whole-food recipes in NUNM's professional teaching kitchen, our students learn through their direct experiences.

## Natural Medicine Today

Health awareness is making giant strides—and interest in healthy lifestyles and natural medicine is rising significantly. Studies have shown that Americans are seeking more natural health products and services than ever before. Natural medicine provides patients a wide variety of beneficial treatment options unavailable to them through conventional medicine. Recognizing this, Western medical doctors at hospitals, medical clinics and research centers are opening more doors to naturopathic and Chinese medical practitioners. It is truly an exciting period of change in health care as natural medicine becomes more integrated into the traditional health services delivery system. It is a rapidly growing and evolving field that is serving the escalating need for preventive health care for millions of Americans.

Natural medicine is known by many names: alternative medicine, integrative medicine, complementary medicine and others. One reason for its many labels is that natural medicine includes a variety of healing modalities. Your education at NUNM may include some or all of the following therapeutic methods, depending on your course of study.

- Traditional medical systems, such as naturopathic medicine, Chinese medicine, homeopathy and acupuncture
- Mind-body medicine
- Physical medicine, including hydrotherapy and naturopathic manipulation
- Botanical medicine and herbal supplements
- Nutrition counseling
- Conventional therapies, including pharmaceuticals and minor surgery
- Mental health counseling

Each of these modalities present a tool for the physician to gain a better understanding of the patient, leading to health diagnosis and treatment for conditions ranging from minor ailments to chronic and acute care. When these modalities are used *in conjunction with* conventional medicine, they have been called “complementary” medicine. When used as *a substitute for* conventional medicine, the same modalities have been called “alternative” medicine. When a conventional physician and a naturopathic physician work together to create the best healing plan for the patient, it's increasingly referred to as “integrative” medicine. As more people seek combination treatments, future natural medicine practitioners and physicians will need to be knowledgeable about both conventional and natural medicine. Our graduates are able to bridge this gap.





# Academic Calendar 2018–2019

<b>Summer quarter begins (clinic)</b>	<b>July 2, 2018</b>
July 4 holiday ( <i>campus &amp; clinics closed</i> )	July 4, 2018
Summer academic classes begin	July 9, 2018
New student institutional orientation ( <i>students attend one date</i> )	Aug. 22, Sept. 5, and Sept. 12, 2018
Summer academic classes end	Aug. 31, 2018
Labor Day holiday ( <i>campus &amp; clinics closed</i> )	Sept. 3, 2018
New student academic orientation	Sept. 13, 2018
Summer quarter ends	Sept. 15, 2018
<b>Fall quarter begins</b>	<b>Sept. 17, 2018</b>
Last day to add or change sections	Sept. 28, 2018
Last day to pay tuition & fees	Sept. 28, 2018
Late payment fee assessed	Oct. 1, 2018
Last day to drop classes	Oct. 5, 2018
OSCE 1 exam	Oct. 19, 2018
Veterans Day ( <i>campus &amp; clinics closed</i> )	Nov. 12, 2018
Clinic holiday I – Thanksgiving week session	Nov. 19–21, 2018
Thanksgiving break ( <i>no academic classes</i> )	Nov. 19–24, 2018
Thanksgiving holiday ( <i>campus &amp; clinics closed</i> )	Nov. 22–24, 2018
Make up for Veterans Day	Dec. 5, 2018
Finals week	Dec. 10–14, 2018
Fall quarter ends	Dec. 15, 2018
Winter break ( <i>no academic classes</i> )	Dec. 16, 2018–Jan. 6, 2019
Clinic holiday II – Prewinter session	Dec. 17–22, 2018
Winter break ( <i>campus closed</i> )	Dec. 24–30, 2018
New Year's Day ( <i>campus &amp; clinics closed</i> )	Jan. 1, 2019
Clinic holiday III – Post-winter session	Jan. 2–5, 2019

<b>Winter quarter begins</b>	<b>Jan. 7, 2019</b>
Last day to add or change sections	Jan. 18, 2019
Last day to pay tuition & fees	Jan. 18, 2019
Martin Luther King Day ( <i>campus &amp; clinics closed</i> )	Jan. 21, 2019
Late payment fee assessed	Jan. 22, 2019
OSCE 3 exam	Feb. 1, 2019
Last day to drop classes	Feb. 1, 2019
OSCE 2 exam	March 15, 2019
Make up for Martin Luther King Day	March 18, 2019
Finals week	March 25-29, 2019
Winter quarter ends	March 30, 2019
Spring break ( <i>no academic classes</i> )	March 31 April 7, 2019
Clinic holiday IV – Spring break session	April 1–6, 2019
<b>Spring quarter begins</b>	<b>April 8, 2019</b>
Last day to add or change sections	April 19, 2019
Last day to pay tuition & fees	April 19, 2019
Late payment fee assessed	April 22, 2019
OSCE 1 exam	May 3, 2019
University Council	May 3, 2019
Last day to drop classes	May 3, 2019
Memorial Day ( <i>campus &amp; clinics closed</i> )	May 27, 2019
Make up for Memorial Day	June 17, 2019
Finals week	June 24–28, 2019
Spring quarter ends	June 29, 2019
Commencement	June 29, 2019



# Admissions

## Undergraduate Programs

NUNM offers three Bachelor of Science degrees: Bachelor of Science in Integrative Health Sciences (BSiHS), Bachelor of Science in Nutrition (BScN), and Bachelor of Science in Integrative Therapeutics: Massage Therapy (BSiT-MT). These programs offer students the opportunity to complete the final two years of their degree, while building a solid scientific foundation in pre-health/pre-med education.

For admission consideration to undergraduate degree programs, students must have completed 60 semester or 90 quarter credits of transferable coursework with a minimum cumulative GPA of 2.0 prior to the program start date. Transferable coursework is defined as college-level courses from regionally accredited colleges and universities that meet lower division, general education requirements for baccalaureate degree programs. Generally, professional/technical courses will not transfer. Only courses with a grade of “C” or higher will be considered for transfer credit. Grades of P/NP or S/U grading will not be accepted.

### Application Process

Applicants for the School of Undergraduate & Part-Time Studies must submit the following required items to complete an application:

- **Application for Admission:** A file is created for the applicant once a complete application is received and accompanied by the application fee. Prospective students may start their applications at [nunm.edu](http://nunm.edu).
- **\$50 Application Fee:** This fee is nonrefundable.
- **Transcripts:** Applicants are required to submit official sealed transcripts from each college and/or university attended.
- **Essays:** Applicants are required to submit essays to be considered for admission. Essays provide applicants the opportunity to share their background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NUNM. Applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NUNM and how you would enrich this community is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essays. The application for admission indicates the length or word limitation based on the program to which the applicant is applying.
- **Recommendation:** The recommendation form should be completed by a person who knows you well and can evaluate your skills and abilities. Once the application is submitted, the recommendation form will be sent out to the recommender. Professors make

great recommenders (assuming you have taken a class with them). If you have been out of school for a while, employers are also acceptable sources.

Applicants are selected regardless of race, gender, gender identity, age, religion, national or ethnic origin, sexual orientation, marital status, disabilities, or any other protected class under local, state or federal law.

### Application Deadline

NUNM begins to accept undergraduate applications Sept. 1, 2018, for fall 2019. **The preferred application deadline is May 1, 2019.**

Please follow the application’s detailed instructions and direct all application materials to:

Office of Admissions  
National University of Natural Medicine  
049 SW Porter Street  
Portland, OR 97201

It is the sole responsibility of the applicant to ensure that materials are received by NUNM on time. Application materials become the property of NUNM and will not be returned or forwarded to other institutions.

## Graduate and Professional Programs

Applicants interested in the Doctor of Naturopathic Medicine (ND), Doctor of Science in Oriental Medicine (DSOM), Master of Science in Oriental Medicine (MSOM), Master of Science in Nutrition (MScN), Master of Science in Integrative Mental Health (MSiMH), Master of Science in Integrative Medicine Research (MSiMR), Master of Science in Ayurveda (MScA), and Master of Science in Global Health (MScGH) programs must have a bachelor’s degree (or its equivalent) from a regionally accredited college or university.

Applicants may apply to undertake two programs concurrently, with the exception of the ND/DSOM combination. All application and prerequisite coursework requirements must be met for both programs. While at NUNM, students may add a concurrent program by applying for admission to the second program. For admission consideration, students must meet the criteria for Satisfactory Academic Progress (SAP) in their current program at the time of application.

A GPA of 3.0 or higher is strongly recommended. Credit will only be given for prerequisite coursework earning a “C” or better. Applicants may apply with prereq coursework still in progress; however, the Office of



Admissions must receive all official transcripts showing completed coursework prior to matriculation. For the purpose of prerequisites, the Office of Admissions defines a “course” as either a quarter or semester term.

## Age of Course

Prerequisite courses not taken within seven years of matriculation into the program are subject to review. Additional coursework may be required.

## Application Process

Applicants for the graduate and professional programs must submit the following required items to complete an application:

- **Application for Admission:** A file is created for the applicant once a complete application is received and accompanied by the application fee. Prospective students may start their applications at nunm.edu.
- **\$75 Application Fee:** This fee is nonrefundable.
- **Transcripts:** Applicants are required to submit official sealed transcripts from each college and/or university attended. For applicants who have prerequisite coursework in progress or will have an undergraduate degree conferred after receiving an admission decision, an official and updated transcript must be submitted prior to matriculation at NUNM.
- **Essays:** Applicants are required to submit essays to be considered for admission. Essays provide applicants the opportunity to share their background, abilities, interests and experiences, and how these will make them a good candidate for the programs at NUNM. Applicants should share some personal experiences and genuine thoughts in their essays. Explaining why you are applying to NUNM and how you would enrich this community is also helpful. The Admissions Committee will look for writing ability, as well as content when reading the essays. The application for admission indicates the length or word limitation based on the program to which the applicant is applying.
- **Recommendations:** Two recommendation forms should be completed by persons who know you well and can evaluate your skills and abilities. Once the application is submitted, recommendation forms will be sent out to the two listed recommenders. Professors make great recommenders (assuming you have taken a class with them). If you have been out of school for a while, employers are also acceptable sources. Recommendations from family members, significant others or close, personal friends are not viewed favorably by the Admissions Committee.
- **Resume:** The resume should include work experience, research, activities, community service and any honors/awards received.

## Undergraduate Program Prerequisites

<b>English Composition</b>	2 courses
<b>Math</b> <i>Must be algebra, calculus or math-based statistics</i>	1 course
<b>Oral Communication/Public Speaking</b>	1 course
<b>General Biology</b> <i>One academic year of general or principles of biology, including lab. These courses must be designed for science majors or pre-med students.</i>	Full sequence (2-3 courses)
<b>General Chemistry</b> <i>One academic year of general or principles of chemistry, including lab. These courses must be designed for science majors or pre-med students.</i>	Full sequence (2-3 courses)
<b>Humanities/Arts &amp; Letters</b> <i>Courses in the areas of art, religion, philosophy, literature, music and other related fields will satisfy this requirement.</i>	3 courses
<b>Social Sciences</b> <i>One of these courses must be human psychology. In addition to human psychology, other courses in psychology, anthropology, social sciences, political science, economics, and other related fields will satisfy this requirement.</i>	3 courses
<b>Total Transfer Credits</b> <i>Completion of 60 semester or 90 quarter transferable credit hours from a regionally accredited college or university with a minimum 2.0 GPA. Coursework can be in progress at the time of application. A maximum of 3 quarter or 2 semester credits of physical education may be applied.</i>	

- **Supplemental Materials:** These include statements regarding academic dismissal, criminal charges, scholarship statements, diversity statements, and/or an addendum with any additional information the applicant wishes to share with the Admissions Committee. Videos and lengthy manuscripts will not be reviewed, and will be returned to the applicant.

Applicants are selected regardless of race, gender, gender identity, age, religion, national or ethnic origin, sexual orientation, marital status, disabilities, or any other protected class under local, state or federal law.

## Application Deadlines

Initial consideration goes to candidates who apply by the dates listed below. However, NUNM continues to consider applicants on a space-available basis thereafter. Applicants may apply up to one year in advance for admission.

### ND, CCM and Graduate Studies: Fall 2019

Scholarship Deadline: Feb. 1, 2019

Application Deadline: May 1, 2019

### CCM programs: Winter 2019

Application Deadline: Nov. 9, 2018

*Candidates who have selected NUNM as their first choice are encouraged to apply on or before the scholarship deadline.*

Please follow the application's detailed instructions and direct all application materials to:

Office of Admissions  
National University of Natural Medicine  
049 SW Porter Street  
Portland, OR 97201

It is the sole responsibility of the applicant to ensure that materials are received by NUNM on time. Application materials become the property of NUNM and will not be returned or forwarded to other institutions.

## Prerequisites

Prerequisite courses are designed to ensure entering students are academically prepared for the curriculum of the program. Prerequisite courses may be substituted with comparable coursework if the Admissions Committee, utilizing the evaluation procedures set by that committee, determines that the learning objectives are met.

## On-Campus Interview

Applicants to the Colleges of Naturopathic and Classical Chinese Medicine, who competitively meet requirements, will be required to complete an interview on campus. Telephone and online interviews are normally not granted, but may be considered under extenuating circumstances. The interview allows students to visit the university and decide if it is a good fit. The School of Graduate Studies and School of Undergraduate & Part-Time Studies do not require an interview.



## ND Program Prerequisites

**General Chemistry** (science-major level) 2 courses  
*Lab work required*

**Organic Chemistry** (science-major level) 2 courses  
*Biochemistry may serve as a substitute for one organic chemistry course*

**General Biology** (science-major level) 2 courses  
*Must include cellular biology. Competencies may be met through other courses, such as: anatomy, physiology, microbiology, genetics, botany, etc. Lab work required.*

**General Physics** 1 course  
*Must include mechanics*

**Mathematics** 1 course  
*College algebra, calculus or math-based statistics*

**English Composition** 1 course

**Psychology** 1 course  
*Course in human development*

**Social Sciences and Humanities** 1 course each

### Strongly Recommended Courses

- Anatomy and Physiology
- Biochemistry
- Statistics
- Business and/or Marketing

### Other Suggested Courses

- Biomedical Ethics
- Philosophy of Science
- Public Speaking
- Microbiology
- Immunology
- Public Health

## Ayurveda (MScA) Program Prerequisites

General Chemistry	1 course
General Biology	1 course
Physics <i>Must include mechanics</i>	1 course
Social Sciences	1 course
Humanities	1 course

## Global Health (MScGH) Program Prerequisites

General Biology <i>Any discipline</i>	1 course
Mathematics <i>Algebra or statistics</i>	1 course
Social Sciences <i>Human psychology</i>	1 course

## Integrative Medicine Research (MSiMR) Program Prerequisites

General Chemistry	2 courses
General Biology with lab	1 course
Mathematics <i>Precalculus, calculus 1 or math-based statistics</i>	2 courses
Social Sciences <i>Human psychology</i>	1 course
Humanities <i>English composition</i>	1 course

### Strongly Recommended Courses

- Statistics
- Cell Biology
- Ethics

## Integrative Mental Health (MSiMH) Program Prerequisites

All candidates must meet the requirements for, and be concurrently enrolled in, a clinical degree program at NUNM (ND, DSOM or MSOM).



## Nutrition (MScN) Program Prerequisites

General Chemistry	1 course
General Biology	1 course
Mathematics <i>Algebra or statistics</i>	1 course
Social Sciences <i>Human psychology</i>	1 course

## MSOM/DSOM Program Prerequisites

General Chemistry	1 course
General Biology	1 course
Physics <i>Must include mechanics</i>	1 course
Social Sciences	1 course
Humanities	1 course

### Strongly Recommended Courses

- Anatomy and Physiology
- Chinese Language (*old Mandarin; complex characters*)
- Systems Science
- Mythology
- Quantum Physics
- Philosophy of Science
- Biochemistry
- Cellular Biology
- Chinese History/Culture



## International Applications

In addition to the requirements previously outlined, international applicants must meet the following requirements:

- Complete an international student Certificate of Finance. In order to issue an I-20, the U.S. government requires NUNM's Office of Admissions to verify that applicants have sufficient funds to pay for all expenses while studying at NUNM.
- If English is a second language, submit official scores from the Test of English as a Foreign Language (TOEFL). NUNM requires a score of 550 on the written exam, or 213 on the computer exam and 80 on the internet-based test.
  - o Also accepted is the International English Language Testing System (IELTS) with a score of 6.0 or higher **or** the Pearson Test of English (PTE) with a score of 53 or higher.
- Submit all non-U.S. accredited transcripts for translation and evaluation to one of the following approved evaluation services:

International Education Research Foundation, Inc.  
310.258.9451 | ierf.org

Office of International Education Services  
202.296.3359 | aacrao.org

World Education Services, Inc.  
212.966.6311 | wes.org

Transcripts from accredited Canadian colleges and universities are generally exempt from this requirement. NUNM reserves the right to require outside evaluation in certain cases. Transcripts in French must be submitted for translation to one of the services above.

## Transfer Credit Policy

Applicants wishing to transfer to any of NUNM's programs must meet the following requirements:

1. An applicant who applies for transfer credit must meet the current admission requirements at NUNM on the date the student applies for admission, including the verification of good academic standing. All transfer students must meet the prerequisites as stated in the catalog.
2. Credits being considered for transfer to the graduate or first professional programs must be graduate level and completed at a U.S. Department of Education recognized and regionally accredited institution and/or a U.S. Department of Education approved programmatic accreditor. Transfer credit will only be approved for courses from a professional degree program or a graduate program closely related to the health sciences.

*\*See pp. 11-12 for specific program requirements.*

3. Only credits recorded on an official transcript of the issuing institution with an equivalent grade of 2.0 or better on a 4.0 scale will be considered for transfer. If an application is received before coursework at another institution has been completed, transfer credit will be considered to be conditional until satisfactory completion of the outstanding coursework.
4. Credits accepted for transfer must be determined by NUNM to be substantially equivalent to the courses offered by NUNM. This determination is to be made by the program dean or designee. All requests for transfer credit are considered on a course-by-course basis, and a catalog or course description will be required. Challenge examinations may be required to determine whether coursework is comparable.
5. Credits accepted for the transfer of coursework must have been awarded within seven years of the date of admission to NUNM, except that NUNM may, at its discretion, accept older credits if the entering student holds a graduate degree in an academic discipline closely related to the health sciences and has been working in the field.
6. The ND, DSOM and MSOM degree programs could take a minimum of three years education at NUNM, even with maximum transfer credit awarded, due to differences between programs.
7. NUNM does not give transfer credit for life experience.
8. Applications for transfer credit must be accompanied by a letter from the applicant's previous program dean stating that the applicant is in good academic and behavioral standing at the time of application.
9. Credits will be evaluated preliminarily for transfer before an offer of admission is made. The applicant will receive a copy of the formal transfer credit evaluation with a list of courses that must be taken at NUNM and a tentative class schedule for their first term, if they are admitted. Students will sign a letter agreeing to the final list of approved transfer credits.
10. Any veteran receiving GI Bill® benefits while attending NUNM is required to obtain transcripts from all previously attended schools and submit them to the VA School Official (located in the Registrar's Office) for review of prior credit.

Second professional degree candidates, defined as a healthcare practitioner with a doctoral or master's level degree, may apply for fall or winter admission to the MSOM or DSOM programs. Depending upon prior completed coursework, a full-time schedule may not be available for one of these terms of entry. A proposed class schedule for the intended term of entry and a degree completion plan can only be created after a candidate's prior coursework has been evaluated. *Please note that there is a \$75 nonrefundable transcript evaluation fee.*



The following are transfer policies specific to each NUNM college and school beyond those in the general transfer policy section above.

### **Transfer Credit Specific to the College of Naturopathic Medicine**

- Transfer credit will be considered for applicants to the ND program who are eligible to sit for a first professional medical licensing examination in the United States.
- Transfer credit will be allowed for first-year and some second-year ND courses. Credit for clinical experiences or clinical education at another school is not transferable.
- NUNM has a requirement that all ND students complete 16 elective credits, in addition to the required core curriculum, in order to encourage students to take additional coursework in areas of special interest and round out their education at NUNM. Transfer students may be allowed transfer credit for some of their noncore coursework if completed in a doctoral program at a regionally accredited institution. This determination will be made by the ND program dean or designee.
- Applicants seeking advanced-standing status into the ND program must hold a first professional medical degree. Accepted are medical (MD), osteopathic (DO) and chiropractic (DC) doctors who have graduated from a regionally accredited institution. Satisfaction

of this requirement meets the NUNM prerequisite condition for a bachelor's level degree.

### **Transfer Credit Specific to the College of Classical Chinese Medicine**

Due to the classical orientation of the MSOM and DSOM programs, only a limited number of credits from programs with a traditional orientation are transferable.

#### **Applicants with completed coursework in U.S.**

**institutions:** Only AOM coursework completed at a school approved by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) will be accepted for transfer.

#### **Applicants with completed coursework in international institutions:**

Transfer credit will be considered for applicants to the CCM degree programs who are deemed eligible to sit for NCCAOM licensing examinations. They must first submit their educational records to either the American Association of Collegiate Registrars and Admissions Officers (AACRAO) or World Education Services (WES) for a course-by-course educational transcript evaluation.

#### **Applicants with completed coursework in China:**

All applicants who choose to apply to AACRAO must first have their credentials verified via the China Academic Degrees and Graduate Education Development Center (CDGDC) and submitted directly to AACRAO. To apply with CDGDC, go to: [chinadegrees.cn/en/](http://chinadegrees.cn/en/).

### **Transfer Credit Specific to the School of Graduate Studies**

Up to six (6) credits from regionally accredited, graduate-level programs may be transferred to count toward core courses in the School of Graduate Studies. All transfer credits are evaluated for relevance and are subject to approval by the program chair or dean.

### **Transfer Credit Specific to the School of Undergraduate & Part-Time Studies**

Applicants to the School of Undergraduate & Part-Time Studies may transfer credit for courses that are substantially similar to courses offered as part of NUNM's undergraduate programs. Students are required to complete a minimum of 50 credits in the Bachelor of Science in Integrative Health Sciences program; 51 credits in the Bachelor of Science in Nutrition program; and 64.5 credits in the Bachelor of Science in Integrative Therapeutics—Massage Therapy program at NUNM. All transfer credits must be completed at a regionally accredited institution, and are evaluated for relevance and subject to approval by the program chair or dean.

### **Transfers from NUNM to Other Institutions**

Transfer of credit from NUNM to other institutions is at the discretion of the receiving institution. Credit

generally depends on comparability of curricula and may depend on comparability of accreditation. NUNM is regionally accredited. Inquiries should be directed to the receiving institution to determine the transferability of credits from NUNM.

## **Transfer of Core Credits and Electives Between NUNM Programs**

### **Graduate-Level Programs**

Some core course credits may be eligible for transfer among NUNM programs to satisfy program requirements. All transfer credits are subject to approval by the program chair or dean. Master and doctoral students may take elective credit from any NUNM graduate-level degree program, as long as they meet the prerequisites.

### **Undergraduates Taking Cross-Listed Graduate-Level Courses**

Undergraduate students who are pursuing a baccalaureate degree at NUNM may take any elective course in the undergraduate program and cross-listed courses in graduate programs, as long as they meet the prerequisites. In addition, core courses in other undergraduate programs can be taken for elective credit (maximum of 18 credits).

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# **Technical Standards and Expectations**

Health sciences programs have a societal responsibility to train competent graduates, healthcare providers and scientists who demonstrate critical judgment, extensive knowledge and well-honed technical skills. Students and graduates are engaging in a profession that requires the highest standards of ethical conduct, honesty and professionalism. NUNM students are expected to conduct themselves in accordance with the high ethical

standards expected of professionals who may be required to assume responsibility for the life, health and well-being of others. Every student is expected to demonstrate a level of competence consistent with these professional responsibilities and NUNM has the right to discipline, suspend or expel, at any time, any student considered unfit for a career as a practitioner of naturopathic and/or Chinese medicine, in accordance with the policies and procedures set forth in the university student handbook.

The technical standards define the essential functions that an applicant or student must be able to perform to be admitted to NUNM, progress satisfactorily through an NUNM program of study, and graduate.

To be qualified for health sciences programs at NUNM, those individuals must be able to meet both NUNM's academic standards and the technical standards, with or without any reasonable accommodation as established by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

## **Technical Standards for all Programs**

For entry, participation and graduation from all NUNM academic programs, students must have/be able to:





## **I. Communication Skills**

- Communicate effectively, accurately and sensitively with all community members (including but not limited to faculty, administrators, staff, peers, patients and/or clients) both orally and in writing.

## **II. Empathy Toward Diversity**

- Recognize personal perspectives on cultural and personal identity, and the potential intersection with others' cultural identities.
- Actively work to subjugate their own biases so as to act in the best interest of others.

## **III. Flexibility**

- Adapt to changing environments, display flexibility, and learn to function within the uncertainty inherent to situations encountered within diverse health sciences programs.

## **IV. Motor Skills**

- Manipulate the equipment, instruments, apparatus and tools necessary to complete program requirements.

## **V. Observation and Participation**

- Observe demonstrations and participate in laboratory work, such as dissection of cadavers, and gross and microscopic examination of specimens.

## **VI. Personal Responsibility**

- Admit errors and assume personal responsibility for mistakes.
- Respond to feedback, suggestions and criticism in a constructive manner and modify behavior appropriately.

## **VII. Physical Capability**

- Tolerate physically taxing workloads, environments, schedules and/or travel. Function effectively in times of stress.

## **VIII. Problem-Solving and Critical Thinking**

- Solve problems and think critically to develop appropriate products and services.
- Acquire and synthesize information to develop and defend conclusions regarding observations and outcomes.

## **IX. Relationships**

- Maintain professional, respectful, mature and compassionate relationships with all community members. Demonstrate concern for others.
- Maintain appropriate professional boundaries.
- Demonstrate the ability to express opinions, alternative points of view, and/or support or challenge others in a nonconflictual manner.

- Contribute effectively within a team, as well as individually.

## **X. Self-Awareness**

- Demonstrate self-awareness of one's emotional state and reactions, and how they impact others.
- Practice appropriate strategies for effectively dealing with stress, uncertainty and conflict.

## **XI. Timeliness**

- Respond and complete all assignments, duties and requests in a timely manner.

## **XII. Trustworthiness**

- Maintain standards of honesty and integrity, including intellectual honesty.

## **Technical Standards for Clinical Programs**

For entry, participation and graduation from NUNM's programs that include a clinical component, students must meet the criteria listed above in addition to the following:

### **I. Communication Skills**

- Communicate effectively and efficiently with patients, their families and members of the healthcare team.
- During clinical training, obtain a medical history in a timely fashion, interpret nonverbal aspects of communication, and establish therapeutic relationships with patients.
- Record information accurately and clearly; and communicate effectively with other healthcare professionals in a variety of patient settings.

### **II. Motor Skills**

- Possess the capacity to perform physical examinations and diagnostic maneuvers.
- Respond to emergency situations in a timely manner and provide general and emergency care.
- Adhere to universal precaution measures and meet safety standards applicable to outpatient settings and other clinical activities.

### **III. Observation**

- Accurately observe patients and assess findings.
- Obtain a medical history and perform a complete physical examination in order to integrate findings based on these observations, and develop an appropriate diagnostic and treatment plan. These skills require the use of vision, hearing and touch, or the functional equivalent.

### **IV. Professional Responsibilities**

- Demonstrate the ability to meet the ethical and legal standards of the profession.

# Financial Policies 2018–2019

## Tuition

Beginning in summer 2018, tuition for credit courses is as follows:

Tuition	Rate
Undergraduate	\$232 per credit
Graduate	\$435 per credit

Tuition and fee rates are reviewed annually and subject to change. For the most current tuition and fees, please refer to the current NUNM catalog online at [nunm.edu](http://nunm.edu).

## Tuition and Fee Payment Policy

When students register for classes at NUNM they incur charges on their account. Tuition and fees for each quarter are due and payable in full at the beginning of each term. Students are financially responsible for all classes for which they are registered by the due date, even if a class is added after the term has begun. Deadlines for payment are as follows:

- **End of second week** – Registration and transcript holds are placed on accounts with balances.
- **End of fourth week** – Late fees may be applied to accounts with outstanding balances.
- **Adding a class** – If added within the first two weeks of term, the deadline is the same as above. If added after the second week, payment for added classes is due and payable at the time of registration.

Student billing is posted to the online billing system, Sonis. The university does not generate paper bills for students prior to the beginning of each term. The Business Office will strive to provide a courtesy paper statement to those with a balance due within the first two days of class. Students are not excused from paying their tuition bill by the posted deadlines if no paper statement is received since real-time billing is available online through their Sonis account.

All tuition and fees are listed in U.S. currency. NUNM maintains tuition, fee and refund policies that are fair and uniformly administered. The Business Office may apply a late payment fee of \$50 to a student's account unless the student has paid the balance due or made arrangements (i.e., a deferral promissory note) by the end of the fourth week of each quarter.

Students unable to pay their entire financial balance must see the Business Office to make payment arrangements before the due date. A promissory note may be written to defer payment of tuition until the last day of the quarter. There may be a \$20 fee assessed for each deferral. The

Business Office may deny or rescind a student's eligibility for a promissory note if a student misses the required payment due dates, provides inaccurate or incomplete information, or has a poor credit history. Students are not permitted to register for a quarter until all money owed the university is paid in full from previous quarters.

All students who elect to pay their account balances with a credit card (Visa, MasterCard or Discover) will be charged a convenience fee of 3 percent of the amount paid at the time of processing. Payments made by debit card and/or check will not be charged a fee.

Credit for courses will not be given until tuition and fees have been paid in full. The Business Office may also block future registration until all debts have been paid in full. Transcripts or diplomas will not be issued to students if they owe the university any money, regardless of the source (e.g., outstanding clinic balances). Students with past due accounts who pay in full with a personal check will have transcripts or diplomas issued to them two weeks after payment.

Any adjustments or modifications to the schedule of tuition charges are subject to the approval of the chief financial officer.

## Summer Quarter Financial Aid Considerations

Summer is a non-standard term, and as such, students often find it difficult to enroll in courses that qualify for federal financial aid. In order to qualify for federal financial aid, students must meet the definition of half-time enrollment by enrolling in courses and/or electives that are required for degree completion in their program of enrollment. Students who have met their core and/or maximum number of elective requirements and who choose to enroll in additional summer terms are not eligible for financial aid.

## Change of Track

A change of track requires a signature from the program dean. All change of track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

## Student Responsibilities

1. Students are responsible for ensuring that charges on their statement are correct and that all tuition for classes, lab fees, and other applicable fees have been applied. It is also the student's responsibility to pay all charges on their account by the due date, whether or not they have received a courtesy paper statement. If tuition and fees are being paid by parents or relatives on behalf of the student, the university

regards this as a private arrangement between the student and the other third party. The university will deal directly with the student regarding the payment of fees or any queries regarding a student statement.

2. Students experiencing financial problems in the payment of any tuition and fees are responsible for contacting the Business Office to make satisfactory arrangements.
3. Students are responsible for keeping NUNM informed of their current contact information, as addressed in Section 3.1 of the student handbook. Students must submit changes to their contact information to the Registrar's Office.
4. Any assessment or judgment against a student for damage to NUNM property, whether arising from a Student Conduct Code proceeding or a court action, shall be considered money due NUNM as if it were tuition. No transcripts or diplomas will be released to the student until the amount due the university has been paid. The Business Office may also block future registration.

*NOTE: The university is not responsible for any loss of, or damage to, the personal property of a student.*

## Other Expenses

Students are required to purchase textbooks and other personal equipment, as well as basic diagnostic equipment for use in courses and clinic. These costs vary from year to year.

## Tuition and Fee Refund Policies

### Adding/Dropping Courses

Students are responsible for formally withdrawing from classes they wish to drop. Students who fail to formally drop classes during the refund period are responsible for the tuition charges. Please note that fieldwork and cultural immersion trips are subject to a different refund schedule, detailed below. (See add/drop policy in Section 3.12 of the student handbook.)

<b>Week of Quarter</b>	<b>Tuition Refund Rate</b>
<b>First week</b>	100% tuition
<b>Second week</b>	75% tuition
<b>Third week</b>	50% tuition
<b>Fourth week</b>	25% tuition
<b>Beyond fourth week</b>	No refund

## Experiential Learning – Tuition and Deposit Refund Policies

Many off-campus experiential learning experiences at NUNM require that travel/accommodation/catering arrangements be made well in advance. These include retreats and travel-based (trip) courses. The tuition and fee refund policies for such events differ from those of standard on-campus courses.

Tuition will be refunded at the same schedule in Section 9.6 of the handbook if the student withdraws from the institution.

### Off-Campus Retreat Courses

*(e.g., qigong, CCM immersion and naturopathic medicine retreats)*

Students formally dropping a retreat prior to the start of the retreat can get full tuition reimbursement. However, they are not eligible for a retreat fee refund once the term has started.

### Shan Ren Dao Retreat

Students must submit an application for this two-week retreat, and be interviewed and accepted prior to registration. The tuition and retreat fee refunds policy is the same as for other off-campus retreat courses.

### Travel-Based (Trip) Courses

*(e.g., global health experience trips, China trip)*

Students must apply and be accepted to travel-based (trip) courses. Once accepted, they will sign and submit an agreement to be registered for the travel, and are required to reserve their spot with a 50% deposit at the time of registration. The deposit will be charged to the student's NUNM account. The deposit is used to make travel arrangements, including accommodations and other travel-related expenses. The travel deposit may be assessed several months prior to the trip itself.

After the travel deposit has been assessed, a student who wishes to drop the trip must submit an add/drop form and is subject to the following refund rates:

Deposits for travel-based courses (excluding Shan Ren Dao and off-campus retreats) will be refunded at 100% up to eight (8) weeks prior to the departure date. If the course is dropped within eight (8) weeks of the start date, the deposit is non-refundable.

### Withdrawing from NUNM

If a student finds it necessary to withdraw from the institution, the following policies apply:

- The application fee, submitted with the initial application for acceptance to NUNM, is nonrefundable.



- The acceptance deposit fee will be forfeited by a student who withdraws after accepting admission.
- Calculation of tuition refunds are based on the date the student begins NUNM's withdrawal process.
- Tuition refunds will first be applied to balances due NUNM. If a student receiving financial aid is eligible for a refund, that refund is returned to the Federal Financial Aid program.

Tuition refunds for withdrawing students are calculated according to NUNM's tuition and fee refund policy outlined below:

<b>Week of Quarter</b>	<b>Tuition Refund Rate</b>
<b>First week</b>	100% tuition
<b>Second week</b>	90% tuition
<b>Third week</b>	80% tuition
<b>Fourth week</b>	70% tuition
<b>Fifth week</b>	60% tuition
<b>Sixth week</b>	50% tuition
<b>Beyond sixth week</b>	No refund

Any refund of tuition and fees resulting from a withdrawal or a reclassification of tuition status must be applied to the recipient's financial aid awards before any payment is made to the student. Tuition refunds are calculated according to NUNM's tuition and fee refund policy. Return of federal Title IV funds is calculated according to Department of Education regulations. (See Financial Aid section for more information.) Students whose accounts were paid-in-full often have a balance due NUNM after withdrawal. The Title IV return of funds policy operates independently of the university's tuition refund policy. It is possible for a withdrawing student to owe NUNM money because aid must be returned to the Title IV program, but the student is not entitled to a refund of institutional charges.

Federal regulations for this refund policy allow the university to retain an administrative fee that reduces the institutional charges subject to refund. This fee is 5 percent of total charges, up to a maximum of \$100. Furthermore, federal regulations require that any student who has received a loan while attending NUNM and who leaves the university for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted by the Financial Aid Office and can be arranged by calling that office. (See Financial Aid section for more information.)

## ND Studies: Lab and Other Fees

*(All lab fees are nonrefundable)*

All Cooking and/or Teaching Kitchen Courses (each)	\$50
ND Makeup Exam (written and quizzes)	no charge
ND Makeup Lab Exam	\$100
ND OSCE 1 & 2 Initial Exam	\$185
ND OSCE 3 Initial Exam	\$310
ND OSCE 1 & 2 Retake <i>(payable before Retake can be taken)</i>	\$235
ND OSCE 3 Retake <i>(payable before Retake can be taken)</i>	\$360
ND Remediation (Makeup) Quiz Fee	\$25
ND Remediation Exam or Project (for FR/R grades) (fee each) <i>(payable before Remediation can be taken)</i>	\$100
BAS 5110L, 5120L, 5130L Structure and Function I-III Lab (each)	\$30
BAS 5111L, 5121L Clinical Anatomy I-II Lab (each)	\$85
BAS 5120T Structure & Function II Tutorial	\$10
BAS 5130T Structure & Function III Tutorial	\$15
CLE 827 Clinical Skills Enhancement Tutorial	\$650
CLE 828 ND OSCE Skills Tutorial	\$350
CLE 5120 Clinic Observation I	\$42
CLE 6212 Introduction to Clinic	\$25
CLS 6210T Musculoskeletal, Ortho, Exercise Physiology & Rehab Tutorial	\$25
CLS 6210L Musculoskeletal, Ortho, Exercise Physiology & Rehab Lab	\$125
CLS 6211L Neurology Lab	\$20
CLS 6220T Cardiology and Pulmonology Tutorial	\$215
CLS 6220L Cardiology and Pulmonology Lab	\$25
CLS 6221L Hematology and Oncology Lab	\$25
CLS 6230T Gastroenterology and Proctology Tutorial	\$220
CLS 6230L Gastroenterology and Proctology Lab	\$45
CLS 6231T Urology and Nephrology Tutorial	\$36
CLS 7310L Reproductive Lab	\$210
CLS 7311T Rheumatology and Clinical Immunology Tutorial	\$45
CLS 7320L EENT Lab	\$18
CLS 7321L Dermatology and Minor Surgery Lab	\$50
CLS 7330T Pediatrics and Geriatrics Tutorial	\$40
CLS 7331L Parenteral Therapy and Environmental Medicine Lab	\$100
CLS 7332T Psychology and Mental Health Tutorial	\$20
NDEB 5110E, 5130E Northwest Herbs I-II (each)	\$45
NDEB 5210E Herbal Garden Processing	\$45
NDEC 6350E Simulation Lab	\$220
NDEC 7351E Point-of-Care Ultrasound	\$56
NDER 8430E Natural Childbirth V: Neonatology	\$170
NDET 5120E, 5130E, 5140E Bodywork I-III (each)	\$32
NDET 5121E, 5131E, 5141E, 6121E Somatic Re-Education I-IV (each)	\$25
NDET 6140E Aromatherapy	\$15
NDET 6250E Nature Cure Lab	\$40
NMT/Orthopedic Synthesis V	\$25
NOS 723 Proctology Lab	\$40
THR 5120L, 5131L Therapeutics I-II Lab (each)	\$50

## CCM Studies: Lab and Other Fees

*(All lab fees are nonrefundable)*

All Cooking and/or Teaching Kitchen Courses (each)	\$50
CCM Initial Exit Exam (CM 996)	\$125
CCM Clinic Exit Exam Retake (fee each) <i>(payable before Retake can be taken)</i>	\$75
CCM Makeup Exam (written and quizzes)	no charge
CCM Makeup Lab Exam <i>(payable before Makeup can be taken)</i>	\$60
CCM Remediation Exam or Project (for FR/R grades) <i>(payable before Retake can be taken)</i>	\$100
CM 06E Chinese Dietetics	\$50
CM 11E Bazi Suanming I	\$35
CM 15E, 25E, 35E, 45E, 55E, 65E Shiatsu I-VI (each)	\$10
CM 31E Qimen Dunjia	\$15
CM 46E Aromatherapy in Chinese Medicine	TBD
CM 72E AOM Resident Seminar	\$10
CM 514, 524, 534, 614, 624, 634 Acu-Moxa Techniques I-VI (each)	\$35
CM 515, 525, 535 Palpation and Perception I-III (each)	\$25
CM 526 Herbs II	\$75
CM 530 Intro to Clinic	\$40
CM 556, 566, 576, 656, 666, 676 Herbs I-VI Practicum (each)	\$20
CM 615 Asian Bodywork	\$10
CM 663 Auricular Points	\$35
CM 714, 724 Advanced Acu-Moxa Techniques I-II (each)	\$35
CM 735 Applied Palpation and Perception	\$35
CM 826 Herbs Review/Medicinary Practicum	\$10

## Graduate Studies: Lab and Other Fees

*(All lab fees are nonrefundable)*

All Cooking and/or Teaching Kitchen Courses (each)	\$50
MSIMH Objective Structured Clinical Exam (OSCE) 1 & 2 (each)	\$150
SGS Remediation Written Exam or Project (for FR/R grades)	\$100
GSAR 511 Ayurvedic Analysis Lab	\$50
GSAR 530 Ayurvedic Research I	\$100
GSAR 620 Ayurvedic Methods of Evaluation Lab	\$50
GSAR 622 Ayurvedic Dietetics Practicum	\$50
GSAR 623 Ayurvedic Herbs	\$50
GSAR 625 Ayurvedic Formulations Lab	\$100
GSAR 634 Panchakarma Lab	\$100
GSAR 637 Ayurvedic General Consultation Lab	\$100
GSAR 644 Applied Ayurveda Seminar	\$50
GSMH 518E Nature-Based Therapy	\$150
GSMH 724E, 734E Applied Psychophysiology II-III (each)	\$100
GSN 501E, 510E, 520E, 530E Seasonal Cooking (each)	\$50
GSN 502 Culinary Skills	\$50
GSN 503 Farm to Table	\$50
GSN 506 Healing Foods I Practicum	\$50
GSN 508 Fundamentals of Nutrition Workshop	\$50

GSN 529 Applied Medical Nutrition Therapy	\$50
GSN 538E Cooking Pedagogy	\$50
GSN 542E Cooking and Considering Meat and Seafood	\$50
GSN 543E Personal Chef and Food Service	\$50
GSN 545E Global Cuisine: Foods of the World	\$50
GSN 549E Detoxification and Cleanses	\$50
GSN 551E Therapeutic Diets	\$50
GSN 553E Gluten-Free Cooking	\$50
GSN 556E Cooking with Medicinal Herbs: A Chinese Medicine Perspective	\$50
GSN 557E Cooking with Medicinal Herbs	\$50
GSN 558E Food as Medicine in the Community	\$50
GSN 559E Vegan Diets	\$50
GSN 561E Recipe and Menu Development	\$50
GSN 568E Healing Foods II Practicum	\$50
GSN 571E Introduction to Organic Agriculture	\$25
GSN 572E Indian Cooking	\$50
GSN 578E Food Chemistry	\$50
GSN 582E Constitutional Medicine and Seasonal Dietetics	\$50
RES 531 Integrative Medicine Research Seminar	\$200
RES 620 Intro to Laboratory Methods	\$75
RES 622E Botanicals: Bench to Bedside	\$100

## Undergraduate Studies: Lab and Other Fees

*(All lab fees are nonrefundable)*

All Cooking and/or Teaching Kitchen Courses (each)	\$50
Undergraduate Makeup Exam (quizzes)	\$25
IM 311 Introduction to Integrative Medicine	\$10
IM 422 Introduction to Botanical Medicine	\$35
NS 312 Anatomy and Physiology Lab	\$85
NS 331 Organic Chemistry Lab	\$135
NS 342E Plants of the Northwest	\$35
NS 343E Introduction to Permaculture	\$35
NS 432 Physics with Lab	\$35
SS 499 Undergraduate Capstone	\$50

## Retreats and Fieldwork

*(Subject to tuition and deposit refund policies noted in the financial policies)*

CM 01E China Trip*	Varies
CM 16E Five-Element Retreat*	\$135
CM 26E Shan Ren Dao Retreat*	\$1,275
CM 44E Taiji Retreat*	\$230
CM 518, 528, 538, 618, 628, 638, 718, 728, 738 Qigong Retreats I-IX (each)*	\$230
GSGH 001 Cultural Immersion Travel	\$2,000
GSGH 002 Pre-Global Health Fieldwork	\$2,000
GSGH 630 Global Health Fieldwork	\$3,500
GSGH 714E Wilderness First Aid	\$200
GSGH 821E Tanzania Global Health Experience*	\$2,300
GSGH 832E Thailand Global Health Experience*	\$1,700
GSGH 833E Nicaragua Global Health Experience*	\$800

GSGH 835E Ghana Global Health Experience*	TBD
GSGH 836E Ghana Global Health Experience*	\$2,300
GSGH 837E Collaborative Global Health Experience*	Varies
GSGH 844E Taos Self-Care Retreat*	\$1,000
GSMH 518E Nature-Based Therapy	\$150
GSN 576E Mediterranean Diet Immersion in Croatia*	TBD
GSN 577E Nutrition Career Strategies Retreat	\$125
GSN 838E Israel Culinary and Cultural Immersion*	TBD
NDEB 5201E Cascade Mountain Herb Intensive*	\$175
NDEB 5200E San Juan Island Herbal Experience	\$175
NDEB 6200E Ethnobotany Intensive*	\$1,850
PHL 5130 Naturopathic Medicine Retreat	\$85

\*Trip fees vary depending on itinerary

## Miscellaneous Fees

Advanced-Standing Transcript Evaluation Fee ( <i>one-time application fee</i> )	\$75
Audit Fee	80% of the per credit rate
Bike Room Fee	\$25 per quarter
Bus Pass Fee	\$25 per quarter
Bus Pass Replacement Fee	Prorated – TBD
Challenge Examination Fee	\$60 plus 50% of the per credit rate
Clinic Private Tutoring (6 weeks)	\$1,500
Clinic Rotation Change Fee	\$50
CPR Certification Fee (5 hours, CPR 100) ( <i>recertification required every two years</i> )	\$58
CPR Recertification Fee (CPR 200)	\$52
CPR for Wilderness First Aid Fee (CPR 101)	\$40
Credit Card Fee	3.0% of the total charged
Diploma ( <i>replacement</i> )	\$50
Graduation Fee ( <i>fall quarter billing</i> )	\$160
HIPAA Training ( <i>annual fee</i> )	\$30
Independent Study Fee	equal to one credit hour of tuition rate
Late Payment Fee	\$50 per quarter
NMSA Fee ( <i>winter quarter billing, cannot be waived</i> )	\$60
NSF Check Returned	\$30 per check
NSF Payclix Online Fee	\$10
Orientation Fee ( <i>one-time fee for all new students</i> )	\$100
Parking Fee	\$107 per quarter
Petition to Deviate	\$50 each approved submission
Repeat Courses ( <i>educational enhancement</i> )	30% of the per credit rate
Stop Payment Fee Online	\$25 per check
Student Activity Fee	\$30 per quarter
Transcript Fee	\$10 per transcript
Tuberculosis Testing Fee ( <i>can be waived to new students who have documentation of testing</i> )	\$60
Tuberculosis Retesting Fee ( <i>for students who return from trips in foreign countries during the academic year</i> )	\$60
Tuition Deferment Fee ( <i>per deferral</i> )	\$20

## Application Fees

Graduate/Professional ( <i>nonrefundable</i> )	\$75 all programs
Undergraduate ( <i>nonrefundable</i> )	\$50 all programs
Non-Degree ( <i>nonrefundable</i> )	\$25

## Acceptance Tuition Deposits

(*nonrefundable, applied toward first quarter tuition*)

Colleges of Naturopathic and Classical Chinese Medicine	\$500
School of Graduate Studies	\$300
School of Undergraduate & Part-Time Studies	\$200

# Financial Aid

Choosing to pursue your educational goals may be one of the most important decisions you will ever make. At National University of Natural Medicine, we understand that furthering your education will mean a significant investment of your time, energy and resources. NUNM participates in federal Title IV aid programs.

## Eligibility

To be considered an “eligible student for federal and state financial aid,” you must meet the following criteria:

- Be a U.S. citizen or eligible resident
- Have a valid Social Security number
- Be admitted into an eligible NUNM degree program
- Be enrolled at least half-time each term
  - School of Undergraduate Studies is defined as 6 credits half time, 12 credits full time
  - School of Graduate Studies is defined as 4 credits half time, 8 credits full time
  - Colleges are defined as 5.5 credits half time, 11 credits full time
- Maintain satisfactory academic progress
- Not be in default on any federal student loan, or owe a refund on any federal grant
- Have a high school diploma, GED, be home schooled, or have completed 6 college credits toward an eligible degree or certificate
- Be registered with Selective Service if you're a male (you must register between the ages of 18 and 25)
- Not have a conviction for the possession or sale of illegal drugs for an offense that occurred while you were receiving federal student aid (such as grants, work-study or loans)

## Financial Aid Timeline for the 2019–2020 Academic Year

To determine eligibility, you must:

1. Complete NUNM's Application for Admission (available Sept. 3, 2018). Students must be admitted before a financial aid package can be awarded.
2. Complete the 2019–2020 Free Application for Federal Student Aid (FAFSA), available on Oct. 1, at [fafsa.ed.gov](http://fafsa.ed.gov). The federal Title IV school code for NUNM is B07624. Depending on when you intend to take classes, you may need to apply for financial aid for both the current academic year as well as the upcoming academic year. If you're not sure, please check in with the Office of Financial Aid.

NUNM's priority application deadline is Feb. 15.

### Financial Aid Census Date

In accordance with federal regulations, the Financial Aid Office will verify each student's enrollment status on the published census date by the Office of the Registrar, which is the first Monday of the third week of each term: summer, fall, winter and spring. This policy typically coincides with the end of the add/drop period for each term. If the enrollment status has changed, the Financial Aid Office, as required by federal regulations, will recalculate federal, state and institutional student aid awards.

If the change in enrollment status, prior to completing 60% of the term, causes a student to become ineligible for all or a portion of the financial aid award, the student will immediately be responsible for repaying those funds that have been disbursed to them.

Eligibility for these federal programs may also be affected for those who have had FAFSA information or corrections submitted after the census date.

This policy does not apply to students who withdraw from all courses. Complete withdrawals from the institution are subject to federal, state and institutional refund policies. If students drop classes (or change their class status to audit) after the census date, they may also have future financial aid eligibility issues. Please review the add/drop policies in the student handbook for more information on the requirements to maintain financial aid eligibility.

Students experiencing unusual circumstances can request an appointment with the director of financial aid.

### Scholarships

Money received from scholarship sources does not have to be repaid. At NUNM there are limited scholarships available for both entering and matriculated students.

NUNM matriculated scholarships are administered by the Advancement Office. In order to be assured of full consideration for available scholarships, completed applications for admission and scholarship awards, along with all supporting documentation, must be received in the Admissions or Advancement Offices by the appropriate deadline dates.

NUNM anticipates awarding scholarships to both new and returning students enrolled during the academic year. The amount and availability varies for all scholarships from year to year. Scholarship recipients must maintain satisfactory academic progress as a condition for receiving a scholarship. Failure to do so will result in cancellation of the scholarship. This policy applies to both internal and external scholarship funding sources.

### Admissions Scholarships

Decisions on scholarship awards for incoming students are based on a holistic evaluation of the entire application file and are made at the same time admissions decisions are made. Applicants do not need to complete a separate application for these scholarships.

For more information about these scholarships, please contact the Admissions Office at 503.552.1660.

### NUNM Enrolled Student Scholarships

All current full-time students in good academic standing are encouraged to apply for student scholarships. Finalists are selected based on a record of outstanding academic achievement, leadership, service to the university and community, dedication to the profession of natural medicine, and a commitment to honoring and celebrating diversity. Scholarship applications are available late in spring term of each year. Selected recipients are announced after spring term and scholarships are awarded evenly over the students' following academic year. Additional criteria may apply.

More information about scholarship availability can be obtained by contacting the director of the Center for Career Development and Alumni Services at 503.552.1625.

### Federal and State Aid Programs

#### Pell Grant

A federal Pell grant, unlike a loan, does not have to be repaid. The federal Pell grant program provides funds to students demonstrating financial need, and are awarded only to undergraduate students who have not earned a bachelor's or professional degree.

#### Federal Supplemental Educational Opportunity Grant (FSEOG)

Students who will receive federal Pell grants, and have the most financial need, will receive FSEOGs first. The



FSEOG does not need to be repaid. Unlike the federal Pell grant program, FSEOG funds are often exhausted before the end of the school year. Interested students should be sure to submit their FAFSA applications as early as possible.

## Oregon Opportunity Grant

The Oregon Opportunity Grant program was created by the Oregon State Legislature to help needy Oregon students to attend Oregon colleges. Oregon residents who attend NUNM may be eligible to receive an Oregon Opportunity Grant. These grants are awarded on the basis of financial need, based upon the information provided on your FAFSA. Students who already have a bachelor's degree are not eligible to receive an Oregon Opportunity Grant. More detailed information regarding the Oregon Opportunity Grant is at [oregonstudentaid.gov/oregon-opportunity-grant.aspx](http://oregonstudentaid.gov/oregon-opportunity-grant.aspx).

## Federal Loans

The majority of students find it necessary to borrow loans to fund their educational expenses. The amount of education loans available will depend on a student's program(s) of enrollment. The student should keep in mind the amount of loans they choose to borrow and their overall indebtedness, and that the money borrowed will have to be repaid with interest. All students interested in federal loans must complete and submit the FAFSA. You can apply for loans at any time throughout the academic year.

## Types of Federal Loans

### Federal Direct Subsidized Stafford Loan

Subsidized Stafford Loans are available for students enrolled in undergraduate programs. Loans have both interest and principal payments waived during enrollment (at least half time) periods and during the grace period. Eligibility for this program is based upon need, class level, and annual and cumulative limits. Students who borrow Subsidized Stafford Loans must complete entrance counseling and a Master Promissory Note (MPN). For more information, go to [studentloans.gov](http://studentloans.gov).

### Federal Direct Unsubsidized Stafford Loan

Unsubsidized Stafford Loans are available to undergraduate students and graduate or professional students. Unsubsidized Stafford Loans have principal payments waived during enrollment (at least half time) and during the grace period. The student borrower must elect to make interest-only payments while attending school or defer payments. Deferred interest payments will be capitalized (added to the principal balance) at repayment. Eligibility for this program is based upon dependent status, class level, and annual and cumulative limits.

Student borrowers who elect to borrow both Subsidized and Unsubsidized Stafford Loans (if eligible for both) may complete one MPN for both programs. Borrowers who have not completed entrance counseling must do so before completing an MPN. For more information, go to [studentloans.gov](http://studentloans.gov).

### Federal Direct Parent Loan for Undergraduate Students (PLUS)

The parent PLUS loan is available to parents of undergraduate students. The PLUS loan program is credit-score based. This loan is limited to the difference between the student's cost of education and the student's financial aid. Parents who want to borrow a PLUS loan must complete a PLUS Loan Certification Request form. If a parent borrower is unable to secure a PLUS loan, the undergraduate dependent student may be eligible for additional unsubsidized loans to help pay for his or her education.

### Federal Direct Graduate PLUS Loan Program

The Graduate Plus Loan program is available to graduate students that need to fill the gap between other forms of financial aid and the student's cost of attendance budget. Students should keep in mind that the interest on these loans continues to accrue while enrolled in school, and that the interest rates are generally higher than the Federal Direct Stafford Loan program. A credit check is required and an endorser option may be available. There is no grace period on this loan and repayment begins 60 days after the final loan disbursement; however, students are eligible to request an in-school deferment on this loan. For more information, contact the Financial Aid Office.

## Aggregate Graduate Loan Limits for Master's Degree Programs

The maximum amount of student education loans is limited federally to \$20,500 per nine-month period (academic year), and cannot exceed a maximum borrowing amount of \$138,500—of which no more than \$65,500 can be in subsidized loans. This aggregate limit includes undergraduate loan debt and applies to students enrolled solely in master's degree programs.

## Aggregate Undergraduate Loan Limits

The maximum aggregate amount of federal loans is limited to students enrolled in an undergraduate degree program. The maximum aggregate amount of DEPENDENT undergraduate loans a student may be eligible for is \$31,000—of which no more than \$23,000 may be in the form of a subsidized loan. The maximum aggregate amount of INDEPENDENT undergraduate loans a student may be eligible for is \$57,500—of which no more than \$23,000 may be in the form of a subsidized loan.

Students who have received more than their aggregate cap are considered to have been over-awarded, and as such, must resolve the over-award prior to being considered eligible for federal Title IV financial aid. Annual loan limits apply and students should contact the Office of Financial Aid for further information.

## Alternative Loans

Alternative (private) loans are administered and processed by private lending institutions, and are to be used for educational costs after first exhausting potentially more favorable federal and state financial aid options. Contact the Financial Aid Office or visit [nunm.edu](http://nunm.edu) to search for an alternate loan product through ELMSelect.

## Exhaust Federal Student Aid Options First

Alternative loans are not part of the federal student loan programs, and should only be used in circumstances where you have exhausted all other options in regard to financing your education. It is highly recommended that students apply for financial aid using the Free Application for Federal Student Aid (FAFSA) prior to seeking an alternative loan. You may be eligible for the William D. Ford Federal Direct Loan program. Additional information about direct loans can be found by contacting the Financial Aid Office or visiting [nunm.edu](http://nunm.edu).

Benefits of direct loans over an alternative loan may include lower interest rates and better repayment options. Eligible students who elect to decline participation in the Federal Direct Loan program to borrow an alternative loan must contact the NUNM Financial Aid Office to schedule a counseling session and sign a "Federal Student Loan Waiver" form.

## NUNM Emergency Loans

The university provides emergency loan assistance on a short-term basis to students experiencing financial hardship resulting from unexpected emergency situations. A maximum of \$500 may be borrowed, and a \$10 processing fee is charged for each loan. Emergency loans are considered a loan of last resort and available at the discretion of the director of financial aid to students with an acute immediate need. Additional criteria for this loan is outlined in the application process. Students cannot borrow more than one emergency loan per academic year, cannot borrow this loan in the final term of an academic year, and must have this loan repaid in full prior to the end of the respective term. For more information, students can make an appointment to meet with the director of financial aid for consideration.

### Emergency Loan Examples:

- Personal/Family Crisis – a situation or period in which things are very uncertain, difficult or painful;

especially a time when action must be taken to avoid complete disaster or breakdown

- Disaster – an event that causes serious loss, destruction, hardship or death
- Tragedy – serious illness, financial ruin or fatality
- Theft – having property stolen, vehicle damage, etc.

## Student Loan Fund Disbursement Procedures

All financial aid funds are disbursed quarterly through the Business Office. The Business Office applies financial aid funds to a student's account for unpaid tuition and fees at the time funds are received by the institution. If financial aid funds are in excess of tuition and fees, the resulting credit balance will be refunded to the student to use for other education-related expenses. Refund checks that are available at the start of fall/winter/spring terms are distributed by the Business Office staff on the first day of the term. Refund checks that become available after the first day of classes, or at any time during summer term, are placed in student mailboxes.

If a student receives financial aid after the term begins, any resulting credit balance will be refunded by the Business Office within 10 business days of receipt of the funds by the institution. The refund check will be placed in the student's mailbox.

Credit balances resulting from any other financial activity, such as dropped classes, in the first three weeks of the term will be refunded in week four of the term (after the add/drop period has ended and tuition has become due). Credit balances resulting after week three from any activity other than receipt of financial aid funds will be refunded in weeks six, eight, ten or twelve of the term. Refund checks will be placed in student mailboxes.

## Professional Judgment Review

The U.S. Department of Education gives the director of financial aid the authority to make adjustments to a student's financial aid package in cases involving unusual circumstances through a process known as professional judgment. Students experiencing unusual/unexpected financial circumstances during the academic year can request a meeting with the director of financial aid to request a review. An academic year is defined as a period of enrollment during the current FAFSA year. Students under review will be required to sign a release to provide specific documentation. The professional judgment review process is solely at the discretion of the director of financial aid, and all outcomes whether approved or denied are final and ineligible for appeal.

# Change of Program Track and Adding/Dropping Courses – Effect on Financial Aid

Students receiving federal financial aid must provide their Student Status Change form or Add/Drop form, and schedule a meeting with the Financial Aid Office staff to discuss program changes that may affect their eligibility for financial aid.

## Federal Title IV Refund Procedure

Title IV funds are awarded under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws they may no longer be eligible for the full amount of Title IV funds that they were originally scheduled to receive. Students who withdraw from the program before week eight of any quarter may be eligible for a refund. If a student receiving financial aid is eligible for a refund, that refund is returned to the Federal Financial Aid program. If the amount of the refund exceeds the total amount of aid, the excess will be returned to the student.

Students whose accounts were paid in full often have a balance owed to NUNM after withdrawal. The Title IV Return of Funds policy operates independently of the university's tuition refund policy. It is possible for a withdrawing student to owe NUNM money because aid must be returned to the Title IV program, but the student is not entitled to a refund of institutional charges.

Federal Title IV funds are always returned in the order mandated by the U.S. Department of Education:

- For graduate-level students, the order is:
  1. Federal Direct Unsubsidized Stafford Loan
  2. Federal Direct Graduate PLUS Loan
- For undergraduate-level students, the order is:
  1. Federal Direct Unsubsidized Stafford Loan
  2. Federal Direct Subsidized Stafford Loan
  3. Federal Direct Parent PLUS
  4. Pell Grant
  5. FSEOG

The calculation of Title IV funds earned by students has no relationship to their incurred institutional charges. Up through the 60 percent (60%) point in each payment period or period of enrollment, a prorated schedule is used to determine the amount of Title IV funds students have earned at the time of withdrawal.

After the 60 percent (60%) point in the payment period or period of enrollment, students earn 100 percent (100%) of the Title IV funds they are scheduled to receive during the period. For a student who withdraws after the 60 percent (60%) point-in-time, there are no unearned funds. However, an institution must still determine whether that student is eligible for a post-withdrawal disbursement.

**Federal refund calculations are independent of NUNM's tuition refund policies.** *NOTE: The federal Title IV refund calculations apply to changes in enrollment status and withdrawals from all classes. However, if a student changes track and there is an adjustment made to the tuition charges, the Financial Aid Office will recalculate the student's cost of attendance budget for aid eligibility.*

Federal regulations require that any student who has received a loan while attending NUNM and who leaves for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted online at [studentloans.gov](http://studentloans.gov).

## Federal Work-Study Program

The federal work-study program (FWSP) is a federally subsidized program and is available to students as an additional resource to earn money to help cover educational expenses. Due to the demands of the academic programs, students generally find their schedules limit the amount of time they can work to 20 hours per week or less.

The number of students receiving an award is limited by the program funding received by the university, and is awarded to students as applications are received, until the funding is fully utilized. Students are encouraged to complete the FAFSA form by Feb. 15.

The Financial Aid Office administers the federal work-study program and maintains an online timesheet database. Student employees earn an hourly wage and are paid monthly.

## Federal Work-Study Conditions and Limitations

The following are mandated conditions and limitations regarding student employment, and are summarized as follows:

- Federal work-study is governed by any and all applicable federal, state and/or local laws.
- Federal work-study must not displace employees or impair existing service contracts. Replacement is interpreted as displacement.
- Federal work-study employees must be paid for all hours worked. The Fair Labor Standards Act prohibits employers from accepting voluntary services from any person who has been compensated for those worked hours.



- Students receiving, or eligible to receive, federal work-study funds may not receive institutional student employment funds.

To view a list of current work-study opportunities, please visit [nunm.edu/workstudy](http://nunm.edu/workstudy). Search all departments to see all jobs posted for the year. Only eligible federal work-study students currently attending NUNM are eligible to apply for these positions.

## Student Employment Program

The student employment program (STEP) operates independently from the federal work-study program. The STEP program is open to international students only. Limited positions exist and students employed by this program are subject to the budgeted funds of the hiring department. Students employed through STEP cannot work under the federal work-study program.

See mandated conditions and limitations regarding student employment under Federal Work-Study Conditions and Limitations.

## Financial Aid Satisfactory Academic Progress Policy

Federal regulations require schools to monitor the academic progress of each applicant for federal financial assistance, and that the institution certify that the applicant is making satisfactory academic progress (SAP). Students who meet SAP requirements maintain their eligibility for federally funded programs.

Students must maintain SAP toward a degree in order to continue in the program and to continue to receive federal, state and institutional financial aid. “Satisfactory Academic Progress” is defined as passing all program requirements, maintaining pace of progression to complete their degree, and completing their program of enrollment within the published timeframe. Students who do not meet the minimum standards will find their financial aid eligibility in jeopardy. For a complete explanation of the financial aid SAP policy for both graduate and undergraduate programs, contact the Financial Aid Office.

## Financial Aid Policy and Drug-Related Convictions

Students are ineligible for federal Title IV aid if convicted of an offense involving the possession or sale of illegal drugs. The period of ineligibility is contingent upon the offense committed and on whether the student is a first-time or repeat offender. (Information on Oregon and federal sanctions, and periods of ineligibility, is available from the Office of Financial Aid and in the student handbook.)

### Eligibility and Rehabilitation

#### Drug Rehabilitation

To restore Title IV eligibility early, students must successfully complete a qualified drug rehabilitation program. This program must conduct two unannounced drug tests and receive, or be qualified to receive, funds directly or indirectly from a federal, state or local government program.

#### Government Program

An acceptable government program is one that is administered or recognized by a federal, state or local government agency or court. The drug rehabilitation program must be qualified to receive, or is currently receiving, payment directly or indirectly from a state-licensed insurance company; or administered or recognized by a state-licensed hospital, health clinic or medical doctor.



# College of Naturopathic Medicine

## Naturopathic Medicine

Naturopathic medicine is a primary care approach to health and wellness that focuses on restoring and optimizing health. It is a distinct system of health care—an art, science, philosophy and practice of diagnosing, treating and preventing disease. This art of natural healing has deep roots in ancient history and developed during the eighteenth and nineteenth centuries from the German hydrotherapy movement. This new art was nurtured by medical as well as non-medical practitioners into rigorous hospital- and spa-based practices that were ultimately practiced worldwide. Natural healing developed incrementally and has been shaped and refined in the United States since the beginning of the 20th century.

Traditional naturopaths embrace the belief that health is influenced by each individual's inherent healing ability. In this paradigm of vitalism, disease is viewed empirically as a direct result of ignoring or violating the general principles of health. Practitioners aim to correct and stabilize these environments as their primary interventions to ward off disease. Modern naturopathy can be viewed as an evolving system of practices that bridge elements of conventional, alternative and traditional medical practices to enhance an individual's self-healing processes and support wellness. Naturopathic physicians are clinically trained, licensed primary care physicians who have graduated from an accredited postgraduate four-year naturopathic medical school. They work with patients in all aspects of family health to identify the underlying causes of disease and provide evidence-informed therapies to help facilitate the body's ability to restore and maintain optimal health.

## A Brief History: Naturopathic Medicine in the U.S. and NUNM

Drs. Benedict and Louisa Lust brought “nature cure” medicine from Europe to the United States in 1896 and helped develop the term naturopathy. Benedict Lust is widely credited for establishing naturopathic medicine in North America. However, the important contributions of Louisa Lust in establishing naturopathy are less well-known. Born Aloesa Strobele, Louisa was a financially successful business woman and the physician in charge of the Bellevue Sanitarium, a prominent nature cure spa in Butler, New Jersey, before she met and then hired Benedict as chief medical director—and financed the first

naturopathic college. Together they renamed the Bellevue as Yungborn, where they advanced nature cure. NUNM honors both Lusts as the architects of naturopathic medicine in North America.

By the early 20th century, naturopathic medicine was flourishing throughout the country. Naturopathic doctors were licensed in a majority of states. There were more than 20 naturopathic medical colleges; the most prominent was Lust's American School of Naturopathy in New York City. Naturopathic medical conventions at that time attracted more than 10,000 naturopathic physicians.

At the same time, there was strong support emerging for what is now known as conventional or allopathic medicine. The Flexner Report of 1910 was commissioned through the Carnegie Foundation as a critical examination of medical education in the United States and Canada. Its goal was to lend credence to the standardization of medical education admissions, licensing and practice. It ultimately led to radical reforms in medical education and training.

Abraham Flexner, who graduated from John's Hopkins University with a Bachelor of Arts degree, was the founder of an experimental high school and was known to be critical of the American education system. He eschewed all medical approaches that he deemed lacking in scientific research and validity. Naturopaths, in particular, came under greater scrutiny as the allopathic medical profession questioned the viability of naturopathic medicine. Pressure to close naturopathic schools and eliminate the profession began to gain momentum.

Naturopathic medicine experienced a precipitous decline in the 1940s and '50s with the emergent rise of pharmaceutical medicine and technological advances. The concept that Flexner introduced, that naturopathic medicine was quackery or charlatanism, became prevalent. Naturopathic licensing was largely discontinued. Schools either complied with the call to eliminate curricula for naturopathy or closed their doors.

## From NCM to NUNM

As the last naturopathic degree program was terminated at Western States College of Chiropractic and Naturopathy in Portland, Oregon, naturopathic doctors banded together to find a way to save the profession from extinction. NDs from around the country raised money to create a school they

*The mission of the College of Naturopathic Medicine is to educate and train physicians in the art, science and research of naturopathic medicine*

would fight to keep open for generations to come. In 1956, Drs. Frank Spaulding, W. Martin Bleything and Charles Stone signed incorporation papers, establishing National College of Naturopathic Medicine (NCNM) in Portland, Oregon. From its founding until 1979, NCNM was the only naturopathic medical college in North America.

Established by those who began practicing in the 1920s and '30s, NUNM (first known as National College of Naturopathic Medicine, more recently as National College of Natural Medicine, and now as National University of Natural Medicine) has been at the center of the profession for more than 60 years, preserving and extending the legacy of naturopathic medicine by educating and training future physicians.

Since 1998, the profession has experienced resurgence and tremendous growth as an increasingly health-conscious public sought alternatives for conditions that conventional medicine does not adequately address. This growth is in direct response to the changing needs of our society. The public is demanding a medical model in which the individual plays a more active role in their own health and healing process; naturopathic doctors want a practice that is more patient-centered and holistic. This convergence of needs, and the beneficial healthcare outcomes that patients experience from naturopathic treatment, has led to the increasing popularity of naturopathic medicine. At the same time, more state legislatures are approving licensure for naturopathic medicine.

Today, NUNM is alma mater to thousands of naturopathic physicians. Our graduates practice in a rapidly growing number of U.S. states, territories, Canadian provinces and foreign countries. Many are nationally acclaimed healthcare experts, as well as successful physicians. Since 1956, when a determined group of NDs launched a new era in naturopathic education, NUNM alumni have forged new pathways that fundamentally improve the health of our communities on a national scale, and in doing so they are advancing the naturopathic profession. This is an exciting time to join the profession and continue making history in the field of naturopathic medicine.

## Scope of Practice

Naturopathic physicians' scope of practice varies by jurisdiction. Currently, 20 states, five Canadian provinces, the District of Columbia, and the U.S. territories of Puerto Rico and the U.S. Virgin Islands have laws regulating naturopathic doctors (NDs). Scope varies between states, including differences in pharmaceutical prescribing, minor surgery, IV & IM administration, diagnostic imaging/labs, and childbirth attending or midwifery. The jurisdictions that regard NDs as primary care physicians provide them with a diagnostic and therapeutic scope of practice. These include general and preventive health care, as well as diagnosis and treatment of acute and chronic conditions.



In jurisdictions where NDs are not regulated, the scope of practice flourishes as adjunctive care since the practices of diagnosis and treatment of disease tend to be excluded.

## Licensing and Credentialing of Naturopathic Physicians

Naturopathic doctors are legally recognized to practice medicine throughout the United States and U.S. territories, Canada, as well as many other countries. NDs are fully licensed in: Alaska, Arizona, California, Colorado, Connecticut, Hawaii, Kansas, Maine, Maryland, Massachusetts, Minnesota, Montana, New Hampshire, North Dakota, Oregon, Pennsylvania, Utah, Vermont and Washington. They are also licensed in Washington D.C., the U.S. territories of Puerto Rico and the Virgin Islands, and in the Canadian provinces of Alberta, British Columbia, Manitoba, Ontario, Nova Scotia and Saskatchewan. In other U.S. and Canadian jurisdictions, a varying scope of naturopathic practice may be permitted or protected by court decisions, attorney general opinions or local regulations. The best sources of current information about the legal status of naturopathic medicine in a particular area are the American Association of Naturopathic Physicians ([naturopathic.org](http://naturopathic.org)), state or provincial naturopathic associations, and individual naturopathic physicians practicing in those areas. Currently, all states that license naturopathic physicians require graduation from a residential course of study offered through an accredited institution approved by the examining jurisdiction.

NUNM meets all requirements of, and is accredited by, the Council on Naturopathic Medical Education (CNME). Completion of the ND degree at NUNM qualifies candidates to sit for the national licensing examination—the Naturopathic Physicians Licensing Exam (NPLEX), which is a key requirement for licensure. Some jurisdictions have

additional examinations, for example in Oregon, there are additional examinations in jurisprudence and prescribing formulary pharmaceuticals due to Oregon's wider scope of practice. It is also routine for regulators to require a fingerprint-based national criminal history search.

Similar to other healthcare providers, recently graduated NDs are encouraged to seek additional clinical experience under the supervision of a licensed physician in the form of residencies and mentorships. It should be noted that the state of Utah requires a one-year residency before licensing NDs. In some states, insurers are showing credentialing preference to those with postgraduate residencies.

## Residencies

NUNM is proud to lead the profession in developing and administering the first and largest accredited graduate medical education program. We now offer more than 60 accredited residencies. Our residency program is rigorous and competitive; it provides invaluable clinical experience to assist our graduates in completing the transition toward becoming practicing physicians. With established residency programs both locally and throughout the United States, we work with specialty providers and renowned hospitals—including an integrative rotations partnership with Oregon Health & Science University here in Portland, Oregon.

## Educational Outcomes of the Program

- **Medical Knowledge:** Apply appropriate biomedical knowledge and clinical skills to patient-centered naturopathic primary care.
- **Patient Management:** Apply the philosophy of naturopathic primary care to effectively encourage prevention, treat health problems, and foster optimal health.
- **Communication and Collaboration:** Apply communication skills that result in an effective connection with patients, their loved ones, and other health professionals.
- **Practice-Based Learning and Improvement:** Appraise, assimilate and apply scientific evidence to improve patient care.
- **Ethics and Professionalism:** Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.
- **Practice Management and Business Skills:** Identify opportunities and develop resources for establishing and maintaining a viable career using your naturopathic medical education.
- **Systems-Based Practice:** Effectively call on system resources to provide care that is of optimal value.

## The Six Philosophical Principles of Naturopathic Medicine

The practice of naturopathic medicine emerges from six principles of healing. These principles are based on the objective observation of the nature of health and disease, and are examined continually in light of scientific analysis. These principles stand as the distinguishing marks of the profession:

### First Do No Harm

*primum non nocere*

Therapeutic actions that are complementary to, and synergistic with, the body's innate healing process reduce harm to patients. Naturopathic physicians follow three precepts to avoid harming the patient:

- Use methods and medicinal substances that minimize the risk of harmful effects, and apply the least possible force or intervention necessary to diagnose illness and restore health.
- Whenever possible, avoid symptom suppression as it can interfere with the healing process.
- Respect and cooperate with the *vis medicatrix naturae* in diagnosis, treatment and counseling.

### The Healing Power of Nature

*vis medicatrix naturae*

The body has the inherent ability to establish, maintain and restore health. The healing process is ordered and intelligent; nature heals through the response of the life force. The physician's role is to facilitate and augment this process, to identify and remove obstacles to health and recovery, and to support the creation of a healthy internal and external environment.

### Identify and Treat the Cause

*tolle causam*

Illness does not occur without cause. Underlying causes of disease must be discovered, and removed or treated, before a person can recover completely from illness. Symptoms are expressions of the body's attempt to heal, but are not the cause of disease; therefore, naturopathic medicine primarily addresses the underlying causes of disease, rather than the symptoms. Causes may occur on many levels, including physical, emotional, mental and spiritual. The physician must evaluate fundamental underlying causes on all levels, directing treatment at root causes as well as seeking relief of symptoms.

### Treat the Whole Person

*in perturbato animo sicut in corpore sanitas esse non potest*

Health and disease are conditions of the whole organism, involving a complex interaction of physical, spiritual, mental, emotional, genetic, environmental and social factors. The physician must treat the whole person by

taking all of these factors into account. The harmonious functioning of all aspects of the individual is essential to recovery from and prevention of disease, and requires a personalized and comprehensive approach to diagnosis and treatment.

## The Physician as Teacher

*docere*

Beyond an accurate diagnosis and appropriate prescription, the physician must work to create a healthy, sensitive interpersonal relationship with the patient. A cooperative doctor-patient relationship has inherent therapeutic value. The physician's major role is to educate and encourage the patient to take responsibility for her/his own health. The physician is a catalyst for healthful change, empowering and motivating the patient to assume responsibility.

*It is the patient, not the doctor, who ultimately creates or accomplishes healing.* The physician must strive to inspire optimism as well as understanding. The physician must also make a commitment to her/his personal and spiritual development in order to be a good teacher.

## Prevention

*principiis obsta: sero medicina curatur*

The ultimate goal of naturopathic medicine is prevention of disease. This is accomplished through education and promotion of lifestyle habits that foster good health, and through secondary prevention modalities, including those promoted by the U.S. Preventive Services Task Force. The physician assesses risk factors and hereditary susceptibility to disease, and counsels patients on methods to avoid further harm and risk. The physician places the greatest emphasis on building health. Because it is difficult to be healthy in an unhealthy world, it is the responsibility of both physician and patient to create a healthier environment in which to live.

## Diagnostic Techniques

NDs are trained in diagnostic techniques, such as physical exam, laboratory testing, diagnostic imaging and psychological assessment. NDs endeavor to identify disease states in the context of the individual's overall health.

## Therapeutic Techniques

**Botanical Medicine:** Many plant substances are powerful medicines. Where isolated, chemically derived drugs may address only a single problem, botanical medicines are able to address a variety of problems simultaneously. When properly administered, most botanical medicines can be applied effectively with minimal chance of side effects.

**Clinical Nutrition:** Food is the best medicine and is a cornerstone of naturopathic practice. Many medical conditions can be treated effectively with foods and



nutritional supplementation, with fewer complications and side effects. NDs use diet, fasting and nutritional supplementation in their practices.

**Homeopathic Medicine:** Homeopathic medicine is the treatment of disease/symptoms using correctly prescribed, minimal doses of natural substances (plant, animal, mineral), which, if taken in larger doses, would cause disease/symptoms—the acting principle being “like cures like.” It promotes the return to health on physical, mental and spiritual levels.

**Mind-Body Medicine:** Mental attitudes and emotional states may influence or even cause physical illness. Counseling, nutritional balancing, stress management, and other therapies are used to help patients heal psychologically.

**Minor Surgery:** Naturopathic physicians perform in-office minor surgery, including repair of superficial wounds and removal of foreign bodies, cysts and other superficial lesions.

**Naturopathic Natural Childbirth/Midwifery:** Trained and licensed naturopathic physicians facilitate natural childbirth in an out-of-hospital setting. They offer prenatal, intrapartum and postpartum care using modern diagnostic techniques combined with ancient midwifery wisdom. NUNM offers an elective course sequence resulting in a Natural Childbirth/Midwifery Certificate that allows students to apply for separate licensure in naturopathic natural childbirth.

**Pharmaceutical Medicine:** While naturally derived pharmaceutical drugs have been within the scope of naturopathic practice in Oregon for decades, in 2009 state legislation expanded the formulary and licensed naturopathic physicians may use most prescription pharmaceutical agents commonly employed in a primary care setting. The law became effective January 2010. Consistent with our conventional counterparts, and depending on the individual licensing laws of each state, naturopathic physicians may utilize a wide formulary of pharmaceutical medications when deemed appropriate for patient care—and always in consideration of our naturopathic principles.





# Doctor of Naturopathic Medicine

The Doctor of Naturopathic Medicine (ND) degree is an intensive four-year program that fosters the development of a uniquely skilled type of physician, one who is capable of delivering comprehensive health care with a heart. Our approach is personalized care with the intent to change lives. We teach our students to think, critique and develop their individual strengths as healers; to customize evidence-informed therapeutic options to each patient's situation and preferences; and to motivate and educate patients on how to live with less pain, burden and suffering.

Once the immediate needs of a patient are addressed, our physicians move on to wellness coaching and motivating their patients to live, eat, sleep and exercise better; manage stress; and reduce risk factors for chronic disease. Ultimately, we train our physicians to provide positive transformation, improve quality of life, and reduce burden where possible. *This is primary care of the future, where terrible burdens of current chronic disease epidemics are delayed or altogether curbed by fundamental changes in lifestyle.*

Our entire program is focused on how to succeed in practice, how to curb the current epidemic of chronic disease, and how to make a meaningful and positive impact on the communities we serve.

## NUNM Health Centers

The strong support of our state and county health authorities sets NUNM apart from other naturopathic medical schools. Our students intern in our two state-credentialed Tier 4 Patient-Centered Primary Care Homes (PCPCH), which have become widely accepted as exemplary models for how primary care should be organized and delivered. Our interns are trained to use electronic medical records (EMR) equipped with evidence-informed therapeutics, evaluation and clinical decision guidance tools, and referrals to investigations and medical specialists—all in real time. Our EMR system allows for collaboration with major hospitals in the Portland area—and links to health providers all across the nation. At NUNM's primary care homes, students learn how to anticipate, guide and coordinate the care of even the most complex of cases with specialists, behavioral and mental health providers, and community partners.

## Program Overview

Our ND program combines primary care with the foundation of evidence-informed traditional nature cure. We focus on experiential education and our students

**Physical Medicine:** Naturopathic medicine utilizes therapeutic manipulation of soft tissue, muscles, bones and spine. NDs also use ultrasound, diathermy, exercise, massage, water, heat and cold, and other gentle electrical therapies in the treatment of musculoskeletal conditions and pain.

**Parenteral Therapy:** Intravenous and intramuscular injections of micronutrients and macronutrients are used for many purposes, from simple nutritional support to detoxification procedures in cases of exposure, and specific treatment of both chronic and acute diseases.

**Nature Cure:** The use of time-honored natural treatments including fresh air, exercise, whole foods and hydrotherapy are important in the naturopathic treatment and prevention of disease.

benefit from a preceptorship program, simulation labs, diverse clinical experiences, internships and research.

Our curriculum is delivered in an innovative, clinically integrated system where students encounter real patients and clinical scenarios as early as their first quarter—followed by progressive and challenging clinical rotations during the first three years of the program. This design prepares students to smoothly transition into the role of physician in their fourth year, under the watchful mentorship of more than 65 accomplished academic and clinical teachers.

Students in the ND program experience a rigorous biomedical education, an inspiring journey into healing philosophy and practice delivered through the core themes of cultural literacy, ethics and professionalism, evidence-informed practice, naturopathic philosophy, and practitioner cultivation. Each theme is led by one or more of our dedicated faculty to ensure that every block of the curriculum prepares the physicians of tomorrow to thrive in the current and challenging environments of healthcare provision in the U.S.

## Stepping Stones

First-year classroom studies include the normal structure and function of the body with a solid introduction to naturopathic theory, philosophy, therapeutics and medical systems. Students enter the clinic in an observational capacity and begin preceptorships in the first year.

The second- and third-year didactic curriculum focuses on organ system block courses that integrate all aspects of the normal and abnormally functioning system, including pathophysiology, prevention, evaluation and diagnosis of disease. Therapeutic modalities, including botanical medicine, clinical nutrition, physical medicine, homeopathy, hydrotherapy, and other natural and pharmacological methods are woven throughout all organ systems courses. All courses highlight cultural competency, ethics, evidence-informed decision-making, medical jurisprudence, naturopathic philosophy, communication skills and professionalism, while emphasizing a whole-system approach to optimal health and wellness.

Second-year clinical experience continues with preceptorships and hydrotherapeutics. After the completion of second-year coursework, students are eligible to sit for the NPLEX Part I Biomedical Science exam.

The third-year clinical curriculum consists of practical training as a secondary intern in a variety of supervised settings, ranging from community-based clinics to the on-campus medical health center. To advance to

secondary status, students must pass a clinical proficiency examination, or OSCE 1 (Objective Structured Clinical Examination).

The fourth year is focused on clinical training as a primary intern as well as elective coursework. To attain primary status, students must pass the OSCE 2 exam, with a final OSCE examination required for graduation. Our graduates complete **1,264 clinic hours**, which include **more than 500 supervised patient contacts**.

Because the program is rigorous and the course load heavy, students may apply to complete the ND degree in five rather than four years. In some cases, students may be required to be in the five-year track. Students may take no more than seven years to complete the ND program.

While at NUNM, students may undertake any two programs concurrently (e.g., ND/MSOM, ND/MSiMR, MSOM/MScN, etc.). Contact the Office of Admissions for more information.

## ND Course Descriptions

Course codes ending in a “T” designate tutorial; course codes ending in an “L” designate lab. If a student fails a lecture portion of a block course, the student will need to retake all three sections—lecture, tutorial and lab. If a student fails a tutorial or lab portion of a block course, the student will only need to retake the tutorial or lab.

### Basic and Biomedical Sciences

#### Structure and Function Series

This yearlong sequence is an in-depth exploration of the microscopic and gross structure and function of the human body. Students examine the anatomy, physiology and embryology of each organ system, including the cardiovascular, gastrointestinal, endocrine, integumentary, nervous, lymphatic, respiratory, urinary and reproductive systems. Biochemical structures and pathways of metabolism, including the roles of vitamins and minerals, are also covered.

#### **BAS 5110, 5110T, 5110L – Structure and Function I**

(Lecture – 13 credits, tutorial – 3 credits, lab – 0.5 credit)

Course I covers basic biochemistry; cell and tissue pathology; and cardiac, circulatory, respiratory and renal structure and function. *Corequisites: BAS 5110, 5110T, 5110L.*  
*Note: additional fee required for BAS 5110L*

#### **BAS 5120, 5120T, 5120L – Structure and Function II**

(Lecture – 8 credits, tutorial – 3 credits, lab – 0.25 credit)

Course II covers gastrointestinal and dermatologic structure and function, physiology and pathology. *Corequisites: BAS 5120, 5120T, 5120L; Prerequisite: BAS 5110.*  
*Note: additional fee required for BAS 5120T, 5120L*

### **BAS 5130, 5130T, 5130L – Structure and Function III**

(Lecture – 8 credits, tutorial – 3 credits, lab – 0.25 credit)

Course III covers the central nervous system, behavior, pain, stress, and reproductive system structure and function, physiology and pathology. *Corequisites: BAS 5130, 5130T, 5130L; Prerequisite: BAS 5120. Note: additional fee required for BAS 5130T, 5130L*

### **Clinical Anatomy Series**

This series covers the anatomy of the muscular, skeletal, vascular and neurological elements of the extremities, spinal column and skull. The lab component includes participation in palpation and biomechanics labs, and cadaver dissection as an aid to learning the interrelationships of the parts of the human body. Students study the microscopic anatomy of all major body tissues with an emphasis on histopathology.

### **BAS 5111, 5111T, 5111L – Clinical Anatomy I**

(Lecture – 3 credits, tutorial – 1 credit, lab – 1.5 credits)

Course I covers the anatomy of the upper extremity, joint types, muscle types, heart, great vessels, neuromuscular units, lungs, arthrokinematics, pelvis, hip, renal anatomy, gluteal region and thigh. *Corequisites: BAS 5111, 5111T, 5111L. Note: additional fee required for BAS 5111L*

### **BAS 5121, 5121T, 5121L – Clinical Anatomy II**

(Lecture – 3 credits, tutorial – 1 credit, lab – 1.5 credits)

Course II covers anatomy of the gastrointestinal system; lower extremity; liver; gall bladder; head, neck and face; skull; axial skeleton and core muscles; spinal mechanics; diaphragm; and male and female genitourinary systems. *Corequisites: BAS 5121, 5121T, 5121L; Prerequisite: BAS 5111. Note: additional fee required for BAS 5121L*

### **BAS 5131, 5131T – Microbiology, Public Health and Immunology**

(Lecture – 3 credits, tutorial – 2 credits)

This course explores infectious diseases, microbial structure and function, and the normal flora and common pathogens



of the human body. The etiology, epidemiology, prevention and control of communicable diseases from a public health perspective is also covered. Special emphasis is given to how practitioners effectively interact with public health agencies. The class also explores the basic functions of the immune system with emphasis on its role in the protection against microbial infections and tumors, immune deficiency states, autoimmunity and psychoneuroimmunology. *Corequisites: BAS 5131, 5131T*

## **Practice Management**

### **Practice Management Series**

This series covers the required steps necessary to start and maintain a private naturopathic medical practice, including an in-depth review of clinic business operations and management, development, administration and marketing. Students will also have an opportunity to explore other professional paths as naturopathic physicians, such as starting a career in academics, research, consulting, sales, or joining existing integrative medicine practices. *Prerequisites: classes must be taken in sequence from I–V*

### **BUS 7320 – Business I: Human Relations Management (1 credit)**

This course explores dynamics of change, cultural diversity, work stress, ethics/social responsibility, conflict management, and motivation as it pertains to working in practices or larger systems.

### **BUS 7330 – Business II: Operations Management (1 credit)**

This course provides students with a deep understanding of project management by introducing processes, methodologies and technical tools to effectively plan, manage and implement projects. Furthermore, continuous quality improvement, utilization management, and lean and risk management in health care are explored.

### **BUS 8400 – Jurisprudence (1 credit)**

This course surveys medical healthcare law as it applies to naturopathic physicians. Topics include licensing and regulation, reporting requirements, informed consent, patient confidentiality, advanced directives, HIPAA, malpractice and provider service agreements.

### **BUS 8410 – Business III: Portfolio and Development (1 credit)**

### **BUS 8420 – Business IV: Business Plan Development (1 credit)**

These two courses are designed to prepare students to open a practice, seek employment as an independent contractor, and/or work inside a larger healthcare system. *Prerequisites for BUS 8410: BUS 7320, 7330; Prerequisite for BUS 8420: BUS 8410*

### **BUS 8430 – Business V: Capstone (1.5 credits)**

The practice management series culminates in a capstone project, for which students synthesize the knowledge they have learned.



## Clinical Sciences

All courses within the clinical sciences curriculum begin with a brief overview of structure, function, anatomy, physiology and whole-system wellness. The bulk of the courses are devoted to diagnosis, assessment and treatment of pathology. Within the context appropriate to that discipline, clinical science courses address criteria for referral to specialists and integration of naturopathic medicine with conventional medicine. Courses also integrate cultural competency, ethics, evidence-informed practice, interprofessional practice, jurisprudence and practitioner cultivation. These courses place a strong emphasis on case-based learning and practical clinical skills.

### **CLS 6210, 6210T, 6210L – Musculoskeletal, Orthopedics, Exercise Physiology and Rehabilitation**

(Lecture – 9 credits, tutorial – 6 credits, lab – 3 credits)

Students who successfully complete the CLS 6210 series will integrate information learned and applied in first-year courses to assess musculoskeletal complaints in diverse patient populations, develop and justify differential and working diagnoses, build patient rapport, and develop and implement comprehensive management plans. The course includes the following topics: the musculoskeletal system, biomechanics, a review of clinical anatomy and musculoskeletal physiology, orthopedics, exercise physiology, physical rehabilitation, pain education and neurophysiology, neurodynamics and manual therapies.

*Corequisites:* CLS 6210, 6210T, 6210L;

*Prerequisites:* BAS 5130, 5121; THR 5120, 5131.

*Note:* additional fee required for CLS 6210T, 6210L

### **CLS 6211, 6211T, 6211L – Neurology**

(Lecture – 5.5 credits, tutorial – 1.5 credits, lab – 0.25 credit)

Students who successfully complete the CLS 6211 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic neurologic conditions. *Corequisites:* CLS 6211, 6211T, 6211L;

*Prerequisites:* BAS 5130, 5121; THR 5120, 5131.

*Note:* additional fee required for CLS 6211L

### **CLS 6220, 6220T, 6220L – Cardiology and Pulmonology**

(Lecture – 9 credits, tutorial – 4 credits, lab – 5 credits)

Students who successfully complete the CLS 6220 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic cardiovascular and pulmonary conditions.

*Corequisites:* CLS 6220, 6220T, 6220L;

*Prerequisites:* BAS 5130, 5121; THR 5120, 5131.

*Note:* additional fee required for CLS 6220T, 6220L

### **CLS 6221, 6221T, 6221L – Hematology and Oncology**

(Lecture – 7 credits, tutorial – 1.5 credits, lab – 0.25 credit)

Students who successfully complete the CLS 6221 series will demonstrate knowledge and application of clinical



sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic hematologic and oncologic conditions. *Corequisites:* CLS 6221, 6221T, 6221L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131. *Note:* additional fee required for CLS 6221L

### **CLS 6230, 6230T, 6230L – Gastroenterology and Proctology**

(Lecture – 8.5 credits, tutorial – 2 credits, lab – 0.25 credit)

Students who successfully complete the CLS 6230 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic gastrointestinal conditions. *Corequisites:* CLS 6230, 6230T, 6230L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131. *Note:* additional fee required for CLS 6230T, 6230L

### **CLS 6231, 6231T – Urology and Nephrology**

(Lecture – 5.5 credits, tutorial – 3 credits)

Students who successfully complete the CLS 6231 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to urologic and nephrologic conditions.

*Corequisites:* CLS 6231, 6231T; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131. *Note:* additional fee required for CLS 6231T

### **CLS 6232, 6232T – Metabolism and Endocrinology**

(Lecture – 7 credits, tutorial – 3 credits)

Students who successfully complete the CLS 6232 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to metabolic and endocrine conditions.

This course focuses on complex interactions of the body's hormonal systems and the causes and effects of metabolic and hormonal imbalances. *Corequisites:* CLS 6232, 6232T; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131





**CLS 7310, 7310T, 7310L – Reproductive Systems (Andrology, Gynecology and Natural Childbirth)**

(Lecture – 11 credits, tutorial – 0.5 credit, lab – 3 credits)

Students who successfully complete the CLS 7310 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention and gender-specific preventive services, diagnosis, assessment, and management of both acute and chronic biological sex-specific conditions and LGBTQI health care. This course also provides students with foundational knowledge of natural childbirth, as well as prenatal and postpartum care.

*Corequisites:* CLS 7310, 7310T, 7310L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131. *Note: additional fee required for CLS 7310L*

**CLS 7311, 7311T – Rheumatology and Clinical Immunology**

(Lecture – 4 credits, tutorial – 2 credits)

Students who successfully complete the CLS 7311 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic conditions related to rheumatologic and immunologic conditions.

*Corequisites:* CLS 7311, 7311T; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131. *Note: additional fee required for CLS 7311T*

**CLS 7320, 7320T, 7320L – Eyes, Ears, Nose and Throat (EENT)**

(Lecture – 5 credits, tutorial – 2 credits, lab – 0.25 credit)

Students who successfully complete the CLS 7320 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic ophthalmologic and otorhinolaryngeal conditions.

*Corequisites:* CLS 7320, 7320T, 7320L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131. *Note: additional fee required for CLS 7320L*

**CLS 7321, 7321T, 7321L – Dermatology and Minor Surgery**

(Lecture – 7.5 credits, tutorial – 2 credits, lab – 1 credit)

Students who successfully complete the CLS 7321 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic dermatological conditions. Students will learn minor surgery techniques, such as nerve blocks, excision and biopsy, laceration repair, toenail removal, and a variety of suturing techniques.

*Corequisites:* CLS 7321, 7321T, 7321L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131. *Note: additional fee required for CLS 7321L*

**CLS 7330, 7330T – Pediatrics and Geriatrics**

(Lecture – 6 credits, tutorial – 2 credits)

Students who successfully complete the CLS 7330 series

will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention and age-specific preventive services, diagnosis, assessment, and management of both acute and chronic conditions related to pediatric and geriatric populations.

*Corequisites:* CLS 7330, 7330T;

*Prerequisites:* BAS 5130, 5121; THR 5120, 5131.

*Note:* additional fee required for CLS 7330T

### **CLS 7331, 7331T, 7331L – Parenteral Therapy and Environmental Medicine** (Lecture – 3.5 credits, tutorial – 2 credits, lab – 0.5 credit)

Environmental medicine is the diagnosis and treatment of conditions related to the human exposure of both macro- and microtoxins from the environment. Exposure routes regarding the macroenvironment, including air, water, soil and food sources, are discussed in addition to exposures based on activity, occupation or in-home sources.

Exposure routes for the microenvironment are reviewed, including transdermal, inhalation, ingestion and ocular routes. Students learn the safe and appropriate intravenous and intramuscular injections of micro- and macronutrients for nutritional support and detoxification procedures in cases of poisonings, and specific treatment of both chronic and acute diseases. Students will also learn the clinical rationale for parenteral therapy; how to perform parenteral therapy techniques and develop therapy protocols; how to treat complications and handle common emergencies that can occur during parenteral therapy; and successful IV catheter insertion. *Corequisites:* CLS 7331, 7331T, 7331L; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131.

*Note:* additional fee required for CLS 7331L

### **CLS 7332, 7332T – Psychology and Mental Health**

(Lecture – 4 credits, tutorial – 3 credits)

Students who successfully complete the CLS 7332 series will demonstrate knowledge and application of clinical sciences related to pathology, disease prevention, diagnosis, assessment, and management of both acute and chronic mental health conditions. *Corequisites:* CLS 7332, 7332T; *Prerequisites:* BAS 5130, 5121; THR 5120, 5131.

*Note:* additional fee required for CLS 7332T

## **Clinical Education**

Students gain practical clinical skills as they work under the close supervision of licensed naturopathic physicians in NUNM's many healthcare facilities, on campus and throughout the city of Portland. Students begin learning through observation and gradually gain more responsibility for patient care. All patient care is under the direct supervision of licensed physicians.

Requirements for the completion of the clinical practicum include 1,264 clock hours of direct patient contact with a minimum of 500 patient contacts and 225 primary contacts. Under the guidance and assessment of the clinical faculty, students must demonstrate competence

in specific areas, including medical knowledge, clinical skills, judgment, professional and ethical behavior, and communication skills.

Clinical experience begins during winter term of the first year. The first year and a half of clinical experience is chiefly observational and technical—with students observing various clinical rotations and performing hydrotherapy treatments (and massage if qualified) on clinic patients. Students enter the clinic as secondary interns after their second year is completed, and as primary interns after their third year. As interns, students become part of the treatment teams that deliver naturopathic care in the university health centers.

Each student has a required summer clinic rotation as a primary intern. Summer rotations prior to the summer before a student's last year are available at the request of the student and are not required.

### **CLE 827 – Clinical Skills Enhancement Tutorial** (no credit assignment)

This course is assigned to students who require extra support in meeting minimal levels of clinical competency. Students are referred for additional instruction by their clinical supervisors or dean. During this six-week course, students are tutored individually or in a small group in areas where they need skill development. *Corequisite:* secondary or primary intern status. *Note:* additional fee required

### **CLE 828 – Objective Structured Clinical Examination (OSCE) Skills Tutorial** (no credit assignment)

Students are referred to this course for a three-week period when they need to gain competency in the skills necessary to pass the OSCE exams. *Prerequisite:* this course is assigned after a second OSCE exam failure. *Note:* additional fee required

### **CLE 829 – Clinical Tutoring** (no credit assignment)

This course provides one-on-one tutoring in the clinical setting, by a faculty member, for students who require extra support in meeting minimal levels of clinical competency. *Corequisite:* primary intern status

### **CLE 931, 932, 933 – Objective Structured Clinical Examination 1, 2 and 3** (no credit assignment)

Prior to beginning secondary rotations, students must pass the secondary clinic entrance examination (OSCE 1, CLE 931). Prior to beginning primary rotations, students must successfully complete the primary entrance exam (OSCE 2, CLE 932) and third-year courses, as defined in the student handbook, to become a primary clinical student. Successful completion of the OSCE 3, administered in winter quarter of the final year, is required for graduation. *Prerequisites for CLE 931:* successful completion of CLE 5120, 5130; *CLE 932:* successful completion of one rotation of CLS 7300 or two rotations of CLE 709; *CLE 933:* successful completion of six rotations of CLE 8400 or CLE 811



**CLE 5120, 5130 – Clinical Observation I & II** (1.25 credits and 1 credit)  
Clinical observations provide students with learning experiences under the mentorship of licensed physicians in practice. During this first-year series, students are assigned to NUNM clinic shifts where they will observe routine clinic policies and procedures, doctor/student intern-patient relationships, diagnosis and treatment, application of therapeutic modalities, and referral management. CLE 5120 has five hours of didactic training to prepare students for the observation role. *Note: additional fee required for CLE 5120*

**CLE 5131 – Introduction to Community Education** (0.25 credit)  
This course covers the community education guidelines and required paperwork, and provides resources and support needed to complete CLE 7311.

**CLE 6212 – Introduction to Clinic** (0.25 credit)  
This course gives students an overview of NUNM clinic procedures and includes required OSHA training. *Prerequisites: CLE 5120, 5130. Note: additional fee required*

**CLE 6222 – Hydrotherapy Rotation** (2 credits)  
Students administer hydrotherapeutic treatments to NUNM health center patients under the supervision of a licensed naturopathic physician. Students continue to develop their diagnostic assessment and patient communication skills, refine their hydrotherapeutic treatment skills, monitor patients during treatment, and recommend hydrotherapeutic home treatments. *Prerequisites: CLE 5120, 5130; THR 5120, 5120T, 5120L*

**CLE 7300 – Secondary Rotation** (2.5 credits each; 3 required rotations)  
Students serve as secondary student interns at NUNM health centers under the supervision of a licensed naturopathic physician. As a secondary student intern, students are responsible for the initial patient interaction,

including taking patient vital signs, and reviewing medications and allergies, etc. In addition, the secondary student will participate in patient care by assisting the primary intern, which may include interviewing patients, conducting physical exams, and ordering and assessing diagnostic lab work. *Prerequisites: CLE 5120, 5130, 6212, 6222; CLS 6210, 6220, 6230. Successful completion of OSCE 1.*

**CLE 7311 – Community Education** (2 credits)  
Through promotion of naturopathic medicine to the greater community, students will enhance their public speaking, communication, presentation, organizational, networking and outreach skills. Examples of community education projects include developing educational materials, giving lectures, creating flyers or handouts, staffing a wellness table, and teaching a class. Students will complete 24 hours of community education during their time at NUNM. *Prerequisite: CLE 5131*

**CLE 8400 – Primary Rotations** (2.5 credits each; 13 required rotations)  
The primary student intern rotation is the culmination of a student's naturopathic medical education with NUNM. Under the supervision of a licensed naturopathic physician, a primary student intern is responsible for interviewing patients, conducting physical exams, ordering and assessing diagnostic lab work, developing a diagnosis and treatment plan, and managing patients. Students are expected to synthesize knowledge and skills from all courses in the naturopathic program and demonstrate the ability to apply critical thinking skills, evidence-informed practice, and diagnostic skills to the treatment and management of patients in a primary care setting. *Prerequisites: CLE 7300; CLS 6210, 6211, 6220, 6221, 6230, 6231, 6232, 7310, 7311, 7320, 7321, 7330, 7331, 7332. Successful completion of OSCE 2.*



**CLE 8400T, 8410T, 8420T, 8430T – Case Integration Mentorship**  
(1.5 credits each)

These seminar-style courses consist of small groups of students who meet with faculty mentors. Under the guidance of an experienced clinician, students present and analyze cases, discuss and review the evidence behind therapeutic options, and support their peers in determining diagnosis, treatment and management protocols for their patients. *Corequisite: CLE 8400*

**CLE 8411, 8421, 8431 – Grand Rounds** (1.5 credits each)

Grand Rounds lectures are given by physicians or subject matter experts, typically from outside the NUNM community. Topics may include the Health Insurance Portability and Accountability Act (HIPAA), OSHA and other regulating agencies, best practice charting principles, cultural sensitivity, clinical cases, and other areas that are important in a physician's practice. Students are exposed to a variety of clinical conditions and treatments designed to augment material delivered in the core curriculum.

**CLE 8401, 8432 – Community Experience (ComEx) Preceptorship**  
(5 credits and 4 credits)

Students participate in external preceptorships throughout all four years under the mentorship of licensed physicians outside NUNM. Students observe and may participate in medical interviewing, physical examination, diagnostic techniques and analysis, and application of therapeutic modalities. Students will also observe routine clinic policies and procedures, doctor/patient communications, coding and billing practices, and referral management; and reflect on these experiences. *Prerequisite: CLE 5120*

**CLE 8499 – Case Portfolio** (no credit assignment)

Each student is required to write six case papers, which will be selected from patients seen on different shifts during each quarter as a primary intern; generally, two papers per term are completed. These papers are used to assess the following:

- Demonstrate knowledge of patient assessment, diagnosis, treatment and management.
- Ability to write a clear, concise report on a patient's condition, analysis, treatment and therapeutic outcome in a professional manner, including the appropriate use of references.
- Ability to critically analyze a patient's diagnosis and management.

*Corequisite: CLE 8400*

## Philosophy

**PHL 5110, 5120 – Naturopathic History and Philosophy I & II**  
(1 credit each)

This series introduces the philosophical basis of naturopathic medicine and the role of the naturopathic physician in today's world. Students will survey the history



of naturopathic medicine, historical figures that played key roles in the development of naturopathic medicine, and the formation of naturopathic philosophy. Emphasis is placed on the six guiding principles of naturopathic philosophy: first do no harm, the healing power of nature, identify and treat the cause, treat the whole person, physician as teacher, and prevention.

**PHL 5113 – Introduction to Medical Systems** (2 credits)

Students study the history and philosophy of the major medical systems of the world. Characteristics of the U.S. medical system are explored, as well as the developing role of naturopathic medicine within the larger context of the healthcare system. Insurance practices, strategies for delivering quality care, and best practices in referral and management of patients are also covered.

**PHL 5130 – Naturopathic Medicine Retreat** (0.75 credit)

This weekend experiential course is an extension of the naturopathic history and philosophy course. Naturopathic philosophy comes to life as students discuss and experience nature cure and related therapies in a natural setting.

## Therapeutics

**THR 5120, 5120T, 5120L – Therapeutic Modalities I**

(Lecture – 6 credits, tutorial – 2 credits, lab – 1 credit)

This course introduces three of six major naturopathic therapeutic modalities: clinical nutrition, hydrotherapy and physical medicine. History and philosophy, terminology, mechanism of action, and general therapeutic applications, indications, contraindications, safety and monitoring for each modality are covered. Students analyze evidence for effectiveness of each modality. The role of each modality in the context of naturopathic care and in the greater medical system is also explored. *Corequisites: THR 5120, 5120T, 5120L. Note: additional fee required for THR 5120L*

**THR 5131, 5131T, 5131L – Therapeutic Modalities II**

(Lecture – 6 credits, tutorial – 2 credits, lab – 0.5 credit)

This course introduces three of six major naturopathic therapeutic modalities: homeopathy, botanical medicine and pharmacology. History and philosophy, terminology,



mechanism of action, and general therapeutic applications, indications, contraindications, safety and monitoring for each modality are covered. Students analyze evidence for effectiveness of each modality. The role of each modality in the context of naturopathic care and in the greater medical system is also explored. *Corequisites: THR 5131, 5131T, 5131L. Note: additional fee required for THR 5131L*

## Electives

ND students are required to complete 16 elective credits for the purpose of rounding out their education. Students may take electives through the College of Naturopathic Medicine, College of Classical Chinese Medicine, or School of Graduate Studies (as long as course prerequisites are met).

### **CM 5100E, 5101E, 5102E – ND Qigong Retreat Series I-III**

(1 lecture credit each)

With this series of weekend qigong retreats, the College of Classical Chinese Medicine makes available a synthesis of the Eastern art of cultivation for the beginning ND student. In the serene surroundings of a retreat center in the Pacific Northwest, students experience energy-based phenomena, such as qi, and are introduced to a variety of ancient practices that cultivate body, mind and spirit. Specific exercises include Free Style Dragon Qigong (Longzi Linggan Gong) from the Emei School of Qigong; Yin Yang Raise and Descend Open and Close Qigong (Yin Yang Sheng Jiang Kai He Gong) from the Jinjing School of Qigong; Daoist quiet meditation; and sacred chants from a variety of healing traditions.

### **NDEB 5110E, 5130E – Northwest Herbs I & II** (2 lecture credits each)

These courses cover local plant identification, ethical harvesting, drying techniques, and preparation of herb tinctures, oils, salves and many other therapeutic preparations. Traditional, historical and scientific uses of plants are explained. Students are encouraged to develop an appreciation for plants that is not limited to seeing them as medicinal agents. Each term includes outdoor field trips to enhance the study of plants. *Note: additional fee required*

### **NDEB 5200E – San Juan Island Herbal Experience**

(2 lecture credits)

This experiential class focuses on the unique environment found on the San Juan Islands. Faculty lead a small group of students on a 3-day/2-night exploration of the rich diversity of land and sea plants of the maritime islands; traveling in groups to Anacortes and Shaw Island, and car camp at the University of Washington's field station on Shaw Island. Students will bring all personal items for camping, including tents and sleeping bags, and will be responsible for various camp chores including meals. The

cost of the ferry, transportation, camping at Washington Park, seaweed, and shellfish license will be paid by each student and is not covered by the lab fee.

*Prerequisite: THR 5131. Note: additional fee required*

### **NDEB 5201E – Cascade Mountain Herbal Intensive**

(2 lecture credits)

This course delivers a direct experience of medicinal plants in their natural habitat under the guidance of an experienced herbalist and wild crafter, grower and botanist. The first day is spent in the lush plant life of the Columbia River Gorge. The second and third days are spent at a private sanctuary in rural Hood River, Oregon. At each stage the local plants and their botany, properties, ecology and lore are discussed. Students have the opportunity to gather wild herbs and prepare medicines from them. *Prerequisite: THR 5131. Note: additional fee required*

### **NDEB 5210E – Herbal Garden Processing** (0.5 lecture credit)

Held in Battle Ground, Washington, this outdoor course provides hands-on experience with items grown in the garden. Demonstrations will include sprouting; fermenting; making tinctures, salves, oils, creams and vinegars; canning; preserving flowers; harvesting seeds and more. Students will gain experience working with a variety of recipes and more than a dozen live plants.

*Note: additional fee required*

### **NDEB 5231E – CASEE Center Herb Walk** (0.5 lecture credit)

This field study course is intended to be part botanical and medical, part ecological, and part energetic and awareness building. Held at the CASEE Center in Brush Prairie, Washington, the course focuses on Pacific Northwest ecosystems, plant identification and basic taxonomy. The medicinal properties of both introduced and native plants will be presented. The class includes time to discuss and experience the different feel and energy of the various gardens, deep forest, and grassland regions of the center. The interconnectedness of the plants of these various ecosystems is examined, and from there the interconnectedness of the various insects and animals with the plants is examined. *Prerequisite: THR 5131*

### **NDEB 6200E – Ethnobotany Intensive** (5 lecture credits)

Students travel to Peru for an intensive study of the ethnobotany of Peruvian Andes, cloud forests and the "eyebrows" of the jungle. The course involves botanical, ethnobotanical, biochemical, and ecological information and discussions; involves all the senses; and includes lecture, experiential, field investigations, and cultural immersion components. The course improves students' familiarity with botanical families and grounds their understanding of medicinal actions and the clinical application of herbs. *Prerequisite: THR 5131.*

*Note: additional fee required*



**NDEB 6230E, 6330E – Advanced Topics in Botanical Medicine I & II**  
(3 lecture credits each)

These courses build on the required botanical materia medica classes. Studies expand training in plant medicines and the creation of botanical formulas for various disorders. Plant energetics, the most recent research on botanical medicines, and the spiritual and metaphysical aspects of herbs are explored in more depth.

*Prerequisite: THR 5131*

**NDEB 6310E – Effective Formulas for Top General Practice Conditions** (1 lecture credit)

This course considers the conditions most common to general family practice (gynecologic conditions, common infections, common skin complaints, diabetes and most common complications, etc.) and focuses on sophisticated formulations for a variety of presentations. Students hone their formulation skills and include energetic and constitutional considerations and specific indications of niche herbs. A variety of formulation styles and practices are addressed using dietary herbs and approaches, teas versus tinctures versus pill, topical applications and cost, and practical considerations.

*Prerequisites: CLS 7310, 7311, 7320, 7321*

**NDEB 6330E – Botanical Cell Biology, Molecular Mechanisms and Research** (1 lecture credit)

This physiology and research-based class focuses on chemical constituents in plants, published research on

mechanisms of action, and clinical trial results. Plants affecting cell membrane receptors, glycoproteins, neurotransmitters, action potential, ion gates, liver enzymes, collagen regeneration, photosensitization, and many other molecular mechanisms of action are covered. The important and popular topics of drug herb interactions, cancer management tools, and herbs in pregnancy and lactation will also be addressed.

*Prerequisite: THR 5131*

**NDEC 5125E – Personal Development as a Physician**  
(1 lecture credit and 0.5 lab credit)

This class facilitates the transition from student to physician by focusing on personal development within the doctor/patient interaction. Emphasis is placed on difficult interactions, with guidance in taking responsibility and first steps in moving the relationship along.

**NDEC 5203E – Advanced Anatomy Techniques in Dissection**  
(3 lecture credits)

Students obtain a deeper understanding of anatomy through guided dissection of human cadavers. This course is a unique opportunity to experience the process from the original, undissected cadavers, to fully dissected (as was experienced during the first year). Students will have opportunities to present visible structures to their peers, providing an opportunity to expand their professional growth as well as public speaking skills. *Prerequisites: BAS 5121, 5130; open to ND students in year two or higher*



**NDEC 6240E – Advanced Electrocardiogram and Spirometric Interpretation** (0.5 lab credit)

This tutorial emphasizes the interpretation and analysis of electrocardiographs and spirometers, as well as the presentation of case studies to provide additional context. The course also provides the opportunity for further discussion of the material from the lecture course.  
*Corequisite: CLS 6220*

**NDEC 6349E – Advanced Medical Biochemistry** (3 lecture credits)

As biochemical knowledge has advanced, fundamental changes have emerged that require exploration. Basic principles have broader application than previously thought. This course reviews and builds on the major themes of the first course in biochemistry, especially as they relate to and highlight a medical practice. Topics such as calorie restriction, ketogenic diets, and cancer metabolism are used to engage students and reveal key ideas. Selected case studies are presented for students to conduct structured evaluations. *Prerequisite: BAS 5110*

**NDEC 6350E – Simulation Lab** (1 lecture credit)

Students work with high-fidelity medical simulators at Legacy Emanuel Hospital, experiencing acute scenarios of conditions encountered in naturopathic primary care.  
*Prerequisite: must be in last year of ND program*  
*Note: additional fee required*

**NDEC 7310E – Pharmacology for Clinical Practice**

(2 lecture credits)

This course looks at the top most prescribed drugs in the U.S., the disease states they represent, standards of care, and a stepwise approach to drug therapy in those disease states. Various patient cases/scenarios are used to determine how that might change drug therapy. Students practice writing the prescriptions, adding nutrients to offset any known depletions, then determine the best means of safely discontinuing the agents as the patient's health improves. *Prerequisites: CLS 7310, 7311, 7320, 7321*

**NDEC 7311E – Pain: Pathophysiology and Management Options**

(2 lecture credits)

This course is a comprehensive approach to pain management. Students learn assessment and diagnostic techniques; ways to communicate with patients about pain; treatment options; and new theories in the application of pain management strategy. *Prerequisite: CLS 6210*

**NDEC 7313E – Neuroendocrine Immunology** (2 lecture credits)

This course is primarily intended to help concurrent (those working toward both their ND and CCM degrees) degree students integrate concepts they have learned from both models of healing into a more unified and comprehensive system that can be applied to their patients. Through class and case discussion, students explore concepts related to terrain, tissue states, diathesis, temperament, miasm, and the Chinese Five-Element organ networks. A unified model of Chinese and Western herbalism is also explored. *Prerequisite: third-year status in the ND and CCM programs*

**NDEC 7320E – Microbiome** (1 lecture credit)

This course explores the history, use and effectiveness of colonic hydrotherapy. Students learn indications, contraindications, treatment protocols and supportive therapies. *Prerequisite: THR 5120*

**NDEC 7330E – Transgender Health and Gender Transition**

(2 lecture credits)

This course provides an in-depth description of transgender identities and terminology, including firsthand accounts of the transgender experience. Students gain an extensive understanding of endocrinology and reproductive health in the context of cross-gender hormone transition; and naturopathic, herbal and acupuncture point support for patients in various stages of gender transition; surgical options are also discussed.  
*Prerequisite: CLS 7310*

**NDEC 7340E – The Liver in Health and Disease** (2 lecture credits)

This course involves an in-depth study of hepatic pathophysiology and treatments of diseases, including: hepatitis C, steatohepatitis, alcoholic liver disease, liver cirrhosis, liver cancer and diabetes. Emphasis is put on interpreting laboratory results, understanding the

psychophysiology of the liver, liver detoxification systems and their clinical applications, the basics of Chinese medicine perspectives on the liver, and the critical role a healthy liver plays in overall health. *Prerequisite: CLS 6230*

**NDEC 7341E – Sleep Health and Disorders** (2 lecture credits)

Healthy sleep is imperative for overall good health. This course begins with sleep and circadian physiology and normal sleep throughout the life span. Then the six primary categories of sleep disorders are covered. Cases are presented with time for discussion and work-up of the differential diagnosis. Women's sleep health and the interaction between sleep and other disorders is included. The course concludes with information on ways to promote healthy sleep, botanical and nutrition approaches, and common pharmaceuticals. *Prerequisite: BAS 5130*

**NDEC 7342E – Advanced Gastroenterology** (2 lecture credits)

This course explores certain key disorders of the digestive tract with a focus on the small intestine (bacterial overgrowth), inflammatory bowel disease, and altered GI anatomy. Physical exam, lab and imaging studies, management of these disorders, as well as optimization of the digestive function are emphasized through lecture and case discussions. *Prerequisite: CLS 6230*

**NDEC 7350E – Auriculomedicine** (2 lecture credits)

This class is a solid introduction to ear microsystem acupuncture therapies for primary care practitioners. The goal is to provide NDs with safe, natural, evidence-based tools and strategies to treat both pain and psychological conditions using appropriate touch.

**NDEC 7351E – Point-of-Care Ultrasound** (2.5 lecture credits)

Students learn to use Point-of-Care Ultrasound (POCUS) to diagnose common clinical entities in the provider's office. Students are taught to rule out conditions including, but not limited to: DVT, cholecystitis, AAA, ovarian cysts, hydronephrosis, fractures and pneumonia; and to diagnose various musculoskeletal conditions. *Note: additional fee required*

**NDEC 8430E – Advanced Gastroenterology Lab** (1 lab credit)

This lab covers techniques used in a functional gastroenterology practice: integrated abdominal exam, gastric pH testing, visceral release and energetic psychology techniques. It is a mixture of both scientifically based and clinically proven techniques. *Prerequisite: CLS 6230*

**NDEH 7330E – Sensation in Homeopathy** (2 lecture credits)

This course teaches students homeopathic case taking, case analysis, repertorization and prescribing using the Sensation Method as developed by Rajan Sankaran and colleagues. Sensation Method focuses on studying case taking, case analysis, miasms, materia medica (kingdoms and sub-groups), and follow-up management through

the lens of this comprehensive and effective method of practicing homeopathy. This will be used in conjunction with classical repertorizing for best clinical outcomes. *Prerequisite: THR 5131*

**NDEH 7340E – Homeopathy V** (3 lecture credits)

For the discussed disease states, students learn the most common symptoms and the related rubrics, the most common remedies indicated, and how to differentiate among them. Students will view and analyze cases being taken, observe patients of different "remedy types," match the symptoms of the patient with rubrics in Kent's Repertory, and study materia medica to find the most appropriate remedy. Students will understand the main indications and uses of discussed remedies. *Prerequisite: THR 5131*

**NDEH 8420E – Homeopathy VI** (3 lecture credits)

Upon the completion of this course, students will know the most common symptoms and the related rubrics, as well as the most common remedies indicated, and how to differentiate among them for the discussed disease states. Cardiovascular, neurological, musculoskeletal and genitourinary (including sexual) problems are studied. Materia medica are presented in each area, along with differentials, important rubrics to consider, and the most prominent remedies for each condition. Cases are presented, taken and analyzed. Remedies are prescribed. *Prerequisite: THR 5131*

**NDEH 8430E – Homeopathy VII** (3 lecture credits)

Upon completing this course, students will be able to describe the characteristic general and keynote symptoms, and major therapeutic indications for at least eight additional homeopathic remedies. Students will be able to give the symptom indications with remedy comparisons for at least 10 remedies most often used for each of several common gastrointestinal and dermatological complaints. Students will be able to describe the uses, strengths and weaknesses of various repertories and methods of repertorization. In addition, they will be able to prepare potencies from crude substances. *Prerequisite: THR 5131*

**NDEH 8440E – Homeopathy VIII** (3 lecture credits)

Upon completion of this course, students will have learned the most important remedies in the treatment of the following conditions and be able to differentiate and prescribe from among the leading remedies: anxiety disorder, arthritis, cancer, diabetes, eczema, gangrene, herpes zoster, insomnia, lumbago, multiple sclerosis, neuralgias, psoriasis, sciatica, suicidal tendencies, thyroid dysfunction, tumors, ulcers and warts. Case analysis and patient management skills will be refined. *Prerequisite: THR 5131*



**NDER 7330E – Natural Childbirth II: Pregnancy** (3 lecture credits)

This course initiates specialty training in naturopathic natural childbirth. The emphasis is on the role of prenatal care in assessing and assisting the maintenance of well-being for mother and fetus. Screening skills introduced in Reproductive Systems (CLS 7310) are refined and expanded. Complications of pregnancy are studied along with the continuum of appropriate treatment possibilities, ranging from naturopathic therapeutics to referral for high-risk cases. *Prerequisite: CLS 7310*

**NDER 7331E – Advanced Gynecology: Special Topics** (2 lecture credits)

Students learn to assess/evaluate, treat and manage female sexual dysfunction and interstitial cystitis; and receive updated information on menopause regarding HT prescribing, non-HT prescribing and management. Half of the class is focused on breast cancer risk factors, diagnosis, conventional treatment options, and naturopathic treatment as an integrative approach, followed by a class devoted to breast cancer cases. The majority of the course is lecture based, with some interactive cases and a final paper due week 10. *Prerequisite: CLS 7310*

**NDER 7340E – Natural Childbirth III: Labor and Delivery**

(3 lecture credits)

This course prepares students to provide support and safety to the birthing family through labor and the emergence of the new baby. Films of normal labor and birth are used to enhance lectures on the techniques of monitoring the fetal/maternal condition and the progress of the labor. Complications of labor and birth are examined, and the hands-on skills required for response to those situations are discussed and demonstrated. *Prerequisite: CLS 7310*

**NDER 7341E – Advanced Gynecology: Infertility and Endocrinology** (2.5 lecture credits)

Students learn to assess/evaluate, treat and manage medical conditions related to endocrinology in women's health care. This includes: infertility, secondary amenorrhea, thyroid disease, hyperprolactinemia, adrenal dysfunction, premature ovarian failure, polycystic ovary syndrome, luteal phase defect, conditions that present with anovulation, hypothalamic dysfunction, age-related infertility, obesity and diabetes. *Prerequisite: CLS 7310*

**NDER 8420E – Natural Childbirth IV: Postpartum Management**

(3 lecture credits)

This course begins with the third stage of birth, delivery of the placenta, and concludes with the six weeks of postpartum. The effects of pregnancy resolution and the beginning of motherhood on a woman's body, mind and spirit are studied. Students are taught practical skills, such as perineal repair, bladder catheterization, IV insertion, blood loss estimation, management of postpartum hemorrhage, and breast-feeding support; as well as an appreciation for the dynamics of personal and familial transition during this period. *Prerequisite: CLS 7310*

**NDER 8430E – Natural Childbirth V: Neonatology** (3 lecture credits)

This course educates both the naturopathic physician and the ND obstetrical specialist on case management of the mature fetus, and newborn to 12 weeks of age. Lectures include a review of fetal development from 34 weeks gestation, transition anatomy-physiology in the neonate, normal newborn assessment, screening/treatment for newborn anomalies, and neonatal resuscitation. *Prerequisites: CLS 7310, 7330. Note: additional fee required*

**NDER 8440E – Natural Childbirth VI: Special Topics**

(2 lecture credits)

This seminar provides students with the opportunity to research topics of special interest and share information with colleagues. Topics presented by the course instructors include developing childbirth education classes, counseling and grief in pregnancy loss, and adoption. Additionally, this course covers water births, working with related social agencies, and intubation training. *Prerequisite: CLS 7310*

### **NDER 8441E – Natural Childbirth VII: Legal Aspects**

(1 lecture credit)

Medical, legal and malpractice issues are discussed with respect to different states, as well as requirements for licensure.

### **NDET 5120E – Bodywork I: Massage Foundations** (1 lab credit)

Bodywork I teaches the basic language and strokes of Swedish massage, and is the foundation course for Bodywork II and III. Students learn by giving and receiving treatments while being guided in hands-on classes.

*Note: additional fee required*

### **NDET 5121E, 5131E, 5141E, 6121E – Somatic Re-Education I-IV**

(1 lab credit each)

Somatic re-education is an interactive approach to human learning that uses touch and movement to bring about improved cognitive and physical abilities. This gentle, noninvasive approach to physical medicine provides an alternative for working with patients for whom traditional manipulation is not an optimal procedure. *Prerequisite: these courses are to be taken in the ordered sequence.*

*Note: additional fee required*

### **NDET 5130E – Bodywork II: Advanced Massage** (1 lab credit)

Bodywork II covers advanced massage techniques—trigger point work and therapeutic touch. Students learn by giving and receiving treatments in supervised hands-on classes.

*Prerequisite: NDET 5120E. Note: additional fee required*

### **NDET 5140E – Bodywork III: Energy Work** (1 lab credit)

Bodywork III teaches students to open, become sensitive to, and develop their energy work. This is taught in several ways, including subtle energy techniques and the vocabulary of energy. Respect for personal boundaries is emphasized. *Prerequisite: NDET 5130E. Note: additional fee required*

### **NDET 6140E – Aromatherapy** (1.5 lecture credits)

With lectures, demonstrations and hands-on practice, this course covers the fundamentals of selected aromatic botanicals or essential oils—their history, quality, chemistry and composition; indications/contraindications; research on efficacy; and safe use in clinical applications. Energetics of essential oils from both a Western and Chinese perspective are introduced, and these concepts are used to guide topical application of essential oils to specific areas or points on the body. *Note: additional fee required*

### **NDET 6230E – Mindful Self-Compassion** (2 lecture credits)

This is an eight-week course with a half-day silent retreat designed to explicitly teach skills of self-compassion. This experiential course uses meditations, informal practice, group discussion and dyads, and homework exercises. A variety of guided meditations (loving-kindness, affectionate breathing, giving and receiving

meditation [11 meditations total]), informal practices for use in daily life (soothing touch, self-compassionate letter writing, compassionate listening, self-compassion for care givers [18 total]) are taught and practiced. Self-compassion is evoked during the classes using experiential exercises, and home practices are taught to help develop the habit of self-compassion. Students will be asked to incorporate evidence-based literature into reflective journals.

### **NDET 6250E – Nature Cure** (2 lecture credits)

This class emphasizes the essence of natural medicine as taught by the founding naturopathic doctors. Students practice water and herbal therapies, poultices, Cayce treatments and other therapies on themselves and each other. There are opportunities to experience an internal cleansing/detoxification, learn practical applications, and hear case experiences of natural, safe remedies.

*Note: additional fee required*

### **NDET 6251E – Advanced Physical Medicine** (3 lecture credits)

This course provides an opportunity to consolidate and review physical medicine concepts and skills pertaining to the assessment and treatment of common primary care presentations. Students will review and practice cervical, lumbar, and pelvis/SI adjustment; and also further their clinical acumen in assessment and treatment of musculoskeletal conditions that commonly present to family practice. *Prerequisite: CLS 6210*

## Naturopathic Medicine Certificate Programs

ND students in good academic standing are eligible to apply for admission into the Homeopathic Medicine and Natural Childbirth/Midwifery Certificate programs. Due to space constraints, admission is limited. These are not degree programs. Contact the Office of Admissions for further information.

### Homeopathic Medicine Certificate

The Homeopathy Certificate is open to current naturopathic medicine students, and begins to prepare the recipient to apply for the Homeopathic Academy of Naturopathic Physicians (HANP) credential after they graduate. The certificate requires a student to take all the required coursework in the naturopathic program, as well as three elective homeopathy courses. There are additional requirements for case analysis and written papers to complete this certificate. Students are required to apply to be included in the program, to ensure that they can be scheduled in the required courses while they are pursuing their naturopathic medicine degree. Contact the Registrar's Office for further information.



## Natural Childbirth/Midwifery Certificate

The natural childbirth/midwifery program at NUNM is a synthesis of the philosophies of natural medicine and traditional midwifery. Although NUNM's program is didactic only, and does not include the experiential aspects of training, it prepares students to seek further education through clinical preceptorships, should they so choose. With dual training as a naturopathic physician and midwife, naturopathic midwives are uniquely qualified to provide comprehensive health care for women and their families throughout their lives.

The Natural Childbirth/Midwifery Certificate program provides the didactic education necessary for a graduate to complete requirements to sit for the American College of Naturopathic Obstetricians (ACNO) licensing examination. These courses are in addition to the required Reproductive Systems block course in the ND program, and are comprised of six elective courses. Students receive instruction in the natural process of pregnancy, labor and birth, while also being trained in detection and management of unusual and emergency situations. Students intending to include natural childbirth in their practices must complete the entire didactic sequence of coursework to familiarize themselves with the management of pregnancy, childbirth, postpartum and neonatal periods.

Program coursework meets Oregon licensure requirements for the certificate of natural childbirth, and is recognized by Washington state midwifery requirements. Both states also require practical clinical experience, which is not included in this certificate program. Individuals interested in practicing naturopathic midwifery in other areas should contact local governing agencies to inquire about requirements.

Students must be in good academic standing and may apply for the program in their third year of the naturopathic medicine program. Although NUNM does not formally offer a clinical component, the College of Naturopathic Medicine can assist with connecting students with qualified preceptors in the community. Students who are interested in a clinical preceptorship will be interviewed by the preceptor. Unfortunately, due to limited available positions, not all students will be offered a clinical preceptorship.

## ND Graduate Medical Education (Residency) Program

At the end of their accredited naturopathic medical program, NDs can become licensed for practice once they have successfully passed their NPLEX board exams and have completed state licensure requirements. However, postgraduate education and training is highly encouraged. There are increasing opportunities for further clinical education in the form of naturopathic residencies, and NUNM leads the profession—we developed and administer the first and largest graduate medical education program certified by the Council on Naturopathic Medical Education (CNME). Currently, residency placement is a highly competitive process. In addition to earning a Doctor of Naturopathic Medicine degree from an accredited institution, candidates must demonstrate professionalism, maturity, commitment to serve, excellent clinical abilities, and an aptitude for enhancing their clinical skills. NUNM is committed to assisting the profession in developing an adequate number of residency opportunities to allow the graduates of all accredited naturopathic degree programs to receive the benefits of graduate medical education.

For information about applying to an NUNM residency position, other opportunities, and application requirements and deadlines; please visit [nunm.edu/residency-nd](http://nunm.edu/residency-nd) and [aanmc.org/naturopathic-residencies/residency-timeline](http://aanmc.org/naturopathic-residencies/residency-timeline).





# ND FOUR-YEAR CURRICULUM

## second year

COURSE #	SECOND-YEAR FALL	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 6210	Musculoskeletal, Orthopedics, Exercise Physiology and Rehab				108	108	9.00
CLS 6210T	Musculoskeletal, Orthopedics, Exercise Physiology and Rehab Tutorial		72			72	6.00
CLS 6210L	Musculoskeletal, Orthopedics, Exercise Physiology and Rehab Lab			72		72	3.00
CLS 6211	Neurology				66	66	5.50
CLS 6211T	Neurology Tutorial		18			18	1.50
CLS 6211L	Neurology Lab			6		6	0.25
CLE 6212	Introduction to Clinic				3	3	0.25
	<b>Second-Year Fall Totals</b>	<b>0</b>	<b>90</b>	<b>78</b>	<b>177</b>	<b>345</b>	<b>25.50</b>
COURSE #	SECOND-YEAR WINTER	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 6220	Cardiology and Pulmonology				108	108	9.00
CLS 6220T	Cardiology and Pulmonology Tutorial		48			48	4.00
CLS 6220L	Cardiology and Pulmonology Lab			12		12	0.50
CLS 6221	Hematology and Oncology				84	84	7.00
CLS 6221T	Hematology and Oncology Tutorial		18			18	1.50
CLS 6221L	Hematology and Oncology Lab			6		6	0.25
CLE 6222	Hydrotherapy Rotation	48				48	2.00
	<b>Second-Year Winter Totals</b>	<b>48</b>	<b>66</b>	<b>18</b>	<b>192</b>	<b>324</b>	<b>24.25</b>
COURSE #	SECOND-YEAR SPRING	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 6230	Gastroenterology and Proctology				102	102	8.50
CLS 6230T	Gastroenterology and Proctology Tutorial		24			24	2.00
CLS 6230L	Gastroenterology and Proctology Lab			6		6	0.25
CLS 6231	Urology and Nephrology				66	66	5.50
CLS 6231T	Urology and Nephrology Tutorial		36			36	3.00
CLS 6232	Metabolism and Endocrinology				84	84	7.00
CLS 6232T	Metabolism and Endocrinology Tutorial		36			36	3.00
	<b>Second-Year Spring Totals</b>	<b>0</b>	<b>96</b>	<b>6</b>	<b>252</b>	<b>354</b>	<b>29.25</b>
	<b>SECOND-YEAR TOTALS</b>	<b>48</b>	<b>252</b>	<b>102</b>	<b>621</b>	<b>1023</b>	<b>79.00</b>

# ND FOUR-YEAR CURRICULUM

## third year

COURSE #	THIRD-YEAR FALL	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 7310	Reproductive Systems (Andrology, Gynecology and Natural Childbirth)				132	132	11.00
CLS 7310T	Reproductive Systems Tutorial			12		12	0.50
CLS 7310L	Reproductive Systems Lab		36			36	3.00
CLS 7311	Rheumatology and Clinical Immunology				48	48	4.00
CLS 7311T	Rheumatology and Clinical Immunology Tutorial		24			24	2.00
CLE 7300	Secondary Rotation	60				60	2.50
CLE 7311	Community Education		24			24	2.00
	<b>Third-Year Fall Totals</b>	<b>60</b>	<b>84</b>	<b>12</b>	<b>180</b>	<b>336</b>	<b>25.00</b>

COURSE #	THIRD-YEAR WINTER	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 7320	Eyes, Ears, Nose and Throat (EENT)				60	60	5.00
CLS 7320T	EENT Tutorial		24			24	2.00
CLS 7320L	EENT Lab			6		6	0.25
CLS 7321	Dermatology and Minor Surgery				90	90	7.50
CLS 7321T	Dermatology and Minor Surgery Tutorial		24			24	2.00
CLS 7321L	Dermatology and Minor Surgery Lab			24		24	1.00
BUS 7320	Business I: Human Relations Management				12	12	1.00
CLE 7300	Secondary Rotation	60				60	2.50
	<b>Third-Year Winter Totals</b>	<b>60</b>	<b>48</b>	<b>30</b>	<b>162</b>	<b>300</b>	<b>21.25</b>

COURSE #	THIRD-YEAR SPRING	CLINIC	TUTORIAL	LAB	LECTURE	TOTAL HOURS	CREDITS
CLS 7332	Psychology and Mental Health				48	48	4.00
CLS 7332T	Psychology and Mental Health Tutorial		36			36	3.00
CLS 7330	Pediatrics and Geriatrics				72	72	6.00
CLS 7330T	Pediatrics and Geriatrics Tutorial		24			24	2.00
CLS 7331	Parenteral Therapy and Environmental Medicine				42	42	3.50
CLS 7331T	Parenteral Therapy and Environmental Medicine Tutorial		24			24	2.00
CLS 7331L	Parenteral Therapy and Environmental Medicine Lab			12		12	0.50
BUS 7330	Business II: Operations Management				12	12	1.00
CLE 7300	Secondary Rotation	60				60	2.50
	<b>Third-Year Spring Totals</b>	<b>60</b>	<b>84</b>	<b>12</b>	<b>174</b>	<b>330</b>	<b>24.50</b>

<b>THIRD-YEAR TOTALS</b>	<b>180</b>	<b>216</b>	<b>54</b>	<b>516</b>	<b>966</b>	<b>70.75</b>
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# ND ELECTIVES 16 Credits Required

## electives

Naturopathic medicine students may take any ND elective courses listed below. In addition, students may take elective courses through the School of Graduate Studies and the College of Classical Chinese Medicine. Some core courses may also be eligible for transfer among NUNM graduate programs to satisfy elective requirements; this is dependent upon approval from the two program deans. In all cases, students must satisfy course prerequisites.

*NOTE: Elective courses (including those required for certificate programs) may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE	LAB	LECTURE	TOTAL HOURS	CREDITS
<b>BOTANICAL MEDICINE</b>					
NDEB 5110E	Northwest Herbs I		24	24	2
NDEB 5130E	Northwest Herbs II		24	24	2
NDEB 5201E	Cascade Mountain Herbal Intensive		24	24	2
NDEB 5210E	Herbal Garden Processing		6	6	0.5
NDEB 5231E	CASEE Center Herb Walk		6	6	0.5
NDEB 6200E	Ethnobotany Intensive		60	60	5
NDEB 6230E	Advanced Topics Botanical Medicine I		36	36	3
NDEB 6310E	Effective Formulas for Top General Practice Conditions		12	12	1
NDEB 6330E	Advanced Topics Botanical Medicine II		36	36	3
NDEB 6330E	Botanical Cell Biology, Molecular Mechanisms and Research		12	12	1
<b>CLINICAL</b>					
NDEC 5125E	Personal Development as a Physician	12	12	24	1.5
NDEC 5203E	Advanced Anatomy Techniques in Dissection		36	36	3
NDEC 6240E	Advanced Electrocardiogram and Spirometric Interpretation	12		12	0.5
NDEC 6349E	Advanced Medical Biochemistry		36	36	3
NDEC 6350E	Simulation Lab		6	6	0.5
NDEC 7310E	Pharmacology for Clinical Practice		12	12	2
NDEC 7311E	Pain: Pathophysiology and Management Options		24	24	2
NDEC 7313E	Neuroendocrine Immunology		24	24	2
NDEC 7320E	Microbiome		12	12	1
NDEC 7330E	Transgender Health and Gender Transition		24	24	2
NDEC 7340E	The Liver in Health and Disease		24	24	2
NDEC 7341E	Sleep Health and Disorders		24	24	2
NDEC 7342E	Advanced Gastroenterology		24	24	2
NDEC 7350E	Auriculomedicine		24	24	2
NDEC 7351E	Point-of-Care Ultrasound		30	30	2.5
NDEC 8430E	Advanced Gastroenterology Lab	24		24	1
<b>HOMEOPATHY</b>					
NDEH 7330E	Sensation in Homeopathy		24	24	2
NDEH 7340E	Homeopathy V		36	36	3
NDEH 8420E	Homeopathy VI		36	36	3
NDEH 8430E	Homeopathy VII		36	36	3
NDEH 8440E	Homeopathy VIII		36	36	3
<b>REPRODUCTIVE</b>					
NDER 7330E	Natural Childbirth II: Pregnancy		36	36	3
NDER 7331E	Advanced Gynecology: Special Topics		24	24	2
NDER 7340E	Natural Childbirth III: Labor and Delivery		36	36	3



# electives

COURSE #	COURSE	LAB	LECTURE	TOTAL HOURS	CREDITS
NDER 7341E	Advanced Gynecology: Infertility/Endocrinology		30	30	2
NDER 8420E	Natural Childbirth IV: Postpartum Mgmt.		36	36	3
NDER 8430E	Natural Childbirth V: Neonatology		36	36	3
NDER 8440E	Natural Childbirth VI: Special Topics		24	24	2
NDER 8441E	Natural Childbirth VII: Legal Aspects		12	12	1
<b>THERAPEUTICS</b>					
NDET 5120E	Bodywork I: Massage Foundations	24		24	1
NDET 5121E	Somatic Re-Education I	24		24	1
NDET 5130E	Bodywork II: Advanced Massage	24		24	1
NDET 5131E	Somatic Re-Education II	24		24	1
NDET 5140E	Bodywork III: Energy Work	24		24	1
NDET 5141E	Somatic Re-Education III	24		24	1
NDET 6121E	Somatic Re-Education IV	24		24	1
NDET 6140E	Aromatherapy		18	18	1.5
NDET 6230E	Mindful Self-Compassion		24	24	2
NDET 6250E	Nature Cure		24	24	2
NDET 6251E	Advanced Physical Medicine		36	36	3
<b>AYURVEDA MEDICINE ELECTIVES</b>					
	<i>See applicable catalog section</i>				
<b>CLASSICAL CHINESE MEDICINE ELECTIVES</b>					
CM 5100E	ND Qigong Retreat I		12	12	1
CM 5101E	ND Qigong Retreat II		12	12	1
CM 5102E	ND Qigong Retreat III		12	12	1
	<i>For additional CCM electives, see applicable catalog section</i>				
<b>GLOBAL HEALTH ELECTIVES</b>					
	<i>See applicable catalog section</i>				
<b>INTEGRATIVE MEDICINE RESEARCH ELECTIVES</b>					
	<i>See applicable catalog section</i>				
<b>INTEGRATIVE MENTAL HEALTH ELECTIVES</b>					
	<i>See applicable catalog section</i>				
<b>NUTRITION (MScN) ELECTIVES</b>					
	<i>See applicable catalog section</i>				
<b>CORE COURSES FROM OTHER GRADUATE PROGRAMS ELIGIBLE FOR ND ELECTIVE CREDIT</b>					
CM 511, 521, 531	Foundations of CCM I-III (credits listed are per class)		24	24	2
CM 516, 526, 536, 616, 626, 636	Herbs I-VI (credits listed are per class)		24	24	2
CM 562, 572	Chinese Diagnostic Techniques I & II (credits listed are per class)	12	12	24	1.5
CM 611, 621, 631	Chinese Organ Systems: Cosmology and Symbolism I-III (credits listed are per class)		24	24	2
CM 817	Physiology of Acupuncture		12	12	1
GSN 505	Healing Foods		24	24	2
RES 501	Journal Club		12	12	1
RES 502	Principles of Epidemiology		36	36	3
RES 520, 521, 533	Research Fundamentals I-III (credits listed are per class)		12	12	1
RES 530	Research Methodology		36	36	3

# College of Classical Chinese Medicine

## Chinese Medicine as Rooted in the Classics

NUNM's classical Chinese medicine (CCM) community is devoted to tapping the source of this ancient medical system. Why? Because we find the classical approach to be exceptionally fascinating and effective.

The roots of Chinese Medicine extend back thousands of years—to the wisdom and work of cultivated individuals who understood that human beings are microcosms of the natural world. They recognized that everything in the material world, including the human body, is a creation and reflection of a higher dimension of reality. Health and harmony can be achieved by living in accordance with the laws of nature, and in alignment with one's most authentic expression.

Deeply attuned to the rhythms of nature, ancient *yangsheng* (“nurturing life”) practitioners learned to read the map of that higher reality (the *Dao*) as it imprinted in (literally “in-formed”) the physical realm. The symptoms of disease were not seen as errors to be eradicated, but were instead read as signals of a disharmony that could be resolved to regain the experience of wholeness.

*The College of Classical Chinese Medicine is committed to transmitting the art, science and spirit of Chinese medicine to cultivate clinical practitioners rooted in the ancient tradition of the medical scholar.*

It is of immeasurable benefit to the profession that we still have access to the wisdom of the ancients through works referred to as the “classical texts” of Chinese medicine. While some consider these texts to be curious museum-worthy artifacts, classically oriented practitioners recognize and honor them as key resources in the essential quest of unlocking the secrets of true health and happiness.

But the texts are not easy to decipher—the journey requires a steadfast seriousness of purpose. The combinations of classical Chinese characters comprising these works are rich, etymological word fields having many layers of symbolic meaning. Discerning the depth of meaning contained in even a short passage can require

the rhythmic interplay of scholarly inquiry, contemplative practice and ultimately, the illumination of one's direct clinical experience. Therefore, even excellent scholarly translations capture only a fraction of the richness contained in the original language. This is why it is extremely

valuable to study with faculty having expertise in the texts, and (if one is so motivated) to develop one's own capacity to enter the texts directly through the original classical characters. The texts become a doorway to a vast trove of timeless wisdom and knowledge.

## The Classical Approach at NUNM

Heiner Fruehauf, PhD, LAc, was pursuing scholarship in Sinology (the study of Chinese language, literature and history) when he entered the profession of Chinese medicine through the doorway of his own health challenges. An essential feature of his medical education was lineage-style apprenticeship with renowned experts in Daoist and classical Chinese medicine. When hired by NUNM in 1992, Dr. Fruehauf's mission of developing a unique offering in Chinese medicine was inspired and informed by discussions with his Chinese mentors. Their vision continues to attract a group of like-minded scholar-practitioners from across Asia and the West who are committed to training students excited to explore and embody the richness and power of the classical approach to Chinese medicine. Many have access to knowledge that is not typically taught in any Western language.

NUNM offers two CCM programs—the Master of Science in Oriental Medicine (MSOM) and Doctor of Science in Oriental Medicine (DSOM). The MSOM is fully nested within the DSOM, with the latter having an additional 48 credits and 582 hours. Students in both programs gain a strong classical orientation to the medicine. A primary goal of the DSOM program is to set graduates firmly on the path of the scholar-practitioner, capable of uncovering ancient knowledge and integrating it into modern-day clinical practice. In addition to learning to read and translate the classical texts, DSOM students gain a more complete understanding of the philosophical, historical and cultural context of the medical texts, and later developments in Chinese medicine based upon these texts. The doctoral curriculum also prepares graduates to more fully embody the knowledge, skills and behaviors required for classical Chinese medicine practitioners to integrate, communicate and collaborate within the biomedicine-based healthcare system.

# Overview of the CCM Programs

The following provides a year-by-year tour through the CCM programs. All information applies to both the MSOM and DSOM; content that is specific to the DSOM program is noted.

## Year One: Immersion in the Way of Classical Chinese Medicine

### Theory/Knowledge

Students learn the fundamental theory and principles of Chinese medicine, and become familiar with the historical, philosophical and cultural context in which the many streams of Chinese medicine arose in mainland China. Having gained a solid introduction to the classical roots of the medicine, students then examine the origins and potential strengths and limitations of the modern TCM approach.

*DSOM:* Students receive more extensive training in the historical, philosophical and cultural context of many of the major classical texts of Chinese medicine

### Skills

Students become adept at point location and begin to practice freehand needle insertion. They practice musculoskeletal/myofascial palpation, and begin their training in Chinese medicine diagnostic techniques, including tongue and pulse diagnosis. Students also gain fluency in sensing the flavor, nature and movement of individual Chinese herbs and herb combinations, and develop critical thinking and research literacy skills.



### Cultivation

Students begin a series of nine weekly qigong practicums and weekend retreats, held in ancient forest, mountain and hot springs settings. In these courses, students refine their awareness of qi flow by engaging in the “nourishing life” practices of the Jinjing Gong lineage, one of China’s authentic alchemical life science traditions.

Recognizing that development into a thriving business person is an integral element of cultivation, the business series of courses starts in the first quarter of the program. The goal of this series is to equip students with the knowledge, skills and resources needed to conceptualize, start-up and successfully manage a profitable practice that is personally and professionally rewarding.

*DSOM:* A key component of cultivation training in the DSOM curriculum starts in the first year with the classical texts series of courses. Through the study and acquisition of the classical Chinese language, students develop a form of cognitive capacity that transcends Western rational, dualistic thought. The goal is to engage a way of knowing that will enrich each clinical encounter and enhance clinical outcomes.

Another key feature of the DSOM program is a series entitled “Imaginal and Experiential Inquiries” (IEI) that is threaded throughout every quarter of the curriculum. These courses have a small group format and emphasize reflective learning, appreciative inquiry, and self-awareness exercises to promote each student’s personal engagement with the curriculum and to support their professional development. Through the process, students choose and hone their doctoral capstone topics. In year one of the IEI series, the resources, challenges and unique perspective of each student are explored. A first-year theme is the role of metaphor in medicine, in particular how it relates to Eastern versus Western perspectives on the body.

### Biomedicine

While the first year of the curriculum has a focus on research literacy and critical thinking, it does not emphasize biomedical knowledge. The goal is to immerse students in the language of Chinese medicine without promoting the natural tendency to translate new learning into the more familiar framework of biomedicine.

### Clinic

In the spring quarter, students are introduced to the practical and philosophical fundamentals of working in the NUNM health centers.

## Year Two: Exploring How it All Comes Together—Embodiment and Integration

### Theory/Knowledge

Students study classical models of human pathology and expand their knowledge of acupuncture prescription and Chinese herbal formulation. They deepen their

understanding of CCM as a macrocosm/microcosm symbol science as they explore the cosmology and symbolism associated with the 12 Chinese organ networks.

### **Skills**

Students continue to build their hand skills through the acquisition and practice of bodywork and acupuncture tonification and dispersion techniques. They are introduced to the art of medicinal food preparation, and to classical methods of herb processing.

### **Cultivation**

The qigong and business series continue, and a practitioner cultivation course promotes self-reflection and increased awareness of personal resources and challenges.

*DSOM:* In the second year of the classical texts series, students translate the *Huangdi Neijing*, with an emphasis on clinical application of the knowledge gleaned from this seminal text of Chinese medicine. The theme of the second-year IEI series is “awareness of awareness.”

### **Biomedicine**

The biomedicine series starts in the second year. The foundation gained in the first year of the program provides students with the background needed to integrate biomedical knowledge into the more expansive framework of CCM. This approach is in conscious contrast to the modern trend of interpreting Chinese medicine from within the material confines of the biomedical perspective. The College of Classical Chinese Medicine believes that the brilliance of biomedicine is most powerfully applied within the context of whole-systems science, and that Chinese medicine can truly flourish only when understood and applied according to its own precepts and tenets.

### **Clinic**

Students enter the clinic in the second year as they observe seasoned clinical faculty diagnose and treat patients using individual lineage styles of practice.

## **Year Three: Refining Clinical Skills and Developing a Medical Mind**

### **Theory**

The third year is devoted to the advancement of clinical reasoning. Incorporating modern and classical case analysis, students learn to compare and integrate biomedical, TCM and classical approaches to patient diagnosis and treatment.

*DSOM:* Third-year students gain a deeper functional understanding of the acupuncture channels by studying the symbolic meaning of the acupuncture point names. They also study the symbolic meaning of herb names.

### **Skills**

Students hone their palpation, perception and clinical reasoning skills, with a focus on applying them to the diagnosis and treatment of disease. In addition to learning



advanced manual and needling techniques, students practice adjunctive acu-moxa modalities, including moxibustion, cupping, guasha, bleeding and teishin. The refinement of clinical skills includes the use of microsystems in diagnosis and treatment. It also includes standard physical examination and assessment methods from the biomedical approach.

### **Cultivation**

The qigong series concludes with an emphasis on clinical application, and the business series continues with an emphasis on marketing and business systems.

A two-course series explores the classical understanding of what in the West is characterized as psychological dysfunction, including the role of the emotions in chronic disease. These courses encourage the exploration and understanding of one's own self-limiting patterns.

*DSOM:* In the third year of the classical texts series, students translate the *Shanghanlun* and *Jingui Yaolue*, with an emphasis on clinical application. The theme of the third-year IEI series is “developing a medical mind.”

### **Biomedicine**

As the biomedicine series continues, the Western approach to the diagnosis and treatment of disease is compared to, and integrated with, TCM and CCM approaches. The third year includes courses on the biomedical understanding of nutrition and public health.

### **Clinic**

The third-year clinical rotations enhance the confidence and competence of students in preparation for the internship phase of training. In the clinical mentoring rotations, students engage directly in the intake and treatment of patients under the complete guidance of their clinical supervisor. In a spring quarter pre-internship rotation, students become familiar with the process and responsibilities of being an intern by shadowing and supporting the interns who are about to graduate.





## Year Four: Becoming a CCM Practitioner

### Theory/Skills

In the fourth year, students undertake one of the signature features of the program—a yearlong Traditional Mentorship Tutorial (TMT) series. The small-group, apprentice-style format of this unique offering affords students the opportunity to absorb the lineage system of their chosen mentor. Many students elect to do more than one TMT series.

Review courses help prepare students for the national board exams. The herbs review course is combined with training that prepares soon-to-be graduates with the knowledge and skills required to run a successful herbal medicinalary.

### Cultivation

Qi cultivation continues in the fourth year with three taiji practicums. The second of two practitioner cultivation courses focuses on relationship dynamics between the practitioner and patient. The final course in the business series prepares students to be successful, fulfilled and ethically/legally upright with regard to the business and practice management aspects of their professional life.

*DSOM:* Students receive additional training in systems-based medicine, providing an understanding of the broader healthcare system necessary to coordinate care within this system, and to collaborate effectively within a multidisciplinary healthcare setting. The theme of the fourth-year IEI series is “the courage to be vulnerable.” The IEI series, Doctoral Capstone Tutorial, and Doctoral Capstone Mentorship (run by the chair of the student’s capstone committee) support students through the completion of the three parts of their doctoral capstone project: a written report, an oral presentation and a professional practice vision statement.

### Biomedicine

*DSOM:* To ensure that DSOM graduates are prepared to communicate effectively with providers in the broader biomedically based healthcare system, they complete cutting-edge coursework exploring the relationship between Chinese medicine and biomedicine models of understanding the pathological basis, diagnosis and treatment of disease.

### Clinic

During the final year of study, students step into the role of intern and assume an increasing level of responsibility

for the diagnosis and treatment of patients under the expert supervision of clinical faculty. Through an application process, each intern is paired with a clinical faculty mentor, with whom they experience at least one internship rotation per quarter throughout the final year. This provides students continuity of training in their resonant style of practice and long-term management of patient cases.

*DSOM*: In addition to participating in one or more primary care teams with naturopathic physicians at NUNM's multidisciplinary campus health center, DSOM interns have the opportunity to complete one or more rotations at NUNM's multidisciplinary community clinic sites (e.g., the Richmond Clinic at Oregon Health & Science University and the Integrative Medicine Program at Providence Hospital Cancer Center).

## Electives

MSOM and DSOM students are required to complete 6 and 10 elective credits, respectively, for the purpose of rounding out their education. Students are encouraged to take electives through the College of Classical Chinese Medicine, which deepen the student's connection with the classical roots of the medicine. In addition, students may also take elective courses through the College of Naturopathic Medicine and School of Graduate Studies (as long as course prerequisites are met).

The CCM-specific electives include coursework in such subjects as calligraphy, shiatsu, classical tea arts, *Yijing*, *bazi suanming*, *qimen dunjia*, *weiqi* (a form of Chinese chess), and Confucian Five-Element emotional healing (*Shan Ren Dao* Retreat). These courses provide valuable tools and opportunities for cultivation, and connect students with the milieu of the ancient sage-practitioner.

## Licensing and Certification of Acupuncturists and Oriental Medicine Practitioners

The MSOM degree is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) and qualifies graduates to apply for licensure in Oregon and other states, and to take all of the AOM exams administered by the National Certification Commission for Acupuncture and Oriental Medicine (NCCAOM), used in most states as the basis for licensure.

For additional information, contact:

ACAOM  
8941 Aztec Dr.  
Eden Prairie, MN 55347  
952.212.2434 | [acaom.org](http://acaom.org)

NCCAOM  
76 South Laura St., Suite 1290  
Jacksonville, FL 32202  
904.598.5001 | [nccaom.org](http://nccaom.org)

The MSOM program is approved by the California Acupuncture Board, allowing all CCM graduates to sit for the California licensing exam; and is on the state of New Mexico education program approved list. For additional information concerning acupuncture licensure in the state of California, contact:

California Acupuncture Board  
1747 N. Market Blvd.  
Sacramento, CA 95834  
916.515.5200 | [acupuncture.ca.gov](http://acupuncture.ca.gov)

For additional information concerning licensure in the state of New Mexico, contact:

New Mexico Board of Acupuncture and Oriental Medicine  
2550 Cerrillos Rd.  
Santa Fe, NM 87505  
505.476.4630 | [rld.state.nm.us/boards/acupuncture\\_and\\_oriental\\_medicine.aspx](http://rld.state.nm.us/boards/acupuncture_and_oriental_medicine.aspx)

Graduates of the DSOM program have completed all of the requirements of the MSOM program, and therefore also receive the MSOM degree.

The NUNM Doctor of Science in Oriental Medicine is not accredited or pre-accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM). Graduates of this program are not considered to have graduated from an ACAOM accredited or pre-accredited program and may not rely on ACAOM accreditation or pre-accreditation for professional licensure or other purposes.

The DSOM program is eligible for ACAOM accreditation and NUNM is currently in the process of seeking ACAOM pre-accreditation/accreditation for the program. However, NUNM can provide no assurance that pre-accreditation or accreditation will be granted by ACAOM.

The DSOM program is accredited by the Northwest Commission on Colleges and Universities, which is located at:

8060 165th Avenue NE, Suite 100  
Redmond, WA 98052  
425.558.4224 | [nwccu.org](http://nwccu.org)

# Master of Science in Oriental Medicine

The Master of Science in Oriental Medicine is a four-year program consisting of 3,372 hours and 219 credits. Students are immersed in the classical foundations of the medicine, receive a holistic education in Western medical sciences, and are trained in the clinical application of the major modalities of acupuncture, moxibustion, herbal formulation, bodywork, qigong and nutrition.

The curriculum emphasizes personal and professional cultivation in order to support the health of students as they progress through school, and to optimize their proficiency as practitioners. Many elective courses are available, including those providing advanced study in the areas of qigong and shiatsu.

## MSOM Program Outcomes

1. Apply the fundamental principles of classical Chinese medicine to patient care

2. Craft and perform individualized Chinese medicine treatments in which the component parts (e.g., acupuncture, herbal prescription, bodywork, lifestyle recommendations) are applied according to consistent treatment principles
3. Teach patients how to incorporate traditional Chinese “nourishing life” practices into a regular routine
4. Design a plan for establishing a sustainable career rooted in classical Chinese medicine education
5. Integrate evidence-based biomedical analysis into the practice of Chinese medicine
6. Discuss the role of the AOM practitioner in patient-centered care within the healthcare system
7. Describe the theory and practices of Chinese medicine to patients and the public

# Doctor of Science in Oriental Medicine

The Doctor of Science in Oriental Medicine is a four-year program consisting of 3,954 hours and 267 credits. It fully contains the coursework and outcomes of the MSOM program. In addition, students undertake a more extensive exploration of ancient symbol science and macrocosm-microcosm relationships. They learn how to translate the classical texts of Chinese medicine and to apply their understanding to patient care. DSOM students also achieve competencies preparing them to integrate the principles and practice of classical Chinese medicine into the broader healthcare system.



## DSOM Program Outcomes

1. Relate the ancient Chinese view of macrocosm-microcosm correspondences to the contemporary practice of medicine
2. Craft and perform individualized Chinese medicine treatments in which the component parts (e.g., acupuncture, herbal prescription, bodywork, lifestyle recommendations) are applied according to consistent treatment principles
3. Teach patients how to incorporate traditional Chinese “nourishing life” practices into a regular routine
4. Design a plan for establishing a sustainable career rooted in classical Chinese medicine education
5. Integrate evidence-based biomedical analysis into the practice of Chinese medicine
6. Demonstrate the ability to work collaboratively within the healthcare system to provide patient-centered care
7. Describe the theory and practices of Chinese medicine to patients and the public
8. Apply principles and treatment strategies gained through translation of the classical texts of Chinese medicine to clinical scenarios

# MSOM and DSOM Course Descriptions

*Courses required only in the DSOM program are marked by an \**

## Acu-Moxa Points

Students start this series of classes by learning the acupuncture points and point combining principles. As they advance, students learn the art of individualized point prescribing using appropriate classical and modern treatment principles.

### **CM 513, 523 – Acu-Moxa Points I-II (Point Actions)**

(2 lecture credits each)

These courses focus on the therapeutic actions of points. Location, name and category information are reviewed in the context of learning the traditional functions, as well as specific symptomatic indications for each point. Therapeutic functions correspond to treatment principles derived from Chinese pattern differentiation. Both Eastern and Western diseases are correlated to complete the therapeutic understanding of the points' potential range and repertoire for treatment. *Corequisite for CM 513: concurrent enrollment in CM 514 (Tech I); Prerequisites for CM 523: CM 513 & 514 (Pts & Tech I); Corequisite for CM 523: concurrent enrollment in CM 524 (Tech II)*

### **CM 533 – Acu-Moxa Points III** (2 lecture credits)

Students study the “extra points,” and apply their knowledge of point location and action to the creation of individualized treatment protocols that consider the use of acupressure and the full array of non-needle techniques, including moxibustion, cupping, guasha, magnets, beads and microneedles. In the second half of the term, students gain a thorough understanding of the Jing Luo system. Students learn about the physiological functions, pathogenic indications and clinical significance of the 12 regular channels, 12 divergent branches, 12 sinews, 12 cutaneous zones, 15 collaterals and 8 extraordinary vessels. Understanding the distribution of all of the sub-channels is intimately related to the clinical application of these theories. *Prerequisite: CM 523, Corequisite: concurrent enrollment in CM 534*

### **CM 613 – Acu-Moxa Points IV** (2 lecture credits)

Building on the knowledge learned in Acu-Moxa Points III, students deepen their understanding of the principles of point combining, and learn classic two- and three-point combinations. Protocols based on classical treatment principles and therapeutic strategies are emphasized. Highlights of the class include a guided session on Shen Anchoring and Deqi; the consideration of how to support acupuncture point prescriptions with herbs; a class debate focused on understanding the dose of acupuncture associated with specific needling techniques; and the study of Dou Hanqing's *Biao You Fu*, a famous acupuncture classic from the Jin-Yuan dynasty. *Prerequisite: CM 533, Corequisite: concurrent enrollment in CM 614*

### **CM 623 – Acu-Moxa Points V** (2 lecture credits)

This course focuses on point prescriptions designed to address diseases and symptoms that are commonly seen in a clinical setting. Class discussions focus on diagnostic differentiation, treatment principles, key points and basic prescriptions in order to develop a repertoire of treatment plans and model the creation of well-crafted prescriptions. *Prerequisite: CM 613, Corequisite: concurrent enrollment in CM 624*

### **CM 633 – Acu-Moxa Points VI** (2 lecture credits)

This course is specifically designed to integrate and put into practice all the elements that have been learned during previous courses in preparation for clinical internship. Each week, students are presented with three actual cases to analyze outside of class. Students analyze a patient's signs and symptoms, arrive at a diagnosis and treatment plan, and then devise a point prescription complete with the rationale for each point. This is presented and debated in class with fellow students and the instructor. *Prerequisite: CM 623, Corequisite: concurrent enrollment in CM 634*

### **CM 663 – Auricular Points** (1 lecture credit and 0.25 lab credit)

This course explores one of the primary subcategories of acupuncture therapeutics that exclusively utilizes points in the ear. This method, though modern, has developed into one of the most accepted and useful microsystem methodologies. It comprises a complete system of diagnosis and treatment known also as auricular medicine. Students are exposed to all aspects, from underlying theories through diagnosis and treatment, including the placement of ear seeds/pellets for treatment. *Note: additional fee required*

### **CM 813 – Acu-Moxa Board Review** (1 lecture credit)

This course is offered during the fall quarter of the final year in preparation for national board exams. The course highlights all essential aspects of acupuncture and Asian medical theory through a series of mock exams, discussion and question/answer sessions. *Prerequisite: CM 724*

## Acu-Moxa Techniques

The Acu-Moxa Techniques I-VI series focuses on developing diagnostic and treatment skills in preparation for the clinical practice of acupuncture. The format is typically a combination of lecture and demonstration, followed by a practice session in which students work on each other under the observation and guidance of experienced supervisors. Students learn appropriate positioning of the patient and proper alignment of their own body. In addition, they learn to attend to patient concerns and reactions while soliciting feedback. In the third-year series of classes, students learn advanced classical needling techniques and additional adjunctive therapies, including guasha, cupping, bleeding and teishin. A particular focus is placed on learning to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. Techniques



classes include a qigong component in the belief that good acupuncture is dependent on the practitioner's awareness of, and sensitivity to, qi.

#### **CM 514, 524 – Acu-Moxa Techniques I & II (Point Location)**

(1 lecture credit and 0.5 lab credit each)

These courses focus on learning to accurately locate all of the standard points on the 14 primary channels using the Chinese system of anatomical measurement, as well as a cultivated ability to directly perceive the points. Students contemplate and meditate on a specific channel, and then practice locating it on their classmates. The focus is on the development of skills that will bring clinical success and patient satisfaction. Classical approaches from source texts are integrated into the class. *Corequisite for CM 514: concurrent enrollment in CM 513; Prerequisite for CM 524: CM 514, Corequisite: concurrent enrollment in CM 523. Note: additional fee required*

#### **CM 534 – Acu-Moxa Techniques III** (1 lecture credit and 0.5 lab credit)

This course introduces students to the manual therapies of Chinese medicine. In the first half of the term, students are supported in the design and performance of individualized treatments using acupressure and an array of non-needle techniques, including devices, magnets and microneedles. In the second half of the term, students learn two-handed classical styles of needling, starting with tubes and progressing to classical free-hand techniques that emphasize painless, freehand needle insertion, careful needle advancement, and finding/obtaining the qi. Students learn to palpate and apply indication-specific acupressure and cupping techniques to the front mu and back shu points, and learn the location and functions of commonly used extra points. *Prerequisite: CM 524, Corequisite: concurrent enrollment in CM 533. Note: additional fee required. Note: The Clean Needle Technique course offered by the CCAOM is also required.*

#### **CM 614 – Acu-Moxa Techniques IV** (1 lecture credit and 0.5 lab credit)

Building on the skills learned in Acu-Moxa Techniques III, students apply different technical patterns, and simple and complex tonifying-reducing techniques as indicated for specific syndromes and constitutional types. Students are supported in the process of becoming flexible, effective and safe in their use of various classical needling techniques. The instructor emphasizes the anchoring of shen and sensitivity to deqi. *Prerequisite: CM 534, Corequisite: concurrent enrollment in CM 613. Note: additional fee required*

#### **CM 624 – Acu-Moxa Techniques V** (1 lecture credit and 0.5 lab credit)

Needling practice continues with a focus on more challenging points and learning to manipulate qi according to traditional methods of tonification and dispersion (bu & xie). Another 100 points are chosen from all parts of the body to familiarize the student with a wide range of points and needling experience. *Prerequisite: CM 614, Corequisite: concurrent enrollment in CM 623. Note: additional fee required*



#### **CM 634 – Acu-Moxa Techniques VI** (1 lecture credit and 0.5 lab credit)

This course focuses on perfecting acupuncture diagnostic skills, as well as treatment planning and implementation. In class, each student takes a fellow student's case. After discussing the diagnosis and treatment plan with an instructor, the student proceeds to administer the treatment. Attention is given to the orchestration of the entire process and to the subtleties of working with real people. The techniques of scalp and electro-acupuncture are also introduced. *Prerequisite: CM 624, Corequisite: concurrent enrollment in CM 633. Note: additional fee required*

#### **CM 714, 724 – Advanced Acu-Moxa Techniques I & II**

(1 lecture credit and 0.5 lab credit each)

In these two courses, students refine their hand-skill and acupuncture needling technique, and learn a variety of additional adjunct therapies, including different styles of moxibustion, cupping, guasha, bleeding and teishin. Referencing knowledge gained in the concurrent clinical medicine courses, students learn to assess which techniques and modalities to select for optimal clinical benefit in different clinical scenarios. The first course focuses on the application of holographic theory (microsystems) and channel theory in the diagnosis and treatment of pain, stroke and musculoskeletal disorders. Needling techniques and strategies are practiced primarily in relationship to the treatment of pain.

In the second course, students explore more advanced needling techniques, including those using the Hua T'uo Jia Ji points. Soft tissue injuries are discussed and treatment strategies practiced. Scalp acupuncture protocols expand the use of microsystems, with a focus on Dr. Sheng'an Wu's daily needling protocols. *Prerequisite: CM 634. Note: additional fee required*

**Elective: CM 54E – Facial Acupuncture** (2 lecture credits)

This class introduces facial acupuncture and cupping for the Chinese medicine practitioner. A review of the facial muscles, motor points, and channels that pass through the face will help students to understand the mechanism of action; and safe practices and reasonable expectations are discussed. Pattern differentiation is reviewed using channel theory and five-element theory as it specifically applies to treatment through the regions of the face. Finally, formulating for the specific skin care needs of the patient will be covered.

**Elective: CM 74E, 84E – Advanced Point Location and Techniques I & II** (1 lecture credit and 0.5 lab credit each)

These courses combine a didactic and practical approach to anatomically based point location and needling.

*Prerequisites: CM 634; CM 74E for CM 84E*

## Biomedical Sciences

**\*CM 537 – CCM View of Biomedicine** (1 lecture credit)

The content of this course considers Eastern versus Western epistemology, and deepens the student's understanding of how the information presented in the biomedicine series can be viewed from the perspective of CCM.

**CM 599 – Evidence-Informed Practice** (2 lecture credits)

This course is designed to build students' research literacy skills. Upon completion, students will be able to quickly locate relevant medical literature, as well as evaluate the strengths and weaknesses of the studies they need to support their clinical practice.

**CM 617, 627, 637, 717, 727, 737 – Biomedicine I-VI**

(4 lecture credits each; except for CCM 627, which is 2 lecture credits)

This course series, which starts in the second year of the program, introduces students to the biomedical approach to health and illness. Following an overview of foundational concepts of organic chemistry, biochemistry and cell biology, students learn the anatomy, biochemistry and physiology of the major body structures, organs and systems, together with an overview of their known pathologies. Students learn the basic pathophysiological mechanisms of disease as understood through the biomedical perspective, and develop an understanding of important laboratory markers, diagnostic imaging, and clinical findings relevant to each system discussed. In addition, pertinent pharmacological and microbiological concepts are discussed. Through quizzes, class discussion and case studies, students will develop the ability to integrate biomedical and classical Chinese medical concepts regarding disease processes, and to view biomedical knowledge from the perspective of whole-systems science. The goal of this course series is to enable students to cultivate a broad understanding of conventional biomedical sciences, which will be useful in their future clinical training. *Prerequisite: these courses are to be taken in the ordered sequence*

**CM 657, 667 – Acu-Moxa Anatomy I & II**

(1 lecture credit and 0.25 lab credit each)

In this innovative course series, which includes a cadaver laboratory component, students learn the anatomy associated with specific acupuncture points and gain an appreciation for the structure and organization of the tissues associated with the Chinese organ networks. *Corequisite for CM 657: concurrent enrollment in CM 614; Prerequisite for CM 667: CM 657, Corequisite: concurrent enrollment in CM 624*

**CM 699 – Immunology** (3 lecture credits)

This course focuses on the basic functions of the immune system, with emphasis on its role in protecting against microbial infections and tumors; and immune deficiency states, autoimmunity and psychoneuroimmunology. Students learn the roles of cells, proteins and other chemicals involved in an immune response, and gain the skill of communicating immune principles to patients and the lay public.

**CM 777 – Clinical and Physical Diagnosis**

(1 lecture credit and 0.5 lab credit)

Students learn to perform and interpret basic integrative physical examinations of the major body systems. A strong emphasis is placed on the recognition of "red flag" signs and symptoms indicating the need for urgent medical intervention and/or co-management.

**CM 799 – Nutrition** (2 lecture credits)

This course explores diet and its relationship to health and disease, with an emphasis on the health effects of different foods and specialized diets. The course covers the basics of recommended daily allowances, food labels and hidden ingredients, as well as topics like organic foods and genetically modified foods. Each week, students will experience cooking healthy whole-food meals.

**CM 817 – Physiology of Acupuncture** (1 lecture credit)

This course reviews the current scientific literature on how acupuncture exerts its effects, and relates the physiological mechanisms of acupuncture action to both the classics and everyday clinical practice.

**\*CM 857 – Eastern and Western Correspondences**

(2 lecture credits)

Through lecture and case examples, this course attempts to link concepts in Chinese medical physiology and pathology with Western biomedicine. Specifically, the zang-fu pattern differentiation approach of Chinese medicine is explored within the context of the neuro-endocrine-immune systems. In addition to providing a conceptual bridge between Chinese medicine and biomedicine, students are provided with tools to foster more effective communication with biomedical practitioners and researchers.



### **CM 899 – Public Health Policy** (2 lecture credits)

Students learn how policy plays an important role in public health and governmental responses to public health issues. Social justice and health access are discussed, as well as integrative medicine strategies to address these concerns. The course compares public health topics at local, national and international levels. Recent journal and news articles are utilized for a current range of topics. Students will discuss recent healthcare reform efforts (nationally and locally), learn how research informs policy, and learn how to interpret epidemiologic and health services research.

## **Classical Chinese Medicine Foundations**

### **CM 505 – Introduction to the College of Classical Chinese Medicine** (0.5 lecture credit and 0.5 lab credit)

This course introduces students to the history and faculty of their program, and cultivates skills needed to successfully navigate their journey at NUNM. Topics include critical thinking, learning strategies, professional personae, stress reduction, and self-cultivation.

### **CM 511 – Foundations of Classical Chinese Medicine I** (2 lecture credits)

This course introduces students to the common principles that underlie all traditional nature sciences, as observed from the specific perspective of classical Chinese medicine. Core concepts include the holographic quality of nature (*Dao*; Heaven-Earth-Humanity), dynamism, complexity, the symbolic pattern language of the universe (*yin-yang*, *wu xing*, *zangxiang*), and the relationship between matter, energy and spirit (*jing-qi-shen*). The curriculum attempts to correlate the wisdom of these ancient concepts with contemporary insights gleaned from the quantum cosmology of modern physics and other contemporary sciences. Students learn how to critically read the introductory literature of the field. *Note: May be taken concurrently with CM 521*

### **CM 521 – Foundations of Classical Chinese Medicine II** (2 lecture credits)

This course is a thorough introduction to the anatomy of the organs as understood within Chinese medicine. Definitions, functions and interactions between the functional systems of the *zàng* and *fù* organs are covered, as are the extraordinary organs and unique aspects of Chinese medicine anatomy like the Dantian system, the Gao Huang and more. By the end of the course, students will be able to confidently discuss these concepts and be in a position to use the concepts in more advanced downstream courses. *Note: May be taken concurrently with CM 511*

### **CM 531 – Foundations of Classical Chinese Medicine III** (2 lecture credits)

This course is a thorough introduction to the channel/meridian system in Chinese medicine. The anatomy (both Western and Eastern, with an emphasis on Eastern),

trajectory, combinations and interactions between the various levels and aspects of the channels are covered; leaving students with a firm grasp of the overall web of interconnections referred to as the channel system. Points on the channels may be mentioned but are not emphasized. At the end of the course there is a brief discussion of the relationships between the organs and the channels so as to better summarize and elucidate how the two systems work together to support the vitality and working functionality of a human being.

*Prerequisites: CM 511, 521*

**CM 512, \*522 – Chinese History and Culture I & II**  
(1.5 lecture credits each)

These courses present an overview of Chinese history and culture to help students understand the worldview and mindset that created this unique form of medicine. The first course introduces the basic characteristics of historical China from the dawn of civilization through the classical period; the second covers the classical period through the 20th century. In addition to surveying the major historical developments, these courses focus in particular on those aspects of Chinese culture that have in any way affected and contributed to the development of Chinese medicine. *Prerequisite: these courses are to be taken in the ordered sequence*

**\*CM 532 – Chinese History and Culture III** (1.5 lecture credits)

Students learn about the major medical classics and their authors as keystones in the development of medical theory. At the same time, this course considers historical changes in clinical practice, as much as these can be reconstructed through archaeology and direct and indirect textual references. *Prerequisite: CM 522*

**CM 562, 572 – Chinese Diagnostic Techniques I & II**  
(1 lecture credit and 0.5 lab credit each)

This lecture and lab series is designed to teach, demonstrate and practice the basic diagnostic procedures of Chinese medicine, including visual observation (wang), olfactory perception (wen), questioning (wen) and palpation (qie), including Chinese medicine physical diagnosis and pulse diagnosis. The series introduces the theoretical precepts of classical diagnosis as recorded in the medical classics *Huangdi Neijing* and *Nanjing*. The instruction of the pulses is rooted in key passages from the Pulse Classic (*Maijing*) and Li Shizhen's Pulse Studies (*Binhu maixue*). The basic pulse diagnosis practiced in this class prepares students for the Acu-Moxa Techniques lab series. Visual and olfactory perception, along with the traditional Ten Questions (*shiwen*), are also practiced in class.

**CM 611, 621, 631 – Chinese Organ Systems: Cosmology and Symbolism I-III** (2 lecture credits each)

This course series represents a gradually deepening introduction into the time-honored system of Chinese symbol science, which describes the physiology of the

microcosm in terms of macrocosmic processes, involving such phenomena as stellar constellations, months of the year, earthly branches, hexagrams, and rivers in the sacred landscape of ancient China. Presenting the results of more than a decade of continuous inquiry by NUNM's ancient symbolism research group, the functional archetypes of the organ systems of Chinese medicine and their expression in the physical, mental, emotional and spiritual planes are described in exclusive detail. Specifically, the first course presents the "Earth Organs" (the lung, large intestine, stomach and spleen) and the functions of the animal body; the second presents the "Heaven Organs" (the heart, small intestine, bladder and kidney) and the functions of the sage body; and the third presents the "Humanity Organs" (the pericardium, triple warmer, gallbladder and liver) and the functions of the emotional body. *Prerequisite: second-year status*

**CM 612, 622, 632 – Chinese Pathology I-III** (2 lecture credits each)

This series introduces the models employed throughout the classical medical literature for the study of human pathology. In each course, students read important lines and passages from the classical texts of Chinese medicine to develop an understanding of Chinese medical pathology. Specific models explored include the Three Causes (*san yin*), Six Qi (*liu qi*), Six Conformations (*liujing bianzheng*), Eight Parameters (*bagang bianzheng*), Nineteen Lines on Pathology (*bingji shijiu tiao*), systems of organ differentiation (*zangfu bianzheng*), and Four Layer (*wei qi ying xue*) differentiation. Emphasis is placed on synthesizing multiple approaches into a cohesive understanding of pathology that can be applied to more advanced clinical material. *Prerequisites: second-year status; these courses are to be taken in the ordered sequence*

**\*CM 711, 721, 731 – Advanced Chinese Organ Systems: Cosmology and Symbolism I-III** (2 lecture credits each)

This series represents a gradually deepening introduction to specific applications of Chinese symbol science, which defines the body as a projection of macrocosmic themes. Specifically, the first course presents the symbolism behind the point names of the channels of the lung, large intestine, stomach, spleen, heart and small intestine; the second course presents those of the bladder, kidney, pericardium, triple warmer, gallbladder and liver. The third course introduces the functional symbolism of the most important herb names.

**CM 712, 722, 732 – Clinical Medicine I-III** (4 lecture credits each)

This series focuses on the development of clinical reasoning that integrates biomedical, TCM and classical approaches to patient diagnosis and treatment. The focus extends to a consideration of the prognosis, long-term case management, and referral and co-management of patient cases in a framework that is sensitive to issues of cultural literacy. Using modern case studies as well as the analysis of cases from the classical literature, students learn how





to approach modern disorders, such as Lyme disease, multiple sclerosis, cancer, and other types of chronic and recalcitrant diseases from a classical perspective. *Prerequisites: third-year status; these courses are to be taken in the ordered sequence*

**Elective: CM 01E – China Trip** (1.5 lecture credits and 4 lab credits)  
During two weeks of lineage-style study in China, students are immersed in particular classical Chinese medical approaches to diagnosis, herbalism, acupuncture and self-cultivation. The course includes instruction by local masters, as well as the exploration of traditional culture. *Prerequisite: second-year standing. Note: additional fee required*

**Elective: CM 11E, 21E – Bazi Suanming I & II** (1.5 lecture credits each)  
These courses provide an introduction to “The Calculation of Life According to the Eight Signs”—a highly sophisticated model of Chinese constitutional and medical chronobiology and chronopsychology that has very practical implications for clinical practice. Students learn the fundamental relationships between the heavenly stems, hidden heavenly stems and earthly branches, providing the foundation for the composition and interpretation of individual “*bazi*” charts. *Note: additional fee required for CM 11E*

**Elective: CM 31E – Qimen Dunjia** (3 lecture credits)  
*Qimen dunjia* complements the *bazi suanming* in using the heavenly stems and earthly branches to understand a person’s strengths and weaknesses, as well as their

predisposition to certain types of disease. Originally developed as a system of military strategy, *qimen dunjia* can be used to predict what choices an individual can make to support their health and well-being. It is particularly useful when making lifestyle choices related to location and direction. *Note: additional fee required*

**Elective: CM 46E – Aromatherapy in Chinese Medicine** (2 lecture credits)  
This course explores aromatherapy and essential oils through the lens of Chinese medicine. A brief overview of the chemistry of oils helps elucidate the mechanism of action, in particular as it affects the body systems (most notably the neuroendocrine system). The energetics of the oils are studied through the lenses of five-element theory, 12-organ system theory, and other foundational Chinese medicine concepts, including the basics of Chinese herbal formulation. *Note: additional fee required*

**Elective: CM 72E – AOM Resident Seminar** (1 lecture credit and 0.5 lab credit)  
Each spring quarter, the current AOM resident has the opportunity to offer an elective course in their area of interest. Course details are provided prior to registration in the winter quarter. *Note: additional fee required*

## Classical Texts of Chinese Medicine

The Classical Texts I-IX series forms a core component of the DSOM program (and are elective courses for students in the MSOM program). These courses deepen the student’s understanding of the cultural and philosophical background of Chinese medicine through careful translation and analysis of selected classical texts. These texts are presented to students in their original written and grammatical form, so that students will gain a deeper understanding of both the vocabulary and the texture of Chinese philosophy, and hence the unique style of medicine that evolved from it.

**\*CM 911, 921, 931 – Classical Texts I-III: Introduction to Classical Chinese Language and the Chinese Classical Texts** (3 lecture credits each)  
The first three courses in the classical text series introduce the basics of the spoken and written classical Chinese language, including the fundamentals of classical Chinese grammar. Students learn how to use a Chinese dictionary. Included in this series is an introduction to the major concepts in the seminal text of classical Chinese medicine, the *Huangdi Neijing*. *Prerequisite: these courses are to be taken in the ordered sequence*

**\*CM 941, 951, 961 – Classical Texts IV-VI: Shanghanlun, Jingui Yaolüe** (2 lecture credits each)  
The next three classical text courses focus on translation of the *Shanghanlun* and *Jingui Yaolüe*. *Prerequisite: these courses are to be taken in the ordered sequence*

**\*CM 971, 981, 991 – Classical Texts VII-IX: Neijing Seminar**

(2 lecture credits each)

The final three classical text courses focus on translation of portions of the *Huangdi Neijing*, with an emphasis on understanding the clinical insights revealed by this seminal text of Chinese medicine. *Prerequisite: these courses are to be taken in the ordered sequence*

**Elective: CM 17E – Yijing I (I Ching): An Introduction to the Yijing**  
(2 lecture credits)

Everything you need to know about the *Yijing (I Ching)*, as well as many things you did not know you needed to know about the *Yi*, in order to embark upon and develop an enduring and productive relationship with this world-famous text from ancient China. *Open to all NUNM students.*

## Herbal Studies

The first three quarters of the herbs series are devoted to learning individual herbs and primary two- and three-herb combinations, along with the theories pertinent to their classification and usage. The following three quarters focus on formulas, with an emphasis on classical prescription. Formula modifications and the principles involved are presented throughout the series in the context of their base prescriptions.

**CM 516, 526, 536 – Herbs I-III** (2 lecture credits each)

The first three herbs classes provide students with the foundation of Chinese herbology needed to become competent practitioners of Chinese herbal medicine. After being introduced to the history and development of Chinese herbal medical knowledge, students learn approximately 150 key herbs including their properties, therapeutic actions, doses, preparation and application. The focus is on learning the core herbs used in Zhang Zhongjing's *Shanghanlun*, the foundational text of Chinese

herbal medicine. Herbs are presented sequentially in groups for their affinity and formulaic relation in classical formulas. *Prerequisite: these courses are to be taken in the ordered sequence. Note: additional fee required for CM 526*

**CM 556, 566, 576 – Herbs I-III Practicum** (1 lecture credit each)

In this series, students develop a relationship with Chinese herbs that expands on and deepens the material learned in the Herbs I–III lecture courses. Through weekly “herbal immersions” involving sensory experience, students learn to trust in the basic senses of the human body as sources of valid information. Through the sensory work, combined with online and offline research, group work and class discussions, students gain fluency with the qi, flavor, movement and direction of herbs; the preparation, purchase and storage of herbs; the application of botanical concepts to herb identification; and the science of combining herbs as a foundation for herbal formulation. *Prerequisite: these courses are to be taken in the ordered sequence. Note: additional fee required*

**CM 616, 626, 636 – Herbs IV-VI** (2 lecture credits each)

In this series, students study classical Chinese herbal formulation, starting with the history and significance of formula studies (*fangli xue*) as the important bridge between the classroom and clinic. Following the consideration of formula composition and architecture, students explore the diagnostic parameters and therapeutic approaches into which the field of formula studies is organized. Approximately 140 classical formulas are covered in-depth. Using case studies, students learn the indicated disease patterns, hallmark symptoms, actions, indications and contraindications of specific prescriptions. The series progresses to a focus on formula modification and clinical application. *Prerequisites: CM 536 for CM 616; these courses are to be taken in the ordered sequence.*





**CM 656, 666, 676 – Herbs IV-VI Practicum** (1 lecture credit each)

This series largely involves the hands-on application of the material learned in Herbs IV-VI lecture courses. Students engage with the practicalities of Chinese herbal formulations, as well as food as medicine, in a case-based, practicum setting. Instruction focuses on classical preparation and cooking methods, as well as the principles of the composition and basic architecture of key formulas. *Prerequisites: CM 576 for CM 656; these courses are to be taken in the ordered sequence. Note: additional fee required*

**CM 826 – Herbs Review/Medicinary Practicum** (1.5 lecture credits)

This course supports the student in the synthesis of herbal knowledge by reviewing all categories of the science of Chinese herb prescribing incorporated into most national and state exams on the subject, including herbal theory, single herbs, herb combinations and herbal formulas, as well as the preparation and administration of herbs. In addition, this course prepares graduates for herbal practice and running an herbal dispensary by covering such topics as federal and state regulation, quality control, and ethical and environmental sustainability. *Prerequisite: fourth-year status. Note: additional fee required*

**Elective: CM 06E – Chinese Dietetics** (1 lecture credit and 0.5 lab credit)

Through didactic and hands-on cooking instruction, students learn to use the power of food as medicine. Topics include the following: the nature and flavor of food, a seasonal overview of eating, cooking with medicinal and common herbs/spices, and creating individualized nutrition plans. The weekend format affords the time

to go in-depth and create a restorative experience while developing skills to integrate food recommendations into clinical practice. *Note: additional fee required*

## Practice Management

**CM 551, 671, 751, 861 – The Business of Chinese Medicine I-IV** (1.5 lecture credits each; except for CM 671, which is 1 lecture credit)

This course series, which is spread out over all four years of the curriculum, is designed to equip each student with the understanding, skills and resources needed to conceptualize, start-up and successfully manage a profitable practice that resonates with their personality, ethical standards and the heart of the medicine. *Prerequisite: these courses are to be taken in the ordered sequence*

**CM 805 – Ethics and Jurisprudence** (1 lecture credit<sup>^</sup>)

Students explore both ethical and legal issues most pertinent to the practice of Chinese medicine in the United States. The focus is on combining the theoretical and the practical, the personal and the universal, and the ancient and contemporary to arrive at a complex and functional understanding of the landscape of the profession. <sup>^</sup>*This course is required for ND/CCM students only.*

**\*CM 862 – Healthcare Landscape** (1 lecture credit)

This course examines the current and projected state of health care in the United States. Topics include the Affordable Care Act, systems-level considerations of insurance reimbursement, and complexities associated with the coordination of care within the variety of healthcare systems.



### **CM 871/\*CMD 871 – Community Education**

(0.5 lab credit MSOM/1 lab credit DSOM)

Toward the attainment of this credit assignment, students are supported through the process of developing professional relationships and creating/delivering educational offerings to the public.

### **Elective: CM 10E – Billing Insurance for Chinese Medical Professionals** (1 lecture credit)

During this course, students learn how to ethically and sustainably bill insurance. Course topics cover in- and out-of-network billing, benefits, coding, fee schedules, responding to denials, software programs and more. At the end of the course, students should feel confident in their ability to create an insurance bill, submit it for reimbursement, and process payments.

## **Mind-Body Medicine**

### **\*CM 555, 565, 575, 655, 665, 675, 755, 765, 775, 845, 855, 865, 875 – Imaginal and Experiential Inquiries I-XIII** (0.5 lecture credit each)

This series emphasizes reflective learning, appreciative inquiry, and self-awareness exercises to promote each student's personal engagement with the curriculum and support their professional development. In small groups facilitated by faculty advisors, students continuously define, achieve and refine their learning goals. Through the process, they choose and hone their doctoral capstone topic. Special attention is given to the cultivation of resilience, clarity of purpose, self-responsibility and professionalism. The courses in each year have a particular theme: year 1: The Role of Metaphor in Medicine, year 2: Awareness of Awareness, year 3: Developing a Medical Mind, and year 4: The Courage to be Vulnerable.

*Prerequisite: these courses are to be taken in the ordered sequence*

### **CM 635 – Practitioner Cultivation I**

(1 lecture credit and 0.5 lab credit)

Students reflect on their personal goals and motivations for becoming CCM practitioners. Self-reflection exercises provide the opportunity for students to study their personal histories and identify their strengths, limitations, values and core challenges. Through increased self-awareness, students learn to identify personal challenges, as well as potential professional challenges. They are encouraged to explore the steps they can take while in school and beyond to strengthen their character and undertake the lifelong pursuit of becoming a mature medical practitioner. Discussion, reflection, individual and group awareness exercises, and writing projects are employed.

### **CM 815 – Practitioner Cultivation II**

(1 lecture credit and 0.5 lab credit)

This course focuses on relationship dynamics between the practitioner and patient with a strong emphasis on listening, connection, communication, boundary definition, and understanding transference/counter

transference. The primary tools of exploration are discussion, lecture, case-study, role-play, mind-body exercises, self-reflection and writing.

*Prerequisites: CM 635 and intern status*

### **CM 715, 725 – Chinese Medical Psychology I & II**

(2 lecture credits each)

These courses offer an introduction to Chinese medical systems of five-phase element healing. From a general perspective, an in-depth analysis of the “spirits” and pathological emotions associated with each organ network is presented. Multiple models are employed, including *Neijing* perspectives on *Dian-Kuang* disease, the Dragon Rises, Red Bird Flies model of Dr. Leon Hammer, the Wang Fengyi system of Confucian therapeutics, and Eight Extraordinary Vessel approaches to psychological conditions. Emphasis is placed on the practical application of therapeutic techniques (including herbal prescriptions) that facilitate physical and emotional healing.

*Prerequisite: third-year status*

### **Elective: CM 16E – Five-Element Wilderness Retreat**

(1.5 lecture credits)

This wilderness-based course facilitates the practitioner's journey toward a deeper connection to nature, including a deeper connection to each other, as well as the hidden layers of one's own healing potential. More specifically, this course presents an immersion in the natural manifestations of the five-phase elements. In a retreat format, participants cultivate their sensitivity toward the natural world and experience natural manifestations of the phase elements and selected acu-moxa points. Energetic practices, including art, poetry, group sharing and personal reflection are landmarks of this process.

*Note: additional fee required*

### **Elective: CM 26E – Shan Ren Dao Retreat** (4 lab credits)

In this two-week retreat, students are immersed in the theory and practice of the healing system created by the modern Confucian educator Wang Fengyi (1864-1937). This system remains the most complete emotional healing system of Chinese medicine still in practice today. The goal of the retreat is for participants to experience the Confucian concept of humanity's “true nature” by achieving a heightened sense of health, happiness and well-being through the process of moderating negative emotions and restoring the inherently positive qualities of our human mandate. *Note: additional fee required*

### **Elective: CM 30E – Sound Resonance Therapy for Chinese Medicine** (1 lecture credit and 0.5 lab credit)

This course introduces a variety of sound resonance therapies that are useful adjuncts to the practice of Chinese medicine. The history of sound therapy in Chinese medicine (theory and practice) is explored, and modern sound resonance therapies are studied through the lens of the Chinese medicine model. There will be discussion of



a variety of tuning fork modalities, singing bowl therapy, drumming, as well as vocal toning. *Note: Students will need an introductory set of tuning forks. In a group order, the cost is approximately \$120.*

## Physical Medicine

### **CM 515, 525, 535 – Palpation and Perception I-III Practicum** (1 lab credit each)

Through supervised hands-on experience, students develop the ability to sense and palpate the physical and energetic bodies. Students become familiar with internal and external anatomical landmarks, and practice palpating the mobility and motility of various body fluids and tissues, including bone, connective tissue and organs. The process of evaluating lesion patterns from a whole-body perspective is also explored. These courses cultivate hand-skill perception and prepare students for bodywork and acu-moxa techniques courses. *Prerequisite: these courses are to be taken in the ordered sequence. Note: additional fee required*

### **CM 615 – Asian Bodywork** (1 lecture credit and 0.5 lab credit)

Students learn key massage and bodywork strategies to treat a variety of conditions, with a focus on the resolution of pain. Topics include assessment, patient communication and strategic thinking. Students practice the techniques of rocking, stretching, palming and percussion. Also covered are gentle movement techniques to be done with patients. *Prerequisite: second-year status. Note: additional fee required*

### **CM 735 – Applied Palpation and Perception**

(1 lecture credit and 0.5 lab credit)

Students learn key assessment, bodywork, acupuncture, and adjunctive therapy techniques and strategies to treat a



variety of conditions, primarily physical pain. The course also covers patient communication and strategic thinking. Gentle movement techniques learned in the Palpation and Perception series and Asian Bodywork are revisited with a focus on clinical application. *Prerequisites: CM 535, 615. Note: additional fee required*

## Shiatsu Acupressure Massage

The shiatsu series presents a thorough grounding in the principles and style of Asian bodywork, the energetic anatomy upon which it is based, and the fundamentals of touching with quality. Students learn a variety of techniques and maneuvers in the context of a complete, full-body massage. This style of shiatsu is highly effective and enjoyable to give as well as receive. Though shiatsu is a Japanese word and massage tradition, it derives from Chinese sources and is based on the same theories and principles that have influenced the entire pan-Asian approach to medicine. These courses present shiatsu as a holistic massage focusing on wellness, and do not require the ability to diagnose in order to be effective. Shiatsu is a complete modality on its own, but also trains the student in the art of palpation and general sensitivity, which is useful in all aspects of a medical practice.

### **Elective: CM 15E – Shiatsu I, Back of the Body** (1.5 lab credits)

This introductory course presents two of the cornerstones of Asian/Japanese massage, shiatsu and *Do-In* [a self-massage routine (*Dao-Yin* in Chinese)]. Neither massage uses oil nor requires disrobing. This course presents traditional Asian style massage on a table and teaches the back half of the body. It takes about 45 minutes to an hour to perform. An emphasis is placed on learning the proper alignment and body position for the practitioner, and on memorizing and internalizing the sequence (*kata/form*) of the massage. Students are exposed to the energetic, theoretical and technical aspects of shiatsu. Theory focuses on learning the channel pathways. Instruction emphasizes kinesthetic learning, alternating between demonstration and practice. *Open to all NUNM students. Note: additional fee required*

### **Elective: CM 25E – Shiatsu II Short Form, Front of the Body** (1.5 lab credits)

Shiatsu II teaches the second half of the short form. In terms of the *kata*, it covers the front of the body. The front of the body also takes about 45 minutes to do. This course continues the *Do-In* (*Dao-Yin*) training with an emphasis on being able to teach it to others. The last part of the course combines the back of the body from Shiatsu I with the front learned in this term to complete the 'short form.' The whole shiatsu short form takes about an hour and a half to perform and constitutes a very thorough and satisfying massage for both the giver and the receiver. *Prerequisite: CM 15E. Note: additional fee required*

**Elective: CM 35E – Shiatsu III Short Form, Integration Practicum**  
(1.5 lab credits)

Shiatsu III, the short-form practicum, integrates the material learned in Shiatsu I and II. In a mock clinical approach to classroom learning, students bring a different volunteer client to class each week to give them a shiatsu massage. The instructor circulates and provides individualized feedback during each session. The short form constitutes the basic framework for the clinical practice of shiatsu, and by the end of the term the student should be capable of performing it professionally in about an hour and a quarter. *Prerequisite: CM 25E.*

*Note: additional fee required*

**Elective: CM 45E – Shiatsu IV Long Form, Back of the Body**  
(1.5 lab credits)

The long form builds on the short form learned in the first year and introduces new techniques. Specifically, stretching maneuvers for all the major joints of the body, along with more specific pressing of acu-points, are integrated into the massage. Pertaining to the self-cultivation aspect of the training, another *Dao-Yin* form is presented. Students learn a comprehensive series of stretches (much like yoga) for the practitioner, both as preparation to give as well as receive the shiatsu stretches, but also to generally open and strengthen the practitioner's body. Intimate knowledge of these stretches also constitutes the basis for the use of stretches as a prescription for clients. *Prerequisite: CM 35E.*

*Note: additional fee required*

**Elective: CM 55E – Shiatsu V Long Form, Front of the Body**  
(1.5 lab credits)

Shiatsu V covers the long-form kata for the front half of the body. This course completes the very thorough whole-body treatment, which takes two to three hours to perform. Again, stretches and specific point work are integrated into the kata. Useful for both assessment and treatment, the long form is a comprehensive and satisfying massage. *Prerequisite: CM 45E. Note: additional fee required*

**Elective: CM 65E – Shiatsu VI Long Form, Integration Practicum**  
(1.5 lab credits)

Shiatsu VI is the long-form practicum. Students bring a volunteer client into the classroom to perform a long-form treatment on them. The instructor circulates providing guidance and feedback. Students work on solving their technical difficulties, generally refine their massage technique, and hone their theoretical understanding, while developing their capacity to relate to their clients and discuss shiatsu in a professional manner. Some diagnostic palpation is practiced focusing on shu and mu points. Opportunities for improvisation from amongst the myriad of techniques become necessary to keep the treatment to a reasonable length of time. These processes train the student to tailor their treatments in real-world settings to their clients' individual needs and limits within the context of the shiatsu kata, while the kata provides the basis for a



consistent product/service that ensures continuity between sessions and across providers. *Prerequisite: CM 55E.*

*Note: additional fee required*

## Research

**\*CM 992 – Doctoral Capstone Tutorial: Research and Writing in Chinese Medicine** (1 lecture credit)

This course, taken in the summer of the final year of the DSOM program, provides training in CCM scholarship and prepares students to complete the required doctoral capstone project. It assures that students are well acquainted with the three components of the capstone project (written report, oral presentation and professional growth). Students refine the focus of their project, which may be on any approved topic pertinent to classical Chinese medicine. By the end of the course, students will have produced an abstract and a preliminary outline for their project report and chosen a capstone project committee, which will guide them in the completion of the project. Details of the process and requirements are described in the “Doctoral Capstone Project Handbook” provided in the course. *Prerequisite: fourth-year standing*

**\*CM 993 – Doctoral Capstone Mentorship** (2 lecture credits)

Over the course of their final year in the program, students are mentored by their committee chair to research, write and present their doctoral capstone project.

*Prerequisite: CM 992*

## Traditional Arts of Cultivation

### Chinese Cultural Arts: Chinese Calligraphy

Chinese calligraphy is an ancient and elegant art form that originated with the ancient Chinese shamans known as the Wu. Calligraphy is the traditional Wu's way of accessing the universal qi for healing and creating harmonizing *feng shui* energy. Shamans have used brushes to express their healing power for thousands of years in China. Calligraphy is still used as a tool for cultivating inner knowledge and to understand the roots of classical Chinese medicine.

#### **Elective: CM 13E – Chinese Calligraphy I** (1 lab credit)

Students first learn how to use the basic tools of calligraphy, namely brush, ink and paper. Progressing through the basic strokes of Chinese writing to the writing of specifically chosen characters, this process is designed to facilitate their understanding of the relationship between characters, philosophy and universal qi. In the process, students learn to harness and control their own internal qi.

#### **Elective: CM 23E – Chinese Calligraphy II** (1 lab credit)

Students learn new symbols and continue the inner cultivation begun in Chinese Calligraphy I.

*Prerequisite: CM 13E*



#### **Elective: CM 33E – Weiqi** (1 lab credit)

Students learn the history, philosophy and principles of weiqi (Chinese chess, also known as “Go”). This course develops the critical thinking skills of students as they learn to apply the strategies and techniques of the game to the art of treating disease.

### Qigong

Qigong literally means “energy work” or “energy cultivation.” Personal experience of, awareness of, and sensitivity to qi are considered imperative to the successful practice of classical Chinese medicine. In a series of nine weekend retreats and sets of weekly practice sessions, students are immersed in the fundamentals of the Jinjing (Tendon and Channel) School of Qigong, one of China's true alchemical life science traditions. By way of traditional lineage instruction, students experience the elements of a deeply nourishing qigong practice and learn to apply their skills and knowledge to the education and treatment of others. In particular, students learn to prescribe individualized qigong treatment plans for patients.

#### **CM 518 – Qigong I Retreat | CM 519 – Qigong I Practicum** (0.5 lab credit and 1.5 lecture credits)

The first qigong module explores the alchemical and shamanic origins of qigong theory and practice. Students are introduced to the fundamentals of the Jinjing School of Qigong, including shaking (*tou*), walking (*zou*), and quiet meditation or “settling” (*ding*). A key element of this course is the practice of the Universe Stance (*Yuzhou Zhuang*) or Standing Meditation (*Zhan Zhuang*)—the position that occupies a central role in most qigong traditions. A sitting “internal alchemy” form (*neidan*) is also emphasized. Through these practices, students are guided to experience the phenomenon of qi in their bodies as well as in nature. *Note: additional fee required for CM 518*

#### **CM 528 – Qigong II Retreat | CM 529 – Qigong II Practicum** (0.5 lab credit and 1.5 lecture credits)

In addition to strengthening and deepening the practices learned in the first module, students learn the first eight-segment long form of the Jinjing School of Qigong, namely Yin Yang Harmonization Qigong (*Yin Yang Sheng Jiang Kai He Gong*). *Prerequisites: CM 518, 519. Note: additional fee required for CM 528*

#### **CM 538 – Qigong III Retreat | CM 539 – Qigong III Practicum** (0.5 lab credit and 1.5 lecture credits)

This qigong module integrates the medical concept of “strengthening the sinews” into the existing qigong practice through the introduction of a second eight-segment long form of the Jinjing School of Qigong, namely Strengthening the Sinews Qigong (*Jinjian Gong*). *Prerequisites: CM 528, 529. Note: additional fee required for CM 538*





**CM 618 – Qigong IV Retreat | CM 619 – Qigong IV Practicum**  
(0.5 lab credit and 1.5 lecture credits)

This qigong module teaches students the third eight-segment long form of the Jinjing School of Qigong, namely Esoteric Eight Pieces of Brocade (Jin Baduan). At the same time, progress in the first stage of the quiet meditation practice is discussed, and the second stage of the Microcosmic Orbit Meditation (Xiao Zhoutian) is introduced. *Prerequisites:* CM 538, 539. *Note: additional fee required for CM 618*

**CM 628 – Qigong V Retreat | CM 629 – Qigong V Practicum**  
(0.5 lab credit and 1.5 lecture credits)

Students learn the fourth Jinjing Gong long form, the Five Sacred Peaks Qigong (Wuling Gong). This vigorous form strengthens the student's ability to integrate the scholarly (wen) and martial (wu) aspects of qigong practice. *Prerequisites:* CM 618, 619. *Note: additional fee required for CM 628*

**CM 638 – Qigong VI Retreat | CM 639 – Qigong VI Practicum**  
(0.5 lab credit and 1.5 lecture credits)

Students review and deepen their practice of the forms and walks learned in the Qigong I-V Retreats and Practica. *Prerequisites:* CM 628, 629. *Note: additional fee required for CM 638*

**CM 718, 728 – Qigong VII & VIII Retreat | CM 719, 729 – Qigong VII & VIII Practicum** (0.5 lab credit and 1.5 lecture credits each)

During the seventh and eighth modules, students learn the Fourteen Movements of Jinjing Gong (Jinjing Shisi Shi). This form is a 17th-century refinement of the more broadly known Yijin Jing (Change the Sinews System of Exercises) from the Shaolin tradition. In addition, students gain experience teaching the shaking, walking, quiet meditation and long forms learned in the previous modules, and develop expertise in the therapeutic prescription of qigong regimen for individual patients. *Prerequisites:* CM 638, 639 for CM 718, 719; CM 718, 719 for CM 728, 729. *Note: additional fee required for CM 718, 728*

**CM 738 – Qigong IX Retreat | CM 739 – Qigong IX Practicum**  
(0.5 lab credit and 1.5 lecture credits)

This qigong module serves to deepen and assess each student's level of mastery of the performance and therapeutic application of the qigong practices covered in the previous eight modules. *Prerequisites:* CM 728, 729. *Note: additional fee required for CM 738*

## Qigong Teaching Series

This series is designed for CCM students admitted into the Qigong Certificate program.

**Elective: CM 19E, 29E, 39E – Teaching Qigong I-III Practicum**  
(1.5 lecture credits each)

This advanced elective series is designed for the serious qigong student who wishes to continue formal training in qigong, and integrate the teaching of qigong into their clinical practice. *Prerequisite: completion of Qigong I-IX Retreats and Qigong I-IX Practica*

## Taiji

Taiji Quan (T'ai Chi Ch'uan) literally means "the very pinnacle, highest, or greatest fist," i.e., martial art. A more useful translation might be "the ultimate exercise." From a Chinese medical perspective, taiji harmonizes the "three treasures," jing, qi and shen (essence, energy and spirit). Its precisely choreographed movements create a relaxing mind-body dance that stretches and strengthens the entire body; its slow, deliberate moves develop balance and grace; its meditative style facilitates harmonious breathing and a focused mind. There are many variations within the world of taiji; a modified Yang style form is the one taught at NUNM. Over three quarters, students learn the sequence of moves along with the principles of movement that accompany them, and an inward-looking focus that emphasizes the cultivation and awareness of qi. *The taiji courses are open to all NUNM students.*



### **CM 819, 829, 839 – Taiji I-III Practicum** (1.5 lecture credits each)

The first section, which is the subject of Taiji I, teaches all the basic moves and principles and thus constitutes an effective short form that can be practiced on its own. Subsequent courses build on the foundation, emphasizing deepening awareness through the practice of the form.

*Prerequisite: these courses are to be taken in the ordered sequence*

### **Elective: CM 44E – Taiji Retreat** (0.5 lab credit)

In this weekend retreat, students are introduced to the history, principles and practice of taiji. A classical approach is used to enable students to understand and experience that taiji is a healing tool capable of playing a critical role in the prevention of disease and the nourishment of life.

*Note: additional fee required*

## Traditional Mentorship Tutorial

### **CM 812, 822, 832 – Traditional Mentorship Tutorial I-III**

(2 lecture credits each)

A hallmark of the CCM programs, the tutorial classes are designed to facilitate direct and personal contact between students and instructors, and thereby the culture and lineage system of a classical Chinese medicine education. Topics are discussed from the unique perspective of the mentor's own path of learning and knowledge integration. This series is required in the internship year of study.

*Prerequisite: these courses are designed to be taken in sequence*



### **Elective: CM 12E, 22E, 32E – Traditional Mentorship Tutorial I-III** (2 lecture credits each)

Students take the CM 812, 822 and 832 Traditional Mentorship Tutorial series in the final year of their program. They can take additional sections of this uniquely structured offering in either the pre-internship or internship year. *Prerequisite: these courses are designed to be taken in sequence*

## Elective Requirement

MSOM and DSOM students are required to complete 6 and 10 elective credits, respectively, for the purpose of rounding out their education. Students are encouraged to take electives through the College of Classical Chinese Medicine, which deepen the student's connection with the classical roots of the medicine. In addition, students may also take elective courses through the College of Naturopathic Medicine and School of Graduate Studies (as long as course prerequisites are met).

## Clinical Training Overview

The clinical training objectives of the CCM programs are aligned with the overall mission of training competent practitioners in the art and science of classical Chinese medicine. The clinical aspect is expected to be a refinement of the knowledge base acquired in the academic portion of the program, with the implicit understanding that many important skills can only be attained in the applied context of a practical learning situation. These skills include, but are not limited to:

- Development of foundational knowledge and understanding of classical Chinese medical concepts and techniques
- Evolution of interpersonal communication abilities
- Refinement of problem-solving capacities and clinical judgment
- Proficiency in executing the technical skills required to effectively apply treatments in Chinese medicine

To begin the Observation component, students must complete the first year of study and pass Herbs I-III, Acu-Moxa Points and Techniques I-III, Palpation and Perception I-II, Chinese Diagnostic Techniques I-II, Evidence-Informed Practice, and Introduction to Clinic. To begin the Clinical Mentoring Rotations in the following year, students must complete the second year of study and pass Chinese Pathology I-III, Herbs I-VI, Acu-Moxa Points and Techniques I-VI, Biomedicine I-III, and Practitioner Cultivation I. Before undertaking the Clinical Pre-Internship Rotation, students must complete Biomedicine IV, Clinical Medicine I, Clinical Case Presentation I, and a minimum of two Clinical Mentoring Rotations.

To advance into Clinical Internship, students must complete the third year of study and pass Biomedicine

# Clinical Training

The components of the clinical portion of the program are Introduction to Clinic, Clinical Observation, Clinical Mentoring, Clinical Pre-Internship, Clinical Case Presentation, Clinical Internship, and Internship Case Presentation. These are organized as follows:

Year of Study		Clinical Component	Brief Description
MSOM/ DSOM	MSOM/ ND		
1st	1st	Introduction to Clinic	Students learn the fundamentals of working in the NUNM clinics
2nd	4th	Clinical Observation Rotation I-III	Students observe experienced practitioners treat patients
3rd	5th	Clinical Mentoring Rotation I-VI	Students become involved in patient diagnosis and treatment under direct clinical supervision
3rd	5th	Clinical Case Presentation I-III	Discussion of clinical case studies; clinical theater
4th	6th	Clinical Internship Rotation I-III	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients; all needle insertions are observed
4th	6th	Clinical Internship Rotation IV-IX	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Clinical Internship Holiday Requirement (24 hrs)	Students (under supervision) assume primary responsibility for diagnosis and treatment of patients
4th	6th	Internship Case Presentation I-III	Presentation and discussion of internship cases with peers and supervisors

VI, Clinical Medicine III, Clinical Case Presentation III, Clinical and Physical Diagnosis, and six Clinical Mentoring Rotations. In addition, students must pass all components of the Clinic Entrance Examination. An Internship orientation is required before beginning the Internship rotations.

Students are gradually led through the clinical experience in a sequential fashion, from active observation to being able to conduct a comprehensive patient intake and treatment protocol. In the spirit of the classics, emphasis is placed on recognition of Chinese syndrome pattern differentiation (rather than symptomatic prescribing), with the goal of creating individual treatment plans designed to assist patients in returning to a more harmonious and balanced state.

Training in how to write a case report (using the CARE Guidelines) is woven through all four years of the clinical education. In order to complete the clinical portion of their program, students must pass the Clinic Exit Examination.

## **CM 530 – Introduction to Clinic** (0.75 clinic credit)

This course introduces students to the fundamentals of working in the NUNM clinics. Topics include clinic

policies and procedures, hygienic standards, charting, patient confidentiality, patient-practitioner relations, issues surrounding addiction and chemical dependency, and cultural humility. The course prepares students to begin observing treatments with a focus on the material and nonmaterial changes that take place throughout treatment, and to support the supervisor efficiently and effectively.

*Note: additional fee required*

## **CM 600 – Clinical Observation I-III** (2 clinic credits each)

Clinical observation is a forum in which five observers watch the clinical supervisor in session with a client. While observing, the objective is to absorb as much of the method and process of clinical practice as possible. Students practice creating patient timelines for case reports. *Prerequisites: students must be CPR certified, have passed the CNT course, and have completed CM 530*

## **CM 700 – Clinical Mentoring Rotation I-VI** (2 clinic credits each)

Clinical mentoring rotations have the same structure as the clinical observation rotations, with the addition that students become more directly involved in the patient intake, diagnosis and treatment, under the direct guidance of their clinical supervisor. Students learn to gather the information needed to create a meaningful case report.



### **CM 710, 720, 730 – Clinical Case Presentation I-III**

(1 clinic credit each)

The clinical case presentation series provides a forum for students to apply and integrate the concepts and information learned in their academic courses to clinical scenarios, including those encountered during their clinical mentoring rotations.

*Prerequisite: third-year status*

### **CM 770 – Pre-Internship Rotation** (2 clinic credits)

In the pre-internship rotation, students pair with interns as they prepare to assume this role.

*Prerequisite: completion of at least two clinical mentoring rotations*

### **CM 800 – Clinical Internship Rotation I-III** (2 clinic credits each)

During clinical internship, the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners. In the first quarter of clinical internship, interns are paired and every needle insertion is directly supervised.

*Prerequisite: students must be CPR certified*

### **CM 800 – Clinical Internship Rotation IV-IX** (2 clinic credits each)

During clinical internship, the student assumes primary responsibility for the diagnosis and treatment of clients under the supervision of experienced practitioners. By the end of the year, students have produced a case report based on their own patient encounters.

*Prerequisite: students must be CPR certified*

### **Elective: CM 600E – Clinical Observation Elective** (2 clinic credits)

### **Elective: CM 700E – Clinical Mentorship Elective** (2 clinic credits)

### **Elective: CM 800E – Clinical Mentorship Elective** (2 clinic credits)

Elective clinic rotations are designed to expand the clinical opportunities available to students. They may increase the number of rotations that can be offered at community clinic sites and/or focus on a supervisor's particular area of interest, such as shiatsu, facial acupuncture, or auricular acupuncture. *Prerequisites: second-year status for CM 600E; third-year status for CM 700E; fourth-year status for CM 800E*

### **Clinical Internship Holiday Requirement** (no credit assignment)

Students are required to do 24 hours (six individual shifts) of clinical internship during designated holiday periods.

### **CM 810, 820, 830 – Internship Case Presentation I-III**

(1 clinic credit each)

In this clinical course series, interns present case histories of chosen clients, and receive feedback and critique by fellow interns and a clinical faculty member.

*Prerequisite: intern status*

## Classical Chinese Medicine Certificate Programs

Students in the CCM programs, who meet the prerequisites and are in good academic standing, are eligible to apply for admission into the Qigong and Shiatsu Certificate programs. Due to space constraints, admission is limited. These are not degree programs and do not lead to eligibility to sit for licensure exams. Contact the Office of Admissions for further information.

### Qigong Teaching Certificate Program

The Qigong Teaching Certificate program is taught once the student has completed all of the required Qigong Practicum and Retreat courses in the core program. Over the subsequent year, the student completes the Qigong I-III Teaching Practicums, during which they are mentored in the process of teaching their own qigong classes.

### Shiatsu Certificate Program

The Shiatsu Certificate program consists of six courses (204 hours) taken over two years, and the completion of two terms of performing shiatsu treatments in one of the NUNM Health Centers. This certificate program is designed to be pursued concurrently with the DSOM or MSOM programs. At the end of the certificate program, students will be fully prepared to use shiatsu as an independent treatment modality.















# second year

COURSE #	SECOND-YEAR FALL	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 971	Text VII – Neijing Seminar I			24	24	2.00
CM 611	Cosmology and Symbolism I			24	24	2.00
CM 612	Chinese Pathology I			24	24	2.00
CM 613	Acu-Moxa Points IV			24	24	2.00
CM 614	Acu-Moxa Techniques IV		24	12	36	2.00
CM 615	Asian Bodywork		12	12	24	1.50
CM 655	Imaginal and Experiential Inquiries IV			6	6	0.50
CM 536	Herbs III			24	24	2.00
CM 576	Herbs III Practicum			12	12	1.00
CM 617	Biomedicine I			24	24	2.00
CM 699	Immunology			36	36	3.00
CM 618	Qigong IV Retreat		12		12	0.50
CM 619	Qigong IV Practicum			18	18	1.50
CM 600	Clinical Observation Rotation	48			48	2.00
	<b>Second-Year Fall Totals</b>	<b>48</b>	<b>48</b>	<b>240</b>	<b>336</b>	<b>24.00</b>
COURSE #	SECOND-YEAR WINTER	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 981	Text VIII – Neijing Seminar II			24	24	2.00
CM 621	Cosmology and Symbolism II			24	24	2.00
CM 622	Chinese Pathology II			24	24	2.00
CM 623	Acu-Moxa Points V			24	24	2.00
CM 663	Auricular Points		6	12	18	1.25
CM 624	Acu-Moxa Techniques V		24	12	36	2.00
CM 665	Imaginal and Experiential Inquiries V			6	6	0.50
CM 616	Herbs IV			24	24	2.00
CM 656	Herbs IV Practicum			12	12	1.00
CM 627	Biomedicine II			48	48	4.00
CM 657	Acu-Moxa Anatomy I		6	12	18	1.25
CM 628	Qigong V Retreat		12		12	0.50
CM 629	Qigong V Practicum			18	18	1.50
CM 600	Clinical Observation Rotation	48			48	2.00
	<b>Second-Year Winter Totals</b>	<b>48</b>	<b>48</b>	<b>240</b>	<b>336</b>	<b>24.00</b>
COURSE #	SECOND-YEAR SPRING	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 991	Text IX – Neijing Seminar III			24	24	2.00
CM 631	Cosmology and Symbolism III			24	24	2.00
CM 632	Chinese Pathology III			24	24	2.00
CM 633	Acu-Moxa Points VI			24	24	2.00
CM 634	Acu-Moxa Techniques VI		24	12	36	2.00
CM 635	Practitioner Cultivation I		12	12	24	1.50
CM 675	Imaginal and Experiential Inquiries VI			6	6	0.50
CM 626	Herbs V			24	24	2.00
CM 666	Herbs V Practicum			12	12	1.00
CM 637	Biomedicine III			48	48	4.00
CM 667	Acu-Moxa Anatomy II		6	12	18	1.25
CM 638	Qigong VI Retreat		12		12	0.50
CM 639	Qigong VI Practicum			18	18	1.50
CM 600	Clinical Observation Rotation	48			48	2.00
CM 671	Business of Chinese Medicine II			12	12	1.00
	<b>Second-Year Spring Totals</b>	<b>48</b>	<b>54</b>	<b>252</b>	<b>354</b>	<b>25.25</b>
<b>SECOND-YEAR TOTALS</b>		<b>144</b>	<b>150</b>	<b>732</b>	<b>1026</b>	<b>73.25</b>

# third year

COURSE #	THIRD-YEAR FALL	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 941	Text IV – Shanghanlun/Jingui Yaolüe I			24	24	2.00
CM 711	Advanced Cosmology and Symbolism I			24	24	2.00
CM 712	Clinical Medicine I			48	48	4.00
CM 714	Advanced Acu-Moxa Techniques I		12	12	24	1.50
CM 715	Chinese Medical Psychology I			24	24	2.00
CM 755	Imaginal and Experiential Inquiries VII			6	6	0.50
CM 636	Herbs VI			24	24	2.00
CM 676	Herbs VI Practicum			12	12	1.00
CM 717	Biomedicine IV			48	48	4.00
CM 718	Qigong VII Retreat		12		12	0.50
CM 719	Qigong VII Practicum			18	18	1.50
CM 710	Clinical Case Presentation I	24			24	1.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 751	Business of Chinese Medicine III			18	18	1.50
	<b>Third-Year Fall Totals</b>	<b>120</b>	<b>24</b>	<b>258</b>	<b>402</b>	<b>27.50</b>
COURSE #	THIRD-YEAR WINTER	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 951	Text V – Shanghanlun/Jingui Yaolüe II			24	24	2.00
CM 721	Advanced Cosmology and Symbolism II			24	24	2.00
CM 722	Clinical Medicine II			48	48	4.00
CM 724	Advanced Acu-Moxa Techniques II		12	12	24	1.50
CM 725	Chinese Medical Psychology II			24	24	2.00
CM 765	Imaginal and Experiential Inquiries VIII			6	6	0.50
CM 727	Biomedicine V			48	48	4.00
CM 777	Clinical Physical Diagnosis		12	12	24	1.50
CM 728	Qigong VIII Retreat		12		12	0.50
CM 729	Qigong VIII Practicum			18	18	1.50
CM 720	Clinical Case Presentation II	24			24	1.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
	<b>Third-Year Winter Totals</b>	<b>120</b>	<b>36</b>	<b>216</b>	<b>372</b>	<b>24.50</b>
COURSE #	THIRD-YEAR SPRING	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
CM 961	Text VI – Shanghanlun/Jingui Yaolüe III			24	24	2.00
CM 731	Advanced Cosmology and Symbolism III			24	24	2.00
CM 732	Clinical Medicine III			48	48	4.00
CM 735	Applied Palpation and Perception		12	12	24	1.50
CM 775	Imaginal and Experiential Inquiries IX			6	6	0.50
CM 737	Biomedicine VI			48	48	4.00
CM 799	Nutrition			24	24	2.00
CM 899	Public Health Policy			24	24	2.00
CM 738	Qigong IX Retreat		12		12	0.50
CM 739	Qigong IX Practicum			18	18	1.50
CM 730	Clinical Case Presentation III	24			24	1.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 700	Clinical Mentoring Rotation	48			48	2.00
CM 770	Clinical Pre-Internship Rotation	48			48	
	<b>Third-Year Spring Totals</b>	<b>168</b>	<b>24</b>	<b>228</b>	<b>420</b>	<b>27.00</b>
<b>THIRD-YEAR TOTALS</b>		<b>408</b>	<b>84</b>	<b>702</b>	<b>1194</b>	<b>79.00</b>



# CCM ELECTIVES

## electives

**MSOM:** 6 Credits Required

**DSOM:** 10 Credits Required

MSOM and DSOM students may take any CCM electives listed below. In addition, students may take elective courses through the College of Naturopathic Medicine and the School of Graduate Studies. Some core course credits may also be eligible for transfer among NUNM graduate programs to satisfy elective requirements; this is dependent upon approval from the two program deans. In all cases, students must satisfy course prerequisites.

MSOM students are also able to take any of the DSOM-specific courses as electives as long as they have met the prerequisites.

*NOTE: Elective courses (including those required for certificate programs) may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
<b>ACU-MOXA</b>						
CM 54E	Facial Acupuncture			24	24	2.00
CM 74E	Advanced Point Location and Technique I		12	12	24	1.50
CM 84E	Advanced Point Location and Technique II		12	12	24	1.50
<b>CCM FOUNDATIONS</b>						
CM 01E	China Trip		96	18	114	5.50
CM 11E	Bazi Suanming I			18	18	1.50
CM 21E	Bazi Suanming II			18	18	1.50
CM 31E	Qimen Dunjia			36	36	3.00
CM 46E	Aromatherapy in Chinese Medicine			24	24	2.00
CM 72E	AOM Resident Seminar		12	12	24	1.50
<b>CLASSICAL TEXTS</b>						
CM 17E	Yijing I – Introduction			24	24	2.00
<b>CLINICAL TRAINING</b>						
CM 660E	Clinical Observation Elective	48			48	2.00
CM 700E	Clinical Mentorship Elective	48			48	2.00
CM 800E	Clinical Internship Elective	48			48	2.00
<b>HERBAL STUDIES</b>						
CM 06E	Chinese Dietetics		12	12	24	1.50
<b>MIND-BODY MEDICINE</b>						
CM 16E	Five-Element Wilderness Retreat			18	18	1.50
CM 26E	Shan Ren Dao Retreat		96		96	4.00
CM 30E	Sound Resonance Therapy for Chinese Medicine		12	12	24	1.50
<b>PRACTICE MANAGEMENT</b>						
CM 10E	Billing Insurance for Chinese Medical Professionals			12	12	1.00
<b>QIGONG</b>						
CM 19E	Qigong Teaching Practicum I			18	18	1.50
CM 29E	Qigong Teaching Practicum II			18	18	1.50
CM 39E	Qigong Teaching Practicum III			18	18	1.50
<b>SHIATSU ACUPRESSURE MASSAGE</b>						
CM 15E	Shiatsu I		36		36	1.50
CM 25E	Shiatsu II		36		36	1.50
CM 35E	Shiatsu III		36		36	1.50
CM 45E	Shiatsu IV		36		36	1.50
CM 55E	Shiatsu V		36		36	1.50
CM 65E	Shiatsu VI		36		36	1.50



# CCM ELECTIVES

## electives

COURSE #	COURSE	CLINIC	LAB	LECTURE	TOTAL HOURS	CREDITS
	<b>TAIJI</b>					
CM 44E	Taiji Retreat		12		12	0.50
	<b>TRADITIONAL ARTS OF CULTIVATION</b>					
CM 13E	Chinese Calligraphy I		24		24	1
CM 23E	Chinese Calligraphy II		24		24	1
CM 33E	Weiqi		24		24	1
	<b>TRADITIONAL MENTORSHIP</b>					
CM 12E	Traditional Mentorship Tutorial I			24	24	2
CM 22E	Traditional Mentorship Tutorial II			24	24	2
CM 32E	Traditional Mentorship Tutorial III			24	24	2
	<b>AYURVEDA MEDICINE ELECTIVES</b>					
	<i>See applicable catalog section</i>					
	<b>GLOBAL HEALTH ELECTIVES</b>					
	<i>See applicable catalog section</i>					
	<b>INTEGRATIVE MEDICINE RESEARCH ELECTIVES</b>					
	<i>See applicable catalog section</i>					
	<b>INTEGRATIVE MENTAL HEALTH ELECTIVES</b>					
	<i>See applicable catalog section</i>					
	<b>NATUROPATHIC MEDICINE ELECTIVES</b>					
	<i>See applicable catalog section</i>					
	<b>NUTRITION (MScN) ELECTIVES</b>					
	<i>See applicable catalog section</i>					

# School of Graduate Studies

*The mission of the School of Graduate Studies is to transform individuals and communities through integrative, socially responsible, and evidence-informed approaches to health and well-being.*

## Graduate Studies at NUNM

As people face significant health challenges worldwide, the need for additional approaches to health and health care is increasingly evident. Integrative health and medicine incorporates a variety of systems to create optimal health and wellness for individuals. At NUNM, our unique master's programs in the School of Graduate Studies prepare students for careers in nutrition, research,

global health, integrative mental health, and the ancient Indian medical practice of Ayurveda. We emphasize active learning and ensure our students graduate with the tools to succeed in their profession. Our integrative programs prepare our graduates to make significant contributions to the fields of integrative medicine, including public health, research and clinical care.

Students who graduate from the School of Graduate Studies will:

1. Demonstrate professionalism through communication, presentation and interpersonal skill.
2. Abide by ethical and legal standards within the scope of their professional practice.
3. Consciously apply a holistic philosophy to future collaborations and professional work.
4. Apply a social justice perspective to addressing key issues in public health and health care.
5. Be lifelong learners who seek continual professional growth.
6. Utilize research to determine the most effective methods of promoting health and well-being.



# Master of Science in Ayurveda

The Master of Science in Ayurveda (MScA) degree offers a whole-systems approach to prevention and treatment of disease that promotes a vibrant state of health and wellness. Students are trained to address health care from an integrative perspective, using a variety of modalities including counseling, mind-body medicine (including yoga and Ayurvedic massage), botanical medicine, nutraceuticals, diet, lifestyle, and detoxification/rejuvenation therapies. Core courses provide students with a strong foundation in Ayurveda philosophy (including training in classic Sanskrit texts), anatomy, physiology, pathophysiology, and techniques for physiologic imbalance classification and assessment. Additional courses in research, business, and health media, with written and public speaking skill development, will support successful postgraduate careers in integrative medicine.

*The mission of the Ayurveda program is to empower practitioners to provide a unique lens with which to view the impact of diet, lifestyle, behavior, thought process, mind, and spirit on healthy living.*

There are both academic and clinical components to this program. Academic instruction occurs on site at NUNM, and required fieldwork and clinical internship training takes place locally. Following completion of their clinical internship training, students complete a capstone project, which consists of a written thesis and verbal presentation at a local conference. Opportunities for internships in India are available.

This well-designed program aligns with the mission of NUNM: to educate and train physicians, practitioners and pre-professionals in the art, science and research of natural medicine. The MScA also aligns with NUNM's goal to advance the science and practice of traditional world medicines. The Ayurveda program equips graduates with the knowledge base and practical skills to effectively work in the diverse and multidisciplinary environments inherent to an Ayurvedic medical practice. Students are trained to make holistic recommendations that not only encompass disease prevention and treatments, but also enhance and preserve physical, psychological, intellectual and spiritual health. Upon graduation, students will understand their

scope of practice and distinct role as a member of an integrated, multidisciplinary team offering profound and holistic healing.

## Program Outcomes and Competencies

Students in the MScA program will be prepared to meet the following program outcomes and competencies:

- Practical examination in Ayurvedic assessment and counseling
- Practical examination in Ayurvedic therapeutics and clinical skills
- Written proficiency exam in Ayurvedic theory and application
- Develop an Ayurvedic nutrition and lifestyle plan, menu, and meal for standardized patients
- Develop and teach an Ayurveda class in the context of selected specialization
- Develop and present protocol and methodology for systematic and evidence-based Ayurvedic research in the context of selected specialization

## MScA Core Curriculum

### **GSAR 505 – Ayurvedic Principles and Philosophy** (4 credits)

Ayurveda's lineage, vision and wisdom leading to globalization are introduced in this course. Discussion centers on Ayurveda's scientific approach; ancient philosophy as a holistic healthcare system; principles, and their relationships and up-to-date applicability with respect to health, disease prevention, disease creation, progression and recovery; and concepts of body-type, mind-type and their assessments. An overview of various organizations and the World Health Organization (WHO) for research and promotion of Ayurveda is included.

### **GSAR 510, 531 – Ayurvedic Analysis: Anatomy, Physiology and Pathophysiology I & II** (2 credits and 3 credits)

This course involves an in-depth study of Ayurvedic concepts related to anatomy, physiology and pathophysiology; significance of body constituents and their interrelations; physiological classifications; and pathology in the functional pathways in the state of healthy and unhealthy conditions. Ayurvedic perspective of pathophysiology related to various body functions and their application in assessment, states of unhealthy conditions, and prognosis are explained in selected context. *Prerequisite: GSAR 505*

### **GSAR 511 – Ayurvedic Analysis Lab** (1 credit)

The lab complements classroom study of selected marmas, concepts of Ayurvedic anatomy physiology and

pathophysiology via observation, and experimentation in selected context. Students will perform investigations involving body systems and evaluate the results as they apply to Ayurvedic anatomy and physiology.

*Prerequisite: GSAR 510. Note: additional fee required*

#### **GSAR 530 – Ayurvedic Research I** (1 credit)

In order to fully synthesize the material from various courses, students conduct a research project on an Ayurvedic health topic. The project includes conceptual descriptions, explanations and demonstrations of the case parameters. The final presentation includes a written and oral description of background research, case assessment, evaluation, and treatment. Students will describe how patients are evaluated based on Ayurvedic parameters, counseled, followed-up, problems in implementation of treatment protocols, potential solutions to problems, and final conclusions. *Prerequisites: RES 530 and mentor approval of project topic. Note: additional fee required*

#### **GSAR 602 – Vocabulary of Ayurveda** (1 credit)

This course covers an overview of the following: Sanskrit alphabets from 'Devanagari' script, writing, reading and pronunciation of the alphabet and selected words. In addition, the course dives into specific words; introducing their meaning according to derivation, etymology, alignment of letters, resemblance and assortment due to breakup of words, translation, and precise rhythm of pronunciation of selected Ayurvedic Sanskrit verses frequently used. *Note: This course does not include study of Sanskrit language as a second language or spoken language. The course does not cover study of Ayurvedic classics.*



#### **GSAR 616 – Ayurvedic Practice in the U.S.** (0.5 credit)

This course focuses on the mission, scope and opportunities of Ayurvedic practice in the U.S.; relevant professional ethics, jurisprudence, legal formalities, standards, development and management of Ayurvedic practice; and insurance and documentation advice. Students also receive an overview of the Ayurvedic concept of toxicology; including a list of toxins along with their antidotes, and management of their effects on the mind and body.

#### **GSAR 617 – Introduction to Ayurvedic Consultation and Research** (1 credit)

This course gives students an overview of the NUNM clinic procedures, clinic policies, and electronic medical record software related to Ayurvedic consultation and research; and includes HIPAA, OSHA, and responsible conduct of research trainings. Students will observe procedures related to Ayurvedic consultation, doctor/patient relationships, as well as referral management. Students are encouraged to identify research gaps, and collect patient information for case studies, case series and chart reviews. *Prerequisite: GSAR 631*

#### **GSAR 619 – Ayurvedic Methods of Evaluation** (1 credit)

Evaluating imbalance and determining the root cause of disease are essential skills for an Ayurvedic practitioner. This course provides the theoretical basis for multiple evaluation methods, including the importance of tongue and pulse examination that can be applied within an Ayurvedic consultation practice. *Prerequisite: GSAR 511*

#### **GSAR 620 – Ayurvedic Methods of Evaluation Lab** (1 credit)

In this lab course, students build upon their skills and learn how to apply tools learned in GSAR 619 Ayurvedic Methods of Evaluation. Students will learn to perform an evaluation that encompasses the origin and development of specific conditions. *Prerequisite: GSAR 619. Note: additional fee required*

#### **GSAR 621 – Ayurvedic Dietetics** (2 credits)

This course observes the Ayurvedic concepts of nutrition, including a body- and mind-type oriented individualistic approach; preventive and seasonal nutrition; incompatible foods; as well as Ayurvedic rituals, regimens, classifications and qualities of foods. Students will explore the significance of Ayurvedic concepts in cooking and the effect of food on the mind, body and spirit.

#### **GSAR 622 – Ayurvedic Dietetics Practicum** (0.5 credit)

This course is a hands-on experience with selected Ayurvedic techniques of cooking for therapeutic diets, and cooking according to body type and season to evaluate the effect of food on the mind, body and spirit. Students will practice Ayurvedic regimen, mantras and rituals related to the consumption of food, along with mindful eating. *Corequisite: GSAR 621. Note: additional fee required*



**GSAR 623 – Ayurvedic Herbs (2 credits)**

This course surveys the basic principles of Ayurvedic botanicals. It introduces students to the taste, properties, energies, selected Ayurvedic classification and actions, and effect on doshas with study of selected individual herbs. Dosage and the essential carrier medium consumed along with the herb are covered. Students will also receive a brief introduction to making selected forms of herbal preparations, including dry powder, juice, pulp and decoctions from selected herbs. *Prerequisite: GSAR 511. Note: additional fee required*

**GSAR 625 – Ayurvedic Formulations Lab (1 credit)**

This lab includes the demonstration and hands-on experience of making selected forms of herbal preparations, including dry powder, juice, pulp and decoctions from selected herbs; along with an explanation of the traditional methods used to purify herbs and minerals for therapeutic purposes. Students will also learn the identification of the appropriate portion or part of a plant for medicinal use; selected preparation methods to preserve and improve their potency, and to enhance their therapeutic efficiencies; and Ayurvedic testing methods to determine quality and safety of these drugs. *Prerequisites: GSAR 622, 623. Note: additional fee required*

**GSAR 626 – Ayurvedic Pharmacology and Materia Medica (3 credits)**

This course covers the Ayurvedic approach to the clinical application of herbal medicines, combinations, various formulations, and their appropriate timing, dosing and administration details. Precise and ethical use according to indications and contraindications is also included. *Prerequisites: GSAR 505, 511, 616, 620; Corequisite: GSAR 625*

**GSAR 627 – Ayurvedic Yoga (2 credits)**

This course examines yoga and its eight limbs with Ayurvedic perspective. Through instruction and practice,

the application of various aspects of yoga as modalities in the Ayurvedic practice (with their indications and contraindications for Tridosha-wise body types, conditions of balance and imbalance), for the objective of conservation of health, and prevention and pacification of disorders, will be explored. Selected practices of asana, mantra, mudra, bandha, breathing technique, and meditation will be covered.

**GSAR 629 – Ayurvedic Wellness Practice (2 credits)**

The Ayurvedic approach to wellness practice incorporates strengthening techniques for mind and body. This course enumerates lifestyle advice and concepts, including Dosha assessment for the skin, hair and nails, for optimizing dermatological health; dosha-specific personal care–Dincharya (Ayurvedic diurnal and nocturnal regimens); seasonal regimen; and the role of body, mind and spirit. Students will also learn about homemade Ayurvedic herbal beauty-care products and supplementary herbs.

**GSAR 630 – Ayurvedic Research II (4 credits)**

This is the required continuation of GSAR 530 Ayurvedic Research I, and includes the final written and oral defense of the student's research project. *Prerequisite: GSAR 530*

**GSAR 631 – Ayurvedic General Consultation**

(2 credits each; must take twice)

Learn the Ayurvedic concepts of health, disease and their treatments; and the Ayurvedic perspective of disease classification and four limbs of treatment. This course involves detailed study of several diseases with respect to how to approach them with an Ayurvedic framework: Ayurvedic methodology; principles and modalities of aphrodisiac; rejuvenation treatments; along with personalized specific treatment. *Prerequisites: GSAR 626, 627, 632, 635, 641; Corequisite: GSAR 629*

**GSAR 632 – Classic Texts of Ayurveda (2 credits)**

This course emphasizes the insights, distinguishing concepts, and writing flair of the authors of the great





trilogy (Brihat Trayi) classics Charaka, Sushruta and Vagbhata; and gives an introduction to three texts—the lesser trilogy (Laghu Trayi) Sharangadhara Samhita, Madhav Nidana, and Bhavprakash; as well as Yogratnakar.

**GSAR 633 – Panchakarma (1 credit)**

Panchakarma is the Ayurvedic approach to detoxification, cleansing of the body and mind for rejuvenation and treatment of disease. This course provides an overview of the philosophy and types of Panchakarma. Indications, contraindications, and the preparatory process for Panchakarma therapy will be covered. The modalities explored in this course include: personalized application of whole-body massage (oleation therapy), Udvartana (massage with dry herbal powder), Kati Basti, Griva Basti, Janu Basti, Pinda Swedana (hot pack-sudation therapy) technique, Virechana (purgings), and Nasya (nasal drops). *Prerequisite: GSAR 637; Corequisite: GSAR 629.*

**GSAR 634 – Panchakarma Lab (1 credit)**

Students learn to outline and apply Panchakarma treatments according to the Ayurvedic classification of diseases. This lab focuses on the hands-on application of Panchakarma for selected conditions. Students will practice the following modalities: personalized application of whole-body massage (oleation therapy), Udvartana (massage with dry herbal powder), Kati Basti, Griva Basti, Janu Basti, Pinda Swedana (hot pack-sudation therapy) technique, Virechana (purgings), and Nasya (nasal drops). *Prerequisite: GSAR 633. Note: additional fee required*

**GSAR 635 – Conditions of the Eyes, Ears, Nose and Throat (EENT) (0.5 credit)**

Ayurveda emphasizes the importance of the head as the nerve center of the body systems. EENT is one of the eight branches of Ayurveda (Shalakyantra – Urdhwanga

Chikitsa) that deals with the modalities for prevention, evaluation, prognosis and treatment of the diseases above the neck. This course examines aspects of Ayurveda addressing selected diseases of the head and EENT. *Corequisite: GSAR 620*

**GSAR 637 – Ayurvedic General Consultation Lab (2 credits)**

Students observe the various Ayurvedic methods of case intake for the assessment; application of various treatment ('shaman'—pacifying, 'shodhan'—detoxifying) modalities; choices of single or combination herbs; herbal preparation; prescribing herbs; dosage and administration of Ayurvedic medicine; managing follow up of the cases; stages and markers of disease and recovery; and progress of the patient. Students will learn how to provide a support system to the patient for implementation of the prescribed plan of treatments, diet, lifestyle suggestions, and daily medication. *Prerequisite: GSAR 631. Note: additional fee required*

**GSAR 640 – Ayurvedic Consultation Shift – Clinic Rotation (4 credits)**

Students observe the Ayurvedic method of case intake for clinical assessment, application of treatment modalities, selection of herbal preparations, dosage and administration of Ayurvedic medicine, and case management. Students will learn how to provide a support system and implement the prescribed plan of treatment modalities and lifestyle recommendations. *Prerequisite: GSAR 637*

**GSAR 641 – Women's and Children's Health (1 credit)**

This course provides an overview of Ayurvedic philosophy and theory with respect to women's health, pregnancy, postnatal care and child care. Students learn the importance of Ayurvedic principles and practices during prenatal, antenatal and postnatal care. In addition, students will learn Garbh Sanskar, the vedic rituals for parents during pregnancy for the enhancement of fetal health and intelligence. *Prerequisites: GSAR 511, 622; Corequisites: GSAR 627, 629*

**GSAR 644 – Applied Ayurveda Seminar (0.5 credit)**

This course uses hypothetical and real cases to teach students the basics of evaluation and treatment. Students interact with their peer students and expert Ayurvedic practitioners to review Ayurvedic assessment, evaluation, diseases, treatments, Panchakarma techniques, and the effects of various medicines and treatments on disease stages. This course provides a forum for students to present their Ayurveda skills for a variety of patients/cases before entering clinical training. *Note: additional fee required*

**GSAR 650 – Ayurvedic Internship (4 credits each; must take twice)**

Students' clinical education culminates in Ayurvedic clinical rotations. Supervised by a licensed physician, students take the lead as they practice interviewing patients, clinical assessment, prescribing herbs and other Ayurvedic medicine modalities, and managing patients. Students are expected to synthesize knowledge and skills



from all courses in the Ayurveda program and demonstrate the ability to apply critical thinking skills, evidence-informed practice, and cultural humility to patients.

*Prerequisite: GSAR 640*

#### **GSAR 654 – Thesis (1 credit)**

Over the course of their final year in the Ayurveda program, students will write a master's thesis as a capstone. Students receive support in determining and refining the

focus of their project, which may be on any approved topic pertinent to classical Ayurvedic medicine.

*Prerequisites: GSAR 650 and mentor approval of topic*

## **Elective Courses**

Ayurveda students are required to complete four (4) elective credits for the purpose of rounding out their education. In addition to Ayurveda electives, students may also take elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and other School of Graduate Studies programs (as long as course prerequisites are met).

#### **GSN 572E – Indian Cooking (2 credits)**

Traditional Indian cooking is based on the foundations of Indian philosophy. This course explores the concepts of Indian cooking, the properties of food, and the seasonal selection of dishes to achieve optimum health for body, mind and spirit. This course covers classic and regional dishes, including vegetarian, non-vegetarian, vegan, gluten-free, low-calorie, low-sodium and Ayurvedic dishes. The Indian concepts of Tridosha (Vata, Pitta, Kapha), individual dietary requirements, and disease-specific diets are also covered. *Note: additional fee required; this course is highly recommended for MScA students*

#### **GSAR 604E – Introduction to Ashtanga Hridaya (2 credits)**

This course offers a discourse on the Ayurvedic classic text and methodology to study its structure and complexity while providing a bird's eye view of all the divisions (sthanas). The course emphasizes the insights and writings of the great author Acharya Vagbhata in the classic *Ashtanga Hridaya*, and observes innovation in the concepts, physiological consideration of the body, procedures, and other treatments. *Note: This course is highly recommended for MScA students*

#### **GSAR 646E – Ayurveda and Vedic Architecture (Vastushastra) (2 credits)**

Ayurveda recognizes effects of energies of Vastu (place, such as the place of residence) over the human life. This course provides an overview of vedic architecture and its associated philosophy. The relationship of cardinal direction energy, intercardinal or ordinal directions of land, and selected architectural designs will be related to human life, mind, body, disease and health.

#### **GSAR 647E – Ayurveda and Vedic Astrology (Jyotish) (2 credits)**

This course explores the role of vedic astrology in addressing the cause, evaluation and treatment of disease, and provides an overview of health influencing parameters of vedic horoscopes. In addition, potential areas of integration of Ayurveda and vedic jyotish in the management of health conditions and disease are discussed.



# MScA TWO-YEAR CURRICULUM

first year

COURSE #	FIRST-YEAR FALL	CLINIC	LAB	LECTURE	CREDITS
GSAR 505	Ayurveda Principles and Philosophy			48	4
GSAR 635	Conditions of the Eyes, Ears, Nose and Throat (EENT)			6	0.5
RES 530	Research Methodologies			36	3
	Elective			24	2
	<b>First-Year Fall Totals</b>			<b>114</b>	<b>9.5</b>

COURSE #	FIRST-YEAR WINTER	CLINIC	LAB	LECTURE	CREDITS
GSAR 511	Ayurvedic Analysis Lab		24		1
GSAR 621	Ayurvedic Dietetics			24	2
GSAR 622	Ayurvedic Dietetics Practicum		12		0.5
GSAR 623	Ayurvedic Herbs			24	2
GSN 572E	Indian Cooking			24	2
GSAR 626	Ayurvedic Pharmacology and Materia Medica			36	3
	<b>First-Year Winter Totals</b>		<b>36</b>	<b>108</b>	<b>10.5</b>

COURSE #	FIRST-YEAR SPRING	CLINIC	LAB	LECTURE	CREDITS
GSAR 510	Ayurvedic Analysis: Anatomy, Physiology and Pathophysiology I			24	2
GSAR 602	Vocabulary of Ayurveda			12	1
GSAR 619	Ayurvedic Methods of Evaluation			12	1
GSAR 620	Ayurvedic Methods of Evaluation Lab		24		1
GSAR 625	Ayurvedic Formulations Lab		24		1
GSAR 631	Ayurvedic General Consultation			24	2
GSAR 633	Panchakarma			12	1
GSAR 641	Women's and Children's Health			12	1
	<b>First-Year Spring Totals</b>		<b>48</b>	<b>96</b>	<b>10</b>

**FIRST-YEAR TOTALS** **84**    **318**    **30**



# MScA TWO-YEAR CURRICULUM

## second year

COURSE #	SECOND-YEAR SUMMER	CLINIC	LAB	LECTURE	CREDITS
GSAR 617	Introduction to Ayurvedic Consultation and Research		24		1
GSAR 631	Ayurvedic General Consultation			24	2
GSAR 637	Ayurvedic General Consultation Lab		48		2
GSAR 640	Ayurvedic Consultation Shift	96			4
	<b>Second-Year Summer Totals</b>	<b>96</b>	<b>72</b>	<b>24</b>	<b>9</b>

COURSE #	SECOND-YEAR FALL	CLINIC	LAB	LECTURE	CREDITS
GSAR 531	Ayurvedic Analysis: Anatomy, Physiology and Pathophysiology II			36	3
GSAR 530	Ayurvedic Research I		24		1
GSAR 627	Ayurvedic Yoga			24	2
GSAR 629	Ayurvedic Wellness Practice			24	2
GSAR 634	Panchakarma Lab		24		1
	<b>Second-Year Fall Totals</b>		<b>48</b>	<b>84</b>	<b>9</b>

COURSE #	SECOND-YEAR WINTER	CLINIC	LAB	LECTURE	CREDITS
GSAR 630	Ayurvedic Research II		96		4
GSAR 632	Classic Texts of Ayurveda			24	2
GSAR 650	Internship	96			4
	<b>Second-Year Winter Totals</b>	<b>96</b>	<b>96</b>	<b>24</b>	<b>10</b>

COURSE #	SECOND-YEAR SPRING	CLINIC	LAB	LECTURE	CREDITS
GSAR 616	Ayurvedic Practice in the U.S.			6	0.5
GSAR 644	Applied Ayurveda Seminar		12		0.5
GSAR 650	Internship	96			4
GSAR 654	Thesis		24		1
	Elective (GSAR 604E Introduction to Ashtanga Hridaya recommended)			24	2
	<b>Second-Year Spring Totals</b>	<b>96</b>	<b>36</b>	<b>30</b>	<b>8</b>

**SECOND-YEAR TOTALS** **288** **252** **162** **36**

TOTAL CORE CREDITS	62
TOTAL ELECTIVE CREDITS	4
TOTAL REQUIRED CREDITS	66

# MScA ELECTIVES 4 Credits Required

## electives

Ayurveda students may take any MScA elective courses listed below. In addition, students may take elective courses through the School of Graduate Studies, College of Naturopathic Medicine, and College of Classical Chinese Medicine. Some core courses may also be eligible for transfer among NUNM graduate programs to satisfy elective requirements; this is dependent upon approval from the two program deans. In all cases, students must satisfy course prerequisites.

*NOTE: Elective courses may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE	LECTURE	CREDITS
GSAR 604E	Introduction to Ashtanga Hridaya	24	2
GSAR 646E	Ayurveda and Vedic Architecture (Vastushastra)	24	2
GSAR 647E	Ayurveda and Vedic Astrology (Jyotish)	24	2
GSN 572E	Indian Cooking	24	2

### CLASSICAL CHINESE MEDICINE ELECTIVES

*See applicable catalog section*

### GLOBAL HEALTH ELECTIVES

*See applicable catalog section*

### INTEGRATIVE MEDICINE RESEARCH ELECTIVES

*See applicable catalog section*

### INTEGRATIVE MENTAL HEALTH ELECTIVES

*See applicable catalog section*

### NATUROPATHIC MEDICINE ELECTIVES

*See applicable catalog section*

### NUTRITION (MScN) ELECTIVES

*See applicable catalog section*

# Master of Science in Global Health

The mission of the Master of Science in Global Health (MScGH) program is to prepare professionals to apply public health frameworks, systems approaches, traditional medicine philosophy and cultural humility to improve the health and well-being of diverse populations worldwide through practice, research and policy.

The MScGH degree program is designed for students who desire to understand the complexity of global health challenges and contribute to solutions in a meaningful way. The world has become smaller through the ease of international travel and technology, yet the disparity in health outcomes between countries has never been greater. Many low-resource settings lack the means to implement a biomedical approach to health and wellness, thus these are places where public health and integrative, traditional medical strategies can thrive.

Students are required to travel as part of their global health training; first with a global health experience course on a guided trip to one of several destinations in the U.S. or abroad and, second, after finishing all foundational coursework, students plan and implement a supervised fieldwork project in a practice-based setting. This fieldwork course allows students to obtain real-world experience with current challenges and opportunities in global health. At least one of these courses must include travel outside of the U.S.

## Definitions Used in the MScGH Program

### Traditional Medicine

“Traditional medicine is the sum total of the knowledge, skills, and practices based on the theories, beliefs, and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health as well as in the prevention, diagnosis, improvement or treatment of physical and mental illness.”

(From: World Health Organization. *General Guidelines for Methodologies on Research and Evaluation of Traditional Medicine*. Geneva, Switzerland. 2000.)

### Complementary/Alternative Medicine (CAM)

“The terms ‘complementary medicine’ or ‘alternative medicine’ are used inter-changeably with traditional medicine in some countries. They refer to a broad set of health care practices that are not part of that country’s own tradition and are not integrated into the dominant health care system.”

(From: World Health Organization. *General Guidelines for Methodologies on Research and Evaluation of Traditional Medicine*. Geneva, Switzerland. 2000.)

### Integrative Health

“Integrative health is a state of well-being in body, mind and spirit that reflects aspects of the individual, community and population. It is affected by: 1) Individual biological factors and behaviors, social values, and public policy, 2) The physical, social, and economic environments, and 3) An integrative healthcare system that involves the active participation of the individual and the healthcare team in applying a broad spectrum of preventive and therapeutic approaches. Integrative health encourages individuals, social groups, and communities to develop ways of living that promote meaning, resilience and wellbeing across the life course.”

(From: Witt CM, Chiamonte D, Berman S, et al. Defining health in a comprehensive context: a new definition of integrative health. *Am J Prev Med*. 2017;53(1):134-137.)

## Program Outcomes and Competencies

Upon graduation from the MScGH program, students are equipped with the knowledge and skills to work within diverse cultural and multidisciplinary environments in local, national and global health settings.

Students in the MScGH program will be prepared to meet the following program outcomes and competencies:

### 1. Traditional, Complementary/Alternative, and Integrative Health and Medicine Philosophies:

Understand the use and role of traditional, complementary/alternative, and integrative health and medicine practices and philosophies in local, national and global health systems.

- Outline the history of traditional, complementary/alternative, and integrative health and medicine practices in local, national and global settings
- Recognize the culturally specific beliefs, behaviors and preferences that influence health care and health service utilization in local, national and global settings
- Incorporate traditional, complementary/alternative, and integrative health and medicine approaches into public health solutions, when appropriate, to address health-related problems in local, national and global settings

### 2. Systems Thinking: Analyze the role of multiple complex, changing systems in both causing and solving health problems in local, national and global settings.

- Apply systems thinking tools to a public health issue of global importance

- b. Identify and analyze the roles and relationships of the diverse entities influencing global health and health inequities

### 3. Evidence-Based Approaches to Public Health:

Identify and apply evidence-based approaches to public health and medical research and practice in local, national and global settings.

- a. Apply epidemiological methods and other, relevant scientific evidence to the breadth of settings and situations in public health and medical practice
- b. Select quantitative and qualitative data collection methods appropriate for a given public health or clinical context
- c. Analyze quantitative and qualitative data using biostatistics, informatics, and computer-based programming and software, as appropriate
- d. Interpret results of data analysis for public health research, policy or practice
- e. Critically appraise health-related literature

### 4. Public Health and Healthcare Systems:

Evaluate the role of public health and healthcare systems in determining individual and population health outcomes in local, national and global settings.

- a. Compare the organization, structure and function of health care, public health and regulatory systems across local, national and global settings
- b. Discuss the means by which structural bias, social and economic inequities, and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

### 5. Planning and Management to Promote Health:

Use scientific evidence and community input to design, implement, manage and evaluate culturally appropriate and sustainable public health and healthcare programs to address health-related issues in local, national and global settings.

- a. Assess population needs, assets, capacities and cultural values that affect communities' health
- b. Apply awareness of cultural values and practices, and social justice and human rights principles, to the design and/or implementation of public health policies, programs, projects and interventions
- c. Design a population-based policy, program, project or intervention that addresses a global health issue
- d. Explain basic principles and tools of budget and resource management
- e. Select methods to evaluate public health programs in local, national and global settings



- f. Describe methods for assuring sustainability in planning for health policy, programs, projects and/or interventions in local, national and global settings

### 6. Policy in Public Health:

Distinguish the impact of health and social policies on individual and population health in local, national and global settings.

- a. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence, in local, national and global settings
- b. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health and medical outcomes in local, national and global settings
- c. Advocate for political, social or economic policies and programs that will improve health in diverse populations
- d. Evaluate policies for their impact on public health and health equity in local, national and global settings
- e. Examine the basic principles of global health diplomacy

### 7. Communication:

Demonstrate effective skills for communicating with culturally diverse stakeholders in local, national and global settings.

- a. Select communication strategies for different audiences and sectors that demonstrate respect for diverse perspectives and cultures
- b. Communicate audience-appropriate health content, both in writing and through oral presentation
- c. Describe the importance of cultural sensitivity in communicating public health and/or traditional/complementary/alternative and integrative health content



**8. Leadership and Ethical Practice:** Create and demonstrate the leadership knowledge and skills necessary to effectively and ethically address and manage health problems in diverse settings worldwide.

- a. Apply principles of leadership, governance and management, which include cultural sensitivity, integrity, creating a vision, empowering others, fostering collaboration, and guiding decision-making
- b. Apply negotiation and mediation skills to address organizational or community challenges
- c. Apply the fundamental principles of international standards for the protection of human subjects in diverse cultural settings and situations
- d. Identify ethical and professional issues that arise in public health and medical practice in local, national and global settings

**9. Interprofessional Practice:** Engage with professionals outside of traditional public health and medical disciplines, such as legislators and transportation officials, to collaboratively improve health outcomes in local, national and global settings.

- a. Perform effectively on interprofessional teams/partnerships
- b. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems in local, national and global settings
- c. Recognize the importance of including representatives of diverse constituencies in teams/partnerships and in decision-making practices

## Program Tracks

### Two Year

The two-year track is the standard program track for the MScGH program. This 62-credit curriculum allows many opportunities for students to learn essential global health skills through the core curriculum, take a broad range of elective courses, participate in one or more global health experience trips (one trip is required), and complete a 200-hour fieldwork project. Students are required to travel outside of the United States for either their required global health experience trip or fieldwork project, or both.

### Concurrent Programs

Students can combine the MScGH degree program with any other graduate program offered at NUNM. Concurrent tracks may require additional time for completion.

## MScGH Course Descriptions

### Core Curriculum

**GSGH 500 – Global Health Mentorship** (1 credit each)

**GSGH 501 – Global Health Mentorship** (0.5 credits each)

The MScGH mentoring program provides a faculty mentor to assist the students' transition into the graduate program, to facilitate professional growth, and to monitor the preparation and completion of students' fieldwork process. As part of a multiple-term series, students explore the tools needed to succeed while in school and post-graduation. Each student will work with faculty mentors to identify and achieve their academic and professional goals, including selecting and completing appropriate fieldwork placements. Mentors are responsible for monitoring progress throughout the student's degree program. *Note: the MScGH program requires a total of 3 mentorship credits*

**GSGH 510 – Global Health Discussion Series**

(1 credit each over 2 quarters)

The purpose of this course is to engage students in discussion on topics that integrate the concepts introduced in MScGH core courses. Each session in the series will have a thematic frame that guides facilitated discussion. Themes will be recommended by students and participating faculty. Formats might include: presentations, showing and discussion of a documentary, discussion of a news report, discussion of a book chapter or article, or attending a special campus speaker's presentation or event. Students will present their proposed projects in this forum for feedback from other students and faculty.

**GSGH 511 – Foundations of Global Health** (3 credits)

This course introduces students to key global health topics and issues. Each week students are exposed to different social, economic, political and environmental factors that affect global health. Students explore global health organizations and major players in global health. Focus is on interventions that address health disparities, social justice and low-income settings; students learn to appraise global health problems and suggest innovative solutions. At the end of the course, students will be able to identify key global health questions and suggest projects to address these questions.

**GSGH 513 – Comparative Global Health Systems** (2 credits)

In this course, students examine diverse models of health systems currently in use around the globe. Topics include service delivery; access and utilization; workforce preparation and practice; health information systems; the distribution of, and access to, medical products (medicine, vaccines, technology); financing; and governance and leadership. Additional topics include resource allocation challenges and relevant policy development and implementation processes.

**GSGH 521 – Social and Behavioral Foundations of Health** (2 credits)

This course provides students with an introduction to social and behavioral science issues that influence patterns of health and healthcare delivery. Students explore biomedical, social, psychological and behavioral factors that must be taken into consideration when global health initiatives are developed, implemented and evaluated. Course materials highlight the integration of research from the social and behavioral sciences with epidemiology and biomedical sciences. A community-based participatory approach to understanding community needs is emphasized, and upon completion of this course, students will be able to propose viable public health research questions and conduct a needs assessment informed by determinants of health relevant to a particular geographical region.

**GSGH 522 – Global Health Seminar** (1 credit)

This course examines global health issues through journal and news articles, and discusses challenges to practicing medicine and targeting research to different areas. Experts in global health from various health-related backgrounds share their perspectives on global health policy and practice.

**GSGH 524 – Population Research Approaches** (3 credits)

This course examines different approaches used to systematically and carefully investigate health-related issues across and within populations in local, national and global settings. Students explore the processes of defining research topics and questions; collecting and analyzing data; and interpreting and disseminating results using quantitative, qualitative and mixed-methods approaches. Additional focus is placed on research ethics, information sourcing, and the interpretation of health-related research findings.

**GSGH 525 – Program Development** (2 credits)

This course is designed to equip students with the knowledge and skills necessary to systematically develop and implement health-related programs, services and interventions for defined populations in local, national and global settings.

**GSGH 526 – Program Evaluation** (2 credits)

In this course, students develop the knowledge and skills necessary to design and implement an evaluation protocol for health-related programs, services, policies and interventions in local, national and global settings.

**GSGH 530 – Environmental Global Health** (2 credits)

This course covers the most pressing environmental concerns across the globe while examining the relational element involved with human interaction. Topics to be covered include climate change, air and water pollution, issues of solid and hazardous waste disposal, land degradation and desertification, population growth concerns, globalization and consumption patterns, and chemical and toxic exposures. Additional focus is given to global environmental policy and examples of solution-oriented programs.

**GSGH 532 – Community Organizing** (2 credits)

In this course, students examine the history, theory and best practice of community organizing to improve health outcomes. Modalities to be presented include advocacy, marketing and media campaigns, group dynamics and coalition building, community outreach and empowerment, leadership development, and grass roots methods for social change. Local and global case studies are presented, and the practical application of learned skills is an integral part of this course.

**GSGH 610 – Grant Writing: Foundation Grants** (2 credits)

This course teaches skills in technical writing and in writing grant proposals to be submitted by nonprofit organizations to foundations that award funds for projects or programs. Students are introduced to the processes of identifying funding sources for needed projects or programs; establishing relationships with potential funding agencies; and planning, writing, revising, budgeting and submitting foundation grant proposals (FnGPs) that are responsive to the stated interests of funding agencies. Each student will write an FnGP for a nonprofit and will critique another student's FnGP.

**GSGH 629 – Global Health Fieldwork Preparation** (1 credit)

Students work with their faculty mentor to plan for their global health fieldwork experience. Students will create learning objectives for their fieldwork that align with their professional goals and the MScGH program competencies; design a project that meets these objectives; secure a site and qualified supervisor to host and assist them; prepare a learning contract; and make all travel-related arrangements.

**GSGH 630 – Global Health Fieldwork** (7 credits)

Fieldwork provides students with supervised, advanced practical experience in a population-focused, health-related local, national or international setting over a 10-week period. Students demonstrate achievement of professional and MScGH program outcomes and competencies through the design, implementation and evaluation of their fieldwork project; realization of their fieldwork learning objectives; and the dissemination of a final product that mutually benefits both the student and the host site.

*Note: itinerary-specific trip fee applies*

**GSGH 705 – Biostatistics – Secondary Data Analysis** (3 credits)

Secondary Data Analysis builds on the foundation of Biostatistics I (RES 600), presenting an advanced understanding and the practical implementation of statistical methods in quantitative data analysis. This course uses statistical software to calculate statistics from raw data, focusing on techniques that are particularly applicable to analysis of secondary data sets, as well as meta-analysis of published results. *Prerequisite: RES 600. Note: GSGH 705 is the recommended second course in the biostatistics series for global health students; students may opt to take RES 601 (Biostatistics II) in place of GSGH 705.*

### **RES 502 – Principles of Epidemiology** (3 credits)

Epidemiology is the study of how disease, disability, injury and death are distributed in populations, and the factors that influence or determine these distributions. Study findings are used to guide clinical practice and inform programs and policies created to prevent and control health problems within and between populations. This course exposes students to the basic concepts, principles and methods of epidemiology and their application to public health and/or integrative medicine issues. Students examine measures of disease occurrence, association and impact; observational and experimental study designs; confounding, bias and causation; and how to solve health-related problems using epidemiological methods. Finally, students will learn how to critically assess epidemiologic evidence presented in peer-reviewed literature and other sources.

### **RES 505 – Bioethics** (2 credits)

In this course, students explore ethical issues and common problems encountered in human research and program/service protocols. Students review the roles and responsibilities of those involved in the conduct of health-related research and practice/service, with special attention to vulnerable populations in diverse settings.

### **RES 510 – Introduction to Integrative Health and Medicine** (2 credits)

The fields of integrative health and medicine involve many complex disciplines. This course explains the basic philosophies and practices of Ayurveda, Chinese medicine, naturopathic medicine, homeopathy, shamanic healing, and other integrative health and medicine practices.

### **RES 600 – Biostatistics I** (2 credits)

This course covers different statistical designs, concepts and procedures that are commonly used in clinical and integrative medicine research. This equips students to

understand the statistical rationale and analysis presented in medical literature. They are introduced to basic concepts of probability, random variation, and common statistical probability distributions, and understand the roles of descriptive versus inferential statistics. Students will also understand the different statistical designs, concepts and analysis.

### **RES 601 – Biostatistics II** (3 credits)

In this advanced course, students learn techniques appropriate for handling a single outcome variable and multiple predictors. They develop skills in the use of appropriate statistical procedures for estimation and inference, according to underlying assumptions and type of study design. The interpretation of statistical analysis and understanding the limitations of the data and its consequences will also be discussed. The other component of this course includes developing basic skills for analyzing data using statistical computing software packages. *Prerequisite: RES 600. Note: GSGH 705 is the recommended second course in the biostatistics series for global health students; students may opt to take RES 601 in place of GSGH 705.*

### **RES 610 – Technical Writing** (2 credits)

This course provides students with practical experience in forms of technical communication, emphasizing academic products such as research protocols, theses and manuscripts. Students learn organization and presentation of technical information for both professional and lay audiences. The course focuses on students developing a technical writing style that is accurate, concise, clear and precise; and that promotes high readability.

### **RES 630 – Public Health Policy** (2 credits)

Students explore the role of policy in public health and examine government responses to public health issues.



Various topics related to healthcare access, environmental health and integrative medicine are discussed, with emphasis on current national and international issues.

## Elective Courses

Global health students are required to complete 12 elective credits for the purpose of rounding out their education. In addition to global health electives, students may also take elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and other School of Graduate Studies programs (as long as course prerequisites are met). All MScGH students are required to enroll in a 3-6 credit Global Health Experience travel course as one of their elective courses.

### **GSGH 703E – Maternal and Child Health** (2 credits)

This class focuses on improving the health of mothers, children, youth and families, including socially vulnerable populations, and the environments and policies that affect their well-being. Students learn about nonprofit organizations, research organizations, public health agencies, and healthcare organizations that focus on maternal and child health.

### **GSGH 706E – Conferences in Global Health** (2 credits)

To obtain credit for this course, students must attend an academic or professional conference or three local presentations/workshops that focus on global health issues. Several assignments relating to conference or local presentation/workshop content and networking opportunities are required. This course may be repeated once.

### **GSGH 714E – Wilderness First Aid** (2 credits)

This course is an advanced wilderness first aid training. Topics include basic emergency medicine-related anatomy and physiology; response and assessment; musculoskeletal and soft tissue injury assessment; environmental emergencies and survival skills; medical emergencies and critical care; emergency pharmacology; and travel and tropical medicine, along with practical skills training. An optional CPR component is available.

*Note: additional fee required*

### **GSGH 717E – Psychology of Connection** (2 credits)

This course examines concepts, theories and research in the subject of human connection as related to global health and healing arts professions. Special attention is given to practices aimed at increasing student capacity for connection in the context of their intended work, and to cross-cultural dialogue and experience.

*Note: additional fee required*

### **GSGH 718E – Spirituality and Health** (2 credits)

This course introduces students to the world's major religious and spiritual belief systems, and increases their understanding of how spiritual and religious beliefs and practices influence individual and community health outcomes.

### **GSGH 821E – Tanzania Global Health Experience** (6 credits)

This course is a three-week experience trip with a focus on examining the healthcare system in Tanzania. Students will have the opportunity to visit and stay in remote villages to learn about life and medicine in rural areas, observe in various urban and rural clinical settings, learn about traditional medicine, and provide public health education. *Note: itinerary-specific trip fee applies*

### **GSGH 832E – Thailand Global Health Experience** (4 credits)

This course is a 10-day experience trip in Northern Thailand with coursework focusing on Thai-vedic medicine (traditional Thai medicine), including Thai cooking, herbal medicine, Thai massage and self-care. There are options to receive certification in Thai massage and for additional study in Thai-vedic medicine, yoga, meditation and movement classes. Students also participate in activities such as visits to organic farms, hot springs, conservation camps, and other cultural and historic sites. *Note: itinerary-specific trip fee applies*

### **GSGH 835E – Ghana Global Health Experience** (6 credits)

### **GSGH 836E – Ghana Global Health Experience** (4 credits)

This course is an experience trip in Ghana, West Africa. The coursework covers topics in globalization, natural childbirth, maternal and child health, cultural humility, West African herbalism, clinical services in an international setting, and working with local NGOs to empower and educate rural Ghanaian women. For students in clinical programs (ND, MSOM, DSOM), clinical shadowing hours may be applied toward preceptor hours or community education with prior approval. Trip length and course credits vary by season.

*Note: itinerary-specific trip fee applies*

### **GSGH 837E – Collaborative Global Health Experience**

(3-6 credits; variable based on total hours/weeks of experience)

This course allows students to substitute an experiential learning course or trip offered by or through a non-NUNM organization, such as Child Family Health International (CFHI), for the required NUNM Global Health Experience course. Students select an opportunity that will provide insight into diverse public health and/or healthcare systems; assist with health-related program development, implementation or evaluation; engage in health-related research or surveillance activities; or participate in other health-related activities. Students work with the global health program chair or their mentor to select an appropriate, structured global health opportunity that will consist of a minimum of 36 hours (three credits) of work or programming to satisfy this academic requirement. *Note: itinerary-specific trip fee applies*





# MScGH TWO-YEAR CURRICULUM

## second year

COURSE #	SECOND-YEAR SUMMER	LAB	LECTURE	CREDITS
GSGH 501	Global Health Mentorship		6	0.5
GSGH 510	Global Health Discussion Series		12	1
	Electives		48	4
	<b>Second-Year Summer Totals</b>	<b>0</b>	<b>66</b>	<b>5.5</b>

COURSE #	SECOND-YEAR FALL	LAB	LECTURE	CREDITS
GSGH 002	Pre-Global Health Fieldwork			0
GSGH 501	Global Health Mentorship		6	0.5
GSGH 513	Comparative Global Health Systems		24	2
GSGH 532	Community Organizing		24	2
GSGH 610	Grant Writing: Foundation Grants		24	2
GSGH 629	Global Health Fieldwork Preparation	24		1
	<b>Second-Year Fall Totals</b>	<b>24</b>	<b>78</b>	<b>7.5</b>

COURSE #	SECOND-YEAR WINTER	LAB	LECTURE	CREDITS
GSGH 630	Global Health Fieldwork	168		7
	<b>Second-Year Winter Totals</b>	<b>168</b>	<b>0</b>	<b>7</b>

COURSE #	SECOND-YEAR SPRING	LAB	LECTURE	CREDITS
GSGH 501	Global Health Mentorship		6	0.5
GSGH 530	Environmental Global Health		24	2
	Electives		48	4
	<b>Second-Year Spring Totals</b>	<b>0</b>	<b>78</b>	<b>6.5</b>

**SECOND-YEAR TOTALS** **192** **222** **26.5**

<b>TOTAL CORE CREDITS</b>	<b>50</b>
<b>TOTAL ELECTIVE CREDITS (Electives must include one Global Health Experience Trip)</b>	<b>12</b>
<b>TOTAL REQUIRED CREDITS</b>	<b>62</b>

# MScGH ELECTIVES 12 Credits Required

## electives

Global health students may take any MScGH elective courses listed below. In addition, students may take elective courses through the School of Graduate Studies, College of Naturopathic Medicine, and College of Classical Chinese Medicine. Some core courses may also be eligible for transfer among NUNM graduate programs to satisfy elective requirements; this is dependent upon approval from the two program deans. In all cases, students must satisfy course prerequisites.

*NOTE: Elective courses may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE TITLE	LECTURE	CREDITS
GSGH 703E	Maternal and Child Health	24	2
GSGH 706E	Conferences in Global Health	12	1
GSGH 714E	Wilderness First Aid (optional CPR)	24	2
GSGH 717E	Psychology of Connection	24	2
GSGH 718E	Spirituality and Health	24	2
GSGH 821E	Tanzania Global Health Experience	72	6
GSGH 832E	Thailand Global Health Experience	48	4
GSGH 835E	Ghana Global Health Experience	72	6
GSGH 836E	Ghana Global Health Experience	48	4
GSGH 837E	Collaborative Global Health Experience		varies

### AYURVEDA MEDICINE ELECTIVES

*See applicable catalog section*

### CLASSICAL CHINESE MEDICINE ELECTIVES

*See applicable catalog section*

### INTEGRATIVE MEDICINE RESEARCH ELECTIVES

*See applicable catalog section*

### INTEGRATIVE MENTAL HEALTH ELECTIVES

*See applicable catalog section*

### NATUROPATHIC MEDICINE ELECTIVES

*See applicable catalog section*

### NUTRITION (MScN) ELECTIVES

*See applicable catalog section*

# Master of Science in Integrative Medicine Research

The Master of Science in Integrative Medicine Research (MSiMR) degree is rooted in natural medicine research literature and brings together expert faculty from various integrative medicine fields. As the use of integrative medicine continues to increase, so does the need to develop the evidence base for its use. Clinical and observational research methods are emphasized in the MSiMR program, as both are essential to provide a solid foundation for natural therapies. In close partnerships with skilled mentors, students in this program conduct valuable medical research on specific integrative medicine modalities, such as herbal medicine, nutrition and mind-body therapies.

*The mission of the integrative medicine research program is to train research professionals to advance the science of natural medicine.*

Required courses provide a foundation in clinical research and public health, and include courses in epidemiology, clinical research design, biostatistics and bioethics. Students may choose from a variety of elective courses based on their research interests. Students also gain practical experience by attending research conferences, completing a research project, writing papers, and defending a thesis. The program prepares students for many research and public health careers. Students who are preparing for PhD programs, MD programs, or postdoctoral research positions at natural or conventional medical institutions also gain valuable foundational knowledge through this program. Medical students who concurrently pursue this degree go on to careers as physician-researchers or specialize in a clinical area.

## Program Outcomes and Competencies

Students in the MSiMR program will be prepared to meet the following program outcomes and competencies:

### 1. Research Skills Expertise

- Efficiently search various types of databases to identify relevant literature
- Critically appraise various types of literature, including intervention, observation, systematic review and case studies
- Demonstrate appropriate application of the scientific process
- Describe and apply all aspects of study design, including articulating appropriate questions, generating hypotheses, choosing appropriate design and methods, selecting outcomes, designing data management and analytic strategies
- Compose rigorous research proposals, including succinct protocol and ancillary documents
- Effectively present data in written, oral and poster format for varied audiences
- Engage in scholarly publication and dissemination of research findings

### 2. Integrative Medicine and Health

- Describe integrative medicine modalities and their clinical application

- Explain processes by which social, behavioral, economic, and policy factors influence public and individual health
- Describe etiology, progression and treatment of some common diseases/conditions
- Describe the impact of nutrition on individual and community health
- Demonstrate expert knowledge concerning at least one question of interest in the field of integrative health

### 3. Scientific Integrity: Be a steward of ethical research practice, including:

- Accurately and transparently report ethical issues in human subjects research
- Describe processes to ensure inclusion and diversity in human subjects research
- Describe the purpose and the process of requesting IRB approval and oversight
- Discuss the importance of community partnerships in clinical research
- Demonstrate safe, HIPAA-compliant data management strategies

### 4. Professional Growth

- Identify key integrative medicine researchers in the field as well as potential collaborators and mentors



- b. Articulate an area of research emphasis and communicate short- and long-term career goals
- c. Participate in and present at local/national/international research meetings and conferences
- d. Stay abreast of current findings and develop processes to facilitate life-long learning



## MSiMR Course Descriptions

### Core Curriculum

#### **RES 501 – Journal Club** (1 credit each)

In this course, students present and discuss recently published articles in natural medicine and health-related behaviors. MSiMR students are required to take two terms of Journal Club.

#### **RES 502 – Principles of Epidemiology** (3 credits)

Epidemiology is the study of how disease, disability, injury and death are distributed in populations, and the agents that influence or determine these distributions. Study findings are used to guide clinical practice and inform programs and policies created to prevent and control health problems within and between populations. This course exposes students to the basic concepts, principles and methods of epidemiology and their application to integrative medicine and/or public health issues. Students examine measures of disease occurrence, association and impact; observational and experimental study designs; confounding, bias and causation; and how to solve health-related problems using epidemiological methods. Finally, students will learn how to critically assess epidemiologic evidence presented in peer-reviewed literature and other sources.

#### **RES 505 – Bioethics** (2 credits)

In this course, students explore ethical issues and common problems encountered in human research and program/service protocols. Students review the roles and responsibilities of those involved in the conduct of

health-related research and practice/service, with special attention to vulnerable populations in diverse settings.

#### **RES 510 – Introduction to Integrative Health and Medicine** (2 credits)

The field of integrative medicine involves many complex disciplines. This course explains the basic philosophies and practices of Ayurveda, Chinese medicine, naturopathic medicine, homeopathy, shamanic healing, and other integrative medicine practices.

#### **RES 520 – Integrative Research Fundamentals I** (1 credit)

The Integrative Medicine Research Fundamentals series provides foundational knowledge to support students through the MSiMR program. All three courses emphasize professionalism, ethics, and critical appraisal of published research. Fundamentals I covers landmark studies in integrative medicine and integrative medicine research concepts. Students learn about researchers, mentors and projects at NUNM and locally; and develop their individual research interests and program goals.

#### **RES 521 – Integrative Research Fundamentals II** (1 credit)

This course focuses on development of each student's specific research question and career development plan. Students learn about assessment and evaluation of current research publications, and begin literature searches to establish a gap in knowledge where they may focus their own research agenda. Students continue to explore the diversity of research happening locally and globally in integrative health.

#### **RES 530 – Research Methodology** (3 credits)

This core course provides an introduction to research design, including how to formulate a research question, identify primary and secondary hypotheses, distinguish between types of experimental designs, and methods to identify bias and flaws in study designs. Students develop a study proposal as they learn to develop inclusion and exclusion criteria, identify outcome measures, and provide rationale for choices. Methods for randomized trials, observational data collection and analysis, case studies, and reviews will be addressed. Students will develop a preliminary research proposal in this course.

#### **RES 531 – Integrative Medicine Research Seminar** (2 credits each)

This course is meant to inspire and inform students about integrative medicine research ideas and the researchers in the field by attending a research conference. MSiMR students are required to take two terms of Integrative Medicine Research Seminar. *Note: additional fee required*

#### **RES 533 – Integrative Research Fundamentals III** (1 credit)

This course emphasizes the practical application of knowledge to the design and conduct of a specific research project. Students identify experts currently involved in integrative medicine research, investigate funding mechanisms for researchers, and continue career planning specific to their field of interest.

**RESN 535 Research Practicum** (3 credits each)

Students work on an integrative medicine research study with their mentors. This class is taken every quarter with mentor assignment. Students identify a specific research project, implement the study, analyze data, and synthesize the results for presentation and publication. *Note: Students concurrently enrolled in another degree program will substitute RES 537 Research Practicum (2 credits each).*

**RES 600 – Biostatistics I** (2 credits)

This course covers different statistical designs, concepts and procedures that are commonly used in clinical and integrative medicine research. This equips students to understand the statistical rationale and analysis presented in medical literature. They are introduced to basic concepts of probability, random variation, and common statistical probability distributions, and understand the roles of descriptive versus inferential statistics. Students will also understand the different statistical designs, concepts and analysis.

**RES 601 – Biostatistics II** (3 credits)

In this advanced course, students learn techniques appropriate for handling a single outcome variable and multiple predictors. They develop skills in the use of appropriate statistical procedures for estimation and inference, according to underlying assumptions and type of study design. The interpretation of statistical analysis and understanding the limitations of the data and its consequences will also be discussed. The other component of this course includes developing basic skills for analyzing data using statistical computing software packages. *Note: MSiMR students may take either RES 601 or GSGH 705 as the second required biostatistics course. Prerequisite: RES 600*

**GSGH 705 – Biostatistics – Secondary Data Analysis** (3 credits)

Secondary Data Analysis builds off the foundation of Biostatistics I (RES 600), presenting an advanced understanding and the practical implementation of statistical methods in data analysis. This course uses the software package SPSS to calculate statistics from raw data, focusing on techniques that are particularly applicable to analysis of secondary data sets, as well as meta-analysis of published results. *Note: MSiMR students may take either RES 601 or GSGH 705 as the second required biostatistics course. Prerequisite: RES 600*

**RES 610 – Technical Writing** (2 credits)

This course provides students with practical experience in forms of technical communication, emphasizing academic products such as research protocols, theses and manuscripts. Students learn organization and presentation of technical information for both professional and lay audiences.

**RES 611 – Grant Writing** (2 credits)

This course teaches students to draw together their skills in communication, problem-solving and critical thinking

in order to write high-quality grant proposals. Students are introduced to types of grants, as well as the process of submitting a grant to NIH and other potential funding sources. Students write an NIH-level grant and participate in a mock study section review. *Note: MSiMR students may take either RES 611 or GSGH 610 to fulfill the grant writing requirement for the MSiMR program. Prerequisite: RES 610*

**GSGH 610 – Grant Writing: Foundation Grants** (2 credits)

This course teaches skills in technical writing and in writing grant proposals to be submitted by nonprofit organizations to foundations that award funds for projects or programs. Students are introduced to the processes of identifying funding sources for needed projects or programs; establishing relationships with potential funding agencies; and planning, writing, revising, budgeting and submitting foundation grant proposals (FnGPs) that are responsive to the stated interests of funding agencies. Each student will write an FnGP for a nonprofit and will critique another student's FnGP. *Note: MSiMR students may take either RES 611 or GSGH 610 to fulfill the grant writing requirement for the MSiMR program.*

**RES 630 – Public Health Policy** (2 credits)

Students explore the role of policy in public health and examine government responses to public health issues. Various topics related to healthcare access, environmental health and integrative medicine are discussed, with emphasis on current issues of the term. Guest lecturers (varied each term) from local agencies provide professional perspectives on the issues facing public health, including addiction, mental health, environmental health, vaccination, obesity and tobacco use, to name a few. Students exercise their oral and written communication skills to present evidence-based perspectives on relevant public health issues.

**RES 636 / RESN 636 – Capstone** (1 credit / 2 credits)

Students complete the capstone during the quarter that they finalize and defend their master's thesis. Students work closely with their mentors and thesis committee members, as well as with their graduating peers, to compose a professional written thesis and develop a presentation of their aims, methods and results. Theses are defended in a public presentation.

**RES 702 – Integrative Immunology** (3 credits)

This course focuses on the basic functions of the immune system, with emphasis on its role in protecting against microbial infections and tumors; and immune deficiency states, autoimmunity and psychoneuroimmunology. Students learn the roles of cells, proteins and other chemicals involved in an immune response, and gain the skill of communicating immune principles to patients and the lay public.

### **RES 703 – Integrative Microbiology (2 credits)**

This course provides an overview of the major infectious bacteria and viruses, as well as normal microflora. The course also includes the etiology, epidemiology, prevention and control of communicable diseases from a public health point of view.

### **GSN 507 – Fundamentals of Nutrition (4 credits)**

An in-depth look at carbohydrates, proteins, lipids, vitamins, minerals and water, and their roles in health and disease. Areas of focus include molecular structure, function, digestion, absorption, metabolism and optimal food sources. Students learn specific dietary requirements and how dietary excess or deficiencies present clinically.

### **GSN 516 – Pathophysiology (3 credits)**

This foundational course is an introduction to human physiological and pathological processes. Students develop an understanding of common health conditions and preventable diseases. Risk factors and causes of disease are also covered.



## **Elective Courses**

Research students are required to complete 8 elective credits for the purpose of rounding out their education. In addition to research electives, students may also take elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and other School of Graduate Studies programs (as long as course prerequisites are met).

### **RES 538E – Teaching Strategies and Course Development (2 credits)**

Many physicians and researchers become faculty at colleges and universities. This course prepares students with practical skills and teaching strategies. Students learn how to develop course outcomes, competencies, syllabi and notes. Educational theory, teaching, and assessment strategies and techniques are discussed and practiced.

### **RES 615E – How to Write and Publish Case Studies (2 credits)**

This practical course teaches how to conduct case studies and case series. Students use real-world cases to learn to form hypotheses, collect clinical data, analyze data, and write a case report. While this course requires substantial work outside the class, students finish the course with a publishable case report in just 12 weeks.

### **RES 622E – Botanicals: Bench to Bedside (2 credits)**

Students in this course read botanical research papers, including basic science, translational and clinical studies. They discuss the challenges and limitations of conducting botanical research and why many large clinical botanical research studies have failed. Students also work in a botanical lab and develop the skills to conduct research on botanicals. *Note: additional fee required*

### **RES 623E – Mind-Body Research and Skills (2 credits)**

Students in this course experience and read research papers on a variety of different mind-body modalities, such as meditation, mindfulness-based stress reduction, and guided imagery. Students become familiar with the breadth and depth of diseases and conditions for which they are used. They discuss the challenges and limitations of conducting mind-body research. Students practice different mind-body techniques each week.

### **RES 624E – Psychology and Behavior Change (2 credits)**

Since every clinical trial involves some sort of behavioral modification, psychology and behavior change are critical components of research. This course reviews literature of some of the landmark papers in health behavior research, and teaches students how to do health behavior research. Students also learn how to employ behavior change strategies to help with participant compliance, and assist with patients making behavioral changes. Students experience a behavioral intervention, and become familiar with applied psychology outcome measures.





**RES 803E – Advanced Research Methods (2 credits)**

This advanced course delves deeper into how to create feasible hypotheses and research aims. It exposes students to techniques and instrumentation through visits to local labs. Small research projects are completed to utilize the new skills gained through this class. This course is offered in independent study format. *Prerequisite: instructor approval required*

**RES 806E – Essentials of Integrative Oncology (2 credits)**

Cancer patients who pursue integrative care often receive conventional chemotherapy and radiation with natural medicine modalities. This evidence-based course familiarizes students with the basics of cancer diagnosis, an overview of conventional therapies, and evidence that supports natural therapies for cancer. Students read landmark studies and cutting-edge oncology research. Students discuss scientific validity, clinical benefits, toxicities, and limitations of state-of-the-art integrative therapies when applied to oncology patients.

**RES 809E – Women's Health: Fertility and Beyond (2 credits)**

The diversity of health issues that affect women vary from pregnancy, menopause, aging, mental health, illness and more. As students learn to conduct research on women's health topics, they learn background in female anatomy, physiology and development. Students discuss current women's health news and research topics.

**RES 832E – Vaccinations (2 credits)**

This course is designed to bring students up-to-date with the most recent science and issues surrounding vaccinations. The course discusses new vaccine strategies, current vaccines, components and schedules, and vaccine safety. Students identify types of vaccines, ingredients of each vaccine, predicted immune responses to those vaccines, and potential side-effects of each vaccine. This course emphasizes critical evaluation of vaccines from current research, public health, and medical sources such that students can assess future vaccine studies and apply them directly to their medical practice.

**RES 833E – Gut Immunology (2 credits)**

This weekend elective course is designed to give a comprehensive overview of the immunology of the gut. It teaches students how to better assess how natural therapies and diet affect the gut, and how the immune response in the gut then has systemic effects on health. This course includes the study of the immunology of the gastrointestinal tract, food allergies and hypersensitivities, IBS, IBD, Crohn's disease, colon cancer, and nutritional influences on immunity.



# MSiMR TWO-YEAR CURRICULUM

## first year

COURSE #	FIRST-YEAR FALL	LECTURE	CREDITS
RES 510	Introduction to Integrative Health and Medicine	24	2
RES 520	Integrative Research Fundamentals I	12	1
RES 530	Research Methodology	36	3
GSN 516	Pathophysiology	36	3
RESN 535	Research Practicum	36	3
	<b>First-Year Fall Totals</b>	<b>144</b>	<b>12</b>

COURSE #	FIRST-YEAR WINTER	LECTURE	CREDITS
RES 505	Bioethics	24	2
RES 521	Integrative Research Fundamentals II	12	1
RES 600	Biostatistics I	24	2
RESN 535	Research Practicum	36	3
	Electives	24	2
	<b>First-Year Winter Totals</b>	<b>120</b>	<b>10</b>

COURSE #	FIRST-YEAR SPRING	LECTURE	CREDITS
RES 531	Integrative Medicine Research Seminar*	24	2
RES 533	Integrative Research Fundamentals III	12	1
RES 601 - OR - GSGH 705	Biostatistics II Biostatistics – Secondary Data Analysis	36	3
RESN 535	Research Practicum	36	3
	<b>First-Year Spring Totals</b>	<b>108</b>	<b>9</b>

**FIRST-YEAR TOTALS** **372** **31**

# MSiMR TWO-YEAR CURRICULUM

## second year

COURSE #	SECOND-YEAR SUMMER	LECTURE	CREDITS
RES 501	Journal Club*	12	1
RES 502	Principles of Epidemiology	36	3
RESN 535	Research Practicum	36	3
	<b>Second-Year Summer Totals</b>	<b>84</b>	<b>7</b>

COURSE #	SECOND-YEAR FALL	LECTURE	CREDITS
RES 702	Integrative Immunology	36	3
GSN 507	Fundamentals of Nutrition	48	4
RESN 535	Research Practicum	36	3
	Electives	24	2
	<b>Second-Year Fall Totals</b>	<b>144</b>	<b>12</b>

COURSE #	SECOND-YEAR WINTER	LECTURE	CREDITS
RES 531	Integrative Medicine Research Seminar*	24	2
RES 610	Technical Writing	24	2
RESN 535	Research Practicum	36	3
	Electives	24	2
	<b>Second-Year Winter Totals</b>	<b>108</b>	<b>9</b>

COURSE #	SECOND-YEAR SPRING	LECTURE	CREDITS
RES 501	Journal Club*	12	1
RES 630	Public Health Policy	24	2
RESN 636	Capstone	24	2
RES 611 - OR - GSGH 610	Grant Writing Grant Writing: Foundation Grants	24	2
	Electives	24	2
	<b>Second-Year Spring Totals</b>	<b>108</b>	<b>9</b>

**SECOND-YEAR TOTALS** **444** **37**

<b>TOTAL CORE CREDITS</b>	<b>60</b>
<b>TOTAL ELECTIVE CREDITS</b>	<b>8</b>
<b>TOTAL REQUIRED CREDITS</b>	<b>68</b>

\*Required to take two terms; offered all terms

# MSiMR ELECTIVES 8 Credits Required

## electives

Research students may take any MSiMR elective courses listed below. In addition, students may take elective courses through the School of Graduate Studies, College of Naturopathic Medicine, and College of Classical Chinese Medicine. Some core courses may also be eligible for transfer among NUNM graduate programs to satisfy elective requirements; this is dependent upon approval from the two program deans. In all cases, students must satisfy course prerequisites.

*NOTE: Elective courses may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE TITLE	LECTURE	CREDITS
RES 538E	Teaching Strategies and Course Development	24	2
RES 615E	How to Write and Publish Case Studies	24	2
RES 622E	Botanicals: Bench to Bedside	24	2
RES 623E	Mind-Body Research and Skills	24	2
RES 624E	Psychology and Behavior Change	24	2
RES 803E	Advanced Research Methods	72	6
RES 806E	Essentials of Integrative Oncology	48	4
RES 809E	Women's Health: Fertility and Beyond	72	6
RES 832E	Vaccinations	48	4
RES 833E	Gut Immunology		varies

### AYURVEDA MEDICINE ELECTIVES

*See applicable catalog section*

### CLASSICAL CHINESE MEDICINE ELECTIVES

*See applicable catalog section*

### GLOBAL HEALTH ELECTIVES

*See applicable catalog section*

### INTEGRATIVE MENTAL HEALTH ELECTIVES

*See applicable catalog section*

### NATUROPATHIC MEDICINE ELECTIVES

*See applicable catalog section*

### NUTRITION (MScN) ELECTIVES

*See applicable catalog section*

# Master of Science in Integrative Mental Health

Integrative mental health is a whole-person, whole-systems approach to mental and emotional well-being. This new and expanding model of care incorporates complementary therapies, such as nutrition, mind-body medicine and somatic therapies, with the best of conventional treatments.

The Master of Science in Integrative Mental Health (MSiMH) degree combines integrative medicine and mental healthcare training for a truly unique, multidisciplinary and collaborative learning experience. This holistic approach to mental health provides students with concrete skills in biopsychosocial assessment, evaluation, diagnosis, and integrative and conventional therapies. The experiential

curriculum is designed to enhance self-awareness and facilitate self-exploration. Candidates should be prepared to explore their own personal psyche, to be vulnerable with their peers and instructors, and to use their own psychological material for learning how to work with clients. Several courses are delivered in a weekend format, allowing sufficient time and a safe space for deep exploration and processing. Students explore how their personal identity as a healthcare professional is shaped by what they learn about themselves. Throughout this process, students have ample opportunity to practice new psychotherapeutic techniques as they support one another in self-exploration. Group supervision is built into the program, and students

*The mission of the integrative mental health program is to train practitioners in the biological, psychological, social and cultural foundations of mental and emotional health. The program strongly emphasizes the use of applied mindfulness; the cultivation of interpersonal therapeutic presence; and the application of natural medicines and interventions for an innovative and holistic approach to prevention, personal growth and treatment.*



work closely with mentors to conceptualize and manage cases, practice skills, and continually reflect on their own experience and growth as a practitioner. Graduates will be equipped to address the diagnosis, treatment and prevention of mental health disorders from an integrative medicine perspective.

Because the MSiMH degree does not qualify students to sit for licensing exams as a professional counselor, candidates must be concurrently enrolled in a clinical degree program at NUNM that will provide them with a degree or license to work with patients in a medical context (ND, MSOM or DSOM). The MSiMH program is designed to provide students with additional training in mental health disorders and psychotherapeutic approaches to healing, and graduates will be prepared to more effectively address mental health care within the scope of their individual licenses.

MSiMH is a cohort-based program, thus students move through the core curriculum in lockstep together. The prerequisite for all core courses is that students have passed each prior course in sequence.



# Program Outcomes and Competencies

Students in the MSiMH program will be prepared to meet the following program outcomes and competencies:

- 1. Foundational Knowledge:** Develop a core understanding of child development and core beliefs with an emphasis on applied mindfulness as an agent of change.
  - a. Describe the use of mindfulness as a tool for change, and demonstrate the capacity to invoke and sustain applied mindfulness in self and others
  - b. Discuss core themes in child development and how interruption to the developmental sequence can result in specific strategic adaptations that comprise the Character Map
  - c. Recognize how core beliefs operate at the mind-body interface and how to read somatic markers as indicators of psychological processes
  - d. Compare and contrast a variety of psychotherapeutic theories and approaches to change
- 2. Clinical Care:** Combine knowledge of bio-psycho-social-cultural foundations of behavior with psychotherapeutic modalities and natural pharmacotherapy for a holistic mental health approach to prevention, personal growth and treatment.
  - a. Set therapeutic expectations, create and maintain professional boundaries, begin and end the therapeutic relationship
  - b. Incorporate theories of learning and personality development into clinical assessment therapeutic strategies
  - c. Administer and interpret clinical assessments of cognitive, psychosocial, emotional and personality function
  - d. Demonstrate effective use of counseling skills that facilitate client reflection and self-discovery
  - e. Develop evidence-based psychopharmacologic and behavioral treatment plans
  - f. Discuss the psychological and political underpinnings of culture, diversity and disparities while promoting equity and justice for underserved individuals and groups
  - g. Interpret and critically appraise the primary psychology literature to inform clinical decision-making
  - h. Make appropriate interventions and referrals for acute mental health crises
- 3. Ethical Standards:** Apply professional, ethical and legal standards within the scope of one's clinical practice.
  - a. Describe specific ethical and privacy concerns that differentiate the psychotherapeutic relationship and the doctor-practitioner/patient relationship
  - b. Demonstrate effectual risk-management strategies, competent decision-making, and consultation skills for managing ethical dilemmas in practice
  - c. Demonstrate appropriate record keeping and documentation
  - d. Understand when and how to report information to appropriate authorities as required by law
  - e. Describe the scope of one's clinical competency and limitations
- 4. Integrated Care:** Understand one's professional role and clinical offerings as a member of an integrated healthcare team and within the context of the broader mental health community.
  - a. Describe the clinical offerings and responsibilities of a variety of cross-disciplinary mental health professionals
  - b. Establish and maintain cross-disciplinary relationships for resource building, referrals and collaborative care
  - c. Identify and describe one's specific role in the context of an integrated care team for a unique client
  - d. Communicate effectively and responsibly with other human-service providers
- 5. Personal and Professional Growth:** Cultivate an ongoing practice of self-reflection that fosters personal growth and nurtures one's professional identity as a healthcare provider.
  - a. Explore bodily expression, interpersonal dynamics, and moment-to-moment choices in order to better understand oneself and the human experience
  - b. Use mindful awareness to monitor personal experience as a practitioner, attuning to specific client behaviors or therapeutic content that challenges or activates one's own psychological process
  - c. Demonstrate mature and effective interpersonal skills to navigate difficult conversations with colleagues, clients and community members
  - d. Develop confidence as a contributing practitioner within the broader healthcare community



# MSiMH Course Descriptions

## Core Curriculum

### **GSMH 510 – Intro to MSiMH (weekend format)**

(1 credit)

This course is an introduction to the experiential work that sets the stage for student learning in the MSiMH program. As a cohort, students explore issues of group dynamics, safety and vulnerability in the context of the program, and their future work together.

### **GSMH 511 – Psychological/Character Development (2 credits)**

Learn the basic childhood patterns of psychological development. Emphasis is placed on how particular types of wounding can lead to habitual protective mechanisms that manifest as distinct personality characteristics. Specific treatment orientations and strategies for working with particular character types are presented. Students explore their own character strengths and challenges in an effort to develop their own therapeutic range.

### **GSMH 520 – Foundations of Clinical Skill (weekend format)**

(4 credits)

This class is specifically designed to enhance self-awareness and cultivate interpersonal skills. Students use mindful awareness to explore personal habits, biases, resources, bodily expression, interpersonal dynamics, and moment-to-moment choices. This course supports the development of intrapersonal skills as well as interpersonal skills that provide the foundation for the therapeutic counseling relationship. The practical theory and techniques presented in this course can be applied immediately in life and will be expanded upon throughout the program.

### **GSMH 521 – Consultation I (2 credits)**

Students meet with a clinical supervisor to discuss psychotherapeutic strategies and case management. This course integrates assessment, intervention, cultural competence, case conceptualization and documentation, self-evaluation, and other areas related to competence as a mental healthcare practitioner.

### **GSMH 530 – Ethics of Psychotherapeutic Relationships (1 credit)**

Students learn how to differentiate between the psychotherapeutic relationship and the doctor-patient relationship. Ethical issues unique to working in mental health are covered, and students will develop decision-making and consultation skills for managing dual relationships, power dynamics and ethical dilemmas in practice. Students learn sound risk management practices in tending to the clinical relationship and will know how to take action when ethical and legal dilemmas emerge.

### **GSMH 531 – Counseling Skills (1 credit)**

This course covers introductory counseling skills, including contact statements, listening, facilitating

client reflection, and going deeper. Students will use mindful awareness to monitor their personal experience as a counselor, attuning to specific patient behaviors or therapeutic content that challenges or activates their own psychological process. The counseling relationship is defined and students learn how to set therapeutic expectations, create and maintain boundaries, and begin and end the therapeutic relationship.

#### **GSMH 532 Counseling Skills Practicum (2 credits)**

This course is an experiential practice group for students to exercise skills learned in GSMH 531 Counseling Skills.

#### **GSMH 540 – Psychological Diagnosis (2 credits)**

This course covers topics in mental health and psychiatric medicine, including the common diagnostic features in psychopathologic disorders. Emphasis is placed on recognizing mental health states and diagnoses commonly found in naturopathic and Chinese medical practices. Students gain a general knowledge of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-V) while also taking a more nuanced look at diagnosis from a characterological perspective.

#### **GSMH 541 – Biopsychosocial Assessment and Evaluations (3 credits)**

This series prepares students to work effectively in a clinical setting. Courses cover a mix of material ranging from clinical skills building and managing the therapeutic relationship to creating treatment plans. Students learn additional clinical interventions to assist patients with symptom management, and apply a variety of clinical maps to guide assessment and decision-making. In addition, these courses orient students toward practical approaches to running a clinical practice, including necessary forms, reporting responsibilities, charting, insurance, describing one's work, and scope of practice.

#### **GSMH 600 – Integrating Anti-Oppressive Practice (2 credits)**

This course examines how culture and diversity shape psychological processes. Psychological and political underpinnings of culture and diversity are explored, including cultural and social cognition, self- and group-identity formation, psychology of multiculturalism, stereotyping, prejudice and gender. Students dissect health issues in the light of disparities due to socioeconomic, education, gender identity, sexual orientation, race, culture and ability.

#### **GSMH 601 – Evidence-Informed Practice (3 credits)**

Evidence-informed practice is the integration of clinical expertise, patient values, and research evidence into the decision-making process for patient care. It is used to identify the potential benefits, harms and costs of any intervention acknowledging that what works in one context may not be appropriate or feasible in another. This course offers an introduction to study designs used in mental health and integrative medicine research.

Students learn to interpret the results of a study as well as basic approaches to evaluate the validity of the research methodology used. Students will have the opportunity to directly apply this knowledge by reading, presenting in class, and critically evaluating published scientific studies in integrative medicine and mental health.

#### **GSMH 638 – Objective Structured Clinical Exam (OSCE) 1**

(no credit assignment)

Prior to beginning mental health clinical practicum, students must demonstrate content knowledge, clinical skill, judgment, professional and ethical behavior, and communication skills by passing the OSCE 1 exam. *Note: additional fee required*

#### **GSMH 639 – Objective Structured Clinical Exam (OSCE) 2**

(no credit assignment)

Successful completion of the OSCE 2, administered in winter quarter of the final year, is required for graduation. *Note: additional fee required*

#### **GSMH 611, 623, 632, 711 – Practice Tutorial I-IV (0.5 credit each)**

Each tutorial provides six hours of supervised, skills-based practice for students to strengthen their counseling work. The format of the class relies heavily on the “fish-bowl” model: students practice therapist-client work in front of others so that peers can participate in the learning process. Instructional time is devoted to providing feedback regarding the choice and application of specific counseling skills, interpretation of client material and themes, and the overarching direction of therapeutic strategies. Students are expected to practice outside of the supervised time. This small-group class is limited to six people.

#### **GSMH 620, 630, 643 – Practice Strategies I-III (3 credits each)**

This series prepares students to work effectively in a clinical setting. Courses cover a mix of material ranging from clinical skills building and managing the therapeutic relationship to creating short-term treatment plans and long-term treatment visions. Students refine their use of a variety of clinical maps, including character, sensitivity cycle, medical and attachment maps, to guide assessment and decision-making. In addition, these courses cover a practical approach to running a private practice, including necessary forms, reporting responsibilities, charting, insurance, marketing oneself and describing one's work.

#### **GSMH 614 – Clinical Practicum I-IV (2 credits each)**

Clinical shifts specialize in mental health concerns and provide students an opportunity to integrate and apply skills in assessment, counseling, psychotherapeutic processing, psychopharmacology, cultural competence, case conceptualization and documentation, and self-evaluation; honing their skills as integrative mental healthcare practitioners. Format: clinical rotation; students see clients as student practitioners and are overseen by an attending clinician. *Note: Upon entering and exiting Clinical Practicum, students must successfully complete the OSCE 1 and 2 exams.*



**GSMH 622 – Embedded Clinical Practicum V & VI** (2 credits each)  
Students provide mental health case consultation and behavioral health services on general naturopathic or Chinese medicine shifts. These shifts must be taken over consecutive quarters during the fourth year of the program.

**GSMH 533, 613, 621 – Consultation II-IV** (2 credits each)  
Group consultation at this stage of the program provides more in-depth exploration and conceptualization for cases that students are working with in the clinic. This course provides a safe space for students to practice techniques with professional guidance, as well as process any challenges they might be experiencing as a developing practitioner.

**GSMH 716 – Psychotherapy: Theory and Application** (2 credits)  
This course is a survey of various counseling modalities that 1) represent significant developments in psychotherapeutic theory and techniques; and/or 2) have specific applicability to a holistic treatment perspective. Cognitive, behavioral, systems-based, body-based and self-based theories are explored, and students will consider the efficacy of different methods for specific client populations. Various theories of change are discussed and students will learn how to set therapeutic expectations, refer patients for treatment, and collaborate with members of an integrated healthcare team in support of continuity of care. Format: lecture, demonstration, class discussion.

## Elective Courses

Mental health students are required to complete 8 elective credits for the purpose of rounding out their education. In addition to mental health electives, students may also take elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and other School of Graduate Studies programs (as long as course prerequisites are met).

**GSMH 518E – Nature-Based Therapy** (2 credits)  
This course explores both theoretical and practical implications for therapeutic engagement with the natural world. Students learn and practice therapeutic interventions in an outdoor setting, engaging in topics such as connection with the natural world, mindfulness, restorative effects of natural settings and stimuli, and contemporary influences that affect the human-nature relationship. This is an experiential course that stretches beyond traditional counseling to focus on how to engage the human-nature relationship for the practitioner and the patient.  
*Note: additional fee required*

**GSMH 700E – Introduction to Addictions** (2 credits)  
This course explores neurobiological, genetic, social, behavioral and cultural influences on individual vulnerabilities to addictive behavior. Topics include substance-based addictions (e.g., alcohol, drugs, tobacco, food) as well as addiction behaviors (e.g., gambling,

internet gaming, sex). Controversies and advances in addiction theory and treatment modalities are discussed. Students will examine their own relationship to the spectrum of use, habit, dependency and addiction by engaging in 1) an abstinence project, and 2) a behavior acquisition project of their choice.

**GSMH 702E – Attachment Work** (2 credits)  
This course covers the development of attachment theory and the implications of the attachment drive in childhood and adulthood, in particular as it relates to health and health-seeking behaviors. Students learn to assess attachment states in adult patients, recognize the need for intervention, and learn to create the necessary conditions for secure attachment in the professional relationship. Students will explore their own attachment states, identify how this impacts their therapeutic work, and develop skills for working with clients that complement their own clinical style.

**GSMH 703E – Introduction to Working with Trauma** (3 credits)  
This course presents an integrated framework for working with neurological trauma. Students develop skills in the following areas: assessment; recognizing trauma signs and patterns; safety concerns; distinguishing neurological from developmental trauma; pacing and titration of experience; the pursuit of self-regulation; somatic resourcing; PTSD considerations; interventions for the somatic release of trauma; vicarious and therapist self-care; and knowing when to refer.

**GSMH 712E – Introduction to LGBTQ Counseling** (3 credits)  
This course offers an overview of sexual orientation and gender identity with a focus on gaining professional competency for working with LGBTQ clients. Specific topics include LGBTQ history, heteronormativity, the experience of coming out, definitions of terminology used, and how to support LGBTQ clients and their relationships. Students will explore these topics through experiential exercises, psychological research, popular media depictions, and guest lecturers.

**GSMH 717E – Advanced Skills Tutorial** (2 credits)  
This course provides advanced training for individuals who are interested in deepening their understanding of specific MSiMH curriculum (e.g., character map, developmental arc, counseling skills) while developing group facilitation and teaching techniques. Part of the class includes small group training with the instructor; the other part involves practicing new skills in the classroom where students assist in facilitating targeted exercises.

**GSMH 718E – Applied Psychophysiology I: Introduction to Self-Regulation** (2 credits; formerly PSY 690E Behavioral Medicine)  
This three-course series teaches students how to assess, track and address the physiological manifestations of mental/emotional states. Psychophysiology is a field of study that explores how thoughts and beliefs affect our





physiology, and how behavior patterns can affect the mind. Applied psychophysiology encompasses techniques and modalities that support the regulation of this psychophysiological connection. Students explore health and well-being through a psychophysiological lens and learn applied psychophysiological techniques. A variety of tools that support self-regulation are introduced, including open focus, autogenics, peripheral temperature regulation, breath training, and mindfulness.

#### **GSMH 719E – Mindfulness-Based Bodywork** (3 credits)

This hands-on, experiential course teaches students how to expand their bodywork technique of choice (massage, acupuncture, structural integration, craniosacral, etc.) to integrate an emotionally inclusive approach to care. Students learn basic communication and observational skills to bring a mindfulness-based, body/mind integrative approach to bodywork. Students learn to foster attunement, awareness and curiosity to further engage clients in their healing process. Students will explore some of the ethical considerations necessary to bringing an integrated body/mind approach to bodywork.

*Prerequisites: BAS 5111L Clinical Anatomy I Lab or CM 515 Palpation and Perception I; and experience in a bodywork technique, such as massage, acupuncture, structural integration or craniosacral.*

#### **GSMH 724E – Applied Psychophysiology II: Introduction to Instrumentation** (2 credits)

In preparation to work with clients, students learn how to assess and modulate their own nervous system activity through a variety of bio- and neuro-feedback techniques. Peripheral biofeedback equipment is used to assess and monitor heart rate variability, muscle tension, skin conductance and peripheral temperature. Neurofeedback equipment is used to monitor the central nervous system. Students learn how to use equipment by practicing on one another; in this way learners become more proficient in mastering their own self-regulation and managing stress.

*Prerequisite: GSMH 718E*

#### **GSMH 734E – Applied Psychophysiology III: Applications and Interventions** (2 credits)

Students continue learning how to help clients assess and modulate their own nervous system activity through a variety of bio- and neuro-feedback techniques.

Previous courses in this series introduced students to instrumentation and assessment, here emphasis is placed on developing treatment plans. The theory and rationale for deciding which instruments are most suited for specific clinical presentations is discussed. Students practice history taking, assessment, and intervention in preparation for using applied psychophysiology techniques in a clinical setting.  
*Prerequisite: GSMH 724E*

#### **GSMH 725E, 726E, 727E – Shen-Hammer Pulse Diagnosis I-III** (2 credits each)

This three-course series introduces students to the theory and clinical application of Shen-Hammer pulse diagnosis. Students learn how to utilize these methods of palpating the pulse at the radial artery of the wrist in order to assess and track energetic, cognitive, behavioral, and organic disease processes. The courses cover a variety of aspects related to the practice of Shen-Hammer pulse diagnosis, including therapeutic relationship, acupuncture protocols, herbal medicine, treatment planning, and case management. All skills taught in this series can be used within the scope of practice of acupuncturists in Oregon.  
*Prerequisites: second-year standing and enrollment in a CCM program at NUNM; these courses are to be taken in the ordered sequence*

#### **GSMH 730E – Integrating Grief and Loss into Health Conversations** (2 credits)

Grief is a normal and healthy response to loss. The more we can comfortably talk about and explore fears around loss, the less overwhelming grief will be. In addition, talking about loss with patients can enhance and expedite the healing of other symptoms and issues. In order to help the bereaved, it is necessary to have some understanding of grief theory; some useful techniques to work with; and most importantly, the ability to access, process, and integrate one's own experiences of grief and loss. This course introduces students to working with grief and loss through didactic learning, interpersonal exercises, and personal work.

#### **GSMH 731E – Pop Culture Psychology** (2 credits)

Are you curious about why periods of fear and uncertainty draw communities toward authoritarianism? Let's talk Game of Thrones. Want to know what comics can teach us about surviving trauma and coming out stronger? Let's talk Batman and Jessica Jones. This course explores the ways popular culture can impact individuals and society. Students develop a critical lens that they use to assess the positive and negative messages present in popular media, and what portraying essential human dilemmas in the media can teach us about ourselves. Students learn how to use the narratives and images of popular culture to make professional concepts accessible to nonprofessionals, develop individual interventions to facilitate positive behavior change, and develop social interventions to promote community health and wellness.

# MSiMH FOUR-YEAR CURRICULUM

## first year

COURSE #	FIRST-YEAR FALL	LECTURE	CREDITS
GSMH 510	Intro to MSiMH (weekend format)	12	1
GSMH 511	Psychological/Character Development	24	2
	<b>First-Year Fall Totals</b>	<b>36</b>	<b>3</b>

COURSE #	FIRST-YEAR WINTER	LECTURE	CREDITS
GSMH 520	Foundations of Clinical Skill (weekend format)	48	4
	<b>First-Year Winter Totals</b>	<b>48</b>	<b>4</b>

COURSE #	FIRST-YEAR SPRING	LECTURE	CREDITS
GSMH 531	Counseling Skills	12	1
GSMH 532	Counseling Skills Practicum	24	2
	<b>First-Year Spring Totals</b>	<b>36</b>	<b>3</b>

**FIRST-YEAR TOTALS** **120** **10**

## second year

COURSE #	SECOND-YEAR SUMMER	LECTURE	CREDITS
GSMH 530	Ethics of the Psychotherapeutic Relationship	12	1
GSMH 716	Psychotherapy: Theory and Application	24	2
	<b>Second-Year Summer Totals</b>	<b>36</b>	<b>3</b>

COURSE #	SECOND-YEAR FALL	LECTURE	CREDITS
GSMH 540	Psychological Diagnosis	24	2
GSMH 611	Practice Tutorial I	6	0.5
	<b>Second-Year Fall Totals</b>	<b>30</b>	<b>2.5</b>

COURSE #	SECOND-YEAR WINTER	LECTURE	CREDITS
GSMH 541	Biopsychosocial Assessment and Evaluation	36	3
GSMH 623	Practice Tutorial II	6	0.5
	<b>Second-Year Winter Totals</b>	<b>42</b>	<b>3.5</b>

COURSE #	SECOND-YEAR SPRING	LECTURE	CREDITS
GSMH 632	Practice Tutorial III	6	0.5
	<b>Second-Year Spring Totals</b>	<b>6</b>	<b>0.5</b>

**SECOND-YEAR TOTALS** **114** **9.5**

# third year

COURSE #	THIRD-YEAR SUMMER	CLINIC	LECTURE	CREDITS
GSMH 521	Consultation I		24	2
GSMH 600	Integrating Anti-Oppressive Practice		24	2
	<b>Third-Year Summer Totals</b>		<b>48</b>	<b>4</b>

COURSE #	THIRD-YEAR FALL	CLINIC	LECTURE	CREDITS
GSMH 512	Integrative Psychopharmacology		48	4
GSMH 711	Practice Tutorial IV		6	0.5
	<b>Third-Year Fall Totals</b>		<b>54</b>	<b>4.5</b>

COURSE #	THIRD-YEAR WINTER	CLINIC	LECTURE	CREDITS
GSMH 620	Practice Strategies I (weekend format)		36	3
	<b>Third-Year Winter Totals</b>		<b>36</b>	<b>3</b>

COURSE #	THIRD-YEAR SPRING	CLINIC	LECTURE	CREDITS
GSMH 601	Evidence-Informed Practice		36	3
GSMH 630	Practice Strategies II (weekend format)		36	3
GSMH 638	Objective Structured Clinical Exam (OSCE) 1			–
	<b>Third-Year Spring Totals</b>		<b>72</b>	<b>6</b>
	<b>THIRD-YEAR TOTALS</b>		<b>210</b>	<b>17.5</b>

# fourth year

COURSE #	FOURTH-YEAR SUMMER	CLINIC	LECTURE	CREDITS
GSMH 643	Practice Strategies III (weekend format)		36	3
GSMH 614	Clinical Practicum I	48		2
	<b>Fourth-Year Summer Totals</b>	<b>48</b>	<b>36</b>	<b>5</b>

COURSE #	FOURTH-YEAR FALL	CLINIC	LECTURE	CREDITS
GSMH 533	Consultation II		24	2
GSMH 614	Clinical Practicum II	48		2
	<b>Fourth-Year Fall Totals</b>	<b>48</b>	<b>24</b>	<b>4</b>

COURSE #	FOURTH-YEAR WINTER	CLINIC	LECTURE	CREDITS
GSMH 613	Consultation III		24	2
GSMH 614	Clinical Practicum III	48		2
GSMH 622	Embedded Clinical Practicum V		48	2
	<b>Fourth-Year Winter Totals</b>	<b>48</b>	<b>72</b>	<b>6</b>

COURSE #	FOURTH-YEAR SPRING	CLINIC	LECTURE	CREDITS
GSMH 621	Consultation IV		24	2
GSMH 614	Clinical Practicum IV	48		2
GSMH 622	Embedded Clinical Practicum VI			2
GSMH 639	Objective Structured Clinical Exam (OSCE) 2			–
	<b>Fourth-Year Spring Totals</b>	<b>48</b>	<b>72</b>	<b>6</b>
	<b>FOURTH-YEAR TOTALS</b>	<b>192</b>	<b>252</b>	<b>21</b>

<b>TOTAL CORE CREDITS</b>	<b>58</b>
<b>TOTAL ELECTIVE CREDITS (To be taken any time)</b>	<b>8</b>
<b>TOTAL REQUIRED CREDITS</b>	<b>66</b>

# MSiMH ELECTIVES 8 Credits Required

## electives

Mental health students may take any MSiMH elective courses listed below. In addition, students may take elective courses through the School of Graduate Studies, College of Naturopathic Medicine, and College of Classical Chinese Medicine. Some core courses may also be eligible for transfer among NUNM graduate programs to satisfy elective requirements; this is dependent upon approval from the two program deans. In all cases, students must satisfy course prerequisites.

*NOTE: Elective courses may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE	LECTURE	CREDITS
GSMH 518E	Nature-Based Therapy	24	2
GSMH 700E	Introduction to Addictions	24	2
GSMH 702E	Attachment Work	24	2
GSMH 703E	Introduction to Working with Trauma	36	3
GSMH 712E	Introduction to LGBTQ Counseling	36	3
GSMH 717E	Advanced Skills Tutorial	24	2
GSMH 718E	Applied Psychophysiology I: Introduction to Self-Regulation	24	2
GSMH 719E	Mindfulness-Based Bodywork	36	3
GSMH 724E	Applied Psychophysiology II: Introduction to Instrumentation	24	2
GSMH 725E	Shen-Hammer Pulse Diagnosis I	24	2
GSMH 726E	Shen-Hammer Pulse Diagnosis II	24	2
GSMH 727E	Shen-Hammer Pulse Diagnosis III	24	2
GSMH 730E	Integrating Grief and Loss into Health Conversations	24	2
GSMH 731E	Pop Culture Psychology	24	2
GSMH 734E	Applied Psychophysiology III: Applications and Interventions	24	2

### AYURVEDA MEDICINE ELECTIVES

*See applicable catalog section*

### CLASSICAL CHINESE MEDICINE ELECTIVES

*See applicable catalog section*

### GLOBAL HEALTH ELECTIVES

*See applicable catalog section*

### INTEGRATIVE MEDICINE RESEARCH ELECTIVES

*See applicable catalog section*

### NATUROPATHIC MEDICINE ELECTIVES

*See applicable catalog section*

### NUTRITION (MScN) ELECTIVES

*See applicable catalog section*



# Master of Science in Nutrition

It's becoming widely understood that nutrition plays a significant role in health and disease. The old adage "you are what you eat" has never been truer.

The Master of Science in Nutrition (MScN) degree program focuses on diets that are based on whole, unprocessed foods and integrates nutritional biochemistry and pathophysiology with advanced clinical nutrition knowledge. An active-learning curriculum provides a solid foundation in holistic nutrition and food systems, complemented by skill-training in cooking, teaching and nutritional counseling.

Nutrition is a dynamic science with new research findings constantly being published. As we continue to learn about the complex relationship between food and human metabolism, there is no argument that whole and minimally processed foods are better for reducing disease risk. Fruits, vegetables, nuts and seeds provide us with many beneficial nutrients beyond vitamins and minerals. However, each individual also has their own unique nutritional needs. No

one diet is right for everyone. Focusing on each person as an individual allows for variation of dietary needs that provide the best nutritional support possible.

Nutrition books are top-sellers, demonstrating that the public wants more information about nutrition. Simultaneously, obesity is at an all-time high and chronic disease continues to rise. This paradox demonstrates that

nutrition knowledge is not translating to individuals' ability to make dietary changes. People need help and support to make significant behavioral changes. In order to make nutrition accessible to every individual in every community, we need a nutritional philosophy that embraces cultural preferences. We need to treat food as medicine.

*The mission of the Master of Science in Nutrition program is to advocate for healthy lifestyles by increasing awareness of how food and nutrients impact human health and disease, and to respect diverse nutritional needs, dietary patterns, and food preferences.*

The Master of Science in Nutrition program at NUNM prepares its graduates for a variety of settings, including health coaching and nutritional counseling, nutrition research, serving on integrative healthcare teams, being a personal chef and professional food service consultant, and involvement in community nutrition educational programs.



# Program Tracks

## One Year

This is the standard program track, beginning in the fall term and ending in the summer. This track allows students to take the Farm to Table course in the summer during peak harvest season. Students participate in commencement at the end of spring term and complete degree requirements in the summer term.

## Two Year

Developed for individuals with competing commitments, this track spreads the curriculum over two years, allowing students to attend to life's responsibilities while also meeting their personal educational goals.

# Program Outcomes and Competencies

The Master of Science in Nutrition program is a practice-based curriculum that facilitates advanced skills in scholarly learning and professional training in the field of nutrition. Students learn fundamental knowledge and application of integrative nutrition in the following focus areas.

- **Clinical Nutrition:** Students learn the complex interactions that nutrients and phytochemicals play within the human body and how deficiencies can result in subclinical and clinical conditions. Through careful analysis, nutritional interventions are designed and optimized to reduce disease and support quality of life at the individual level.
- **Community Nutrition:** Students are trained in population-based nutrition and determinants of health, such as food access, education and policy. Exploration of various components include economic, cultural and social influences.
- **Culinary Nutrition:** Students become proficient in the principles and application of food preparation as it pertains to healthy recipe and menu development. Emphasis is placed on the use of food as medicine to support health and minimize risk of chronic disease.
- **Environmental Nutrition:** Students examine the local and global food systems, paying specific attention to organic and sustainable practices. Following seed-to-table, students explore the relationship between food production and utilization, considering environmental, social and economic facilitators and barriers of designing healthy communities.

Students in the MScN program will be prepared to meet the following program outcomes and competencies:

- 1. Biomedical Science:** Discuss nutritional science and how it impacts human health and metabolism.
  - a. Describe the digestion, absorption, distribution and metabolism of carbohydrates, fats, proteins, vitamins, minerals and phytonutrients
  - b. Explain basic human physiological mechanisms and pathophysiology
  - c. Detail biochemical pathways influenced by macro- and micronutrients
  - d. Correlate nutrition's influence on disease prevention and risk
- 2. Skills Expertise:** Develop necessary tools to effectively apply nutrition knowledge in a clinical, educational and culinary setting.
  - a. Perform nutritional assessments
  - b. Analyze nutrient content of dietary patterns and facilitate dietary changes associated with optimizing health
  - c. Perform effective nutrition counseling resulting in a client's successful implementation of lifestyle behavioral changes
  - d. Apply skills in cooking, recipe development and meal planning
  - e. Match nutritional therapies to medical diagnoses
  - f. Design individualized meal plans for clients
  - g. Develop and implement nutrition and cooking curriculum in one-on-one and group settings
  - h. Identify, assess and address the interactions among the many issues associated with nutrition and the community
    - i. Effectively communicate with healthcare practitioners, the scientific community and the general public in written documents and oral presentations
    - j. Demonstrate the ability to give and receive feedback effectively
    - k. Critically evaluate peer-reviewed research literature
- 3. Ethics:** Apply professional, ethical and legal standards within the scope of one's professional practice.
  - a. Discuss the role social disparities play in nutrition
  - b. Describe disparities in food access and discuss ways to reduce injustice in the politics of food
  - c. Demonstrate how culture, tradition and individual perspectives inform nutritional interventions
  - d. Behave professionally in a manner that is empathic, ethical and culturally aware
  - e. Understand one's professional role within the context of the broader nutrition and healthcare community

- f. Identify the scope of one's practice within the laws of their state
- 4. Personal and Professional Growth:** Cultivate an ongoing practice of scholarly activity that promotes a career in a continually evolving profession.
- a. Know how and where to locate peer-reviewed scientific literature in nutrition. Identify nutrition resources for varied environments and cultures
  - b. Recognize professional interests and communicate career goals



## MScN Course Descriptions

### Core Curriculum

#### **GSN 500 – Nutrition Mentorship** (1 credit each; 3 required terms)

The MScN mentoring program is designed to improve academic success and enhance career preparedness for its students. As part of a three-term series, students explore the tools needed to succeed while in school and post-graduation. Each student will work with faculty mentors to identify and achieve their academic and professional goals.

#### **GSN 502 – Culinary Skills** (2 credits)

This hands-on course exposes students to the basics of culinary skills, including proper knife and cooking preparation techniques. Students develop a solid foundation of kitchen essentials to promote culinary competence and confidence. These skills are honed through food preparation, reinforcing their nutritional and culinary applications. *Note: additional fee required*

#### **GSN 503 – Farm to Table** (2 credits)

This course trains students in the process of local food systems, specifically increasing awareness of local agriculture and the food service industry. Students will appraise food production, distribution and accessibility. A variety of class experiences include visiting local farms, farm-to-table restaurants and farmers' markets.

*Note: additional fee required*

#### **GSN 505 – Healing Foods I** (2 credits)

In this course students discover how to use food as medicine. They examine how food and food choices impact health and disease. Students will discuss specific foods that can be utilized to support health and prevent disease. *Prerequisite: GSN 507; Corequisite: GSN 506*

#### **GSN 506 – Healing Foods I Practicum** (2 credits)

This complementary course brings to life the content covered in the Healing Foods lecture (GSN 505). Students will have hands-on experience preparing foods and meals that showcase their healing properties in creative ways. *Corequisite: GSN 505. Note: additional fee required*

#### **GSN 507 – Fundamentals of Nutrition** (4 credits)

An in-depth look at carbohydrates, proteins, lipids, vitamins, minerals and water, and their roles in health and disease. Areas of focus include molecular structure, function, digestion, absorption, metabolism and optimal food sources. Students learn specific dietary requirements and how dietary excess or deficiencies present clinically. *Corequisite: GSN 508*

#### **GSN 508 – Fundamentals of Nutrition Workshop** (1 credit)

This hands-on class emphasizes the objectives of macro- and micronutrient nutrition and is taken concurrently with the Fundamentals of Nutrition course (GSN 507). Students learn through a variety of culinary experiments and case-based activities. *Corequisite: GSN 507. Note: additional fee required*

#### **GSN 509 – Community Nutrition and Food Policy** (3 credits)

An overview of factors influencing nutritional health within the population at large, with a brief examination of public and private agencies and their role in community assessment, policy development and public health assurance. Students will also investigate the public policy behind food production and distribution, and the factors that influence policy development. Topics include food systems, food needs and food safety, environmental sustainability, accessibility and food labeling. *Prerequisite: GSN 534*

#### **GSN 514 – Nutritional Biochemistry** (2 credits)

An examination of the impact nutrition has on health at the cellular level. Students learn about metabolic pathways and how health is affected when those pathways are impaired. This class covers the breakdown and usage of carbohydrates, proteins and lipids, as well as cellular utilization of vitamins and minerals. Students





are also introduced to basic inflammation pathways and microbiome health.

**GSN 515 – Nutritional Assessment (2 credits)**

This course introduces clinical and dietary evaluations to determine an individual's nutritional status. This includes anthropometric measurements, nutritional physical, food frequency questionnaires, diet recall, diet records and nutrient intake analysis.

**GSN 516 – Pathophysiology (3 credits)**

This foundational course is an introduction to human physiological and pathological processes. Students develop an understanding of common health conditions and preventable diseases. Risk factors and causes of disease are also covered.

**GSN 517 – Psychology of Eating (2 credits)**

This course examines our relationship to food, including neurobiological and behavioral connections that influence food choices. Students explore related topics, such as food cravings, food addiction, mindfulness and intuitive eating. *Prerequisites: GSN 506, 516*

**GSN 524 – Medical Nutrition Therapy (3 credits)**

Students apply nutritional concepts for specific disease states, including gastrointestinal disorders, metabolic concerns, cardiovascular disease and hypertension, anemia, renal disease and bone health. Students will also synthesize medical literature and nutrition literature to determine which diets to implement for each patient type. *Prerequisites: GSN 507, 515, 516; Corequisite: GSN 529*

**GSN 526 – Lifecycle Nutrition I (2 credits)**

The specific nutritional needs and nutrition-related issues during various stages of the lifecycle are identified. This course focuses on preconception, pregnancy, lactation and childhood nutrition. *Prerequisites: GSN 507, 515, 516*

**GSN 528 – Health Coaching (2 credits)**

Students learn an integrative health coaching framework that includes models of behavior change, goal setting, identifying obstacles to success, and developing support systems. Skills in motivational interviewing, and one-on-one and group coaching are highlighted. Practical application of the material is woven throughout the course.

**GSN 529 – Applied Medical Nutrition Therapy (2 credits)**

In this experiential course, students develop recipes and menus, as well as prepare meals for specific medical conditions. *Corequisite: GSN 524. Note: additional fee required*

**GSN 532 – Nutrition Internship (2-year program)**

(2 credits each; three required terms)

This field experience provides opportunities to observe health practitioners, reinforcing counseling techniques and the practical implementation of nutrition education. *Corequisite: GSN 524*

**GSN 533 – Lifecycle Nutrition II (2 credits)**

The specific nutritional needs and nutrition-related issues during various stages of the lifecycle are identified. This course focuses on adolescent, adulthood and geriatric nutrition in health and disease. *Prerequisite: GSN 526*

**GSN 534 – Cultural Humility and Food Justice (2 credits)**

This course is designed to explore the broad context of social justice issues within nutritional settings. Students will consider the complexities of working with individuals' specific needs. In addition, the course covers the impact of systems, institutions and policies that relate to food equity issues.

**GSN 535 – Nutrition Internship (1-year program)**

(3 credits each; two required terms)

This field experience provides opportunities to observe health practitioners, reinforcing counseling techniques and the practical implementation of nutrition education. *Prerequisite: GSN 524*

**GSN 563 – Business of Nutrition (2 credits)**

Nutritional counseling or being a personal chef requires the knowledge of running a small business. This course teaches students how to launch and operate a small business, from filing for a business license, to marketing and basic accounting. Students learn practical skills, such as how to bill insurance and when to file taxes. Local business experts will guest lecture to discuss their experiences and provide tricks of the trade. Students will have the opportunity to develop a business plan for their own business.



### **GSN 614 – Advanced Nutritional Biochemistry (2 credits)**

In this course, students expand on their previous biochemistry foundation to further elucidate the biochemical basis of health and disease. Students build upon their knowledge of metabolism to explore micronutrient, macronutrient and enzymatic functions in the body. By the end of this course students will be able to identify bioactive sites of vitamins; functions of minerals; antioxidant functions in enzymatic reactions; proteins and their functions; and how these biochemical processes relate to human metabolism and disease. Through a deeper understanding of human metabolism, students will gain understanding in the application of nutrients in disease prevention and treatment. *Note: This course may be taken by students (in advanced standing) in place of GSN 514. Prerequisite: GSN 514 or equivalent*

## **Elective Courses**

Nutrition students are required to complete 15 elective credits for the purpose of rounding out their education. In addition to nutrition electives, students may also take elective courses through the College of Naturopathic Medicine, College of Classical Chinese Medicine, and other School of Graduate Studies programs (as long as course prerequisites are met).

### **GSN 501E, 510E, 520E, 530E – Seasonal Cooking (2 credits each)**

Fruits and vegetables are an integral part of a healthy diet. With increasing accessibility of local produce, seasonal fruits and vegetables are easily available. Within Portland city limits, there are a handful of year-round farmers markets. This hands-on course introduces students to the vast array of seasonal produce and seasonal cooking techniques so they may help their future clients integrate more fruits and vegetables into their diets, and have a working knowledge of the importance of eating with the seasons. *Note: additional fee required*

### **GSN 511E – Introduction to Integrative Sports Medicine (2 credits)**

Based on the foundation of integrative and natural medicine, this course focuses on the phenomenon of sports and the role of fitness personnel in injury prevention, health promotion and emotional well-being; rehabilitation in the care of physically active individuals; and includes principles of medical terminology, assessment and program planning, outcome evaluation, and documentation.

### **GSN 538E – Cooking Pedagogy (2 credits)**

This course teaches students how to teach others in a kitchen setting. In addition, students learn proper food preparation techniques, recipes and menu development, and food pairings. *Note: additional fee required*

### **GSN 542E – Cooking and Considering Meat and Seafood (2 credits)**

This course familiarizes students with various means of sourcing, handling and preparing meat and seafood. Students learn about the ecological considerations of meat consumption as well as specific culinary techniques and recipe patterns for preparing and serving a variety of proteins. *Note: additional fee required*

### **GSN 543E – Personal Chef and Food Service (2 credits)**

Students learn about individual catering for private service and how to successfully incorporate all aspects of food service and preparation. Emphasis is placed on food purchasing, menu development, food pairing, food safety and sanitation, and cooking techniques.

*Prerequisite: GSN 502. Note: additional fee required*

### **GSN 544E – Food Systems: Global and Ecological Food Issues (2 credits)**

This course explores global and federal organizations participating in the food system; global food policy and trade agreements; food production, processing and distribution; food security and access; and sustainability on a global perspective. Students choose a subject to study in-depth, such as: certifications and labeling; how healthy are organic, local and natural foods; marketing food to children; GMOs; food health claims; should you eat local products; cultural traditions and religious impacts of food choice; and linking food accessibility and the obesity epidemic.

### **GSN 545E – Global Cuisine: Foods of the World (2 credits)**

Students are exposed to delicious cuisine from around the world. The course demonstrates how food availability, local ecosystems, cooking traditions, and cultural differences vary from region to region. Preparation of regional cuisine each week supports these concepts. *Note: additional fee required*

### **GSN 546E – Food Allergies and Intolerances (2 credits)**

A detailed look at immunological effects of food allergies and intolerances, including potential symptoms, diagnoses and treatment options to reduce health implications. *Prerequisites: GSN 507, 516*

### **GSN 547E – Fad Diets (2 credits)**

This course examines popular diets and how they are marketed and promoted for weight loss and metabolic issues.

### **GSN 548E – Eating Disorders and Intuitive Eating (2 credits)**

Abnormal eating patterns are discussed, including bulimia, anorexia nervosa and binge eating. The course includes detailed examination of the physiology, psychology, prevention and treatment of various eating disorders. Intuitive eating philosophy is explored to understand how the human body can signal the need for food and nutrition. *Prerequisites: GSN 507, 515, 516*

**GSN 549E – Detoxification and Cleanses** (2 credits)

This course uses an evidence-based approach to examine the body's natural detoxification processes and how to optimize detoxification through the use of whole-food nutrition. It focuses on the physiological processes responsible for detoxification. Sources of toxicity are also discussed. Students research and develop whole-food-based interventions to support the detoxification process.

*Note: additional fee required*

**GSN 550E – Clinical Case Presentation** (2 credits)

This course provides students the opportunity to study clinical cases, supporting further development of diagnostic thought processes. Case examinations will illustrate important elements of client presentation, the significance of underlying conditions, existing pathology, and consideration of nutritional recommendations. Students will present client case histories for feedback and collaboration by fellow classmates and a clinical faculty member.

**GSN 551E – Therapeutic Diets** (2 credits)

A comprehensive examination of commonly prescribed therapeutic diets, including the DASH, Mediterranean, Paleo, anti-inflammatory, gluten-free and casein-free diets. Nutrition fundamentals, current research, and popular media views are thoroughly explored. Hands-on preparation sessions provide practical experience with each diet. *Prerequisite: GSN 507.*

*Note: additional fee required*

**GSN 552E – Nutritional Supplements** (2 credits)

Explore the use of nutritional supplements (including nutritive herbs) for health. Understand when to use certain nutrients, which forms are found in supplements, and how to select them. Students learn about food, drug and nutrient interactions, and how supplements influence human biochemistry. Regulation of the nutritional supplement industry is also covered, including laws, purity and quality control. *Prerequisite: GSN 507*

**GSN 553E – Gluten-Free Cooking** (2 credits)

Investigate the impacts of gluten on human health and understand how gluten can affect physiology. Students learn how to shop and cook gluten-free with a comprehensive understanding of how to find hidden ingredients on food labels that may be derived from gluten or wheat. *Note: additional fee required*

**GSN 554E – Sports Nutrition I** (2 credits)

This course investigates the human demands for increased nutritional support from athletic performance, the timing of meals, and what types of balanced menus are appropriate to support individual exercise regimens. Research on sports nutrition supplements to support athletic training is also discussed. *Prerequisites: GSN 507, 515*

**GSN 555E – Functional Nutrition** (2 credits)

Examine functional nutrition and its philosophy of incorporating systems biology in supporting human health. This approach of how the environment impacts each individual on a physiological level is examined in depth. An emphasis on individualized care is revisited.

*Prerequisite: GSN 524*

**GSN 556E – Cooking with Medicinal Herbs: A Chinese Medicine Perspective** (2 credits)

Medicinal herbs do not always have to be taken in pill, powder or concentrated form. Learn how to incorporate herbs into everyday meals to support health, gain an understanding of the basics of botanical medicine, and discover which herbs are best suited to culinary use. This course focuses on the use of herbs in Chinese medicine.

*Note: additional fee required*

**GSN 557E – Cooking with Medicinal Herbs** (2 credits)

Medicinal herbs do not always have to be taken in pill, powder or concentrated form. Learn how to incorporate herbs into everyday meals to support health, gain an understanding of the basics of botanical medicine, and discover which herbs are best suited to culinary use.

*Note: additional fee required*

**GSN 558E – Food as Medicine in the Community** (2 credits)

Community cooking and nutrition programs have been identified as a key factor in reducing chronic diseases, such as diabetes and obesity. Learn how to build a successful, community-based, hands-on cooking and nutrition series from the ground up; including how to navigate project location development, cultural competency in diverse populations, sustainable program funding, and cooking workshop management and logistics.

*Note: additional fee required*

**GSN 559E – Vegan Diets** (2 credits)

Vegan diets are plant-based and include fruits, vegetables, whole grains, legumes, seeds and nuts. A vegan lifestyle choice is becoming more popular for people trying to lower cholesterol or control obesity. This hands-on course teaches students how to develop healthy and delicious vegan menu plans as they support their future clients' transition to veganism. *Note: additional fee required*

**GSN 560E – Sports Nutrition II** (2 credits)

Building upon the contents of Sports Nutrition I, this course is a more advanced and in-depth study of the nutritional concerns of today's recreational and competitive athlete, with an increased focus on the role and proper use of food supplements. State-of-the-art research in the field is identified, explored and applied.

*Prerequisite: GSN 554E*

**GSN 561E – Recipe and Menu Development** (2 credits)

Learn the steps to developing your own recipes and menus, while taking nutrition and culinary creativity



into consideration. Students will become proficient with ingredient/ flavor pairings, menu modifications, and have a chance to test out their recipes. *Note: additional fee required*

#### **GSN 562E – Nutrition in the News (1 credit)**

In this course, students investigate current topics in nutrition. With the constant bombardment of varying nutrition information from popular media, it is important to examine the heart of each issue. Discussion topics may include food policy and regulation, ethics in nutrition, local food systems, current events, and new peer-reviewed nutrition research. Students will compare the story in the news to the original research, further teaching them how to read research studies.

#### **GSN 564E – Nutritional Genetics (2 credits)**

Have you ever wondered if your diet affects your genes? Or whether your genes affect what you can eat? Students in this course examine the relationship between genetics, metabolism and diet. Topics include how diet can affect epigenetic patterns and gene expression, how our metabolic response to food has been shaped by genetic variation, and how our health is impacted by the interplay of genetics and diet. Students will also consider the utility of using genetic information to make dietary choices.

#### **GSN 565E – Food Anthropology (2 credits)**

Explore the interconnections of cultural forces that influence what, when, where and how we eat. This course is organized around critical analysis and discussion of why and how these cultural forces are successful in developing and reinforcing personal food choices; and is based on historical, anthropological and literary sources, as well as contemporary writing and films on the politics and socioeconomics of food.

#### **GSN 567E – Healing Foods II (2 credits)**

The course examines how bioactive compounds in foods can influence human metabolism and biochemistry. Foods with anti-inflammatory, healing and nourishing properties are covered. Following the course, students will be able to identify specific foods that can be utilized to support health and prevent disease.

#### **GSN 568E – Healing Foods II Practicum (2 credits)**

Students discover how to make food as medicine in a kitchen setting. This course is a continuation of Healing Foods I (GSN 505). The course examines how bioactive compounds in foods can influence human metabolism and biochemistry. Foods with specific properties, including anti-inflammatory and detoxifying effects, are covered, and students practice food preparation in an active learning kitchen setting. *Corequisite: GSN 567E.*  
*Note: additional fee required*

#### **GSN 569E – Lifestyle and Wellness (2 credits)**

This course offers an in-depth look at modifiable behaviors that directly influence chronic disease, mortality and healthcare costs. The areas of focus include diet and nutrition, exercise, stress management and sleep behaviors, social support and environment impacts. Students learn comprehensive lifestyle interventions to prevent and potentially reverse the progression of chronic disease.

#### **GSN 570E – Food Accessibility in Vulnerable Populations (2 credits)**

Through course studies and lab time in the kitchen, students will learn how to identify barriers to food accessibility and preparation for vulnerable populations. Following the course, students will be able to effectively utilize appropriate nutritional resources and techniques



for CDC-recognized vulnerable populations, including those who are affected by low social economic status, homelessness, disabilities, incarceration and trauma.

**GSN 571E – Introduction to Organic Agriculture** (2 credits)

This course provides an introduction to the science and practice of organic agriculture. Students gain insight into the cultivation of various plant species through scientific literature, lectures, assignments and case-based projects. Fundamental concepts of biology and soil chemistry are presented as the basis for environmentally sustainable agricultural practices. Plant biology, physiology and ecology serve as the context for practical concepts, such as crop rotation, cover crops, integrative pest management and seasonality. Course topics are discussed within the framework of current agro-economic and political systems and their environmental implications.

*Note: additional fee required*

**GSN 572E – Indian Cooking** (2 credits)

Traditional Indian cooking is based on the foundations of Indian philosophy. This course explores the concepts of Indian cooking, the properties of food, and the seasonal selection of dishes to achieve optimum health for body, mind and spirit. This course covers classic and regional dishes, including vegetarian, non-vegetarian, vegan, gluten-free, low-calorie, low-sodium and Ayurvedic dishes. The Indian concepts of Tridosha (Vata, Pitta, Kapha), individual dietary requirements, and disease-specific diets are also covered. *Note: additional fee required*

**GSN 573E – Childhood Nutrition** (2 credits)

This course is an exploration of childhood nutrition, addressing nutrient needs vs. children's food preferences; developmental stages; and intrapersonal, interpersonal and environmental barriers to healthy eating for children. Students will investigate physiological, genetic, environmental, and behavioral factors that increase risk for diet-related diseases. The course emphasizes ways to help children build healthy relationship with foods, engage children with their food choices, and provide nutrient-dense foods for families. Hands-on cooking experiences will include how to plan and prepare foods with children as the audience and kitchen participant.

*Prerequisite: GSN 526*

**GSN 574E – Food Relationship Coaching** (2 credits)

This course teaches an advanced approach to nutrition coaching by addressing the client's underlying relationship with food, rather than the micro or macro components of their diet. Students learn to focus on the psycho/spiritual/emotional roots of clients' day-to-day interactions with food and the influence of the larger social environment on those thoughts, feelings, beliefs and actions. Students learn the skills necessary to empower clients to make sustainable changes to their diet by helping them "rewrite" the story, or script, of their relationship with food.

**GSN 575E – Obesity, Metabolic Syndrome, and Diabetes** (2 credits)

This is a practical course for those working with an obese population covering etiology; clinical characteristics; nutrition therapy; and prevention strategies for obesity, metabolic syndrome and diabetes. The course investigates the many influences on body weight, adiposity and energy expenditure, and evaluates current research in this area. Practical applications include an exploration of common eating habits and behaviors, barriers to weight loss, and treatment strategies. In addition, the course covers compassionate counseling and ways to help patients build better relationships with food and their bodies.

*Prerequisites: GSN 507, 515, 516*

**GSN 576E – Mediterranean Diet Immersion in Croatia** (2 credits)

In this course, students are immersed in the Mediterranean Diet and culture of Croatia, one of only seven countries recognized by UNESCO as a carrier of the cultural heritage of this dietary pattern. Students will discuss the present-day benefits and challenges of this diet and examine what may







be threatening its preservation. Local immersion includes exploring the most famous local food markets, visiting an olive grove and a vineyard, and traveling to the island of Hvar for a multi-day Mediterranean Diet experience.

*Note: additional fee required*

**GSN 577E – Nutrition Career Strategies (weekend format)**  
(2 credits)

Planning your career in nutrition involves a variety of steps, including identifying your skills and values, researching your options, setting goals, and developing a plan to achieve those goals. The nutrition retreat is a concentrated time for education and career planning. Students engage in self-reflection and investigate different career options. At the end of the retreat, students will have a map of their education at NUNM and goals for their future employment. This weekend course is set off-campus and has a fee to cover the expenses of the retreat site. As with any nutrition retreat, discussion will take place over delicious and healthy food. *Note: additional fee required*

**GSN 578E – Food Chemistry** (2 credits)

In this hands-on experiential course, students explore basic food chemistry concepts as well as industrial food chemistry techniques and practices. They will learn about the chemical properties of nutrients and the effects of various cooking methods. The course is a mixture of lab and lecture. *Note: additional fee required*

**GSN 579E – Preparation for Clinic Nutrition Rotation** (2 credits)

This course provides students with the policies and procedures for practicing at NUNM health centers. Students will be oriented to the NUNM clinic and complete trainings in OSHA, HIPAA, EPIC, and first aid and CPR. Additional topics include clinic guidelines, safety and emergency medical procedures, and professionalism. *Prerequisites: GSN 507, 515, 516, 524, 528, 534*

**GSN 580E – Clinic Nutrition Rotation** (2 credits)

In this clinical immersion experience, students work with patients individually and in a group setting to address

nutrition-related concerns. Students will conduct nutrition counseling, nutrition assessment, dietary and menu planning, and case evaluation. *Prerequisite: GSN 579E*

**GSN 582E – Constitutional Medicine and Seasonal Dietetics**  
(2 credits)

This course introduces students to constitutional medicine and seasonal dietetics. Students explore theories from Ayurveda, Chinese and ancient Greek medicine, and synthesize their diet and lifestyle strategies to make them relevant in modern life. The course compares the similarities and differences of medical traditions that rely on symptomatic, body-type and personality patterns. Students also learn how the energetics of the environment influence and affect individual health and well-being throughout seasons and lifecycles. *Note: additional fee required*

**GSN 583E – Nutritional Counseling** (2 credits)

This course is an interactive assessment of individual nutritional health and status, with determination of detailed nutrient needs to improve health and minimize risk of chronic disease. Effective strategies are explored to assure that patient goals are met and maintained to achieve success.

**GSN 633E – Sports Psychology** (2 credits)

This course introduces the basic concepts and intervention techniques of sports psychology. Students learn how psychological factors impact participation, enjoyment, emotional well-being, and performance in sports and physical activity.

**GSN 838E – Israel Culinary and Cultural Immersion Trip** (2 credits)

Students are immersed in the rich culture of Israel by experiencing the local food, customs and traditions. A seven-day excursion will take students to the food markets in Jerusalem, a local farm that grows herbs and spices, and an olive farm. Explore the vast countryside of Israel, including the Dead Sea, Tel Aviv, Nazareth, and the Sea of Galilee, while learning about the health benefits of the local cuisine and lifestyle. *Note: itinerary-specific trip fee applies*

# MScN ONE-YEAR CURRICULUM

## nutrition

COURSE #	FALL	LECTURE	CREDITS
GSN 500	Nutrition Mentorship	12	1
GSN 502	Culinary Skills	24	2
GSN 507	Fundamentals of Nutrition	48	4
GSN 508	Fundamentals of Nutrition Workshop	12	1
GSN 514 - OR - GSN 614	Nutritional Biochemistry Advanced Nutritional Biochemistry	24	2
GSN 515	Nutritional Assessment	24	2
GSN 516	Pathophysiology	36	3
	Elective	24	2
	<b>Fall Totals</b>	<b>204</b>	<b>17</b>

COURSE #	WINTER	LECTURE	CREDITS
GSN 500	Nutrition Mentorship	12	1
GSN 517	Psychology of Eating	24	2
GSN 524	Medical Nutrition Therapy	36	3
GSN 526	Lifecycle Nutrition I	24	2
GSN 528	Health Coaching	24	2
GSN 529	Applied Medical Nutrition Therapy	24	2
GSN 534	Cultural Humility and Food Justice	24	2
	Elective	24	2
	<b>Winter Totals</b>	<b>192</b>	<b>16</b>

COURSE #	SPRING	LECTURE	CREDITS
GSN 500	Nutrition Mentorship	12	1
GSN 505	Healing Foods I	24	2
GSN 506	Healing Foods I Practicum	24	2
GSN 533	Lifecycle Nutrition II	24	2
GSN 535	Nutrition Internship	36	3
GSN 563	Business of Nutrition	24	2
	Electives	48	4
	<b>Spring Totals</b>	<b>192</b>	<b>16</b>

COURSE #	SUMMER	LECTURE	CREDITS
GSN 503	Farm to Table	24	2
GSN 509	Community Nutrition and Food Policy	36	3
GSN 535	Nutrition Internship	36	3
	Electives	84	7
	<b>Summer Totals</b>	<b>180</b>	<b>15</b>

<b>TOTAL CORE CREDITS</b>	<b>49</b>
<b>TOTAL ELECTIVE CREDITS</b>	<b>15</b>
<b>TOTAL REQUIRED CREDITS</b>	<b>64</b>

# MScN TWO-YEAR CURRICULUM

## first year

COURSE #	FIRST-YEAR FALL	LECTURE	CREDITS
GSN 502	Culinary Skills	24	2
GSN 507	Fundamentals of Nutrition	48	4
GSN 508	Fundamentals of Nutrition Workshop	12	1
GSN 514 - OR - GSN 614	Nutritional Biochemistry Advanced Nutritional Biochemistry	24	2
GSN 515	Nutritional Assessment	24	2
GSN 516	Pathophysiology	36	3
	<b>First-Year Fall Totals</b>	<b>168</b>	<b>14</b>

COURSE #	FIRST-YEAR WINTER	LECTURE	CREDITS
GSN 524	Medical Nutrition Therapy	36	3
GSN 526	Lifecycle Nutrition I	24	2
GSN 529	Applied Medical Nutrition Therapy	24	2
	Elective	24	2
	<b>First-Year Winter Totals</b>	<b>108</b>	<b>9</b>

COURSE #	FIRST-YEAR SPRING	LECTURE	CREDITS
GSN 505	Healing Foods I	24	2
GSN 506	Healing Foods I Practicum	24	2
GSN 528	Health Coaching	24	2
GSN 533	Lifecycle Nutrition II	24	2
	Elective	24	2
	<b>First-Year Spring Totals</b>	<b>120</b>	<b>10</b>

# MScN TWO-YEAR CURRICULUM

## second year

COURSE #	SECOND-YEAR SUMMER	LECTURE	CREDITS
GSN 503	Farm to Table	24	2
	Electives	60	5
	<b>First-Year Summer Totals</b>	<b>84</b>	<b>7</b>

COURSE #	SECOND-YEAR FALL	LECTURE	CREDITS
GSN 500	Nutrition Mentorship	12	1
GSN 517	Psychology of Eating	24	2
GSN 534	Cultural Humility and Food Justice	24	2
	Elective	24	2
	<b>Second-Year Fall Totals</b>	<b>84</b>	<b>7</b>

COURSE #	SECOND-YEAR WINTER	LECTURE	CREDITS
GSN 500	Nutrition Mentorship	12	1
GSN 509	Community Nutrition and Food Policy	36	3
GSN 535	Nutrition Internship	36	3
GSN 563	Business of Nutrition	24	2
	<b>Second-Year Winter Totals</b>	<b>108</b>	<b>9</b>

COURSE #	SECOND-YEAR SPRING	LECTURE	CREDITS
GSN 500	Nutrition Mentorship	12	1
GSN 535	Nutrition Internship	36	3
	Electives	48	4
	<b>Second-Year Spring Totals</b>	<b>96</b>	<b>8</b>

<b>TOTAL CORE CREDITS</b>	<b>49</b>
<b>TOTAL ELECTIVE CREDITS</b>	<b>15</b>
<b>TOTAL REQUIRED CREDITS</b>	<b>64</b>



# MScN ELECTIVES 15 Credits Required

## electives

Nutrition students may take any MScN elective courses listed below. In addition, students may take elective courses through the School of Graduate Studies, College of Naturopathic Medicine, and College of Classical Chinese Medicine. Some core courses may also be eligible for transfer among NUNM graduate programs to satisfy elective requirements; this is dependent upon approval from the two program deans. In all cases, students must satisfy course prerequisites.

*NOTE: Elective courses may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE	LECTURE	CREDITS
GSN 501E	Seasonal Cooking – Summer	24	2
GSN 510E	Seasonal Cooking – Fall	24	2
GSN 511E	Introduction to Integrative Sports Medicine	24	2
GSN 520E	Seasonal Cooking – Winter	24	2
GSN 530E	Seasonal Cooking – Spring	24	2
GSN 538E	Cooking Pedagogy	24	2
GSN 542E	Cooking and Considering Meat and Seafood	24	2
GSN 543E	Personal Chef and Food Service	24	2
GSN 544E	Food Systems: Global and Ecological Food Issues	24	2
GSN 545E	Global Cuisine: Foods of the World	24	2
GSN 546E	Food Allergies and Intolerances	24	2
GSN 547E	Fad Diets	24	2
GSN 548E	Eating Disorders and Intuitive Eating	24	2
GSN 549E	Detoxification and Cleanses	24	2
GSN 550E	Clinical Case Presentation	24	2
GSN 551E	Therapeutic Diets	24	2
GSN 552E	Nutritional Supplements	24	2
GSN 553E	Gluten-Free Cooking	24	2
GSN 554E	Sports Nutrition I	24	2
GSN 555E	Functional Nutrition	24	2
GSN 556E	Cooking with Medicinal Herbs: A Chinese Medicine Perspective	24	2
GSN 557E	Cooking with Medicinal Herbs	24	2
GSN 558E	Food as Medicine in the Community	24	2
GSN 559E	Vegan Diets	24	2
GSN 560E	Sports Nutrition II	24	2
GSN 561E	Recipe and Menu Development	24	2
GSN 562E	Nutrition in the News	12	1
GSN 564E	Nutritional Genetics	24	2
GSN 565E	Food Anthropology	24	2
GSN 567E	Healing Foods II	24	2
GSN 568E	Healing Foods II Practicum	24	2
GSN 569E	Lifestyle and Wellness	24	2
GSN570E	Food Accessibility in Vulnerable Populations	24	2
GSN 571E	Introduction to Organic Agriculture	24	2
GSN 572E	Indian Cooking	24	2

# electives

COURSE #	COURSE	LECTURE	CREDITS
GSN 573E	Childhood Nutrition	24	2
GSN 574E	Food Relationship Coaching	24	2
GSN 575E	Obesity, Metabolic Syndrome, and Diabetes	24	2
GSN 576E	Mediterranean Diet Immersion in Croatia	24	2
GSN 577E	Nutrition Career Strategies (weekend format)	24	2
GSN 578E	Food Chemistry	24	2
GSN 579E	Preparation for Clinic Nutrition Rotation	24	2
GSN 580E	Clinic Nutrition Rotation	24	2
GSN 582E	Constitutional Medicine and Seasonal Dietetics	24	2
GSN 583E	Nutritional Counseling	24	2
GSN 633E	Sports Psychology	24	2
GSN 838E	Israel Culinary and Cultural Immersion Trip	36	3

## AYURVEDA MEDICINE ELECTIVES

*See applicable catalog section*

## CLASSICAL CHINESE MEDICINE ELECTIVES

*See applicable catalog section*

## GLOBAL HEALTH ELECTIVES

*See applicable catalog section*

## INTEGRATIVE MEDICINE RESEARCH ELECTIVES

*See applicable catalog section*

## INTEGRATIVE MENTAL HEALTH ELECTIVES

*See applicable catalog section*

## NATUROPATHIC MEDICINE ELECTIVES

*See applicable catalog section*

# School of Undergraduate & Part-Time Studies



## Undergraduate and Part-Time Studies at NUNM

NUNM's three undergraduate majors offer an integrative approach to traditional studies in nutrition, massage therapy and health sciences. Each degree will prepare students for careers in the burgeoning health and wellness field, or continuing on to related graduate degree programs.

Employers and graduate schools are seeking well-rounded candidates with interpersonal skills, intercultural competency, and academic preparation in the natural sciences such as organic chemistry, biochemistry, physics and more. Toward that end, we have designed an integrated curriculum featuring core threads in natural sciences, social sciences and critical thinking for each program.

## Bachelor of Science in Integrative Health Sciences

The Bachelor of Science in Integrative Health Sciences (BSiHS) program features four core threads: integrative health sciences, natural sciences, social sciences and critical thinking. The integrative health sciences thread focuses on topics such as prevention and wellness, exercise science, mind-body medicine, nutrition and botanical medicine.

Students take traditional pre-health/pre-med classes in the natural sciences thread, such as anatomy and physiology with dissection lab, organic chemistry, biochemistry and physics. These provide the scientific foundation for an understanding of the human body and the basic principles of health and disease. Throughout this sequence, students also learn the foundations of research, and scientific and professional communication.

The social sciences theme focuses on the interpersonal and professional growth of the student. There is a strong focus on the development of cultural competency skills, ethical decision-making, writing, self-reflection and self-management.

An important role in clinical and scientific decision-making is the ability to critically evaluate information. Woven throughout the BSiHS program is a critical thinking thread, in which students learn to interpret data and make an informed assessment using logic and evidence. Specific courses in evidence-based practice and critical thinking further the development of these essential skills.

Students can choose from a variety of electives to gain deeper knowledge in a topic of interest. Select classes from NUNM's graduate degree programs may also be available for elective credit.

### Program Outcomes

- 1. Integrative Health Sciences**  
Articulate concepts and demonstrate skills related to integrative health sciences. Develop an appreciation for traditional healing methods backed by scientific study and research evidence.
- 2. Ethics, Responsibility and Social Maturity**  
Make reasoned decisions based on an ethical framework and a respect for diversity. Exhibit cultural humility and maturity. Display accountability for your choices, behaviors and actions. Demonstrate mature social skills required in the healing professions, such as compassion and understanding.
- 3. Communication and Teamwork**  
Practice professional communication and work productively, both independently and as part of a team. Effectively communicate using verbal, nonverbal and written skills.
- 4. Research and Information Literacy**  
Demonstrate comprehension and skill with research methods and scientific inquiry. Use appropriate information technologies to conduct and communicate about research topics and questions, and to access, evaluate and manage information to meet academic, personal and professional needs.
- 5. Career Preparation**  
Develop a career plan based on personal and professional strengths. Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios. Implement critical thinking skills to make decisions in new situations.

# BSiHS Course Descriptions

## Core Curriculum

### **IM 311 – Introduction to Integrative Medicine** (3 lecture credits)

This course introduces a variety of integrative medical modalities. Students explore the history, philosophy and major concepts of botanical medicine, clinical nutrition, mind-body medicine, health psychology and more. Major medical systems of the world are also covered, such as naturopathic medicine, Chinese medicine, osteopathy, Ayurvedic medicine and energy healing systems.

*Note: additional fee required*

### **IM 321 – Critical Thinking for Pre-Health Professionals**

(3 lecture credits)

Critical thinking is the use of reasoning in determining what's true and what's false. Health professionals must employ critical thinking when learning, integrating, evaluating and applying new thoughts, ideas or principles to clinical practice. This course focuses on: productive reasoning skills, evaluating and assessing logical and illogical reasoning skills, and understanding logical fallacies and what role they play in constructing and destructing arguments. One of the main goals of this class is to help students recognize, and have self-awareness of, their own biases and when they may be more prone to employing logically fallacious thought processes.

### **IM 331 – Exercise Science** (3 lecture credits)

This course covers the research behind the value of exercise in the promotion of wellness and prevention of disease. Topics include the physiological, mechanical and psychological mechanisms of movement; strength and conditioning; sports psychology; and methods of rehabilitation. Students commit to a form of exercise for the duration of this course and journal about their experience.



### **IM 411 – Health Psychology and Mind-Body Medicine**

(3 lecture credits)

This course explores the link between mind and body from social, clinical and psychobiological perspectives. The role of stress, emotion, self-regulation, and individual differences as predictors of health and illness are addressed.

### **IM 422 – Introduction to Botanical Medicine**

(3 lecture credits and 1 lab credit)

Many plant substances are powerful medicines. This course explains the traditional, historical and scientific uses of plants. Traditional herbal medicine is contrasted with modern pharmacological uses. Plant identification, ethical harvesting, drying techniques, and medicinal plant chemistry are thoroughly explored. Students also learn how to prepare herbal tinctures, salves, oils and other therapeutic preparations. *Note: additional fee required*

### **NS 311 – Anatomy and Physiology** (4 lecture credits)

**NS 312 – Anatomy and Physiology Lab** (1 lab credit)

An introduction to the structure and function of the human body from a whole-systems perspective. The integumentary, musculoskeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urogenital, immune and endocrine systems are covered. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also explored. The lab component includes participation in cadaver dissection as an aid to learning the interrelationships of the parts of the human body. *Note: additional fee required*

### **NS 321 – Genetics** (4 lecture credits)

An introduction to the application of basic genetic principles to the study of human health and disease. Topics include Mendelian genetics, cytogenetics, population genetics, molecular cytogenetics, oncocytogenetics and clinical applications of principles. The importance and implication of genetic disease is also discussed.

### **NS 322 – Immunology** (4 lecture credits)

An introduction to the principles of immunology, including: development of the immune system; cells and organs of the immune system; the immune system in health and disease; and infectious organisms, allergies and more.

### **NS 324 – Organic Chemistry I with Lab**

(2 lecture credits and 1 lab credit)

### **NS 334 – Organic Chemistry II with Lab**

(2 lecture credits and 1 lab credit)

This series is an introduction to the molecular basis of living processes in bacteria, plants and humans. The courses provide a foundation in the chemistry of carbon-containing compounds, including three-dimensional structures; chemical properties; and methods of structural identification, reactions and syntheses. Students also





learn about the organic chemistry of specific pharmaceuticals and detoxification pathways.

*Note: additional fee required*

**NS 401 – Biochemistry for Life Sciences** (4 lecture credits)

This course covers the structure, function and metabolism of biomolecules—especially proteins, carbohydrates, lipids and steroids. Nucleic acids and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanisms, thermodynamics and metabolism.

**NS 411 – Biostatistics for Pre-Health Majors** (3 lecture credits)

Topics include the collection, classification and presentation of descriptive data; the rationale of estimation and hypothesis testing; analysis of variance; analysis of contingency tables; correlation and regression analysis; multiple regression, logistic regression, and the statistical control of confounding; sample size and power considerations; and survival analysis.

**NS 412 – Scientific and Professional Communication**

(3 lecture credits)

Learn the essential knowledge and skills for effective scientific and professional communication in scientific writing, poster design and oral presentations. The fundamentals of business communication are covered, including letter writing, email etiquette and social media ethics.

**NS 413 – Introduction to Research Methods** (2 credits)

Students become acquainted with the fundamentals of research through an overview of research questions and methods in the natural, clinical and social sciences. Students will be prepared to act as an educated consumer of research, data and results; and use their knowledge to support their capstone in the spring.

**NS 421 – Evidence-Based Practice for Pre-Health Professionals**  
(3 lecture credits)

Medical literature plays an important role in clinical decision-making as well as scientific careers. However, locating the correct evidence and critically evaluating the results requires training and practice. This course equips students with the basics of evidence-based medicine.

*Prerequisite: NS 412*

**NS 432 – Physics with Lab** (4 lecture credits and 1 lab credit)

This course is a non-calculus based conceptual study of the laws of motion, forces, energy, matter, heat and thermodynamics, wave motion, sound and light. Applications to the life sciences are emphasized, including sight, hearing, joint range of motion, nerve conduction, etc. *Note: additional fee required*

**NU 431 – Whole Food: Rethinking the Science of Nutrition**

(3 lecture credits and 1 lab credit)

This course critically examines current paradigms of nutritional science. Whole foods provide a vast array of nutritional benefits and evidence suggests that a whole-food, plant-based diet is the healthiest way to eat. Each week, students gain practical experience with whole food through hands-on cooking instruction.

**SS 311 – Self-Care and Self-Management** (3 lecture credits)

Self-care and self-management strategies support health and well-being, prevent disease, and reduce stress. Students learn how to cultivate and develop life skills through individual and group activities. Topics include qigong, yoga, meditation, stress management, and the impact of food choices.

**SS 312 – Introduction to Medical Anthropology** (3 lecture credits)

This course includes the study of health, illness and healing from a cross-cultural perspective. Medical anthropology is a multi-faceted subject, offering a critical and applicable lens to better understand health for all



health-related disciplines and circumstances. The course examines aspects of health and illness, drawing from theoretical, evidence-based, and ethnographic perspectives to develop a more critical understanding; and highlights how health, illness and healing practices are culturally constructed, mediated, and inextricably linked.

**SS 321 – Culture, Identity and Emotion** (3 lecture credits)

This course explores the interrelation of culture, thought, emotion and social realities. Students examine the role of language and culture in shaping emotional experience and self-understanding, including the formation of social identities such as gender, ethnicity and nationality.

**SS 331 – Advanced Writing and Self-Reflective Skills**

(3 lecture credits)

This course provides intensive practice in the process of producing thoughtful and polished essays that start with the writer's experiences and move on to explore the relationship of the self to the external world. Emphasis is placed on finding a personal voice, exploring and developing one's ideas, and effectively revising one's work.

**SS 332 – Intercultural Communication Skills** (3 lecture credits)

Cultural humility requires that people give careful consideration to their assumptions and beliefs that affect how they communicate. This course teaches students to identify characteristics of their own worldview as they learn to navigate professional interpersonal relationships.

**SS 421 – Ethics and Philosophical Dilemmas** (3 lecture credits)

This course is an introduction to moral philosophy and the different ethical guidelines people use to make decisions of right and wrong actions, both personally and in societies. The course explores how individuals develop personal values that guide decision-making, and provides

familiarity with the most influential writings of well-known ethicists. The application of ethical theory will lead to an exploration of medical and bioethical dilemmas, such as: euthanasia and the right to die, allocation of scarce medical resources, in vitro fertilization, genetic testing and engineering, human subject research, and more.

**SS 422 – Careers: From Undergraduate Degree to Employment** (2 lecture credits)

Experts suggest that many students completing their education today will find themselves in careers that did not exist 10 years ago. Identifying a career in the health and wellness field (relevant to an undergraduate student's major) that fits talents and skills, as well as interests, is not always straightforward. This interactive course equips students with career planning skills that they can use immediately or in the future. *Prerequisite: completion of 50 undergraduate credits at NUNM*

**SS 499 – Undergraduate Capstone** (3 lecture credits)

One of the definitions of the word "capstone" is a crowning achievement. This course is meant to provide students an opportunity to perform a final research or community/service project that they consider the crowning achievement of their undergraduate program. Students are expected to draw from their coursework, personal experience, and research or community/service work conducted outside the classroom. Students receive mentorship and peer support throughout the term. At the end of the term, students will complete a paper and/or compile their program portfolio, and/or some other, equivalent project (to be approved by the dean), and present a 10-minute oral presentation to their peers. If students choose a paper or approved equivalent project, they can be collaborative with up to four other students (five total), but each student must contribute an individual section of the paper and each section must adhere to the capstone rubric. The same is true for the presentations.

*Prerequisite: completion of a minimum of 75 undergraduate credits at NUNM, including SS 422.*

*Note: additional fee required*

## Elective Courses

Integrative health sciences students are required to complete nine elective credits for the purpose of rounding out their education. Undergraduate students may take any elective courses through the School of Undergraduate & Part-Time Studies, and cross-listed courses in graduate programs, as long as course prerequisites are met. In addition, core courses in other undergraduate programs can be taken for elective credit (maximum of 18 elective credits).

# BSiHS TWO-YEAR CURRICULUM

## first year

COURSE #	FIRST-YEAR FALL	LAB	LECTURE	TOTAL HOURS	CREDITS
IM 311	Introduction to Integrative Medicine		36	36	3
NS 311	Anatomy and Physiology		48	48	4
NS 312	Anatomy and Physiology Lab	24		24	1
SS 311	Self-Care and Self-Management		36	36	3
SS 312	Introduction to Medical Anthropology		36	36	3
	<b>First-Year Fall Totals</b>	<b>24</b>	<b>156</b>	<b>180</b>	<b>14</b>

COURSE #	FIRST-YEAR WINTER	LAB	LECTURE	TOTAL HOURS	CREDITS
IM 321	Critical Thinking for Pre-Health Professionals		36	36	3
IM 422	Introduction to Botanical Medicine	24	36	60	4
NS 324	Organic Chemistry I with Lab	24	24	48	3
SS 321	Culture, Identity and Emotion		36	36	3
	<b>First-Year Winter Totals</b>	<b>48</b>	<b>132</b>	<b>180</b>	<b>13</b>

COURSE #	FIRST-YEAR SPRING	LAB	LECTURE	TOTAL HOURS	CREDITS
IM 331	Exercise Science		36	36	3
NS 322	Immunology		48	48	4
NS 334	Organic Chemistry II with Lab	24	24	48	3
SS 331	Advanced Writing and Self-Reflective Skills		36	36	3
SS 332	Intercultural Communication Skills		36	36	3
	<b>First-Year Spring Totals</b>	<b>24</b>	<b>180</b>	<b>204</b>	<b>16</b>

<b>FIRST-YEAR TOTALS</b>	<b>96</b>	<b>468</b>	<b>564</b>	<b>43</b>
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# Bachelor of Science in Integrative Therapeutics: Massage Therapy

The Bachelor of Science in Integrative Therapeutics: Massage Therapy (BSiT-MT) is a unique program with a solid academic foundation in therapeutic interventions, combined with extensive clinical experience in massage therapy. Students learn to apply the art and science of massage therapy in an environment that values critical thought and using the principles of evidence-informed practice. Graduates are equipped with the knowledge and practical skills to effectively work in diverse and multidisciplinary healthcare environments, and offer the highest quality integrative care. Not only do graduates earn a bachelor's degree, they will have the knowledge and clinical hours to apply for licensure as a massage therapy professional (LMT) in all 50 states.

## Program Outcomes

- 1. Therapeutic Interventions – Massage Therapy**  
Express concepts and demonstrate skills related to the therapeutic intervention of massage therapy. Appraise the relationship between massage and: pain-relief, health and wellness. Integrate and apply these concepts within the context of a massage therapy practice.
- 2. Ethics, Responsibility and Social Maturity**  
Make reasoned decisions based on an ethical framework and a respect for diversity. Exhibit cultural humility and maturity. Display accountability for your choices, behaviors and actions. Demonstrate mature social skills required in the healing professions, such as compassion and understanding.
- 3. Communication and Teamwork**  
Practice professional communication and work productively, both independently and as part of a team. Effectively communicate using verbal, nonverbal and written skills.
- 4. Research and Information Literacy**  
Demonstrate comprehension and skill with research methods and scientific inquiry. Use appropriate information technologies to conduct and communicate about research topics and questions, and to access, evaluate and manage information to meet academic, personal and professional needs.
- 5. Career Preparation**  
Develop a career plan based on personal and professional strengths. Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios. Implement critical thinking skills to make decisions in new situations.

## BSiT-MT Course Descriptions

### Core Curriculum

#### **CLM 300, 400 – Clinic Shifts** (2 credits each; 8 required shifts)

The NUNM clinic system is a diverse set of campus and community clinics. Students are assigned to different shifts based on their preference and/or availability. The massage clinic shifts offer variable-cost massage to NUNM community members and the public, giving our students the most robust and valuable massage clinical experience available.

#### **CLM 320 – Introduction to Clinic** (2 lecture credits)

This course provides the necessary information for charting and record keeping for massage encounters, in-depth history taking, electronic health records, non-verbal communication, proper therapist hygiene, and pre- and post-massage sanitation. The course culminates with the student giving a one-hour massage, performed on an NUNM community member.

#### **CLM 332, 401 – Clinic Supervision Group I & II** (1 lecture credit each)

This class is designed to be a safe space to learn and communicate with your classmates and group instructor about the psychosocial experiences of applying massage to clients. The class consists of sharing experiences, relevant assignments, and journaling; and concludes with a whole-class, 30-minute presentation to selected NUNM community members about what was learned during the term.

#### **CLM 412, 422, 432 – Case-Based Massage Integration/Clinic Supervision I – III** (2 lecture credits each)

This series is designed to be a safe space to integrate the biopsychosocial experiences of performing and experiencing massage, utilizing a case-based approach. The courses consist of evaluating cases to discuss the integration of the art and science of massage, and to share personal and/or clinical experiences with the class.

#### **IM 321 – Critical Thinking for Pre-Health Professionals** (3 lecture credits)

Critical thinking is the use of reasoning in determining what's true and what's false. Health professionals must employ critical thinking when learning, integrating, evaluating and applying new thoughts, ideas or principles to clinical practice. This course focuses on: productive reasoning skills, evaluating and assessing logical and illogical reasoning skills, and understanding logical fallacies and what role they play in constructing and destructing arguments. One of the main goals of this class is to help students recognize, and have self-awareness of,

their own biases and when they may be more prone to employing logically fallacious thought processes.

#### **IM 411 – Health Psychology and Mind-Body Medicine**

(3 lecture credits)

This course explores the link between mind and body from social, clinical and psychobiological perspectives. The role of stress, emotion, self-regulation, and individual differences as predictors of health and illness are addressed.

#### **MT 310 – Static Point Techniques**

(2 lecture credits and 1.5 lab credits)

#### **MT 323 – Light Pressure Massage Techniques**

(2 lecture credits and 2 lab credits)

#### **MT 334 – Heavy Pressure Massage Techniques**

(2 lecture credits and 2 lab credits)

#### **MT 403 – Movement-Based Techniques**

(2 lecture credits and 2 lab credits)

The overall goal of the massage courses is to utilize the law of parsimony, combined with current knowledge of the physiological effects of massage, point work and movement, to teach the fundamental ideas behind each technique. This process touches upon specific named techniques (those most commonly used by massage and manual therapists) in an academic setting to deconstruct the rationalized mechanisms often used to explain their effects. The desired result is that students will have a deeper, more complete understanding of how various massage techniques and applied forces work; how best to apply them; and how to teach clients about them in the most accurate and ethical ways.

#### **MT 312 – Principles and History of Massage** (3 lecture credits)

This course is designed to provide students with foundational information about the history and theory of massage therapy. Material covered includes principles of professional touch, history of massage including pertinent people who helped develop massage into what it is today, evidence-informed practice, massage and public health, and the physiological effects of massage therapy and therapeutic touch.

#### **MT 313 – Palpation Lab** (1 lab credit)

This introduction-level class sets the foundation for deeper learning in the massage courses. Students learn to palpate the surface anatomy of the human body that is most pertinent to the practice of massage therapy. In addition, students will also learn about optimal body mechanics and areas of the body that should be generally avoided during a massage. This class is entirely active and heavily experiential.

#### **MT 321, 401 – Anatomy in Clay I & II** (2 lab credits each)

These courses are an integration and continuation of the information and skills learned in both Anatomy and Physiology, and Palpation Lab. Student models are utilized for



each student to build the pertinent anatomy from clay, giving them a kinesthetic and visual experience to further solidify their anatomical knowledge. Anatomy in Clay I is about the muscular system and Anatomy in Clay II focuses on the nervous system. Classes consist of hybrid lectures about the anatomical structures while building these structures out of clay; in addition, this knowledge will be applied in active ways, to enhance palpation skills. This combination creates a rich, multi-sensory learning environment.

#### **MT 322 – Pain Science and Neurophysiology** (2 lecture credits)

The main goal of this course is for students to assimilate knowledge of pain science and neurophysiology, and its relevance to the understanding and treatment of pain. Pain neuroscience and the interrelationship between physiological/biological, psychological, contextual, and social processes are discussed in detail. Without the biopsychosocial model of pain, the integrative understanding and treatment of pain will likely not advance.

#### **MT 331 – Pathology/Conditions I** (3 lecture credits)

In this course series, students learn the basic pathologies and conditions that are most pertinent to massage therapists. This course will deepen knowledge of the musculoskeletal systems and present definitions, causes, symptoms, and appropriate actions/referrals for the pathologies/conditions of these systems. Emphasis is

on musculoskeletal pathologies/conditions that massage therapists need to recognize as contraindications, or because they are emergent conditions that require immediate action. The course includes signs and symptoms of diseases with emphasis on recognition and identification. The course purpose is to discuss musculoskeletal pathologies and be able to make informed decisions about the safety and applicability of massage therapy.

**MT 344 – Pathology/Conditions II** (3 lecture credits)

In this course series, students learn the basic pathologies and conditions that are most pertinent to massage therapists. This course will deepen knowledge of physiological systems, other than the musculoskeletal system, and present definitions, causes, symptoms, and appropriate actions/referrals for the pathologies/conditions of these systems. Emphasis is on pathologies/conditions that massage therapists need to recognize as contraindications, or because they are emergent conditions that require immediate action. The course includes signs and symptoms of diseases with emphasis on recognition and identification. The course purpose is to discuss pathologies and be able to make informed decisions about the safety and applicability of massage therapy.

**MT 402 – Biomechanics and Kinesiology** (2 lecture credits)

This course introduces students to concepts of mechanics as they apply to human movement, particularly those pertaining to movement and physical activity. Students will gain an understanding of the mechanical, physiological, and anatomical principles that govern human motion and develop the ability to link the structure of the human body with its function. Emphasis is on the role of muscle in generating force and controlling movement.

**MT 422 – Neurodynamics** (2 lecture credits)

This course presents the latest evidence and provides a theoretical framework for the clinical application of neurodynamics. Neurodynamics is the physical ability of the nervous system to move, slide, glide and accommodate human movement and function. This course discusses the latest research in the use of neurodynamics to evaluate movement and how it may be affected when someone is in pain. The course systematically demonstrates neurodynamic tests and movements, discusses research related to the tests, and helps create a foundation upon which massage and manual therapists may utilize knowledge, movements, tests, and symptom presentation to better assess the peripheral nervous system. In addition, this course also discusses how the cutaneous nervous system may play a role in the presentation and treatment of pain; this is a commonly overlooked part of the peripheral nervous system.

**MT 423 – Psychology: Body and Touch** (2 lecture credits)

Our own perceptions and others' perceptions of our body carry psychological weight; touch, specifically, receiving touch, is important to our development, physiologically and psychologically. This course explores the psychology of body and touch and looks at the topic from psychosocial and cultural points of view.

**MT 431 – The Business of Massage** (2 lecture credits)

This course teaches the basic business principles of a massage practice and introduces students to record keeping, advertising and marketing, and navigating the laws of massage therapy. Students will research possible career opportunities and begin to create an ideal scenario for their own practice. In addition, students will create a business/career plan and learn certain aspects of strategic planning for the business of massage therapy.

**NS 311 – Anatomy and Physiology** (4 lecture credits)

**NS 312 – Anatomy and Physiology Lab** (1 lab credit)

An introduction to the structure and function of the human body from a whole-systems perspective. The integumentary, musculoskeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urogenital, immune and endocrine systems are covered. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also explored. The lab component includes participation in cadaver dissection as an aid to learning the interrelationships of the parts of the human body. *Note: additional fee required*

**NS 411 – Biostatistics for Pre-Health Majors** (3 lecture credits)

Topics include the collection, classification and presentation of descriptive data; the rationale of estimation and hypothesis testing; analysis of variance; analysis of contingency tables; correlation and regression analysis; multiple regression, logistic regression, and the statistical control of confounding; sample size and power considerations; and survival analysis.

**NS 412 – Scientific and Professional Communication**

(3 lecture credits)

Learn the essential knowledge and skills for effective scientific and professional communication in scientific writing, poster design and oral presentations. The fundamentals of business communication are covered, including letter writing, email etiquette and social media ethics.

**NS 421 – Evidence-Based Practice for Pre-Health Professionals**

(3 lecture credits)

Medical literature plays an important role in clinical decision-making as well as scientific careers. However, locating the correct evidence and critically evaluating the results requires training and practice. This course equips students with the basics of evidence-based medicine.

*Prerequisite: NS 412*

**NS 432 – Physics with Lab** (4 lecture credits and 1 lab credit)

This course is a non-calculus based conceptual study of the laws of motion, forces, energy, matter, heat and thermodynamics, wave motion, sound and light. Applications to the life sciences are emphasized, including sight, hearing, joint range of motion, nerve conduction, etc. *Note: additional fee required*



**SS 311 – Self-Care and Self-Management** (3 lecture credits)

Self-care and self-management strategies support health and well-being, prevent disease, and reduce stress. Students learn how to cultivate and develop life skills through individual and group activities. Topics include qigong, yoga, meditation, stress management, and the impact of food choices.

**SS 331 – Advanced Writing and Self-Reflective Skills**

(3 lecture credits)

This course provides intensive practice in the process of producing thoughtful and polished essays that start with the writer's experiences and move on to explore the relationship of the self to the external world. Emphasis is placed on finding a personal voice, exploring and developing one's ideas, and effectively revising one's work.

**SS 421 – Ethics and Philosophical Dilemmas** (3 lecture credits)

This course is an introduction to moral philosophy and the different ethical guidelines people use to make decisions of right and wrong actions, both personally and in societies.

The course explores how individuals develop personal values that guide decision-making, and provides familiarity with the most influential writings of well-known ethicists. The application of ethical theory will lead to an exploration of medical and bioethical dilemmas, such as: euthanasia and the right to die, allocation of scarce medical resources, in vitro fertilization, genetic testing and engineering, human subject research, and more.

## Elective Courses

Electives are an option, but not required in the BSiT-MT program. For students interested in exploring additional massage topics and/or courses in natural sciences, social sciences, integrative medicine and nutrition, please refer to the undergraduate elective course descriptions.







# Bachelor of Science in Nutrition

The Bachelor of Science in Nutrition (BScN) program features four core threads: nutrition, natural sciences, social sciences and critical thinking. The nutrition thread focuses on individual and community nutrition; human nutritional requirements; the link between diet and disease; food systems that impact the nutrition of individuals and communities; and food security and nutritional epidemiology.

Students take traditional pre-health/pre-med classes in the natural sciences thread, such as anatomy and physiology with dissection lab, organic chemistry, biochemistry and genetics. These provide the scientific foundation for an understanding of the human body and the basic principles of health and disease. Throughout this sequence, students also learn the foundations of research, and scientific and professional communication.

The social sciences theme focuses on the interpersonal and professional growth of the student. There is a strong focus on the development of cultural competency skills, ethical decision-making, writing, self-reflection and self-management.

An important role in clinical and scientific decision-making is the ability to critically evaluate information. Woven throughout the BScN program is a critical thinking thread, in which students learn to interpret data and make an informed assessment using logic and evidence. Specific courses in evidence-based practice and critical thinking further the development of these essential skills.

Students can choose from a variety of electives to gain deeper knowledge in a topic of interest. Select classes from NUNM's graduate degree programs may also be available for elective credit.

## Program Outcomes

- 1. Nutrition**  
Articulate concepts and demonstrate skills related to human nutrition. Appraise the relationship between nutrition, human biochemistry, and health and wellness. Apply these concepts to the improvement of nutritional status for individuals, families and communities.
- 2. Ethics, Responsibility and Social Maturity**  
Make reasoned decisions based on an ethical framework and a respect for diversity. Exhibit cultural humility and maturity. Display accountability for your choices, behaviors and actions. Demonstrate mature social skills required in the healing professions, such as compassion and understanding.
- 3. Communication and Teamwork**  
Practice professional communication and work productively, both independently and as part of a team. Effectively communicate using verbal, nonverbal and written skills.
- 4. Research and Information Literacy**  
Demonstrate comprehension and skill with research methods and scientific inquiry. Use appropriate information technologies to conduct and communicate about research topics and questions, and to access, evaluate and manage information to meet academic, personal and professional needs.
- 5. Career Preparation**  
Develop a career plan based on personal and professional strengths. Demonstrate career readiness skills, such as the ability to apply classroom learning to real world scenarios. Implement critical thinking skills to make decisions in new situations.



# BScN Course Descriptions

## Core Curriculum

### **NS 311 – Anatomy and Physiology** (4 lecture credits)

### **NS 312 – Anatomy and Physiology Lab** (1 lab credit)

An introduction to the structure and function of the human body from a whole-systems perspective. The integumentary, musculoskeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urogenital, immune and endocrine systems are covered. The concepts of development, metabolism, fluid and electrolyte balance, and acid-base balance are also explored. The lab component includes participation in cadaver dissection as an aid to learning the interrelationships of the parts of the human body. *Note: additional fee required*

### **NS 321 – Genetics** (4 lecture credits)

An introduction to the application of basic genetic principles to the study of human health and disease. Topics include Mendelian genetics, cytogenetics, population genetics, molecular cytogenetics, oncocyto-genetics and clinical applications of principles. The importance and implication of genetic disease is also discussed.

### **NS 324 – Organic Chemistry I with Lab** (2 lecture credits and 1 lab credit)

### **NS 334 – Organic Chemistry II with Lab** (2 lecture credits and 1 lab credit)

An introduction to the molecular basis of living processes in bacteria, plants and humans. This course provides a foundation in the chemistry of carbon-containing compounds, including three-dimensional structures; chemical properties; and methods of structural identification, reactions and syntheses. Students also learn about the organic chemistry of specific pharmaceuticals and detoxification pathways.

*Note: additional fee required*

### **NS 401 – Biochemistry for Life Sciences** (4 lecture credits)

This course covers the structure, function and metabolism of biomolecules—especially proteins, carbohydrates, lipids and steroids. Nucleic acids and important accessory molecules (cofactors and metal ions) are covered, as well as enzyme kinetics and mechanisms, thermodynamics and metabolism. *Prerequisites: NS 324, 334*

### **NS 411 – Biostatistics for Pre-Health Majors** (3 lecture credits)

Topics include the collection, classification and presentation of descriptive data; the rationale of estimation and hypothesis testing; analysis of variance; analysis of contingency tables; correlation and regression analysis; multiple regression, logistic regression, and the statistical control of confounding; sample size and power considerations; and survival analysis.



### **NS 412 – Scientific and Professional Communication** (3 lecture credits)

Learn the essential knowledge and skills for effective scientific and professional communication in scientific writing, poster design and oral presentations. The fundamentals of business communication are covered, including letter writing, email etiquette and social media ethics.

### **NS 413 – Introduction to Research Methods** (2 credits)

Students become acquainted with the fundamentals of research through an overview of research questions and methods in the natural, clinical and social sciences. Students will be prepared to act as an educated consumer of research, data and results; and use their knowledge to support their capstone in the spring.

### **NS 421 – Evidence-Based Practice for Pre-Health Professionals** (3 lecture credits)

Medical literature plays an important role in clinical decision-making as well as scientific careers. However, locating the correct evidence and critically evaluating the results requires training and practice. This course equips students with the basics of evidence-based medicine.

*Prerequisite: NS 412*

### **NU 312 – American Food Systems** (3 lecture credits)

The complexities of the food system are immense, and the tools for understanding the system and its dynamic historical shifts are interdisciplinary. This course addresses the historical development of the modern food system and the relationship between the economy, food supply policies, and the Green revolution. It then examines the creation of marginalization and inequality for different communities and populations. Finally, it identifies the emerging alternatives to the dominant food paradigm and the future roles of alternative systems based on equity, diversity and sustainability.



**NU 322 – Nutritional Anthropology** (3 lecture credits)

This course examines human nutrition and food systems from behavioral, social, biocultural and evolutionary perspectives, and how these interact in the production of nutritional health at the individual, community and population levels. Two central areas of research in the anthropology of food and nutrition will be addressed. First, long-term evolutionary processes are examined within an ecological framework as significant factors affecting human biology and susceptibility to dietary patterns and diet-related disease. Second, global relations of power and inequity are examined as key factors influencing access to food and patterns of over- and under-nutrition for both populations and individuals. Students will also learn how this information applies to the real world as they conduct an anthropological research project.

**NU 331 – Foundations of Community Nutrition** (3 lecture credits)

Nutritional problems in communities include obesity and food insecurity in groups ranging from families to governments. The causes of poor nutrition are multiple and complex, involving biological, economic, social, cultural and policy issues. This course addresses the promotion of health and prevention of disease using nutrition in communities and populations. *Prerequisite: An introduction to nutrition or fundamentals of nutrition course*

**NU 411 – Food Security** (3 lecture credits)

This survey of local, regional and national strategies to address food insecurity provides students with a basic understanding of the social, political and economic foundations. Students learn how to analyze individual elements of the strategies and their interrelationships, and how to begin assessing the individual and community impacts, as well as the sustainability of those strategies at different scales and in different bioregions.

**NU 422 – Diet and Disease** (3 lecture credits)

Increasingly, more diseases have been shown to have nutritional components. This course introduces students to the nutritional causes of modern diseases, and basic diet therapies and how they apply to different disease pathologies. Evidence that supports dietary prevention of disease is also addressed.

**NU 431 – Whole Food: Rethinking the Science of Nutrition** (3 lecture credits and 1 lab credit)

This course critically examines current paradigms of nutritional science. Whole foods provide a vast array of nutritional benefits and evidence suggests that a whole-food, plant-based diet is the healthiest way to eat. Each week, students gain practical experience with whole food through hands-on cooking instruction. *Note: additional fee required*

**NU 432 – Nutritional Epidemiology** (4 lecture credits)

Students learn to conduct or better interpret epidemiological studies relating diet and nutritional status to disease and health. This course examines methodologies used in nutritional epidemiological studies, and reviews the current state of knowledge regarding diet and other nutritional indicators as etiologic factors in disease.

*Prerequisite: NU 422*

**SS 321 – Culture, Identity and Emotion** (3 lecture credits)

This course explores the interrelation of culture, thought, emotion and social realities. Students examine the role of language and culture in shaping emotional experience and self-understanding, including the formation of social identities, such as gender, ethnicity and nationality.

**SS 331 – Advanced Writing and Self-Reflective Skills** (3 lecture credits)

This course provides intensive practice in the process of producing thoughtful and polished essays that start with the writer's experiences and move on to explore the relationship of the self to the external world. Emphasis is placed on finding a personal voice, exploring and developing one's ideas, and effectively revising one's work.

**SS 332 – Intercultural Communication Skills** (3 lecture credits)

Cultural humility requires that people give careful consideration to their assumptions and beliefs that affect how they communicate. This course teaches students to identify characteristics of their own worldview as they learn to navigate professional interpersonal relationships.

**SS 421 – Ethics and Philosophical Dilemmas** (3 lecture credits)

This course is an introduction to moral philosophy and the different ethical guidelines people use to make decisions of right and wrong actions, both personally and in societies. The course explores how individuals develop personal values that guide decision-making, and provides familiarity with the most influential writings of well-known ethicists. The application of ethical theory will lead to an exploration of medical and bioethical dilemmas, such as: euthanasia and the right to die, allocation of scarce medical resources, in vitro fertilization, genetic testing and engineering, human subject research, and more.

**SS 422 – Careers: From Undergraduate Degree to Employment** (2 lecture credits)

Experts suggest that many students completing their education today will find themselves in careers that did not exist 10 years ago. Identifying a career in the health and wellness field (relevant to an undergraduate student's major) that fits talents and skills, as well as interests, is not always straightforward. This interactive course equips students with career planning skills that they can use immediately or in the future. *Prerequisite: completion of 50 undergraduate credits at NUNM*



### **SS 499 – Undergraduate Capstone** (3 lecture credits)

One of the definitions of the word “capstone” is a crowning achievement. This course is meant to provide students an opportunity to perform a final research or community/service project that they consider the crowning achievement of their undergraduate program. Students are expected to draw from their coursework, personal experience, and research or community/service work conducted outside the classroom. Students receive mentorship and peer support throughout the term. At the end of the term, students will complete a paper and/or compile their program portfolio, and/or some other, equivalent project (to be approved by the dean), and present a 10-minute oral presentation to their peers. If students choose a paper or approved equivalent project, they can be collaborative with up to four other students (five total), but each student must contribute an individual

section of the paper and each section must adhere to the capstone rubric. The same is true for the presentations.

*Prerequisite: completion of a minimum of 75 undergraduate credits at NUNM, including SS 422. Note: additional fee required*

### **Elective Courses**

Nutrition students are required to complete six elective credits for the purpose of rounding out their education. Undergraduate students may take any elective courses through the School of Undergraduate & Part-Time Studies, and cross-listed courses in graduate programs, as long as course prerequisites are met. In addition, core courses in other undergraduate programs can be taken for elective credit (maximum of 18 elective credits).

# BScN TWO-YEAR CURRICULUM

## first year

COURSE #	FIRST-YEAR FALL	LAB	LECTURE	TOTAL HOURS	CREDITS
NU 310	Fundamentals of Food Nutrition (for description, refer to GSN 507)		48	48	4
NU 312	American Food Systems		36	36	3
NU 313	Fundamentals of Nutrition Workshop (for description, refer to GSN 508)		12	12	1
NU 314	Culinary Skills (for description, refer to GSN 502)		24	24	2
NS 311	Anatomy and Physiology		48	48	4
NS 312	Anatomy and Physiology Lab	24		24	1
	<b>First-Year Fall Totals</b>	<b>24</b>	<b>168</b>	<b>192</b>	<b>15</b>

COURSE #	FIRST-YEAR WINTER	LAB	LECTURE	TOTAL HOURS	CREDITS
IM 321	Critical Thinking for Pre-Health Professionals		36	36	3
NU 422	Diet and Disease		36	36	3
NU 322	Nutritional Anthropology		36	36	3
NS 324	Organic Chemistry I with Lab	24	24	48	3
SS 321	Culture, Identity and Emotion		36	36	3
	<b>First-Year Winter Totals</b>	<b>24</b>	<b>168</b>	<b>192</b>	<b>15</b>

COURSE #	FIRST-YEAR SPRING	LAB	LECTURE	TOTAL HOURS	CREDITS
NU 331	Foundations of Community Nutrition		36	36	3
NU 332	Health Coaching (for description, refer to GSN 528)		24	24	2
NS 334	Organic Chemistry II with Lab	24	24	48	3
SS 331	Advanced Writing and Self-Reflective Skills		36	36	3
SS 332	Intercultural Communication Skills		36	36	3
	<b>First-Year Spring Totals</b>	<b>24</b>	<b>156</b>	<b>180</b>	<b>14</b>

<b>FIRST-YEAR TOTALS</b>	<b>72</b>	<b>492</b>	<b>564</b>	<b>44</b>
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# Undergraduate Electives

## Massage Electives

### **MT 441E – Mindfulness and Guided Imagery**

(1 lecture credit and 2 lab credits)

Mindfulness is a form of attention and awareness training that helps people relate more effectively to their experiences. It involves paying attention to thoughts, feelings and body sensations in a way that increases awareness, acceptance and self-compassion to help manage difficult experiences, and create space to make wise choices. Guided imagery is a technique used to evoke feelings of relaxation and is based on the concept of mind-body connection. Mind-body connection upholds the interaction between body and mind as one important factor in a person's overall health and well-being. In guided imagery, a person can call on mental images to facilitate an improved sense of well-being.

### **MT 442E – Advanced Movement Massage** (2 lab credits)

In this course, students learn movement-based techniques and advanced body mechanics that utilize leverage, client and therapist movements, and gravity to perform the work. Technique systems like Thai massage, shiatsu, and various pin and stretch techniques all use a combination of client and therapist movement to produce the force and pressure utilized during massage sessions. Consistent with the massage program is the utilization of the law of parsimony, combined with current knowledge of physiological effects of massage and point work, to deliver classes that teach the fundamental ideas behind each technique. The desired result is that students will have a deeper, more advanced understanding of how various movements work to help people in pain; how they can be incorporated into a massage therapy setting; how best to apply these techniques and forces; and how to teach clients about them in the most accurate and ethical ways. *Prerequisite: Must be in last year of BSiT-MT program or current LMT*

### **MT 443E – Hydrotherapy** (1 lecture credit and 1 lab credit)

This course presents the therapeutic values of hydrotherapy-related modalities as employed in a massage therapy setting. These applications include cryotherapy, cold and hot packs, paraffin-wax, various sheet wraps, contrast therapy, and other hydrotherapy treatments. Issues concerning clarification of indications, contraindications, precautions and physiological effects of various forms of applications are addressed.

### **MT 444E – Dermoneuromodulation** (1 lecture credit and 1 lab credit)

Dermoneuromodulation is a structured, interactive approach to manual therapy that considers the nervous system of the patient during a manual therapy session. Specific techniques used are slow, light, gentle and responsive, and can be very effective. Positioning of limbs and trunk affects deeper nerve trunks (by shortening and widening their container), and is combined with skin stretching directed toward cutaneous fields of nerves that branch outward into the skin.

### **MT 445E – Making Your Own Lotions, Oils, Creams and Emollients** (2 lecture credits and 1 lab credit)

This course is all about making your own creams, lotions, oils and emollients from natural ingredients. Create and adapt bases to these and other water soluble solutions for various uses, including massage therapy. Students have complete control over formulas and the flexibility to adapt recipes to their own requirements and specifications. Students are encouraged to think and use creativity to develop their own products. It is a practical, hands-on course with lecture time being used to deliver fundamental information to be applied during the creation processes.

## Natural Sciences Electives

### **NS 341E – Environment and Health** (3 lecture credits)

The role of the environment on health issues is often underplayed. This course surveys current environmental health issues, such as hazardous waste and water-borne diseases, as well as emerging global health threats including global warming, ozone depletion and sustainability. Positive influences of the environment on health are also discussed.

### **NS 342E – Plants of the Northwest** (3 lecture credits)

This course introduces students to important flowering and food plant species of the Pacific Northwest. Specific topics include the use of taxonomic keys; plant anatomy; plant ecology; preservation and preparation of plant specimens; and species identification through lectures, lab activities and field trips to study native species in their habitats. Students explore the reciprocal relationship between food plants and people in the Northwest from the perspectives of foraging for wild foods, domestication of food plants, and the therapeutic approaches toward healing through plant awareness and horticulture.

*Note: additional fee required*



### **NS 343E – Introduction to Permaculture** (3 lectures credit)

This course explores the basic principles and practice of permaculture, offering an opportunity for students to examine ways humanity can live in harmony with earth's natural systems. Students will increase their understanding of ecology while gaining hands-on experience in mapping, reading the landscape, and the design process. This class is an overview of the permaculture philosophy and will give students the opportunity to integrate this philosophy into their daily lives. Note: this course does not culminate in a Permaculture Design Certificate (PDC).

*Note: additional fee required*

## Nutrition Electives

### **NU 412E – Nutrition in the News** (2 lecture credits)

Contradictory nutrition articles can be perplexing—for example, one article says to eat low fat, while another says eat high fat—which article is right? This course teaches students how to critically evaluate news articles by locating the original research and assessing the original medical literature. In addition, students learn how to apply the medical literature to a nutrition plan for themselves or others.

### **NU 423E – Foundations of Cooking Techniques**

(2 lecture credits and 1 lab credit)

In order to practically apply nutrition theory to real meals, cooking skills are required. This course teaches students how to prepare and cook nutritious food for individuals or groups. Additional 'art of cooking' components are introduced, and students begin experimenting with flavors.

*Note: additional fee required*

### **NU 436E – Nutrition for Exercise and Sports** (3 lecture credits)

This course investigates the basic, scientific and applied concepts of nutrition and substrate utilization as they apply to energy production for exercise, body composition, weight control and thermoregulation. Emphasis is given to analyzing nutritional requirements for enhanced exercise and sport performance.

### **NU 437E – DIY Kitchen Staples** (2 lab credits)

This course covers how to make commonly purchased, healthy, kitchen staples. Students participate in recipe planning and evaluation, and hands-on preparation of foods (e.g., nut milks, non-dairy cheeses, yogurt, fermented vegetables, hummus/vegetables spreads, crackers and energy bars). This course also reviews ingredients found in packaged foods, including additives and preservatives, and evaluates their role in foods and any health consequences to their consumption.

*Note: additional fee required*



## Social Sciences, Arts and Humanities Electives

### **SS 402E – Human Sexuality** (3 lecture credits)

This course is designed to ground students in the foundational basics of human sexuality. Sexuality is the way our gender and sexual orientation influence how we act in the world and the way the world reacts to us. Healthy sexuality means having an accurate and positive view of ourselves, and using that as a basis

for our relationships and life choices. This course examines sexuality not just as a physical act, but also as a philosophical concept. Students are introduced to concepts and issues related to topics of: consent, sexual identity, sexual orientation, gender, relationships, reproductive politics, sexual violence, love, and cross-cultural human sexuality. By the end of this course, students will have a more critical and dynamic understanding of sexuality and how these topics directly impact their lives.

# UNDERGRADUATE ELECTIVES

## electives

**Integrative Health Sciences (BSiHS)—9 Credits Required**

**Integrative Therapeutics: Massage Therapy (BSIT-MT)—Zero Credits Required**

**Nutrition (BSn)—6 Credits Required**

Undergraduate students may take any elective courses listed below (maximum of 18 elective credits). Core courses in other NUNM undergraduate programs can also be taken for elective credit. In addition, cross-listed courses in graduate programs may be taken for elective credit. In all cases, students must satisfy course prerequisites.

*NOTE: Elective courses may not be offered every year. All elective courses are scheduled based on faculty availability and sufficient student enrollment.*

COURSE #	COURSE	LAB	LECTURE	TOTAL HOURS	CREDITS
<b>MASSAGE THERAPY</b>					
MT 441E	Mindfulness and Guided Imagery	48	12	60	3
MT 442E	Advanced Movement Massage	48		48	2
MT 443E	Hydrotherapy	24	12	36	2
MT 444E	Dermoneuromodulation	24	12	36	2
MT 445E	Making Your Own Lotions, Oils, Creams and Emollients	24	24	48	3
<b>NATURAL SCIENCES</b>					
NS 341E	Environment and Health		36	36	3
NS 342E	Plants of the Northwest		36	36	3
NS 343E	Introduction to Permaculture		36	36	3
<b>NUTRITION</b>					
NU 412E	Nutrition in the News		24		2
NU 423E	Foundations of Cooking Techniques	24	24	48	3
NU 436E	Nutrition for Exercise and Sports		36	36	3
NU 437E	DIY Kitchen Staples	24		24	2
<b>SOCIAL SCIENCES, ARTS AND HUMANITIES</b>					
SS 402E	Human Sexuality		36	36	3
<b>CROSS-LISTED ELECTIVES</b>					
IM 441E	Aromatherapy (for description, refer to NDET 6140E)				
IM 442E	Gut Immunology (for description, refer to RES 833E)				
IM 443E	Collaborative Global Health Experience (for description, refer to GSGH 837E)				
IM 444E	Microbiome (for description, refer to NDEC 7320E)				
NS 402E	Ethnobotany Intensive (for description, refer to NDEB 6200E)				
NU 425E	Seasonal Cooking – Winter (for description, refer to GSN 520E)				
NU 430E	Food Relationship Coaching (for description, refer to GSN 574E)				
NU 434E	Seasonal Cooking – Spring (for description, refer to GSN 530E)				
NU 435E	Eating Disorders and Intuitive Eating (for description, refer to GSN 548E)				
NU 439E	Introduction to Organic Agriculture (for description, refer to GSN 571E)				
NU 440E	Nutritional Genetics (for description, refer to GSN 564E)				
NU 442E	Ayurvedic Yoga (for description, refer to GSAR 627)				
NU 443E	Ayurvedic Wellness Practice (for description, refer to GSAR 629)				
NU 444E	Classic Texts of Ayurveda (for description, refer to GSAR 632)				
NU 445E	Seasonal Cooking – Summer (for description, refer to GSN 501E)				



# Academic Policies

## Registration

The Office of the Registrar will notify students regarding registration details. All continuing students register for the upcoming academic year's fall classes by the end of spring quarter.

Students may attend only the specific course sections for which they are registered. Non-adherence to this policy will result in no credit for the course. Students will not be registered for courses, labs or clinic shifts that occur at overlapping times. Credit will be earned for only one course during any given segment of time. All changes in courses and sections must be made through the Office of the Registrar.

Students cannot register for elective courses that overlap with core classes, including travel courses, unless pre-approved by their program dean. Students must submit a "Petition to Overlap Classes" form for the dean's approval prior to registration.

Students who wish to register for less than the full-time curriculum must complete a "Petition to Deviate" form and receive written approval from the Center for Academic Success and/or program dean. No student may add or begin classes after the end of the second week of any quarter.

## Eligibility to Register

Matriculated degree-seeking students are eligible to register for NUNM courses. A non-degree seeking student is someone who has not matriculated into a degree program at NUNM. Students who have matriculated into a degree program and have taken a leave from their primary program may not take courses as a non-degree student.

Non-degree seeking students must complete a "Non-Degree Seeking" application, which is available through the Office of Admissions. Once approved, the non-degree student must obtain signatures from the program dean and faculty member, as well as meet the prerequisites for the course. Approval is based upon space availability and meeting prerequisite requirements. Graduates of accredited NUNM programs may apply for entry into certificate programs offered at NUNM, provided they meet the specific requirements. Practitioners seeking continuing education units (CEUs) should contact the Office of Development.

## Credit Hour Policy

Credits are awarded based upon hours of instruction. NUNM is on a quarter system. A quarter is defined as 12 weeks (summer quarter is 11 weeks). Credits for coursework are awarded according to the following:

**1 lecture credit** = 12 hours instruction per quarter + 24 hours per quarter outside of class time

**1 laboratory credit** = 24 hours instruction per quarter + 12 hours per quarter outside of class time

**1 clinical credit** = 24 hours instruction per quarter + 12 hours per quarter outside of class time

**1 tutorial credit** = 12 hours of instruction per quarter + 24 hours per quarter outside of class time

Credit hours will not be adjusted if individual students utilize more or less study time as listed above, and will be held responsible for knowing all material. Students who feel they require additional study time should seek resources from the Center for Academic Success.

## Challenge Examinations – Graduate Level Only

NUNM policy allows an individual to challenge by examination the content of a required course. Applicants who have been accepted may request to challenge a course prior to matriculation. This option is only available to students who have appropriately documented prior graduate coursework and there is a question as to whether or not the information covered sufficiently meets NUNM requirements. Transfer credit policies and course descriptions are outlined in the university catalog and are available from the Office of Admissions. There must be a difference in hours between a transfer course and the university's course and/or a question of equivalency of material covered in order for a challenge exam to be given. After the challenge exam has been administered, the grade is recorded and the student is notified of the results. If the student fails the exam, they must register for the course and pay the appropriate tuition.

To be considered for a challenge exam, the student must:

- Complete transfer credit review during the admissions process to identify which courses may be eligible for challenge. Students who are applying for transfer credit reviews must sign the "NUNM Transfer of Credit Agreement" form upon admission to the university. Transfer credits will not be considered after matriculation.
- Submit a "Transfer/Challenge Exam" form (obtained from the registrar) to the program dean and the instructor (to which the challenge exam is related) for approval. Once permission is obtained, the program dean (or designee) will facilitate arrangements for the student to take the challenge exam.
- Pay the appropriate fees and submit an "Exam" form, located in the Faculty Support Office, to the instructor before taking the exam. See the Financial Policies section for information on fees.
- Take the challenge exam prior to the offering of the course that is being challenged; the exam must



be taken, graded, and the grade submitted to the registrar no fewer than two weeks prior to the start of the quarter in which the course is offered.

The following statement is for veteran students inquiring about prior credit: Any veteran receiving GI Bill® benefits while attending NUNM is required to obtain transcripts from all previously attended schools and submit them to the VA school official (located in the Registrar's Office) for review of prior credit.

## Auditing

Students may audit a lecture course, space allowing, if they have met the prerequisites, have obtained the instructor's signature, and have registered for the course. The course will appear on the student's official transcript as an audit, even though auditing means that a student will not be evaluated or receive credit. Classes taken as an audit must be declared by the end of the quarter's second week. Audited courses are not eligible for challenge exams. See the Financial Policies section for information on fees.

## Attendance and Participation

NUNM fosters a rigorous and engaging academic educational environment. Students are encouraged to attend all classes, tutorials and labs. Students are responsible for learning the content from any classes that they miss. Due to the nature of practicals classes (e.g.,

tutorials, labs, etc.), attendance, preparation and active participation are imperative and cannot be made up. NUNM expects a minimum attendance of 80% of all courses.

Each syllabus will define the course attendance requirements and will stipulate the number of permitted class absences. Students absent more than the permitted number may be subject to a reduced grade or failure of the course. Faculty may take into account the level of participation and habitual tardiness when calculating a course grade. Students are responsible for being aware of, and for meeting, their faculty's attendance expectations, which are detailed in each course syllabus.

Students who believe they have a disability that inhibits their attendance and participation in class or clinic are encouraged to contact the Center for Academic Success to discuss potential accommodations.

The clinical attendance policy is outlined in the Student Clinic Section of the student handbook.

## Grading and Promotion

NUNM maintains high standards of scholarship, and recognizes its responsibility to provide each student the best opportunity to complete their program(s) successfully. At the beginning of each course, the instructor is required to define clearly for class members the objectives of the course and the standards and methods by which student

achievement will be measured. Students are responsible for checking their grades online in SONIS. Courses that are graded using the “P/F” grading system are not included in a student’s GPA.

**For students enrolled in any program (fall 2015 or later),** at the end of each quarter, each student’s course performance is reported to the registrar using the following letter grading system. A student’s grade-point average will be calculated using the following chart:

Grade	Percentage	Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	59 or less	0.0
W/WF	N/A	Not calculated

- A (SUPERIOR PERFORMANCE): passing
- B (SATISFACTORY PERFORMANCE): passing
- C (MARGINAL PERFORMANCE): passing
- D (UNSATISFACTORY PERFORMANCE): not passing for graduate-level courses, passing for undergraduate
- F (FAILURE): not passing, permanent grade
- P (PASS): satisfactory performance
- W (WITHDRAWAL): student withdrew from course
- WF (WITHDRAWAL, FAILING): student withdrew from course while failing
- I (INCOMPLETE): course requirements not yet completed, due only to serious illness or bereavement (temporary grade)
- T (TRANSFER): course received approved transfer credit. Transfer credit does not apply toward overall GPA calculation
- AU (AUDIT)
- IP (IN PROGRESS)
- R (REMEDATION REQUIRED): marginal performance (temporary grade) – graduate level only
- RP (REMEDIED PASS): grade given for a passed medical clinic rotation, but with required skills remediation – graduate level only
- RC (REMEDIED C): pass remediation exam – graduate level only

**For students enrolled in the ND or CCM programs prior to fall 2015,** at the end of each course, each student’s performance is reported to the registrar using the following pass/fail grading system:

- H (HONORS): superior performance; equivalent to “A,” not available for all courses
- P (PASS): satisfactory performance; equivalent to “B” or “C”
- FR (FAIL REMEDIATE): marginal performance (temporary grade)
- RP (REMEDIED PASS): equivalent to “C-”
- F (FAILURE): unsatisfactory performance (permanent grade); equivalent to “F”
- I (INCOMPLETE): course requirements not yet completed, due only to serious illness or bereavement (temporary grade)
- W (WITHDRAWAL): student withdrew from course
- WF (WITHDRAWAL, FAILING): student withdrew from course while failing
- AU (AUDIT)
- CMP (COMPLETE): used for courses that are not graded, but attendance is required and a specified number of hours need to be completed, such as preceptor hours
- T (TRANSFER): course received approved transfer credit. Transfer credit does not apply toward overall GPA calculation
- NC (NOT COMPLETED): hour requirement or attendance not met
- IP (IN PROGRESS)

#### Grade of “R/FR” – Graduate level

“R” (remediation required) or “FR” (fail remediate) is a temporary grade. Students who fail a course may receive an “R/FR” grade rather than an “F” (fail) if they meet the criteria and have the opportunity to take a remediation exam to pass the course.

“R” grades are converted to either an “RC” (remediated “C”) if the remediation exam is passed or a “D/F” if the remediation exam is failed. “FR” grades are converted to either an “RP” (remediated pass) or “F”—not to a “P” or an “H.” A grade of “R” or “FR” cannot be converted to a “P” or “H” grade. Grades of “R/FR” are not eligible for grade appeals.

Students who receive two or more “R/FR” grades (regardless of whether they have been changed to “RC/RP”) will be placed on academic probation and must sign an academic contract. Students earning three or more “R/FR” grades (regardless of whether they have been changed to “RC/RP”) will be required to appear before the Academic Review and Appeals Committee (ARAC), and may be suspended.

An “R/FR” grade that has not been remediated by the end of the second week of the following term (e.g., a spring





term course should be remediated by the end of the second week of summer term) will automatically be converted to an “F.”

#### **Grade of “RC/RP” – Graduate level**

Students who pass the remediation exam will earn a permanent grade of “RC (remediated “C”)/RP (remediated pass).”

#### **Clinical Rotations and “RP” Grades**

ND: A permanent grade of “RP” will be given when an ND student passes a clinical rotation, but is required to attend a clinical skills enhancement course to attain an adequate level of clinical proficiency. An “RP” grade will also be given if a student receives a passing grade on a clinic rotation, but was recommended for remediation more than once.

CCM: Grades of “RP” are given when a supervisor believes a clinical weakness exists and has not been adequately improved upon by the end of the rotation. The CCM student will be required to remediate with either the associate dean of clinical education or the supervisor in order to attain an adequate level of clinical proficiency.

#### **Grade of “D/F” – Graduate Level**

For graduate-level students, a letter grade of “D” or “F” is considered a failing grade. A failing grade in a required course (including clinical rotations) requires the student to repeat the course/clinic rotation the next time it is offered, usually the next year. If it is an elective course that is failed, the student is not required to retake it—however, the student is strongly encouraged to do so as they will remain on probation and/or can trigger an ARAC meeting if further courses are failed. The student is prohibited from continuing in any courses for which the failed course is a prerequisite. The student will repeat the course at the

current per-credit rate. Any naturopathic student failing a clinical rotation will be required to register for and attend skills-building.

#### **Grade of “F” – Undergraduate Level**

When an undergraduate-level student receives a failing grade, the course must be repeated the next time it is offered, usually the next year. The student is prohibited from continuing in any courses for which the failed course is a prerequisite. The student will repeat the course at the current per-credit rate.

#### **Grade of “I”**

When a student cannot complete a course in the term in which it begins, an incomplete (“I”) grade may be considered. The granting of an “I” grade is at the discretion of the faculty member and used in exceptional circumstances; and may be based upon approved excused absences provided by the Center for Academic Success. Faculty may consider the grade of “I” petition when the following criteria have been met:

- The student has satisfactorily completed a minimum of 80% of the course requirements; and
- The student is passing the course; and
- The student is unable to complete the course during the term the course is offered.

While these criteria must be met to consider an “I” grade, their fulfillment does not entitle students to receive an incomplete grade. The instructor of a course has the final decision regarding appropriate awarding of an “I” grade.

To request an incomplete grade, the student is responsible for submitting to the Registrar’s Office an approved “Grade of Incomplete Petition” form, which can be obtained from the Registrar’s Office or the Center for Academic Success. To complete the form, a student must:



- Meet with the faculty member to complete the form and discuss the remaining course assignments to be submitted to change the incomplete grade; and
- Use the supplemental worksheet attached to the “Grade of Incomplete Petition” form to create a timeline for completion of course requirements; and
- Return the completed petition form to the Registrar’s Office.

When the student completes the work required to change the “I” grade, the faculty member will submit the “Grade Change” form to the Registrar’s Office. *A grade of incomplete should be completed within the first two (2) weeks of the next term, with an extension of no more than two (2) quarters.* Failure to complete the required course work by the timeline on the contract will result in a failing grade.

If a grade of “I” extends beyond two (2) quarters due to ongoing circumstances, the student may be required to take a leave of absence and will be allowed to complete the course material upon return from leave. Students who apply for a leave of absence and have not completed 80% of the coursework will receive a grade of “W” for the class, and will need to repeat it upon return from leave. A withdrawal will affect the student’s ability to continue in certain course sequences in subsequent quarters. Multiple “I” grades in one quarter may result in the inability to petition for incomplete grades the subsequent quarter.

A student requesting a grade of “I” in a course that is a prerequisite for a subsequent course may not enroll in the subsequent course until the grade of “I” is resolved or complete a petition to deviate, with faculty and dean approval. The program dean can deny registration for a student’s final professional field experience (e.g., fieldwork, internship, capstone, etc.) if an “I” grade has not been resolved.

Incomplete grades are not included when calculating GPA or total credits completed; however, “I” grades may affect a student’s satisfactory academic progress. *Students requesting “I” grades should meet with the Office of Financial Aid to examine the effects on their financial aid award.*

An incomplete will not be awarded when a student is failing a course for the purpose of giving additional time to complete late assignments. Any student who is failing a course after week eight (8) is not eligible to request an “I.”

#### **Grade of “I” – Graduate-Level Clinical Rotations**

A grade of “I” will be given to students who are passing a clinical rotation but have missed up to two (2) shifts (8 hours) during an 11- or 12-week term. Students must make up any missed shifts by the end of the following term in order to convert an “I” grade to a “P.” If missed shifts are not made up by the deadline, an “I” grade will convert to an “F.” See Sections 6 and 7 of the student handbook for more detail.

#### **Grade of “CMP”**

This grade (complete) is used for courses that the student is required to attend, but no evaluation is given. Examples of such courses include, but may not be limited to, ComEx, community education or new student orientation, for which the student is required to complete a certain number of hours.

#### **Grade of “IP”**

This grade designates a course is in progress; temporary grade. Once the faculty member submits the grades, the “IP” grade will be changed to the appropriate rating.

#### **Grade of “W”**

“W” (withdrawal) is a grade used to indicate that a student has withdrawn from a course. A “W” is recorded on a student’s transcript but not included in GPA calculation. A “W” grade is, however, considered part of the courses attempted calculation as per the satisfactory academic progress policy.

### **Remediation – Graduate Level Only**

Students who receive an “R/FR” are eligible to sit for remediation exams and/or projects. All remediation exams and/or projects must be completed and grade changes submitted to the Registrar’s Office by the end of week two (2) of the following term (spring term grades have until week three of summer term). For students who receive an “R/FR” grade in spring quarter and have already made verifiable travel plans that interfere with this remediation schedule, they may, with the approval of the programmatic dean, be allowed to complete the remediation by the last week of the summer term.

#### **ND PROGRAM**

ND students who earn a 67-69% (“D” range or “FR” grade) in lecture courses are eligible to remediate a final exam. Labs and tutorial courses may offer remediation exams at instructor discretion, based on the course material and the feasibility of offering a remediation exam. If a remediation exam is available, an “R” grade will be listed on their transcript until a remediation exam has been taken and a permanent grade is entered into SONIS. In order to have the “R” grade as an option, faculty must include it in their syllabus.

#### **CCM PROGRAMS**

CCM students who earn a 60-69% (“D” range) for their final grade may be eligible to remediate a final exam if, in the judgment of the instructor, it is likely that the student could pass the course by successfully taking a remediation exam. An “R” or “FR” grade will be listed on their transcript until a remediation exam has been taken and a permanent grade is entered into SONIS. In order to have the “R” or “FR” grade as an option, faculty must include it in their syllabus.



## SCHOOL OF GRADUATE STUDIES PROGRAMS

School of Graduate Studies students who earn a 67-69% (“D” range) for their final grade may be eligible to remediate a final exam if, in the judgment of the instructor, it is likely that the student could pass the course by successfully taking a remediation exam. If a remediation exam is available, an “R” grade will be listed on their transcript until a remediation exam has been taken and a permanent grade is entered into SONIS. In order to have the “R” grade as an option, faculty must include it in their syllabus.

## Clinical Remediation

Students who require extra support in meeting minimal levels of clinical competency are counseled and referred for additional instruction by their clinical supervisors or the program dean.

## ND CLINICAL SKILLS ENHANCEMENT TUTORIAL

Clinical skills enhancement courses are generally scheduled over a six-week period of time; students may be referred to this course at any point during the term. The clinical skills enhancement instructor carefully assesses each student’s abilities and works with them directly throughout the duration of the course. At the end of the course, the instructor reassesses the student’s abilities and determines if the student should continue with the course. A faculty member may require or recommend a clinical skills enhancement course, even if a student receives a passing grade, if the faculty member feels the student needs additional help to remain on track in their clinical education.

When an ND student receives two or more grades of “Pass with Clinical Skills Enhancement Recommended” during their academic career, the clinical skills enhancement course becomes a requirement and the student will be registered for it the next term.

## ND OBJECTIVE STRUCTURED CLINICAL EXAMINATION (OSCE) TUTORIAL

An ND student who fails an OSCE exam twice will be referred to an OSCE skills tutorial for three sessions, and a failing grade will be recorded on their transcript. Upon successful completion of the OSCE tutorial, the student must then register to retake the OSCE exam.

Any student who fails an OSCE exam three times is referred to the Academic Review and Appeals Committee (ARAC). Students who fail the OSCE exam three times may be suspended.

## CCM CLINICAL SKILLS REMEDIATION

Clinical evaluations of CCM student performance are done during week six (6) of the term to provide feedback and identify areas of weakness, including those that must be remediated before the end of term in order for the student to pass the clinic rotation. The clinical supervisor, in collaboration with the CCM associate dean of clinical education and the CCM dean, can assign remediation work, which can include attendance at weekly clinical skills tutorial labs run by a CCM resident.

## CCM CLINIC ENTRANCE EXAMINATION

All CCM students take a practical point location examination at the beginning of the winter quarter prior to starting their internship year. Students failing this examination are given the opportunity to remediate this exam later in the same term. If the student fails the remediation exam, they must enroll in the Advanced Point Location course in the spring quarter.

CCM students also take a written clinic entrance examination during the first half of the spring term prior to becoming an intern. The written examination covers the foundational course material needed to assume responsibility for direct patient care. Students who fail this examination are given the opportunity to remediate the exam later in the same term. A remediation fee is applied. Should a student fail the written examination for a second time, their entrance into the clinic is delayed for a term, during which the student will have time to address weak areas. Another written exam will be given toward the end of this term.

## Grade Appeals

Students have the right to appeal a failing grade if they perceive that there has been an error in the grading procedure, or if there is a perceived lack of clarity about the faculty member’s expectation for passing a course. The appeal must be made within two weeks of receipt of the grade. Grades of “B” or better cannot be appealed to receive a higher grade or a grade of “honors.”

A student may request a review of a grade given in an exam or a final grade for a course only in the following manner:

- A written request by the student, for a review of the grade, must be submitted to the faculty member. This appeal must be within two weeks of the posted grade.
- The faculty member will advise the student in writing of the decision within seven days of receipt of the request.

The student may appeal the faculty member's decision in writing via a "Grade Appeal" form. The completed appeal form will be submitted to the registrar. This appeal must be made within seven days of the faculty member's written notice to the student regarding the decision. The written appeal to the registrar must be accompanied by appropriate written documentation as to why the student feels the grade is in error, and what the outcome was of the discussion and appeal with the faculty member. The registrar will forward the appeal to the Academic Appeal and Review Committee (ARAC). ARAC will review the documentation, may have a discussion with the faculty member, and issue a recommendation to the program dean. The recommendations from ARAC may include upholding the grade as submitted or requiring the student to remediate an exam. ARAC may not recommend a passing grade to be substituted in place of a failing grade. The program dean will review the recommendations and make a final decision. The student and faculty member will be notified in writing of the final decision. The decision is final and may not be appealed to higher authority.

## ND OSCE Exam Appeals

ND students who have a non-passing first OSCE exam result may not appeal, since a failing grade is not given until the second exam attempt is unsuccessful.

A failed OSCE exam grade appeal must be submitted to the associate dean of clinical education within two (2) weeks of the posted grade, and will be referred to the Program and Student Assessment Committee for review. The committee will notify the student in writing of the decision within 14 days of receipt of the request.

## Academic Advising

The Center for Academic Success (CAS) administers academic advising for all students. Students who are pursuing any track other than the standard published tracks must confer with CAS to ensure all requirements are met. Students who are not making satisfactory academic progress are required to meet with a CAS academic advisor.

The Center for Academic Success and academic advisors are responsible for advising students on the following:

- Academic probation (meeting with students on academic probation)
- Changing tracks (four- to five-year, etc.)
- Leave of absences or withdrawing from a program or institution (voluntary or medical)
- Questions regarding concurrent track options
- Assistance with the grade appeals process
- General questions regarding academic progress and success







## Satisfactory Academic Progress – Doctorate Degree Programs

Students must maintain satisfactory academic progress toward a degree in order to continue in the program and to continue to receive federal, state and institutional financial aid. Students must enroll in courses per published and/or approved curriculum layouts (unless on an approved deviated track).

“Satisfactory Academic Progress” is defined as:

- Passing grades in all academic courses and clinical rotations (for clinical students); and
- Passing all program requirements within one and one-half (1.5) times the length of the longest published enrolled program, generally between 5-7 years; and
- Maintaining a minimum number of 11 credits each term (excluding summer, unless applicable), unless on an approved deviated track.

Students who earn a term GPA of less than 2.60, and have a cumulative GPA below 2.75, are considered not making satisfactory academic progress.

Clinical students who receive two (2) or more failing grades in clinic rotations, or entrance/exit exams are considered not making satisfactory academic progress in a 12-month period.

The Academic Progress Committee meets twice per academic term to determine students’ academic progress. Students making unsatisfactory academic progress will be referred to the Academic Review and Appeals Committee (ARAC) as described in Section 7.10 of the student handbook.

If a student is not making satisfactory academic progress in a course prior to the end of the term, the faculty member may request the student to access tutoring; and may share concerns with the program dean and/or director of academic success and access about classroom attendance, performance on examinations, and any other factors that may impact the student’s success in the course.

Financial aid recipients who fail to make satisfactory academic progress in any term will be subject to the terms and conditions outlined in the Financial Aid Satisfactory Academic Progress Policies in place for that office (see Section 10.10 Criteria for Continued Student Eligibility in the student handbook). These policies are separate from NUNM’s satisfactory academic progress policies.

Students who have “reached maximum timeframe status,” as outlined in Section 10.13 of the student handbook, depending on the enrolled program, are considered not to be making satisfactory academic progress and will no longer be eligible for federal financial aid.

## Maintaining Active Enrollment for Satisfactory Academic Progress – Doctorate Degrees

To maintain an active enrolled student status, a minimum enrollment of one credit is required. Any student who does not enroll in a minimum of one (1) credit each quarter will be considered withdrawn and must reapply, and will be subject to the graduation requirements in the catalog specific to the year of reapplication (this does not apply to standard summer breaks).

Students who have met all course requirements but have outstanding graduation requirements such as a DSOM capstone, clinical hours, clinic proficiency objectives (CPOs), preceptor hours, or other graduation requirements must register for either one (1) credit of “Thesis/Capstone Completion” or one (1) credit of “Graduation Completion” each term until all graduation requirements are met. DSOM students have a maximum of one (1) academic year to complete their thesis/capstone. ND students have a maximum of two academic terms to finish all outstanding requirements. Students also must adhere to the maximum length of program requirement. Students are not eligible for financial aid while registered for a thesis/capstone or graduation completion credit.

Failure to register each term for thesis/capstone/graduation completion credit will constitute a withdrawal.

If a student wants to continue beyond the maximum length of program timeline, they will be required to meet with the director of academic success and access and their program dean to determine if they may continue at NUNM. The director of academic success and access and program dean will assess if the student can demonstrate knowledge retention and skills of their program. If it is determined that the student has gaps of knowledge



and/or skills, the student will be required to complete additional academic and/or clinical work. Students who are granted an extension to continue their program beyond the maximum length of program deadline may then be matriculated under the university catalog of the year of their extended program, and are subject to the graduation requirements of their program listed in that catalog. Students will be required to sign an academic contract.

## Academic Standing – Doctorate Degrees

The Registrar's Office monitors student GPAs (both term and cumulative) for academic standing and credit completion at the end of each term (including summer) to determine sufficient progress toward degree completion. The Registrar's Office will notify the student and the Center for Academic Success when the student is not making satisfactory academic progress. Students receiving financial aid should review the financial aid satisfactory academic progress requirements for continued eligibility in Section 10 of the NUNM student handbook.

Incomplete grades are not calculated as a part of a student's GPA. Academic standing and insufficient credit completion are evaluated separately as described below.

The following categories are used to describe a student's academic standing when unsatisfactory.

### ACADEMIC WARNING

Academic warning status occurs when a student earns a term GPA of 2.95 and/or a cumulative GPA of 2.85. While on a warning status, a student is expected to meet with an academic advisor to develop a plan to address the concern.

### ACADEMIC PROBATION

Academic probation occurs when a student earns a term GPA of below 2.75 and has a cumulative GPA below 2.80.

Students are placed on academic probation when they earn:

- Two (2) or more grades of "C," "RC" or lower in their academic career; or
- A failing grade of "D" or "F," including clinical rotations; or
- Fall below full-time status for more than one term (unless on an approved deviated track).

When placed on academic probation, a student must meet with an academic advisor in the Center for Academic Success to sign an academic contract within one week of notification. The academic contract will identify needed resources, including but not limited to remedial work, additional coursework, tutoring, or repeating course(s); and requires that the student improve their GPA and not fail any other courses during the probationary period.

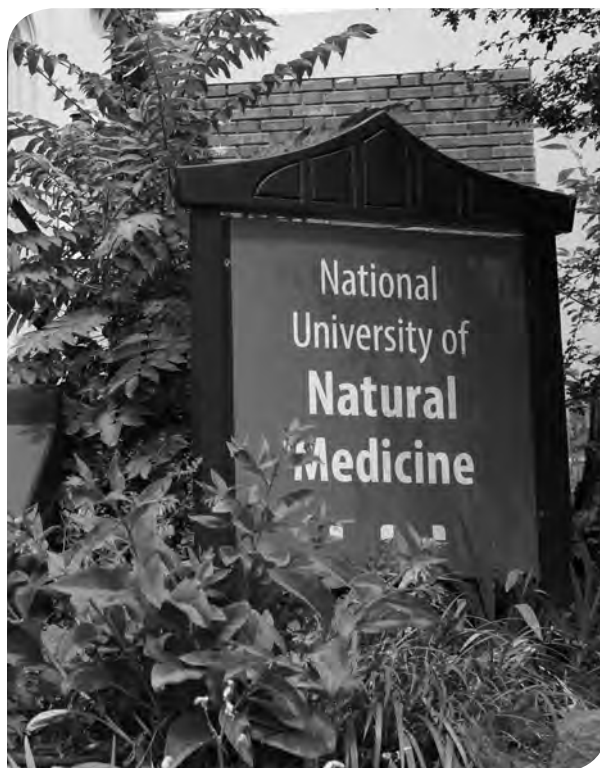
Students who fail to complete an academic contract will be withdrawn from any courses in which they are currently enrolled. Students are advised to meet with their university advisor(s) to discuss strategies for successful completion of their program.

Students are removed from academic probation once they have earned a minimum term GPA of 2.80 and have a cumulative GPA of 2.85; any failed courses or clinic shifts are repeated and passed; and the terms of the academic contract are met.

Students may not register or receive financial aid until a current academic contract is on file in the Registrar's Office. See Section 10.10 Criteria for Continued Student Eligibility for Financial Aid SAP policies in the student handbook. Students who fail to complete an academic contract within one week may be withdrawn from any courses in which they are currently enrolled and/or placed on registration hold.

A student who does not meet the criteria to be removed from the current level of standing, and who does not escalate to the next level of standing, will continue on in the current standing and be subject to the same requirements.

While on academic probation, if a student receives an additional term GPA of less than 2.75 they will be referred to the Academic Review and Appeals Committee (ARAC), as outlined in Section 7.10 of the student handbook.





## ACADEMIC SUSPENSION

Academic suspension occurs when a student earns a term GPA of below 2.60 and has a cumulative GPA below 2.75.

Students are referred to ARAC for possible academic suspension when they earn:

- Three (3) or more grades of “C” or lower in their academic career; or
- Two or more failing grades of “D” or “F”; or
- Fail two or more clinic rotations, entrance exams, or exit exams; or
- Fall below full-time status for more than one term (unless on an approved deviated track).

Academic suspension occurs when a student is ineligible to enroll at the university for a specified period of time. Suspended status is noted on the student’s official transcript. Suspension is determined through the ARAC process.

A student has the right to appeal an academic suspension as outlined in Section 7.12 of the student handbook.

Students who fail any course (“F” or “D” grade) or clinic rotation, fail an entrance or exit exam twice, or receive two or more “RC” grades (regardless of whether remediated) will be placed on academic probation.

## Satisfactory Academic Progress – Master Degree Programs

Students must maintain satisfactory academic progress toward a degree in order to continue in the program and to continue to receive federal, state and institutional financial aid. Students must enroll in courses per published and/or approved curriculum layouts (unless on an approved deviated track).

“Satisfactory Academic Progress” is defined as:

- Passing grades in all academic courses and clinical rotations (for clinical students); and

- Passing all program requirements within one and one-half (1.5) times the length of the longest published enrolled program, generally between 3-5 years (with the MSOM being 6 years); and
- Maintaining a minimum number of credits each term (excluding summer, unless applicable), unless on an approved deviated track.
  - For SGS degrees, the minimum number of credits per term equals 8 credits per term.
  - For the MSOM degree, the minimum number of credits per term equals 11 credits.

Students who earn a term GPA of less than 2.50, and have a cumulative GPA below 2.65, are considered not making satisfactory academic progress.

MSOM and MSiMH clinical students who receive two (2) or more failing grades in clinic rotations, or entrance/exit exams are considered not making satisfactory academic progress in a 12-month period.

The Academic Progress Committee meets twice per academic term to determine students’ academic progress. Students making unsatisfactory academic progress will be referred to the Academic Review and Appeals Committee (ARAC) as described in Section 7.10 of the student handbook.

If a student is not making satisfactory academic progress in a course prior to the end of the term, the faculty member may request the student to access tutoring; and may share concerns with the program dean and/or the Center for Academic Success. This may include, but is not limited to, classroom attendance, performance on examinations, and any other factors that may impact the student’s success in the course.

Financial aid recipients who fail to make satisfactory academic progress in any term will be subject to the terms and conditions outlined in the Financial Aid Satisfactory Academic Progress Policies in place for that office (see Section 10.10 Criteria for Continued Student Eligibility



in the student handbook). These policies are separate from NUNM's satisfactory academic progress policies.

Students who have "reached maximum timeframe status," as outlined in Section 10.13 of the student handbook, depending on the enrolled program, are considered not to be making satisfactory academic progress and will no longer be eligible for federal financial aid.

## Maintaining Active Enrollment for Satisfactory Academic Progress – Master Degrees

To maintain an active enrolled student status, a minimum enrollment of one credit is required. Any student who does not enroll in a minimum of one (1) credit each quarter will be considered withdrawn and must reapply, and will be subject to the graduation requirements in the catalog specific to the year of reapplication (this does not apply to standard summer breaks).

Students who have met all course requirements but have outstanding graduation requirements such as a thesis/capstone, clinical hours, clinical proficiency objectives (CPOs), preceptor hours, or other graduation requirements, must register for either one (1) credit of "Thesis/Capstone Completion" or one (1) credit of "Graduation Completion" each term until all graduation requirements are met. Master's degree students have a maximum of one (1) academic year to complete their thesis/capstone. Students also must adhere to the maximum length of program requirement. Students are not eligible for financial aid while registered for a thesis/capstone or graduation completion credit.

Failure to register each term for thesis/capstone/graduation completion credit will constitute a withdrawal.

If a student wants to continue beyond the maximum length of program timeline, they will be required to meet with the director of academic success and access and their program dean to determine if they may continue at NUNM. The director of academic success and access and program dean will assess if the student can demonstrate knowledge retention and skills of their program. If it is determined that the student has gaps of knowledge and/or skills, the student will be required to complete additional academic and/or clinical work. Students who are granted an extension to continue their program beyond the maximum length of program deadline may then be matriculated under the university catalog of the year of their extended program, and are subject to the graduation requirements of their program listed in that catalog. Students will be required to sign an academic contract.

## Academic Standing – Master Degrees

The Registrar's Office monitors student GPAs (both term and cumulative) for academic standing and credit completion at the end of each term (including summer) to determine sufficient progress toward degree completion. The Registrar's Office will notify the student and the Center for Academic Success when the student is not making satisfactory academic progress. Students receiving financial aid should review the financial aid satisfactory academic progress requirements for continued eligibility in Section 10 of the NUNM student handbook.

Incomplete grades are not calculated as a part of a student's GPA. Academic standing and insufficient credit completion are evaluated separately as described below.

The following categories are used to describe a student's academic standing when unsatisfactory.

### ACADEMIC WARNING

Academic warning status occurs when a student earns a grade of "C." While on a warning status, a student is expected to meet with an academic advisor to develop a plan to address the concern.

### ACADEMIC PROBATION

Academic probation occurs when a student earns a term GPA of below 2.70 and has a cumulative GPA below 2.75.

Students are placed on academic probation when they earn:

- Two (2) or more grades of "C," "RC" or lower in their academic career; or
- A failing grade of "D" or "F," including clinical rotations; or
- Fall below full-time status for more than one term (unless on an approved deviated track).

When placed on academic probation, a student must meet with an academic advisor in the Center for Academic



Success to sign an academic contract within one week of notification. The academic contract will identify needed resources, including but not limited to remedial work, additional coursework, tutoring, or repeating course(s); and requires that the student improve their GPA and not fail any other courses during the probationary period.

Students who fail to complete an academic contract will be withdrawn from any courses in which they are currently enrolled. Students are advised to meet with their university advisor(s) to discuss strategies for successful completion of their program.

Students are removed from academic probation once they have earned a minimum term GPA of 2.75 and have a cumulative GPA of 2.80; any failed courses or clinic shifts are repeated and passed; and the terms of the academic contract are met.

Students may not register or receive financial aid until a current academic contract is on file in the Registrar's Office. See Section 10.10 Criteria for Continued Student Eligibility for Financial Aid SAP policies in the student handbook. Students who fail to complete an academic contract within one week may be withdrawn from any courses in which they are currently enrolled and/or placed on registration hold.

A student who does not meet the criteria to be removed from the current level of standing, and who does not escalate to the next level of standing, will continue on in the current standing and be subject to the same requirements.

While on academic probation, if a student receives an additional term GPA of less than 2.70 they will be referred to the Academic Review and Appeals Committee (ARAC), as outlined in Section 7.10 of the student handbook.

## ACADEMIC SUSPENSION

Academic suspension occurs when a student earns a term GPA of below 2.60 and has a cumulative GPA below 2.75.

Students are referred to ARAC for possible academic suspension when they earn:

- Three (3) or more grades of "C" or lower in their academic career; or
- Two or more failing grades of "D" or "F"; or
- Fail two or more clinic rotations, entrance exams, or exit exams; or
- Fall below full-time status for more than one term (unless on an approved deviated track).

Academic suspension occurs when a student is ineligible to enroll at the university for a specified period of time. Suspended status is noted on the student's official transcript. Suspension is determined through the ARAC process.

A student has the right to appeal an academic suspension as outlined in Section 7.8 of the student handbook.

Students who fail any course ("F" or "D" grade) or clinic rotation, fail an entrance or exit exam twice, or receive two or more "RC" grades (regardless of whether remediated) will be placed on academic probation.

## Satisfactory Academic Progress – Undergraduate Level

Undergraduate students must maintain satisfactory academic progress toward a degree in order to continue in the program and to continue to receive federal, state and institutional financial aid.

"Satisfactory Academic Progress" is defined as:

- Meeting and maintaining the minimum grade point average requirements (2.00); and
- Having a completion rate of 67% of courses attempted per term; and
- Having less than the maximum of 1.5 times the number of credits required to graduate, i.e., students cannot enroll in more than a cumulative of 136 attempted credits; and
  - Multiple withdrawals from courses will impact a student's eligibility to make satisfactory academic progress
- Degree completion within the maximum length of study (defined as 1.5 times the length of the longest undergraduate program); and
- Taking a minimum of 12 credits each term (excluding summer, unless applicable), unless on an approved deviated track.

Students are considered not making satisfactory academic progress who:

- Earn a term GPA of less than 2.00 and have a cumulative GPA below 2.00, or
- Earn a term GPA of less than 1.50

The Academic Progress Committee meets twice per academic term to determine students' academic progress, and students may be referred to the Center for Academic Success or to the Academic Review and Appeals Committee (ARAC). See section 7.3 of the student handbook for academic standing categories.

If a student is not making satisfactory academic progress during a course prior to the end of the term, the faculty member may request the student to access tutoring; and may share concerns with the program dean and/or the Center for Academic Success. This may include, but is not limited to, classroom attendance, performance on examinations, as well as any other factors that may impact the student's success in the course.

Financial aid recipients who fail to make satisfactory academic progress in any term will be subject to the terms and conditions outlined in the Financial Aid Satisfactory





Academic Progress Policies in place for that office (see Section 10.10 for Criteria for Continued Student Eligibility in the student handbook). These policies are separate from the institution's satisfactory academic progress policies.

Students who have “reached maximum timeframe status,” as outlined in Section 10.14 of the student handbook, are considered not to be making satisfactory academic progress and will no longer be eligible for federal financial aid.

If a student wants to continue their program beyond the maximum length of program timeline, they will be required to meet with the director of academic success and access and program dean to determine if they may continue at NUNM. The director of academic success and access and program dean will assess if the student can demonstrate knowledge retention and skills of their program. If it is determined that the student has gaps of knowledge and/or skills, the student will be required to complete additional academic work. Students who are permitted to continue their program beyond the one and one-half (1.5) times the length of the longest published program may be required to follow the university catalog of the year of their extended program. These students are subject to the graduation requirements of their program listed in that catalog and are required to sign an academic contract.

Students must enroll in courses per published and/or approved curriculum layouts. A minimum enrollment of one (1) credit is required to maintain student status. Any student who does not enroll in a minimum of one (1) credit each quarter will be considered withdrawn, must reapply, and will be subject to graduation requirements under the new catalog (this does not apply to standard summer breaks).

Students who have met all graduation requirements, except for the capstone/internship, must register each term for one (1) credit of “Graduation Completion” until they have completed their requirements (students will not be aid-eligible at this point); with a maximum of two academic terms. Failure to register each term for the graduation completion credit will constitute a withdrawal.

## Undergraduate Academic Standing

The Registrar's Office monitors student GPAs (both term and cumulative) for academic standing and credit completion at the end of each term (including summer) to determine sufficient progress toward degree completion. The Registrar's Office will notify the student and the Center for Academic Success when the student is not making satisfactory academic progress. Students receiving financial aid should review the financial aid satisfactory academic progress requirements for continued eligibility in Section 10 of the NUNM student handbook.

Incomplete grades are not calculated as a part of a student's GPA. Academic standing and insufficient credit completion are evaluated separately, as described below.

The following categories are used to describe a student's academic standing when unsatisfactory:

### ACADEMIC WARNING

Academic warning status occurs when a student earns a letter grade of “D” or less in an individual course. A letter grade of “D” is identified as a concern of potential academic problems if not rectified. While on a warning status, a student is expected to meet with an academic advisor to develop a plan to address the concern.

A student may still be considered to be in good academic standing if their cumulative GPA is at or above a 2.00.

## ACADEMIC PROBATION

Academic probation occurs when a student earns a term GPA of below 2.00 and has a cumulative GPA below 2.00; or earns a term GPA of less than 1.50 and has a cumulative GPA of 2.00-4.00.

When placed on academic probation, a student must meet with the Center for Academic Success to sign an academic contract within one week of notification. The academic contract will identify needed resources, including but not limited to remedial work, additional coursework, tutoring, or repeating course(s); and requires that the student improve their GPA. Students who fail to complete an academic contract within one week may be withdrawn from any courses in which they are currently enrolled and/or placed on registration hold.

Students are removed from academic probation once they have earned a minimum term GPA of 2.25 and have a cumulative GPA of 2.00, and the terms of the academic contract are met.

Students may not register or receive financial aid until a current academic contract is on file in the Registrar's Office. See Section 10.10 Criteria for Continued Student Eligibility for Financial Aid SAP policies in the student handbook.

A student who does not meet the criteria to be removed from the current level of standing, and who does not

escalate to the next level of standing, will continue on in the current standing and be subject to the same requirements.

While on academic probation, if a student receives an additional term GPA of less than 2.00, they will be referred to the Academic Review and Appeals Committee (ARAC), as outlined in Section 7.10 of the student handbook.

## ACADEMIC SUSPENSION

Academic suspension occurs when a student is ineligible to enroll at the university for a specified period of time. Suspended status is noted on the student's official transcript. Suspension is determined through the ARAC process.

A student has the right to appeal an academic suspension as outlined in Section 7.8 of the student handbook.

## Academic Review and Appeals Committee

The Academic Review and Appeals Committee (ARAC) is an institutional process with a degree program-specific outcome. The committee is composed of four faculty members and chaired by the registrar, who convenes the meetings. Program deans appoint faculty members who serve on ARAC. Meetings of ARAC are not legal proceedings. No attorneys may be present at any meeting of the committee. Students should submit any supporting paperwork for early review to the registrar, prior to the meeting with ARAC.

### Graduate Programs

ARAC reviews student progress in required courses and in the clinic. A student required to attend an ARAC meeting may not be permitted to withdraw with intent to return or take a leave of absence from NUNM until they have resolved the referral to the committee.

Essential elements reviewed by ARAC during graduate student hearings include, but are not limited to:

- Failure of courses, clinic shifts or OSCE/entrance/exit exams
- Failure to maintain minimum level GPA
- Failure to complete an academic contract in a timely manner
- Failure to comply with the terms of an academic contract
- Remediated courses
- Failure of two or more required courses in different degree programs
- Failure to follow approved and/or published curriculum layout
- Failure to make satisfactory progress in a required research project (MSiMR students)



The committee will review the situation, meet with the student, and make a recommendation to the program dean(s). Recommendations may be, but are not limited to, any of the following regarding the student's change of status:

- Probationary status requiring advising or support for the conduct in question
- Development of a revised academic contract outlining a timeline for converting the failing grades to passing grades, which may include restrictions on new coursework undertaken by the student until the failing grades are changed. (This will allow financial aid eligibility to be maintained.)
- Suspension from NUNM or from a specific program

Suspension from a single university program or from all university programs may occur in the following cases:

- Failure to satisfy an academic contract
- Failure to maintain minimum level GPA
- Failure of two clinic shifts in an academic career
- Failure of two required classes in a given quarter, including electives
- Failure of two sequential classes
- Failure of the same class twice
- Failure to meet technical standards
- Receiving three or more RCs, RPs, or grades of "D" or less in an academic career
- Failure of any OSCE three (3) times for ND students
- Failure to maintain satisfactory academic progress
- A master-level term GPA of below 2.50 with a cumulative GPA below 2.65
- A doctorate-level term GPA of below 2.60 with a cumulative GPA below 2.75

A student who is academically suspended a second time will be expelled from NUNM, and will forfeit the opportunity to enroll at NUNM.

### **Undergraduate Programs**

ARAC reviews student progress in courses. A student required to attend an ARAC meeting may not be permitted to withdraw with intent to return or take a leave of absence from NUNM until they have resolved the referral to the committee.

Essential elements reviewed by ARAC during undergraduate student hearings include, but are not limited to:

- Failure of courses
- Failure to complete an academic contract in a timely manner

- Failure to comply with the terms of an academic contract
- Failure to follow approved and/or published curriculum layout
- Failure to make satisfactory progress in the capstone project

The committee will review the situation, meet with the student, and make a recommendation to the program dean(s). Recommendations may be, but are not limited to, any of the following regarding the student's change of status:

- The ability to continue in the program under academic probation status
- Requirement of personal counseling or support for the conduct in question
- Develop and sign a revised academic contract with the Center for Academic Success that outlines a timeline for resolving GPA concerns. This may include additional restrictions on new coursework undertaken by the student until the probation status is lifted.

- Suspension from NUNM

Suspension from NUNM may occur in the following cases:

- Failure to satisfy an academic contract
- A term GPA of less than 2.25 and a cumulative GPA below 2.00 while on academic probation
- Failure to maintain satisfactory academic progress

A student who is academically suspended a second time will be expelled from NUNM, and will forfeit the opportunity to enroll at NUNM.

### **Appeal of Academic Suspension**

A student suspended will have three (3) business days from the date of the sanction notification to submit an intention to appeal to the provost, or the provost's designee, in writing. The student then has seven (7) calendar days to submit the written appeal and supporting documentation to the provost or designee. The written appeal does not provide an opportunity for ARAC to rehear the case. The provost, or the provost's designee, will respond to the written appeal with a final decision within ten (10) calendar days, not including weekends or published holidays that the university is closed; based on assessment of the information presented by the dean and ARAC, the student, and a review of the investigation process and procedure. An appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the program dean, or the Academic Review and Appeals Committee, to follow the procedures set forth in the policy on unsatisfactory academic progress

- The sanction is grossly out of proportion/alignment with the offense
- Information relevant to the decision that was not available to the committee for consideration at the time of the hearing

The provost may elect to uphold the decision of the dean; reverse the decision; request a different resolution; or refer the case back to the Academic Review and Appeals Committee if there is new information that was previously not available to ARAC for consideration.

## Reapplication and Readmissions Policy – Graduate Level

Students who have been suspended cannot submit an application for readmission to NUNM for a minimum of one (1) calendar year from time of suspension, unless noted differently in the suspension letter. A suspended student who wishes to apply for readmission to NUNM must meet one of the following criteria at the time of suspension.

- The student had a serious illness or medical issue
- An event, or series of events, occurred that prohibited the student's academic performance due to high levels of stress. Examples include: a death in the family, divorce or separation from a long-term partner, or assault
- Documentation of a disability that can be, but has not been previously or reasonably, accommodated
- The student experienced any other serious problem that significantly affected academic performance

Documentation may be required to prove that the situation leading to suspension has been remedied. NUNM may impose the following requirements upon readmission for a student who was academically suspended:

- Complete remedial work prior to readmission, repeating some courses and/or clinic shifts
- Meet with the Center for Academic Success to sign and comply with all conditions of an academic contract
- Return on academic probation for a minimum of one (1) academic year, and until all previously failed courses have been resolved

Students who have withdrawn, either administratively or voluntarily, from NUNM must wait one application cycle to apply for readmission. Withdrawn students are required to follow the application process as outlined by the Office of Admissions. NUNM may impose one or more of the following requirements for a student who applies for readmission, and has been separated from NUNM for more than one year:

- Take an entrance exam prior to entering the clinic to assess skill level



- Complete remedial work, which may include repeating some courses and/or clinic shifts
- Meet with the Center for Academic Success to sign and comply with all conditions of an academic contract if on academic probation when withdrawn. The student will remain on academic probation until all previously failed courses have been resolved
- Submit and pass an additional drug screening and/or background check

Expelled students are ineligible for reapplication or readmission to NUNM.

Completing these steps does not guarantee readmission to NUNM. These are the criteria for consideration for reapplication. Questions regarding this policy may be directed to the director of admissions, the program dean or dean of students.

## Reapplication and Readmission to NUNM – Undergraduate Policy

Undergraduate students who have been academically suspended cannot submit an application for readmission to NUNM until the following criteria have been met:

- Demonstrated success of a minimum of 12 credits from an accredited college or university with a GPA of 2.50 or higher. (Submit transcript to the Office of Admissions); and
- Submission of a reapplication to the Office of Admissions. The student should include a personal assessment of their poor performance, and a plan of action for successful completion of their NUNM degree.

NUNM may impose the following requirements upon readmission for a student who was academically suspended:

- Student must meet with the Center for Academic Success to sign and comply with all conditions of an academic contract; and





- Return on academic probation until the student earns a minimum term GPA of 2.50 and has a minimum cumulative GPA of 2.00.

Expelled students are ineligible for reapplication or readmission to NUNM.

Completing these steps does not guarantee readmission to NUNM. These are the criteria for consideration for reapplication. Questions regarding this policy may be directed to the director of admissions, the program dean or dean of students.

## Honor Council

The Honor Council is a standing committee composed of faculty, resident, student and staff representation. The committee meets monthly to review written complaints and performance reports referred from the dean of students that reflect failure of a student to maintain behavioral standards according to the Honor Code and Code of Conduct. Behavioral standards include, but are not limited to, honesty, respect, interpersonal skills, deportment and demeanor, learning skills, professional behavior and communication skills. The committee reviews reports that may be submitted by faculty, staff or students. The Honor Council, depending on the nature and severity of the report, may request a formal code of conduct investigation. The committee does not accept anonymous reports.

After reviewing all information, students will meet with the committee to discuss reported problems. The committee makes recommendations to the dean of students, who then makes the final determination and notifies the student, in writing, of the outcome. The dean of students reviews all reports submitted for Honor Council review, and on occasion, may choose to expedite the process and make a determination without submitting the information to the Honor Council for review. If the Honor Council determines that the frequency of reports,

an accumulation of non-academic violations, or the seriousness of a report demonstrates a problem, they may recommend a more severe sanction such as probation, suspension or expulsion, which may interfere with a student's ability to complete their academic program. Thereafter, any reports forwarded to the Honor Council may serve as a basis for the committee to recommend suspension. Meetings of the Honor Council are not legal proceedings. No attorneys may be present at any meeting of the committee. A student may bring a faculty member or a member of the Office of Student Life as an advisor or advocate. Advisors' sole purpose during the investigative process is supportive in nature. Advisors are not allowed to speak or otherwise participate in the proceeding or participate in the investigation.

After reviewing a student file, the committee may recommend disciplinary sanctions that include, but are not limited to, any of the following sanctions to the dean of students:

- The student is found not in violation. No further action is required.
- A letter of reprimand or warning outlining policy, with a reminder to adhere to the policy or procedure.
- Referral for required areas of deficiency and remedial work may be required. This may include, but is not limited to, counseling, tutoring, meeting with an advisor or mentor, repeated course work, or restricted enrollment in certain courses.
- Restitution
- Community service or educational programming
- Disciplinary probation for behavioral reasons. The student does not currently demonstrate the appropriate behaviors, attitudes, skills or knowledge required for the program. A student placed on disciplinary probation for behavioral reasons may be required to perform remedial work, which may alter their course of study. In this case, any additional reports forwarded to the committee showing concern may result in suspension from the program.
- A recommendation for suspension or expulsion from NUNM.
- The committee may provide any additional recommendation it believes is suitable to address the issue at hand.

Reports and letters outlining decisions made by the Honor Council and/or dean of students are maintained in the student's file in the program dean's office, and the Office of Student Life. Honor Code reports do not affect a student's academic record unless the outcome is suspension or expulsion from NUNM. Copies of reports and letters are maintained in compliance with NUNM's Record Retention Policy.

## Patient Safety Monitoring Board

The purpose of the Patient Safety Monitoring Board (PSMB) is to apply a systematic, objective review process to adverse clinical events, and to provide formative feedback about clinical policies, procedures and educational practices with the goal of improving patient care and clinical quality. The PSMB serves as a subcommittee of the Honor Council. Once a student has been referred to the Honor Council for a clinical violation, the PSMB conducts a root cause analysis using the fishbone/cause and effect method to audit NUNM systems. The information is presented to the Honor Council, which deliberates as to whether there was a patient safety issue, as well as makes recommendations for prevention of future similar problems.

## Appeal of Honor Council Suspension or Expulsion

Students have the right to appeal a suspension or expulsion from NUNM for Honor Code or Code of Conduct violations. Violations of a lesser nature may not be appealed. No adverse action will be taken against a student for registering an appeal in accordance with these policies. Within three (3) business days from the date disciplinary action was levied against the student by the dean of students, the student must notify the provost (or designee) of intention to appeal. The student will then have seven (7) calendar days to complete and submit to the provost (or designee) a written request for review. The provost (or designee) will respond with a final decision within ten (10) business days, not including weekends or published holidays, based on assessment of the information provided by the dean of students and the investigation of procedure, or refer the appeal to the Student Appeals Committee. In the unforeseen event the provost (or designee) needs additional time in reviewing the evidence, the provost (or designee) will notify the student in writing of the



deadline extension. An appeal must contain the basis for the appeal limited to one or more of the following issues:

- Failure of the dean of students, or the Honor Council, to follow the procedures set forth in the policy in the student handbook.
- The sanction is grossly out of proportion/alignment with the offense.
- Information relevant to the decision that was not available to the committee for consideration at the time of the hearing.

The provost (or designee) may elect to uphold the decision of the dean, reverse the decision, or request a different resolution.

## Examinations and Completion of Assignments

Students are required to complete all examinations and assignments on schedule. An absence from an examination will generally be granted a grade of zero. Please note that NUNM does not accommodate a student's desire to take final examinations early due to travel arrangements or other reasons that are not outside of reasonable control.

Students who miss an examination for reasons outside reasonable control will submit a MISSED EXAMINATION APPLICATION directly to the instructor or course coordinator in charge of the course within 24 hours. Faculty may approve or deny this request. If they approve, students will schedule their missed exam with the Center for Academic Success and follow steps as outlined on Moodle. There may be associated costs with make-up examinations. Students whose applications are denied will not be allowed to take a make-up examination—which may result in failure of the course.

Students whose missed examination applications are denied may submit an appeal to their program dean (or designee) along with supporting documentation. The dean (or designee) may grant or deny this appeal at their discretion. If the appeal is granted, the student will be required to make up an equivalent examination. This examination will be equivalent in content but may be different in structure and style than the originally scheduled examination.

Assignments submitted after the deadline will be graded according to the policy stated on the course syllabus.

Students who believe they have a disability that inhibits their ability to complete examinations or assignments should contact the Center for Academic Success to discuss potential accommodations.

## Graduation Requirements

Candidates for graduation must complete the following within the same calendar year as the commencement ceremony they participate in:

- Satisfy all courses in the degree program curriculum
- Satisfy clinic requirements for all medical students, if applicable to the student's degree program
- Demonstrate competence in all technical standards
- For medical students, demonstrate satisfactory professionalism for a health professional
- If a transfer student enrolled in a clinical program, at least three (3) years of professional training must be completed as an enrolled student at NUNM
- If a second professional degree student, complete at least two (2) years of professional training enrolled as a student at NUNM
- Satisfy thesis or capstone project if required for degree
- Satisfy all financial obligations to NUNM

### **DSOM Doctoral Capstone Project**

Students are required to complete the three portions of the doctoral capstone project—written report, project presentation, and professional practice vision statement—by the end of the final term of their last year. The Imaginal and Experiential Inquiries I-XIII course series supports the choosing of a viable capstone topic. The Doctoral Capstone Tutorial in the summer of the final year prepares students to write their capstone report. In the Doctoral Capstone Mentorship, the chair of the student's capstone committee guides the completion of their capstone project. Information about the doctoral capstone project, including a timeline of all requirements, is available in the DSOM Capstone Project Handbook located in the Capstone Moodle course page.

### **MSOM Master's Thesis**

Students who matriculated prior to fall 2014 and have not switched to the "revised MSOM" curriculum are required to complete a master's thesis by the middle of the final term of their last year. A master's thesis instruction document is provided to all students in the spring term of their next-to-last year; a master's thesis course in the summer of the final year prepares students to write their master's thesis

### **MSiMR Master's Thesis**

Students are required to complete a master's thesis by the middle of the final term of their last year. Information about the master's thesis is available in the MSiMR handbook located in the Capstone Moodle course page.

### **Undergraduate Capstone**

Undergraduate students are required to complete a capstone project by the middle of the final term of their last year. Information about the capstone project is available on the Capstone Moodle course page.

A diploma will not be issued to students until all clinical, academic and financial requirements have been met. The official graduation date is the last day of the term in which all requirements are completed. An ND student is ineligible to take licensing examinations until all required work is completed.

## **Voluntary Leave of Absence/Withdraw**

Students considering a leave of absence or withdrawing from a program/university must schedule an appointment with the Center for Academic Success. A student in good standing (i.e., has no outstanding grades of incomplete, failed remediate or failure for required courses, and is not on academic or disciplinary probation) and who has satisfied all financial obligations to NUNM, may apply for a leave of absence of up to, and not more than, 180 days. Students in need of more than 180 days, or whose curriculum layout would dictate the need for more than 180 days, may be eligible for a temporary withdraw for up to, and no more than, one academic year (four academic quarters—regardless of enrollment of summer term), provided there is space in the class.

Students taking less than a full academic year off may not be allowed to continue with a full class load due to the sequencing of courses and prerequisites. In such instances, the student may be required to enter a new educational track that must be approved by the Center for Academic Success or program dean. The program deans and/or academic advisor can guide students through a new schedule. Students who take a leave of absence or withdraw during the course will earn a grade of "W." If the student withdraws with 80% or more completion of the course, the student may be eligible to petition the faculty member for an incomplete grade. See the Incomplete policy under Section 5.8. in the student handbook. Students who are on a leave of absence or withdrawn cannot participate in any academic activities, including remediating incomplete grades or exams, and/or participating in clinical rotation shifts, including preceptor rotations.

Concurrently enrolled students may take a leave/withdraw from their secondary program without taking a leave from their primary program. However, concurrently enrolled students who take a leave of absence or withdraw from their primary degree program must also take a leave of absence or withdraw from their secondary program.

The Center for Academic Success must be advised of a student's intention to return to NUNM within 30 days of intended return, and before the beginning of the quarter for which the student plans to register. The Center for Academic Success will instruct the student to fill out and submit a "Returning Student Notification" form to be approved by the following offices: Registrar, Financial Aid,



and Center for Academic Success. The form should be returned to the Registrar's Office when it is completed.

If a student does not return within one year, the student will be considered administratively withdrawn from the program and will be required to submit a new application for admission. The student will need to satisfy admission requirements in effect at the time of reapplication, but may request that the application fee be waived.

A leave of absence normally will be granted to any student who is in good standing (i.e., has no outstanding grades of incomplete, fail remediate or failure for required courses, and is not on academic or disciplinary probation), and who has satisfied all financial obligations to NUNM.

Students are not allowed to take more than one year (four quarters) of absence from NUNM during their academic career.

## Medical Leave of Absence/Withdraw

Students considering a medical leave of absence/withdraw must schedule an appointment with the Center for Academic Success. In the case of a medical leave of absence/withdraw, which may be granted to a student on academic probation, appropriate documentation is required from the attending physician. The physician must indicate the necessity of granting the leave.

A student who is not in good academic standing (i.e., has outstanding grades of incomplete, failed remediate or failure for required courses, or is on academic or disciplinary probation) and who has satisfied all financial obligations to NUNM, may apply for a medical leave of absence/withdraw of up to, and not more than, one academic year (four academic terms), which entitles the student to re-enter NUNM during the predetermined term the following academic year, provided there is space in the class and the student has provided medical documentation stating the student is fit to return to classes. Students taking less than a full academic year off may not be allowed to continue with a full class load due to the sequencing of courses and prerequisites. In such instances, the student may be required to enter a new educational track that must be approved by the Center for Academic Success. The program deans and/or academic advisor can guide students through a new schedule. Students who take a leave of absence/withdraw during the course of a term will earn a grade of "W." If the student withdraws with 80% or more completion of the course, the student may be eligible to petition the faculty member for an incomplete grade.

Concurrently enrolled students may take a leave from their secondary program without taking a leave from their primary program. However, concurrently enrolled students who take a leave of absence or withdraw from their primary



degree program may be required to take a leave of absence or withdraw from their secondary program.

Students who are on a medical leave of absence/withdraw cannot participate in any academic activities, including remediating incomplete grades or exams; and/or participating in clinical rotation shifts, including preceptor rotations. A student who wishes to return from a medical leave of absence/withdraw must provide to the Center for Academic Success adequate documentation from the attending physician demonstrating the student's fitness for returning to the program. After documentation has been reviewed and approved, the registrar will be advised of the student's intention to return to NUNM. The advisement of a student's intention to return must be given within 30 days of intended return, and before the beginning of the quarter for which the student plans to register. The Center for Academic Success will instruct the student to fill out and submit a "Returning Student Notification" form to the following offices: Registrar, Financial Aid, and Center for Academic Success. The form should be returned to the Registrar's Office when it is completed.

Students taking less than a full academic year off may not be allowed to continue with a full class load due to sequential courses and missing prerequisites. In such instances, the student may be required to enter a new educational track, which must be approved by the Center





for Academic Success or program dean. The program dean and/or academic advisor can guide students through a new schedule.

If a student on a medical leave of absence/withdraw does not return within one year, the student will be considered administratively withdrawn from NUNM and will be required to submit a new application for admission. Any incomplete grades will be converted to a failing grade. The student will need to satisfy admission requirements in effect at the time of reapplication, but may request that the application fee be waived.

A student who is not in good academic standing (i.e., has outstanding grades of incomplete, failed remediate or failure for required courses, or is on academic or disciplinary probation) and is serving in the military will be granted a medical leave of absence/withdraw without medical documentation. The student must submit documentation of their time serving from the military branch.

Students are not allowed to take more than one year (four terms) of absence from NUNM during their academic career.

## Concurrent Student Leave of Absence

Students are only allowed to be enrolled in two (2) programs concurrently. Concurrently enrolled students are not required to take a leave from both programs at the

same time, allowing them to remain in one program while on leave from the other program. However, concurrent students who take a leave of absence or withdraw from their primary degree program must also take a leave of absence or withdraw from their second program. In the case of a leave of absence, students are assured a seat in both programs upon return to NUNM. Any exception to this policy must be petitioned to the dean of students (or designee) and is subject to the conditions outlined below.

For concurrent students who choose to take a leave of absence or withdraw from their primary program, and wish to continue the series of courses in their secondary program for the remainder of the academic year, the following conditions apply:

- There is not an option of continuing in their secondary degree program at a full-time status, nor returning early from the leave of absence to the primary program.
- Concurrent students who elect to continue in their secondary degree program while on a leave of absence from their primary program are not eligible for Title IV financial aid. Students may be reviewed for aid eligibility in the next academic year.
- Concurrent students cannot add core courses in their secondary program until the next matriculation start date.

This policy may not apply to students with an MSiMR secondary-degree program.

## Involuntary Leave of Absence

This policy is designed to maintain the health and safety of all campus community members. A student may be restricted from campus or subject to an involuntary leave of absence, when, due to a mental, emotional, physical or psychological health disorder, their continued presence at the university poses a significant risk of substantial harm to themselves or others, or is creating a substantial disruption to the educational environment. A significant risk is based upon an individualized assessment and constitutes a high probability of substantial harm that cannot be mitigated by reasonable means.

In most situations where a student's medical, psychiatric or psychological condition poses a threat to themselves or to others, the student will be highly encouraged by the dean of students to voluntarily accept a leave of absence (LOA) or medical leave of absence (MLOA). However, if the student does not take such a voluntary leave, the involuntary leave of absence (ILOA) process may commence.

If a student has taken actions that are identified as being a significant risk to the health or safety of oneself or other(s), or is creating a substantial disruption to the educational environment, the dean of students or designee,

acting on behalf of NUNM and in consultation with the Crisis Assessment and Response Team (CARE Team), may initiate the ILOA process as set forth below. The significant risks may include, but are not limited to, acute danger/loss of life, inability to independently manage daily tasks, or inability to cooperate with necessary support services, etc.

If the decision is made to place the student on an ILOA, the student is prohibited from participating in any academic or non-academic NUNM activities, including remediating incomplete grades or exams, and/or participating in clinical and preceptor rotations. The student may be subjected to actions including, but not limited to:

- A temporary ban from campus
- Withdrawal from class attendance or experiential learning (i.e., preceptor rotations, community education, university-sponsored travel, etc.)
- An interim suspension of participation in any campus or off-campus NUNM activities; and/or
- Completion of a mental health, substance abuse, or other necessary evaluation conducted by an appropriate off-campus licensed health provider

Students will receive a written description of the details of the ILOA pertaining to them, including the appeal procedures as outlined in Section 14 of the student handbook.

The letter regarding the ILOA will be placed in the student's file with a copy sent to the program dean(s), director of academic success and access, registrar, director of financial aid, and the provost. The Registrar's Office will notify course instructors of the student's leave status.

A student who wishes to return from an ILOA must provide to the dean of students (or designee) adequate documentation, as outlined in the initial letter, from the attending physician or mental health professional demonstrating the student's fitness for returning to NUNM.

Students taking less than a full academic year off may find, upon their return, that the appropriate course load required to stay on track will not qualify them for full-time financial aid. In such instances, the student may be required to enter a new educational track, which must be approved by an academic advisor.

Students who take an ILOA will earn a grade of "W" for all enrolled courses at the time the leave is instated. If the student has completed at least 80% of the course at the time of the withdrawal, they may be eligible to petition the faculty member for a grade of "incomplete."

## Withdrawal from School

Students may initiate formal withdrawal by meeting with the Center for Academic Success. Students withdrawing

from school at any time during the school year must complete an exit interview with the Office of Financial Aid and submit a completed "Leave Withdrawal" form available from the Center for Academic Success. Failure to register for any quarter is considered a withdrawal, and the student will need to submit a new application and application fee for readmission.

Students who withdraw from NUNM during the course of a term will earn a grade of "W." A student facing an alleged violation of the Code of Conduct or Honor Code may not be permitted to withdraw from NUNM until all allegations are resolved. A student required to attend an ARAC meeting may not be permitted to withdraw or take a leave of absence from NUNM until they have resolved the referral to the committee.

If a leave of absence or withdraw is granted prior to resolution of institutional processes, the student will be required to attend ARAC prior to returning from leave/withdraw.

## Withdrawals – Federal Title IV Aid Recipients

If a student ceases attendance (drops or withdraws) from all Title IV eligible courses in a payment period or a period of enrollment, the student is considered withdrawn for Federal Title IV aid purposes.

## Federal Loan Exit Interviews

Federal regulations require that any student who has received a federal loan while attending NUNM and who leaves for any reason, including official leaves of absence, must participate in a loan exit interview. Exit interviews are conducted online at [studentloans.gov](http://studentloans.gov). Additional information may be obtained by calling the Financial Aid Office.

## Independent Study

Independent study is offered only when specific, approved circumstances require the student to achieve the course competencies outside of the normal classroom venue. This could happen, for example, when there is an unavoidable scheduling conflict for a student on an approved non-standard track.

To accomplish an independent study, the student must:

1. Complete the "Independent Study" form, which includes getting approval from the program dean and the course instructor, and having the course instructor define how the course competencies will be achieved
2. File the form with the Registrar's Office prior to the start of the term
3. Pay any requisite fees
4. Complete all course requirements within the normal term, or register for a second quarter (tuition required)

Independent study is not allowed for elective courses when the student has completed the elective requirement for their program.

## Conduct and Professional Standards

NUNM expects all students to maintain professional standards of conduct and appearance. These standards are found in the academic and nonacademic policies and procedures section of the student handbook, and in the clinic section and honor code. The naturopathic oath, classical Chinese medicine oath, state laws and regulations, and documents of professional organizations such as the American Association of Naturopathic Physicians (AANP) and American Association of Acupuncture and Oriental Medicine (AAAOM) provide further insight concerning professional standards of conduct. The student conduct code in the student handbook specifies procedures for investigating violations of university policies and the sanctions that may be imposed.

## Academic Freedom

NUNM faculty and students are free to question, discover and test all knowledge appropriate to their discipline as judged by the academic community in general.

## Student Records

The Registrar's Office maintains permanent academic records of each student enrolled at NUNM. Unless otherwise required by law or special circumstances, the university will follow the policies set forth in this section and the record retention policy found in the student handbook. Typically, a student's academic record contains an application file, personal information necessary for NUNM business, grade reports, and records of any official action by NUNM concerning the student. Students are notified annually via email of their rights under the Family Educational Rights and Privacy Act of 1974 (FERPA) – commonly referred to as the “Buckley Amendment.” The Business Office, Financial Aid Office, Office of Student Life, and Academic Affairs Office may also maintain student files as required by their respective functions. NUNM will maintain information on students in a secure, confidential manner in accordance with FERPA, and to that end will observe the following guidelines:

- University officers and faculty may review student records on an as-needed basis.
- NUNM holds the following information as directory information, which may be disclosed in response to legitimate requests: name, address, telephone number, university email address, dates of attendance, enrollment status (full time, part time and leave of absence), academic program, graduation date, photograph and awards received. NUNM will only



print the following information in directories: name, year in school, university email and telephone number.

- Personal information about students will not be shared with third parties on- or off-campus, except as directed in writing by the student, the courts or governmental agencies.
- A student who wishes to review their records may do so by submitting a request in writing 48 hours prior to the time they wish to view their records.
- A student may not make copies of documents in their files.
- A student who believes information contained in their academic record is inaccurate, misleading, or a violation of privacy may request that the records be amended.
- In the event of a disagreement between a student and the administration as to the disposition of an issue, the student has the right to place a personal position statement in their academic file.
- A student has the right to file complaints with the appropriate agencies concerning alleged failures by NUNM to comply with applicable laws and rules, and/or their implementing regulations.
- Students may request information to be withheld by completing a “Directory Hold Request” form available from the Registrar's Office.
- NUNM may, in accordance with FERPA, disclose personally identifiable information from a student's education record without consent if the disclosure is in connection with a health or safety emergency.

Each student is responsible for furnishing, completely and accurately, all information required by NUNM so that it may perform its proper function as an educational

institution. If a student's circumstances change (e.g., name, address, financial situation, etc.), the student is responsible to ensure that appropriate university officials are informed of the changed circumstance as soon as possible.

No part of a student's file, except directory information as noted above, will be released to any person outside of NUNM without written consent of the student, except as required by law.

Records for students attending NUNM under the provisions of the Veterans Administration will be accessible to certain authorized state and federal personnel without prior consent in accordance with 45 CFR, part 99.31 and part 99.35.

FERPA does not apply to employment situations, nor does it apply to candidates for matriculation to NUNM. However, Human Resources and the Office of Admissions adhere strictly to guidelines of professional conduct. All student admission applicant and employee applicant records are the property of NUNM and will not be released or returned except as outlined above.

## Change of Track

Students are admitted to a specific program (see catalog for listing of available tracks) and are required to follow their educational track. Within a track, students are not allowed to drop required courses or take required courses ahead of schedule.

After matriculation, students may request to change tracks to any of the standard educational tracks by submitting a "Track Change" form, approved by an academic advisor, to the Registrar's Office. Once processed by the Registrar's Office, students must follow their new educational track. All track requests must be completed by week eight of the quarter prior to the quarter in which the change takes effect.

Due to the timing of some deviations or track changes, a student may lose their full-time status. Adjustments to individual tracks may be required due to course conflicts. Students who deviate from their approved educational track may be required to take a leave of absence or fall under a new course catalog curriculum.

## Deviation

Students are admitted to a specific program (see catalog for listing of available tracks) and are required to follow their educational track. Within a track, students are not allowed to drop required courses or take required courses ahead of schedule. Students may deviate from the standard educational tracks for the following reasons:

1. Approved and documented disability accommodation
2. Leave of absence/withdrawal
3. Transfer credits

4. Failure of a required course
5. Adding a second program
6. Conflicts of required courses

Students seeking to deviate from their standard educational track are required to meet with the Center for Academic Success to discuss options and approval. Deviation requests must be accompanied by the appropriate documentation before approval can be given. A track change also requires a signature from the Financial Aid Office, since there is likelihood of award modification to the student.

Due to the timing of some deviations or track changes, a student may fall from full-time status. Adjustments to individual tracks may be required due to course conflicts. Students approved for deviations must maintain institutional and financial aid Satisfactory Academic Progress within their program(s).

## Change/Addition of Degree(s)

Students who wish to withdraw from one degree program and enroll into another must formally apply through the Center for Academic Success before applying through the Office of Admissions. Once admitted, an academic advisor will work with the program dean to approve and inform the student regarding potential transfer credit, challenge exam options, and establish a new track. Students must meet with the Office of Financial Aid, since there is likelihood of award modification to the student. Students who are not making satisfactory academic progress in their original program may not be aid eligible for their new program.

Students who wish to add an additional degree (i.e., become a concurrently enrolled student in two degree programs) must formally apply through the Office of Admissions. Once admitted, the student will work with the Center for Academic Success to establish a new track. Students must meet with the Office of Financial Aid, since there is likelihood of award modification. Students may pursue no more than two degrees concurrently. See the Financial Policies section for information on fees.

Students who matriculate into a second degree program will do so under the catalog corresponding to the year in which the student begins the new degree.

## Adding/Dropping Academic Courses

Students self-register for all core courses and may not deviate from the established curriculum unless they have submitted and received approval via a "Petition to Deviate from Current Policy or Requirements" form.

During week one (1) of each quarter, students may change sections in courses for which this is applicable. During this same period, they may also register for elective courses,



and must submit an “Add/Drop” form with proper signatures to the Registrar’s Office. For ND students, Objective Structured Clinical Examinations (OSCEs) may not be added once the quarter has begun (they must be registered for prior to week 1).

Courses may be officially dropped only by submitting an “Add/Drop” form with proper signatures to the Registrar’s Office. (See below for the grading criteria and reimbursement schedule for dropped courses.) No core course can be officially dropped without the program dean’s signature. Students who are **withdrawing from the institution** will receive a grade of “W” regardless of the week they withdraw. See Section 6.7 of the student handbook for more information. Non-attendance in any course will earn a grade of “F.”

Students who request to withdraw from a course after week one (1) must receive program dean and faculty approval. Courses dropped after week four (4) are ineligible for a refund and will be assigned a “W” or “WF” based on the grade they were receiving at the time of withdrawal. All grades are included on student transcripts.

Weekend courses may be added or dropped up to the day before they begin based on the same criteria as above. Weekend courses that are dropped before they begin will receive a one hundred percent (100%) tuition refund.

**Lab and retreat fees are non-refundable once the term begins, even when the course occurs later in the term.**

In addition, students who are on federal financial aid and reduce course loads that result in a change in enrollment status from full time to part time must meet with the director of financial aid.

- **Week 1** – Students may add/drop/change sections/change to audit and receive a 100 percent (100%) refund with a grade of “W” (withdrawal) on the transcript.
- **Week 2** – Students may add/drop/change sections/change to audit with instructor signature required. Students may drop/change sections and instructor must indicate the grade of “W” (withdrawal). A refund will be administered at 75 percent (75%).
- **Week 3** – Students may drop with instructor and program dean signature required, and instructor must indicate the grade of “W” (withdrawal). A refund will be administered at 50 percent (50%).
- **Week 4** – Students may drop with instructor and program dean signature required, and instructor must indicate the grade of “W” (withdrawal) or “WF” (withdrawal failing). A refund will be administered at 25 percent (25%).
- **Weeks 5-12** – Course can’t be dropped. Failure to attend a registered course will result in the grade of “F.” No refund given.

**All courses starting after week one (1) of the term will follow the same add/drop policy as outlined above.**

Weekend courses – Students may use the “Add/Drop” form with appropriate signatures to add or drop a weekend course up to one week before the course begins. One hundred percent (100%) of the tuition will be refunded for courses officially dropped by the deadline. **Lab and retreat fees are non-refundable once the term begins, even when the course occurs later in the term.**

## Adding/Dropping Clinic Rotations

To add or drop a clinical rotation, students must contact the associate registrar. Students have a three- to five-day period after the clinic assignment schedule has been posted to make any changes to their clinic schedule (add or drop rotations) without being charged. This period is known as the “clinic adjustment period.” The final deadline date to make changes is indicated on the clinic schedules. A \$50 add/drop/switch fee will be charged for any rotation changes after the final deadline. Students who request any changes in their clinic rotations after the deadline must fill out a “Petition to Deviate from Current Policy or Requirements” form and submit it for approval to the Center for Academic Success, which will then notify the student of the decision in writing. If denied, the student may appeal the decision to the program dean. The student will be notified of the decision by the associate registrar. Students are responsible for attending their current clinic shifts until decisions are finalized. All fees concerning clinic rotations will apply.

The NUNM enrollment census date is the Monday of week three (3).

## Full-Time/Part-Time Student Status

ND and CCM full-time student status requires enrollment of no fewer than 11 credits per quarter. ND and CCM half-time student status requires enrollment of at least 5.5 credits per quarter.

School of Graduate Studies full-time student status requires enrollment of no fewer than eight (8) credits per quarter. Half-time student status requires enrollment of at least four (4) credits per quarter.

Undergraduate full-time student status requires enrollment of no fewer than 12 credits per quarter. Undergraduate half-time student status requires enrollment of at least six (6) credits per quarter.

Students on financial aid, who reduce their course loads from full-time to part-time status, must meet with the director of financial aid.

# Organization and Governance

NUNM is a nonprofit 501(c) (3) corporation organized under Oregon law. The university is governed by a board of directors whose members serve three-year terms and represent the general community. The board oversees the organization and exercises management through the president. NUNM's day-to-day operations are performed by the president, administration, faculty and staff.

## Board of Directors

### Executive Committee

Chair, **Willow Moore, DC, ND**

Vice Chair, **Mohan Nair, MS**

Secretary, **Lori Blankinship, ND**

Treasurer, **B. Winston Cardwell, ND, MSOM**

President, *Ex-Officio*, **David J. Schleich, PhD\***

### Directors

**Sonia de Quateli Doi, MD, MA, PhD**

**Don Drake**

**Jodi Delahunt Hubbell**

**Christoph Kind, ND**

**Patricia "Patti" Kramer, PhD**

**Adina Matasar, JD**

**Anupam Narayan, MBA**

**Judith A. Ramaley, PhD**

### Directors Emeriti\*

**John R. Campbell, PhD, DSc, DLitt**

**Nancy W. Garbett, MEd**

**Ellen Goldsmith, MSOM**

**Michael G. Manes, DLitt**

**Steven P. Marsden, DVM, ND, MSOM**

**Corey Resnick, ND**

### Constituency Representatives\*

Faculty Representative, **vacant**

Staff Representative, **vacant**

Senior Student Representative, **Andrea Bustamante, NMS4/AOMS4**

Junior Student Representative, **Christine McClure, NMS3**

*\*Non-voting members*

## Administration

### Office of the President

Chief Executive Officer and President, **David J. Schleich, PhD**

Executive Assistant to the President, **Colleen Corder**

### Administrators Emeriti

President Emeritus, **William J. Keppler, PhD (2003–2007)**

Staff Emerita, **Laurie McGrath (1988-2017)**

Staff Emerita, **Andrea Smith, EdD (1991–2017)**

### Office of the Provost

Provost | Chief Academic Officer & Vice President of Academic Affairs,  
**Glenn Smith, EdD**

### Office of Institutional Effectiveness

Vice President of Institutional Effectiveness | Associate Provost,  
**Cheryl Miller, MA**

Senior Institutional Research Analyst, **Georgia Portuondo, MSI**

### Finance and Administration

Executive Vice President of Finance and Administration, and Chief Financial Officer, **Gerald Bores, MBA**

Vice President of Human Resources, **Kathy Stanford, MS**

Director of the Office of Equity and Inclusion,  
**Ayasha Shamsud-Din, MSED**

Human Resources Generalist, **Fox McGregor**

Human Resources Administrative Specialist, **Mary Adney**

Payroll and Benefits Manager, **Sandra Brydson**

Assistant Controller, **Ellen Yarnell**

Accountant, **Susan Wilkes**

Accounts Payable Specialist, **Valerie Striplin**

Health Centers Billing and Credentialing Manager, **Gina Gossage**

Health Centers Billing Lead, **Annie Jaouak**

Health Centers Billing Assistant, **Jesse Dance-Taylor**

Director of Security, **Spencer Brazes**

Lead Campus Security Officer, **Michael Hale**

Campus Security Officers, **Seth Brown, Aaron Lamb, Matthew Ward**

Director of Facilities, **David McAllister**

Facilities Lead, **Thomas Coward**

Facilities Specialist, **Michael Hale**

Information Technology Manager, **Steven Fong**

Information Technology Coordinators, **Dexter Asis, Frank Zhang**



## Health Centers Operations

Chief Medical Officer, **Regina Dehen, ND, MAcOM**

Associate Vice President of Health Centers and Auxiliary Operations,  
**Nora Sande**

Director of Operations—Lair Hill and Beaverton Health Centers,  
**Renee “Rae” Wright**

Operations Assistant Manager—Lair Hill and Beaverton Health Centers,  
**Sara Callahan**

Operations Coordinators—Lair Hill Health Center, **Marjorie Besaw,**  
**Mary VanZant**

Data Coordinator/Assistant to the CMO, **Kara Christiansen**

Medicinary Quality Assurance Supervisor, **Jennifer Brusewitz, ND**

Medicinary Quality Assurance Assistant, **Erin Moreland, MSOM**

Medicinaries Manager, **Jennifer Baier**

Medicinaries Associate Manager, **Dana Herms, ND**

Lead Medicinary Service Representatives, **Stephen Jacobsen, MSOM;**  
**Kristy Viaches**

Medicinary Service Representatives, **Elisa Finos; Briana Gabel;**  
**Teresa Gryder, ND; Polly Hatfield; Margaret Havlik, ND;**  
**Jennifer Kemnitz; Anna Stoerch**

Referral Coordinator, **Gloria Gaxiola**

Patient Services Operations and Outreach Supervisor, **Michael Burge**

Patient Services Representatives, **Evan Reinhold (Lead),**  
**Anna Antich, Rachel Done, Cory Elwood, Miles French,**  
**Miranda Hansen, Shantelly “Telly” Miles, Rosa Ortiz de**  
**Boque, Alex Walker, Stephanie Woolery**

Medical Records Assistant, **Teale Niles**

Medical Records Coordinator, **Wilderness Cowan**

Laboratory Director, **Sonia Kapur, PhD, HCLD**

Laboratory Technician, **Tammy Vogel, MLT**

Medical Lab Technologists, **Caleb Nerison, MT,**  
**Tsering Shalung, MLT**

SIBO Center Laboratory Technicians, **Crystal MacPherson, CMA**  
**(Lead); Damarcus Hunt; Audra Lee, MS, MA;**  
**Kristy Regan, MSn**

Community Health Centers Manager, **Brooke Linn, MA**

Community Health Centers Assistant Manager, **Ada Grey**  
**Catanzarite**

Community Health Centers Operations Coordinator, **Erika Sanchez**

Information Center Supervisor, **Carolee Barrus**

Information Center Coordinators, **Josh Park,**  
**Belle-Suzanne Raymond**

Senior Epic Site and Report Specialist, **Ann Wagoner**

Epic Site Specialist, **Jeanna Smith**

NUNM Store Manager, **Vanessa Reeves, MA**

NUNM Store Retail Representatives, **Nichole Alvarado**,  
**Melissa Tennyson**

## **Helfgott Research Institute**

Director, **Ryan Bradley**, ND, MPH

Biostatistician, **Doug Hanes**, PhD

Research Coordinator, **Trina Soileau**

Research Coordinator and IRB Liaison, **Emily Stack**

Research Investigators, **Nini Callan**, ND, MS; **Josh Corn**,  
ND, MS; **Jamie Corroon**, ND, MPH; **Andrew Erlandsen**,  
ND; **Jeanette Johnstone**, PhD; **Siobhan Maty**, PhD;  
**Rachel Neurendorf**, ND, MS; **John Phipps**, PhD, MS;  
**Savita Rajurkar**, PhD; **Jennifer Ryan**, ND, MS; **Ashley**  
**Scherman**, PhD; **Angela Senders**, ND, MCR; **Erica**  
**Sharpe**, PhD; **Deanne Tibbitts**, PhD;  
**Heather Zwickey**, PhD

## **Library**

University Librarian, **Noelle Stello**, MSLIS

Associate Librarian, **Christina King**, MSOM, MLS

Circulation Coordinator, **Leah Burch**, MLIS

Evening and Weekend Library Supervisor, **Kyle Napoli**, MLIS

## **Enrollment Management**

Vice President of Enrollment Management,  
**Beth Woodward**, MBA

## **Office of Admissions**

Director of Admissions, **Ryan Hollister**, MA

Assistant Director of Undergraduate Admissions, **Tyler Bieber**, MA

Admissions Counselors, **Janela Harris**; **Ashton Lloyd**;  
**Andrea Tomoe**, MA

Coordinator of Events and Visits, **vacant**

Recruitment and Admissions Coordinator, **Sonia Ji**

## **Office of Financial Aid**

Director of Financial Aid, **Laurie Radford**

Associate Director of Financial Aid, **Sally Kalstrom**

Financial Aid and Federal Work-Study Counselor, **Christina Fong**

## **Office of Development, Continuing Education and Alumni Affairs**

Director of Development, **MiKayla Ryan**, MBA

Advancement Officer, **Elysia Nelson**, MPA

Advancement Event Specialist, **Ashley Hardt**

Continuing Education Manager, **Jeremy Sloan**

Rare Book Room Curator, **Sussanna Czeranko**, ND

Alumni Officer, **vacant**

Lead Gerontologist, Age Wise Institute, **Amy Henderson**, MA

Lead Physician, Traditional Roots Institute, **Orna Izakson**, ND,  
**RH (AHG)**

Lead Physician, Women in Balance Institute, **vacant**

Lead Physician, Food as Medicine Institute, **Julie Briley**, ND

Food as Medicine Institute Nutrition Coordinator,  
**Julie Marks**, MScN

## **Office of Instructional Design and Technology**

Director of Instructional Design and Technology, **Justin Fowler**, MEd

Web Developer, **Michael Fields**

Instructional Technology Coordinators, **Molly Bailen**,  
**Keegan Murphy**

## **Office of Marketing and Communications**

Director of Marketing and Communications, **Sherrie L. Martel**

Director of Public Relations and Communications, **Marilynn Considine**

Content Strategist, **Madeline Ross**

Art Director and Lead Photographer, **Vanessa Morrow**

Graphic Designer, **Cathleen Green**

Social Media and Communications Coordinator, **Kate Schoknecht**

## **Office of Student Life**

Dean of Students, **Rachael Allen**, MS

Director of Academic Success and Access, **Morgan Chicarelli**

Director of Counseling Services, **Adrienne Wolmark**, MSS, PhD

Assistant Director of Counseling Services, **Heather Sutch**, MSW

Student Activities and Events Coordinator, **Kristoffer Vo**

Student Life Administrative Coordinator, **Megan Kimmelshue**

Academic Advisor, **Chris Ballard**

Director of Career Services, **Tafflyn Williams-Thomas**

## **Office of the Registrar**

Registrar, **Kelly Garey**

Associate Registrar, **Lindsey Johnson**, MM

Assistant Registrar, **Julia Reisinger**

Registrar's Office Assistant, **Colin Anderson**

## **Academic Affairs**

### **College of Naturopathic Medicine**

Dean, **Shehab El-Hashemy**, MBChB, ND

Associate Dean of Academics, **vacant**

Associate Dean of Clinical Education, **Carrie Baldwin-Sayre**, ND



Associate Dean of Graduate Medical Education, **Dee Saunders, ND, MSiMR**

Assistant to the Dean, **Alison Pillette**

Graduate Medical Education Coordinator, **Jena Novotny**

Clinical Education Coordinator, **Kate Martinez**

Academic Coordinators, **Robin Nelson, Melissa Tennyson**

## College of Classical Chinese Medicine

Dean, **Laurie Regan, PhD, ND**

Founding Professor, **Heiner Fruehauf, PhD**

Associate Dean of Academics, **Alexandra “Zally” Adams, MEd**

Associate Dean of Clinical Education, **Andrew “Andy” McIntyre, MSA**

AOM Residency Director, **Lauri Elizabeth, MAC**

Assistant to the Dean, **Jeaneth Villegas, MA**

Administrative Coordinator, **Jennifer Peterson, PhD**

## School of Graduate Studies

Dean, **Charles Kunert, PhD**

Associate Dean of Academics, **Chinwe Okeke, MD, MHA**

Associate Dean of Administration, **Heather Schiffke, MATCM**

Program Chair—Master of Science in Ayurveda, **Savita Rajurkar, MD, PhD, ND (India)**

Program Chair—Master of Science in Global Health, **Siobhan Maty, PhD, MPH**

Program Chair—Master of Science in Integrative Medicine Research, **Douglas Hanes, PhD**

Program Chair—Master of Science in Integrative Mental Health, **Melisa DeMeyer, MS, PhD**

Program Chair—Master of Science in Nutrition, **Andrew Erlandsen, ND**  
Academic Coordinator, **Dietra Stivahtis**

Administrative Coordinator, **Dorothy Stuebner**

Nutrition Internship and Kitchen Coordinator, **Marne Bishop, MScN**

## School of Undergraduate & Part-Time Studies

Dean, **Tim Irving DC, MS**

# Faculty

## College of Naturopathic Medicine

### Full-Time Faculty

**Tammy Ashney**, Assistant Professor; ND, National College of Natural Medicine, 2009

**Kelly Baltazar**, Assistant Professor; ND, Bastyr, 2005; DC, National University of Health Sciences, 2006

**Richard Barrett**, Professor; ND, National College of Naturopathic Medicine, 1986

**John Brons**, Professor; PhD, UCLA, 1978; MAcOM, Oregon College of Oriental Medicine, 1993

**Ryan Chamberlin**, Assistant Professor; DO, Western University of Health Sciences, 1995

**Lai Chim Chan**, Assistant Professor; ND, National College of Natural Medicine, 2014

**Bracey Dangerfield**, Assistant Professor; PhD, Maharishi International University, 1992

**Maleah Ermac**, Assistant Professor; ND, National College of Natural Medicine, 2010

**Megan Golani**, Assistant Professor; ND, National College of Natural Medicine, 2012

**Paul Kalnins**, Assistant Professor; ND, MSOM, National College of Naturopathic Medicine, 1998

**Richard Lok**, Assistant Professor; ND, National College of Natural Medicine, 2009

**Gaia Mather**, Assistant Professor; ND, National College of Naturopathic Medicine, 1990

**Jessica Nagelkirk**, Assistant Professor; ND, National College of Natural Medicine, 2012

**Katherine Patterson**, Assistant Professor; ND, National College of Natural Medicine, 2010

**Nancy Scarlett**, Professor; ND, National College of Naturopathic Medicine, 1997

**Tom Walton**, Assistant Professor; DC, Western States Chiropractic College, 2010

**Anna Wieman**, Assistant Professor; ND, National College of Natural Medicine, 2011

**Kimberly Windstar**, Professor; MEd, California State College, 1982; ND, National College of Naturopathic Medicine, 1991

### Adjunct Faculty

**Amy Bader**, ND, National College of Naturopathic Medicine, 2000

**Laura Baffes**, DC, National University of Health Sciences, 1992

**Carrie Baldwin-Sayre**, Associate Dean of Clinical Education; ND, National College of Naturopathic Medicine, 2004

**Roger Batchelor**, DAOM, Oregon College of Oriental Medicine, 2007

**Alicia Bigelow**, ND, National College of Naturopathic Medicine, 2004

**Ryan Bradley**, Director of Helfgott Research Institute; ND, Bastyr, 2003; MPH, University of Washington, 2009

**Meghan Brinson**, ND, National College of Natural Medicine, 2010

**Jennifer Brusewitz**, ND, National College of Naturopathic Medicine, 2000

**Laurent Chaix**, ND, National College of Naturopathic Medicine, 1995

**Loch Chandler**, ND, MSOM, National College of Naturopathic Medicine, 2001

**Cole Chatterton**, MBA, George Fox University, 2003

**Elizabeth Collins**, ND, National College of Naturopathic Medicine, 1996

**Stephanie Culver**, ND, National College of Natural Medicine, 2014

**Catherine Darley**, ND, Bastyr University, 2002

**Elizabeth “Liz” Davidson**, ND, National College of Natural Medicine, 2012

**Regina Dehen**, MAcOM, Oregon College of Oriental Medicine, 1995; ND, National College of Naturopathic Medicine, 1997

**Daniel DeLapp**, DC, Los Angeles College of Chiropractic, 1986; MAcOM, Oregon College of Oriental Medicine, 1996; ND, National College of Naturopathic Medicine, 1997

**Lysanji Edson**, ND, National College of Naturopathic Medicine, 1996

**Shehab El-Hashemy**, Dean—College of Naturopathic Medicine; ND, Canadian College of Naturopathic Medicine, 2004; MBChB, Faculty of Medicine at Cairo University, 1994

**Andrew Erlandsen**, ND, National College of Natural Medicine, 2011

**Christie Fleetwood**, ND, Bastyr University, 2004

**Leslie Fuller**, Assistant Professor, Associate Dean of Academics; ND, National College of Natural Medicine, 2009

**Steve Gardner**, DC, Western States Chiropractic College, 1977; ND, National College of Naturopathic Medicine, 1994

**Jennifer Gibbons**, ND, National College of Naturopathic Medicine, 1998

**Laura Gouge**, ND, National College of Natural Medicine, 2015

**Mary Grabowska**, ND, National College of Naturopathic Medicine, 1993; MAcOM, Oregon College of Oriental Medicine, 1994

**Timothy Irving**, DC, Western States Chiropractic College, 2005; MS, University of Bridgeport, 2009

**Keivan Jinnah**, ND, MSOM, National College of Naturopathic Medicine, 1998

**Sonia Kapur**, PhD, Postgraduate Institute of Medical Education & Research, 1994; MSc, Panjab University, 1986

**Rosetta Koach**, ND, National College of Naturopathic Medicine, 1998

**Dohn Kruschwitz**, MD, University of Iowa College of Medicine, 1966; ND, National College of Naturopathic Medicine, 1997

**Glen Nagel**, ND, National College of Naturopathic Medicine, 1993

**Heidi Peterson**, ND, National College of Naturopathic Medicine, 1999

**Phyllecia Rommel**

**Kayle Sandberg-Lewis**, MA, Goddard College, 2000

**Steven Sandberg-Lewis**, Professor; ND, National College of Naturopathic Medicine, 1978

**Dee Saunders**, Associate Dean of Graduate Medical Education; ND, MSiMR, National College of Natural Medicine, 2015

**Allison Siebecker**, ND, MSOM, National College of Naturopathic Medicine, 2005

**Meghan Sperandeo**, ND, National College of Naturopathic Medicine, 2013





**Jillian Stansbury**, ND, National College of Naturopathic Medicine, 1988

**Lisa Taulbee**, ND, National College of Natural Medicine 2010

**Jared Zeff**, ND, National College of Naturopathic Medicine, 1979

**Katherine Zieman**, ND, National College of Naturopathic Medicine, 1993

**Matthew Zorn**, ND, National College of Naturopathic Medicine, 2002

**Heather Zwickey**, PhD, University of Colorado Health Sciences Center, 1998

## College of Classical Chinese Medicine

### Faculty Emeriti

**Rihui Long**, Professor Emeritus, Master of Medicine (China), Chengdu University of TCM, 1984

### Full-Time Faculty

**Roger Batchelor**, Associate Professor; DAOM, Oregon College of Oriental Medicine, 2005

**David Berkshire**, Assistant Professor; MAOM, Oregon College of Oriental Medicine, 2001

**Xiaoli Chen**, Associate Professor; Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1987, 1994

**Heiner Fruehauf**, Founding Professor; PhD, University of Chicago, 1990

**Kenneth Glowacki**, Assistant Professor; MSTOM, Pacific College of Oriental Medicine, 2002

**Brenda Hood**, Assistant Professor; PhD, Chinese Academy of Social Science, Beijing, 2006

**Joon Hee Lee**, Assistant Professor; DAOM, Oregon College of Oriental Medicine, 2010; MSOM, Samra University, Los Angeles, 2004

**Robert Quinn**, Assistant Professor; MAOM, DAOM, Oregon College of Oriental Medicine, 1998, 2008

**Daniel Silver**, Assistant Professor; MTCM, Five Branches Institute, 2006

**Brandt Stickley**, Assistant Professor; MSTCM, American College of Traditional Chinese Medicine, 2001

### Adjunct Faculty

**Alexandra “Zally” Adams**, Associate Dean of Academics; MEd, DePaul University, 2011

**Luke Adler**, MATCM, Emperor’s College of Traditional Oriental Medicine, 2007

**John Brons**, PhD, UCLA, 1978; MAOM, Oregon College of Oriental Medicine, 1993

**Jennifer Brusewitz**, ND, National College of Naturopathic Medicine, 2000

**Loch Chandler**, ND, MSOM, National College of Naturopathic Medicine, 2001

**Turtle Farahat**, MSOM, National College of Natural Medicine, 2014

**William Frazier**, MA, Academy for Five Element Acupuncture, 2001

**David Frierman**, Certificate of Completion, San Francisco College of Acupuncture, 1989

**Michael Givens**, MA, St. John's College, 2003; MSOM, National College of Natural Medicine, 2009

**Ellen Goldsmith**, MSOM, National College of Naturopathic Medicine, 1999

**Eric Grey**, MSOM, National College of Natural Medicine, 2009

**Rebecca Groebner**, MAC, National College of Natural Medicine, 2011

**Paul Kalnins**, ND, MSOM, National College of Naturopathic Medicine, 1998

**Harry King**, MSOM, Acupuncture & Integrative Medicine College, Berkeley, 2010

**Pikshan Ko**

**Manfred Kubny**, PhD, Ludwig-Maximilians University, 1994

**Heather Nichole Lambert**, ND, MAC, National College of Natural Medicine, 2013

**Jingyuan Liu**, PhD, Louisiana State University, 2017

**Meiru Liu**, PhD, Portland State University, 2017

**Gwen LoVetere**, MACOM, Oregon College of Oriental Medicine, 1994

**Andrew "Andy" McIntyre**, Associate Dean of Clinical Education; MSA, Bastyr University, 1994

**Bryan McMahon**, Bachelor of Medicine (China) — AACRAO accredited MSOM equivalent, Beijing University of Chinese Medicine, 2010

**Michael McMahon**, MAC, National College of Natural Medicine, 2011

**Karin Parramore**, MSOM, National College of Natural Medicine, 2012

**Christine Pearson**, MSOM, National College of Natural Medicine, 2012

**Youping Qin**, Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1999, 2002

**Laurie Regan**, Dean—College of Classical Chinese Medicine, Assistant Professor; PhD, Harvard University, 1991; ND, National College of Naturopathic Medicine, 1997

**Nancy Scarlett**, ND, National College of Naturopathic Medicine, 1997

**Tamara Staudt**, ND, MSOM, National College of Naturopathic Medicine, 1998

**Kimberly Tippens**, ND, MSAOM, Bastyr University, 2003; MPH, Oregon Health & Science University, 2012

**Edythe Vickers**, Diploma, Oregon College of Oriental Medicine, 1986; ND, National College of Naturopathic Medicine, 1987

**Guangying Zhou**, Master of Medicine, Doctor of Medicine (China), Chengdu University of TCM, 1999, 2002

**Heather Zwickey**, PhD, University of Colorado Health Sciences Center, 1998

## School of Graduate Studies

### Faculty

**David Allderdice**, ND, National College of Natural Medicine, 2008

**Deah Baird**, ND, Bastyr University, 1994; MS, Portland State University, 2008

**Adam Baratta**, MS, National College of Natural Medicine, 2015

**Katerina Baratta**, MSOM, National College of Natural Medicine, 2015

**Krista Barlow**, MS, National College of Natural Medicine, 2015

**Susan Bass**, BA, University of Mississippi, 1990

**Adam Benjamin**, PhD, University of Iowa, 2007; MSW, Portland State University, 2011

**Anne-Marie Benjamin**, MA, Naropa University, 1997

**Ryan Bradley**, Director of Helfgott Research Institute; ND, Bastyr University, 2003; MPH, University of Washington, 2009

**Stephanie Brell**, MSW, San Jose State University, 1999

**Jennifer Brusewitz**, ND, National College of Naturopathic Medicine, 2000

**Laura Carim-Todd**, PhD, Universitat de Barcelona, 2004

**Lauren Chandler**, MSW, Portland State University, 2007

**Dulcie Childs**, MS, University of Alabama, 2015

**Andrea Del-Olmo**, ND, National College of Natural Medicine, 2013

**Melisa DeMeyer**, Program Chair—Master of Science in Integrative Mental Health; MS, Montana State University, 2013; PhD, Idaho State University, 2018

**Nandini Dhargalkar**, PhD, Pune University, 1994; MD (India), Pune University, 1987

**Corina Dunlap**, ND, National College of Natural Medicine, 2014

**Krista Emmert-Tricarico**, ND, National College of Naturopathic Medicine, 2005

**Andrew Erlandsen**, Program Chair—Master of Science in Nutrition; Assistant Professor; ND, National College of Natural Medicine, 2011

**Chelsie Falk**, ND, National College of Natural Medicine, 2013

**Leslie Fuller**, ND, National College of Natural Medicine, 2009

**Melissa Gard**, PhD, University of Kansas, 2012

**Jennifer Gibbons**, ND, National College of Naturopathic Medicine, 1998

**Claudelle Glasgow**, PsyD, Chicago School of Professional Psychology, 2006

**Megan Golani**, Assistant Professor; ND, National College of Natural Medicine, 2012

**Ellen Goldsmith**, MSOM, National College of Naturopathic Medicine, 1999

**Lowell Greib**, MSc, University of Waterloo, 1999; ND, Canadian College of Naturopathic Medicine, 2003

**Douglas Hanes**, Associate Professor; PhD, University of Michigan, 1999

**Stephen Higgins**, MSOM, National College of Natural Medicine, 2012



**Wendy Hodsdon**, ND, National College of Natural Medicine, 2007  
**Ann Holland**, ND, MSOM, National College of Naturopathic Medicine, 2004  
**Dori Kuehn**, MCP, California Institute of Integral Studies, 2015  
**Andrew Litchy**, ND, National College of Natural Medicine, 2011  
**Siobhan Maty**, Program Chair—Master of Science in Global Health; Associate Professor; MPH, Johns Hopkins University, 1996; PhD, University of Michigan, Ann Arbor, 2002  
**Meredith McClanen**, ND, National College of Naturopathic Medicine, 2006  
**Jacqueline McGrath**, ND, National College of Naturopathic Medicine, 2004  
**Elissa Mendenhall**, ND, National College of Naturopathic Medicine, 2005  
**Jessica Montgomery**, MSW, Portland State University, 1993  
**Carolyn Nygaard**, ND, National College of Natural Medicine, 2009  
**Tabatha Parker**, ND, National College of Naturopathic Medicine, 2004  
**John Phipps**, PhD, University of Michigan, 2012  
**Zoe Presley**, MA, Pacifica Graduate Institute, 2010  
**Kimberly Queen**, DC, University of Western States, 1997; MS, University of Bridgeport, 2015  
**Savita Rajurkar**, MDAM, Graduate Diploma in Naturopathy (India), College Of Naturopathy, 1996; ND, Indian Board of Alternative Medicines, 2000; PhD, Tilak Maharashtra University, 2007  
**Lisa Regan-Vienop**, MPH, Tulane University, 1993  
**David Riley**, MD, University of Utah, 1983  
**Ian Rubin**, MA, Goddard College, 2006  
**Jennifer Ryan**, ND, MSIMR, National College of Natural Medicine, 2012, 2013  
**Kayle Sandberg-Lewis**, MA, Goddard College, 2000  
**Nancy Scarlett**, ND, National College of Naturopathic Medicine, 1997  
**Laura Scher**, EdM, Harvard Graduate School of Education, 2012  
**Heather Schifflke**, MATCM, Yo San University, 2001  
**Angela Senders**, ND, National College of Naturopathic Medicine, 2005; MCR, Oregon Health & Science University, 2014  
**Prayag Sethia**, MD, Maharashtra University of Health Sciences, 2015  
**Lisa Silverman**, PhD, Rutgers University, 1993; MCMHC, Portland State University, 2013  
**Julie Smircic**, MSW, Portland State University, 1997  
**Selin Strait**, MA, Antioch University, 2011  
**Deanne C. Tibbitts**, PhD, Oregon Health & Science University, 2011  
**Kimberly Tippens**, ND, MSAOM, Bastyr University, 2003; MPH, Oregon Health & Science University, 2012

**Krista Tricarico**, ND, National College of Naturopathic Medicine, 2005  
**Madeleine Tuson-Turner**, ND, MSIMR, MScGH, National College of Natural Medicine, 2011, 2015, 2016  
**Nicole Vasilevsky**, PhD, Oregon Health & Science University, 2009  
**Johnna Voght**, PhD, Pacific University, 2008  
**Shannon Weeks**, ND, National College of Natural Medicine, 2009  
**Ramona White**, BA, SUNY at New Platz, 1987  
**Wendy Leigh H. White**, ND, University of Bridgeport, 2008  
**Heather Zwickey**, PhD, University of Colorado Health Sciences Center, 1998

## School of Undergraduate & Part-Time Studies

### Faculty

**Sherry Bonekat**, MS, Concordia University, 2016  
**Dulcie Childs**, MS, University of Alabama, 2015  
**Erin Currie**, PhD, University of Utah, 2010  
**Bracey Dangerfield**, PhD, Maharishi International University, 1992  
**Rachael Del Toro**, ND, National College of Natural Medicine, 2016  
**Megan Golani**, ND, National College of Natural Medicine, 2012  
**Douglas Hanes**, PhD, University of Michigan, 1999  
**Zeenia Junkeer**, ND, Southwest College of Naturopathic Medicine, 2010  
**Amanda Margolin**, MS, Oregon Health & Science University, 2016  
**Lindsay Marshall**, MA, Oregon State University, 2012  
**Alyssa Ogi**, MFA, University of Oregon, 2015  
**Chinwe Okeke**, MD, American University of Antigua College of Medicine, 2011; MHA, Walden University, 2012  
**Anna Ritter**, PhD, University of Wisconsin, 2012  
**Nancy Scarlett**, ND, National College of Naturopathic Medicine, 1997  
**Wallace Thompson**, MS, University of Washington, 2011  
**Nicole Toussaint**, PhD, Portland State University, 2013  
**Rebecca Tuttle**, MD, Baylor College of Medicine, 2012  
**Nicole Vasilevsky**, PhD, Oregon Health & Science University, 2009  
**Heather Zwickey**, PhD, University of Colorado Health Sciences Center, 1998

### Library

**Christina King**, Instructor; MSOM, National College of Natural Medicine, 2009; MLS, Emporia State University, 2014  
**Noelle Stello**, Assistant Professor; MSLIS, University of Illinois, 2005



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# ADDENDUM A

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National University of Natural Medicine  
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Addition of course description:

**GSMH 512 – Integrative Psychopharmacology (4 credits)**

This class provides a strong foundation for naturopathic and Chinese medicine practitioners who want to specialize in mental health care. The neurobiochemistry and pharmacology for conventional drugs most often seen in mental health practice are covered, and students learn dietary approaches and natural supplements used to treat common mental health concerns, as well as supplement-drug interactions. Emphasis is placed on developing psychopharmacologic treatment plans and medical case management for common mental health concerns, such as anxiety, depression and ADD/ADHD.