



# UNIVERSITY CATALOG 2018-2019

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# Addendum to the 2018-2019 Academic Catalog

Effective: 10/08/2018

Catalog Page Number: 11

*The Academic Standing section under General Academic Policies was revised to read:*

## Academic Standing

UWS recognizes the need for students enrolled in its academic programs to achieve or maintain satisfactory academic standing. [Policy 1233 Academic Standing DC and Undergrad](#) and [Policy 1234 Academic Standing Grad Studies](#) articulate criteria for satisfactory academic standing. Students not meeting the criteria articulated in the policy are placed on the appropriate level of academic probation.

Effective: 10/08/2018

Catalog Page Number: 13

*The Leave of Absence section under General Academic Policies was revised to read:*

## Leave of Absence

Any student that wishes to interrupt their studies for a period of time with the specific intention of returning to complete the program, should apply for a leave of absence with the registrar. Students need to refer to [Policy 1233 Academic Standing DC and Undergrad](#), [Policy 1234 Academic Standing Grad Studies](#) and [Policy 1239 Leave of Absence and Withdrawal](#)

Effective: 9/25/2018

Catalog Page Number: 16

*[The Purpose Statement section under the Doctor of Chiropractic Program \(DCP\) was revised to:](#)*

## Mission Statement

To prepare students as competent chiropractic physicians who apply evidence informed, patient centered strategies with professionalism and integrity.

Effective: 10/08/2018

Catalog Page Number: 16

*The graduation requirements for the doctor of chiropractic program (DCP) following was revised to read:*

## Graduation Requirements - DCP

The DC degree is conferred upon the individual who has fulfilled the following program requirements:

- Successful completion, with a minimum cumulative GPA of 2.0, of all required coursework.
- Successful completion of all quantitative and qualitative clinic competency requirements.
- Freedom from all indebtedness and other obligations to UWS.

The DC program must be completed within six calendar years of the date of matriculation, including leaves of absence and any other period of non-enrollment. Students who have transferred from another DC program must earn the final 25 percent of the total credits required for the DC program at UWS.

*Additionally, reference to Policy 1220 Graduation Requirements – DC Program was removed. All graduation requirements are now found in the academic catalog.*

Effective: 10/08/2018

Catalog Page Number: 21 - 23

*The curriculum sequence for the DCP were revised to:*

- OMIT
  - CSA7313 Written Clinical Assessment
  - CSA7314 Practical Clinical Skills Assessment
  - CSA8165 Radiology Clinical Skills Assessment



## Addendum to the 2018-2019 Academic Catalog

Effective: 1/07/2019

Catalog Page Number: 22 - 23

The curriculum sequence for the DCP were revised to:

- OMIT
  - CED7161 Clinical Training – Phase 1
  - CED7210 Clinical Training – Phase 2
  - CED7307 Clinical Training – Phase 3
  - CSA7313 Written Clinical Assessment
  - CSA7314 Practical Clinical Skills Assessment
  - CSA8165 Radiology Clinical Skills Assessment
- ADD:

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
7	CED7151	Clinical Training - Phase I Lecture	2	0	0	22	2	P/F
7	CED7152	Clinical Training - Phase I Lab	0	2	0	22	1	P/F
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
8	CED7251	Clinical Training - Phase II Lecture	2	0	0	22	2	P/F
8	CED7252	Clinical Training - Phase II Lab	0	2	0	22	1	P/F
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
9	CED7351	Clinical Training - Phase III Lecture	2	0	0	22	2	P/F
9	CED7352	Clinical Training - Phase III Lab	0	2	0	22	1	P/F

Effective: 7/8/2019

Catalog Page Number: 22-23

The curriculum sequence for the DCP was revised to:

- OMIT
  - CSC8156 Correlative and Differential Diagnosis (4 credit)
  - CSC8174 Genitourinary Lab (0.5 credit)
- ADD:

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
10/11	CSC8168	Correlative and Differential Diagnosis	2	0	0	22	2	G
<i>Students select one of the following labs (CSC8155 or CSC8156) to fulfill genitourinary curriculum requirements.</i>								
Q10	CSC8155	Genitourinary Lab Survey	0	1	0	55	0.25	P/F
Q10/11	CSC8156	Advanced Genitourinary Lab Elective	0	1	0	11	0.50	P/F

Effective: 1/07/2019

Catalog Page Number: 31-32

The course descriptions for CED7161, CED7210, and CED7307 were removed and the following courses and descriptions were added:

### **CED7151 Clinical Training – Phase I Lecture (2 credits)**

The purpose of the course is to support the knowledge and skills required to deliver care in the clinical internship, support lab activities in CED 7161, and build a firm foundation for clinical practice. The first half focuses on the process of taking a history, reviewing physical examination and ancillary test results, formulating a diagnosis, problem list and management plan for a hypothetical new patient. The second half of the course introduces clinical reasoning strategies for diagnosing and assessing musculoskeletal conditions as well as building evidenced-informed practice and critical thinking skills.

### **CED71512 Clinical Training – Phase I Lab (1 credit)**

Utilizing standardized patients, the lab portion is designed to promote the student's ability to apply examination skills from previous courses; begin to demonstrate proficiency in performing complete regional cervical, lumbar and general physical exam flows; and to synthesize clinical data into a working diagnosis and coherent management plan.

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### **CED7251 Clinical Training – Phase II Lecture (2 credits)**

This course is designed to support lab activities in CED 7252 and build upon Clinical Training Phase 1 lecture and lab courses. Objectives include building diagnostic and clinical decision making skills; promoting a broader and deeper clinical knowledge base especially in the realm of spinal disorders; refining the ability to do a literature search and assess and apply pre-appraised research literature to a clinical problem; and continue to develop attitudes and behaviors compatible with meeting professional obligations as they apply to this series of courses.

### **CED7252 Clinical Training – Phase II Lab (1 credit)**

The overall goals of this course include increasing expertise in the realm of targeted exam skills, improving speed and efficiency in doing a clinical work up of a regional complaint (with a special emphasis on the spine), and improving overall clinical decision making. Additionally, there is special focus on clinical problem solving, increasing the breadth and depth of knowledge regarding selected spinal conditions and synthesizing pre-appraised literature for a clinical problem. Utilizing simulated standardized patients, the lab portion is designed to promote the student's ability to perform a variety of regional exams and synthesize clues from the history, physical, and ancillary studies into a diagnosis and management plan. Areas of emphasis include EENT, heart/lung, abdominal and thoracic exams. The complete regional cervical and lumbar exam flows are revisited in addition to the introduction of the "focused" examination.

### **CED7351 Clinical Training – Phase III Lecture (2 credits)**

The purpose of this course is to support lab activities in CED 7351 and further develop evidenced-informed knowledge and skills in the domains of clinical decision making, and diagnostic synthesis and management decisions as these relate to spinal, extremity, neurological and visceral complaints. The course is designed to build upon Clinical Training Phase II lecture and lab courses with a continued emphasis on critical thinking and clinical problem solving, diagnostic pattern recognition, building critical pathways to properly focus patient evaluation, and cultivating behaviors supportive of meeting their professional obligations as they pertain to the course. Students are expected to be able to orally respond to questions and defend their clinical decisions.

### **CED7351 Clinical Training – Phase III Lab (1 credit)**

Emphasis is placed on the selection of evaluation procedures, clinical problem solving, practice following the critical pathway to properly focus patient evaluation, selecting management strategies, and further refinement of basic clinical and verbal/documentation skills. Utilizing standardized patients, the lab portion is designed to continue the student's ability to perform focused examinations of the upper and lower extremities as well as refinement of the cervical and lumbar focused exams.

**Effective: Effective: 7/8/2019**

**Catalog Page Number: 31-32**

*The course description for CSC8168 Correlative and Differential Diagnosis was removed and the following course and description were added:*

This course reviews a broad variety of diagnostic sciences, covering the more common clinical entities seen by chiropractic physicians, with extra emphasis on non-musculoskeletal complaints. Students refine their skill in clinical reasoning and increase their efficiency in obtaining data from and about patients. They learn to analyze data pragmatically to obtain the most appropriate diagnosis of a patient's condition. Particular attention is given to techniques for obtaining patient information through the interview process and strategies for clinical decision-making. Students distinguish between relevant and peripheral clinical issues; differentiate key clues from nonspecific findings; distill clinical information from a list of specific problems and create an appropriate diagnosis. Course material is presented in lectures, supplemented with discussions of case histories and specific laboratory analysis review. (2+0)

*The course description for CSC8174 Genitourinary Lab was removed and the following courses and descriptions were added:*

**Students select one of the following labs (CSC8155 or CSC8156) to fulfill genitourinary curriculum requirements.**

### **CSC8155 Genitourinary Lab Survey (0.25 credit)**

This lab course focuses on introducing routine screening physical examinations of the chest/breast, genitourinary and anorectal regions utilizing limited observation and medical grade mannequins. Students will review normal findings of the reproductive, urinary and anorectal systems and review benign conditions focusing on the most commonly seen in a general ambulatory care practice. This course introduces the student to evaluation of the genitourinary system, including basic clinical and topographic anatomy, routine screening examinations of these areas and diagnostic evaluations. (0 + 0.5)

### **CSC8156 Advanced Genitourinary Lab Elective (0.5 credit)**

This elective lab course focuses on conducting physical examinations of the chest/breast, genitourinary and anorectal regions utilizing observation, specialty standardized patients and medical grade mannequins. Students will review and palpate normal and abnormal findings of the reproductive, urinary and anorectal systems focusing on the most common conditions seen in a

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general ambulatory care practice. This course prepares the student for clinical evaluation of normal and abnormal presentations of the genitourinary system, including basic clinical and topographic anatomy, clinical examinations of these areas, normal and abnormal findings, diagnostic evaluations and management. (0+1)

**Effective: 10/08/2018**

**Catalog Page Number: 36-37**

*The following course descriptions were revised:*

### **CLI7210 Clinical Internship I (2 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. Interns are mentored and supervised by attending physicians who facilitate patient care and clinical education while ensuring quality patient care. At this early point in the clinical internship course series, interns are closely supervised by attending physicians and limited to active involvement in less complicated cases. As a part of clinical internship I, students participate in the clinic entrance assessment (CEA), an evaluation which provides supervising clinicians the opportunity to evaluate their respective interns' clinical skills, identify their individual strengths and weaknesses, and determine their readiness to engage in patient care.

### **CLI7307 Clinical Internship II (3.25 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. At this point in the clinical internship course series, interns continue to be closely supervised by their attending physician, treating similar cases as in clinical internship I, but the hours engaged in patient care are increased. As a part of clinical internship II, students participate in the practical clinical skills assessment (CSA) which is modeled after NBCE Part IV and draws from all Q1-Q8 course work. Students perform a series of specified procedures including but not limited to history, examination, and simulated treatment on a trained standardized patient. The student's performance is observed by a trained evaluator and assessed using detailed grading rubrics. Students must also answer written questions related to the clinical condition exhibited by the patient including necessary diagnostic testing, diagnosis, and case management/recommended treatment. Students are required to pass the CSA to be eligible for all off-site clinical experience in subsequent quarters. (0+10)

**Effective: 10/08/2018**

**Catalog Page Number: 37**

*The following section was removed:*

## **Clinical Skills Assessment – DC Program**

**Effective: 10/08/2018**

**Catalog Page Number: 39**

*The Academic Standing section under Bachelor of Science in Human Biology Degree Completion Program was revised to read:*

### **Academic Standing**

A student must have a cumulative GPA of 2.0 or higher in applicable coursework to be eligible to receive the BS degree. Transfer credits from prior undergraduate courses will not contribute to the cumulative GPA, unless they are from courses offered through UWS (e.g., online undergraduate courses, courses from the massage program). For current chiropractic program students, continuing enrollment in the BS program is contingent upon eligibility for continuing enrollment in the DC program through the first five quarters of the program. Please refer to [Policy 1233 Academic Standing DC and Undergrad](#).

**Effective: 10/08/2018**

**Catalog Page Number: 44**

*The About the Program section under Master of Science in Diagnostic Imaging (MS-DI) was revised to read:*

The program is currently structured for two to three residents. The university will admit one to two residents per year. Participants maintain full-time employment with the university during the program as graduate residents. As a condition of employment, the resident must demonstrate satisfactory performance pursuant to [Policy 1234 Academic Standing Grad Studies](#) throughout the duration of the program.

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**Effective: 10/08/2018**

**Catalog Page Number: 81**

*A course number correction was made for doctor of education in sport and performance psychology (EdD-CMHC, SPP) individual studies (IS) curriculum sequence.*

Qtr	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
2-3	SPP8120	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G

Changed to:

Qtr	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
2-3	COUN8125	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G

**Effective: 10/08/2018**

**Catalog Page Number: 83**

*A course number correction was made for doctor of education in sport and performance psychology (EdD-CMHC, SPP) positive leadership and administration (PLA) curriculum sequence.*

Qtr	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
2-3	SPP8120	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G

Changed to:

Qtr	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
2-3	COUN8125	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G

**Effective: 10/08/2018**

**Catalog Page Number: 85**

*A course number correction was made for Doctor of Education in Sport and Performance Psychology (EdD-CMHC, SPP) course descriptions.*

**SPP8120 Statistics for Clinicians and Advanced Research (4 credits)**

Changed to:

**COUN8125 Statistics for Clinicians and Advanced Research (4 credits)**

**Effective: 6/22/2016**

**Catalog Page Number: 101**

*A correction was made for the Introduction to Biochemistry Lecture course number and credit hours.*

**UCHM240 Introduction to Biochemistry (5 credits)**

Change to:

**UCHM250 Introduction to Biochemistry (4 credits)**

**Effective: 6/22/2016**

**Catalog Page Number: 101**

*The following course was omitted from the catalog, but continues to be offered.*

**UCHM251 Introduction to Biochemistry Lab (2 credits) Online only**

Biochemistry lab uses lab kits to further the knowledge and application of skills covered in the biochemistry lecture course. Topics covered include lab techniques and measurements, hydrolysis of acetylsalicylic acid, stereochemistry, chromatography,

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melting points, caloric content of food, enzymes and an introduction to spectroscopy. Prerequisites: General Chemistry I or an equivalent course.

**Effective: 01/07/2019**

**Catalog Page Number: 101**

*The UCHM250 General Chemistry II (5 credits) course and description has been removed.*

**Effective: 10/08/2018**

**Catalog Page Number: 105-106**

*The university policies have been revised to:*

- OMIT
  - Policy 1209 Course Exemption
  - Policy 1220 Graduation Requirements – DC Program
  - Policy 1218 Academic Integrity
- ADD
  - [Policy 1024 Copyright Violation](#)
  - [Policy 1233 Academic Standing - DC and Undergrad](#)
  - [Policy 1234 Academic Standing - Grad Studies](#)
  - [Policy 1227 Academic Catalog](#)
  - [Policy 1230 Academic Integrity](#)

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## Catalog Provisions

The University of Western States (UWS) catalog is provided in order to serve prospective students, students, faculty and staff members as a reference explaining institutional mission, curricula and a number of the university's policies and procedures that pertain particularly to students. This catalog is subject to change as new and more efficient policies, procedures and/or curriculum revisions are adopted. It does not serve as a contract, but as a source of information to interested parties and students. If at any time the policies conflict with the information in this catalog, the policies will govern. All changes apply both to prospective students and to those who have already enrolled, unless specifically exempted. Suggestions are welcome and may be submitted in writing to the office of academic affairs.

## Notice of Non-Discrimination

University of Western States admits students of any race, color, nationality, ethnic origin, sex or age to all the rights, privileges, programs and activities generally accorded or made available to students at the university. University of Western States does not discriminate on the basis of race, color, national origin, sex, disability or age in its administration of programs, activities or employment practices. For more information about this policy and to handle inquiries, please visit [UWS consumer information](#).

## Reservation of Rights

Should it be in the interest of the university or the student to do so, UWS reserves the right, without notice, to modify the requirements for admission or graduation; to change the arrangements or content of courses, the instructional materials used, the tuition and other fees; to alter any policy affecting the student body; to refuse admission or readmission to any student at any time, or to dismiss any student at any time. The university also reserves the same right with any other material in the catalog. It is the duty of the student to inquire whether any change has been made.

### Campus Contacts

Main Campus Phone	503-256-3180
General Fax	503-251-5723
	800-641-5641
Admissions	503-251-5734
Alumni Relations and Services	503-251-5713
Campus Store	503-251-5763
Campus Safety and Security	503-206-3206
Development	503-847-2556
Financial Aid	503-847-2563
Financial Services	503-847-2553
Health Center - Campus	503-255-6771
Health Center – East Portland	503-808-7979
Health Center - Gresham	503-512-1040
Information Technology	503-251-2831
Library	503-251-5752
Registrar	503-847-2560
Student Services	503-251-2802

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## Message from the President

Welcome to University of Western States. For more than a century, UWS has been a leader in integrated health care education and practices. UWS is committed to providing a diversified education for students while serving the community as an integrated health care resource.

"For the Good of the Patient" is the UWS motto, which embodies who we are and what we do. Western States offers a doctor of chiropractic degree, a doctor of education degree, a variety of master's degrees, a selection of undergraduate course offerings and extensive continuing education courses for practicing professionals. Our evidence-informed curricula are solid and progressive, incorporating current health studies with the art of clinical care. UWS students consistently demonstrate academic distinction, provide exemplary service to their professions and deliver the highest quality of health care.

The future of health care will focus on integrating disciplines, preparing competent professionals, providing effective care, and promoting health and wellness. UWS graduates demonstrate the competencies and attributes necessary to meet our individual and collective responsibilities to society.

I know that in electing to share the UWS vision you have made the best choice available in integrative health care education. I wish you the best as you pursue your dreams and achieve your personal goals.



A handwritten signature in black ink that reads "Joseph Brimhall". The signature is fluid and cursive, with a large, stylized "J" and "B".

Joseph Brimhall, DC, FICC  
President

## UWS Mission, Vision and Core Themes

### Mission

To advance the science and art of integrated health care through excellence in education and patient care.

### Vision

Quality of life and wellness are advanced through transformative education and health care.

### Core Themes

1. Student Success
2. Faculty and Staff Engagement
3. Integrated Health

### For the Good of the Patient

"For the Good of the Patient" is the University of Western States motto. It captures the intent behind everything that happens at the university. UWS exists to improve the health of people we serve directly or indirectly through our educational programs, scholarship and clinical services. At the core of university decision-making is the professional responsibility to patients (also referred to as clients or health care consumers), who ultimately benefit from the fulfillment of the university mission. This responsibility drives UWS programs, employees, students and graduates.



# Accreditation

Accreditation is the voluntary process by which institutions of higher education assure and continuously improve the quality of their academic programs and supporting systems. UWS holds both regional and programmatic accreditations.

## Regional Accreditation

University of Western States is accredited by the [Northwest Commission on Colleges and Universities \(NWCCU\)](http://www.nwccu.org).

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 mission 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 NWCCU 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:

**Northwest Commission on Colleges and Universities**  
8060 165th Avenue NE, Suite 100  
Redmond, WA 98052  
425-558-4224  
[www.nwccu.org](http://www.nwccu.org)

## Program Accreditation

Specialized programmatic accreditation offers an additional level of accreditation for certain academic programs. Specialized accreditation organizations are approved by the U.S. Department of Education Office of Postsecondary Education to evaluate and accredit degree and certificate programs using very specific criteria.

### Doctor of Chiropractic Program

The doctor of chiropractic degree program at University of Western States is awarded programmatic accreditation by the Council on Chiropractic Education (CCE), 8049 North 85th Way, Scottsdale, AZ 85258-4321. Phone: 480-443-8877, Website: [www.cce-usa.org](http://www.cce-usa.org).

## Degree Authorization – State of Oregon

The [Oregon Office of Degree Authorization](http://www.oregon.gov/education/degree-authorization) approves University of Western States to award degrees. The [Oregon Department of Justice](http://www.oregon.gov/justice) is the agency to which students may file a complaint in the State of Oregon.

**Office of Degree Authorization**  
**Oregon Higher Education Coordinating Commission**  
255 Capitol St., NE  
Salem, OR 97310

## Distance Education and State Authorization Reciprocity Agreement

UWS is registered with the Oregon Higher Education Coordinating Commission (HECC) and is a participant in the State Authorization Reciprocity Agreement (SARA) for distance degree granting institutions via the Western Interstate Commission for Higher Education.

**SARA Portal Entity of Oregon**  
Sean Pollack  
Program Administrator  
Higher Education Coordinating Commission  
255 Capitol Street NE  
Salem, OR 97310  
503-947-5925  
[sean.pollack@state.or.us](mailto:sean.pollack@state.or.us)

# UWS Overview

UWS is organized into two academic colleges:

The **College of Chiropractic** offers the first professional doctor of chiropractic (DC) degree program, the institution's oldest degree program. Prior to 2010, when the institution was reorganized into a university, the college was known as the Western States Chiropractic College. The college also offers a Bachelor of Science in Human Biology completion degree.

The **College of Graduate Studies** offers graduate degrees, graduate certificates and residencies/fellowships in the health sciences. The college offers a Master of Science in Exercise and Sport Science with concentrations in nutrition and health and wellness, a Master of Science in Human Nutrition and Functional Medicine, a Master of Science in Sport and Performance Psychology, a Master of Science in Clinical Mental Health Counseling, as well as a doctoral degree in sport and performance psychology, and a Master of Science in Diagnostic Imaging with a residency program.

## Governance

University of Western States is incorporated as a private, nonprofit institution of higher learning in the state of Oregon with academic programs leading to undergraduate, graduate and professional degrees. Control of the university is vested in the Board of Trustees. Members of the board are selected on their ability, experience, integrity and interest in the development and growth of the university. The board appoints the university president, who serves as the chief executive officer of the institution. University administrators are responsible for the leadership and management of the day-to-day operations ensuring appropriate planning and allocation of resources to accomplish the mission of the university.

## History of Western States

D.D. Palmer founded the chiropractic profession in 1895 and opened his first school in Davenport, Iowa, in 1898. Two of the first graduates of that program, Doctors John and Eva Marsh, brought chiropractic education to Portland in 1904 when they opened the Marsh Chiropractic School and Cure. In 1907, Dr. William Powell, one of the first graduates of the Marsh School, joined with Dr. John Marsh to incorporate and expand the Marsh School, changing its name to Pacific College of Chiropractic.

Dr. D.D. Palmer, who had visited Oregon in 1902, and Dr. John LaValley founded a second chiropractic school, the D. D. Palmer College of Chiropractic, in 1908. In 1911, Dr. LaValley reorganized the college, changing the name to Oregon Peerless College of Chiropractic-Neuropathy. It was here that human dissection was first placed on the curriculum of an Oregon chiropractic school. In 1913, Peerless College merged with the Pacific College of Chiropractic to become Pacific Chiropractic College. In 1932, Pacific Chiropractic College was reorganized and renamed Western States College. In 1937, the Health Research Foundation was formed as a non-profit organization under which Western States College operated. The college also offered a degree in naturopathy from the mid-thirties through the mid-fifties. In 1946, the college relocated to southeast Portland, and then, in 1973, moved to its current 22-acre campus in northeast Portland. In 1967, the school's name changed to Western States Chiropractic College (WSCC).

WSCC pioneered many facets of chiropractic education. WSCC was:

- The first chiropractic college to establish a four-year course of study.
- One of the first to be transferred from private ownership to non-profit status.
- The first to require two years of pre-professional requirements to enroll.
- One of the first to adopt a curriculum inclusive of all the basic sciences.
- The first to be awarded a federal research grant.

In 2010, Western States Chiropractic College became University of Western States (UWS). This transition fulfilled the board and administration's plan to expand the institution's educational offerings at the undergraduate and graduate levels to establish a diversified spectrum of offerings in integrated health care.

Presidents of Western States include Drs. W.A. Budden (1929-1954), Ralph Failor (1954-1956), Robert E. Elliot (1956-1974), Samuel G. Warren (1975-1976), Richard H. Timmins (1976-1979), Herbert J. Vear (1979-1986), William H. Dallas (1986-2003), and Joseph Brimhall (2003-present).

See more about [Western States history](#).



# Admissions

University of Western States welcomes application for admission from prospective students who are interested in our educational programs. Acceptance to the university will be offered to students who are considered desirable applicants under the terms of the selection criteria listed below.

## Admission Criteria

UWS strives to admit students who are most likely to succeed in its educational programs and will go on to pass licensure or certification exams where applicable. The application process is designed to afford maximum opportunity for prospective students to present a comprehensive academic history and résumé.

Qualification is based on an assessment of all available information including the applicant's academic record. The university looks for achievement and consistency, especially in academic performance. Students' formal and informal presentations of themselves through written materials, telephone interaction, campus visits and interviews are also important. It is expected that applicants make a logical and articulate connection between their employment, volunteer, academic and other experiences and the desire to pursue an education at UWS. The university values conscientious, ethical and mature handling of admissions and other interactions. The university looks for informed thoughtfulness and commitment, as well as evidence that there is a good match between the character, expectations, and goals of the prospective student and those of UWS programs.

The admission [application](#) is available from the UWS website and includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants are urged to carefully review the selection criteria to ensure that they are making the best possible presentation of their qualifications.

Evaluation for admission begins when a complete application package has been received. Applicants will be accepted based on the professional judgment of the admissions staff, availability of space in the program and a completed background check with a verification report (*see section entitled Background Check*). UWS reserves the right to deny admission for any reason other than those prohibited by law and, based on updated information, to reconsider and retract any candidate's acceptance prior to enrollment.

Candidates for admission must possess physical and other abilities that allow them to meet performance standards required of all UWS students. For details of these requirements, refer to [Policy 1206 Participation Requirements](#).

## International Applicants

UWS encourages international students to apply for admission its programs. To be eligible for admission, international students must have completed coursework as outlined in the admission requirements of the program. Admission requirements are provided for each program in its related section of this catalog.

Candidates whose education has been completed outside the U.S. or Canada must have their educational credentials evaluated by a National Association of Credential Evaluation Services (NACES) affiliated international education evaluation service and the results forwarded directly to the office of admissions.

Prospective students for whom English is not their native language must also provide proof of adequate English language skills. UWS expects a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL iBT). A paper-based version of the test is available in areas where TOEFL iBT testing is not possible. TOEFL scores may be reported directly to UWS using institutional code number 4979.

Additional individual assessment is made during the admissions process regarding the applicant's demonstrated competence in reading, writing and speaking English. If questions arise regarding competency in language skills, further testing may be required before entrance.

## Application Deadline

For applicable programs, the application deadline(s) is published on the UWS website in the [admissions section](#), within the heading for the program.

## Notification of Admission Decisions

Applications are reviewed on a rolling basis when all the necessary documents have been received by the office of admissions. The application review process takes two weeks upon receipt of materials and completion of interview (if applicable), leading to one of these decisions:

- **Full Acceptance**  
Documentation confirms that all requirements, including satisfactory completion of the background check for applicable programs, have been met.

- **Conditional Acceptance**

The applicant has partially met the admission requirements but some prerequisites remain to be completed. Minimum documentation required for consideration includes: a complete application with essays, transcripts from previous academic placements, satisfactory completion of a background check and an admissions interview (see section entitled *Background Checks* for more information). Full acceptance will be offered once all conditions have been fulfilled and the applicant continues to meet the selection criteria.

- **Denial**

The information presented does not meet the published UWS admission criteria, including, but not limited to, the background check (see section entitled *Background Checks* for more information). Denied applicants may choose to update their credentials and submit a new application in the future, though resubmission may not result in admission.

## Articulation Agreements

UWS maintains articulation agreements with a number of undergraduate colleges and universities. These agreements or memorandums of understanding are designed to facilitate enrollment for students who wish to pursue additional degrees at UWS in a manner that enables students to save both time and money. Information on articulation agreements may be found on the [UWS articulation page](#) and through the office of admissions. Current articulation agreements include:

Avila University, Kansas City, Mo.	Ocular Wellness and Nutrition Society, WY
Camosun College, Victoria, BC, Canada	Oregon State University, Corvallis, Ore.
Chemeketa Community College, Salem, Ore.	Portland State University, Portland, Ore.
College of St. Joseph, Rutland, Vt.	Simon Fraser University, Vancouver, BC, Canada
Fairleigh Dickinson University, Teaneck, N.J.	South Dakota State University, Brookings, S.D.
Multnomah University, Portland, Ore.	Viterbo University, La Crosse, Wis.
National University of Health Sciences, Lombard, Ill.	Warner Pacific College, Portland, Ore.

## Participation Requirements

In order to practice in a health care profession, each provider must fulfill the requirements of the licensing board of the jurisdiction in which the individual chooses to practice. These requirements vary widely and are regulated by the laws and rules of each jurisdiction. Furthermore, the requirements change over time. Many professions require for licensure a set of technical standards, which include knowledge, skills and abilities necessary for professional practice

While applicants and students need to be aware of the technical standards for licensure, it is also essential to be aware of each program's participation requirements, which are the essential skills, knowledge, and abilities necessary to succeed as a student. During the application and admission process, prospective students are to acknowledge their awareness and understanding of both the profession's technical standards and the university's program participation requirements before they are fully admitted into the program(s) to which they have applied. For additional information on participation requirements please reference [Policy 1206 Participation Requirements](#).

## Background Checks

To help create a safe campus community for patients, students, employees, guests and others, University of Western States requires background investigation and verification reports for all students. Students applying for acceptance in all programs are required to submit to a background investigation and verification report upon conditional acceptance to the program. All applicants and enrolled students are required to disclose any conviction, pending charges, or indictments for crimes, and are required to disclose any notice by a governmental agency in any jurisdiction of exclusion or substantiated findings of perpetrating abuse, neglect, exploitation or abandonment. Any failure to disclose or falsify academic or official records may result in denial of admission or dismissal in accordance with [Policy 9001 Student Conduct](#). Full admission to the university will be determined by the outcome of the background check. Applicants who are conditionally accepted to the university, will be provisionally enrolled pending results of the background check (see following section regarding provisional enrollment). See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

## Provisional Enrollment

Provisional enrollment is intended for applicants who meet the academic admission requirements for a program but have not yet satisfied other requirements, such as a successful background check, or are missing some of the required admissions materials. Missing materials include, but are not limited, to: official transcripts, official TOEFL, GRE or MAT test scores, or letters of recommendation.

The office of admissions determines eligibility for provisional enrollment. Students admitted under provisional enrollment must attain successful result from the background check and submit all outstanding items prior to the last day of their first term of enrollment. Provisionally admitted students who do not meet the end-of-quarter deadline are ineligible to enroll in the next term. Extended deficiency may lead to dismissal from the university. Please refer to [Policy 2008 Provisional Enrollment](#) for details.

### **Tuition Deposits**

When an offer of acceptance is made, applicants must confirm their intent of enrollment with the office of admissions. Most UWS degree programs and certificates require a non-refundable tuition deposit to secure a seat in the desired entering class. The tuition deposit is applied toward the first term tuition. If the deposit is not received or arrangements are not made with the office of admissions by the stated deadline, the offer of acceptance may be withdrawn.

### **Deferment or Transfer of Entry Date**

UWS accepts students enrolling with a specific entering class and entry date. Written requests to change enrollment to a different entry term should be submitted to the office of admissions.

### **Readmission**

An individual who has withdrawn, taken an unauthorized leave of absence, failed to return from an authorized leave of absence as agreed, failed to enroll for courses (excluding summer term), or been dismissed, must apply for readmission. Please refer to [Policy 2006 Readmission](#) for additional information.

### **Non-Degree Enrollment**

Non-degree seeking students may enroll in certain courses offered through the college of graduate studies. Enrollment as a non-degree student does not constitute a commitment by UWS to grant program admission at a later date. If subsequently admitted to the degree program, up to 18 non-degree credits earned at UWS with a grade of B or higher may be applied toward the degree at the discretion of the provost. Please refer to [Policy 1214 Non-Degree Students Graduate Studies](#) for additional details.

### **Equal Opportunity and Non-Discrimination**

University of Western States (UWS) is committed to maintaining a working and educational environment that values the inherent worth and dignity of every person. As such, UWS offers equal opportunity to all persons without regard to race, creed, color, sex, sexual orientation, gender identity, marital status, familial status, national origin, religion, age, physical and mental disability, genetic information, family medical history, legal source of income, veteran status or other status protected by law for all UWS policies and programs. Please refer to [Policy 1013 \(B\) Equal Opportunity and Non-Discrimination](#) for more information. In support of this commitment, the university prohibits all discrimination including harassment and retaliation based on such factors as race, religion, color, sex, age, citizenship status, national origin or ancestry, genetic information, disability, veteran status, marital status, legal source of income, familial status, sexual orientation, gender identity or gender expression, or any other status protected by law. All members of the university community are responsible for creating educational and work environments that respect diversity and that are free from discrimination. All members of the university community will cooperate with university officials charged with investigating allegations of policy violations. Please refer to [Policy 1004 Nondiscrimination and Anti-harassment](#).

### **Diversity**

[Policy 3409 \(B\) Diversity](#) promotes diversity of employees and students. UWS strives to enroll a diverse student body to help ensure that the university, its programs, and related health professions are enriched through the participation of individuals from different racial, cultural and ethnic backgrounds. In addition, the board encourages the administration to hire qualified employees with a goal of increasing diversity and gender balance within university personnel.

## **Tuition and Fees**

The Board of Trustees approves tuition rates and fees each winter, which become effective at the beginning of the summer term.

### **Tuition and Fee Assessment**

Tuition and fees are assessed for all students on the first day of each term of enrollment in accordance with the applicable program tuition and fee schedules which can be found on the website, in the offices of admissions, financial services and financial aid. Tuition and fees are not adjusted for course exemptions in the DC program. Please refer to [Policy 1209 Course Exemption](#) and [Policy 3022 Modified Schedule Tuition – DC Program](#).

## **Course Registration and Enrollment Confirmation**

The process for quarterly course registration and confirmation of enrollment is completed electronically. Students must confirm their enrollment, tuition and fees each term through myUWS. Students with a "hold" status must clear any holds in order to register. The office of the registrar disseminates information on changes to the registration and confirmation process as new procedures are implemented.

## **Drop/Add Period**

During the first five calendar days of the term, a student may change enrollment status without financial penalty or impact on academic standing. After the first five calendar days of the term, students dropping a course or cancelling enrollment from the university may be eligible for a prorated refund of certain tuition and fees. Note: Students in the DC program are not permitted to unilaterally drop or not enroll for a course to lighten their course load. Additionally, DC students are not permitted to drop a core curriculum course because they are performing poorly, unless authorized by the program dean. Please refer to [Policy 1215 Drop Add](#) for more information.

To drop a course or change enrollment, students must submit a completed drop/add form to the registrar. The registrar will record the appropriate withdrawal grade (W or WF). Any amount of tuition and fee refund is subject to [Policy 3021 Tuition and Fee Refunds](#).

## **Tuition and Fee Statements and Balances**

Student statements are published on [myUWS](#) on the first and sixteenth of each month. If the first or sixteenth falls on a weekend or holiday, statements are published on the next business day. Statements include transactions that have occurred since the prior statement. Balances are updated in real time as transactions are posted to the account.

## **Tuition and Fee Payment**

Students are personally responsible for meeting their financial obligations to University of Western States. Payment of tuition and fees is due on or before the first day of the term. Interest begins accruing on the first day of the term, however, a grace period is granted until the last business day of the first month of the term in order to make satisfactory payment arrangements with the office of financial services.

Prior to matriculation, students are required to acknowledge their personal responsibility for the tuition, fees and other university charges assessed or incurred by signing a statement of financial responsibility. This statement will remain in effect for the duration of attendance at the university. Please refer to [Policy 3025 Student Financial Responsibility](#).

## **Tuition and Fee Refunds**

After the drop period, students cancelling enrollment from the university during the term may be eligible for a prorated refund of certain tuition and fees. Enrollment cancellation or deferral may result from withdrawal, leave of absence or dismissal. When enrollment is cancelled during the first 60 percent of the term, the university will apply refunds to student accounts, calculated on a pro rata basis.

The student is responsible for any unpaid tuition and fee charges due to the university, and where applicable, federal regulations determine the portion of federal student aid funds that must be returned to the program in cases of withdrawal or leave of absence. For additional tuition and fee refunds, please refer to [Policy 3021 Tuition and Fee Refunds](#).

## **Tuition and Fees – Course Audit**

Under special circumstances, the college dean may authorize a student to audit a course. In such cases, tuition is charged at one-half the regular rate plus any other applicable fees. Students do not receive academic credit and does not count toward graduation. Please refer to Policy ### Course Audit. (Note: at the time of the drafting of the catalog the policy had yet to be assigned a policy number. However, the title of the policy will be as shown here. Questions about this policy can be directed to [the office of academic affairs](#).)

## **Tuition Deferment Plan**

The tuition deferment plan offers enrolled students the option of paying for their quarterly education costs in up to three equal installments over the course of the term, and a one-time fee of \$30 is due at the time of application to use this payment method. Each payment is due to the office of financial services by the last business day of the month or last day of the term, depending upon the terms of payment. When making regularly scheduled payments, interest is not charged to the student's account. In the event of a late or missed payment, interest will be charged on the past due balance. All balances must be paid by the last day of the term.



## Residual Checks

Financial aid and other payments received by the university are applied to student accounts within three business days of receipt. If payments are received in excess of tuition, fees and other student account charges, a residual payment in form of check or Electronic Fund Transfer (EFT) will be issued to the student.

## Past-Due Accounts

Any balance due to the university after the first month of the term constitutes a past-due debt. Payment of past-due debts, including, but not limited to, accrued interest or late fees, must be made prior to continued attendance or receipt of a diploma. Any past-due debt to the university is grounds for termination of campus privileges regularly granted to students or alumni.

Account balances outstanding for more than 90 days without payment may be referred to outside collection and may be reported to a credit reporting agency. The student is responsible for all outstanding charges to the university as well as all collection agency, attorney, court and legal fees incurred to collect the delinquent account. If the account has been assigned to a collection agency, UWS cannot accept payments on the account. Therefore, students wishing to make payment on outstanding debts to UWS will need to contact the agency responsible for collection of the debt directly. Payment in full must be made to the collection agency and registration or release of transcripts will be restricted until UWS receives the funds in full from the collection agency.

## Leave of Absence or Withdrawal

[Policy 1239 Leave of Absence and Withdrawal](#) describes the processes for taking an approved leave of absence and for permanent withdrawal from the university. When a student wishes to take a leave of absence or to withdraw from UWS, it is the student's responsibility to complete the appropriate form(s) and obtain the necessary clearances within a timely manner. A student who stops attending during a term and does not submit the appropriate documentation to process a leave of absence or withdrawal within five days from the last date of attendance will be administratively withdrawn and any unearned financial aid will be returned. Pursuant to [Policy 3025 Student Financial Responsibility](#) and [Policy 3021 Tuition and Fee Refunds](#), students are responsible for financial obligations to the university resulting from the return of financial aid funds.

# Financial Aid

University of Western States administers an extensive program of student financial aid to enable students to pursue their desired education, regardless of their personal financial situations. Student employment, primarily federal work-study, is available on campus.

## Eligibility for U.S. Federal Student Aid

To qualify for U.S. financial aid, students must meet the following requirements:

- Be a U.S. citizen or an eligible non-citizen.
- Complete a FAFSA each academic year and provide all requested documents to the office of financial aid.
- Be registered with Selective Service if the student is male and was born on or after January 1, 1960.
- Not owe a refund to any federal student grant program, nor be in default on any federal student loan.
- Maintain Satisfactory Academic Progress (SAP) under [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).
- Other rules may apply.

## How to Apply

Eligible students may apply for financial aid by completing and submitting a Free Application for Federal Student Aid (FAFSA). Apply online at [www.fafsa.gov](http://www.fafsa.gov). If a paper application is necessary, contact the office of financial aid. The FAFSA is available in October of each year for the upcoming school year (summer through spring). When completing the FAFSA, enter UWS's Federal School Code: 012309.

As part of the application review and verification process, students will be asked to submit a copy of their completed federal income tax transcript, W-2s, verification worksheets or other documents to the office of financial aid. The office of financial aid will notify admitted students if further information is needed after the FAFSA is filed.

## Calculating Eligibility

The information provided on the FAFSA is used to determine the student's expected family contribution (EFC). This number appears in the upper right-hand corner of the Student Aid Report (SAR). The EFC functions as an eligibility index that determines eligibility for certain aid programs.

## Cost of Attendance

The cost of attendance (COA) is the estimated total cost of the student's program of study. It includes charges assessed by the university (tuition and fees), as well as other expenses not charged by the university but which a typical student may incur while

attending school including, but not limited to books and supplies, room and board, transportation, and other miscellaneous personal expenses.

The COA represents the maximum amount the student may receive in all forms of educational funding, including student loans, scholarships, work-study and grants. Any funding received that is dependent upon student status is considered educational funding and students are required to report all such funding to the office of financial aid, which includes alternative loans borrowed from private lenders.

Current COA figures for the DC and online programs are available on the [UWS website](#). COA arrangements can vary per student. Adjustments to the COA may be considered by contacting the financial aid office. Individual student living arrangements and personal spending habits vary widely. Students are encouraged to plan and budget all resources carefully to minimize indebtedness.

## **Award Process**

Review of financial aid applications begins in March each year in preparation for the following summer term for continuing students, or fall/winter for newly admitted students. If additional information has been requested, such as tax returns, verification worksheets, etc., the application will be reviewed after all requested documents are received. Financial aid applications are reviewed on a continuous basis throughout the academic year.

Once the application has been reviewed and the student has been admitted to a program of study, the office of financial aid will send the student a financial aid package. New students will receive the award package in one of two options. The first option is via electronic signature software. The second option is via mail, including two copies of the financial aid award letter. Additional instructions are included on completing the necessary steps to receive those funds. Continuing students will receive an email containing an electronic copy of their award, along with an instruction sheet. Students should review all of the information included within their financial aid package and follow all instructions to ensure timely delivery of funding each term.

Eligibility for financial aid is a continuous process. Any erroneous aid awarded will be returned. This may result in a balance. It is the student's responsibility to make arrangements with the office of financial services. Refer to section on Tuition and Fees on how an unpaid balance will affect future enrollment.

## **Financial Aid Awards**

### **Federal- and State-Funded Financial Aid Programs**

Federal- and state-funded financial aid eligibility is dependent upon factors specific to an individual applicant, primarily by academic program of study. Students are considered for all award types available to them. Information on available aid is listed by academic program in this catalog and on the [UWS website](#).

### **Scholarships for New Students**

A variety of scholarship opportunities are available to new students. Current opportunities are listed by academic program on the [UWS website](#). Scholarships and grants awarded to eligible students enrolled at less than full-time status may be prorated. In the event of enrollment cancellation in any term where institutional aid is received, the amount will be prorated in accordance with [Policy 3021 Tuition and Fee Refunds](#).

Scholarships will be awarded to recipients chosen by a selection committee. Scholarship amounts will be determined based on a number of factors, including available funds, and the strength and number of applications received each award cycle. Current students will be notified of the different scholarship opportunities by email.

### **Scholarships from External Sources**

- A number of private organizations offer scholarships. Each organization will have its own deadlines, criteria and application processes.
- Certain providers offer scholarship opportunities for UWS students. The office of financial aid sends notices to all current students of available scholarships and deadlines.

### **Federal Work-Study**

UWS participates in the federal work-study program and provides other on-campus employment opportunities for international students. Federal work-study provides part-time jobs for students with financial need, allowing them to earn money to help pay for educational expenses. Work-study positions are available throughout campus and generally range from two to eight hours per week. Open positions will commonly be announced on the UWS website. To determine federal work-study or other campus employment eligibility, email the [office of financial aid](#).

## Other Non-Federal Sources of Funding

Admitted students in all programs may be eligible for non-federal sources of funding including the following:

### Alternative Loans (non-federal loans borrowed through private lenders)

- Can be borrowed to cover the entire cost of attendance, minus any other financial assistance.
- Credit check required; co-signer may be required in some cases.
- May have higher interest rates and less favorable repayment terms than government-funded student loan programs.
- Displaces federal student aid. It is recommended that the student exhaust federal student loan options in lieu of, or prior to, borrowing alternative loans.

## Satisfactory Academic Progress for Financial Aid Eligibility

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in the disqualification from federal student aid programs at UWS. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

## Enrollment Status

Financial aid awards are based on enrollment status. Enrollment status is based on the following credit hour requirements. Please refer to [Policy 1203 Enrollment Status](#) for detailed information.

Status	Undergraduate	Doctor of Chiropractic	Graduate*	Graduate* Capstone**
Full-Time	≥ 12 credits	≥ 9 credits	≥ 9 credits	≥ 6 credits
Three-Quarter Time	≥ 9 credits and < 11 credits	≥ 7 credits and < 8 credits	≥ 7 credits and < 8 credits	≥ 4 credits and < 5 credits
Half-Time	≥ 6 credits and < 12 credits	≥ 4.5 credits and < 9 credits	≥ 4.5 credits and < 9 credits	≥ 3 credits and < 6 credits
< Half-Time	< 6 credits	< 4.5 credits	< 4.5 credits	< 3 credits

\*For programs in the College of Graduate Studies.

\*\*For a graduate student in the college of graduate studies who has completed all coursework required for the degree and is enrolled only in the capstone experience (as defined by program requirements; may include a final capstone, scholarly project, dissertation, internship, or culminating practicum experience), full-time status is six credit hours per quarter and half-time is three credit hours per quarter until graduation. Such students are required to continue enrollment in capstone hours each quarter until successful completion of the capstone. Part-time enrollment is coordinated between the student choosing to enroll part-time and the program director.

## Impact of Withdrawal or Leave of Absence on Financial Aid

[Policy 1239 Leave of Absence and Withdrawal](#) describes the processes for taking an approved leave of absence (up to one year) and for permanent withdrawal from the university. Students who withdraw, take a leave of absence, or cease attending classes during a term of enrollment may face financial aid eligibility consequences in accordance with [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

The U.S. Department of Education regulations require the office of financial aid to perform a "Return to Title IV" (R2T4) calculation for any aid recipient who ceases enrollment while a term is in progress. The calculation of funds that must be returned is based chiefly upon the percentage of the term attended by the student, establishing the amount of aid considered "earned" by the student. The R2T4 must be performed and funds must be returned regardless of the manner in which a student withdraws. "Unearned" funds must be returned to the U.S. Department of Education.

Refunded tuition and fees may be applied to the balance owed to cover unearned aid funds. However, the office of financial services will bill the student for any remaining balance. Questions about refunds should be directed to the office of financial aid or office of financial services for clarification. Please refer to [Policy 3021 Tuition and Fee Refunds](#).

## Emergency Loans, College of Chiropractic Students

UWS may provide short-term loan funding to cover a student's emergency needs. Eligibility criteria for emergency loans include good academic standing, current enrollment and other requirements under [Policy 3801 Emergency DC Student Loans](#). Application for emergency loans may be made with the office of financial aid. Loans must be paid in full prior to registering for the next term, prior to the end of the student's final term, or prior to 60 days from the issuance date, whichever is sooner.

## **Loan Repayment Responsibilities**

As the main beneficiary of their education, students bear the primary responsibility for meeting educational costs. Prospective student borrowers should seriously consider the repayment obligations they will assume prior to borrowing money to finance their school and living expenses. Students must repay all student loans borrowed and comply with any provisions agreed to in obtaining those loans.

The cost of borrowing, loan repayment and debt management information is available from the office of financial aid. All entering student borrowers receive debt management and repayment information along with other loan information as part of their online entrance interview. Several different loan repayment plans are available to help borrowers successfully manage loan repayment. Loan forgiveness options may be available under certain specific provisions in the law or targeted employment programs.

Borrowers are also required to have an exit interview upon graduation, withdrawal, leave of absence or dismissal. Whenever possible, this exit interview should be completed prior to separation from the university. Exit interviews may be completed online or in person. In addition, it is the student's responsibility to notify the office of financial aid of any change in enrollment status, such as switching from full- to part-time enrollment, or concurrent enrollment at another institution.

Actual payments depend on the total borrowed while at UWS and payment plan selected. Non-federal student loans have terms that vary based on the specific contract you sign. Any student who is considering applying for a non-federal student loan is advised to consult with the financial aid staff members about their situation and options.

## **Federal Loan Consolidation**

By consolidating loans following graduation or withdrawal from UWS, a student may combine multiple federal loans, including Federal Perkins, into a single federal student loan with a single servicer and interest rate. Loan consolidation after graduation can simplify managing your repayment. Depending on the amount borrowed, borrowers can arrange to have up to 30 years for repayment of loans, and may choose from a variety of repayment plans to best suit their financial situation. Additional information is available from the office of financial aid or the [Federal Student Aid](#) website. Consolidation can occur with agencies outside the federal government. However, a student will forfeit all government protections when consolidating outside the federal loan program.

## **Veterans Benefits**

Students at UWS are eligible to use most veterans' benefits they would be eligible to use at a college or university including vocational rehabilitation. UWS also participates in the Yellow Ribbon program. Students who are veterans or dependents of veterans may qualify for benefits. Call 888-GI-BILL-1 or go to [www.gibill.va.gov](http://www.gibill.va.gov) for more information.

Any veteran receiving GI Bill benefits while attending UWS is required to obtain transcripts from all previously attended schools and submit them to the registrar (VA school official) for review of prior credit.

Students eligible for veterans' educational benefits must complete an enrollment certification form and submit a copy of their eligibility letter to the registrar. Students may begin this process prior to entry, but no funds will be released until they register and attend classes. Veterans must be making satisfactory academic progress and be in good academic standing in accordance with the academic policies described in this catalog. Contact the office of the registrar for processing or the student's regional Veterans Affairs office for more information on available programs.

## **General Academic Policies**

Academic policies are designed to ensure orderly, organized, fair and focused progress through academic programs. Students are required to be familiar and compliant with UWS policies and procedures. The policies and expectations listed in this catalog are not all-inclusive. Students are directed to [Udocs](#) on the UWS website to review all policies.

UWS seeks to maintain the highest academic standards for students enrolled in its academic programs and recognizes the need to identify students who are unable to achieve or maintain satisfactory academic standing. Students must pass all program requirements and conduct themselves in a manner that is consistent with the expectations of the university to qualify for graduation.

## **Academic Standing**

UWS recognizes the need for students enrolled in its academic programs to achieve or maintain satisfactory academic standing. Good academic standing, academic warning, probation, and dismissal are articulated in Policy 1218 Academic Standing. Students not meeting the criteria articulated in the policy are placed on the appropriate level of academic probation.

A student who is academically dismissed is allowed to apply for readmission in accordance with [Policy 2006 Readmission](#).



## Academic Integrity

Academic integrity is the moral code of academia for the maintenance of academic standards. UWS students are expected to do their own work and refrain from all forms of academic dishonesty.

Plagiarism is a form of academic dishonesty consisting of the presentation of someone else's ideas, writings or other original works as their own without appropriately attributing credit to the original source. It may include portions or the entirety of the original work. These original works include, but are not limited to: published works (books, journals, newspapers, magazines, theses, etc.), speeches, other student's papers or reports, proposals, graphics, images, multimedia, web pages, computer programs, research data and presentations. Plagiarism by students at UWS is grounds for sanction up to, and including, dismissal.

[Policy 9001 Student Conduct](#) prohibits all forms of academic cheating. Furthermore, UWS prohibits actions that promote cheating or actions that create the appearance of cheating on an assessment of student learning (examination, test, quiz), assignments or other coursework. Cheating includes any act or support mechanism employed after, during, or prior to an assessment that provides unfair or unauthorized advantage to a student, fellow test takers, or future students in the course, which includes attempted or unauthorized receipt, use, or provision of information, notes, learning aids, devices or communication during an assessment.

Students are expected to be mindful of their behavior in preparing for, taking, and following completion of an assessment in order to avoid all forms of inappropriate test-taking behavior. Accusations of all forms of inappropriate test-taking behavior will be investigated and appropriate remediation or disciplinary actions taken in circumstances where the accused is responsible for conduct that does not remain above the appearance of impropriety. Cheating is grounds for dismissal or other sanctions.

## Examination Procedures

To ensure fairness and objectivity in the student examination process, [Policy 1217 Examination Administration](#) describes the behaviors to which students must adhere before, during and after paper and online examinations. Failure to do so may constitute a violation of expected conduct, which may result in dismissal from the university. More detail on expected student conduct is available in [Policy 9001 Student Conduct](#).

## Online Exam Proctoring

UWS uses an exam proctoring service to maintain exam integrity for online students. Students taking courses online will be directed to take specific examinations through this service, [www.proctoru.com](http://www.proctoru.com). The support number is 205-870-8122. A webcam and high-speed internet connection is required. More detailed information on online examination administration is available in [Policy 1217 Examination Administration](#).

## Attendance, Tardiness and Course Participation

Conscientious engagement in all program coursework enables students to develop the knowledge, skills, attitudes and behaviors needed to complete their program of study. Students are expected to meet requirements established in course syllabi. For complete policy information, see [Policy 1204 Attendance, Tardiness and Course Participation](#).

## Compelled Administrative Leave

Under certain circumstances, UWS may change the enrollment status of a student by imposing an involuntary leave of absence. An involuntary leave of absence may be initiated if, based on an individualized assessment, it is determined that the student meets one or more of the criteria established in [Policy 1225 Involuntary Leave of Absence](#). When safety is an immediate concern, the university may remove a student from the campus environment pending final decision on involuntary leave of absence. Please refer to [Policy 1225 Involuntary Leave of Absence](#) for additional information.

## Course Exemptions/Prior Learning Assessment/Transfer Credit

UWS recognizes that students may have completed courses and achieved required competencies in specific areas prior to entering their program that are comparable to courses taught in the curriculum at UWS. Please refer to [Policy 1209 Course Exemption](#), [Policy 1216 Prior Learning Assessment College of Graduate Studies](#), and [Policy 2007 Transfer Credit](#) for additional information.

## Electives

Each academic program through its curriculum development procedures has the authority to develop and offer elective courses as part of their offerings. Enrolling in elective courses may require paying additional tuition and fees. Elective courses completed are reflected on the student's transcript with the name of the course and the grade received. Please refer to [Policy 1240 Electives](#) for additional information.

## Make-up Examinations

Make-up exams are available to students who miss a test due to verifiable and legitimate circumstances in accordance with [Policy 1223 Make-up Examinations](#). Faculty or program deans or directors will determine available times and dates for makeup tests. Students who need to request a makeup exam must first communicate with the lead instructor of the affected course(s).

## Directed and Independent Study

Due to curriculum changes or other unusual circumstances (e.g., illness or transfer), a student may not be able to take a course through normal enrollment and attendance, and may need instead to take an independent study course. Additionally, a student might have an interest in a topic that is not included as a course within the curriculum and may want to take a directed study course. An independent study is generally a one-on-one learning experience that meets the learning outcomes for a specific course in the program.

### Definitions

- Directed study: an approved course within the curriculum and is listed in the course catalog that is taken out of sequenced from when it is normally offered. The same learning outcomes are achieved in a directed study as in the course when it is normally offered.
- Independent study: a special topic course that is not part of the approved curriculum.

Please refer to [Policy 1236 Directed and Independent Study](#) for additional information.

## Leave of Absence

Any student that wishes to interrupt their studies for a period of time with the specific intention of returning to complete the program, should apply for a leave of absence with the registrar. Students need to refer to Policy 1218 Academic Standing and [Policy 1239 Leave of Absence and Withdrawal](#).

## Religious Observance

Any student who, due to religious beliefs, is unable to attend classes on a particular day will be excused from attendance requirements and from any examination or other assignment on that day. In accordance with [Policy 1223 Make-Up Examinations](#), the student is required to work with the course instructor to schedule a make-up examination or other assignment prior to the religious observance. Any such make-up examination or assignment will not create an unreasonable burden upon the university. No adverse or prejudicial effects will occur as a result of a student's inability to participate in the program during such observances.

## Withdrawal

By withdrawing from a program, a student terminates their association with the program and affirms they have no intention to return. A student who withdraws and later wishes to return to that program is required to apply for readmission; and the acceptance decision will be based on admission standards in effect at the time of re-application, as well as the former student's previous performance at UWS. Forms and instructions are available electronically and can be accessed via the office of the registrar. Please refer to [Policy 1239 Leave of Absence and Withdrawal](#) and [Policy 2006 Readmission](#).

## Progress Towards Degree Completion

Legal, academic, medical, financial and other institutional requirements exist related to students completing academic programs in a timely manner. If one or more obligations to the university have not been met, a hold may be placed on a variety of campus privileges, including but not limited to: access to resources (such as library catalog); campus facilities; graduation attendance/participation; diplomas; or, transcripts.

Program course sequencing is available within the individual program sections of this catalog.

## Grading System

Under [Policy 1207 Grading System](#), the UWS grading scale is as follows:

Grade	Definition	Quality Points	Condition
A	Excellent	4	
B	Good	3	
C	Satisfactory	2	
D	Poor	1	
F	Failure	0	
P	Pass	-	
NP	No Pass	-	

UF	Unearned F	0	Assigned for ceasing to participate in graded activities, in accordance with <a href="#">Policy 1204 Attendance, Tardiness, and Course Participation</a> .
I	Incomplete	-	Incomplete activities must be completed by week four of the subsequent term of enrollment or automatic failure (F) will be recorded.
IP	In Progress	-	In progress activities must be completed by week 10 of the subsequent term of enrollment or automatic failure (F) will be recorded.
R	Remediation Required	-	Remedial activities must be completed by week 10 of the subsequent term of enrollment or automatic failure (F) will be recorded.
W	Withdrawal	-	Withdrawal before the end of week 6.
WF	Withdraw Failing	0	Withdrawal after week 6. Computed as a failing grade (F) in term and cumulative GPAs.
WA	Administrative Withdrawal	-	Non-return/registration following leave of absence. Unauthorized and/or lack of notice of withdrawal.
T	Transfer Credit	-	
X	Credit by Exemption	-	
AU	Audit	-	Not for credit
AS	Advanced Standing	-	

A request to extend or alter any deadline or condition above must be approved by the college dean. Documentation to support such a request will be required. Only grades assigned for UWS courses will be used in computation of term and cumulative grade point averages. Student must repeat courses for which unsatisfactory grades are earned. A grade of IP, NP, or P may be assigned only in courses for which those grades are permitted. A list of such courses is available in the office of the registrar.

## Grade Appeal

[Policy 1211 Grade Appeal](#) describes the circumstances under which a final grade may be appealed.

An appeal of a final course grade or other final comprehensive evaluation grade must be based upon grounds that one or more of the following influenced the grade assignment to the student's disadvantage:

- Mathematical calculation or clerical error;
- Capricious or arbitrary method of grading;
- Probable discrimination based upon race, color, gender, sexual orientation, marital status, national origin, national citizenship, religion, age, disability or veteran status of the student;
- Personal malice;
- Evidence of personal bias or other partiality; or,
- Retaliation.

## Dean's List and Honors at Graduation

In accordance with [Policy 1242 Dean's List and Graduation Honors](#), students who achieve a term grade point average of at least 3.50, without any D, F or NP grades are named to the Dean's List. See Policy 1242 for details regarding the awarding of honors.

# Privacy of Student Records

UWS protects the privacy of student academic records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and its amendments. For more information, see [Policy 1232 Student Record Privacy](#).

## Student Directory Information

UWS is required by law to provide directory information in accordance with the provisions of FERPA. Information pursuant to legally required disclosure will be limited to the extent required by law. The university shall make a good faith effort to notify individuals who have had FERPA-protected information disclosed under this requirement.

Directory information includes: student name, dates of attendance, enrollment status and degrees and awards received. Any student who does not wish to disclose their information must notify the registrar in writing. The office of the registrar or student services can provide appropriate forms to opt out of specific information disclosures.

## Record Review

Under FERPA, students have the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if they disagree with the outcome of the grievance and appeal process. Information on how to request a review of records or to initiate the grievance and appeal refer to [Policy 9009 Grievance and Appeal](#).

## **Transcript Requests**

University of Western States provides official and unofficial transcripts upon receipt of a signed, written request to the office of the registrar. The [transcript request](#) form may be found on the university website or in the office of the registrar. Requests for official transcripts must be accompanied by payment in the form of check, cash or charge in the amount of the current transcript fee, posted on the website. Official transcripts bear the signature of the office of the registrar and UWS seal.

Requests for transcripts will be honored only when the student or graduate is in good financial standing with no indebtedness to the university. For additional information refer to [Policy 1237 Transcripts](#).

## **Applying for National Board and State Licensure Examinations**

The office of the registrar certifies course and program completion to demonstrate eligibility to take national board and state and provincial licensure exams. Students should communicate with the registrar far in advance of posted deadlines in order to ensure that necessary materials and other requirements are provided on time.

Information on national board exam, state and provincial licensing exam requirements and eligibility are available online:

### **Chiropractic**

Federation of Chiropractic Licensing Boards: [www.fclb.org](http://www.fclb.org)

National Board of Chiropractic Examiners: [www.nbce.org](http://www.nbce.org)

Canadian Chiropractic Examining Board: [www.cceb.ca](http://www.cceb.ca)

### **Nutrition**

Board for Certification of Nutrition Specialists: [www.nutritionspecialists.org](http://www.nutritionspecialists.org)

Clinical Nutrition Certification Board: [www.cnbc.org](http://www.cnbc.org)

### **Sport Psychology**

Association for Applied Sport Psychology: [www.appliedsportpsych.org](http://www.appliedsportpsych.org)

American Counseling Association: [www.counseling.org](http://www.counseling.org)

National Counselor Examination: [www.nbcc.org](http://www.nbcc.org)



# College of Chiropractic

## Doctor of Chiropractic (DCP)

The doctor of chiropractic (DC) degree program is a rigorous 12-quarter, first professional degree program offered through the college of chiropractic.

### Purpose Statement

The purpose of the DC program is to provide training for students to develop the knowledge, skills, values and behaviors necessary to become primary care chiropractic physicians who apply best-evidence, critical thinking, effective procedures and professional integrity in the delivery of patient-centered care.

### Graduation Requirements - DCP

The DC degree is conferred upon the individual who has fulfilled the following program requirements:

- Successful completion, with a minimum cumulative GPA of 2.0, of all required coursework.
- Successful completion of all quantitative and qualitative clinic competency requirements.
- Successful completion of the Practical Clinical Skills Assessment (CSA) exam.
- Freedom from all indebtedness and other obligations to UWS.

The DC program must be completed within six calendar years of the date of matriculation, including leaves of absence and any other period of non-enrollment. Students who have transferred from another DC program must earn the final 25 percent of the total credits required for the DC program at UWS. Please refer to [Policy 1220 Graduation Requirements – DC Program](#).

## Admission to the DCP

### Application Procedure

UWS admits new students into the DC program in fall (October) and winter (January) academic terms. Prospective students are encouraged to begin the formal application process up to 12 months in advance of their anticipated entry date. It is not necessary for candidates to have completed all prerequisites prior to application. Please refer to the catalog section regarding *Conditional Acceptance*.

The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

### International Students Studying in the U.S.

International students accepted into the DC program must meet U.S. Department of Homeland Security guidelines for studying in the U.S. prior to crossing the border to enroll at UWS. Students should initiate this process with plenty of lead-time, preferably several months before leaving home. Questions about enrolling as an international student should be directed to the [office of admissions](#).

### Prerequisites

Admission requirements are guided by the admissions standards established by the [Council on Chiropractic Education \(CCE\)](#). UWS admission requirements also reflect institutional expectations of candidates. Applicants are expected to have undergraduate preparation similar to that of other first professional health care professions. Applicants should also be aware that individual state and provincial licensing boards may have different educational requirements for licensure. It is the student's responsibility to ensure understanding of and ability to meet eventual requirements for licensure.

Prerequisites	General Suggestions	Semester Hours	Quarter Hours
Life and Physical Sciences	UWS recommends a pre-medical foundation as the best preparation for the doctor of chiropractic curriculum. Courses include, but are not limited to, a full-year sequence of biology, general chemistry, organic or biochemistry and physics with related laboratory. Courses should be designed for pre-professional or science majors. At least half of the required life and physical science coursework above must include a substantive laboratory component.	24	36
Life and Physical Sciences Labs			
Humanities and Social Sciences	Anthropology, art appreciation, comparative religions, English, economics, foreign language, geography, history, philosophy,	66	99

	political science, psychology, sociology, speech communication, women's studies, writing, etc.		
Additional Courses	Courses that are in the student's area of interest		
	<b>Total Credits Required</b>	<b>90</b>	<b>135</b>

- No grades below 2.00 on a 4.00 scale are accepted.
- If more than one course is taken to fulfill the requirement, the course contents must be unduplicated.

### **Life and Physical Sciences (24 semester hours)**

Courses completed to fulfill entry requirements should be designed for pre-professional or science majors; courses designed for non-science majors are not acceptable. Survey courses are strongly discouraged.

In most cases, an applicant should complete a full-year sequence including laboratory experience in biology, general chemistry, organic chemistry and physics. Individual courses must be completed with a minimum C grade. A "pass" grade will not be accepted in fulfillment of any science lecture, but a pass grade is acceptable for the lab component.

### **Life Science**

Life sciences include any of the branches of science that study the structural and functional organization of living organisms and their relationships to each other and the environment. Examples include: biology, anatomy, physiology, biomechanics and zoology.

### **Physical Science**

Physical sciences include any of the branches of science that study the nature and properties of energy and nonliving matter. Examples include: chemistry, physics and statistics.

### **Humanities and Social Sciences**

Students are expected to have a well-rounded distribution of humanities and social science coursework. There is no minimum credit requirement for this prerequisite area.

Humanities courses typically include art history, literature, music, philosophy, religious thought, foreign language and performing arts. Social sciences typically include anthropology, economics, geography, history, political sciences, psychology and sociology. Individual courses must be completed with a minimum C grade.

### **Total Credits and GPA**

All DC matriculates must have completed the equivalent of three academic years of undergraduate study (90 semester or 135 quarter hours) of appropriate pre-professional education courses at an institution(s) accredited by an agency recognized by the U.S. Department of Education or an equivalent foreign agency. Matriculates must have a grade point average of at least 3.0 on a 4.0 scale for these 90 semester or 135 quarter hours. Applicants with a GPA below 3.0 but above 2.75 may be considered on a case-by-case basis.

### **Credit by Examination**

UWS recognizes undergraduate credits in the humanities and social sciences completed by examination. Testing programs include, but are not limited to, the College Level Examination Program (CLEP), institutional proficiency exams, such as DANTES, NY Board of Regents College Examinations, or college challenge exams. For acceptance, courses and credit hours must be listed on a transcript from an institution with regional accreditation.

Credit by examination is not allowed for biology, chemistry or physics courses completed to satisfy the minimum entry requirements in those areas. With approval by the dean and the instructor of the course, exceptions may be made on a case-by-case basis.

### **Age of Course Credits**

Based upon the experience of previous entering students, UWS recommends that at least half of the biology and organic chemistry coursework be completed within five years of entry into the DC program. When age of coursework is an issue, consideration is given on an individual basis; job-related experiences in biology or organic chemistry may be assessed as a compensating factor.

### **Transfers Credits**

UWS gives full consideration to all applicants for admission desiring to transfer from other chiropractic or health profession programs. Students who decide to transfer should do so as soon as possible in order to avoid a delay in admission. The doctor of chiropractic program transfer students must earn the final 25 percent of program credits at UWS.

Credits may be considered for transfer from other accredited programs, colleges, or universities if the originating institution had regional or programmatic accreditation at the time the credits were earned by the student. Courses used to meet specific UWS admission requirements are not eligible for transfer credit. Credits earned through authorized continuing education entities may be considered for transfer through the faculty review process under the auspices of this policy. Refer to [Policy 2007 Transfer Credit](#) for detailed transfer credit requirements.

### **Program of Study for DC Transfer Students**

By carefully following their customized program of study, DC students who transfer with one year or less of coursework completed in another chiropractic program may be able to complete the DC program at UWS in approximately the same length of time as they would have if they had not transferred. However, this depends upon the student's unique situation. Students who transfer with more than one year of coursework completed at another DC program may require additional time to meet all UWS graduation requirements due to variations in credit value, term length (semester/trimester/quarter differences), and placement of courses (e.g., some programs introduce adjusting courses later than UWS).

Graduation requirements are set by both UWS and the Council on Chiropractic Education (CCE) and stipulate specific numbers of both credit and instructional hours. Students who transfer may have to complete additional instructional hours or credit hours, or may need to take some coursework from lower quarters, resulting in a mixed schedule for one or more terms.

The dean of the college of chiropractic, in consultation with the faculty department chairs, will assess individual courses for transfer credit. The registrar maintains a copy of remaining course and credit hour graduation requirements for each transfer student, along with a specific enrollment plan for meeting those requirements.

### **Normal Course Load and Progress - DCP**

The DC program is highly structured, by design, to ensure logical and effective accomplishment of required abilities and competencies. Therefore, under [Policy 1226 Normal Course Load and Progress DC Program](#), students are expected to enroll in a full course load every term, until all requirements for graduation have been completed. In some instances, courses must be taken in sequence, including any courses where patient care is delivered. Deviation from the prescribed sequence of academic progress is achieved only through approval of the dean. Students are not permitted to unilaterally drop or not enroll for a course to lighten their course load, nor are they allowed to drop a core curriculum course because they are performing poorly, unless authorized by the dean.

### **Split Program**

DC students have the option to "split" quarters 8 and 9 across three quarters. Instead of taking a full class load in the 8th and 9th quarters, classes are "split" so that they are taken over three terms. This extends the graduation date by one term. It is the students' responsibility to determine the financial and personal implications of this option. The split is only available for students whose 8th quarter occurs in the summer or fall term. Interested students are to contact the office of the registrar for instructions. Refer to [Policy 1221 Split Program Deadline- DC](#) for program application deadlines.

### **Background Checks**

To help create a safe campus community for patients, students, employees, guests and others, University of Western States requires background investigation and verification reports for all students. Students applying for acceptance in all programs are required to submit to a background investigation and verification report upon conditional acceptance to the program. All applicants and enrolled students are required to disclose any conviction, pending charges, or indictments for crimes, and are required to disclose any notice by a governmental agency in any jurisdiction of exclusion or substantiated findings of perpetrating abuse, neglect, exploitation, or abandonment. Any failure to disclose or falsify academic or official records may result in denial of admission or dismissal in accordance with [Policy 9001 Student Conduct](#). Full admission to the university will be determined by the outcome of the background check. Applicants who are conditionally accepted to the university will be provisionally enrolled pending results of the background check (see section regarding *Provisional Enrollment*). See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

### **Participation Requirements**

In order to practice in a health care profession, each provider must fulfill the requirements of the licensing board of the jurisdiction in which the individual chooses to practice. These requirements vary widely and are regulated by the laws and rules of each jurisdiction. Furthermore, the requirements change over time. Many professions require for licensure a set of technical standards, which include knowledge, skills, and abilities necessary for professional practice.

While applicants and students need to be aware of the technical standards for licensure, it is also essential to be aware of each program's participation requirements, which are the essential skills, knowledge and abilities necessary to succeed as a student. During the application and admission process, prospective students are to acknowledge their awareness and understanding of both the profession's technical standards and the university's program participation requirements before they are fully admitted.

into the program(s) to which they have applied. For additional information on participation requirements please reference [Policy 1206 Participation Requirements](#).

## Financial Aid Awards – DCP

All DC students are automatically considered for all types of aid, in the order listed below. Students are awarded the maximum amount for each type of aid, based on their eligibility as calculated by the U.S. Department of Education. The following are the types of financial aid available to DC students:

### Federal Direct Loans (alternatively known as Unsubsidized Stafford Loans)

- The U.S. Department of Education is the lender and will assign a servicer.
- Students are eligible to borrow up to the annual limit for every nine consecutive months of study at UWS.
- Annual Direct Loan limit: \$33,000.
- Aggregate (lifetime) Direct Loan limit in the DC program: \$224,000.
- No payments are required while students are enrolled at least half-time.
- Grace period: Students have six months after graduation or leaving school before repayment begins.
- Fees: approximately one percent (deducted from each loan disbursement). Information on interest rates is available [online](#) rates or from the office of financial aid.

### Federal Direct Grad PLUS Loans

- Annual limit: Cost of attendance minus other financial assistance, such as loans and scholarships.
- Credit check required; endorser (co-signer) may be required in some cases.
- The U.S. Department of Education (ED) is the lender and will assign a servicer.
- Fees: approximately 4.3 percent (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid.

### Federal Work Study

Student employment is available on campus in a number of departments. Contact the [office of financial aid](#) for more information.

### Other Non-Federal Sources of Funding

Admitted students in all programs may be eligible for non-federal sources of funding. Please refer to the catalog section on Tuition and Financial Aid Overview for information on non-federal sources of funding.

### Satisfactory Academic Progress for Financial Aid Eligibility (SAP)

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Failure to maintain SAP will result in the disqualification from federal and any other relevant aid programs at UWS. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

### Financial Aid for International Students

University of Western States offers a \$1,000 U.S. per term grant to all international students enrolling full time in the doctor of chiropractic program; eligible students enrolled at less than full time will receive a prorated amount. To remain eligible, students must maintain a 2.5 GPA while enrolled in the doctor of chiropractic program. The grant is valid for the duration of the program.

### Canadian Student Aid

Canadian students are eligible to apply for aid from Canada while attending UWS. Students need to [contact their province](#) to identify the appropriate application to qualify for federal and/or provincial financial aid. Canadian students apply each year by completing an application online through the [student financial assistance website of the home province or territory](#). Application forms must be submitted to the UWS office of financial aid by March 1 for priority processing. In addition, some Canadian students elect to access a student line of credit from a Canadian bank. Some lending institutions offer loan funding specifically for chiropractic study.

### Other Countries

International students often receive government-funded loans and grants from their countries of origin, and may also utilize educational lines of credit and other alternative sources of loans to cover their educational expenses at UWS. For assistance in determining what types of federal aid are available from a specified home country, please contact the country's education department. For information about lines of credit or alternative loans, students should research the available options at banks and other financial institutions of their country. If students are required to provide proof of their educational costs to receive financial aid from their home country, please furnish the necessary documents to the office of financial aid for certification. For proof of enrollment, please contact the [office of the registrar](#).

## Professional Responsibilities of Students

Chiropractic is a licensed profession in all 50 states and the Canadian provinces. When a profession is licensed in Oregon, as in most states, only those individuals who have a valid license or are operating under the direct supervision of a licensed UWS faculty member are allowed to practice. An individual is likewise forbidden to make it appear that they are licensed, if they are not in fact licensed, or to mislead the public in any way regarding the issue of licensure or competence to practice the licensed profession.

Students need to be acutely aware of this legal boundary and conduct themselves accordingly, both on and off campus. It is illegal for students to diagnose or engage in any form of treatment of individuals unless they are being supervised under the authority of the university or a duly designated agent of the university. This usually means that evaluation and care are being pursued in university facilities or under the direct supervision of an Oregon-licensed chiropractic physician who is a faculty member at UWS.

## Chiropractic Licensure

The doctor of chiropractic program is designed to offer students chiropractic education sufficient to qualify for licensure in all 50 states and in foreign jurisdictions. Licensure regulations vary from one jurisdiction to another and are subject to change. Students should contact individual licensing boards and consult the [Federation of Chiropractic Licensing Boards \(FCLB\)](#) website for current information regarding licensure requirements in each state.

Students applying to the chiropractic degree program are responsible for contacting the chiropractic examining boards for the states or provinces in which they are interested in practicing to become aware of the licensure requirements in those states or provinces, particularly as they pertain to pre-chiropractic educational requirements.

## The National Board of Chiropractic Examiners

The National Board of Chiropractic Examiners (NBCE) is recognized throughout the United States. Its stated purpose is to evaluate the entry-level competencies of applicants for chiropractic licensure. DC graduates must pass NBCE Parts I, II, III and IV to become eligible to take chiropractic licensing exams in most states. UWS does not require students to take the national board examinations. However, failure to do so will make a student ineligible for licensure in most states. National board scores cannot be used to replace grades earned in courses at UWS. Additional details regarding the national board examinations are available in the office of the registrar, the university library, or directly from the [National Board of Chiropractic Examiners](#) in Greeley, Colorado. [UWS student performance](#) on NBCE exams is available on the university website.

## Canadian Licensure

Canada's Council on Chiropractic Education (CCE-Canada) has established chiropractic program admission prerequisites slightly different from those of CCE-USA. Canada requires three full years in a university program or at an institution(s) recognized at the university level by a provincial Ministry of Education. Further, each province has the authority to set its own requirements for licensure, which are not necessarily linked to CCE-Canada's prerequisites. It is important that Canadian students entering the UWS DC program contact the chiropractic examining boards for the Canadian province(s) in which they are interested in practicing, to become aware of each province's licensure requirements.

## Program Learning Outcomes – DCP

As a result of success in the program, the student will be able to:

1. Perform appropriate patient assessments and formulate a diagnosis/es
2. Execute and update appropriate case management plans
3. Promote health, wellness, safety and disease prevention including public health issues relevant to patients
4. Communicate effectively and appropriately in patient care and professional interactions including producing, updating and protecting accurate patient records and relevant documentation
5. Demonstrate ethical conduct and knowledge of the legal responsibilities of a health care provider and clinical practice owner or employee
6. Critically access, appraise, and apply scientific literature and other health information resources to provide effective patient care
7. Deliver safe, appropriate and effective treatments including spinal manipulation
8. Communicate and collaborate with other healthcare professionals regarding patient care
9. Integrate knowledge of basic and clinical science

## Curriculum Sequence – DCP

The three-letter abbreviation that begins each course designation indicates its academic area:

<b>BSC</b>	Basic Sciences	<b>CHR</b>	Chiropractic Sciences	<b>CSC</b>	Clinical Sciences	<b>CED</b>	Clinical Education
<b>CLI</b>	Clinical Internship	<b>CSA</b>	Clinical Skills Assessment	<b>ELE</b>	Electives		



Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
1	BSC5102	Spinal Anatomy	1	1	0	22	1.5	G
1	BSC5103	Gross Anatomy I	4	6	0	110	7	G
1	BSC5114	Structural Biochemistry	4	1	0	55	4.5	G
1	BSC5116	Cell Biology	3	1	0	44	3.5	G
1	CHR5122	Introduction to Health Care	3	0	0	33	3	G
1	CHR5126	Spinal Biomechanics	1	0	0	11	1	G
1	CHR5137	Surface Anatomy	0	3	0	33	1.5	P/F
1	CSC5183	Spine & Pelvis Radiographic Anatomy	1.5	1.5	0	33	2.25	G
<b>Q1 Totals</b>			<b>17.5</b>	<b>13.5</b>	<b>0</b>	<b>341</b>	<b>24.25</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
2	BSC5203	Gross Anatomy II	4	3	0	77	5.5	G
2	BSC5215	Intermediary Metabolism	4	1	0	55	4.5	G
2	BSC5217	Histology	4	2	0	66	5	G
2	CHR5223	Exploring the Chiropractic Profession	1	0	0	11	1	P/F
2	CHR5227	Spinal Kinetics and Kinematics	2	0	0	22	2	G
2	CHR5231	Adjustive Psychomotor Skills	0	2	0	22	1	P/F
2	CHR5235	Spinal Assessment	0	4	0	44	2	P/F
2	CSC5244	Information Mastery	1	0	0	11	1	P/F
2	CSC5284	Extremity Radiographic Anatomy	1	1	0	22	1.5	G
<b>Q2 Totals</b>			<b>17</b>	<b>13</b>	<b>0</b>	<b>330</b>	<b>23.5</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
3	BSC5302	Neuroanatomy	6	2	0	88	7	G
3	BSC5304	Gross Anatomy III	4	3	0	77	5.5	G
3	BSC5309	Physiology I	4	2	0	66	5	G
3	BSC5314	Human Development	3	0	0	33	3	G
3	CHR5322	Thoracic Manipulation Lecture	2	0	0	22	2	G
3	CHR5325	Chiropractic Theories	1	0	0	11	1	G
3	CHR5333	Thoracic Manipulation Lab	0	4	0	44	2	P/F
3	CSC5385	Soft Tissue Normal Imaging	1	1	0	22	1.5	G
<b>Q3 Totals</b>			<b>21</b>	<b>12</b>	<b>0</b>	<b>363</b>	<b>27</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
4	BSC6103	Neurophysiology	5	0	0	55	5	G
4	BSC6109	Physiology II	5	0	0	55	5	G
4	BSC6112	Microbiology, Immunology and Public Health	5	1	0	66	5.5	G
4	BSC6118	Fundamental Pathology	6	0	0	66	6	G
4	CED6145	History Taking and Communication Skills	1	1	0	22	1.5	P/F
4	CHR6125	Rehabilitation Principles	1	2	0	33	2	P/F
4	CHR6126	Pelvic Manipulation Lecture	1	0	0	11	1	G
4	CHR6127	Pelvic Manipulation Lab	0	3	0	33	1.5	P/F
4	CSC6179	Evaluating Therapy Studies	2	0	0	22	2	G
4	CSC6187	Radiation Physics and Safety	2	1	0	33	2.5	G
<b>Q4 Totals</b>			<b>28</b>	<b>8</b>	<b>0</b>	<b>396</b>	<b>32</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
5	BSC6203	Nutrition	4	0	0	44	4	G
5	BSC6207	Genetics	4	0	0	44	4	G
5	BSC6213	Clinical Microbiology and Public Health	5	2	0	77	6	G
5	BSC6219	Systems Pathology	4	0	0	44	4	G
5	CED6250	Head and Neck Diagnosis & Management	3	0	0	33	3	G
5	CED6251	Head and Neck Physical Assessment	0	2	0	22	1	P/F
5	CHR6225	Lumbar Manipulation Lecture	1	0	0	11	1	G
5	CHR6226	Joint Dysfunction and Pain Syndromes	1	0	0	11	1	P/F
5	CHR6228	Tissue Biomechanics	2	0	0	22	2	G

5	CHR6235	Lumbar Manipulation Lab	0	3	0	33	1.5	P/F
5	CSC6275	Dermatology and Infectious Disease	2	0	0	22	2	G
5	CSC6278	Evaluating Diagnosis Studies	2	0	0	22	2	G
5	CSC6281	Imaging Clinical Decision Making	2	0	0	22	2	G
		<b>Q5 Totals</b>	<b>30</b>	<b>7</b>	<b>0</b>	<b>407</b>	<b>33.5</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
6	CED6345	Cardiopulmonary Diagnosis & Management	4	0	0	44	4	G
6	CED6346	Thorax and Abdomen Physical Assessment	0	2	0	22	1	P/F
6	CED6370	Patient Management and Charting	2	0	0	22	2	P/F
6	CHR6326	Spinal Disorders: Diagnosis and Management	6	0	0	66	6	G
6	CHR6327	Neuro-Orthopedic Assessment of the Spine	0	2	0	22	1	P/F
6	CHR6332	Extremity Biomechanics	2	0	0	22	2	G
6	CHR6333	Extremity Muscle Testing	0	2	0	22	1	P/F
6	CHR6338	Cervical Manipulation Lecture	1	0	0	11	1	G
6	CHR6341	Spinal Rehabilitation	0	2	0	22	1	P/F
6	CHR6342	Cervical Manipulation Lab	0	4	0	44	2	P/F
6	CHR6343	Extremity Joint Play Assessment	0	2	0	22	1	P/F
6	CSC6367	Clinical Laboratory	3	2	0	55	4	G
		<b>Q6 Totals</b>	<b>18</b>	<b>16</b>	<b>0</b>	<b>374</b>	<b>26</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
7	CED7160	Intern Development	1	2	0	33	2	P/F
7	CED7161	Clinical Training - Phase I	2	2	0	44	3	P/F
7	CED7164	Gastrointestinal Diagnosis & Management	3	0	0	33	3	G
7	CHR7128	Lower Extremity Diagnosis and Management	3	0	0	33	3	G
7	CHR7129	Lower Extremity Orthopedic Assessment	0	2	0	22	1	P/F
7	CHR7130	Lower Extremity Taping and Splinting	0	1	0	11	0.5	P/F
7	CHR7139	Extremity Joint Manipulation	0	2	0	22	1	P/F
7	CHR7140	Spinal Manipulation Review	0	3	0	33	1.5	P/F
7	CHR7163	Physiotherapy Modalities	2	2	0	44	3	G
7	CSC7167	Clinical Pathology	3	0	0	33	3	G
7	CSC7175	Emergency Care	1	0	0	11	1	P/F
7	CSC7177	Transitioning Into Practice	1	0	0	11	1	G
7	CSC7188	X-ray Positioning – Spine and Thorax	1	1	0	22	1.5	G
7	CSC7192	Bone Pathology I	2	1	0	33	2.5	G
		<b>Q7 Totals</b>	<b>19</b>	<b>16</b>	<b>0</b>	<b>385</b>	<b>27</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
8	CED7210	Clinical Training - Phase II	2	2	0	44	3	P/F
8	CHR7230	Upper Extremity Diagnosis and Management	3	0	0	33	3	G
8	CHR7231	Upper Extremity Orthopedic Assessment	0	2	0	22	1	P/F
8	CHR7232	Upper Extremity Taping and Splinting	0	1	0	11	0.5	P/F
8	CHR7233	Extremity Manipulation and Review	0	2	0	22	1	P/F
8	CHR7266	Advanced Rehabilitation	2	2	0	44	3	G
8	CLI7210	Clinical Internship I	0	0	6	66	2	P/F
8	CSC7268	Doctor/Patient Communication	1	1	0	22	1.5	G
8	CSC7271	Clinical Nutrition and Botanicals I	4	0	0	44	4	G
8	CSC7289	X-ray Positioning – Extremities and Pelvis	1	1	0	22	1.5	G
8	CSC7293	Bone Pathology II	3	1	0	44	3.5	G
		<b>Q8 Totals</b>	<b>16</b>	<b>12</b>	<b>6</b>	<b>374</b>	<b>24</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
9	CED7307	Clinical Training - Phase III	2	2	0	44	3	P/F
9	CHR7330	Thoracic Case Management	1	0	0	11	1	G
9	CHR7331	Thoracic Case Practicum	0	2	0	22	1	P/F
9	CLI7307	Clinical Internship II	0	0	10	110	3.25	P/F

9	CSA7313	Written Clinical Assessment	0	0	0	0	0	P/F
9	CSA7314	Practical Clinical Skills Assessment	0	0	0	0	0	P/F
9	CSC7324	Clinical Neurology	5	0	0	55	5	G
9	CSC7366	Jurisprudence and Ethics	2	0	0	22	2	G
9	CSC7367	Genitourinary Survey	4	0	0	44	4	G
9	CSC7372	Clinical Nutrition and Botanicals II	1	0	0	11	1	G
9	CSC7375	Introduction to Pharmacology	3	0	0	33	3	G
9	CSC7377	Marketing and Advertising	1	0	0	11	1	G
9	CSC7394	Bone Pathology III	1	1	0	22	1.5	G
<b>Q9 Totals</b>			<b>20</b>	<b>5</b>	<b>10</b>	<b>385</b>	<b>25.75</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
10/11	CHR8127	Cervical Case Management	1	0	0	11	1	P/F
10/11	CHR8140	Cervical Case Practicum	0	2	0	22	1	P/F
10	CLI8159	Clinical Internship III	0	0	25	325	8.25	P/F
10	CSA8165	Radiology Clinical Skills Assessment	0	0	0	0	0	P/F
10/11	CSC8165	Correlative and Differential Diagnosis	4	0	0	44	4	G
10/11	CSC8167	Minor Surgery/Proctology	2.5	0	0	27.5	2.5	G
10/11	CSC8171	Chiropractic Business Plans	2	0	0	22	2	G
10/11	CSC8173	Obstetrics	2	0	0	22	2	G
10/11	CSC8174	Genitourinary Lab	0	1	0	11	0.5	P/F
10/11	CSC8181	Clinically Applied Evidence I	1	0	0	11	1	P/F
10/11	CSC8199	Soft Tissue Interpretation	1	1	0	22	1.5	G
<b>Q10/11 Totals</b>			<b>13.5</b>	<b>4</b>	<b>25</b>	<b>517.5</b>	<b>23.75</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
10/11	CHR8226	Lumbopelvic Case Management	2	0	0	22	2	P/F
10/11	CHR8231	Lumbopelvic Case Practicum	0	2	0	22	1	P/F
10/11	CHR8241	Chiropractic Technique Survey	0	2	0	22	1	P/F
11	CLI8262	Clinical Internship IV	0	0	25	325	8.25	P/F
10/11	CSC8266	Clinical Pediatrics	3	0	0	33	3	G
10/11	CSC8267	Clinical Geriatrics	2	0	0	22	2	G
10/11	CSC8268	Clinical Psychology	3	0	0	33	3	G
10/11	CSC8272	Billing, Coding & Documentation	2	0	0	22	2	G
10/11	CSC8281	Clinically Applied Evidence II	1	0	0	11	1	P/F
10/11	CSC8295	Bone Pathology IV	1	1	0	22	1.5	G
<b>Q10/11 Totals</b>			<b>14</b>	<b>5</b>	<b>25</b>	<b>534</b>	<b>24.75</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
12	CLI8362	Clinical Internship V	0	0	27	297	9	P/F
<b>Q12 Totals</b>			<b>0</b>	<b>0</b>	<b>27</b>	<b>297</b>	<b>9</b>	
<b>Curriculum Totals</b>			<b>214</b>	<b>111.5</b>	<b>93</b>	<b>4703.5</b>	<b>300.5</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Elective</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinic</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
10/11	CSC8178	Minor Surgery/Proctology Lab Elective	0	1	0	11.0	0.5	P/NP

## Chiropractic Techniques

University of Western States is committed to quality, safety and effectiveness in the care of patients. The university understands and appreciates the broad diversity of adjustive techniques that may have value for patients, and carefully considers which techniques will be taught within the core curriculum based on the available time to teach techniques, the best available evidence for approaches, and the consensus opinion of the faculty.

## Electives - DCP

Electives are offered in addition to the prescribed course of study but are not a requirement for graduation. Tuition for elective courses is not included in base tuition costs; enrolling in elective courses will require paying additional tuition. See [Policy 1240 Electives](#) for additional information.

## Course Descriptions – DCP

The numbers in parentheses following each course description are the hours that each class meets per week during a typical 11-week quarter (lecture hours + lab hours).

### Basic Sciences

#### **BSC5102 Spinal Anatomy (1.5 credits)**

This course is an introduction to the structure and function of the human vertebral column. Topics of study include the osteology, arthrology, syndesmology and the neurovascular supply of the spine. A limited number of clinical conditions of the spine are introduced in the lecture material. The occipital, cervical, thoracic, lumbar, and sacral regions of the spine are studied in the laboratory with human bone specimens. The laboratory also includes a number of unique cadaveric prosections that offer an opportunity to study the anatomy of the different vertebral regions. (1+1)

#### **BSC5103 Gross Anatomy I (7 credits)**

In this course, students study the normal regional anatomy of the back, upper extremity and lower extremity. Particular attention is paid to the anatomical relationship of bones, joints, muscles, blood vessels, and peripheral nerves in these regions. Introductory anatomical concepts are also included utilizing online learning resources. Lectures emphasize the concepts, terminology, and information needed to appreciate the normal organization of the region under study. Lectures also prepare the student for laboratory dissection of the human cadaver. Students work in small groups during dissection labs to dissect, visualize, and explore the anatomical structures of each region and to observe the individual variations that exist from person to person. (4+6)

#### **BSC5114 Structural Biochemistry (4.5 credits)**

This course defines and explains the relationship between structure and function of the four biomolecules: amino acids, nucleotides, carbohydrates, and lipids. Students will develop connections between molecular structure and nutrition, physiology, and clinical diagnosis. To explain the biological context of structure, students first review acid-base chemistry and the chemical properties of water and lipids are reviewed. To understand how protein structure dictates function, students identify chemical and structural aspects of a protein that support the general physiology of proteins as well as enzyme catalysis. Next, students study nucleic acids in the context of their role in replication, transcription, and translation. Finally, students will describe carbohydrates and lipids in the context of storage and subcellular structure. This course has an accompanying recitation forum that parallels the lecture material with emphasis on clinical correlates. (4+1)

#### **BSC5116 Cell Biology (3.5 credits)**

This course provides the student with a basic understanding of normal cellular structure and function. The course is presented in modules framed around ten clinical correlations. Each clinical disorder is presented at the beginning of a module and is then followed by a discussion of the relevant general cellular principles. The module is completed by discussing the specific cell biological basis for the disorder. Four modules are framed around the cell membrane, and other modules deal with endoplasmic reticulum, Golgi apparatus, lysosome, mitochondrion, cytoskeleton, and nucleus. The laboratory sessions consist of an introduction to light microscopy, basic cells and structure, and electron micrographs of the lecture material. (3+1)

#### **BSC5203 Gross Anatomy II (5.5 credits)**

This course highlights the regional anatomy of the head and anterolateral neck. In lectures and dissection labs students learn the detailed anatomy of the muscles, nerves, bones, joints, blood vessels, organs of special sense, and visceral structures of the region. The structural and functional features of the cranial nerves, the organization of the autonomic nervous system, and the innervation of the spine and paraspinal tissue are also presented. In lab, all students will dissect human cadavers and study the anatomical variation in structures associated with the deep and superficial neck and head, including the cranial vault, oral and nasal cavities, pharynx, and larynx. (4+3)

#### **BSC5215 Intermediary Metabolism (4.5 credits)**

This course describes the process by which nutritive material is converted into cellular components. Students will identify each enzyme, cofactor, and chemical intermediate, and explain key regulation points in each metabolic pathway. Further, students will assess how defects in vitamins or enzymes influence each process. Topics in carbohydrate metabolism include glucose uptake from blood to cell, glycolysis, aerobic and anaerobic metabolism, the pentose shunt, gluconeogenesis, and glycogen metabolism. Lipid metabolism topics include the mobilization and oxidation of fatty acids, ketone body formation, fatty acid synthesis, triglyceride synthesis, phospholipid synthesis, cholesterol synthesis, and lipid transport. For amino acid metabolism, topics include urea synthesis, catabolism of amino acid carbon skeletons, and synthesis of non-essential amino acids. Topics in nucleotide metabolism are focused on the biosynthesis of purines, pyrimidines, and deoxynucleotides, as well as purine catabolism and pathogenesis of gout. As a final topic, vitamins are discussed in terms of general function, coenzyme forms, and deficiency. This course has an accompanying recitation forum that parallels the lecture material with emphasis on disorders of metabolism. (4+1)

**BSC5217 Histology (5 credits)**

In this course students will learn the microscopic anatomy of the following organ systems: integumentary, musculoskeletal, vascular, nervous, digestive, respiratory, lymphatic, urinary, and reproductive. Intervertebral and synovial joint histology is covered. Students learn the structure, function, and location of each of the four basic tissue types (epithelium, connective tissue, muscle, nervous tissue) and how they each contribute to organ structure and function. Microscopic morphology, composition, organization, and resultant function are emphasized. In the associated labs, students learn proper technique for using a microscope and thoroughly examine commercially prepared histological specimens from all relevant tissues and organs. (4+2)

**BSC5302 Neuroanatomy (7 credits)**

This course describes the detailed anatomy and functional features of macro- and micro-anatomical structures in the brain and spinal cord. In this course, students first learn the basic structural and organizational features of the spinal cord and brain. Students then consider the interactions of spinal cord and brain structures that comprise major sensory and motor functional pathway systems. In lecture and in lab, course material includes discussion of neurological deficits associated with disturbances of brain and spinal cord structures. In the lab, students study whole and dissected human brain specimens and stained sections of the human brainstem and spinal cord that display normal and diseased structure. (6+2)

**BSC5304 Gross Anatomy III (5.5 credits)**

In this course, students study the normal regional anatomy of the thorax, abdomen, pelvis, and perineum, including discussions of the heart, lungs, digestive, urinary, endocrine, and reproductive systems. Particular attention is paid to the terminology, position, and relationship of these organs to each other in the body cavity, as well as their blood supply and innervation by the autonomic nervous system. The anatomical and clinical relationships of the bones, joints, muscles, blood vessels, and peripheral nerves of the body wall are also discussed. Each organ system includes special emphasis on the anatomy of referred pain, an important consideration in the field of chiropractic. The laboratory portion of this course continues the unique opportunity to dissect, visualize, and explore each of the four regions under study. (4+3)

**BSC5309 Physiology I (5 credits)**

This course addresses cardiovascular, respiratory, and renal physiology. Approximately 60% of the course consists of cardiovascular concepts including blood, hemodynamics, cardiac cycle, electrocardiography, blood pressure, central nervous control, peripheral vasculature, systemic circulation, capillary dynamics, and the lymphatic system. Approximately 20% of the course consists of respiratory concepts including ventilation, gas exchange, gas transport, and the control of respiration. The remaining 20% of the course covers renal concepts including glomerular filtration, tubular exchange mechanics, urine formation, body fluid balance, and micturition. Relevant pathological concepts are presented whenever possible. The weekly laboratory sessions consist of observations and experiments on humans; some activities include the use of digital physiological recording equipment to explore the cardiac cycle and the electrocardiogram. Additionally, the lab portion of the course serves as an introduction to the clinical skills of heart auscultation and arterial blood pressure measurement. (4+2)

**BSC5314 Human Development (3 credits)**

This lecture course explores the complex phenomena of human development. Emphasis is on the embryonic period (weeks 1 - 8) of development. The processes of gametogenesis, fertilization, implantation, embryogenesis, placentation, segmentation, and organogenesis are all discussed. The course provides an understanding of the development of adult body structures in relation to each other. Some general topics of interest include mechanisms for twin formation, heart and limb formation, gender determination, and influences affecting cellular differentiation. Detailed terminology regarding developmental processes and the timing of developmental stages are introduced. Discussions include congenital abnormalities and the factors that disrupt normal development. (3+0)

**BSC6103 Neurophysiology (5 credits)**

This is a limited scope neuroscience course in three parts (modules). The first module contains a cellular and molecular neuroscience component, which includes coverage of the cellular components of the nervous system, synaptic transmission, molecular signaling within neurons, neurotransmitters and receptors, cellular electrophysiology, neuronal damage and regeneration, excitotoxicity, and synaptic plasticity processes, among others. Topical areas in cellular/molecular neuroscience are presented that complement presentations of systems neuroscience (module 2). The second module covers cognitive neuroscience topics including a systems neuroscience component. A select set of clinically relevant cognitive neuroscience topics are covered, including distributed functions of neural/cognitive networks underlying perception, sleep, attention, emotion, memory, and global brain states. The third module is dedicated to the neurophysiology of pain, including but not limited to: nociceptors, transduction of nociceptive signals, nociceptive pathways, and mechanisms of pain modulation. Throughout the course, relevant clinical conditions are presented. (5+0)

**BSC6109 Physiology II (5 credits)**

This course defines and explains the endocrine and gastrointestinal systems, as well as hypothalamic regulation of metabolism and temperature. For each topic, the student will identify the purpose of each gland, organ, hormone, or neurologic stimulus. Further, students will analyze each system in response to endocrine deficiency, excess, or mis-regulation. Hormones from the pituitary, thyroid, adrenals, pancreas, and gonads, as well as those associated with calcium regulation, are studied. For each



endocrine category the student will study the pertinent anatomy and histology, general chemical structure of hormones, hormone biosynthesis, actions of hormones, mechanism of action at target sites, and regulation of secretion. Gastrointestinal physiology topics include neural and hormonal regulation in the gut, behavior of smooth muscle, motility, secretions, digestion, and absorption of nutrients. Metabolic physiology topics include measurement of metabolic rate, factors affecting basal metabolic rate, contributions to calorie expenditure, and regulatory mechanisms associated with food intake. Temperature regulation topics include hypothalamic control of heat gain and heat loss mechanisms. (5+0)

#### **BSC6112 Microbiology, Immunology, and Public Health (5.5 credits)**

This course is an introduction to the basic principles of microbiology and public health. Structure, metabolism, genetics, and antibiotic therapy of prokaryotic microorganisms is presented. Students develop a practical understanding of the importance of pathogenic bacteria in clinical practice and public health. Lectures cover topics including the causative agents of meningitis, streptococcal sore throat, pneumonia, anaerobic infections, diphtheria, tetanus, and enteric infections. Laboratory exercises include cultivation and diagnostic procedures using live bacteria. There is a comprehensive introduction to the principles of immunology, including development of the immune system, immune injury, and the use of immunization in prevention of infectious diseases. The public health component of the course addresses the basic principles of public health, disease prevention, epidemiology, and international health. Students are asked to find and assess literature concerning public health issues. This exercise reinforces the principles of evidence-based practice. The role of the Chiropractic Health Section of the American Public Health Association and its significance to the chiropractic profession is discussed. (5+1)

#### **BSC6118 Fundamental Pathology (6 credits)**

This course provides the student with an understanding of the key concepts and major themes of pathology (the study of disease), integrate these concepts with prior knowledge of anatomy and physiology, and prepare the student for the clinical phase of the chiropractic curriculum. The emphasis in this course is on the characteristics of cellular, tissue, and organ responses in disease. Topics of study include the gross and histological features of cell injury and necrosis, a review of metabolic, environmental, and degenerative conditions leading to tissue deposits of various substances, and the cellular and chemical features of acute and chronic inflammation. Characteristics of tissue regeneration and wound healing are reviewed. The etiology, pathogenesis, morphology, and functional aspects of benign and malignant neoplasms are examined. Disturbances of circulation including edema, hemorrhage, thrombosis, embolization, and infarction are described. Disorders of the immune system are surveyed including hypersensitivity reactions, autoimmune disease and immunological deficiencies. Diseases of bone, joints, and muscle and major conditions affecting the organ systems are also reviewed. Topics include osteoporosis and osteomalacia, osteomyelitis and skeletal neoplasms. Structural and clinical features of arthritis (including osteo- and rheumatoid types) and diseases of muscle including the dystrophies and myasthenia gravis are described. (6+0)

#### **BSC6203 Nutrition (4 credits)**

In this course, the student applies basic biochemical and physiological knowledge to understand the principles of nutritional science and to develop an appreciation of nutrition's role in preventive and therapeutic health care. In reviewing the health issues surrounding each macronutrient and micronutrient, the student learns to assess dietary and other risk factors for diseases that may be preventable through nutritional intervention. Selected clinical applications in therapeutic nutrition are used to illustrate important concepts and to introduce the student to the practice of clinical nutrition. Term projects include practical experience in diet assessment and practice in locating and evaluating nutrition research from an evidence-based perspective. (4+0)

#### **BSC6207 Genetics (4 credits)**

This course describes the process of inheritance or acquisition of traits. Students will learn how the central dogma and the process of meiosis support Mendelian and non-Mendelian transmission of traits portrayed in pedigree and karyotype analysis. Next, students will learn how environment, gene dosage, and gene expression contribute to the heritability of a trait in a population. Students will identify how gross and microscopic chromosome abnormalities of autosomes and sex chromosomes influence heritable traits, and further, how epigenetic changes modify the expression of traits over a lifetime. Students will also learn how biotechnology techniques enhance the study of the expression of traits. Students will apply their understanding of the transmission and acquisition of traits to genetic disorders of metabolism, cancer, immunity and behavior. This course includes evaluation of clinical scenarios to emphasize each topic and highlight disorders that chiropractors commonly encounter. (4+0)

#### **BSC6213 Clinical Microbiology and Public Health (6 credits)**

This course is a comprehensive review of pathogenic bacteria, fungi, parasites, and viruses. Emphasis is on epidemiology, pathogenesis, diagnosis, prevention, and treatment. Bacterial diseases include pertussis, sexually transmitted infections (STIs), Lyme disease, tuberculosis, leprosy, typhus, and legionnaire's disease. Medical mycology is explored with emphasis on fungal diseases such as dermatophytoses. The section on parasites includes amoebae, malaria, round worms, and tapeworms. The final section of the course is a comprehensive review of viral diseases, including smallpox, herpes, polio, influenza, measles, mumps, rubella, hepatitis, rabies, and HIV. The laboratory includes bacteriological staining exercises, examination of parasites, and cultivation of fungi. Important public health aspects, including immunizations, are discussed whenever relevant. (5+2)

**BSC6219 Systems Pathology (4 credits)**

This course emphasizes diseases of the organ systems. Major diseases of the cardiovascular and hematopoietic organs, such as arteriosclerosis, aneurysms, ischemic heart disease, anemia, lymphoma, leukemia, and multiple myeloma, are discussed. Diseases of the liver, gall bladder, and pancreas are discussed along with pathological conditions of the gastrointestinal tract, including ulcers, neoplasms, and inflammatory conditions. A number of diseases affecting the nervous system including senile dementia, Parkinson's disease, multiple sclerosis, stroke, and peripheral neuropathies are explored. Conditions affecting the respiratory system, such as bronchitis, emphysema, and asthma are discussed. A variety of diseases involving the kidney and urinary tract as well as a host of pathologies of both male and female reproductive structures are presented. Diagnostic Imaging and multiple case studies are presented throughout the course and there is an increasing emphasis on developing an attitude and frame of mind conducive to success in the clinical phase of the chiropractic curriculum. (4+0)

**Chiropractic Sciences****CHR5122 Introduction to Health Care (3 credits)**

This course explores the origins and evolution of health services in society- starting with professions and practitioners, payers, politics and patients have experienced in health care over time. Through this exploration, the student will gain knowledge of how health care has been shaped into today's iteration of the industry and what the course of history has taught society about health services delivery's role in society. A specific focus and depth of exploration will be committed to chiropractic's chapter in this process and the student as a practitioner in the health care industry. Roles, expectations, duties, opportunities and liabilities will be explored. The successful student will emerge from this course well triangulated to the industry they are training to enter and their place in that industry. Last, a brief glimpse into the future of health care will be undertaken, with emphasis on chiropractic's potential role(s). (3+0)

**CHR5126 Spinal Biomechanics (1 credit)**

This course introduces the student to biomechanical and kinesiological terms and concepts necessary for the development of observational and palpatory skills of the spine and extremities. (1+0)

**CHR5137 Surface Anatomy (1.5 credits)**

This course introduces the student to the fundamental examination skills of observation and palpation and instructs the student in the identification of normal bony and soft tissue landmarks of the spine and extremities. (0+3)

**CHR5223 Exploring the Chiropractic Profession (1 credit)**

This course explores the range and types of chiropractic practice options. Topics include the spectrum of chiropractic examination and treatment procedures, professional practice options, the safety and public perception of chiropractic, and the profession's political and educational organizations, responsibilities, and agendas. (1+0)

**CHR5227 Spinal Kinetics and Kinematics (2 credits)**

This course is devoted to the study of the functional anatomy and kinematics of the spine. Other topics presented include an introduction to the biomechanics of gait, an introduction to treatment principles, and a discussion of cavitation principles. (2+0)

**CHR5231 Adjustive Psychomotor Skills (1 credit)**

This course is devoted to developing the foundation of body mechanics and spinal adjusting psychomotor skills that are central to the safe delivery of adjustive therapy. The course focuses on instruction in adjustive body mechanics, spinal and extremity muscle stretching and endurance training, proprioceptive training and adjustive pre-tension, and adjustive thrust (impulse) drills. (0+2)

**CHR5235 Spinal Assessment (2 credits)**

This course instructs the student in the physical assessment of spinal joint structure and function. Joint assessment procedures of static palpation, motion palpation, end feel, joint play, postural assessment, and range of motion assessment are presented. (0+4)

**CHR5322 Thoracic Manipulation Lecture (2 credits)**

This course is designed to provide the student with an anatomical, biomechanical, and pathophysiologic basis for chiropractic adjustive therapy. It is structured to reinforce methods covered in adjustive technique lab sessions. Topics will include definition and classification of manual therapies, adjustive technique terminology, general and specific thoracic adjusting mechanics, adjusting contraindications/complications, adjustive therapy decision analysis, and adjustive treatment guidelines. (2+0)

**CHR5325 Chiropractic Theories (1 credit)**

This course focuses on the theories of spinal motion segment dysfunction/subluxation. Topics include philosophy and its relationship to chiropractic theory and practice, the concept of the manipulable lesion, definitions, prevalence, diagnosis, theoretic etiology, pathophysiology and health effects of spinal subluxation/dysfunction syndromes, and theoretic effects and mechanisms of adjustive therapy. (1+0)

**CHR5333 Thoracic Manipulation Lab (2 credits)**

This course is devoted to developing foundation adjustive skills and the development of the knowledge, physical exam, and psychomotor skills necessary to provide effective chiropractic adjustments of the spine, with a focus on the thoracic spine. Adjustive techniques include prone, supine, sitting and standing procedures. (0+4)

**CHR6125 Rehabilitation Principles (2 credits)**

This course is devoted to the basic principles of designing rehabilitation programs to treat the soft tissue structures of the body. Lecture presents evidence-based rationale for each of the treatments presented. Laboratory topics include trigger point therapy, instrument-assisted soft tissue manipulation, muscle stretching techniques and lumbar stabilization protocols. (1+2)

**CHR6126 Pelvic Manipulation Lecture (1 credit)**

This course is devoted to the examination and treatment of pelvic manipulative disorders. It is designed to provide the student with an anatomical, biomechanical, and physiologic basis for the evaluation and adjustive management of pelvic subluxation/dysfunction syndromes. (1+0)

**CHR6127 Pelvic Manipulation Lab (1.5 credits)**

This course is devoted to the development of the psychomotor skills necessary for examination and adjustive treatment of pelvic dysfunction. Adjustive techniques include side posture, prone, and drop table procedures. Pubic symphysis adjustments and pelvic blocking techniques are also presented. Additional time is scheduled to review and reinforce examination and adjusting psychomotor skills of the thoracic spine. (0+3)

**CHR6225 Lumbar Manipulation Lecture (1 credit)**

This course is devoted to the examination and treatment of lumbar manipulative disorders. The course provides an anatomical, biomechanical, and pathophysiologic basis for chiropractic manipulative therapy of the lumbar spine. It is designed to complement presentations covered in lumbar technique laboratory sessions. Topics include functional anatomy, biomechanics, evaluation, terminology, adjustive mechanics, complications/contraindications, and adjustive therapy guidelines and decision-making relative to the lumbar spine. (1+0)

**CHR6226 Joint Dysfunction and Pain Syndromes (1 credit)**

This course focuses on various neurological models for spinal joint dysfunction and manipulation. A variety of mechanisms are presented related to the instigation of local and radiating pain, adverse neurological effects in the musculoskeletal system as well as the controversy regarding clinically significant visceral effects. (1+0)

**CHR6228 Tissue Biomechanics (2 credits)**

This course covers the biomechanical properties of muscles, nerves, and connective tissue and tissue injury and repair. Topics include stress-strain curves, length-tension relationships, hysteresis, types of loads and forces, and the response of various types of tissue. Additional emphasis is placed on the pathobiomechanics of low back and whiplash injuries. (2+0)

**CHR6235 Lumbar Manipulation Lab (1.5 credits)**

This course is devoted to the examination and treatment of lumbar subluxation/dysfunction syndromes. The laboratory sessions are devoted to the development of the knowledge, physical exam, and psychomotor skills necessary for effective chiropractic adjustments of the lumbar spine. Adjustive techniques include side posture, prone, and drop table procedures. Additional time is scheduled to review and reinforce examination and adjusting psychomotor skills of the pelvis and thoracic spine. (0+3)

**CHR6326 Spinal Disorders: Diagnosis & Management (6 credits)**

This course introduces the diagnostic and therapeutic knowledge necessary for the management of lesions, defects, or disorders of the neuromusculoskeletal system. Discussion of mechanical, congenital, or traumatic and neuromusculoskeletal disorders affecting the spine and its adjacent soft tissue are emphasized. (6+0)

**CHR6327 Neuro-Orthopedic Assessment of the Spine (1 credit)**

This course introduces the diagnostic and therapeutic skills necessary for the management of lesions, defects, or disorders of the neuromusculoskeletal system. The skills of examination and management of mechanical, congenital, or traumatic and neuromusculoskeletal disorders affecting the spine and its adjacent soft tissue are emphasized. (0+2)

**CHR6332 Extremity Biomechanics (2 credits)**

This course is devoted to the study of functional anatomy, kinematics and biomechanics of the upper and lower extremities. Topics include joint structure, principles of joint movement, gait, and a joint-by-joint evaluation. (2+0)

**CHR6333 Extremity Muscle Testing (1 credit)**

This course is devoted to the study of functional anatomy and kinematics of the extremities. Laboratory sessions instruct the student in the examination of the extremities with special emphasis on neuromusculoskeletal evaluation and measurement. (0+2)

**CHR6338 Cervical Manipulation Lecture (1 credit)**

This course focuses on topics in cervical spinal adjustive technique. The course provides an anatomical, biomechanical, and pathophysiological basis for cervical and thoraco-cervical manipulative therapy. It is meant to complement presentations covered in cervical adjustive technique laboratory sessions. Topics include biomechanics, selected conditions and treatment, spinal manipulation and vertebrobasilar complications, evaluation, and adjustive mechanics. (1+0)

**CHR6341 Spinal Rehabilitation (1 credit)**

This course is devoted to the evaluation and treatment of spinal soft tissue structures/injuries. Topics include lumbar stabilization protocols, pain centralization protocols (based on McKenzie), muscle energy techniques, joint mobilization, distraction/decompression protocols (based on Cox), key movement patterns and sensory motor training. (0+2)

**CHR6342 Cervical Manipulation Lab (2 credits)**

This course is devoted to the development of adjustive technique skills as applied to the cervical spine. It provides the opportunity for the practical application of palpation, examination, identification of dysfunction, and treatment of the occiput, cervical, and thoraco-cervical spine. Adjustive techniques are presented in the supine, prone, and sitting patient positions, along with selected drop table procedures. (0+4)

**CHR6343 Extremity Joint Play Assessment (1 credit)**

This course is devoted to the development of the knowledge, physical exam, and psychomotor palpation skills necessary for effective chiropractic joint play evaluation of the upper and lower extremities. (0+2)

**CHR7128 Lower Extremity Diagnosis & Management (3 credits)**

This course is devoted to the diagnosis and management of common lower extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (3+0)

**CHR7129 Lower Extremity Orthopedic Assessment (1 credit)**

This course is devoted to the development of the skills of examination, diagnosis, and management of lower extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (0+2)

**CHR7130 Lower Extremity Taping & Splinting (0.5 credit)**

This is a practical hands-on laboratory course intended to provide the chiropractic student with the basic knowledge and skills to appropriately select and apply necessary support and protection with athletic tape, elastic wraps, plaster splints, and OTC braces when treating common neuromusculoskeletal injuries and other common conditions of the lower extremity. (0+1)

**CHR7139 Extremity Joint Manipulation (1 credit)**

This course is devoted to the development of the knowledge, physical exam, and psychomotor adjustive skills necessary for effective chiropractic adjustments of upper and lower extremities. (0+2)

**CHR7140 Spinal Manipulation Review (1.5 credits)**

This course is designed to integrate and reinforce biomechanical assessment and adjustive technique skills covered in previous adjustive technique courses. (0+3)

**CHR7163 Physiotherapy Modalities (3 credits)**

This course introduces students to the adjunctive physical agent modalities available to the chiropractic physician. The modalities employ the use of electrical energy, electromagnetic energy, mechanical energy and thermal energy. The basic physics and physiological principles governing each modality are discussed, as well as the clinical rationale, contraindications, and adverse effects for the application of each modality. The corresponding hands-on lab training allows the student to develop proficiency in applying these modalities. (2+2)

**CHR7230 Upper Extremity Diagnosis & Management (3 credits)**

This course is devoted to the diagnosis and management of common upper extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (3+0)

**CHR7231 Upper Extremity Orthopedic Assessment (1 credit)**

This course is devoted to the development of the skills of examination, diagnosis, and management of upper extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (0+2)

**CHR7232 Upper Extremity Taping & Splinting (0.5 credit)**

This is a practical hands-on laboratory course intended to provide the chiropractic student with the basic knowledge and skills to appropriately select and apply necessary support and protection with athletic tape, elastic wraps, plaster splints, and OTC braces when treating musculoskeletal injuries and other common conditions of the upper extremity. (0+1)

**CHR7233 Extremity Manipulation Review (1 credit)**

This course reviews chiropractic extremity manipulative procedures that are commonly utilized in practice. Instruction centers around common clinical scenarios where extremity manipulation is indicated. Relevant research evidence is referenced when available. Individualized variation of foundational manipulative techniques is reviewed and encouraged. (0+2)

**CHR7266 Advanced Rehabilitation (3 credits)**

The emphasis of this course is on assessment strategies and treatment concepts fundamental to chiropractic patient management of the locomotor system. A biopsychosocial model is presented in an effort to highlight the importance of patient participation with both passive and active care modalities to improve outcomes in a manual therapy setting. The student will learn to use a variety of assessment strategies to create an individualized treatment plan that addresses key features of common functional and structural neuromusculoskeletal disorders. (2+2)

**CHR7330 Thoracic Case Management (1 credit)**

This course reviews and refines the integrated manipulative procedures and management of common disorders of the thoracic spine, anterior chest wall and upper extremity. There is also integration of philosophy and principles of the subluxation complex. (1+0)

**CHR7331 Thoracic Case Practicum (1 credit)**

This course reviews and refines adjusting skills utilized in the management of thoracic, rib, and other upper extremity disorders. Soft tissue techniques and mobilizations are also reviewed and refined. Case scenarios are presented to discuss management and problem-solving skills. (0+2)

**CHR8127 Cervical Case Management (1 credit)**

Evaluation and an integrated treatment approach are presented in the treatment of common disorders of the cervical spine, temporomandibular joint, and cranium. Case scenarios are emphasized to assist problem solving and comprehensive management. (1+0)

**CHR8140 Cervical Case Practicum (1 credit)**

This course reviews and refines the integrated manipulative procedures used in the treatment of common disorders of the cervical spine, temporomandibular joint, and cranium. (0+2)

**CHR8226 Lumbopelvic Case Management (2 credits)**

This course presents an advanced review, expansion and correlation of the clinical features of joint dysfunction/ subluxation syndromes, including causes, biomechanical and neurological effects, and treatment. Chiropractic management of common spinal conditions is reviewed and expanded, with emphasis on case-based problem solving and critical thinking. Current trends in chiropractic practice and managed care are surveyed. (2+0)

**CHR8231 Lumbopelvic Case Practicum (1 credit)**

This course refines and integrates diagnosis, manipulation, and general chiropractic management of common disorders of the lumbar spine, pelvis, and extremities. Case scenarios are emphasized to assist diagnosis, comprehensive management, and patient communication. (0+2)

**CHR8241 Chiropractic Technique Survey (1 credit)**

Chiropractic Technique consists of a series of selected topics with demonstration of the manipulative procedures used for special problem cases or presentations followed by hands-on workshop. (0+2)

**Clinical Education****CED6145 History Taking and Communication Skills (1.5 credits)**

The purpose of the course is to teach students to take and appropriately chart a comprehensive patient history. Students will learn the introductory, basic legal requirements for charting, listening skills and strategies, interviewing skills and strategies, general clinical decision-making strategies, chief complaint, past health, family health, and personal and social history taking skills, as well as review of systems. The lab portion for this course allows students to practice listening/communication skills, history taking skills and properly documenting a comprehensive patient history. By the end of the course, students will be able to take and correctly chart from memory a comprehensive patient history. (1+1)

**CED6250 Head and Neck Diagnosis and Management (3 credits)**

This course introduces procedures appropriate to conducting a systematic physical examination to include evaluation of the eyes, ears, nose, throat, lymphatic system, thyroid gland, and selected components of the neurological exam (cranial nerves, station, gait, and cerebellar tests). Emphasis is placed on integrating basic sciences knowledge, critically assessing the patient's history and risk factors, correlating pathophysiologic changes and resultant clinical findings, determining the clinical significance



of these findings, and prioritizing the patient's health care needs. Case management of those conditions amenable to conservative care is discussed, as are the indications for appropriate referral. (3+0)

**CED6251 Head and Neck Physical Assessment (1 credit)**

These laboratory sessions provide instruction in the performance of various protocols and procedures associated with the routine physical examination of the head and anterior neck region. Students learn and demonstrate proficiency in examination of the cranial nerves, eyes, ears, nose, mouth, throat, sinuses, thyroid gland, and lymph nodes. Students learn and demonstrate proficiency in specific tests to evaluate dizziness as well as the Epley's maneuver to treat benign paroxysmal positional vertigo. Additional treatment procedures that students learn and appropriately perform include ear irrigation, nasal specific, endonasal, and Argylol sinus treatment. (0+2)

**CED6345 Cardiopulmonary Diagnosis and Management (4 credits)**

This course introduces procedures appropriate to conducting a systematic physical examination to include evaluation of vital signs, peripheral arterial system, heart, lungs, and abdomen. Emphasis is placed on integrating basic sciences knowledge, critically assessing the patient's history and risk factors, correlating pathophysiologic changes and resultant clinical findings, determining the clinical significance of these findings, and prioritizing the patient's health care needs. Case management of those cardiopulmonary conditions amenable to conservative care is discussed, as are the indications for appropriate referral. (4+0)

**CED6346 Thorax and Abdomen Physical Assessment (1 credit)**

These laboratory sessions provide instruction in the performance of various protocols and procedures associated with the routine physical examination, including the use of the stethoscope and sphygmomanometer. Students learn and demonstrate proficiency in the evaluation of the vital signs, peripheral arterial system, lungs, heart, and abdomen. (0+2)

**CED6370 Patient Management & Charting (2 credits)**

This course introduces students to topics related to routine patient care and introduction to the requirements of patient charting. Learning exercises emphasize development of patient management plans, clinical thinking relating to charting and the documentation of patient evaluation, diagnosis, management and treatment. (2+0)

**CED7160 Intern Development (2 credits)**

The report-writing portion of the course will be exclusively to provide a bridge between the didactic and clinical courses. Students learn and practice with the current electronic health records system used by all UWS clinics and learn how clinical procedures are conducted through observations in the clinic system. The report-writing portion of the course is online and will focus on correspondence a chiropractic physician would be expected to produce in practice including progress reports, referral letters to colleagues and specialists, patient discharge letters and case summaries. (1+2)

**CED7161 Clinical Training – Phase I (3 credits)**

The purpose of the course is to support the knowledge and skills required to deliver care in the clinical internship. The first half of the lecture portion is designed to review effective history taking and physical examination procedures as they apply to working up a musculoskeletal complaint during a new patient visit. Students are introduced to basic clinic documentation and the processes of working through a differential diagnosis, management plan, and prognosis. The second half of the lecture portion introduces clinical reasoning strategies for diagnosing and assessing musculoskeletal conditions as well as building evidenced-informed practice and critical thinking skills. Utilizing standardized patients, the lab portion is designed to promote the student's ability to apply examination skills from previous courses; begin to demonstrate proficiency in performing complete regional cervical, lumbar and general physical exam flows; and to synthesize clinical data into a working diagnosis and coherent management plan. (2+2)

**CED7164 Gastrointestinal Diagnosis & Management (3 credits)**

Common gastroenteric pathologies, their etiologies, symptomatology, and associated risk factors are covered. Students learn the signs, symptoms, and clinical manifestations associated with abnormal changes in gastrointestinal anatomy and physiology. Emphasis is placed on the incidence, prevalence, etiology, natural history, progression, clinical presentation, and differential diagnosis of selected conditions. Case management of those conditions amenable to conservative care is discussed, as are the indications for appropriate referral. Previously acquired knowledge of anatomy, physiology, public health parameters, history, physical exam findings, laboratory and radiologic evaluation, clinical decision-making, and clinical nutrition is integrated. (3+0)

**CED7210 Clinical Training – Phase II (3 credits)**

The overall goals of this course include increasing expertise in the realm of targeted exam skills, improving speed and efficiency in doing a clinical work up of a regional complaint (with a special emphasis on the spine), and improving overall clinical decision making. Additionally, there is special focus on clinical problem solving, increasing the breadth and depth of knowledge regarding selected spinal conditions and synthesizing pre-appraised literature for a clinical problem. Utilizing simulated patients, the lab portion is designed to promote the student's ability to perform a variety of regional exams and synthesize clues from the history, physical, and ancillary studies into a diagnosis and management plan. Areas of emphasis include EENT, heart/lung, abdominal

and thoracic exams. The complete regional cervical and lumbar exam flows are revisited in addition to the introduction of the "focused" examination. (2+2).

#### **CED7307 Clinical Training – Phase III (3 credits)**

Emphasis is placed on the selection of evaluation procedures, clinical problem solving, practice following the critical pathway to properly focus patient evaluation, selecting management strategies, and further refinement of basic clinical and verbal/documentation skills. Utilizing standardized patients, the lab portion is designed to continue the student's ability to perform focused examinations of the upper and lower extremities as well as refinement of the cervical and lumbar focused exams. (2+2)

### **Clinical Sciences**

#### **CSC5183 Spine and Pelvis Radiographic Anatomy (2.25 credits)**

Since plain film radiography is widely used in chiropractic practice, identification of key spinal and contiguous spinal structures seen on plain film radiography is the emphasis of this course. Basic anatomy of the spinal regions seen on computed tomography and magnetic resonance imaging is also studied. Lectures demonstrate the most important structures to identify on various imaging modalities. Lab sessions provide supervised radiograph and slide viewing with an opportunity to interact with the instructors. (1.5 + 1.5)

#### **CSC5244 Information Mastery (1 credit)**

This course is designed to develop the search skills necessary to efficiently access health care literature and resources. Efficient search skills are a prerequisite to subsequent EIP courses and a skill that will be accessed frequently throughout the chiropractic program both in the classroom and during patient care. (1+0)

#### **CSC5284 Extremity Radiographic Anatomy (1.5 credits)**

The identification of structures of the upper and lower extremities seen on plain film radiography is the emphasis of this course; the cranium is also reviewed. Basic anatomy of the upper and lower extremities and the cranium seen on computed tomography and magnetic resonance imaging is also studied. Lectures demonstrate the most important structures to identify on various imaging modalities. Lab sessions provide supervised radiograph and slide viewing with an opportunity to interact with the instructors. (1+1)

#### **CSC5385 Soft Tissue Normal Imaging (1.5 credits)**

Identification of soft tissue structures of the head, neck, chest, abdomen, and pelvis seen on plain film radiography is the emphasis of this course. Basic anatomy of these regions seen on computed tomography and magnetic resonance imaging is also studied. Lab sessions provide supervised radiograph and slide viewing with an opportunity to interact with the instructors. (1+1)

#### **CSC6179 Evaluating Therapy Studies (2 credits)**

This course focuses on the critical appraisal of randomized controlled trials. Hands-on practice and application of key concepts will be used to encourage effective problem-solving strategies and future application of evidence-informed practice (EIP) in the clinical experience. (2+0)

#### **CSC6187 Radiation Physics and Safety (2.5 credits)**

Since a large percentage of chiropractic physicians own and operate radiographic equipment in their offices, the skills acquired in these classes are essential for proper use and application within their clinical practices. This course emphasizes radiation physics, x-ray production, radiobiology, radiation safety, exposure principles, and image production/processing. Students learn to assess film quality and begin to understand imaging procedures that augment plain film imaging technology. (2+1)

#### **CSC6275 Dermatology and Infectious Disease (2 credits)**

This course is an introduction to common skin disorders frequently encountered in a chiropractic office. The structure, function, and immune reactions of skin are reviewed. Students acquire basic information necessary for differential diagnosis and treatment of common skin diseases. Benign, pre-malignant, and malignant tumors are covered, including squamous cell carcinoma, basal cell carcinoma, and malignant melanoma. Other topics include vascular lesions, birthmarks, and inherited diseases such as psoriasis and pemphigus. Differential diagnosis of eczema and dermatitis comprise a major portion of this course. Other common conditions include acne, bacterial and superficial fungal infections, connective tissue disease, and nail disorders. Students learn to provide conservative treatment and counseling to patients with a variety of skin diseases. (2+0)

#### **CSC6278 Evaluating Diagnosis Studies (2 credits)**

This course focuses on the critical appraisal of systematic reviews, diagnostic studies and prognosis studies. Hands-on practice and application of key concepts will be used to encourage effective problem-solving strategies and future application of evidence-informed practice in the clinical experience. (2+0)

**CSC6281 Imaging Clinical Decision Making (2 credits)**

This course asks students to apply best practices evidence in the justification and acquisition of diagnostic imaging on conditions encountered in practice. Clinical cases will be used as a basis to explore when and what diagnostic imaging studies yield the most appropriate outcomes. Successful students will choose the most appropriate imaging studies, justifying their choices and demonstrating ability to predict findings on various imaging studies. (2+0)

**CSC6367 Clinical Laboratory (4 credits)**

This course introduces clinical laboratory procedures, including hematology, blood chemistry, urinalysis, and serology. Students learn the appropriate use of clinical laboratory tests as screening and/or diagnostic tools and the differences between and significance of normal and abnormal laboratory values. Students learn to understand the importance of the sensitivity and specificity of various laboratory tests in explaining why a particular laboratory value falls outside the normal reference range. In the corresponding laboratory sessions, students learn “universal precautions,” risks associated with exposure to blood borne pathogens, and proper procedures for collecting blood and other specimens, and perform simple laboratory procedures that can be utilized as in-office tests. (3+2)

**CSC7167 Clinical Pathology (3 credits)**

In this course, students learn to synthesize clinical data in reaching a diagnostic conclusion. Students utilize detailed knowledge of common clinical laboratory procedures to diagnose, confirm clinical impressions, screen for disease, estimate prognosis, evaluate therapeutic progress, and relate laboratory findings to pathophysiological processes. They identify appropriate laboratory procedures for specific clinical situations and determine when an abnormal laboratory result is clinically significant. Students determine a differential diagnosis based upon laboratory findings in conjunction with associated historical facts and physical findings. Students must demonstrate knowledge of specific diseases/disorders, including etiology, pathophysiology, epidemiology, clinical and radiological features, routine and special laboratory findings, current therapeutic approaches, and appropriate referral protocols when indicated. (3+0)

**CSC7175 Emergency Care (1 credit)**

This course prepares chiropractors to respond to traumatic injuries and sudden severe illness in non-clinical settings. Each student is instructed and examined in basic life support and cardiopulmonary resuscitation for certification through the American Heart Association. Good Samaritan Laws, consciousness assessment, poisoning, cardiac emergencies, near drowning, burns, etc., are covered. (1+0)

**CSC7177 Transitioning into Practice (1 credit)**

As students approach graduation, the specter of actually going into practice looms. This course explores the variety of possible entry points into practice, identifying benefits, liabilities, areas of potential trouble of all. This course will also describe the landscape of how to evaluate the quality of any of the possible entry points into practice, be it associateship as an employee or independent contractor or as a practice owner via buy-out of an existing practice or starting de novo. Examples of good and bad employment agreements, leases, practice valuation assessments and other details will be discussed. This course will ensure an informed decision when considering a particular starting point into practice. (1+0)

**CSC7188 X-ray Positioning – Spine and Thorax (1.5 credits)**

Proper anatomical positioning is presented. Imaging of the cervical, thoracic, and lumbar spinal regions is emphasized. Positioning for chest and bony thorax is also covered. Principles of physics used in radiography are reviewed and discussed. The student will demonstrate skill in radiographic positioning technique and patient protection from ionizing radiation in the performance of mock radiographic exams. (1+1)

**CSC7192 Bone Pathology I (2.5 credits)**

This course covers the clinical application of Diagnostic Imaging modalities and interpretation. Knowledge and reasoning skills necessary for accurate interpretation and selection of Diagnostic Imaging modalities within clinical practice are emphasized. This course is an introduction to a systematic approach to the radiographic interpretation and case management of normal variants, congenital anomalies, common miscellaneous acquired conditions, fractures, and dislocations. (2+1)

**CSC7268 Doctor/Patient Communication (1.5 credits)**

This course explores development of doctor/patient trust and cooperation as achieved in initial conversations and interactions. It clarifies the legal and fiduciary requirements of the physician as well as identifying strategies and priorities in communication with patients under a variety of situations that realistically happen in practice. Students will conduct report of findings, PARQ conference and informed consent procedures using best practices approaches. Students will also learn a strategy to deliver difficult news such as a cancer diagnosis or other serious health problem to patients. Lastly, this course provides counsel and advice to student-physicians on how to screen for and evaluate difficult circumstances such as intimate partner violence, substance abuse, diversity issues and sexual boundary violations. Successful students will be equipped to better evaluate and resonate with patients in ways that facilitate satisfaction and compliance with care. (1+1)

**CSC7271 Clinical Nutrition and Botanicals I (4 credits)**

This course helps the student understand the role of diet modification and nutritional and botanical supplementation in the management of commonly encountered health disorders. The course begins by introducing the science underlying the use of botanical therapies and reviewing several basic therapeutic programs that use diet and lifestyle changes as well as supplementation with micronutrients, botanicals, or nutraceuticals. Subsequently, a body systems approach is used to present specific nutritional therapies for a variety of cardiovascular, musculoskeletal, psychoneurological, respiratory, and endocrine/metabolic disorders, including nutritional anemias. Additionally, cancer prevention and sports nutrition will be addressed. Discussions revolve around issues and controversies in current nutritional science. Assignments allow students to practice diet assessment, diet prescription, and the use of electronic resources for investigating scientific evidence for the efficacy and safety of nutritional and botanical interventions. (4+0)

**CSC7289 X-ray Positioning – Extremities and Pelvis (1.5 credits)**

This course covers the proper anatomical positioning required to demonstrate the upper and lower extremities and pelvis. Positioning for plain film abdomen radiography is also covered. The student will demonstrate skill in radiographic positioning, technique, and patient protection from radiation in the performance of exams of the upper and lower extremities and pelvis. Students will perform mock radiographic exams on their peers. (1+1)

**CSC7293 Bone Pathology II (3.5 credits)**

Students are introduced to the radiologic, laboratory, and clinical manifestations of the more common neoplasms, infections, and arthritides. Appropriate management and/or patient referral for each disease are discussed. Various visual media are used in presenting course material. (3+1)

**CSC7324 Clinical Neurology (5 credits)**

This course covers neurological diseases and disorders with a focus on the central nervous system. The presented conditions are differentiated by their history, signs, and symptoms, and x-ray and laboratory findings. Special attention is placed on conditions commonly encountered or amenable to chiropractic care. (5+0)

**CSC7366 Jurisprudence and Ethics (2 credits)**

This course systematically reviews the legal and ethical considerations that relate to the practice of chiropractic. It provides students with an understanding of basic principles of law and ethical conduct, focusing on the rights, privileges, and obligations of practitioners of the healing arts, as well as those of the patient and public. Licensure laws, civil malpractice, elements of negligence, expert witness testimony, board complaints, unprofessional conduct, informed consent, documentation, fees, and other legal aspects of chiropractic practice are covered. Guest lecturers present common standards of professional and ethical conduct and moral judgment. Students learn to recognize potential legal risks and how best to avoid litigious pitfalls. (2+0)

**CSC7367 Genitourinary Survey (4 credits)**

This course surveys the reproductive and urinary systems focusing on the most common conditions seen in a general practice. This course prepares the student for clinical evaluation of normal and abnormal presentations of the genitourinary system, including a basic review of anatomy, reproductive pathophysiology, diagnostic testing, conventional and CAM treatments of genitourinary diseases. Lecture, guest speakers, case studies, class participation, and audiovisual aids prepare the student with pertinent history taking skills, clinical decision-making, basic care and management skills as well as appropriate referral recommendations. (4+0)

**CSC7372 Clinical Nutrition and Botanicals II (1 credit)**

This course addresses the role of diet modification, nutritional supplementation and botanical therapies in the management of commonly encountered gastrointestinal, genitourinary, and gynecological disorders. (1+0)

**CSC7375 Introduction to Pharmacology (3 credits)**

This course provides an introduction to the fundamental principles of pharmacology. Students learn about the pharmacokinetics (absorption, distribution, metabolism, excretion) and pharmacodynamics (mechanism of action, therapeutic effects, adverse effects) of the most commonly used prescription and over-the-counter drugs in North America. Emphasis is placed on those drugs most likely to influence the practice of chiropractic and natural medicine. (3+0)

**CSC7377 Marketing and Advertising (1 credit)**

This course focuses on how to ethically, professionally and effectively market and position yourself and your practice. The first portion of this class will be focused on marketing yourself – creating a resume, learning how to network and best practices for jobs searching. The second portion of this course will focus on effectively marketing your practice, both internally and externally. Students will explore various forms of advertising including social media, web presence, word of mouth, networking and print advertising. It will also reinforce understanding of the legal requirements and restrictions of advertising in health care. (1+0)

**CSC7394 Bone Pathology III (1.5 credits)**

This course covers the radiological manifestations, clinical and laboratory presentations, and management of osteochondroses, skeletal dysplasia, nutritional, metabolic, endocrine, and hematological conditions affecting the skeletal system. Students review special imaging procedures, such as computed tomography, magnetic resonance imaging, bone scan, ultrasound, discography, and myelography. Cases utilizing these modalities are presented. Appropriate indications and contraindications are reviewed with an emphasis on appropriate imaging decisions. (1+1)

**CSC8165 Correlative and Differential Diagnosis (4 credits)**

This course reviews a broad variety of diagnostic sciences, covering the more common clinical entities seen by chiropractic physicians, with extra emphasis on non-musculoskeletal complaints. Students refine their skill in clinical reasoning and increase their efficiency in obtaining data from and about patients. They learn to analyze data pragmatically to obtain the most appropriate diagnosis of a patient's condition. Particular attention is given to techniques for obtaining patient information through the interview process and strategies for clinical decision-making. Students distinguish between relevant and peripheral clinical issues; differentiate key clues from nonspecific findings; distill clinical information from a list of specific problems and create an appropriate diagnosis. Course material is presented in lectures, supplemented with discussions of case histories and role-playing of doctor/patient interactions. (4+0)

**CSC8167 Minor Surgery/Proctology (2.5 credits)**

This course is a systematic review of pertinent pathological conditions and their resolution through minor surgical means and procedures. It provides academic and practical insights into minor surgical and proctological presentations with knowledge and practical skills for surgical interventions. Students become familiar with the legal limitations of minor surgery and identification of associated risk factors. Students gain knowledge in the appropriate use of sterile fields, administration of local anesthetics, closure of traumatic wounds, and elective surgical procedures. Students will cover the surgical management of lipomas, sebaceous cysts, inclusion cysts, growths, fibromas, lacerations, ingrown nails, and other presentations amenable to surgical intervention. Students gain knowledge of surgical interventions for various anorectal disorders, such as internal and external hemorrhoids, anal fissures, skin tags, inflammatory bowel disease, and others. (2.5+0)

**CSC8171 Chiropractic Business Plans (2 credits)**

This course focuses on business planning and development. It addresses the analysis, planning, and establishment of a successful chiropractic business. The essential elements of any good business will be discussed, with an emphasis on chiropractic business start-ups. Students are introduced to concepts of business management and learn the key requirements needed to start and maintain a successful chiropractic business. Particular attention is given to writing a business plan that can be used to secure financing. Students learn how to implement advanced marketing techniques to promote their business, advanced aspects to insurance billing and collections, hiring and training office staff and support personnel, and the financial aspects of running a business. This course explores crucial issues such as insurance needs, money management and retirement accounts, tax considerations, and business structures. (2+0)

**CSC8173 Obstetrics (2 credits)**

This course reviews reproductive physiology, introduces the field of obstetrics, and working with pregnant patients in the chiropractic setting. It lays a foundation for students who may later choose to pursue in depth study or co-manage pregnant clients in their practice. Lectures, guest speakers, and audiovisual aids familiarize the student with normal pregnancy and birth, variations from normal, and many of the available options for pregnant women/couples. Students will gain knowledge on how to counsel their pregnant or lactating patients regarding optimal nutrition, appropriate exercise programs, spinal care, and general patient well-being at all the stages from pre-pregnancy to postpartum. Warning indicators of pregnancy, labor, and postpartum complications are also addressed. (2+0)

**CSC8174 Genitourinary Lab (0.5 credits)**

This course focuses on conducting physical examinations of the chest/breast, genitourinary and anorectal regions. Students will review and palpate normal and abnormal findings of the reproductive, urinary and anorectal systems focusing on the most common conditions seen in a general ambulatory care practice. This course prepares the student for clinical evaluation of normal and abnormal presentations of the genitourinary system, including basic clinical and topographic anatomy, clinical examinations of these areas, normal and abnormal findings and diagnostic testing. (0+1)

**CSC8178 Minor Surgery Lab Elective (0.5 credit)**

This lab elective provides practical experience in acquiring those skills necessary for minor surgical services and is a requirement for chiropractic licensure in the state of Oregon. Students discuss establishing sterile fields, discuss pre- and post-operative paperwork; practice appropriate administration of local anesthetics, practice common suturing techniques and discuss specialty skills/ procedures used in a minor surgery practice. (0+1)

**CSC8181 Clinically Applied Evidence I (1 credit)**

This course is a one-hour journal-club format course designed to practice the application and refinement of evidenced-informed practice (EIP) skills acquired earlier in the program. These skills include accessing clinical research evidence, critical appraisal



of relevant primary studies and pre-appraised reviews on diagnosis, treatment, harm (risk), and prognosis. Interpretation and assessment of study results, and application to patient care is integrated with clinical experience and patient preference. (1+0)

**CSC8199 Soft Tissue Interpretation (1.5 credits)**

This course covers Diagnostic Imaging of the chest and abdomen. A pattern approach to teaching common cardiorespiratory, gastrointestinal, and genitourinary conditions is used. The student is taught how to recognize abnormal radiographic patterns and is introduced to preliminary management protocols. Definitive diagnosis is often not possible due to limitations in scope of practice and access to specialized imaging and laboratory procedures. Therefore, the focus of this course is on recognition and preliminary management. (1+1)

**CSC8266 Clinical Pediatrics (3 credits)**

This course focuses on the normal growth and development of children and the most common issues in their health care. Students become familiar with developmental milestones and learn to identify individuals who are not developing within normal expectations. Particular attention is given to conducting a well-child examination, identifying the most common childhood illnesses, and assessing and managing orthopedic conditions. Students learn how to communicate effectively and respectfully with children and how to identify risk factors, signs, and symptoms of child abuse and the laws regarding reporting of suspected abuse. Problems that can be managed with conservative chiropractic care and those that require appropriate referral are differentiated. (3+0)

**CSC8267 Clinical Geriatrics (2 credits)**

This course provides an understanding of the unique characteristics of the elderly patient and explores the effects of aging and chronic degenerative processes. Students become familiar with the evaluation and conservative management of geriatric disorders, focusing on the normal physiologic changes associated with aging and normal variants in geriatric physical examination findings. Danger signals associated with life-threatening disorders are investigated, along with utilization of appropriate decision-making strategies for proper care of the patient. Tests and screening evaluations are investigated to determine those that best identify declining health related functions. Intervention options that restore and maintain the quality of life are discussed. Specific attention is given to nutritional inadequacies, deconditioning, gait and balance disorders, mental dysfunction, hearing and vision impairment, and medication-related problems. (2+0)

**CSC8268 Clinical Psychology (3 credits)**

This course is a survey of clinical psychology as pertinent to chiropractic practice. The goals of this course include listing the elements of behavioral theory, including classical and operant conditioning; defining the DSM diagnostic categorization system and list the categories therein; performing interviews that demonstrate appropriate use of psychological principles. Instructional time is divided into three formats: 1. an interactive, participatory lecture/discussion, 2. learning and practicing clinical skills relevant to interviewing and supporting a patient while screening and detecting likely psychopathology, and 3. case presentations and discussion relevant to the day's topics. Students will identify and discuss (without compromising confidentiality) at least two patients that have shown some evidence of psychopathology or behavioral problems. (3+0)

**CSC8272 Billing, Coding and Documentation (2 credits)**

This course focuses on the knowledge and skills necessary to bill patients and third party payers for services performed utilizing ethical, legal and efficient strategies. Students learn billing codes and procedural requirements underpinning use of those codes. Students demonstrate ability to appropriately apply various coding modifiers and demonstrate ability to justify coding and billing through appropriate health record for all billing codes. They will also develop skills at performing billing and coding for a variety of chiropractic and primary care services that are within the scope of chiropractic in Oregon. (2+0)

**CSC8281 Clinically Applied Evidence II (1 credit)**

A one-hour journal-club format course designed to practice the application and refinement of evidenced-informed practice (EIP) skills acquired earlier in the program. These skills include accessing clinical research evidence, critical appraisal of relevant primary studies and pre-appraised reviews on diagnosis, treatment, harm (risk), and prognosis. Interpretation and assessment of study results, and application to patient care is integrated with clinical experience and patient preference. (1+0)

**CSC8295 Bone Pathology IV (1.5 credits)**

This course provides the student with a review of all topics previously covered in the radiology courses.-Diagnostic Imaging is an integral part of chiropractic practice. This review course near the end of the formal chiropractic education better prepares students for the realities of practice. (1+1)

## **Clinical Internship**

**CLI7210 Clinical Internship I (2 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and

professional integrity in the delivery of patient-centered care. Interns are mentored and supervised by attending physicians who facilitate patient care and clinical education while ensuring quality patient care. At this early point in the clinical internship course series, interns are closely supervised by attending physicians and limited to active involvement in less complicated cases. Upon initiation of this course, students complete a clinical entrance assessment, consisting of patient evaluation and management skills to verify level of readiness for involvement in patient care. (0+6)

#### **CLI7307 Clinical Internship II (3.25 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. At this point in the clinical internship course series, interns continue to be closely supervised by their attending physician, treating similar cases as in clinical internship I, but the hours engaged in patient care are increased. Completion of the written and practical clinical skills assessment examination occurs concurrently with enrollment in this course. (0+10)

#### **CLI8159 Clinical Internship III (8.25 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. In this course, interns engage in patient care five days each week, actively participating in the management of increasingly complex and challenging cases. Interns are also given their first opportunities to engage in patient care at the university health center clinics, as well as community clinics that partner with the university. Completion of the radiology clinical skills assessment occurs concurrently with enrollment in this course. (0+25)

#### **CLI8262 Clinical Internship IV (8.25 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. Interns continue to gain autonomy, yet remain under the mentorship and guidance of supervising attending physicians. Interns become increasingly responsible for the management of complex and challenging cases and conditions. (0+25)

#### **CLI8362 Clinical Internship V (9 credits)**

The clinical internship course series provides students with increasing opportunities to apply, integrate, and refine the knowledge, skills and behaviors necessary to become confident, competent, and caring primary care chiropractic physicians. Occurring within a clinic setting, interns incorporate evidence-informed clinical reasoning in applying effective health care procedures and professional integrity in the delivery of patient-centered care. Interns continue to provide patient care in this final clinical internship course. Most interns have the opportunity to participate in the university preceptorship program, completing their clinical education in a private practice setting. Upon successful completion of this course, interns will have demonstrated the competencies necessary for unsupervised chiropractic practice. (0+27)

## **Clinical Skills Assessment – DC Program**

In accordance with [Policy 1220 Graduation Requirements DC Program](#), all DC students must pass each Clinical Skills Assessment (CSA) to be eligible to graduate.

#### **Clinical Entrance Exam**

The Clinic Entrance Assessment (CEA) is administered to students entering the Clinical Internship course series. This assessment gives the supervising clinicians the opportunity to evaluate their interns' clinical skills, and identify their individual strengths and weaknesses, as well as determine their readiness to engage in patient care.

#### **CSA7314 Practical Clinical Skills Assessment**

The practical CSA is modeled after NBCE Part IV and draws from all Q1-Q8 course work. Students perform a series of specified procedures including but not limited to history, examination, and simulated treatment on a trained standardized patient. The student's performance is observed by a trained evaluator and assessed using detailed grading rubrics. Students must also answer written questions related to the clinical condition exhibited by the patient including necessary diagnostic testing, diagnosis, and case management/recommended treatment.

# Bachelor of Science in Human Biology Degree Completion Program (BS-HB)

## Purpose

The purpose of BS in human biology completion program is to equip students with a solid foundation in health and pre-medical sciences. The program also offers currently enrolled chiropractic students and chiropractic program alumni a means by which to complete an undergraduate degree.

## About the Program

The Bachelor of Science in Human Biology degree completion program is available to all current UWS DC program students and alumni. The design of the program is modeled after the general educational components of the traditional liberal arts biology major. The degree fulfills most bachelor's degree requirements for graduate study, employment or licensure. States that require a bachelor's degree for chiropractic licensure are listed and updated on the Federation of Chiropractic Licensing Board [website](#).

For current DC program students, credits for the BS degree come from a student's previous undergraduate work (at least 135 quarter credits) and coursework from the basic sciences component of the chiropractic program, plus two evidence-informed practice courses. The credits from the DC program courses are dually attributed to both the BS and DC degree. Students must have a cumulative GPA of 2.0 or higher at the completion of the bachelor of science degree requirements to be eligible to receive the BS degree. Students can apply to the bachelor's program at any time and will receive a diploma when all requirements are met.

## Degree Requirements

A bachelor's degree traditionally represents a minimum of four years of undergraduate study with a core education of cultural and communication proficiency, a suitable depth of coursework in the major area, plus a breadth of general educational experience. This tradition is incorporated into the UWS bachelor's degree in human biology. Students obtain the general education, and life and physical sciences credits prior to matriculation to UWS. The human biology major requirements are obtained while enrolled at UWS. All credit hours listed below are quarter credits. For purposes of conversion, 1.5 quarter credits equal 1 semester credit.

The bachelor's degree requires a total of at least 180 quarter credits distributed in the following areas:

Content Area	Qtr. Credits Required
General Education Requirements	45
Life and Physical Sciences	36
Electives	Minimum 54
Human Biology Major Requirements	Minimum 45
<b>Total</b>	<b>180</b>

Courses that satisfy the life and physical sciences coursework requirement include biology, physics, chemistry, exercise physiology, anatomy, physiology, etc. At least half of these courses must include a laboratory experience. UWS also offers online pre-professional courses to satisfy this requirement, including Chemistry I and II, and Introduction to Biochemistry. Undergraduate courses are listed on UWS website.

Only courses for which a grade of C or above, or a grade of P, is recorded on the student's transcript can be applied toward the requirements of the bachelor of science program. Course work dually attributed to the BS and DC program cannot be applied to other programs at UWS.

## General Education Requirements

Students must have at least 45 quarter credits of general education coursework for the degree. Areas of study that satisfy general education requirements include humanities, social studies/social sciences, computer orientation, mathematics, writing, speaking, etc.

## Admissions Requirements

Students will need to complete an [application](#) and pay an application fee. Applicants must have a cumulative GPA of 2.0 or above in applicable coursework for admission into the bachelor's program. Current UWS students do not need to submit transcripts as they are already part of the student's academic record through the DC program application process. Alumni may need to submit transcripts. The assistant dean for pre-clinical education is responsible for determining whether a student's coursework meets the criteria established by the university.

## Requirements for DC Alumni

The BS in human biology may also be an option for DC alumni. Degree applications submitted by alumni will be considered on a case-by-case basis. Graduates who have not completed the evidence-informed practice course sequence will be required to take additional courses in order to meet the learning objectives of the program. These additional courses are biostatistics, baccalaureate writing preparation, and the baccalaureate project preparation seminars. These courses must be taken in sequence except for biostatistics, which can be taken at any time. These additional courses are graded on a Pass/No Pass basis. These courses can be completed from a distance and take approximately six to 12 months to complete. Students can enroll in fall, winter, spring or summer. It is possible to be exempt from the biostatistics course if an elementary statistics course was taken at another regionally-accredited institution and passed with a C or better and was not used to fulfill the physics requirement for entry into the chiropractic program. The other courses must be completed through UWS.

## Electives

Electives include courses in areas such as business, public administration, physical education, and relevant career/technical coursework (12 quarter credits maximum).

## Transfer Credit

In accordance with [Policy 2007 Transfer Credit](#) transfer students in the DC and bachelor's degree completion programs must earn the final 25 percent of the program credits at UWS.

## Class Standing

A student's class standing is determined by the total number of transfer credits awarded, not by the number of years of college study or by the completion of an associate degree.

Class Awarded	Credits Needed
Freshman	0 – 44 credits
Sophomore	45 – 89 credits
Junior	90 – 134 credits
Senior	135+ credits

## Enrollment Status

Financial aid awards are based on enrollment status. Enrollment status is based on the following credit hour requirements. Please refer to [Policy1203 Enrollment Status](#) for detailed information.

Status	Undergraduate	Doctor of Chiropractic	Graduate*	Graduate* Capstone**
Full-Time	≥ 12 credits	≥ 9 credits	≥ 9 credits	≥ 6 credits
Three-Quarter Time	≥ 9 credits and < 11 credits	≥ 7 credits and < 8 credits	≥ 7 credits and < 8 credits	≥ 4 credits and < 5 credits
Half-Time	≥ 6 credits and < 12 credits	≥ 4.5 credits and < 9 credits	≥ 4.5 credits and < 9 credits	≥ 3 credits and < 6 credits
< Half-Time	< 6 credits	< 4.5 credits	< 4.5 credits	< 3 credits

\*For programs in the College of Undergraduate and Graduate Studies.

\*\*For a graduate student in the college of undergraduate and graduate studies who has completed all coursework required for the degree and is enrolled only in the capstone experience (as defined by program requirements; may include a final capstone, scholarly project, dissertation, internship, or culminating practicum experience), full-time status is six credit hours per quarter and half-time is three credit hours per quarter until graduation. Such students are required to continue enrollment in capstone hours each quarter until successful completion of the capstone. Part-time enrollment is coordinated between the student choosing to enroll part-time and the program director.

## Academic Standing

A student must have a cumulative GPA of 2.0 or higher in applicable coursework to be eligible to receive the BS degree. Transfer credits from prior undergraduate courses will not contribute to the cumulative GPA, unless they are from courses offered through UWS (e.g., online undergraduate courses, courses from the massage program). For current chiropractic program students, continuing enrollment in the BS program is contingent upon eligibility for continuing enrollment in the DC program through the first five quarters of the program. Please refer to Policy 1218 Academic Standing.

Students transferring to UWS from another chiropractic or health professions school who apply to the bachelor's program will be assessed on a case-by-case basis.

## Dismissal or Withdrawal from the DC Program

Any student dismissed from the DC program for unsatisfactory academic progress or for unprofessional behavior will concomitantly be dismissed from the BS completion program. If a student enrolled in the bachelor of science program leaves the DC program in good standing after successfully completing all of the bachelor's degree requirements, they will receive the bachelor's degree.

## Residency Requirement

Students must complete at least the last 25 percent of the credits for the degree while in residence as a matriculated student at UWS.

## Tuition and Fees – BS Program

There is a non-refundable application fee and a graduation fee. Current chiropractic program students do not pay any additional tuition as the courses are dually attributed. Alumni may be required to take additional courses (see below) at the current undergraduate tuition rate and pay a quarterly enrollment fee.

## Program Learning Outcomes – BS HB

Students completing the BS in human biology will demonstrate:

1. Language, reading, communication, computation, and social skills necessary to engage the expectations of a first professional doctorate program.
2. Thorough knowledge of gross and microscopic human anatomy.
3. Thorough knowledge of human physiology.
4. Thorough knowledge of human genetics and cellular function.
5. Thorough knowledge of human pathology.
6. The ability to locate and critically appraise health-related scientific literature.

## Major Requirements

Major requirements for the human biology bachelor's degree are obtained through successful completion of basic science courses and of the first two courses in the evidence-informed practice course series in the DC program. These courses are dually attributed to both the BS and DC degrees and must be passed with a C or better. The dually-attributed courses are upper division courses (senior year) for the bachelor's degree and students are not eligible to enroll in these courses until they have accomplished at least 135 quarter credits toward the BS degree. The following courses from the doctor of chiropractic program can be used to satisfy the requirement of 45 credits of upper division human biology major courses for the degree:

Course #	Course Name*	Quarter Credits
BSC 5103	Gross Anatomy I	7
BSC 5116	Cell Biology	3.5
BSC 5203	Gross Anatomy II	5.5
BSC 5217	Histology	5
BSC 5302	Neuroanatomy	7
BSC 5304	Gross Anatomy III	5.5
BSC 5309	Physiology I	5
BSC 5314	Human Development	3
BSC 6103	Neurophysiology	5
BSC 6109	Physiology II	5
BSC 6203	Nutrition	4
BSC 6207	Genetics	4
CSC 6179	Evaluating Therapy Studies	2
CSC 6278	Evaluating Diagnosis Studies	2
<b>Total</b>		<b>63.5</b>

\*Course descriptions can be found in the DC program section of this catalog.

## Course Descriptions – BS-HB

### HBI4301 Biostatistics

Biostatistics is an online course designed to introduce the student to methods in statistical analysis of experimental data and their appropriate application in health care research. Topics include simple probability, descriptive statistics, inferential statistics, and experimental design. Biostatistics is normally taken before the writing sequence, but this schedule is not mandatory. If you have already successfully completed a statistics course, check with the dean of the college of chiropractic to see if it fulfills this requirement. (2 qtr. credits, pass/no pass)

**HBI4302 Baccalaureate Project Writing Preparation**

Baccalaureate Project Writing Preparation is an online course designed to provide students the basic library research and writing tools necessary to undertake the baccalaureate writing project, which occurs during the subsequent three terms. Attention is given to style, format, and manuscript preparation. This course is a prerequisite for the BS Project Preparation Seminar. Credit for this course is not possible through exemption or transfer credit; it must be taken through UWS. (1 qtr. credit, pass/no pass)

**HBI4303-4305 Baccalaureate Project Preparation Seminars**

Baccalaureate Project Preparation Seminars is a three-quarter sequence during which students work independently on their research projects under the guidance of the instructor. A broad range of topics is acceptable. The project may draw upon knowledge in the humanities, social sciences and natural sciences to address some question in human biology, health care in general, or chiropractic in particular. The project should, in most cases, be 15 to 20 pages in length. This course sequence must be taken through UWS; transfer credit is not available for this series of classes.

**HBI4303** is worth one credit and **HBI4304** and **4305** are each worth 2 credits. (5 credits, pass/no pass)



# College of Graduate Studies

The college of graduate studies offers the following doctoral and master's degrees, certificates and residencies/fellowships in the health sciences:

- MS Diagnostic Imaging/Radiology Residency
- MS Exercise and Sport Science with concentrations in:
  - Health and Wellness Promotion
  - Nutrition
- MS Human Nutrition and Functional Medicine
- MS Sports Medicine
- MS Clinical Mental Health Counseling
- MS Sport and Performance Psychology with a concentration in:
  - Positive Coaching
- EdD Sport and Performance Psychology with concentrations in:
  - Positive Leadership and Administration
  - Individual Studies
- EdD Clinical Mental Health Counseling, Sport and Performance Specialization
- Graduate Certificate in Applied Sport Psychology
- Graduate Certificate in Positive Leadership Administration
- Graduate Certificate in Sports Nutrition
- Graduate Certificate in Human Nutrition and Functional Medicine

## Purpose Statement

The purpose of the graduate programs is to provide training for students to develop the knowledge, skills, values, and behaviors necessary to further their professional contribution through the application of evidence-based practices, critical thinking, effective decision making and professional integrity in the delivery of services.

## Admission Requirements – College of Graduate Studies

- A bachelor's degree completed with a minimum cumulative 2.75 GPA from a regionally accredited college or university. International students must have completed the equivalent of a four-year American baccalaureate degree. While a bachelor's degree is preferred, applicants who hold a first-professional degree (e.g., DC, ND, MD, etc.) from an accredited institution are not required to also hold a bachelor's degree.
- Applicants with cumulative GPA below 2.75, but at least 2.50, may still be accepted with at least a median score on a standardized graduate entrance exam, such as the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
- Prospective students for whom English is not their native language must provide proof of adequate English language skills. UWS expects a minimum score of 80 on the internet-based Test of English as a Foreign Language (TOEFL iBT). Alternatively, a minimum score of 6.5 on the International English Language Testing System (IELTS) will satisfy the language requirement.
- Official transcripts from all colleges and universities attended.
- Two letters of recommendation.
- Current Resume or Curriculum Vitae.
- Must be able to operate a computer equipped with necessary technical capacity to meet participation requirements, and have a dependable connection to the internet.

Program-specific admission requirements are listed below under each program.

## Transfer Credit

Graduate credit may be transferred from within UWS or from another accredited institution. To request transfer credit, complete and submit a request for graduate credit transfer available through the office of the registrar. Transfer credit requests will not be considered beyond the third term of enrollment at UWS. See [Policy 2007 Transfer Credit](#) for conditions on credit transfer.

## Background Checks

To help create a safe campus community for patients, students, employees, guests and others, UWS requires background investigation and verification reports for all students. Students applying for acceptance in all programs are required to submit to a background investigation and verification report upon conditional acceptance to the program. All applicants and enrolled students are required to disclose any conviction, pending charges, or indictments for crimes, and are required to disclose any notice by a governmental agency in any jurisdiction of exclusion or substantiated findings of perpetrating abuse, neglect, exploitation, or abandonment. Any failure to disclose or falsify academic or official records may result in denial of admission or dismissal in

accordance with [Policy 9001, Student Conduct](#). Full admission to the university will be determined by the outcome of the background check. Applicants who are conditionally accepted to the university, will be provisionally enrolled pending results of the background check (see following section regarding provisional enrollment). See [Policy 1009–Student Background Investigation and Verification Reporting Requirement](#) for additional information.

## **Participation Requirements**

In order to practice in a health care profession, each provider must fulfill the requirements of the licensing board of the jurisdiction in which the individual chooses to practice. These requirements vary widely and are regulated by the laws and rules of each jurisdiction. Furthermore, the requirements change over time. Many professions require for licensure a set of technical standards, which include knowledge, skills, and abilities necessary for professional practice

While applicants and students need to be aware of the technical standards for licensure, it is also essential to be aware of each program's participation requirements, which are the essential skills, knowledge and abilities necessary to succeed as a student. The participation requirements are described in the catalog section for each academic program. During the application and admission process, prospective students are to acknowledge their awareness and understanding of both the profession's technical standards and the university's program participation requirements before they are fully admitted into the program(s) to which they have applied. For additional information on participation requirements please reference [Policy 1206 Participation Requirements](#).

## **Financial Aid Awards – Graduate Programs**

All fully admitted, regular, degree-seeking graduate students enrolled at least half-time (refer to [Policy 1203 Enrollment Status](#)) in a MS or EdD program are automatically considered for all types of financial aid as listed below. Students who were awarded aid for a given term, but enroll in less than half-time, must notify the office of financial aid and will be ineligible for federal student loans for that term.

Students are awarded the maximum amount of each type of aid, based on their eligibility as calculated by the U.S. Department of Education:

### **Federal Direct Stafford Loans (also known as unsubsidized Stafford Loans)**

- The U.S. Department of Education is the lender and will assign a servicer.
- Annual (nine month) Direct Loan limit: \$20,500.
- Aggregate (lifetime) Direct Loan limit: \$138,500, certain loans borrowed in the DC or other medical programs may not count against the \$138,500 limit.
- Interest accrues from the time of disbursement on unsubsidized Direct Loans.
- No payments are required while students are enrolled at least half-time.
- Fees: approximately 1.0 percent (deducted from each loan disbursement). Information on interest rates is available online at <https://studentaid.ed.gov/sa/types/loans/interest-rates> or from the office of financial aid.

### **Federal Direct Grad PLUS Loans**

- Annual limit: Cost of attendance minus other financial assistance, such as loans and scholarships.
- Credit check required; co-signer may be required in some cases.
- The U.S. Department of Education is the lender; they will assign a servicer.
- Fees: approximately 4.2 percent (deducted from each loan disbursement). Information on interest rates is available online at <https://studentaid.ed.gov/sa/types/loans/interest-rates> or from the office of financial aid.

## **Other Non-Federal Sources of Funding**

Admitted and non-admitted students in all programs may be eligible for non-federal sources of funding. Please refer to the catalog section on Tuition and Financial Aid Overview for information on non-federal sources of funding.

## **Satisfactory Academic Progress for Financial Aid Eligibility (SAP) – Graduate Programs**

Federal regulations require all students receiving federal student aid to make satisfactory academic progress (SAP) toward a degree or certificate in order to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in the disqualification from federal student aid programs at UWS. Please refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

## Master of Science in Diagnostic Imaging (MS-DI)

The MS in diagnostic imaging and associated residency program trains doctors of chiropractic as specialists and consultants in diagnostic imaging and prepares program residents for examinations administered by the American Chiropractic Board of Radiology.

### About the Program

The Master of Science in Diagnostic Imaging produces clinician-scholar specialists in the field of radiology. Graduates from the program will possess general competencies as a chiropractic radiologist with sub-specialty level ability in neuromusculoskeletal imaging. The program represents an area of specialty practice skills development, coupled with expectation of the participant's scholarly production. Graduates of the MS in diagnostic imaging program are eligible to obtain specialty recognition through the American Chiropractic Board of Radiology (ACBR), which is the designated recognizing body for certifying expertise in diagnostic imaging.

The program consists of 2,723.5 clock hours and 114.5 quarter credits, which spans three calendar years. The program represents a "learning by immersion" opportunity in which residents engage in teaching and learning, scholarship and professional socialization throughout their program. Because of the unique nature of radiology as a specialty practice, this model is the most effective approach to developing the core competencies necessary to practice as a consultant/specialist in this field.

The program is currently structured for two to three residents. The university will admit one to two residents per year. Participants maintain full-time employment with the university during the program as graduate residents. As a condition of employment, the resident must demonstrate satisfactory performance pursuant to Policy 1218 Academic Standing throughout the duration of the program.

### Program Goals:

- Graduate radiologists of the highest skill, integrity and professionalism who obtain board certification on their initial attempt.
- Produce competent consultants who are able to offer counsel and support for practicing chiropractic physicians and their patients.
- Produce competent scholars within the specialty of radiology.
- Produce competent practitioners who are successful in their radiology practices.
- Produce competent educators on subjects related to radiology at the DC program level as well as the postgraduate and continuing education level.

### Admission Requirements – MS-DI

- An earned DC degree from a chiropractic college accredited by the Council on Chiropractic Education (CCE), prior to beginning the residency program.
- Be eligible for or hold an Oregon license to practice chiropractic within six months of starting in the program. All residents must acquire an Oregon license before they can progress into the third quarter of their residency. Any resident who has not acquired an Oregon license shall be subject to immediate dismissal from the program without opportunity to return. Any resident who fails to maintain a sanction-free license to practice will be subject to sanction up to termination of employment without opportunity to return.
- Have a cumulative GPA of 3.0 (on 4-pt. scale) in the DC professional program.
- A cumulative GPA of at least a 3.0 in the radiology courses, without receiving any grade lower than a grade of C in any radiology course.
- Submit three professional letters of recommendation with one from a certified specialist in chiropractic radiology (DACBR).
- Pass a comprehensive criminal history background check (requirement at admission).

### Graduation Requirements

The MS-DI is conferred upon the resident who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior
- Successful completion of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 3.0 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

## Application Process

Applicants should review the [Residency Handbook](#), the [Career Pathways](#) and then complete the online application with the following:

1. Essay  
Please respond to each of the following questions. Be concise. The committee is interested in your perspectives relating to this training program, not a lengthy dissertation of your life or philosophies.
  - a. What strengths do you bring to this program and how will they advance the program during your time with us?
  - b. What are the most important goals you intend to fulfill while in this program?
  - c. How will you use your specialty training after you finish the program?
2. Curriculum Vitae/Resume
3. Original, official transcripts from the applicant's DC program
4. Official transcripts from each college/university attended
5. Contact Information for three professional references: Radiology department chairperson or equivalent from your alma mater; a DACBR; and a faculty member from a department other than radiology.

## Selection Process

The Residency Committee interviews and selects residents. This committee consists of:

- Director, MS Diagnostic Imaging and Residency (committee chair)
- Chair, Department of Clinical Sciences
- Dean, Graduate Studies
- Provost (ex-officio)
- Vice President, Clinic Affairs
- One teaching faculty-DACBR, appointed by committee chair
- One faculty member-at-large

The Residency Committee reviews all applications and related materials, and selects applicants for interviews on campus. Those chosen for interview for the residency program will be required to visit the campus (at the candidate's expense) for the purpose of an interview, presentation and examination. Selected candidate(s) will receive details for on-campus interview. The visit will include:

- Interviews with committee members and departmental representatives.
- An oral examination including interpretations of films at the view box with members of the department of diagnostic imaging.
- A written examination on diagnostic imaging.

The Residency Committee recommends a single candidate after review of the application, transcripts, letters of recommendation, examination results and campus interviews. This recommendation is based on committee consensus.

Candidates will be notified in writing of the decision of the committee. The selected resident-candidate will receive a letter of acceptance and intent that shall be returned to the university within 10 calendar days. In the event that the selected resident-candidate declines the appointment or fails to submit a letter of acceptance and intent, then the committee reserves the right to offer the position to another candidate.

## Maintenance of Oregon License

In addition to being required to have an Oregon license to practice chiropractic for purposes of admission, any resident who fails to maintain a sanction-free license to practice may be subject to termination of employment without opportunity to return.

## Program Requirements and Grades

Course syllabi outline detail course assessment methods. Residents are required to achieve a grade of C or better for all courses; or a grade of pass, where applicable. A second course failure will result in academic probation. Three failures of any course or any section of the residency will result in dismissal from the program without opportunity to return. Students in the MS in diagnostic imaging are expected to:

- Demonstrate proficiency in imaging interpretation.
- Demonstrate proficiency in imaging report writing.
- Produce high-quality radiographs.
- Master radiation use and safety procedures.
- Conduct student tutorials.
- Conduct, complete and publish the findings of a research or scholarly project (thesis).

## Program Learning Outcomes – MS-DI

1. Accurate interpretation of diagnostic images.

2. Ability to recommend/acquire appropriate studies.
3. Teaching excellence.
4. Scholarship and information literacy.
5. Professionalism as a practitioner and a consultant to physicians and patients.
6. Effective clinical radiology practice.

During the last year of the program, students work in the UWS clinic system, interpreting diagnostic images and generating imaging reports. Successful completion of the program qualifies the student to sit for the examinations of the American Chiropractic Board of Radiology.

## Curriculum Sequence – MS-DI

Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credit	Grade
1	MDI7100	Radiation Health and Safety and Physics of Imaging	0	2	22	1	G
1	MDI7110	Normal Variants, Congenital Anomalies, and Skeletal Dysplasia	2	1	33	2.5	G
1	MDI7120	Clinical Radiology Phase 1A	0	6	66	2	P/NP
1	MDI7130	Instructional Methods 1	1	2	33	2.5	P/NP
1	MDI7140	Teaching Practicum 1A	0	1	11	0.5	P/NP
1	MDI7150	Research Methodologies: Information Literacy	1	1	22	1.5	P/NP
<b>Q1 Totals</b>			<b>4</b>	<b>13</b>	<b>187</b>	<b>10</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credit	Grade
2	MDI7200	Physical Injury of the Musculoskeletal System	2	6	88	5	G
2	MDI7210	Clinical Radiology Phase 1B	0	3	33	1	P/NP
2	MDI7220	Instructional Methodology II	1	1	22	1.5	P/NP
2	MDI7230	Teaching Practicum 1B	1	2	33	2	P/NP
2	MDI7240	Preparation of Thesis Proposal	0	3	33	1	P/NP
<b>Q2 Totals</b>			<b>4</b>	<b>15</b>	<b>209</b>	<b>10.5</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credit	Grade
3	MDI7300	Arthritides	1	4	55	3	G
3	MDI7310	Infectious Disorders of Bone	1	2	33	2	G
3	MDI7320	Clinical Radiology Phase 1C	0	3	33	1	P/NP
3	MDI7330	Instructional Methodology III	0	1	11	0.5	P/NP
3	MDI7340	Teaching Practicum 1C	1	2	33	2	P/NP
3	MDI7350	Thesis Preparation I	1	3	44	2	P/NP
<b>Q3 Totals</b>			<b>4</b>	<b>15</b>	<b>209</b>	<b>10.5</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credit	Grade
4	MDI7400	Neoplastic and Neoplastic-like Lesions of Bone	1.0	3	44	2.5	G
4	MDI7410	Clinical Radiology Phase 1D	0.0	3	33	1	P/NP
4	MDI7420	Instructional Methodology IV	1.0	2	33	2	P/NP
4	MDI7430	Teaching Practicum 1D	1.5	3	49.5	3	P/NP
4	MDI7440	Thesis Preparation II	1.0	6	77	3	P/NP
<b>Q4 Totals</b>			<b>4.5</b>	<b>17</b>	<b>236.5</b>	<b>11.5</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credit	Grade
5	MDI8100	Metabolic, Endocrine, and Nutritional Disorders of Bone	1	2	33	2	G
5	MDI8110	Hematopoietic Disorders of Bone	0	1	11	0.5	P/NP
5	MDI8120	Clinical Radiology Phase 2A	0	6	66	2	P/NP
5	MDI8130	Teaching Practicum 2A	1	3	44	2.5	P/NP
5	MDI8140	Thesis Preparation III	1	6	77	3	P/NP
<b>Q5 Totals</b>			<b>3</b>	<b>18</b>	<b>231</b>	<b>10</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clock	Credit	Grade
6	MDI8200	Magnetic Resonance Imaging of the Musculoskeletal System	2	4	66	4	G
6	MDI8210	Clinical Radiology Phase 2B	0	9	99	3	P/NP
6	MDI8220	Teaching Practicum 2B	1	3	44	2.5	P/NP
6	MDI8230	Thesis Revision and Submission	1	6	77	3	P/NP

		<b>Q6 Totals</b>	<b>4</b>	<b>22</b>	<b>286</b>	<b>12.5</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
7	MDI8400	Imaging of the Thorax(Chest)	1	4	55	3	G
7	MDI8310	Clinical Radiology Phase 2C	0	9	99	3	P/NP
7	MDI8320	Teaching Practicum 2C	1	3	44	2.5	P/NP
7	MDI8330	Thesis Submission and Final Draft	0	6	66	2	P/NP
		<b>Q7 Totals</b>	<b>2</b>	<b>22</b>	<b>264</b>	<b>10.5</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
8	MDI9100	Imaging of the Abdomen	1	4	55	3	G
8	MDI8410	Clinical Radiology Phase 2D	0	12	122	4	P/NP
8	MDI8420	Teaching Practicum 2D	1	3	44	3	P/NP
		<b>Q8 Totals</b>	<b>2</b>	<b>19</b>	<b>221</b>	<b>10</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
9	MDI8300	Neuroimaging of the Spine, Brain and Head/Neck	1	4	55	3	G
9	MDI9110	Clinical Radiology Phase 3A	0	12	132	4	P/NP
		<b>Q9 Totals</b>	<b>1</b>	<b>16</b>	<b>187</b>	<b>7</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
10	MDI9200	Radiology Residency Review – Bone	1	2	33	2	G
10	MDI9210	Clinical Radiology Phase 3B	0	12	132	4	P/NP
		<b>Q10 Totals</b>	<b>1</b>	<b>14</b>	<b>165</b>	<b>6</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
11	MDI9300	Clinical Radiology Phase 3C	0	24	264	8	P/NP
		<b>Q11 Totals</b>	<b>0</b>	<b>24</b>	<b>264</b>	<b>8</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
12	MDI9400	Clinical Radiology Phase 3D	0	24	264	8	P/NP
		<b>Q12 Totals</b>	<b>0</b>	<b>24</b>	<b>264</b>	<b>8</b>	
		<b>Curriculum Totals</b>	<b>29.5</b>	<b>219.0</b>	<b>2,723.5</b>	<b>114.5</b>	

## Course Descriptions – MS-DI

### **MDI7100 Radiation Health/Safety and Physics of Imaging** (1 credit)

This course will focus upon the physical principles involved in obtaining plain films radiographs, radiation protection, radiobiology, and advanced imaging. At the completion of this course, the resident will be expected to pass a written exam administered by the residency director. (0+2)

### **MDI7110 Normal Variants, Congenital Anomalies, and Skeletal Dysplasia** (2.5 credits)

This course will focus upon developmental and congenital anomalies of the skeletal system and skeletal dysplasias. The resident will be expected to recognize, adequately describe and discuss the clinical significance of the most common conditions affecting the skeletal system. Additional areas of study will include epidemiology and management and prognosis of the key congenital anomalies and skeletal dysplasias. The resident will also be expected to discuss the role of advanced imaging of these key conditions. Resident tutorial sessions and lab exercises will be expected. Upon completion of this course, the resident will be expected to pass a written and pass an oral exam administered by the residency director. (2+1)

### **MDI7120 Clinical Radiology Phase IA** (2 credits)

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. The resident will also participate in MSK-US rotations focusing on the clinical application of MSK-US. Residents will also have hands-on practice in scanning volunteer patients focusing on the shoulder region. The resident upon completion of Clinical Radiology Phase IA will be assessed by the resident's supervisor for professional demeanor and deportment in a clinical setting. They will also demonstrate proficiency in MSK-US scanning of the shoulder region. (0+6)

### **MDI7130 Instructional Methodology I** (2.5 credits)

This course is an introductory course on effective teaching, learning and assessment. As an introductory course it will explore various teaching, learning and assessment theories and paradigms. Residents will gain knowledge of various learning styles of students and explore the various types of teaching approaches that resonate with those styles. It will also provide entry-level information on basic curriculum design and instructional methods. Emphasis on effective methods to teach and evaluate



knowledge type competencies will be coupled with practice in creating lecture-type instructional tools. Residents will create a formal lecture on a topic selected in the course as a part of the outcome of the course. (1+2)

**MDI7140 Teaching Practicum 1 (0.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (0+1)

**MDI7150 Research Methodologies: Information Literacy (1.5 credits)**

This course will focus upon the knowledge and skills needed to access health care-related information. Emphasis will be on information literacy. The resident will demonstrate the ability to access appropriate sources, retrieve, store and effectively use information relative to patient management. (1+1)

**MDI7200 Physical Injury of the Musculoskeletal System (5 credits)**

This course will focus upon trauma to the axial skeleton and the appendicular skeleton. The resident will be expected to recognize and accurately describe fractures and dislocations of the axial and appendicular skeleton and be able to distinguish stable from unstable injuries. Additional areas to be covered include terminology, advanced imaging, management and prognosis. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology I, a professional level course at UWS that introduces a systemic approach to fracture management, case management of common fractures and dislocations of the axial skeleton and appendicular skeleton. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (2+6)

**MDI7210 Clinical Radiology Phase 1B (1 credit)**

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. The resident will also participate in MSK-US rotations focusing on the clinical application of MSK-US. Residents will also have hands-on practice in scanning volunteer patients focusing on the wrist/elbow regions. The resident upon completion of Clinical Radiology Phase 1B will be assessed by the resident's supervisor for professional demeanor and deportment in a clinical setting. They will also demonstrate proficiency in MSK-US scanning of the wrist/elbow regions. (0+3)

**MDI7220 Instructional Methodology II (1 credit)**

This course will further explore learning environments germane to health care education, focusing on methodologies of skills development. It will also explore in greater depth issues related to curriculum design with emphasis on laboratory and skills development-type instructional methods. Residents will create a formal laboratory-learning module on a topic selected in the course as a part of the outcome of the course. (1+1)

**MDI7230 Teaching Practicum 1B (1.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+2)

**MDI7240 Preparation of Thesis Proposal (5 credits)**

The focus of this course will be in selecting a thesis topic and formulate a thesis that is focused and significant and will add to the body of knowledge in diagnostic imaging. The resident will submit an abstract that includes the following headings: background, methods/design, discussion, keywords, and bibliography. The Residency Committee must agree to the selected thesis topic. (0+3)

**MDI7300 Arthritides (3 credits)**

This course will focus upon the arthritides affecting the skeletal system. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology II, a professional level course at UWS that introduces chiropractic students to the radiologic, laboratory and clinical manifestations of the more common musculoskeletal neoplasms, infections and arthritides. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+4)

**MDI7310 Infectious Disorders of Bone (2 credits)**

This course will focus upon the infectious disorders of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology II, a professional level course at UWS that introduces chiropractic students to the radiologic, laboratory and clinical manifestations

of the more common musculoskeletal neoplasms, infections and arthritides. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+2)

**MDI7320 Clinical Radiology Phase 1C (1 credit)**

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. Upon completion of Clinical Radiology Phase 1C, the resident's supervisor will assess the resident's professional demeanor and deportment in a clinical setting. (0+3)

**MDI7330 Instructional Methodology III (0.5 credits)**

This course will explore teaching and learning environments with emphasis on critical thinking skills development-type instructional methods. Residents will create a formal learning module on a topic selected in the course as a part of the outcome of the course. (0+1)

**MDI7340 Teaching Practicum 1C (2 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+2)

**MDI7350 Thesis Preparation I (2 credits)**

The student will select a thesis advisor approved by the Residency Committee. The resident will be supervised by and meet regularly with their thesis advisor. The resident is expected to submit to the chair of the Institutional Review Board (IRB) their thesis proposal for approval. Upon completion of the quarter, the residency director should receive a copy of the IRB Notification of Review Status. (1+3)

**MDI7400 Neoplastic and Neoplastic-Like Lesions of Bone (2.5 credits)**

This course will focus upon the neoplastic and neoplastic-like conditions of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant in Bone Pathology II, a professional level course at UWS that introduces the chiropractic student to the radiologic, laboratory and clinical manifestations of the more common musculoskeletal neoplasms, infections and arthritides. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+3)

**MDI7410 Clinical Radiology Phase ID (1 credit)**

The resident will be expected to demonstrate proficiency in producing high quality radiographic images of all anatomic areas that are consistent with the state of the art and legal scope of chiropractic practice and the resident must participate in quality improvement/quality assurance activities. The resident will also participate in MSK-US rotations focusing on the clinical application of MSK-US. Residents will also have hands-on practice in scanning volunteer patients focusing on the knee/ankle regions. The resident upon completion of Clinical Radiology Phase ID will be assessed by the resident's supervisor for professional demeanor and deportment in a clinical setting. They will also demonstrate proficiency in MSK-US scanning of the knee/ankle regions. (0+3)

**MDI7420 Instructional Methodology IV (2 credits)**

This course will explore formal and informal assessment methods in teaching and learning environments with emphasis on psychometrics and defensibility of assessment instruments. Residents will create and critique assessment plans and evaluation instruments as a part of the course. (1+2)

**MDI7430 Teaching Practicum 1D (3 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of radiographic anatomy and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. The residency director will assess student evaluations. (1.5+3)

**MDI7440 Thesis Preparation II (3 credits)**

This course is a continuation of Thesis Preparation I. The resident will continue to meet with their thesis advisor and will focus upon completion of a draft thesis and preparing it for presentation to the Residency Committee. Upon the completion of this course the resident will begin to prepare for oral defense of their thesis. (1+6)

**MDI8100 Metabolic, Endocrine, and Nutritional Disorders of Bone (2 credits)**

This course will focus upon the metabolic, endocrine and nutritional disorders of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant

in Bone Pathology III, a professional level course at UWS that familiarizes students with the radiological manifestations, clinical and laboratory presentations, and management of nutritional, metabolic, endocrine, and hematological conditions affecting the skeletal systems. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (1+2)

**MID8110 Hematopoietic Disorders of Bone (0.5 credits)**

This course will focus upon the hematopoietic disorders of bone. Identification of plain film radiographic features will be emphasized. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant and/or primary instructor in Bone Pathology III, a professional level course at UWS that familiarizes students with the radiological manifestations, clinical and laboratory presentations, and management of the hematological disorders of bone. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (0+1)

**MDI8120 Clinical Radiology Phase 2A (2 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+6)

**MDI8130 Teaching Practicum 2A (2 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI8140 Thesis Preparation III (3 credits)**

This course is a continuation of Thesis Preparation II. The resident will continue to meet with their thesis advisor and will focus upon completion of a final draft thesis. The resident is expected to submit a final draft to the residency director for review. (1+6)

**MDI8200 Magnetic Resonance Imaging of the Musculoskeletal System (4 credits)**

This course will focus upon the clinical application of magnetic resonance imaging for the most common conditions affecting the musculoskeletal system. The basic technical information on how to obtain a quality examination, the normal and abnormal appearance of the musculoskeletal system and the clinical relevance of MRI findings will be covered. Resident tutorial sessions and lab exercises will be expected. The resident will also be lab assistant and/or primary instructor in Bone Pathology III, a professional level course at UWS that review special imaging procedures such as computed tomography, magnetic resonance imaging, bone scan, discography, myelography, ultrasound, tomography and thermography. Upon completion of this course, the resident will be expected to pass a written and an oral exam administered by the residency director. (2+4)

**MDI8210 Clinical Radiology Phase 2B (3 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+9)

**MDI 8220 Teaching Practicum 2B (2.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI8230 Thesis Revision and Submission (3 credits)**

Following revisions recommended by the residency director, the resident will submit their thesis to the residency committee for final approval. (1+6)

**MDI8300 Neuroimaging of the Spine, Brain and Head/Neck (3 credits)**

This course will focus upon neuroimaging of the spine, brain and head/neck. Basic technical information on how to obtain a quality examination, the normal and abnormal appearance and clinical relevance of the imaging findings of the spine, intracranial and head/neck regions will be covered. Resident tutorial sessions and lab exercises will be expected. Upon completion of this course, the resident will be expected to pass a written and a practical exam administered by the residency director. (1+4)

**MDI8310 Clinical Radiology Phase 2C (3 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+9)

**MDI8320 Teaching Practicum 2C (2.5 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI8330 Thesis Submission and Final Draft (2 credits)**

This course is the continuation of Thesis Revision and Submission. Upon completion of the course, the resident will submit their final draft to the residency director. Upon approval by the residency director (or appointed committee member), the thesis will be submitted for publication to a peer-reviewed journal. (0+6)

**MDI8400 Imaging of the Thorax (Chest) (3 credits)**

This course will focus upon how to obtain high quality examination of the chest, understanding of the key clinical indications for exam procedures, and knowledge of normal anatomy. The resident will be able to recognize abnormal radiographic patterns and know basic preliminary management of conditions affecting the thorax. The resident will also be lab assistant and/or primary instructor in Soft Tissue Interpretation, a professional level course at UWS that familiarizes the student with common conditions affecting the thorax. Upon completion of this course, the resident will be expected to pass a written and a practical exam administered by the residency director. (1+4)

**MDI8410 Clinical Radiology Phase 2D (4 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the Campus Health Center. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of the Campus Health Center. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+12)

**MDI8420 Teaching Practicum 2D (2 credits)**

This course is a teaching practicum where the resident will be directing instruction of professional level courses at UWS. The resident will be the instructor and/or lab instructor of bone pathology courses and will be directly supervised by the assigned primary instructor of Diplomate status in chiropractic radiology. The assigned supervisor will assess the resident for teaching proficiency, level of knowledge, and professional demeanor and deportment. Student evaluations will also be assessed. (1+3)

**MDI9100 Imaging of the Abdomen (3 credits)**

This course will focus upon how to obtain high quality examination of the abdomen, understanding of the key clinical indications for exam procedures, and knowledge of normal anatomy. The resident will be able to recognize abnormal radiographic patterns and know basic preliminary management of conditions affecting the abdomen. The resident will also be lab assistant and/or primary instructor in Soft Tissue Interpretation, a professional level course at UWS that familiarized the student with common conditions that affect the abdomen. Upon completion of this course, the resident will be expected to pass a written and a practical exam administered by the residency director. (1+4)

**MDI9110 Clinical Radiology Phase 3A (4 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health centers. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+12)

**MDI9200 Radiology Residency Review – Bone (2 credits)**

This course will focus upon preparing the resident for the part I written examination administered by the American Board of Chiropractic Radiologists. The course will emphasize the diagnostic criteria, clinical abnormalities, laboratory abnormalities, pathologic manifestations, radiographic findings, classic, advanced and uncommon manifestations of the most common musculoskeletal condition. Advanced imaging, management, prognosis, associated diseases and key differentials will also be reviewed. (1+2)

**MDI9210 Clinical Radiology Phase 3B (4 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health clinics. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+12)

**MDI9300 Clinical Radiology Phase 3C (8 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health clinics. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+24)

**MDI9400 Clinical Radiology Phase 3D (8 credits)**

The resident will be expected to dictate clear, detailed and accurate reports on imaging studies of patients within the off-site health clinics. These reports will be assessed for accuracy and clarity by an assigned radiologist. The resident will also be expected these reports in a timely fashioned as required under policy. Furthermore, the resident will be available for consultation with physicians and interns of these clinics. Evaluation will be based upon feedback from physicians and by the assigned radiologist assessing the resident's radiology reports. (0+24)

## Master of Science in Exercise and Sport Science (MS-ESS)

The online master's degree in exercise and sport science, a 39-hour credit program with an additional 14-16 credits within their chosen degree concentration, is designed to provide students with advanced training within a specific area under the umbrella of exercise and sport science. This program is targeted toward students who are interested in wellness, health and fitness and/or exercise as a preventative component for overall health and well-being. There are two concentrations available, each of which begins with a set of common core courses followed by specialty courses that begin around the fifth academic quarter.

### Concentrations

- Health and Wellness Promotion
- Nutrition

The online courses utilize a combination of teaching and learning methods including online lectures, assignments, discussion forums, quizzes/exams, and research papers. A variety of evaluation methods measure student achievement of course and program learning outcomes. The program culminates with a capstone course in which students produce a professional portfolio preparing them for entry into a career in an exercise and sport science field.

### Admission Requirements – MS-ESS

UWS admits new students into the MS-ESS program in fall (October) and spring (April) academic terms. The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, specific requirements for the exercise and sport sciences include prerequisite coursework based on selected concentration.

- Pre-requisite coursework:
  - Health and wellness promotion concentration: Biology, Anatomy and Physiology Nutrition concentration: Biology, Anatomy and Physiology, Biochemistry, and Introduction to Nutrition
- Pass a comprehensive criminal history background check (requirement at admission).

### Graduation Requirements – MS-ESS

The MS-ESS is conferred upon the student who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior
- Successful completion of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 3.0 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

## Program Learning Outcomes – MS-ESS

### Graduates of the MS-ESS program will:

1. Demonstrate knowledge and understanding of the scientific method and principles of biology, anatomy, and physiology as they relate to human movement and physical activity.
2. Critically evaluate, interpret, and integrate information from the scientific literature in the discipline to describe factors related to human movement and physical activity.
3. Demonstrate an understanding of advanced concepts and topics within the field by applying critical thinking to solve problems from personal, scholarly and professional perspectives.
4. Demonstrate knowledge of the role physical activity and exercise play in human health and well-being, and be able to articulate those concepts in a scientific and professional manner.
5. Demonstrate knowledge of the importance and impact of physical activity and nutrition on one's health and be an advocate for developing a physically active lifestyle.

### Learning Outcomes for Health and Wellness Promotion Concentration:

In addition to the program learning outcomes above, graduates of the health and wellness promotion concentration will:

1. Understand the role of stress, sleep, diet and exercise on the overall health and well-being of individuals as well as ways to promote healthy lifestyle behaviors within community settings.
2. Develop expertise and demonstrate the ability to promote healthy lifestyles through physical activity, fitness, wellness and sports.
3. Apply the principles and best practices learned by designing, implementing and evaluating health promoting activities and programs.
4. Demonstrate the ability to effectively educate and/or counsel individuals regarding lifestyle modification.



- Successfully respond in a rational, sensitive, and critical thinking manner about values and ethics in the health and wellness field.

### Learning Outcomes for Nutrition Concentration:

In addition to the program learning outcomes above, graduates of the nutrition concentration will:

- Demonstrate knowledge and basic skills in the prevention, recognition and evaluation of chronic disease and the roles of nutrition and exercise in preventing chronic illnesses.
- Understand the role of diet and dietary intake as factors for overall health, well-being and performance.
- Understand the role of psychology in eating choices and behaviors, and how these choices influence overall health.

## Curriculum Sequence – MS-ESS

Online exercise and sport science students complete core courses consisting of 39 quarter credit hours. After which, they complete an additional 14-16 quarter credits comprised of courses within their chosen degree concentration to fulfill the required total number of credits.

Core Courses						
Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
1	MSE6210	Foundations of Health	2	22	2	G
1	MSE6500	Exercise Physiology	4	44	4	G
2	MSE6215	Psychology of Human Movement	4	44	4	G
2	MSE6565	Research Methods	4	44	4	G
3	MSE6220	Biomechanics	4	44	4	G
3	MSE6225	Exercise and Special Populations	4	44	4	G
4	MSE7145	Positive Coaching	4	44	4	G
4	MSE7200	Advances in Health and Wellness	4	44	4	G
5	MSE8215	Sport and Exercise Performance Enhancement	4	44	4	G
7/8	MSE7345	Current Topics in Exercise and Sport Science	4	44	4	G
7/8	MSE8350	Capstone Project	1	11	1	G
		<b>Totals</b>	<b>39</b>	<b>429</b>	<b>39</b>	
Qtr.	Course #	Elective Choices	Lecture	Clock	Credits	Grade
	MSE8450	Research Project	2-6	4-132	2-6	P/F

## Concentrations

A. Health and Wellness Promotion						
Qtr.	Course #	Health and Wellness Promotion	Lecture	Clock	Credits	Grade
5	MSE7210	Applied Health Behavior Theory	4	44	4	G
6	MSE7220	Wellness and Health Promotion Techniques	4	44	4	G
6	MSE7250	Epidemiology in Health and Wellness	4	44	4	G
7	MSE7230	Health Across Lifespan	4	44	4	G
		<b>Totals</b>	<b>16</b>	<b>176</b>	<b>16</b>	

B. Nutrition						
Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
5	MSE6531	Sport and Exercise Nutrition	4	44	4	G
6	MSN6200	Nutritional Biochemistry	2	22	2	G
6	MSN8101	Nutrition in Special Populations	2	22	2	G
6	MSN8135	Psychology of Eating and Wellness	2	22	2	G
7		Elective	4	44	4	G
		<b>Totals</b>	<b>14</b>	<b>154</b>	<b>14</b>	
Qtr.	Course #	Elective Choices (Choose 1)	Lecture	Clock	Credits	Grade
	MSE7210	Applied Health Behavior Theory	4	44	4	G
	MSE7230	Health Across the Lifespan	4	44	4	G
	MSE8360	Professional Field Experience	4	44	4	P/F
	MSE7250	Epidemiology in Health and Wellness	4	44	4	G

## Course Descriptions – MS-ESS

The numbers in parentheses following each course description are the hours that each class meets per week (lecture + lab hours).

### Core Courses

#### **MSE6210 Foundations of Health (2 credits)**

This course is designed to provide an in-depth understanding of the current known factors that influence human health. The course will entail a thorough review of the literature on the following topics: stress, sleep, exercise, nutrition, environment, epigenetics, etc. and the role these factors play in the health of the human animal. (2+0)

#### **MSE6215 Psychology of Human Movement (4 credits)**

This course covers the importance of the role the mind plays in all human movement including social and psychological factors related to participation and performance in physical activity, exercise and recreation. Topics include: motivation, behavior change models, societal pressures and expectations, as well as mental skills training. (4+0)

#### **MSE6220 Biomechanics (4 credits)**

This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

#### **MSE6225 Exercise and Special Populations (4 credits)**

This course is designed to provide a strong knowledge base of best practices and current guidelines on exercise prescription for those working with any special population in an exercise of fitness setting. Various disease states such as obesity, cancer, diabetes, cardiovascular disease, etc., will be discussed. (4+0)

#### **MSE6500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. (4+0) \*Prerequisite: prior physiology coursework (or instructor approval). (4+0)

#### **MSE6565 Research Methods (4 credits)**

This course will explore research topics in the disciplines of sport science, understand how research methods can be utilized to form theories, learn how to critically review the published literature, and write a comprehensive literature review that can be incorporated into the Capstone Project requirement. (4+0)

#### **MSE7145 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to: strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respecting and protecting self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0)

#### **MSE7200 Advances in Health and Wellness (4 credits)**

This course should familiarize the student with the history of the field of wellness, health education, and health promotion. The **Healthy People** initiative and its goals are discussed as well as priority areas. Current risk factors in preventable causes of death along with guidelines for risk reduction in the areas of diet, exercise and lifestyle are also taught. In addition, concepts needed to identify community needs, frame health promotion interventions, and how to implement and evaluate health intervention programs will be presented in order to provide the student with the necessary background for future courses in the MS program. (4+0)

#### **MSE7345 Current Topics in Exercise and Sport Science (4 credits)**

This course will review a wide breadth of current topics related to the field of exercise and sport science. Topics will include but will not be limited to: sport and exercise psychology, obesity, fitness trends, biomechanics, motor learning, exercise physiology, strength training, etc. This course is a summary and review course and will include a comprehensive final exam.

**MSE8215 Sports and Exercise Performance Enhancement (4 credits)**

This course is designed to provide students with the ability to assess and prescribe anaerobic and aerobic exercise programs for sports performance enhancement. Students will obtain hands-on experience designing programs to meet the needs of athletes from a variety of sports. (4+0) \*Prerequisite: Exercise Physiology

**MSE8350 Capstone Project (1 credit)**

This course requires the student to produce a professional and academic portfolio that encompasses their academic experiences and professional aspirations. This will include courses taken, selected research papers and academic work as well as any professional experience pertinent to their current degree program. (1+0)

**Course Descriptions – Elective Options for Exercise and Sport Science****MSE8450 Research Project (4-6 credits)**

During their degree program, a student completing a research project must enroll in six research project credits. Students are not eligible to receive credit for any more than six research project credits. No research project credit shall be given until the completed research project has been approved by the research project committee and accepted by the college of graduate studies. Research projects will be graded on a P/F system. No letter grade will be issued.

**Course Descriptions – Health and Wellness Promotion Concentration****MSE7210 Applied Health Behavioral Theory (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

**MSE7220 Wellness and Health Promotion Techniques (4 credits)**

An examination of various techniques used to deliver effective health education and promotion programs to a variety of audiences. The relationship of the design of health promotion programs to the needs assessment process will be discussed, as will methods of health communication. Examples of successful interventions in school, community, health care and worksite settings will be covered as well as techniques specific for each level of design and implementation. (4+0)

**MSE7230 Health Across the Lifespan (4 credits)**

This course covers the basic principles guiding growth, development and the health of individuals across the lifespan, from the prenatal period through senescence. Presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically based information about growth, development and health at different stages of life and from different academic perspectives. Course covers several themes, including contributions of biological and environmental factors to health and human development, measuring the health of individuals in communities, understanding determinants and consequences of health and development across the lifespan, measuring population health and assessing the implications of health disparities. (4+0)

**MSE7250 Epidemiology in Health and Wellness (4 credits)**

Epidemiology is the study of health within or among populations. This course will explore the basic concepts of epidemiology as they pertain to us and understanding for those developing and planning wellness or health promotion programs. Types of health research methods will be covered as well the basic indicators of population health and the influences that behavior and lifestyle can have on those indicators. (4+0)

**Course Descriptions – Nutrition Concentration****MSN6200 Nutritional Biochemistry (2 credits)**

This course provides an overview of essential concepts in human biochemistry and links those concepts to specific applications in clinical nutrition. The course examines the biological roles of macro- and micronutrients and their metabolism using basic knowledge in physiology, biochemistry and molecular biology. Topics include carbohydrates and energy metabolism, protein and amino acids, bioactive peptides, enzymes, fiber, lipids, the arachidonic acid cascade, minerals, water-soluble and fat-soluble micronutrients, along with an introduction to energy production, reduction-oxidization balance, and biochemical individuality. Students will explore the relationships of nutrients to major health disorders, including cardiovascular disease, diabetes and cancer. (22 hours)

**MSE6531 Sports and Exercise Nutrition (4 credits)**

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be

discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored. (4+0)

**MSN8101 Nutrition in Special Populations (2 credits)**

This course looks at nutritional needs and interventions in special populations, such as young children, the elderly, pregnant women, post-surgical patients, patients with terminal illnesses, and disabled persons who may have mental or physical conditions that affect their basic nutritional needs and their ability to utilize food normally. (22 hours)

**MSN8135 Psychology of Eating and Wellness (2 credits)**

This course explores our complex relationship with food: why we eat what we eat, how we eat, and why we eat too much or too little. Based on positive psychology, mind-body medicine, cognitive-behavior therapy, and a functional medicine model of psychological intervention as paths to wellness, the course also focuses on expectations, beliefs, and resistance to change. Students will examine their own eating and wellness practices, as well as their readiness for counseling others. Therapeutic interventions for developing healthy behaviors and recognizing eating disorders will be discussed and the role of family, peer, societal, corporate, and governmental influences on personal choices will be emphasized. (22 hours)

## **Course Descriptions – Elective Options for Nutrition Concentration**

**MSE7210 Applied Health Behavioral Theory: (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

**MSE7230 Health Across the Lifespan (4 credits)**

This course covers the basic principles guiding growth, development and the health of individuals across the lifespan, from the prenatal period through senescence. Presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically based information about growth, development and health at different stages of life and from different academic perspectives. Course covers several themes, including contributions of biological and environmental factors to health and human development, measuring the health of individuals in communities, understanding determinants and consequences of health and development across the lifespan, measuring population health and assessing the implications of health disparities. (4+0)

**MSE7250 Epidemiology in Health and Wellness (4 credits)**

Epidemiology is the study of health within or among populations. This course will explore the basic concepts of epidemiology as they pertain to us and understanding for those developing and planning wellness or health promotion programs. Types of health research methods will be covered as well the basic indicators of population health and the influences that behavior and lifestyle can have on those indicators. (4+0)

**MSE8360 Professional Field Experiences (4 credits)**

Practical learning opportunities will take place outside the classroom. The program director will contact organizations of interest with individual students to successfully undertake, implement, and complete a timely industry-specific internship under the supervision of an internship advisor. These organizations encompass the professional, amateur, corporate/agency, municipal, and non-profit sectors of the sports industry. (0+4)

# Master of Science in Human Nutrition and Functional Medicine (MS-HNFM)

## About the Program

This program is designed to prepare learners to serve as outstanding health care clinicians, consultants, educators, administrators and researchers in the field of human nutrition and functional medicine. Functional medicine is a science-based health care field that focuses on assessment and management strategies to improve, maximize, and/or restore a patient's physiological, emotional/psychological and physical health. The discipline takes a patient-centered approach to the clinical management of complex, chronic disorders that recognizes the interconnectedness of the physiological factors that influence health and contribute to the progression of disease. The core competencies of functional medicine are based on an understanding of the principles of molecular medicine and nutritional biochemistry as applied in a clinical setting. Functional medicine is discipline-blind and can be incorporated into patient management approaches rendered by medical physicians, chiropractic physicians, naturopathic physicians, nutritionists, nurse practitioners, and other health care practitioners.

The Master of Science in Human Nutrition and Functional Medicine (MS-HNFM) focuses on the clinical management of chronic illnesses and conditions as the framework for presenting the nutrition subject materials. Students are provided effective, patient-centered management strategies by which to address the myriad of clinical disorders commonly manifest in the current health care system population. This approach allows training to occur in the same context the practitioner will be applying the knowledge. The required coursework combines traditional nutrition science courses with coursework based on the clinical application of functional medicine.

The MS-HNFM program consists of 52 quarter credits provided online. This allows health care practitioners to enroll in the program without having to sacrifice time from their clinical practices. The courses are offered with sufficient frequency to allow students to progress with flexibility in scheduling the number of credits they take each term.

## Admission Requirements – MS-HNFM

UWS admits new students into the MS program each fall (October) and spring (April). The application packet includes a list of the material that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure that they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the MS-HNFM program:

- Prior college coursework in biology (minimum three semester credits or four quarter credits), physiology or anatomy/physiology (minimum three semester credits or four quarter credits), biochemistry (minimum three semester credits or four quarter credits) nutrition (one course) and medical terminology (one course) are required.
- Applicants who meet the entry requirements, but do not hold a degree in a health care field, must have completed courses in medical terminology (minimum two semester credits or three quarter credits) and basic nutrition (minimum three semester credits or four quarter credits).
- An in-person or telephone interview with the MS-HNFM director, associate director or program instructor.
- Pass a comprehensive criminal history background check (requirement at admission).

## Graduation Requirements – MS-HNFM

The MS-HNFM is conferred upon the individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior, and non-academic behavior.
- Successful completion of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 3.0 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

## Program Learning Outcomes – MS-HNFM

Graduates of the MS-HNFM program will:

1. Possess the knowledge and skills to assess individuals for nutritional deficiencies and imbalances and apply evidence-based therapeutic interventions.
2. Bring to their patients and communities a well-informed understanding of the crucial relationship between whole food nutrition, health promotion and disease prevention.
3. Link research findings to the clinical application of the functional medicine model.

- Engage in life-long learning.
- Practice according to ethical and professional standards.
- Produce a scholarly paper on an important functional medicine topic and pass the MS-HNFM comprehensive examination.

## Curriculum Sequence – MS-HNFM

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
1	MSN6100	Principles of Functional Medicine	5	0	0	55	5	G
1	MSN6200	Nutritional Biochemistry	2	0	0	22	2	G
		<b>Q1 Totals</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>7</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
2	MSN6101	Evidence-Based Nutrition	3	0	0	33	3	G
2	MSN6305	Whole Food Nutrition and Supplementation	4	0	0	44	4	G
		<b>Q2 Totals</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>7</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
3	MSN6204	Gastrointestinal Imbalances	4	0	0	44	4	G
3	MSN6202	Sports Nutrition and Exercise Metabolism	3	0	0	33	3	G
		<b>Q3 Totals</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>7</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
4	MSN6300	Detoxification and Biotransformation Pathways and Imbalances	3	0	0	33	3	G
4	MSN7207	Nutritional Epidemiology and Clinical Research	4	0	0	44	4	G
		<b>Q4 Totals</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>7</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
5	MSN7102	Oxidative/Reductive Dynamics and Energy Production	3	0	0	33	3	G
5	MSN7200	Immune Imbalances and Inflammation	4	0	0	44	4	G
		<b>Q5 Totals</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>77</b>	<b>7</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
6	MSN6302	Hormone and Neurotransmitter Regulation and Imbalances	3	0	0	33	3	G
6	MSN7106	Autoimmune Disease: Causes and Strategies	3	0	0	33	3	G
6	MSN7215	Cardiovascular Disease and Metabolic Imbalances	2	0	0	22	2	G
		<b>Q6 Totals</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>88</b>	<b>8</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
7	MSN7115	Meal Planning in Health and Illness (required for students admitted in Fall 2017 or later)	2	0	0	22	2	G
7	MSN7305	Capstone Course	3	0	0	33	3	G
		<b>Q7 Totals</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>55</b>	<b>5</b>	
		Electives	4	0	0	44	4	
		<b>Curriculum Totals</b>	<b>52</b>	<b>0</b>	<b>0</b>	<b>572</b>	<b>52</b>	

\*Electives - Four credits of electives are required, which may be taken after completion of the 4 foundational courses (MSN6100, 6101, 6200, 6305)

Electives								
	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
	MSN7101	Structural Integrity	2	0	0	22	2	G
	MSN7115	Meal Planning in Health and Illness (available as an elective for students admitted before October 2017. Required for those admitted Fall 2017 or later).	2	0	0	22	2	G
	MSN7201	Fundamentals of Mind-Body Medicine and The Psychology of Well-Being	2	0	0	22	2	G
	MSN8100	Botanical Medicine	2	0	0	22	2	G
	MSN8101	Nutrition in Special Populations	2	0	0	22	2	G
	MSN8115	Advanced Practices Modules (modules from IFM and AFMCP)	2-4	0	0	22-44	2-4	TR
	MSN8125	Pharmacology and Drug-Nutrient Interactions	2	0	0	22	2	G
	MSN8126	Supervised Nutrition Mentorship I (Program Director Permission Required)	0	0	6	66-335	2	P/F
	MSN8127	Supervised Nutrition Mentorship II (Program Director Permission Required)	0	0	6	66-335	2	P/F



MSN8132	Nutrigenetics and Nutrigenomics	2	0	0	22	2	P/F
MSN8135	Psychology of Eating & Wellness	2	0	0	22	2	G
MSN8145	Plant-Based Nutrition	2	0	0	22	2	G
MSN8165	Nutrition Practice Strategies	2	0	0	22	0	G
MSN8167	Topics in Nutritional Supplementation	2	0	0	22	0	G

## Graduate Certificate Human Nutrition and Functional Medicine (Cert-HNFM)

Health professionals with a first professional degree (DC, MD, DO, ND, LAc, etc.), may enroll in the online graduate certificate in human nutrition and functional medicine. The curriculum includes eight required courses in the MS-HNFM program.

### Admission Requirements – Cert-HNFM

UWS admits new students into the graduate certificate program each fall (October) and spring (April). The application packet includes a list of the material that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure that they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the HNFM graduate certificate program:

- Health professionals with a master's or doctoral degree may enroll in the online graduate certificate in human nutrition and functional medicine. The curriculum includes eight of the 17 required courses in the MS-HNFM program.
- Prior college coursework in biology (minimum three semester credits or four quarter credits), physiology or anatomy/physiology (minimum three semester credits or four quarter credits), nutrition, and biochemistry (minimum three semester credits or four quarter credits) are required.
- An in-person or telephone interview with the MS-HNFM director or a program instructor.

### Program Learning Outcomes – Cert-HNFM

1. Graduates of the HNFM graduate certificate will develop effective, evidence-informed management and wellness approaches utilizing nutritional and lifestyle interventions within a functional medicine framework

### Curriculum Sequence – Cert-HNFM

Course #	Course Name	Lecture	Lab	Clinical	Clock	Credits	Grade
MSN6100	Principles of Functional Medicine	5	0	0	55	5	G
MSN6101	Evidence-based Nutrition	3	0	0	33	3	G
MSN6204	Gastrointestinal Imbalances	4	0	0	44	4	G
MSN6300	Detoxification and Biotransformation Pathways and Imbalances	3	0	0	33	3	G
MSN6302	Hormone and Neurotransmitter Regulation and Imbalances	3	0	0	33	3	G
MSN7106	Autoimmune Disease: Causes and Strategies	3	0	0	33	3	G
MSN7115	Meal Planning in Health and Illness	2	0	0	22	2	G
MSN7200	Immune Imbalances and Inflammation	4	0	0	44	4	G
	Elective (choose 1 from list of electives)	2	0	0	22	2	G
	<b>Total</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>319</b>	<b>29</b>	
	<b>Electives</b>						
MSN7101	Structural Integrity	2	0	0	22	2	G
MSN7201	Fundamentals of Mind-Body Medicine and Psychology of Well-Being	2	0	0	22	2	G
MSN8100	Botanical Medicine	2	0	0	22	2	G
MSN8101	Nutrition in Special Populations	2	0	0	22	2	G
MSN8115	Advanced Practices Modules (modules from IFM and AFMCP; 2 credits each; maximum 4 credits allowed) Functional Medicine for Hypertension and Metabolic Syndrome	2	0	0	22	2	TR
MSN8125	Pharmacology and Drug-Nutrient Interactions	2	0	0	22	2	G
MSN8132	Nutrigenomics and Nutrigenomics	2	0	0	22	2	G
MSN8135	Psychology of Eating and Wellness	2	0	0	22	2	G
MSN8145	Plant-Based Nutrition	2	0	0	22	2	G
MSN8165	Nutrition Practice Strategies	2	0	0	22	2	G
MSN8167	Topics in Nutritional Supplementation	2	0	0	22	2	G

## Course Descriptions – MS-HNFM

Four courses provide the foundation for the remainder of the curriculum and must be taken at or near the beginning of the program. These are:

- **MSN6100** Principles of Functional Medicine: provides the overview and paradigm for the functional medicine model.
- **MSN6200** Nutritional Biochemistry: provides the underpinning for the emphasis on biochemical mechanisms seen throughout the program.
- **MSN6101** Evidence-Based Nutrition: introduces critical appraisal skills and their application in evidence-based nutritional practice.
- **MSN6305** Whole Food Nutrition and Supplementation: explores current research and practice developments related to healthy diet and the role of nutritional supplementation.

### **MSN6100 Principles of Functional Medicine (5 credits)**

This course presents the fundamental concepts of functional medicine, including genetic predisposition to illness, biochemical individuality, environmental factors functions and imbalances, triggers and mediators of illness, common clinical imbalances (oxidative and reductive stress, energy production, structural integrity, assimilation, immune surveillance and inflammation, other defense mechanisms, hormone and neurotransmitter regulation, detoxification and biotransformation, nutritional genomics, and the relationships of mental, emotional and spiritual elements to health and healing). The personalized, whole-person, integrated systems approach of functional medicine will be compared and contrasted to conventional approaches of health care. Specialized clinical assessments, diagnostic functional tests and measures/biomarkers of allostatic load will be explored, along with some of the core therapeutic approaches used in many patients. This course lays the foundation for many of the subsequent courses in this degree program and must be taken in the first quarter of the program. (5+0)

### **MSN6101 Evidence-Based Nutrition (3 credits)**

This course provides core knowledge in evidence-based nutrition with a focus on the role of nutrition in health optimization and disease treatment. Students will gain a detailed understanding of the practical application of various nutrients and dietary strategies used in clinical practice. Discussions will also incorporate the three components of evidence-based health care (clinical expertise, patient preference, research evidence) into the decision-making and data-analysis process. (3+0)

### **MSN6200 Nutritional Biochemistry (2 credits)**

This course provides an overview of essential concepts in human biochemistry and links those concepts to specific applications in clinical nutrition. The course examines the biological roles of macro- and micronutrients and their metabolism using basic knowledge in physiology, biochemistry and molecular biology. Topics include carbohydrates and energy metabolism, protein and amino acids, bioactive peptides, enzymes, fiber, lipids, the arachidonic acid cascade, minerals, water-soluble and fat-soluble micronutrients, along with an introduction to energy production, reduction-oxidization balance, and biochemical individuality. Students will explore the relationships of nutrients to major health disorders, including cardiovascular disease, diabetes and cancer. (2+0)

### **MSN6202 Sports Nutrition and Exercise Metabolism (3 credits)**

This course focuses on nutrition considerations and applications in exercise, athletics, performance enhancement, and weight management. Fitness-promoting programs are compared and contrasted, and the evidence supporting various programs is evaluated. Pre-participation guidelines are reviewed. (3+0)

### **MSN6204 Gastrointestinal Imbalances (4 credits)**

This course presents a functional medicine approach to understanding the metabolism of the gastrointestinal system, with an emphasis placed on the nutritional implications of dysfunctional digestion or absorption, intestinal membrane integrity and permeability, alterations in GI microbiological flora and gut ecology, hepatoenteric cycles, hydrochloric acid and digestive enzymes, assimilation of nutrients, and the GI immune system. Nutritional support of GI function and repair is emphasized. Health disorders reviewed include inflammatory bowel diseases, irritable bowel syndrome, gluten sensitivity, autism, and disorders of systemic inflammation. (4+0)

### **MSN6300 Detoxification and Biotransformation Pathways and Imbalances (3 credits)**

This course examines the metabolic pathways involved in the conversion of exogenous and endogenous toxins and waste compounds and molecules into excreted substances, placing them in context within the functional medicine model. Phase I and II reactions, regulation of detoxification pathways, genetic variations, and functional assessment of these mechanisms are detailed. Nutritional support and the effect of drugs on detoxification pathways are reviewed, as well as the disturbed physiology and eventual pathology that results from imbalances in detoxification and biotransformation. (3+0)

### **MSN6302 Hormone and Neurotransmitter Regulation and Imbalances (3 credits)**

This course examines the actions, interrelationships, control mechanisms and imbalances of neurotransmitters, neuroendocrine factors, hormones and immune mediators. Particular emphasis is placed on the hypothalamic-pituitary-adrenal (HPA) axis, thyroid metabolism, and sex hormones. The effects of toxins, free radicals, stress, diet, nutrient deficiencies, digestive disorders,

drugs and specific foods on neurotransmitters and hormones are analyzed within a functional medicine framework. Laboratory testing of the various substances, including precursors and metabolites is included. (3+0)

**MSN6305 Whole Food Nutrition and Supplementation** (4 credits)

This course covers concepts and evidence related to nutritional therapy, public health nutrition policy, whole foods and processed foods, food groups, dietary patterns, nutrient content of foods, organic and conventional foods, and various controversies in the field of nutrition. Evidence on nutritional prevention and treatment of major diseases is emphasized. Dietary guidelines, meal planning, and regulation and quality control in the dietary supplement industry are also discussed. (4+0)

**MSN7102 Oxidative/Reductive Dynamics and Energy Production** (3 credits)

This course examines the mechanisms leading to oxidative or reductive stress and the impact of those reactions on the development of chronic disease. Production of free radical and reactive oxygen species, and the nitric oxide cycle are covered in depth. Mitochondrial dysfunction and other mechanisms of abnormal energy production are reviewed. Relevance to conditions such as neurodegenerative disorders, chronic fatigue, and fibromyalgia will be emphasized. (3+0)

**MSN7106 Autoimmune Disease: Causes and Strategies** (3 credits)

The prevalence of autoimmune diseases is increasing rapidly worldwide and, as with other health ailments such as hypertension and diabetes, these conditions are becoming particularly more common in westernized societies. Rapid changes in disease prevalence point to a change in the patient's environment rather than to genetic causes, to which these conditions have traditionally been ascribed. Likewise, these conditions that were once considered idiopathic have now been described and researched to the extent that we better understand the etiology and pathophysiology of the disease process, allowing us to formulate improved treatment approaches. This course uses a functional medicine perspective to explore the major autoimmune diseases, their unique and common etiologies, laboratory assessments, physical exam findings, and nutritional and integrative interventions, including pharmacologic drugs. (3+0)

**MSN7115 Meal Planning in Health and Illness** (2 credits)

This course prepares students to design and modify meal plans in order to promote optimal health, address specific illness states, manage weight and encourage healthful food behaviors. Emphasis is placed on demonstrating practical skills for effective patient assessment and communication with appropriate documentation. Special consideration will be given to food selection, preparation methods, patient preference, operating within a budget, cultural influences and the creation of sustainable plans that encourage long-term compliance.

**MSN7200 Immune Imbalances and Inflammation** (4 credits)

This course explores inflammation and immune dysfunction as common pathogenic mechanisms in many chronic disorders, such as diabetes mellitus, hypertension, allergy, and autoimmunity. Dietary and phytonutritional influences on the inflammatory process, including both proinflammatory and anti-inflammatory effects, are explored in depth using a functional medicine framework. Case studies include autoimmune diseases, allergies, and metabolic disorders. Risks, benefits, and nutritional interactions associated with common anti-inflammatory medications are reviewed. (4+0)

**MSN7207 Nutritional Epidemiology and Clinical Research** (4 credits)

This course is an introduction to the principles of epidemiology and their application to nutrition. This course addresses the role of nutrition in investigating the epidemiology of many chronic diseases. The course also stresses clinical research design methods utilized in nutrition research as well as general clinical research designs such as clinical trials, cohort studies, case-control studies, and other pragmatic designs. (4+0)

**MSN7215 Cardiovascular Disease and Metabolic Imbalances** (2 credits)

Diseases of the cardiovascular system and disruption of its related metabolic processes are among the deadliest and most economically burdensome health problems facing industrialized societies. Having reached epidemic proportions, an urgent need now exists to identify and implement strategies for reversing the trend of increased morbidity and mortality, uncontrolled cost and younger age of onset that characterizes these conditions. This course presents a functional medicine approach to the prevention and nutritional management of chronic cardiovascular disease and imbalances of metabolism (including metabolic syndrome and type II diabetes mellitus). Students also learn the key diagnostic criteria, physical examination and laboratory findings associated with these conditions. (22 hours)

**MSN7305 Capstone Course** (3 credits)

This is the capstone course in the degree program and is taken in the last quarter of study (with other courses), or in the following quarter. Each student produces either a topic paper in the format of a narrative literature review on a subject related to nutrition and/or functional medicine or a case study that demonstrates their application of the principles and practices covered in the program including a review of the relevant literature. Students also write a reflective essay about their learning experiences in the MS-HNFM program. A comprehensive final examination covering all areas of required coursework in the program is taken at the conclusion of this course. (3+0)

## Elective Courses

### **MSN7101 Structural Integrity (2 credits)**

This course examines the interrelationship between structure, function, well-being and chronic pain syndromes. Structural integrity is considered throughout the spectrum, from cellular membranes and receptors up through the neuromusculoskeletal system and whole-body structure. Nutrients closely related to membrane integrity, transport and signaling mechanisms, pain mediation, and bone metabolism are discussed. Selected assessment procedures are reviewed so that practitioners can directly identify and treat areas of dysfunction for common pain syndromes; included in this physical assessment is the “nutritional physical” by which clinicians can appreciate physical manifestations of internal imbalances and nutrient insufficiencies. (2+0)

### **MSN7201 Fundamentals of Mind-Body Medicine and the Psychology of Well-Being (2 credits)**

This is an overview of mind-body medicine — history and current practices. There will be a particular emphasis on the growing variety of evidence-based mindfulness practices, specifically Mindfulness-Based Stress Reduction (MBSR) and related approaches including Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Mindful Self-Compassion. We will approach mind-body medicine through a biopsychosocial lens, taking into account the context and culture of environment. We will also explore the impact of meaning and story on illness / wellness and how this can be brought into the therapeutic relationship through Narrative Medicine. This class includes a strong experiential component through instruction and practice in mindfulness and other mind-body practices. (2+0)

### **MSN8100 Botanical Medicine (2 credits)**

This course presents a practical overview of medical botany/herbology, including history, composition, safety, and therapeutic use of the most commonly used botanical medicines. Each of these agents is reviewed regarding its classification, bioactive components, herb-drug-nutrient interactions, mechanism of action, metabolism, indications and contraindications, toxicology, methods of administration, and dosage. (2+0)

### **MSN8101 Nutrition in Special Populations (2 credits)**

This course looks at nutritional needs and interventions in special populations, such as young children, the elderly, pregnant women, post-surgical patients, patients with terminal illnesses, and disabled persons who may have mental or physical conditions that affect their basic nutritional needs and their ability to utilize food normally. (2+0)

### **MSN8115 Advanced Practice Modules (modules from IFM and AFMCP) (2-4 credits)**

Advanced Practice Modules (APMs) and the week-long Applying Functional Medicine in Clinical Practice (AFMCP) from the Institute for Functional Medicine (IFM) can be completed for elective credit, with one APM or one AFMCP substituting for one elective course in our MS program. APMs are focused on a single key health dysfunction such as gastrointestinal, cardiometabolic, detoxification and immune imbalances. APMs are offered both in person and electronically for greater ease of access. (2-4+0)

### **MSN8125 Pharmacology and Drug-Nutrient Interactions (2 credits)**

This course provides a practical overview of pharmacologic therapy used in the management of ambulatory patients with chronic illnesses or non-life threatening acute illnesses. The student will study the effects of drugs on organ systems and diseases and the mechanism of action (pharmacodynamics), the absorption, distribution, metabolism and excretion of drugs (A.D.M.E. of pharmacokinetics), potential toxic effects of medications, factors affecting the effectiveness of drugs, and interactions with drugs, botanical compounds, foods and nutritional supplements. (2+0)

### **MSN8126 Supervised Nutrition Mentorship I (2 credits)**

### **MSN8127 Supervised Nutrition Mentorship II (2 credits)**

Mentorships are designed to provide practical experiences to help students explore various career opportunities and/or improve practical knowledge and skills within the field of nutrition. During a mentorship, students work under the supervision of a credentialed nutritionist or other health care professional in a nutritional practice environment. The university strives to maintain a list of credentialed supervisors throughout the United States. However, students are ultimately responsible for making their own work arrangements. The supervised experience must total at least 66 hours and include observational experience in each of the following categories: nutritional assessment, intervention, education, counseling or management, and monitoring or evaluation. Optionally, students may extend the mentorship to 335 hours with a minimum of 70 hours in each of the categories listed above. Only two credits per quarter will be awarded, no matter how many additional hours above the minimum 66 hours are involved. (Program director permission required)

### **MSN8132 Nutrigenetics and Nutrigenomics (2 credits)**

This course explores the current understanding and practical application of nutrigenetics and nutrigenomics. By considering the impact of individual genetic variations on nutritional status and requirements (nutrigenetics), students will learn to provide tailored dietary and nutritional recommendations that accommodate common genetic variants. Evaluating the evidence for food and nutrient modulation of gene expression (nutrigenomics) will improve the student's ability to design nutritional treatment plans

that address common chronic illnesses and aid in their prevention. Connections to nutritional epigenetics and genetic testing options will assist the student in navigating the complexities of gene-mediated influences on health and illness. (2+0)

**MSN8135 Psychology of Eating and Wellness (2 credits)**

This course explores our complex relationship with food: why we eat what we eat, how we eat, and why we eat too much or too little. Based on positive psychology, mind-body medicine, cognitive-behavior therapy, and a functional medicine model of psychological intervention as paths to wellness, the course also focuses on expectations, beliefs, and resistance to change. Students will examine their own eating and wellness practices, as well as their readiness for counseling others. Therapeutic interventions for developing healthy behaviors and recognizing eating disorders will be discussed and the role of family, peer, societal, corporate, and governmental influences on personal choices will be emphasized. (2+0)

**MSN8145 Plant-Based Nutrition (2 credits)**

This course provides a comprehensive guide to plant-based nutrition. Subjects addressed include obtaining sufficient protein from plant sources, the health benefits of a whole foods plant-based diet for prevention and treatment of chronic disease, and determining which supplements are essential. Emphasis is given to transitioning to a vegan diet, and its appropriateness during pregnancy and breastfeeding, for children and teens, for people over fifty, and for people engaged in recreational sports and competitive athletics. Nutrient-dense recipes and menus are provided. Various dietary controversies are evaluated in an evidence-based framework. (2+0)

**MSN8165 Nutrition Practice Strategies (2 credits)**

This course addresses essential aspects of successful nutrition practice with an emphasis on advanced nutrition counseling techniques. Students study effective communication, observation, and active listening skills. Assessment of stages of behavior change and motivational interviewing are integrated with methods for guiding clients/patients through goal setting and maintaining accountability. Case studies to integrate knowledge with clinical application are examined. Analytical strategies such as planning, implementation, and assessment of progress are discussed to prepare the practitioner for successful patient management. Practical steps for setting up a nutrition practice are presented. (2+0)

**MSN8167 Topics in Nutritional Supplementation (2 credits)**

This course will present fundamental concepts of nutritional supplementation, defining and describing the differences among nutritional supplement types including concentrates, extracts, whole food supplements, and isolates, as well as natural and synthetic formulation processes. Safety issues, regulatory standards, and industry standards will be explored. Clinical approaches to integrating supplementation into dietary counseling for a variety of conditions will be considered. Guidance will be provided on the qualities nutritional products should possess when deciding which supplements to use in clinical practice. (2+0)

*UWS appreciates the collaboration and support from Standard Process, Inc., in developing the content for this course under the direction, review and control, and with final approval by UWS. This course is open to students in the UWS doctor of chiropractic and human nutrition and functional medicine programs.*

## Master of Science in Sports Medicine (MS-SM)

The sports medicine program is a seven-quarter graduate professional master's degree program designed to provide students with advanced training in the prevention, evaluation and management of injuries and disorders affecting athletes and others participating in sports activities. As a professional master's degree, it is targeted at students with prior training in the evaluation and management of neuromusculoskeletal disorders. This audience includes chiropractic program students, chiropractic physicians, athletic trainers, occupational therapists, physical therapists and other health care providers. The program is designed to satisfy most of the requirements of chiropractic specialty certification programs in sports medicine.

This science-based, clinically-oriented, program provides a level of experience and expertise necessary for either specialty care of sports injuries within a chiropractic practice, or for the prevention assessment, treatment, and rehabilitation of sports injuries in a multidisciplinary context. The university emphasizes the appropriate use of scientific evidence and other legitimate sources of knowledge to inform and improve practice, to reduce errors in clinical settings and to optimize clinical effectiveness for patients.

The program consists of a combination of online lecture, hands-on laboratory exercises and practical field-based experiences (practicums). The practicums include supervised interaction with athletes in training rooms and at sporting events,

The master's degree program culminates with a capstone course, which consist of a portfolio project requiring the student to evaluate and reflect upon significant practical experiences gained through the program, with the emphasis on analysis and critique of those experiences, case studies, review of literature, or other approved scholarly activities.

### Concurrent DC-MS On-Campus Format

Doctor of chiropractic students receive an extensive foundation in neuromusculoskeletal anatomy, physiology, and biomechanics. The Master of Science in Sports Medicine program builds on this foundation. The program is offered over a minimum of seven quarters and requires the completion of 61 quarter credits, 23 of which can be earned from the chiropractic degree curriculum. These 23 credits are dually attributable to the DC and MS degrees. The remaining 38 credits are from courses offered exclusively to sports medicine degree students.

Students who matriculated in the chiropractic program without a bachelor's degree may earn a bachelor's in human biology after successful completion of quarter 5 in the DC program; at this point, such students will have satisfied the undergraduate degree admission requirement for the sports medicine program. DC students without a prior bachelor's degree must successfully complete these first five quarters of the DC curriculum prior to matriculation in the MS program.

### Distance Student Format

The sports medicine distance student format is designed for field practitioners and students who are not enrolled in the UWS DC program. Course content and instructors are the same as for those students concurrently enrolled in the DC and MS programs, but the hands-on laboratory components are provided in a condensed weekend format whereby students are required to be on the UWS campus for one to three weekends per term, depending on the number of courses taken. Practicum experiences may be completed through UWS-organized practicums or pre-approved offsite practicum locations.

### Admission Requirements - MS-SM

UWS admits new students into the MS Sports Medicine program in winter (January) and spring (April) academic terms. The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the sport and performance psychology program:

- A first-professional degree in a field of health care that includes the following, or similar, coursework (equivalent to at least 22.5 quarter credits or 16 semester credits): neuromuscular diagnosis and treatment, biomechanics, soft tissue therapies/rehabilitation, physiological therapeutics.
- Students currently enrolled in a first professional health care degree program that includes the above coursework must meet the following requirements:
  - Bachelor's degree
  - Minimum 2.5 GPA in current professional health care program
  - 6th quarter or 4th semester status or above
  - Attend an on-campus informational session or participate in an in-person or telephone interview with the sports medicine program director or a program instructor.
- Pass a comprehensive criminal history background check (requirement at admission).

## Graduation Requirements – MS-SM

The MS sports medicine is conferred upon the individual who has fulfilled the following requirements:

- Seven quarters of resident study as a matriculated, graduate degree-seeking student, with a minimum 2.5 grade point average and 60.5 quarter credits applicable to the MS program.
- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior, and non-academic behavior.
- Successful completion of all required courses, lectures, labs, practicums and seminars with a minimum cumulative GPA of 2.75 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

## Program Learning Outcomes – MS-SM

1. Identify, assess and differentiate anatomical structures and physiological concepts relevant to sports injuries and performance optimization situations.
2. Identify and implement strategies for performance enhancement based on the needs of the athlete.
3. Select, interpret and evaluate results from the history and examination procedures used to establish diagnoses and management plans for athletes.
4. Select, sequence, analyze and demonstrate management protocols and treatment modalities that are evidence-informed.
5. Define, describe and conduct nutritional assessments and/or produce and implement nutritional support strategies based upon clinical needs.
6. Select and apply bracing and taping modalities according to the clinical needs of the athlete.
7. Perform and interpret the results of emergency assessment and management procedures.
8. Effectively evaluate and manage special patient populations acknowledging any necessary alterations needed for treatment purposes.
9. Describe, debate, demonstrate, and examine ethics and professionalism in the sports injury practice.
10. Understand and demonstrate the ability to communicate with necessary stakeholders (team management, public, media, family, athlete representative, other health care providers, etc.) regarding athlete status.

## Curriculum Sequence – MS-SM

The three-letter abbreviation that begins each course designation indicates its academic area:

**CHR** = Chiropractic Sciences  
**MSE** = Master of Science - Exercise

Following is the current list of courses and the quarters in which they are offered. Courses with the CHR or CSC identifiers are in the DC degree curriculum. Courses with the MSE identifier are unique to the sports medicine program. DC students who are dually enrolled in the sports medicine program take 4-6 credits of MS-SM coursework each quarter in addition to the DC coursework.

Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
1	CHR6326*	Spinal Disorders: Diagnosis & Management	6	0	0	66	6	G
1	CHR6327*	Neuro-Orthopedic Assessment of the Spine	0	2	0	22	1	P/F
1	CHR6332*	Extremity Biomechanics	2	0	0	22	2	G
1	CHR6333*	Extremity Muscle Testing	0	2	0	22	1	P/F
1	CHR6341*	Spinal Rehabilitation	0	2	0	22	1	P/F
1	MSE6311	Exercise Physiology	3	2	0	55	4	G
1	MSE7131	Special Populations	1	0	0	11	1	G
<b>Q1 Totals</b>			<b>12</b>	<b>8</b>	<b>0</b>	<b>220</b>	<b>16</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
2	CHR7128*	Lower Extremity Diagnosis & Management	3	0	0	33	3	G
2	CHR7129*	Lower Extremity Orthopedic Assessment	0	2	0	22	1	P/F
2	CHR7130*	Lower Extremity Taping and Splinting	0	1	0	11	.5	P/F
2	MSE6550	Sport Psychology	4	0	0	44	4	G
2	MSE7151	Emergency Management	2	2	0	33	3	G
<b>Q2 Totals</b>			<b>9</b>	<b>5</b>	<b>0</b>	<b>143</b>	<b>11.5</b>	
Qtr.	Course #	Course Name	Lecture	Lab	Clinical	Clock	Credit	Grade
3	CHR7230*	Upper Extremity Diagnosis & Management	3	0	0	33	3	G
3	CHR7231*	Upper Extremity Orthopedic Assessment	0	2	0	22	1	P/F



3	CHR7232*	Upper Extremity Taping and Splinting	0	1	0	11	.5	
3	CHR7266*	Advanced Rehabilitation	2	2	0	44	3	G
3	MSE7211	Advanced Sports Medicine I (LR)	4	2	0	66	5	G
		<b>Q3 Totals</b>	<b>9</b>	<b>7</b>	<b>0</b>	<b>176</b>	<b>12.5</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
4	MSE7332	Practicum I	0	0	3	33	1	P/F
4	MSE8111	Advanced Sports Medicine II (UR)	4	2	0	66	5	G
		<b>Q4 Totals</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>99</b>	<b>6</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
5	MSE7311	Professional Practice Topics	1	0	0	11	1	G
5	MSE8122	Practicum II	0	0	3	33	1	P/F
5	MSE8312	Advanced Sports Medicine III (Rehabilitation/Active Care)	2	2	0	44	3	G
		<b>Q5 Totals</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>88</b>	<b>5</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
6	MSE8211	Sports Performance Enhancement	3	2	0	55	4	G
6	MSE8222	Practicum III	0	0	3	33	1	P/F
6(5)	BSH8155	<b>Elective: Biostatistics**</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>33</b>	<b>3</b>	<b>G</b>
		<b>Q6 Totals</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>88</b>	<b>5</b>	
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Lab</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credit</b>	<b>Grade</b>
7	MSE7321	Sports Nutrition	3	0	0	33	3	G
7	MSE8322	Practicum IV	0	0	3	33	1	P/F
7	MSE8332	Capstone Project	1	0	0	11	1	P/F
		<b>Q7 Totals</b>	<b>4</b>	<b>0</b>	<b>3</b>	<b>77</b>	<b>5</b>	
		<b>Curriculum Totals</b>	<b>44</b>	<b>26</b>	<b>12</b>	<b>891</b>	<b>61*</b>	

\* Includes 23 credits from courses offered through the DC program.

\*\* Elective course: Q5 students can be taken either 5th or 6th quarter. Highly recommended for students that did not go through UWS DC program.

## MS-SM Courses offered within the DC Program

Please refer to course descriptions in the DC program section.

Qtr.	Course #	Course Name	Credits
6	CHR6326	Spinal Disorders: Diagnosis & Management	6
6	CHR6327	Neuro-Orthopedic Assessment of the Spine	1
6	CHR6332	Extremity Biomechanics	2
6	CHR6333	Extremity Muscle Testing	1
6	CHR6341	Spinal Rehabilitation	1
7	CHR7128	Lower Extremity Diagnosis & Management	3
7	CHR7129	Lower Extremity Orthopedic Assessment	1
7	CHR7130	Lower Extremity Taping and Splinting	.5
8	CHR7230	Upper Extremity Diagnosis & Management	3
8	CHR7231	Upper Extremity Orthopedic Assessment	1
8	CHR7232	Upper Extremity Taping and Splinting	.5
8	CHR7266	Advanced Rehabilitation	3
<b>Total DC Program Credits</b>			<b>23</b>

## Course Descriptions – MS-SM

The numbers in parentheses following each course description are the number of hours that each class meets per week during a typical 11-week quarter (lecture hours + lab hours). Because many of the practical lab experiences (practicums) include sports competitions and other sporting events, actual clock hours may be greater than listed.

### BSH8155 Biostatistics – Elective (3 credits)

This course is an introduction to the principles of epidemiology and their application to sports science. This course addresses the role of epidemiology in investigating sports injuries and other factors in sports performance. The course also stresses clinical research design methods utilized in sports science research as well as general clinical research designs such as clinical trials,

cohort studies, case-control studies, and other pragmatic designs. This course will also have an emphasis on the analysis and application of the current scientific literature as it relates to sports medicine and sports performance. (3+0)

**MSE6311 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the neuromuscular, cardiovascular, and thermoregulatory systems of the body. Data measurement and collection takes place in the laboratory component of this course regarding oxygen uptake, body composition, respiration, etc. (3+2)

**MSE6550 Sport Psychology (4 credits)**

This course focuses on the necessary link between science and sport, encouraging each student to begin to build the bridge from concept to integrated application in real world settings. Students synthesize and apply evidence-based practices in sport psychology to enhance performance, health, and satisfaction. Best practices research in both sport psychology and clinical mental health counseling inform student's course work. Motivational Interviewing theory and techniques are covered. (4+0)

**MSE7131 Special Populations (1 credit)**

This seminar program focuses on the evaluation and management of the needs of athletes with special considerations such as disabled and female athletes and those with chronic disorders like asthma and diabetes. Included in this course is the matching of physical activities with the physical abilities and corrective needs of these athletes. (1+0)

**MSE7151 Emergency Management (3 credits)**

This course prepares the student to handle emergency situations that arise with athletes during exercise or sporting events, such as cessation of breathing or circulation, shock, concussion, and spinal injuries. Students will learn to assess critical injuries and illnesses, follow procedures for providing care, and implement guidelines that affect decisions for allowing athletes to continue with activity. Students will also be informed of practical information regarding the benefits of sport-specific protective gear and how to properly fit equipment to sports participants including age-appropriate gear and the ergonomic theory behind such equipment. In addition to selection and fit, students will focus on the emergency removal of general protective and sport-specific protective athletic equipment. (2+2)

**MSE7211 Advanced Sports Medicine I (lower region) (5 credits)**

This course focuses on the evaluation and management, including acute care, rehabilitation, and prevention, of injuries and disorders of the pelvis, hip, thigh, knee, calf, ankle and foot. (4+2)

**MSE7311 Professional Practice Topics (1 credit)**

In this course students explore issues regarding ethics and jurisprudence associated with working with athletes, as well as how to communicate with other members of the athlete's "team" of stakeholders. Students learn how to establish a sports injuries and rehabilitation practice. (1+0)

**MSE7321 Sports Nutrition (3 credits)**

This course focuses on the dietary needs for physical activity and peak performance with a focus on nutritional assessment, metabolism, and use of supplements and botanicals in the management of sports injuries. In addition, intentional and non-intentional abuses of supplements and related compounds, and food/supplement interaction with regard to drug tests commonly mandated in the athletic competitions are discussed. (3+0)

**MSE8111 Advanced Sports Medicine II (upper region) (5 credits)**

This course focuses on the evaluation and management, including acute care, rehabilitation, and prevention, of injuries and disorders of the cervical and thoracic spine, shoulder, arm, elbow, forearm, wrist and hand. (4+2)

**MSE8211 Sports Performance Enhancement (4 credits)**

This course focuses on assessing the needs of the athletes who want to improve performance in strength, flexibility, speed, agility, etc., and the creation, implementation and monitoring of plans for achieving those goals. (3+2)

**MSE8312 Advanced Sports Medicine III (Rehabilitation/Active Care) (3 credits)**

This course provides the knowledge of evidence-based chiropractic care and rehabilitation. This class will focus on the role of rehabilitation and exercise on patient care and management. It will include a brief overview of muscle functions during movements, faulty/normal patterns of movements, functional exams, patient presentations, learning the clinical audit process, rehabilitation protocols, and reading research articles. Students will gain a detailed understanding of practical applications of various rehabilitation techniques and exercises used in daily practice. (2+2)

**MSE7332 Practicum I**

**MSE8122 Practicum II**

**MSE8222 Practicum III**

**MSE8322 Practicum IV (1 credit each; 4 credits total)**

This is a series of four field-based practicums in which students participate in the evaluation and management of athletes. The required practicum hours are achieved through a variety of clinical experiences in physician offices, rehabilitation clinics, and sports performance laboratories as well as through participation in sporting events. (0+3)

**MSE8332 Capstone/Project (1 credit)**

This course requires the student to collaborate with up to two other students in their cohort to produce an original research design suitable for submission to a Human Subjects Review Board (IRB) that demonstrates their mastery of a specified subject that they might endeavor to explore in a scholarly way. Students are not required to submit or complete the research protocol they design, rather this exercise prepare all the necessary information and documentation that would be necessary if they actually intended to do the project. In that context, the project requires the student to select an area of study, review and critique the available literature on the subject and to design, on paper, a scientific investigation that would elucidate some previously unknown facet of the topic area. Optimally, the chosen subject will call upon the student to analyze and reflect on their experiences in the program in a scholarly way, including the student's academic achievement, practical experiences, and personal growth throughout the master's program. (1+0)

## Master of Science in Clinical Mental Health Counseling (MS-CMHC)

The Master of Science in Clinical Mental Health Counseling is a 90 quarter-credit, comprehensive program designed to prepare students who want to become licensed professional counselors. The coursework guides students as they learn to assess, diagnose, create behavioral health care plans, and treat those with mental health symptoms and illness, including addictions. In addition to core content areas typically required by state licensing boards and counseling program accreditation bodies, this unique program integrates sport and performance throughout the coursework. The program culminates with a year-long counseling internship during which students hone knowledge and skills in supervised clinical settings within their communities. Program faculty, instructors and students adhere to code of ethics of the American Counseling Association (ACA), the Association for Applied Sport Psychology (AASP), and those of their state licensing agencies.

### Admission Requirements – MS-CMHC

UWS admits new students into the MS-CMHC program in fall (October) and spring (April) academic terms. The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the MS-CMHC program:

- A well-written personal statement discussing experiences in and fit for the profession
- Submit all undergraduate and graduate transcripts
- Minimum 2.75 undergraduate GPA
- Pass a comprehensive criminal history background check (requirement at admission).
- Complete a successful interview (video conference, phone, or face to face) with the director or designee (interview will only be scheduled after applicant has submitted a completed university application meeting the minimum requirements including fee payment).

### Graduation Requirements – MS-CMHC

The MS-CMHC degree is conferred when the following requirements are met:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development, and behavior.
- Successful completion of all required coursework with a minimum, cumulative GPA of 3.0.
- Successful passing of all clinical experience courses. Student must satisfactorily complete a minimum of 100 practicum hours and 700 internship hours.
- Freedom from all indebtedness and other obligations to the university.

### Program Learning Outcomes - MS-CMHC

1. Demonstrate knowledge of the primary domains of clinical mental health counseling, including human growth and development; professional counselor identity and ethical practice; counseling and helping relationships; research methods and program evaluation; group counseling and group work; career development; social and cultural diversity; and, tests and assessments.
2. Demonstrate clinical competence during field placements, applying knowledge, skills, and behaviors to ethical, evidence-based assessment, diagnosis, treatment planning, treatment, documentation, termination, and supervision experiences.
3. Integrate and express professional identity consistent with clinical mental health counselors and sport and performance consultants in behavior and demeanor in academic, clinical, career, and personal contexts.
4. Demonstrate the personal awareness, theoretical knowledge, and clinical skills necessary to advocate for diverse clients while engaging in social justice advocacy.
5. Demonstrate ability to identify the nuances of similarities and differences between sport and performance consulting skills, activities, and ethics and those required for clinical mental health professionals.
6. Evaluate clinical issues using ethical decision-making models grounded in current research to demonstrate understanding of relevant legal and ethical mandates.
7. Apply systemic and developmental concepts to academic assignments, in sport and performance consulting, and in clinical work with children, individuals, couples, families, and/or groups.

### Curriculum Sequence – MS-CMHC

Qtr. Vary by entry point	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
	COUN6101	Ethics and Professional Identity (K1)	4	0	44	4	G

	COUN6115	Human Growth and Development (K7)	4	0	44	4	G
	COUN6145	Psychopathology and Appraisal (K4)	4	0	44	4	G
	COUN6120	Research Methods and Program Evaluation (K6)	4	0	44	4	G
	COUN6130	Group Counseling	4	0	44	4	G
	COUN6150	Multicultural Counseling and Advocacy (K8)	4	0	44	4	G
	COUN6220	Counseling Methods and Practices (K5)	4	0	44	4	G
	COUN6540	Pre-Practicum	4	0	44	4	G
	COUN6715	Tests and Assessments	4	0	44	4	G
	COUN6110	Personality and Counseling Theories (K5)	4	0	44	4	G
	COUN6010	Marriage, Couple, and Family Counseling	4	0	44	4	G
	COUN6555	Clinical Counseling Practicum	1	9	110	4	P/NP
	COUN6140	Addiction Counseling (K5)	4	0	44	4	G
	COUN6551	Clinical Counseling Internship I	1	9	110	4	P/NP
	COUN6310	Treatment Planning I	1	0	11	1	G
	COUN6135	Career Counseling (K5)	4	0	44	4	G
	COUN6552	Clinical Counseling Internship II	1	9	110	4	P/NP
	COUN6315	Treatment Planning II	1	0	11	1	G
	COUN6235	Psychopharmacology (K7)	4	0	44	4	G
	COUN6553	Clinical Counseling Internship III	1	9	110	4	P/NP
	COUN6320	Treatment Planning III	1	0	11	1	G
		Elective (Sport and Performance)	4	0	44	4	G
	COUN6410	Crisis, Trauma, and Suicide	2	0	22	2	G
	COUN6610	Human Sexuality	2	0	22	2	G
	COUN6554	Clinical Counseling Internship IV	1	9	110	4	P/NP
	COUN6325	Treatment Planning IV	1	0	11	1	G
	COUN6830	Master Thesis	2	0	22	2	G
		<b>Totals</b>	<b>75</b>	<b>45</b>	<b>1320</b>	<b>90</b>	
<b>Qtr. Vary by entry point</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Clinical</b>	<b>Clock</b>	<b>Credits</b>	<b>Grade</b>
	COUN6101	Ethics and Professional Identity (K1)	4	0	44	4	G
	COUN6115	Human Growth and Development (K7)	4	0	44	4	G
	COUN6145	Psychopathology and Appraisal (K4)	4	0	44	4	G
	COUN6120	Research Methods and Program Evaluation (K6)	4	0	44	4	G
	COUN6130	Group Counseling	4	0	44	4	G
	COUN6150	Multicultural Counseling and Advocacy (K8)	4	0	44	4	G
	COUN6220	Counseling Methods and Practices (K5)	4	0	44	4	G
	COUN6540	Pre-Practicum	4	0	44	4	G
	COUN6715	Tests and Assessments	4	0	44	4	G
	COUN6110	Personality and Counseling Theories (K5)	4	0	44	4	G
	COUN6010	Marriage, Couple, and Family Counseling	4	0	44	4	G
	COUN6555	Mental Health Counseling Clinical Practicum	1	3	44	2	P/NP
	COUN6140	Addiction Counseling (K5)	4	0	44	4	G
	COUN6551	Mental Health Counseling Clinical Internship I	1	3	44	2	P/NP
	COUN6310	Treatment Planning I	1	0	11	1	G
	COUN6135	Career Counseling (K5)	4	0	44	4	G
	COUN6552	Mental Health Counseling Clinical Internship II	1	3	44	2	P/NP
	COUN6315	Treatment Planning II	1	0	11	1	G
	COUN6235	Psychopharmacology (K7)	4	0	44	4	G

	COUN6553	Mental Health Counseling Clinical Internship III	1	3	44	2	P/NP
	COUN6320	Treatment Planning III	1	0	11	1	G
		Elective (Sport and Performance)	4	0	44	4	G
	COUN6410	Crisis, Trauma, and Suicide	2	0	22	2	G
	COUN6610	Human Sexuality	2	0	22	2	G
	COUN6554	Mental Health Counseling Clinical Internship IV	1	3	44	2	P/NP
	COUN6325	Treatment Planning IV	1	0	11	1	G
	COUN6830	Master Thesis	2	0	22	2	G
		<b>Totals</b>	<b>75</b>	<b>15</b>	<b>990</b>	<b>80</b>	

## Course Descriptions – MS-CMHC

### Core Courses

#### **COUN6010 Marriage, Couple, and Family Counseling** (4 credits)

This course introduces students to systemic models and treatment interventions. Structural, communication, analytical, behavioral, and postmodern approaches are applied to common marital, couple, and family topics including child-rearing, relationships, illness, traumatic events, resilience, career transitions, aging, death, dying, and grief. Play and sand tray therapy theory, techniques, and interventions are reviewed. (4+0)

#### **COUN6101 Ethics and Professional Identity** (4 credits)

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. Students will apply ethical decision-making models and formulate effective, evidence-based collaborative strategies used to resolve ethical dilemmas and legal issues that arise when working with individuals, couples, families, groups, teams, and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives. (4+0)

#### **COUN6110 Personality and Counseling Theories** (4 credits)

This course will introduce the five forces of counseling theories: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice, including history, key values, therapeutic relationship, process of change, therapeutic content, and interventions. Students will evaluate the relationships between specific theories, counseling techniques, interventions, and research on evidence-based practice. (4+0)

#### **COUN6115 Human Growth and Development** (4 credits)

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization. (4+0)

#### **COUN6120 Research Methods and Program Evaluation** (4 credits)

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics. (4+0)

#### **COUN6130 Group Counseling** (4 credits)

Students learn the basic elements of the group process, including special ethical, procedural, and practical issues related to maintaining therapeutic alliance with multiple clients. The course also trains students to facilitate therapeutic relationships between clients. The course includes introduction to a variety of group approaches as well as stages of group work. Students learn best practices promoted by the Association for Specialists in Group Work (ASGW). (4+0)

#### **COUN6135 Career Counseling** (4 credits)

Students develop foundational lifestyle and counseling skills and engage in professional career counseling activities. Students examine the major models of career development and the ways clients' interests, aptitudes, lifestyles, social interests, family responsibilities, and life transitions may impact lifestyle and career development process. Students also discuss legal and ethical issues associated with career counseling practice. (4+0)

**COUN6140 Addiction Counseling (4 credits)**

This course focuses on the etiology and treatment of addictive behaviors (e.g. substances, gambling, gaming, etc.). Genetic, physiological, contextual, and psychological factors contributing to addiction and addiction risk are evaluated with emphasis on developing effective recovery and relapse prevention. Students learn to distinguish between substance use, substance-induced, substance intoxication, and withdrawal disorders. The course includes training on Motivational Interviewing techniques as well as systemic and culturally-sensitive approaches to treatment. (4+0)

**COUN6145 Psychopathology and Appraisal (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases. (4+0)

**COUN6150 Multicultural Counseling and Advocacy (4 credits)**

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Students also assess the influence of their characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society. (4+0)

**COUN6220 Counseling Methods and Practices (4 credits)**

This course introduces mental health counseling micro skills and techniques needed in helping relationships, with attention to models of counseling competence. Development of cognitive, affective, and behavioral competencies are emphasized, with focus on helping students to determine, facilitate, evaluate, and sustain therapeutic relationships. (4+0)

**COUN6235 Psychopharmacology (4 credits)**

This course provides an understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications including the identification of effective dosages and side effects. Topics include neuropharmacology, pharmacokinetics and pharmacodynamics. A review of different classes of psychoactive compounds, including drugs used in the treatment of psychiatric disorders, will be examined. Ethical considerations regarding scope of practice are highlighted. (4+0)

**COUN6410 Crisis, Trauma, and Suicide (2 credits)**

This course covers the unique assessment, diagnosis, intervention, and community-based treatment strategies for managing crisis, trauma, suicidal ideation, and suicide attempts when working with clients, families, groups, and communities. It focuses on safety planning, risk reduction, resourcing, and methods of minimizing liability through consulting and supervision. (2+0)

**COUN6610 Human Sexuality (2 credits)**

This course is designed to provide scientific information useful in the provision of psychoeducation and clinical interventions related to sex and sexuality including research about sexual development, aging and sexual functioning, sexual orientation, gender identity, sexual anatomy and physiology, sexual response cycles, psychological and social sexual dynamics, treatment of sexual disorders and sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections. (2+0)

**COUN6715 Tests and Assessments (4 credits)**

This course offers a study of the basic concepts and principles of psychological assessment, including historical factors influencing testing and test construction. Students will also learn the statistical language and theory related to measurement error, scales of measurement, measures of central tendency and variability, reliability and validity. Students will learn about the different types of assessment instruments and their range of applications in the field. Critical evaluation of assessment instruments is included. (4+0)

**COUN6830 Master Thesis (2 credits)**

During this final course in the program, students write a paper about their theoretical orientations, apply information from that theory to a case presentation with a thorough treatment plan, recording of work with the client noted in the case, and a reflective transcript. Students then present and defend their work to peers, instructors, and faculty members during the final internship course. (2+0)

**Clinical Practicum/Internship****COUN6540 Pre-Practicum (4 credits)**



This course helps students develop counseling micro skills by utilizing a standardized patient protocols to practice clinical work with clients under controlled conditions. Using live video sessions with actors trained to present a variety of client issues, students will complete intake and assessment documents with standardized patients, take extensive verbal histories, diagnose, plan treatment, and complete six sessions of counseling, including termination. Students will also be guided through preparation requirements for a community-based practicum including the completion of a criminal history background check, membership in the ACA, and the search for a local practicum site. (4+0)

**COUN6555 Clinical Counseling Practicum (4 credits)**

The clinical practicum is an online-directed, supervised field experience in a mental health counseling setting local to each student during which students engage specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Students use fundamental communication and interviewing principles and perform intake, initial assessments, and verbal histories with individuals, couples, and/or families. This course requires 100 hours of clinical field experience, which must consist of no less than 40 hours of direct client contact, and no fewer than 11 hours of face-to-face contact with field supervisors. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Grading in this course is P/NP. (1+3)

**COUN6551 Clinical Counseling Internship I (4 credits)**

**COUN6552 Clinical Counseling Internship II (4 credits)**

**COUN6553 Clinical Counseling Internship III (4 credits)**

**COUN6554 Clinical Counseling Internship IV (4 credits)**

This is a series of four clinical internship courses during which students fulfill 700 total required contact hours in a mental health setting local to each student. Of the 700 total hours, students must complete 240 hours of direct client contact and a minimum of 44 hours of face-to-face contact with field supervisors. The internship provides students with specific clinical skills in interviewing, assessment, intervention, documentation, and consultation with individuals, couples, families, and groups. Grading for this course is P/NP. Students must be responsible to research and comply with the specific clinical experience requirements of their states. Online, weekly supervision with program faculty and live, weekly onsite supervision are requirements. (1+3)

**Treatment Planning (4 credits)**

**COUN6310 Treatment Planning I (1 credit)**

**COUN6315 Treatment Planning II (1 credit)**

**COUN6320 Treatment Planning III (1 credit)**

**COUN6325 Treatment Planning IV (1 credit)**

This is a series of four clinical treatment planning courses aligned with the series of Clinical Internship courses. Students enrolled in an internship course must be co-enrolled in a Treatment Planning course. Treatment Planning allows students assistance with design, implementation, review, and editing of treatment plans with actual clients and client diagnoses. (1+0)

## **Electives**

Please refer to course descriptions in the EdD in sport and performance psychology individual studies elective list below.

## Master of Science in Sport and Performance Psychology (MS-SPP)

The Master of Science in Sport and Performance Psychology offers advanced training for leaders in psychology, coaching, education, health care, business and administration. Using positive psychology and the applied sport psychology scientist-practitioner model of training, the program is designed to help students develop the necessary skills to take their performance to the next level. The curriculum will support students in preparing for the certified mental performance consultant (CMPC) exam by providing coursework opportunities in the K1-K8 standards of the Association of Applied Sport Psychology. The master's degree is comprised of 53 quarter-credits.

*\* Students seeking the Certified Mental Performance Consultant (CMPC) certification need to complete the practicum series for sport and performance psychology in addition to the K1-K8 course work. AASP may change certification requirements. It is the responsibility of the student to stay current and meet the requirements of the CMPC candidate handbook published by AASP.*

### Concentration

- Positive Coaching

### Specific Admission Requirements – MS-SPP

UWS admits new students into the MS-SPP program in fall (October) and spring (April) academic terms. The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The [application](#) for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the sport and performance psychology program:

- Applicants are required to read the AASP ethical standards and, based on that information, write and submit a personal essay describing their reason for pursuing the degree and their learning expectations.
- Applicants are required to successfully complete a personal interview with the MS-SPP director or a program faculty member.
- Pass a comprehensive criminal history background check (requirement at admission).

### Graduation Requirements – MS-SPP

The MS-SPP degree is conferred when the following requirements are met:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion, with a minimum cumulative GPA of 3.0, of all required coursework including seminars.
- Freedom from all indebtedness and other obligations to the university.

### Program Learning Outcomes – MS-SPP

1. Describe major concepts and current trends in research pertaining to sport psychology.
2. Identify and explain the legal and ethical issues involved with consulting in sport psychology.
3. Demonstrate the ability to design activities and ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.
4. Communicate through discussion and writing the terminology, concepts, and connections between science, counseling and sport psychology practice.
5. Recognize and integrate a variety of techniques available to improve health, enhance performance and overall wellness.

### Curriculum Sequence – MS-SPP

Qtr.	Course #	Course Name	Lecture	Clock	Credits	Grade
1	COUN6101	Ethics and Professional Identity (K1)	4	44	4	G
1	COUN6550	Sport Psychology (K2)	4	44	4	G
1-2	COUN6120	Research Methods and Program Evaluation (K6)	4	44	4	G
1-2	COUN6110	Personality and Counseling Theories (K5)	4	44	4	G
2-3	COUN6210	Psychology of Performance Excellence (K7)	4	44	4	G
2-3	COUN6215	Applied Sport Psychology (K2) - pre-req COUN 6101, COUN6550	4	44	4	G
2-3	COUN6155	Sport in Society (K3)	4	44	4	G

3-4	COUN6225	Applied Motor Learning (K3)	4	44	4	G
3-4	COUN6230	Psychological Preparation and Mental Skills Training (K2) pre-req COUN6101, COUN6550 & COUN6215	4	44	4	G
5		Elective	4	44	4	G
5		Elective	4	44	4	G
6		Elective	4	44	4	G
6		Elective	4	44	4	G
7	SPP7570	Capstone Project	1	11	1	G
<b>Totals</b>			<b>53</b>	<b>583</b>	<b>53</b>	
MS-SPP electives are offered in conjunction with the ESS and the Doctor of Education (EdD) program offerings						
<b>Qtr.</b>	<b>Course #</b>	<b>Elective Choices</b>	<b>Lecture</b>	<b>Clock</b>	<b>Credits</b>	<b>Grade</b>
5-6	COUN6115	Human Growth and Development (K7)	4	44	4	G
5-6	COUN6145	Psychopathology and Appraisal (K4)	4	44	4	G
5-6	COUN6150	Multicultural Counseling and Advocacy (K8)	4	44	4	G
5-6	COUN6240	Applied Health Behavior Theory (K7)	4	44	4	G
5-6	COUN6245	Athletic Nutrition Planning and Supplements	4	44	4	G
5-6	LEAD6335	Positive Coaching (K7)	4	44	4	G
5-6	LEAD6340	Communication in Leadership Positions (K7)	4	44	4	G
5-6	LEAD6345	Positive Leadership in Business	4	44	4	G
5-6	LEAD6520	Leadership and Administration in Athletics	4	44	4	G
5-6	MSE6500	Exercise Physiology (K3)	4	44	4	G
5-6	MSE6220	Biomechanics (K3)	4	44	4	G
5-6	MSE6530	Sports Nutrition	4	44	4	G
6-7	COUN6250	Directed Study in Sport and Performance Psychology (with program director permission only)	1-4	11-44	1-4	G
6-7	COUN6255	Field Problems in Sport and Performance Psychology (with program director permission only)	1-4	11-44	1-4	G

## **Concentration**

<b>Positive Coaching Concentration</b> (students who are pursuing this concentration must take the following courses as three of the elective choices)						
<b>Qtr.</b>	<b>Course #</b>	<b>Course Name</b>	<b>Lecture</b>	<b>Clock</b>	<b>Credits</b>	<b>Grade</b>
5-6	LEAD6335	Positive Coaching (K7)	4	44	4	G
5-6	LEAD6340	Communication in Leadership Positions (K7)	4	44	4	G
6-7	LEAD6350	Positive Leadership in Sport (K7) - pre-req LEAD6335	4	44	4	G
<b>Totals</b>			<b>12</b>	<b>132</b>	<b>12</b>	

## **Course Descriptions – MS-SPP**

### **Core Courses**

#### **COUN6101 Ethics and Professional Identity (4 credits)**

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. Students will apply ethical decision-making models and formulate effective, evidence-based collaborative strategies used to resolve ethical dilemmas and legal issues that arise when working with individuals, couples, families, groups, teams, and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives. (4+0)

#### **COUN6110 Personality and Counseling Theories (4 credits)**

This course will introduce the five forces of counseling theories: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice, including history, key values, therapeutic relationship, process of change, therapeutic content, and interventions. Students will evaluate the relationships between specific theories, counseling techniques, interventions, and

research on evidence-based practice. (4+0)

**COUN6120 Research Methods and Program Evaluation (4 credits)**

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics. (4+0)

**COUN6155 Sport in Society (4 credits)**

This multicultural counseling course will examine the influence of the social context on sport. Attention is given to the influence of society on sport as an institution and the role of sport as an agent of social change and social justice. Examines how sport affects the social world we live in. Topics explored include the intersection of sport and gender, race/ethnicity/culture, socioeconomic class, media relations, violence, deviance, and sexuality. (4+0)

**COUN6210 Psychology of Performance Excellence (4 credits)**

This course explores the deliberate application of theory, research, and intervention strategies to help clients pursue excellence. The construct of excellence is thoroughly explored, including common roadblocks and the type of contexts in which the skills and knowledge are used in the field of clinical mental health counseling, sport and performance, intrapersonal relationships, and career. Topics include happiness, contentment, life satisfaction, resiliency, values, character strengths, emotional intelligence, optimism, hope, flow, and mindfulness. (4+0)

**COUN6215 Applied Sport Psychology (4 credits)**

This course integrates and synthesizes the theoretical concepts of sport and performance psychology into meaningful application. Strategies, knowledge and skills will be presented to develop the student's ability to create performance-enhancement programs for athletes and performers. A case study approach will be employed. (4+0) Prerequisite: COUN6101, COUN6550

**COUN6225 Applied Motor Learning (4 credits)**

This course identifies the various ways that people learn to move and how the principles of motor performance and learning can be useful to those in teaching, coaching, and consultant positions. This course takes an applied approach to understanding motor control, motor development, and motor learning. Emphasis is given to understanding how skilled movement is gained, regulated, and adapted. Students will learn the factors that influence skill acquisition and how to design effective practices for consistent performance. (4+0)

**COUN6230 Psychological Preparation and Mental Skills Training (4 credits)**

This course will examine how to help individuals better identify, understand, and manage their mental skills, responses to stress, performance preparation strategies, and focusing techniques designed to help performers be more effectively under pressure. Topics to be covered include positive self-talk, confidence, concentration, motivation and goal setting, peak performance states, self-regulation techniques to control arousal, and coping strategies for dealing with the multiple demands facing a competitive athlete. (4+0) Prerequisite: COUN6101, COUN6550, COUN6215

**COUN6550 Sport Psychology (4 credits)**

This course focuses on the necessary link between science and sport, encouraging each student to begin to build the bridge from concept to integrated application in real world settings. Students synthesize and apply evidence-based practices in sport psychology to enhance performance, health, and satisfaction. Best practices research in both sport psychology and clinical mental health counseling inform student's course work. Motivational Interviewing theory and techniques are covered. (4+0)

**SPP7570 Capstone Project (1 credit)**

This course requires students to produce a professional and academic portfolio that encompasses their academic experiences and professional aspirations. This will include courses taken, selected research papers and academic work as well as any professional experience pertinent to their current degree program. (1+0)

## **Electives**

### **Positive Coaching Concentration**

**LEAD6335 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respecting and protecting

self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0) Prerequisite: COUN6536

#### **LEAD6340 Communication in Leadership Positions (4 credits)**

This course examines effective communication in leadership positions and teaches how to use positive communication techniques and processes within higher education, business, athletic administration and coaching positions. Students will gain an awareness of positive communication skills to succeed in these professions as well as resources for continual improvement. Students will practice using effective leadership communication skills through simulated leadership scenarios. Students will complete a mock job interview for a future leadership position of their choice. (4+0)

#### **LEAD6350 Positive Leadership in Sport (4 credits)**

A positive leadership philosophy requires positive leadership delivery. This course is designed to prepare leaders to bridge content knowledge to practical application. Students will use core competencies learned within their concentration to develop their leadership approach. (4+0) \*Positive Coaching Concentration Prerequisite: LEAD6335

### **Other Electives**

#### **COUN6115 Human Growth and Development (4 credits)**

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization. (4+0)

#### **COUN6145 Psychopathology and Appraisal (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases. (4+0)

#### **COUN6150 Multicultural Counseling and Advocacy (4 credits)**

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Students also assess the influence of their characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society. (4+0)

#### **COUN6240 Applied Health Behavioral Theory (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

#### **COUN6245 Athletic Nutrition Planning and Supplements (4 credits)**

This course is designed to prepare students for the certified sports nutritionist exam offered through the International Society of Sports Nutrition (ISSN). It involves the detailed study of improving and supporting athletic performance through nutrition. How exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be thoroughly discussed. Students will gain practical experience in supporting body composition and physique changes for specific sports/positions as well as performance optimization in endurance, power and speed applications. Nutrition principles and aspects such as meal timing, the use of sports supplements and ergogenic aids will be discussed in detail. The relationship of nutrition to circadian rhythms and sleep to support recovery will also be examined. (4+0)

#### **COUN6250 Directed Study in Sport and Performance Psychology (1-4 credits)**

Directed study courses are taught to increase the scope of the program and to give students special opportunities to complete advanced courses and projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (1-4)

**COUN6255 Field Problems in Sport and Performance Psychology (1-4 credits)**

Field problems courses are to increase the scope of the program and to give students special opportunities to complete advanced research projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**LEAD6345 Positive Leadership in Business (4 credits)**

This course will apply the principles of positive psychology to increase effectiveness and improve business performance. Students will learn applications of positive psychology to strive for excellence; achieve optimal performance; teach and model the process of success; lead a group of individuals to becoming a highly effective team; communicate with followers as we would wish to be communicated with; respect and protect the self-worth of others; practice how to be demanding without being demeaning; and practice how to shape an individual's will without breaking their spirit. The course also includes the application of recent discoveries in cognitive psychology and neuroscience to resolve contemporary issues in the workplace.

**LEAD6520 Leadership and Administration in Athletics (4 credits)**

An examination of the human dynamics in sport organizations and how athletic directors, sport leaders, and human resource management can affect universities athletic departments and sport organizations effectiveness. Emphasis will be placed on positive leadership and administration practices as well as how leadership theories can help with understanding the evolution of a strong mission, strategic plan, and enhanced performance. The course will examine differences in leadership and administration for different sports settings including professional sports, universities, high schools, and other related sport businesses. (4+0)

**MSE6220 Biomechanics (4 credits)**

This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

**MSE6500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. Prerequisite: Prior physiology coursework (or instructor approval). (4+0)

**MSE6530 Sports Nutrition (4 credits)**

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored. (4+0)

## Doctor of Education in Sport and Performance Psychology (EdD-SPP)

The purpose of the EdD program in sport and performance psychology is to offer advanced training for individuals in psychology, education, coaching, business, health care, leadership and administrative careers. The doctor of education in sport and performance psychology degree is a blend between a research-oriented doctoral program and an applied clinical psychology doctorate designed to allow students to meet their specific career goals and educational needs. The program includes two options; 1) individual studies and 2) positive leadership and administration (PLA). Each of the doctoral program options requires 86 quarter-credits beyond a master's degree. The curriculum addresses the eight (K1-K8) Association for Applied Sports Psychology (AASP) knowledge competency areas.

### **8 CMPC knowledge competency areas**

- K1 – Sport Psychology Professional Ethics and Standards
- K2 - Sport Psychology
- K3 – Sport Science (Physiological Bases of Sport, Historical/Social/Motor Bases of Sport)
- K4 - Psychopathology
- K5 – Helping Relationships (Counseling Skills)
- K6 – Statistics and Research Methods
- K7 – Psychological Foundations (previously C9-C12)
- K8 – Diversity and Culture

*\*Students seeking the Certified Mental Performance Consultant (CMPC) certification need to complete the practicum series for sport and performance psychology in addition to the K1-K8 course work. AASP may change certification requirements. It is the responsibility of the student to stay current and meet the requirements of the CMPC candidate handbook published by AASP.*

### **Admission Requirements – EdD-SPP**

UWS admits new students into the EdD-SPP program in summer (July), fall (October) and spring (April) academic terms. The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The application for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the EdD-SPP program:

- Master's degree from an accredited college or university (or foreign equivalent).
- A minimum cumulative GPA of 3.0.
- Applicants are required to read the AASP ethical standards and, based on that information, write and submit a personal essay describing their reason for pursuing the degree and their learning expectations.
- Applicants are required to submit to the program director a professional writing sample completed during their master's program.
- Applicants are required to successfully complete a personal interview with the director or a program faculty member.
- Pass a comprehensive criminal history background check (requirement at admission).

### **Graduation Requirements – EdD-SPP**

The EdD-SPP is conferred when the following requirements are met:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion of all required coursework, program requirements or approved equivalents with a minimum cumulative GPA of 3.0.
- Freedom from all indebtedness and other obligations to the university.

### **Program Learning Outcomes – EdD-SPP**

1. Describe major concepts and current trends in research pertaining to mental health counseling and sport psychology.
2. Identify and explain the legal and ethical issues involved with mental health counseling practice and consulting in sport psychology.
3. Demonstrate the ability to design activities and ethical interventions in mental health counseling, sport and performance contexts.
4. Communicate through discussion and writing the terminology, concepts, and connections between science, counseling and sport psychology practice.
5. Recognize and integrate a variety of counseling techniques available to improve health, enhance performance, and improve overall wellness.



## Curriculum Sequence – EdD-SPP

### Individual Studies (IS)

The individual study option is designed to allow students from various backgrounds to select course work to meet their personal educational goals and to allow students to complete certified mental performance consultant (CMPC) coursework requirements.

\* Students seeking the Certified Mental Performance Consultant (CMPC) certification need to complete the practicum series for sport and performance psychology in addition to the K1-K8 course work. AASP may change certification requirements. It is the responsibility of the student to stay current and meet the requirements of the CMPC candidate handbook published by AASP.

Qtr	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
1	COUN8101	Ethics and Professional Identity (K1)	4	0	44	4	G
1	COUN7205	Sport Psychology (K2)	4	0	44	4	G
1-2	COUN7430	Counseling Methods and Practices (K5)	4	0	44	4	G
1-2	SPP8115	Scholarly Writing Methods and Practices	2	0	22	2	G
1-2	COUN8120	Research Methods and Program Evaluation (K6)	4	0	44	4	G
2-3	COUN7415	Applied Sport Psychology (K2) pre-req COUN8101, COUN7205	4	0	44	4	G
2-3	SPP8120	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G
2-4	COUN7410	Psychology of Performance Excellence (K7)	4	0	44	4	G
3-4	COUN7445	Psychological Preparation and Mental Skills Training (K2) pre-req COUN8101, COUN7205, COUN7415	4	0	44	4	G
4-5	COUN7511	Group, Team and Organizational Dynamics	4	0	44	4	G
4-5	COUN8522	Sport and Performance Psychology Interventions pre-req COUN7205, COUN7415, COUN7445	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Culminating Experience	1-4	0-9	11-132	4	P/NP
		Culminating Experience	1-4	0-9	11-132	4	P/NP
		Culminating Experience	1-4	0-9	11-132	4	P/NP
		Culminating Experience	1-4	0-9	11-132	4	P/NP
		<b>Totals</b>	<b>86</b>	<b>0-36</b>	<b>814-1298</b>	<b>86</b>	

#### Individual Studies Electives

\*The EdD in SPP requires students to take 28 quarter-credits of elective coursework within the doctoral program. Elective courses completed during a master's program do not count toward the 28 quarter-credits of EdD elective.

Qtr	Course #	Course Names	Lecture	Clinical	Clock	Credits	Grade
	COUN7210	Applied Health Behavior Theory (K7)	4	0	44	4	G
	COUN7245	Athletic Nutrition Planning and Supplements	4	0	44	4	G
	COUN7440	Applied Motor Learning (K3)	4	0	44	4	G
	COUN8115	Human Growth & Development (K7)	4	0	44	4	G
	COUN8135	Career Counseling (K5)	4	0	44	4	G
	COUN8140	Addiction Counseling (K5)	4	0	44	4	G
	COUN8145	Psychopathology and Appraisal (K4)	4	0	44	4	G
	COUN8150	Multicultural Counseling and Advocacy (K8)	4	0	44	4	G
	COUN8155	Sport in Society (K3)	4	0	44	4	G
	COUN8440	Directed Study in Sport & Performance Psychology	1-4	0	11-44	1-4	G
	COUN8445	Field Problems in Sport & Performance Psychology	1-4	0	11-44	1-4	G
	LEAD7140	Positive Coaching (K7)	4	0	44	4	G

	LEAD7330	Leadership and Administration in Athletics	4	0	44	4	G
	LEAD8310	Communication in Leadership Positions (K7)	4	0	44	4	G
	LEAD8450	Positive Leadership in Business	4	0	44	4	G
	LEAD8485	Positive Leadership in Sport (K7) pre-req LEAD7140	4	0	44	4	G
	MSE8220	Biomechanics (K3)	4	0	44	4	G
	MSE8500	Exercise Physiology (K3)	4	0	44	4	G
	MSE8540	Sports Nutrition	4	0	44	4	G
	MSN7201	Fundamentals of Mind-Body Medicine & Psychology of Well-being	2	0	22	2	G
	SPP8150	Psychophysiology & Biofeedback (K3)	4	0	44	4	G
	SPP8650	Psychology of Performing Arts	4	0	44	4	G
<b>Individual Studies Culminating Experience</b>							
Qtr	Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
		<b>1. Dissertation</b>					
9	COUN8810	Dissertation Research I	1-4	0	11-44	1-4	P/NP
10	COUN8815	Dissertation Research II	1-4	0	11-44	1-4	P/NP
11	COUN8820	Dissertation Research III	1-4	0	11-44	1-4	P/NP
12	COUN8825	Dissertation Research IV	1-4	0	11-44	1-4	P/NP
		<b>2. Fieldwork Practicum</b>					
6	COUN8870	Practicum 1 – Sport and Performance Psychology	0	1-12	33-132	1-4	P/NP
7	COUN8875	Practicum 2 – Sport and Performance Psychology	0	1-12	33-132	1-4	P/NP
8	COUN8880	Practicum 3 – Sport and Performance Psychology	0	1-12	33-132	1-4	P/NP
9	COUN8885	Practicum 4 – Sport and Performance Psychology	0	1-12	33-132	1-4	P/NP
		<b>3. Mentorship Practicum and Scholarly Project</b>					
9	COUN8850	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
10	COUN8855	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
11	COUN8860	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
12	COUN8865	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP

## Positive Leadership and Administration (PLA)

Positive psychology is the scientific study of the strengths that enable individuals and communities to thrive. The field is founded on the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them and to enhance their experiences of love, work and play. The positive leadership and administration concentration applies the principles of positive psychology to the challenges in competitive sport environments and in the workplace. This concentration is intended to help leaders and their teams and/or organizations succeed through gained understanding of human motivation and behaviors, and apply that understanding to achieve extraordinary results in:

- Long-term motivation
- Team and business functional effectiveness
- Effective work processes
- Organizational design and structure that leads to optimal performance

*\*Students seeking the Certified Mental Performance Consultant (CMPC) certification need to complete the practicum series for sport and performance psychology in addition to the K1-K8 course work. AASP may change certification requirements. It is the responsibility of the student to stay current and meet the requirements of the CMPC candidate handbook published by AASP.*

*\*In order to register for the SPP Practicum Culminating Experience, PLA students must complete the K1-K8 CMPC coursework requirements or be in the process of completing their final coursework requirements during practicum 1.*

Qtr.	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
1	COUN8101	Ethics and Professional Identity (K1)	4	0	44	4	G
1	COUN7205	Sport Psychology (K2)	4	0	44	4	G
1-2	COUN7430	Counseling Methods and Practices (K5)	4	0	44	4	G
1-2	SPP8115	Scholarly Writing Methods and Practices	2	0	22	2	G
1-2	COUN8120	Research Methods and Program Evaluation (K6)	4	0	44	4	G
2-3	COUN7415	Applied Sport Psychology (K2) pre-req COUN8101, COUN7205	4	0	44	4	G

2-3	SPP8120	Statistics for Clinicians and Advanced Research Methods	4	0	44	4	G
2-4	COUN7410	Psychology of Performance Excellence (K7)	4	0	44	4	G
3-4	COUN7445	Psychological Preparation and Mental Skills Training (K2) pre-req COUN8101, COUN7205, COUN7415	4	0	44	4	G
4-5	COUN7511	Group, Team and Organizational Dynamics	4	0	44	4	G
4-5	COUN8522	Sport and Performance Psychology Interventions pre-req COUN7205, COUN7415, COUN7445	4	0	44	4	G
	LEAD7140	Positive Coaching	4	0	44	4	G
	LEAD7330	Leadership and Administration in Athletics	4	0	44	4	G
	LEAD8310	Communications in Leadership Positions (K7)	4	0	44	4	G
	LEAD8450	Positive Leadership in Business	4	0	44	4	G
	LEAD8485	Positive Leadership in Sport (K7) pre-req LEAD7140	4	0	44	4	G
		Elective	4	0	44	4	G
		Elective	4	0	44	4	G
		Culminating Experience	1-4	0-9	11-44	4	P/NP
		Culminating Experience	1-4	0-9	11-44	4	P/NP
		Culminating Experience	1-4	0-9	11-44	4	P/NP
		Culminating Experience	1-4	0-9	11-44	4	P/NP
<b>Totals</b>			<b>86</b>	<b>0-9</b>	<b>946</b>	<b>86</b>	

#### PLA Electives

*\*The EdD in SPP requires students to take 28 credits of elective coursework within the doctoral program. Elective courses completed during a master's program do not count toward EdD electives.*

Qtr.	Course #	Electives	Lecture	Clinical	Clock	Credits	Grade
	COUN7440	Applied Motor Learning (K3)	4	0	44	4	G
	COUN8115	Human Growth & Development (K7)	4	0	44	4	G
	COUN8145	Psychopathology and Appraisal (K4)	4	0	44	4	G
	COUN8150	Multicultural Counseling and Advocacy (K8)	4	0	44	4	G
	COUN8440	Directed Study in Sport & Performance Psychology	1-4	0	11-44	1-4	G
	COUN8445	Field Problems in Sport & Performance Psychology	1-4	0	11-44	1-4	G
	MSE8220	Biomechanics (K3)	4	0	44	4	G
	MSE8500	Exercise Physiology (K3)	4	0	44	4	G
	SPP8150	Psychophysiology & Biofeedback (K3)	4	0	44	4	G

#### PLA Culminating Experience

Qtr.	Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
		<b>1. Dissertation</b>					
9	COUN8810	Dissertation Research I	1-4	0	11-44	1-4	P/NP
10	COUN8815	Dissertation Research II	1-4	0	11-44	1-4	P/NP
11	COUN8820	Dissertation Research III	1-4	0	11-44	1-4	P/NP
12	COUN8825	Dissertation Research IV	1-4	0	11-44	1-4	P/NP
		<b>2. Fieldwork Practicum</b>					
6	COUN8870	Practicum 1 – Sport and Performance Psychology	0	3-12	33-132	1-4	P/NP
7	COUN8875	Practicum 2 – Sport and Performance Psychology	0	3-12	33-132	1-4	P/NP
8	COUN8880	Practicum 3 – Sport and Performance Psychology	0	3-12	33-132	1-4	P/NP
9	COUN8885	Practicum 4 – Sport and Performance Psychology	0	3-12	33-132	1-4	P/NP
		<b>3. Mentorship Practicum and Scholarly Project</b>					
9	COUN8850	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
10	COUN8855	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
11	COUN8860	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
12	COUN8865	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP

## Course Descriptions – EdD-SPP

### Core Courses

**COUN7205 Sport Psychology (4 credits)**

This course focuses on the necessary link between science and sport, encouraging each student to begin to build the bridge from concept to integrated application in real world settings. Students synthesize and apply evidence-based practices in sport psychology to enhance performance, health, and satisfaction. Best practices research in both sport psychology and clinical mental health counseling inform students course work. Motivational Interviewing theory and techniques are covered. (4+0)

**COUN7410 Psychology of Performance Excellence (4 credits)**

This course explores the deliberate application of theory, research, and intervention strategies to help clients pursue excellence. The construct of excellence is thoroughly explored, including common roadblocks and the type of contexts in which the skills and knowledge are used in the field of clinical mental health counseling, sport and performance, intrapersonal relationships, and career. Topics include happiness, contentment, life satisfaction, resiliency, values, character strengths, emotional intelligence, optimism, hope, flow, and mindfulness. (4+0)

**COUN7415 Applied Sport Psychology (4 credits)**

This course integrates and synthesizes the theoretical concepts of sport and performance psychology into meaningful application. Strategies, knowledge and skills will be presented to develop the student's ability to create performance-enhancement programs for athletes and performers. A case study approach will be employed. (4+0) *Prerequisite: COUN8101, COUN7205*

**COUN7430 Counseling Methods and Practices (4 credits)**

This course introduces mental health counseling micro skills and techniques needed in helping relationships, with attention to models of counseling competence. Development of cognitive, affective, and behavioral competencies are emphasized, with focus on helping students to determine, facilitate, evaluate, and sustain therapeutic relationships. (4+0)

**COUN7445 Psychological Preparation and Mental Skills Training (4 credits)**

This course will examine how to help individuals better identify, understand, and manage their mental skills, responses to stress, performance preparation strategies, and focusing techniques designed to help performers be more effectively under pressure. Topics to be covered include positive self-talk, confidence, concentration, motivation and goal setting, peak performance states, self-regulation techniques to control arousal, and coping strategies for dealing with the multiple demands facing a competitive athlete. (4+0) *Prerequisite: COUN8101, COUN7205, COUN7415*

**COUN7511 Group, Team, and Organizational Dynamics (4 credits)**

This course will examine the role of self in groups, the importance of leadership in team and organizational environments, factors that impact motivation, team cohesion, and how issues of diversity impact group function. Using theory to inform practice, students engage in experiential activities designed to enhance group facilitation skills with small and large groups. Emphasis is placed on effective communication within group and organizational settings. (4+0)

**COUN8101 Ethics and Professional Identity (4 credits)**

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. Students will apply ethical decision-making models and formulate effective, evidence-based collaborative strategies used to resolve ethical dilemmas and legal issues that arise when working with individuals, couples, families, groups, teams, and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives. (4+0)

**COUN8120 Research Methods and Program Evaluation (4 credits)**

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics. (4+0)

**COUN8522 Sport and Performance Psychology Interventions (4 credits)**

This course examines sport and performance psychology interventions using a case study approach with cases sport psychology and CMHC professionals may experience. Cases require the incorporation of best practices integrating theory into applied settings. Cases from all development levels of sport including youth, club, high school, collegiate, and professional and involving topics such as coping with and returning from injury, Title IX transitions, applications of evidence-based techniques, etc., will be addressed. Students will demonstrate applications of techniques used in CMHC, positive psychology, planning, execution, goal setting, and building the communication and motivation skills necessary for establishing long-term consulting relationships. (4+0) *Prerequisite: COUN7205, COUN7415, COUN7445*

**SPP8115 Scholarly Writing Methods and Practices (2 credits)**

The primary goals of this course are to familiarize students with the methods and practices of scholarly writing, prepare students for writing scholarly papers, to familiarize students with the professional publication process, and to practice editing techniques.

The course will focus on writing a scholarly review of literature, methodology, results, and conclusions according to APA style. Students will also be asked to review the work of their peers while developing editing skills and methodological complexity.

#### **SPP8120 Statistics for Clinicians and Advanced Research (4 credits)**

This course serves as an introduction to descriptive and inferential statistics for clinicians. It is designed to provide students with a comprehensive overview of the foundations of statistical analyses. General topics to be addressed include descriptive vs. inferential statistics, use of SPSS and interpretation of output, statistical assumptions, types of distributions, and basic statistical procedures. (4+0)

### **EdD Individual Studies Concentration Electives**

#### **COUN7210 Applied Health Behavioral Theory (4 credits)**

This course will consist of a careful review of the theories of health behavior. Emphasis is placed on how health behavior theory can explain health behavior and assist in program design. Case-study examples of how health behavioral theory has been successfully used in school, community, athletic, medical and worksite wellness settings for health promotion interventions will be investigated. (4+0)

#### **COUN7245 Athletic Nutrition Planning and Supplements (4 credits)**

This course is designed to prepare students for the certified sports nutritionist exam offered through the International Society of Sports Nutrition (ISSN). It involves the detailed study of improving and supporting athletic performance through nutrition. How exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be thoroughly discussed. Students will gain practical experience in supporting body composition and physique changes for specific sports/positions as well as performance optimization in endurance, power and speed applications. Nutrition principles and aspects such as meal timing, the use of sports supplements and ergogenic aids will be discussed in detail. The relationship of nutrition to circadian rhythms and sleep to support recovery will also be examined. (4+0)

#### **COUN7440 Applied Motor Learning (4 credits)**

This course identifies the various ways that people learn to move and how the principles of motor performance and learning can be useful to those in teaching, coaching, and consultant positions. This course takes an applied approach to understanding motor control, motor development, and motor learning. Emphasis is given to understanding how skilled movement is gained, regulated, and adapted. Students will learn the factors that influence skill acquisition and how to design effective practices for consistent performance. (4+0)

#### **COUN8115 Human Growth and Development (4 credits)**

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization. (4+0)

#### **COUN8135 Career Counseling (4 credits)**

Students develop foundational lifestyle and counseling skills and engage in professional career counseling activities. Students examine the major models of career development and the ways clients' interests, aptitudes, lifestyles, social interests, family responsibilities, and life transitions may impact lifestyle and career development process. Students also discuss legal and ethical issues associated with career counseling practice. (4+0)

#### **COUN8140 Addiction Counseling (4 credits)**

This course focuses on the etiology and treatment of addictive behaviors (e.g. substances, gambling, gaming, etc.). Genetic, physiological, contextual, and psychological factors contributing to addiction and addiction risk are evaluated with emphasis on developing effective recovery and relapse prevention. Students learn to distinguish between substance use, substance-induced, substance intoxication, and withdrawal disorders. The course includes training on Motivational Interviewing techniques as well as systemic and culturally-sensitive approaches to treatment. (4+0)

#### **COUN8145 Psychopathology and Appraisal (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases. (4+0)

#### **COUN8150 Multicultural Counseling and Advocacy (4 credits)**

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and

groups. Students also assess the influence of their characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society. (4+0)

**COUN8155 Sport in Society: (4 credits)**

This course will examine the influence of the social context on sport. Attention is given to the influence of society on sport as an institution and the role of sport as an agent of social change. Examines how sport affects the social world we live in. Topics explored include the intersection of sport and: gender, race/ethnicity/culture, socioeconomic class, media relations, violence, deviance, and sexuality. (4+0)

**COUN8440 Directed Study in Sport and Performance Psychology (1-4 credits)**

Directed study courses are taught to increase the scope of the program and to give students special opportunities to complete advanced courses and projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**COUN8445 Field Problems in Sport and Performance Psychology (1-4 credits)**

Field problems courses are to increase the scope of the program and to give students special opportunities to complete advanced research projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**LEAD7140 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to: strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respect and protect self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0) Prerequisite: COUN8110

**LEAD7330 Leadership and Administration in Athletics (4 credits)**

An examination of the human dynamics in sport organizations and how athletic directors, sport leaders, and human resource management can affect universities athletic departments and sport organizations effectiveness. Emphasis will be placed on positive leadership and administration practices as well as how leadership theories can help with understanding the evolution of a strong mission, strategic plan, and enhanced performance. The course will examine differences in leadership and administration for different sports settings including professional sports, universities, high schools, and other related sport businesses. (4+0)

**LEAD8310 Communications in Leadership Position (4 credits)**

This course examines effective communication in leadership positions and teaches how to use positive communication techniques and processes within higher education, business, athletic administration and coaching positions. Students will gain an awareness of positive communication skills to succeed in these professions as well as resources for continual improvement. Students will practice using effective leadership communication skills through simulated leadership scenarios. Students will complete a mock job interview for a future leadership position of their choice. (4+0)

**LEAD8450 Positive Leadership in Business (4 credits)**

This course will apply the principles of positive psychology to increase effectiveness and improve business performance. Students will learn applications of positive psychology to strive for excellence; achieve optimal performance; teach and model the process of success; lead a group of individuals to becoming a highly effective team; communicate with followers as we would wish to be communicated with; respect and protect the self-worth of others; practice how to be demanding without being demeaning; and practice how to shape an individual's will without breaking their spirit. The course also includes the application of recent discoveries in cognitive psychology and neuroscience to resolve contemporary issues in the workplace.

**LEAD8485 Positive Leadership in Sport (4 credits)**

A positive leadership philosophy requires positive leadership delivery. This course is designed to prepare leaders to bridge content knowledge to practical application. Students will use core competencies learned within their concentration to develop their leadership approach. (4+0) Prerequisite: LEAD7140

**MSE8220 Biomechanics (4 credits)**

This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

**MSE8500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. Prerequisite: prior physiology coursework (or instructor approval). (4+0)

**MSE8540 Sports Nutrition (4 credits)**

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored. (4+0)

**MSN7201 Fundamentals of Mind-Body Medicine and Psychology of Well-being (2 credits)**

This is an overview of mind-body medicine — history and current practices. There will be a particular emphasis on the growing variety of evidence-based mindfulness practices, specifically Mindfulness-Based Stress Reduction (MBSR) and related approaches including Dialectical Behavior Therapy, Acceptance and Commitment Therapy, and Mindful Self-Compassion. We will approach mind-body medicine through a biopsychosocial lens, taking into account the context and culture of environment. We will also explore the impact of meaning and story on illness / wellness and how this can be brought into the therapeutic relationship through Narrative Medicine. This class includes a strong experiential component through instruction and practice in mindfulness and other mind-body practices. (2+0)

**SPP8150 Psychophysiology & Biofeedback (4 credits)**

This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation will be covered. (4+0)

**SPP8650 Psychology of Performing Arts**

This course is designed for students who have a penchant for dance, music and theatre and are looking to help themselves and others perform consistently at the highest levels. The course helps practitioners and performers focused in these areas to further develop their specific skillsets in the performing arts. While the focus will be predominantly within the parameters of dance, music and theatre, other art forms with a performance component can also be included. (4+0)

**Positive Leadership and Administration Concentration Required Courses****LEAD7140 Positive Coaching (4 credits)**

This course will apply the principles of positive coaching to increase effectiveness and improve performance in the areas of sport, exercise and wellness. Students will recognize and learn to communicate evidence-based positive coaching principles to: strive for excellence; achieve optimal performance; teach and model the process of success; lead a group to becoming a highly effective team; communicate with followers as we would wish to be communicated with by our leaders; respect and protect self-worth of everyone; practice how to be demanding without being demeaning; and how to shape an individual's will without breaking their spirit. (4+0) Prerequisite: COUN8110

**LEAD7330 Leadership and Administration in Athletics (4 credits)**

An examination of the human dynamics in sport organizations and how athletic directors, sport leaders, and human resource management can affect universities athletic departments and sport organizations effectiveness. Emphasis will be placed on positive leadership and administration practices as well as how leadership theories can help with understanding the evolution of a strong mission, strategic plan, and enhanced performance of human resources. The course will examine differences in leadership and administration for different sports settings including professional sports, universities, high schools, and other related sport businesses. (4+0)



**LEAD8310 Communication in Leadership Positions (4 credits)**

This course examines effective communication in leadership positions and teaches how to use positive communication techniques and processes within higher education, business, athletic administration and coaching positions. Students will gain an awareness of the positive communication skills it takes to succeed in these professions as well as resources for continual improvement. Students will practice using effective leadership communication skills through simulated leadership scenarios. Students will complete a mock job interview for a future leadership position of their choice. This is to help students conceptualize the dynamics of leadership position interviewing to be more successful. (4+0)

**LEAD8450 Positive Leadership in Business (4 credits)**

This course will apply the principles of positive psychology to increase effectiveness and improve business performance. Students will learn applications of positive psychology to strive for excellence; achieve optimal performance; teach and model the process of success; lead a group of individuals to becoming a highly effective team; communicate with followers as we would wish to be communicated with; respect and protect the self-worth of others; practice how to be demanding without being demeaning; and practice how to shape an individual's will without breaking their spirit. The course also includes the application of recent discoveries in cognitive psychology and neuroscience to resolve contemporary issues in the workplace.

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A positive leadership philosophy requires positive leadership delivery. This course is designed to prepare leaders to bridge content knowledge to practical application. Students will use core competencies learned within their concentration to develop their leadership approach. (4+0) \*Positive Coaching Concentration Prerequisite: LEAD7140

**Positive Leadership and Administration Concentration Electives****COUN7440 Applied Motor Learning (4 credits)**

This course identifies the various ways that people learn to move and how the principles of motor performance and learning can be useful to those in teaching, coaching, and consultant positions. This course takes an applied approach to understanding motor control, motor development, and motor learning. Emphasis is given to understanding how skilled movement is gained, regulated, and adapted. Students will learn the factors that influence skill acquisition and how to design effective practices for consistent performance. (4+0)

**COUN8115 Human Growth and Development (4 credits)**

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization. (4+0)

**COUN8145 Psychopathology and Appraisal (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases. (4+0)

**COUN8150 Multicultural Counseling and Advocacy (4 credits)**

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Students also assess the influence of their characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society. (4+0)

**COUN8440 Directed Study in Sport and Performance Psychology (1-4 credits)**

Directed study courses are taught to increase the scope of the program and to give students special opportunities to complete advanced courses and projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

**COUN8445 Field Problems in Sport and Performance Psychology (1-4 credits)**

Field problems courses are to increase the scope of the program and to give students special opportunities to complete advanced research projects. With instructor approval to register for the course, students must complete the UWS course contract for field problems/directed study form. This form is to be filled out by the student and must be approved by the instructor and program director prior to enrollment. Policy: A contractual agreement for credit hours must be equivalent to the standard unit of credit as declared by the Northwest Commission on Colleges and Universities. "One credit hour will be awarded for a course meeting one hour per week for 11 weeks, exclusive of enrollment, orientation and vacation time. Organized examination days may be counted as instructional days." In addition, the university expects two hours of study outside of class for each instructional hour. (4+0)

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This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

**MSE8500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. Prerequisite: Prior physiology coursework (or instructor approval). (4+0)

**SPP8150 Psychophysiology & Biofeedback (4 credits)**

This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation will be covered. (4+0)

**Culminating Experience****Dissertation Sequence**

**COUN8810 Dissertation Research I** (1-4 credits, online or on campus)

**COUN8815 Dissertation Research II** (1-4 credits, online or on campus) (prerequisite: 8810)

**COUN8820 Dissertation Research III** (1-4 credits, online or on campus) (prerequisite: 8810, 8815)

**COUN8825 Dissertation Research IV** (1-4 credits, online or on campus) (prerequisite: 8810, 8815, 8820)

This sequential course is completed over a minimum of four quarters. Candidates work one-on-one with members of their dissertation committee, to write and defend the proposal, submit the proposal to the Institutional Review Board, collect and analyze data, write the dissertation and prepare for the dissertation defense.

**Practicum Sequence**

**COUN8870 Practicum 1 Sport and Performance Psychology** (1-4 credits, online or on campus)

**COUN8875 Practicum 2 Sport and Performance Psychology** (1-4 credits, online or on campus) (prerequisite: 8870)

**COUN8880 Practicum 3 Sport and Performance Psychology** (1-4 credits, online or on campus) (prerequisite: 8870, 8875)

**COUN8885 Practicum 4 Sport and Performance Psychology** (1-4 credits, online or on campus) (prerequisite: 8870, 8875, 8880)

This sequential course is completed over the minimum of one academic year. The UWS sport and performance psychology program (SPP) must pre-approve mentors for SPP practicum experiences to count towards degree completion. For students working towards CMPC certification, the association for Applied Sport Psychology (AASP) must also approve mentors. If a student's proposed mentor does not already have the AASP credentials, mentors must be approved by the AASP Certification Review Committee, which will evaluate such criteria as teaching of sport and performance psychology courses, publications in sport and exercise psychology journals, and experience in consultation in SPP. Approval by the SPP program and AASP must be received prior to the practicum experience. Applicants must complete the AASP Professional Mentorship Verification Form and the AASP Record of Mentorship Hours Form. Only hours spent in the delivery of sport psychology services are eligible for inclusion. Therefore, students are encouraged to set up AASP mentors and practicum experiences early, but should not start working with clients before completing the core SPP coursework and receiving approvals. For additional details, refer to the AASP CMPC handbook and SPP Fieldwork Practicum Manual.

### **Field Experience Sequence**

**COUN8850 Field Experience and Scholarly Project I** (1-4 credits-online or on campus)

**COUN8855 Field Experience and Scholarly Project II** (1-4 credits-online or on campus)

**COUN8860 Field Experience and Scholarly Project III** (1-4 credits-online or on campus)

**COUN8865 Field Experience and Scholarly Project IV** (1-4 credits-online or on campus)

In this course, the student will work with a qualified faculty member and committee who will guide the student in developing a field experience and scholarly project related to the student's concentration in the degree program. With the assistance of the faculty supervisor, student-specific learning objectives will be developed that will culminate in the implementation of the field experience and completion of a scholarly project. Relevant scholarly work that would be considered publishable in a peer reviewed journal is required. The field experience and practice scholarship module will be offered via hybrid delivery and will take place in an approved setting.

# Doctor of Education in Clinical Mental Health Counseling, Sport and Performance Specialization (EdD-CMHC,SPP)

***Students who meet all program and university admission requirements may enter this program with a bachelor's degree or a master's degree.***

This doctoral program requires completion of 138 quarter-credits including counseling-specific coursework, clinical experiences and sport and performance coursework. The program coursework addresses the eight core content areas identified as fundamental by national accrediting agencies and most state licensing bodies. The coursework is integrated in a manner consistent with professional practice as both a licensed counselor and a certified mental performance consultant (CMPC). In addition to preparing students for a national counselor exam and eligibility for state licensure, it includes content and practical experiences to prepare clients for the CMPC exam and certification. Students are responsible to check their state licensing bodies for confirmation that the required courses meet state standards.

***Note:*** Upon successful completion of the EdD in clinical mental health counseling, sport and performance specialization, students will also be awarded a master's degree in clinical mental health counseling.

## Admission Requirements – EdD-CMHC, SPP

UWS admits new students into the EdD-CMHC program in fall (October) and spring (April) academic terms. The application includes a list of materials that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure they are making the best possible presentation of their qualifications. The application for admission is available on the UWS website.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements for the EdD-CMHC SPP program.

Each applicant for the EdD-clinical mental health counseling, sport and performance specialization is evaluated holistically, accounting for personal, academic and professional experiences. Professional standards require faculty to evaluate student fitness for the counseling profession throughout the program.

- Complete standard admissions application, including a detailed, well-written personal statement discussing experiences in and fit for the professions of counseling and sport and performance consulting using a personal, career, or academic experience.
- Submit all official transcripts showing conferred bachelor's and/or master's degree(s).
- Minimum cumulative 3.3 GPA in completed bachelor's or a cumulative 3.0 GPA in a master's programs.
- Pass a comprehensive criminal history background check (requirement at admission).
- Complete a successful interview (video conference, phone, or face to face) with the director or designee (interview will only be scheduled after applicant has submitted a completed university application meeting the minimum requirements including fee payment).

## Graduation Requirements – EdD-CMHC, SPP Specialization

The EdD-clinical mental health counseling, sport and performance specialization is conferred when the following requirements are met:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development, and behavior.
- Successful completion of all required coursework, program requirements or approved equivalents with a minimum, cumulative GPA of 3.0.
- Successful passing of all clinical experience courses.
- Freedom from all indebtedness and other obligations to the university.

## Program Learning Outcomes – EdD-CMHC, SPP Specialization

1. Demonstrate knowledge of the primary domains and content areas of clinical mental health counseling and sport psychology.
2. Demonstrate the ability to design applied activities and ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.
3. Demonstrate clinical competence during field placements, applying knowledge, skills, and behaviors to ethical, evidence-based assessment, diagnosis, treatment planning, treatment, documentation, termination, and supervision experiences.
4. Integrate and express legal, ethical, and professional identity consistent with sport and performance consultants and clinical mental health counselors in behavior and demeanor in academic, clinical, career and personal contexts.

5. Demonstrate the personal awareness, theoretical knowledge, and clinical skills necessary to advocate for diverse clients while engaging in social justice advocacy as a mental health counselor and a sport and performance consultant.
6. Demonstrate ability to identify the nuances of similarities and differences in skills, activities, ethics, and practice between sport psychology and clinical mental health counseling.
7. Evaluate clinical issues using ethical decision-making models grounded in current research to demonstrate understanding of relevant legal and ethical mandates in clinical mental health counseling and sport and performance consulting.
8. Apply systemic and developmental concepts in sport and performance consulting, and clinical work with children, individuals, couples, families, groups, teams and organizations.

## Curriculum Sequence – EdD-CMHC, SPP Specialization

Qtr. Vary by entry point	Course #	Course Name	Lecture	Clinical	Clock	Credits	Grade
	COUN8101	Ethics and Professional Identity (K1)	4	0	44	4	G
	COUN7205	Sport Psychology (K2)	4	0	44	4	G
	COUN8145	Psychopathology and Appraisal (K4)	4	0	44	4	G
	COUN7410	Psychology of Performance Excellence (K7)	4	0	44	4	G
	COUN8120	Research Methods and Program Evaluation (K6)	4	0	44	4	G
	COUN8130	Group Counseling	4	0	44	4	G
	COUN7415	Applied Sport Psychology (K2) pre-req COUN8101, COUN7205	4	0	44	4	G
	COUN7430	Counseling Methods and Practices	4	0	44	4	G
	COUN8540	Pre-Practicum	4	0	44	4	G
	COUN8110	Personality and Counseling Theories (K5)	4	0	44	4	G
	COUN7445	Psychological Preparation and Mental Skills Training (K2) pre-req COUN8101, COUN7205, COUN7415	4	0	44	4	G
	COUN8555	Clinical Counseling Practicum	1	9	110	4	P/NP
	COUN8115	Human Growth and Development (K7)	4	0	44	4	G
	COUN7610	Human Sexuality	2	0	22	2	G
	COUN8551	Clinical Counseling Internship I	1	9	110	4	P/NP
	COUN7511	Group, Team, and Organizational Dynamics	4	0	44	4	G
	COUN8150	Multicultural Counseling and Advocacy (K8)	4	0	44	4	G
	COUN8552	Clinical Counseling Internship II	1	9	110	4	P/NP
	COUN8400	Psychopharmacology (K7)	4	0	44	4	G
	COUN7715	Tests and Assessments	4	0	44	4	G
	COUN8553	Clinical Counseling Internship III	1	9	110	4	P/NP
	MSE8500	Exercise Physiology (K3)	4	0	44	4	G
	COUN8010	Marriage, Couple, and Family Counseling	4	0	44	4	G
	COUN8554	Clinical Counseling Internship IV	1	9	110	4	P/NP
	COUN7440	Applied Motor Learning (K3)	4	0	44	4	G
	COUN8522	Sport and Performance Psychology Interventions	4	0	44	4	G
	SPP8150	Psychophysiology and Biofeedback (K3)	4	0	44	4	G
	COUN8155	Sport in Society (K3)	4	0	44	4	G
	COUN8870 or COUN8850	Culminating Experience	1-4	0	11-44	4	P/NP
	COUN8140	Addiction Counseling (K5)	4	0	44	4	G
	COUN8215 or MSE8220	Clinical Supervision or Biomechanics (K3)	4	0	44	4	G
	COUN8875 or COUN8855	Culminating Experience	1-4	0	11-44	4	P/NP
	COUN8135	Career Counseling (K5)	4	0	44	4	G
	COUN8880 or COUN8860	Culminating Experience	1-4	0	11-44	4	P/NP
	COUN8885 or COUN8865	Culminating Experience	1-4	0	11-44	4	P/NP

		Totals	123	45	1848	138	
<b>Edd Clinical Mental Health Counseling Culminating Experience</b>							
Qtr.	Course #	Culminating Experience	Lecture	Clinical	Clock	Credits	Grade
		<b>1. Fieldwork Practicum</b>					
	COUN8870	Practicum 1 – Sport and Performance Psychology	0	9	33-132	1-4	P/NP
	COUN8875	Practicum 2 – Sport and Performance Psychology	0	9	33-132	1-4	P/NP
	COUN8880	Practicum 3 – Sport and Performance Psychology	0	9	33-132	1-4	P/NP
	COUN8885	Practicum 4 – Sport and Performance Psychology	0	9	33-132	1-4	P/NP
		<b>2. Mentorship Practicum and Scholarly Project</b>					
	COUN8850	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
	COUN8855	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
	COUN8860	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP
	COUN8865	Field Experience and Scholarly Project	1-4	0	33-132	1-4	P/NP

## Course Descriptions – Edd-CMHC, SPP Specialization

### Core Courses

#### **COUN7205 Sport Psychology** (4 credits)

This course focuses on the necessary link between science and sport, encouraging each student to begin to build the bridge from concept to integrated application in real world settings. Students synthesize and apply evidence-based practices in sport psychology to enhance performance, health, and satisfaction. Best practices research in both sport psychology and clinical mental health counseling inform student's course work. Motivational Interviewing theory and techniques are covered. (4+0)

#### **COUN7410 Psychology of Performance Excellence** (4 credits)

This course explores the deliberate application of theory, research, and intervention strategies to help clients pursue excellence. The construct of excellence is thoroughly explored, including common roadblocks and the type of contexts in which the skills and knowledge are used in the field of clinical mental health counseling, sport and performance, intrapersonal relationships, and career. Topics include happiness, contentment, life satisfaction, resiliency, values, character strengths, emotional intelligence, optimism, hope, flow, and mindfulness. (4+0)

#### **COUN7415 Applied Sport Psychology** (4 credits)

This course integrates and synthesizes the theoretical concepts of sport and performance psychology into meaningful application. Strategies, knowledge and skills will be presented to develop the student's ability to create performance-enhancement programs for athletes and performers. A case study approach will be employed. (4+0) Prerequisite: COUN8101, COUN7205

#### **COUN7430 Counseling Methods and Practices** (4 credits)

This course introduces mental health counseling micro skills and techniques needed in helping relationships, with attention to models of counseling competence. Development of cognitive, affective, and behavioral competencies are emphasized, with focus on helping students to determine, facilitate, evaluate, and sustain therapeutic relationships. (4+0)

#### **COUN7440 Applied Motor Learning** (4 credits)

This course identifies the various ways that people learn to move and how the principles of motor performance and learning can be useful to those in teaching, coaching, and consultant positions. This course takes an applied approach to understanding motor control, motor development, and motor learning. Emphasis is given to understanding how skilled movement is gained, regulated, and adapted. Students will learn the factors that influence skill acquisition and how to design effective practices for consistent performance. (4+0)

#### **COUN7445 Psychological Preparation and Mental Skills Training** (4 credits)

This course will examine how to help individuals better identify, understand, and manage their mental skills, responses to stress, performance preparation strategies, and focusing techniques designed to help performers be more effectively under pressure. Topics to be covered include positive self-talk, confidence, concentration, motivation and goal setting, peak performance states, self-regulation techniques to control arousal, and coping strategies for dealing with the multiple demands facing a competitive athlete. (4+0) Prerequisite: COUN8101, COUN7205, COUN7415

#### **COUN7511 Group, Team, and Organizational Dynamics** (4 credits)

This course will examine the role of self in groups, the importance of leadership in team and organizational environments, factors that impact motivation, team cohesion, and how issues of diversity impact group function. Using theory to inform practice,

students engage in experiential activities designed to enhance group facilitation skills with small and large groups. Emphasis is placed on effective communication within group and organizational settings. (4+0)

**COUN7610 Human Sexuality (2 credits)**

This course is designed to provide scientific information useful in the provision of psychoeducation and clinical interventions related to sex and sexuality including research about sexual development, aging and sexual functioning, sexual orientation, gender identity, sexual anatomy and physiology, sexual response cycles, psychological and social sexual dynamics, treatment of sexual disorders and sexual trauma/abuse, sexual behavior patterns, sexual communication, contraception, infertility, and sexually transmitted infections. (2+0)

**COUN7715 Tests and Assessments (4 credits)**

This course offers a study of the basic concepts and principles of psychological assessment, including historical factors influencing testing and test construction. Students will also learn the statistical language and theory related to measurement error, scales of measurement, measures of central tendency and variability, reliability and validity. Students will learn about the different types of assessment instruments and their range of applications in the field. Critical evaluation of assessment instruments is included. (4+0)

**COUN8010 Marriage, Couple, and Family Counseling (4 credits)**

This course introduces students to systemic models and treatment interventions. Structural, communication, analytical, behavioral, and postmodern approaches are applied to common marital, couple, and family topics including child-rearing, relationships, illness, traumatic events, resilience, career transitions, aging, death, dying, and grief. Play and sand tray therapy theory, techniques, and interventions are reviewed. (4+0)

**COUN8101 Ethics and Professional Identity (4 credits)**

Students will learn and evaluate current legal and ethical guidelines used in the counseling profession and in sport psychology profession. Students will apply ethical decision-making models and formulate effective, evidence-based collaborative strategies used to resolve ethical dilemmas and legal issues that arise when working with individuals, couples, families, groups, teams, and organizations. Students will also learn what it means to integrate a professional counselor identity into their lives. (4+0)

**COUN8110 Personality and Counseling Theories (4 credits)**

This course will introduce the five forces of counseling theories: Psychoanalytic, Cognitive-Behavioral, Existential-Humanistic, Multicultural, and Social Justice, including history, key values, therapeutic relationship, process of change, therapeutic content, and interventions. Students will evaluate the relationships between specific theories, counseling techniques, interventions, and research on evidence-based practice. (4+0)

**COUN8115 Human Growth and Development (4 credits)**

This course provides an understanding of human growth and development over the life span including theoretical approaches. It emphasizes physiological, cognitive, social, emotional, personality, attachment-based, spiritual, and moral development from conception to death. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization. (4+0)

**COUN8120 Research Methods and Program Evaluation (4 credits)**

Students will engage with content, discussions, and assignments emphasizing the importance of research in the counseling profession, including analysis of published literature on evidenced-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods, and program design considerations. Steps of program evaluation are also featured. Students learn language, theory, and assumptions related to descriptive, correlational, and inferential statistics. (4+0)

**COUN8130 Group Counseling (4 credits)**

Students learn the basic elements of the group process, including special ethical, procedural, and practical issues related to maintaining therapeutic alliance with multiple clients. The course also trains students to facilitate therapeutic relationships between clients. The course includes introduction to a variety of group approaches as well as stages of group work. Students learn best practices promoted by the Association for Specialists in Group Work (ASGW). (4+0)

**COUN8135 Career Counseling (4 credits)**

Students develop foundational lifestyle and counseling skills and engage in professional career counseling activities. Students examine the major models of career development and the ways clients' interests, aptitudes, lifestyles, social interests, family responsibilities, and life transitions may impact lifestyle and career development process. Students also discuss legal and ethical issues associated with career counseling practice. (4+0)



**COUN8140 Addiction Counseling (4 credits)**

This course focuses on the etiology and treatment of addictive behaviors (e.g. substances, gambling, gaming, etc.). Genetic, physiological, contextual, and psychological factors contributing to addiction and addiction risk are evaluated with emphasis on developing effective recovery and relapse prevention. Students learn to distinguish between substance use, substance-induced, substance intoxication, and withdrawal disorders. The course includes training on Motivational Interviewing techniques as well as systemic and culturally-sensitive approaches to treatment. (4+0)

**COUN8145 Psychopathology and Appraisal (4 credits)**

Students will examine psychopathology principles, professional literature, and current issues associated with assessing, diagnosing, planning treatment, and treating mental health symptoms and disorders. Students will critically evaluate diagnostic models, methods, and approaches used in the diagnostic process. Students will learn to use the DSM-5 classifications, criteria required for diagnosis, and diagnostic issues associated with diverse populations to examine cases. (4+0)

**COUN8150 Multicultural Counseling and Advocacy (4 credits)**

This course introduces theory and research related to culturally competent counseling, including multiculturalism, cross-culturalism, intersectionality, social justice, and advocacy. Students consider the characteristics of diverse populations as they inform counseling and advocacy practices that promote optimal wellness and growth for individuals, couples, families, and groups. Students also assess the influence of their characteristics, attitudes, and beliefs on the counseling process. Students will examine their roles in promoting social justice at multiple levels and evaluate approaches for prevention of clinical mental health issues in a diverse society. (4+0)

**COUN8155 Sport in Society (4 credits)**

This course will examine the influence of the social context on sport. Attention is given to the influence of society on sport as an institution and the role of sport as an agent of social change and social justice. Examines how sport affects the social world we live in. Topics explored include the intersection of sport and gender, race/ethnicity/culture, socioeconomic class, media relations, violence, deviance, and sexuality. (4+0)

**COUN8400 Psychopharmacology (4 credits)**

This course provides an understanding of the basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications including the identification of effective dosages and side effects. Topics include neuropharmacology, pharmacokinetics and pharmacodynamics. A review of different classes of psychoactive compounds, including drugs used in the treatment of psychiatric disorders, will be examined. Ethical considerations regarding scope of practice are highlighted. (4+0)

**COUN8522 Sport and Performance Psychology Interventions (4 credits)**

This course examines sport and performance psychology interventions using a case study approach with cases sport psychology and CMHC professionals may experience. Cases require the incorporation of best practices integrating theory into applied settings. Cases from all development levels of sport including youth, club, high school, collegiate, and professional and involving topics such as coping with and returning from injury, Title IX transitions, applications of evidence-based techniques, etc., will be addressed. Students will demonstrate applications of techniques used in CMHC, positive psychology, planning, execution, goal setting, and building the communication and motivation skills necessary for establishing long-term consulting relationships. (4+0)  
Prerequisite: COUN7205, COUN7415, COUN7445

**MSE8220 Biomechanics (4 credits)**

This course is designed to provide a broad understanding of biomechanics from a qualitative perspective. This course will focus on human movement from a biomechanical perspective including identifying specific muscles and muscle groups and describing exercises for strengthening and developing those muscles. Common injuries experienced by the general population and exercises to help prevent and/or strengthen those areas will also be explored. (4+0)

**MSE8500 Exercise Physiology (4 credits)**

This course focuses on the physiological responses and adaptations to exercise experienced by the cardiovascular, thermoregulatory, and neuromuscular systems of the body. The laboratory component of this course will include methods of data collection and measurement relating to energy expenditure, maximal oxygen consumption, onset of blood lactate, electrocardiography, and other selected measures. Prerequisite: Prior physiology coursework (or instructor approval). (4+0)

**SPP8150 Psychophysiology & Biofeedback (4 credits)**

This course is designed to be both an introduction to psychophysiology and biofeedback and to its applications, particularly to sport and performance. The principles of psychophysiology, the biofeedback instruments used, the areas of application, the techniques commonly used in conjunction with biofeedback, the diverse field of biofeedback and applied psychophysiology, and the latest uses for optimal self-regulation will be covered.

**Clinical Practicum/Internship**

**COUN8540 Pre-Practicum (4 credits)**

This course helps students develop counseling micro skills by utilizing a standardized patient protocols to practice clinical work with clients under controlled conditions. Using live video sessions with actors trained to present a variety of client issues, students will complete intake and assessment documents with standardized patients, take extensive verbal histories, diagnose, plan treatment, and complete six sessions of counseling, including termination. Students will also be guided through preparation requirements for a community-based practicum including the completion of a criminal history background check, membership in the ACA, and the search for a local practicum site. (4+0)

**COUN8555 Clinical Counseling Practicum (4 credits)**

The clinical practicum is an online-directed, supervised field experience in a mental health counseling setting local to each student during which students engage specific clinical skills, including interviewing, assessment, intervention, documentation, and consultation. Students use fundamental communication and interviewing principles and perform intake, initial assessments, and verbal histories with individuals, couples, and/or families. This course requires 100 hours of clinical field experience, which must consist of no less than 40 hours of direct client contact, and no fewer than 11 hours of face-to-face contact with field supervisors. It is the student's responsibility to research and comply with the specific clinical experience requirements of their states. Grading in this course is P/NP. (1+3)

**COUN8551 Clinical Counseling Internship I (4 credits)****COUN8552 Clinical Counseling Internship II (4 credits)****COUN8553 Clinical Counseling Internship III (4 credits)****COUN8554 Clinical Counseling Internship IV (4 credits)****Electives**

Please refer to course descriptions in the EdD in sport and performance psychology individual studies elective list.

Students may also select the following counseling course in lieu of the EdD-SPP elective.

**COUN8215 Clinical Supervision (4 credits)**

This course teaches supervision theories from individual and systemic perspectives to help students understand how to best utilize their supervision experiences. The course focuses on supervisor expectations; ethics, laws, and rules related to supervision practices; supervisory documentation; and the core components of supervision, including attention to multicultural and cross-cultural issues that can effect supervision experiences for supervisors and supervisees. (4 + 0)

**Culminating Experience****Practicum Sequence****COUN8870 Practicum 1 Sport and Performance Psychology (1-4 credits, online or on campus)****COUN8875 Practicum 2 Sport and Performance Psychology (1-4 credits, online or on campus) (prerequisite: 8870)****COUN8880 Practicum 3 Sport and Performance Psychology (1-4 credits, online or on campus) (prerequisite: 8870, 8875)****COUN8885 Practicum 4 Sport and Performance Psychology (1-4 credits, online or on campus) (prerequisite: 8870, 8875, 8885)**

This sequential course is completed over the minimum of one academic year. The UWS sport and performance psychology program must pre-approve mentors for SPP practicum experiences to count towards degree completion. For students working towards CMPC certification, the association for Applied Sport Psychology (AASP) must also approve mentors. If a student's proposed mentor does not already have the AASP credentials, mentors must be approved by the AASP Certification Review Committee, which will evaluate such criteria as teaching of sport and performance psychology courses, publications in sport and exercise psychology journals, and experience in consultation in SPP. Approval by the SPP program and AASP must be received prior to the practicum experience. Applicants must complete the AASP Professional Mentorship Verification Form and the AASP Record of Mentorship Hours Form. Only hours spent in the delivery of sport psychology services are eligible for inclusion. Therefore, students are encouraged to set up AASP mentors and practicum experiences early, but should not start working with clients before completing the core SPP coursework and receiving approvals. For additional details, refer to the AASP CMPC handbook and SPP Fieldwork Practicum Manual.

**Field Experience Sequence****COUN8850 Field Experience and Scholarly Project I (1-4 credits-online or on campus)****COUN8855 Field Experience and Scholarly Project II (1-4 credits-online or on campus)****COUN8860 Field Experience and Scholarly Project III (1-4 credits-online or on campus)**

**COUN8865 Field Experience and Scholarly Project IV** (1-4 credits-online or on campus)

In this course, the student will work with a qualified faculty member and committee who will guide the student in developing a field experience and scholarly project related to the student's concentration in the degree program. With the assistance of the faculty supervisor, student-specific learning objectives will be developed that will culminate in the implementation of the field experience and completion of a scholarly project. Relevant scholarly work that would be considered publishable in a peer reviewed journal is required. The field experience and practice scholarship module will be offered via hybrid delivery and will take place in an approved setting.

## Graduate Certificates in Sport and Performance Psychology (Cert-SPP)

The online graduate certificate programs are designed for students who want to further their education or are pursuing a graduate level certificate. The coursework completed in the certificate programs may be applied toward the UWS master of science or doctor of education in sport and performance psychology.

The coursework, using courses from the master's program, includes four to six courses per concentration. Completion of the certificate program can be accomplished within a year.

### Graduate Certificate Concentrations

- Applied Sport Psychology
- Positive Leadership and Administration
- Sports Nutrition

In addition to meeting the admission requirements specified under the master's in sport and performance psychology, students must meet specific certificate requirements as specified below.

### Admission Requirements – Cert-SPP

UWS admits new students into the certificate of advanced study in sports nutrition each fall (October) and spring (April).

The application packet includes a list of the material that must be submitted for official consideration of an applicant's file. Applicants should carefully review the program's selection criteria to ensure that they are making the best possible presentation of their qualifications.

The [application](#) for admission and additional information is available on the UWS website.

### Graduate Certificate in Applied Sport Psychology

The curriculum is designed to meet the necessary requirements to become a Certified Mental Performance Consultant (CMPC) as outlined in the about program section. The curriculum addresses the coursework competency areas to prepare student to become a recognized expert in the field.

The certificate requires a total of 24 quarter-credits completed at UWS. If a candidate has already completed a course that fulfills an Association of Applied Sport Psychology (AASP) CMPC requirement, the student may request approval from the program director to take a different approved elective course within the program. It is the responsibility of the students to stay current and meet the requirements of the CMPC candidate handbook published by AASP.

### Graduate Certificate in Positive Leadership and Administration

The graduate certificate in positive leadership and administration applies the principles of positive psychology to the challenges in competitive sport environments and in the workplace. This concentration is intended to help leaders and their teams or organizations succeed through gained understanding of human motivation and behaviors, and apply that understanding to achieve extraordinary results in long-term motivation, team and business functional effectiveness, effective work processes and organizational design/structure that leads to optimal performance.

The certificate is a total of 24 quarter-credits. Coursework for this certificate can also be taken within our other online degrees.

### Graduate Certificate in Sports Nutrition

The graduate sports nutrition certificate consists of four courses, 15 quarter-credits, designed specifically to prepare students to become a certified sports nutritionist (CISSN) through the International Society of Sports Nutrition (ISSN). The CISSN is recognized as the premier certification backed by evidence-based research in the field of sports nutrition and supplementation. Through this program, students will learn how to improve, and support athletic performance, and gain practical experience on how to support body composition and physique changes for specific sports. Additionally, students will learn about performance optimization for endurance, power and speed applications.

## Program Learning Outcomes – Cert-SPP

### Applied Sport Psychology

1. Demonstrate application of the major concepts and current trends in research pertaining to ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.

## Positive Leadership and Administration

1. Demonstrate the ability to design activities and ethical interventions in positive leadership and administration and performance contexts that integrate a variety of leadership techniques to enhance performance, and improve overall wellness.

## Sports Nutrition

1. Demonstrate the ability to evaluate and apply current research and methods to assist with the development of specific nutrition plans designed to maximize sport performance and overall wellness.

## Curriculum Sequence – Cert-SPP

### Applied Sport Psychology

Qtr.	Course #	Core Courses	Lecture	Clock	Credits	Grade
1	COUN6101	Ethics and Professional Identity (K1)	4	44	4	G
1	COUN6550	Sport Psychology (K2) or approved elective	4	44	4	G
2	COUN6215	Applied Sport Psychology (K2) or approved elective pre-req COUN6101, COUN6550	4	44	4	G
2	COUN6230	Psychological Preparation and Mental Skills Training (K2) or approved elective pre-req COUN6101, COUN6550, COUN6215	4	44	4	G
3		Elective	4	44	4	G
3		Elective	4	44	4	G
<b>Totals</b>			<b>24</b>	<b>264</b>	<b>24</b>	
Qtr.	Course #	Electives	Lecture	Clock	Credits	Grade
	COUN6110	Personality and Counseling Theory (K5)	4	44	4	G
	COUN6115	Human Growth and Development (K7)	4	44	4	G
	COUN6120	Research Methods and Program Evaluation (K6)	4	44	4	G
	COUN6135	Career Counseling (K5)	4	44	4	G
	COUN6140	Addiction Counseling (K5)	4	44	4	G
	COUN6145	Psychopathology and Appraisal (K4)	4	44	4	G
	COUN6150	Multicultural Counseling and Advocacy (K8)	4	44	4	G
	COUN6155	Sport in Society (K3)	4	44	4	G
	COUN6220	Counseling Methods and Practices (K5)	4	44	4	G
	COUN6225	Applied Motor Learning (K3)	4	44	4	G
	COUN6235	Psychopharmacology (K7)	4	44	4	G
	COUN6240	Applied Health Behavior Theory (K7)	4	44	4	G
	LEAD6335	Positive Coaching (K7)	4	44	4	G
	MSE6220	Biomechanics (K3)	4	44	4	G
	MSE6500	Exercise Physiology (K3)	4	44	4	G
	SPP8150	Psychophysiology & Biofeedback (K3)	4	44	4	G

### Positive Leadership and Administration

Qtr.	Course #	Positive Leadership and Administration	Lecture	Clock	Credits	Grade
	LEAD6335	Positive Coaching (K7)	4	44	4	G
	LEAD6340	Communication in Leadership Positions (K7)	4	44	4	G
	LEAD6345	Positive Psychology in Business Leadership	4	44	4	G
	LEAD6350	Positive Leadership in Sport (K7) pre-req LEAD6335	4	44	4	G
	LEAD6520	Leadership and Administration in Athletics	4	44	4	G
		Elective	4	44	4	G
<b>Totals</b>			<b>24</b>	<b>264</b>	<b>24</b>	
Qtr.	Course #	PLA Electives	Lecture	Clock	Credits	Grade
	COUN6250	Directed Study in Sport & Performance Psychology	1-4	11-44	1-4	G

	COUN6255	Field Problems in Sport & Performance Psychology	1-4	11-44	1-4	G
	COUN7210	Applied Health Behavior Theory (K7)	4	44	4	G
	LEAD6120	Legal Issues in Sports	4	44	4	G
	LEAD7310	Financial Issues in Sports and Athletic Administration	4	44	4	G

### **Sports Nutrition Graduate Certificate**

Qtr.	Course #	Course Name	Lecture	Clock	Credit	Grade
	COUN6245	Athletic Nutrition Planning and Supplements	4	44	4	G
	MSE6530	Sports Nutrition or HNFN Sports Nutrition (MSN6201) plus one additional elective credit	4	44	4	G
	MSN 6101	Evidence-Based Nutrition	3	33	3	G
	MSN 6305	Whole Food Nutrition and Supplementation	4	44	4	G
		<b>Totals</b>	<b>15</b>	<b>165</b>	<b>15</b>	

## **Course Descriptions – Cert-SPP**

### **Applied Sport Psychology Certificate Course Descriptions**

Please refer to course descriptions in the EdD in sport and performance psychology section.

### **Positive Leadership and Administration Certificate Course Description**

Please refer to course descriptions in the EdD in sport and performance psychology section.

### **Sports Nutrition Certificate Course Descriptions**

In addition to the below courses, please refer to the course description listed in the EdD in sport and performance psychology section.

#### **MSN6101 Evidence-Based Nutrition (3 credits)**

This course provides core knowledge in evidence-based nutrition with a focus on the role of nutrition in health optimization and disease treatment. Students will gain a detailed understanding of the practical application of various nutrients and dietary strategies used in clinical practice. Discussions will also incorporate the three components of evidence-based health care (clinical expertise, patient preference, research evidence) into the decision-making and data-analysis process.

#### **MSN6305 Whole Food Nutrition and Supplementation (4 credits)**

This course covers concepts and evidence related to nutritional therapy, public health nutrition policy, whole foods and processed foods, food groups, dietary patterns, nutrient content of foods, organic and conventional foods, and various controversies in the field of nutrition. Evidence on nutritional prevention and treatment of major diseases is emphasized. Dietary guidelines, meal planning, and regulation and quality control in the dietary supplement industry are also discussed. (4+0)

## Pre-Professional Studies

The pre-professional, prerequisite, online courses offered through UWS help prospective students fulfill the requirements for entrance into graduate and professional degree programs such as the chiropractic and human nutrition and functional medicine programs.

## Course Descriptions – Pre-Professional Health Science Courses

Note: Courses that include a laboratory component require the student to purchase a lab kit.

### **UBCH240 Introduction to Biochemistry** (5 credits) Online only

This is an introductory biochemistry course covering topics such as carbohydrate metabolism, proteins, enzymes, lipids, digestion and nutrition. There is no lab experience with this course. Prerequisite: High school algebra and college-level chemistry required.

### **UCHM240 General Chemistry I** (5 credits) Online only

This is an introductory course on the fundamentals of chemical principles. Topics include: the components of matter, chemical equilibrium, chemical reaction types and solution chemistry, gas laws, thermochemistry, quantum theory, atomic structure, electron configurations, chemical bonding models. There is a laboratory portion of this course is completed using a home lab kit. Prerequisite: high school chemistry recommended.

### **UCHM250 General Chemistry II** (5 credits) Online only

This course emphasizes critical skills and competency in organic and biological chemistry, solution properties, chemical kinetics, equilibrium, environmental chemistry, thermodynamics, electrochemistry, nuclear chemistry. Laboratory experiments demonstrate qualitative and quantitative analytical techniques through the use of a laboratory kit purchased for home use. Prerequisites: General Chemistry I. college-level math, reading, writing, and study skills are strongly recommended.



## Research and Sponsored Programs

The research and sponsored programs office (RSPO) promotes research and scholarly activities at University of Western States by providing comprehensive support to faculty, staff and students interested in undertaking research projects. RSPO includes research, institutional review board (IRB), and sponsored programs and is responsible for human subjects research oversight, grant-related activities, and scholarly research at the university. We offer assistance with all phases of research including study design, protocol development, institutional review board inquiries and applications, data analysis and statistics, manuscript preparation, conference presentations (oral and poster), and grant pre- and post-award phases.

Grant related research at UWS has consisted of multi-year clinical trials to smaller one time projects. We have received awards from the National Institutes of Health (NIH), National Center for Complementary and Integrative Health (NCCIH), Department of Defense (DoD), and the National Chiropractic Mutual Insurance Company (NCMIC) for study in the areas of low back pain, evidence based practice research, cervicogenic headaches, Activator method, smoking cessation, and treatment guidelines.

The UWS research community regularly presents at national and international conferences and has published research in the topic areas of education in chiropractic, diagnostic/musculoskeletal studies, chronic pain, nutrition and performance, evidence-based practice literacy, and anatomic anomalies. Visit the [Research and Sponsored Programs Publications and Presentations](#) page for the most recent list. For more information about research at UWS, please visit the RSPO website and fill out the Research Contact Form.

## Continuing Education

The office of continuing education (CE) provides educational offerings through seminars, certifications and online programs for health professionals. The UWS continuing education office provides these programs through a collaboration with National University of Health Sciences (NUHS) postgraduate and continuing education department. This collaboration allows each institution to share resources and to provide more options to meet the ongoing educational needs of health professionals. Our quality programs keep attendees abreast of the latest information, enhance their existing skills, and advise them of changes in current professional thought to keep their practices relevant. UWS provides continuing education through face-to-face seminars throughout the country, as well as through webinar and online courses. Included in the online offerings are courses required by the Oregon Board of Chiropractic Examiners (OBCE).

The office of continuing education is a recognized provider of the Providers of Approved Continuing Education (PACE) program, a service of the Federation of Chiropractic Licensing Boards (FCLB). This is a voluntary program review process that ensures the quality of the chiropractic continuing education programs offered by UWS. Postgraduate certification and diplomate programs for chiropractic physicians in sports medicine and other specialty areas are offered in a weekend format and signify specialized expertise.

For information about upcoming continuing education programs, please check the [CE Events Calendar](#) or visit the UWS website to learn more about [online course](#) offerings.

## Chiropractic Assistant Program

The office of continuing education offers training opportunities for clinic support staff known as chiropractic assistants (CA). This training is in keeping with the standards and procedures set forth by the Oregon Board of Chiropractic Examiners (OBCE). Chiropractic assistants work alongside chiropractic physicians to facilitate patient care and are trained in front office skills, such as billing and coding. The curriculum for initial CA training includes, but is not limited to, the following subjects: medical terminology, anatomy and physiology, professionalism, ethics, boundaries, billing and coding, communication skills and physiotherapy. The schedule of initial training courses can be found on the university's [continuing education webpage](#) or the [OBCE](#) website.

## Alumni Services

The university is committed to providing tools and resources for students to succeed during their program and as they take their education into professional practice. The alumni relations team offers professional development support to help students and alumni of all UWS academic programs build successful careers and pursue lifelong learning.

Additionally, the alumni team manages UWS Switchboard, a digital space where the UWS community (students, staff, faculty, alumni and friends) can ask for what they need and offer what they want to share. The platform is designed to provide professional support by connecting community members with jobs, shadowing, and mentorship opportunities, patient referrals, advice, and practice management.

The alumni team also facilitates mentorship relationships, shadowing, and ambassador opportunities through the UWS Mentor Network. Students and alumni are invited to connect with alumni relations for assistance with any topic or challenge by emailing [alumni@uws.edu](mailto:alumni@uws.edu).

## Student Services

The office of student services provides a variety of academic support services and non-academic programs to enrich the UWS student experience.

### Accessibility Resources and Accommodations

University of Western States recognizes its responsibility to provide equal access and opportunities for persons with disabilities, under section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 as amended (2008). The staff and faculty work together to ensure students with disabilities have equal access to educational experiences.

Testing accommodations are designed to ensure that the test scores of students with disabilities accurately reflect the student's aptitude or achievement level, or the skill that the exam purports to measure, rather than reflecting the student's disability, except where the skill impaired by the disability is the skill that is being measured by the examination. All members of the university community work to ensure equal access for students with disabilities to participate fully in the educational experience. The office of student services consults with students to determine eligibility and authorizes all accommodations in advance of testing. Additional information about accessibility services can be found on the student services [website](#). For information on receiving accommodations through University of Western States, please contact the [office of student services](#).

### Counseling Services

Counseling services for students are available on campus free of charge. On-campus students or online students who live in the Portland metropolitan area, may contact [counseling@uws.edu](mailto:counseling@uws.edu) to schedule an appointment with an on-site counselor. Distance-based online students seeking counseling should contact the office of student services to discuss counseling options outside of the Portland metro area.

### Tutoring Program

The university provides free tutoring services for students. Students can sign up for tutoring and schedule online tutoring appointments at UWS [tutoring website](#). UWS has tutoring options available for online students that can be accessed by emailing [studentservices@uws.edu](mailto:studentservices@uws.edu). Students interested in becoming a peer tutor can apply online at the student services [tutoring web page](#).

### Housing

The university does not offer on-campus housing. The office of student services provides housing information and referral resources for Portland and surrounding areas near the university. Students can find information about local housing or find a roommate through the [housing page](#) of the student services section of the university website. For additional housing assistance, contact the office of student services. Information on housing options in the Portland area may also be found at the [UWS Switchboard](#) site.

### Associated Student Body

The Associated Student Body (ASB) serves as the student government entity at UWS, composed of elected officers and student representatives. The purpose of ASB is to support, represent and meet the professional, academic and personal interests of all UWS students and student groups. ASB meetings are open to all students.

### Student Groups

Various student social, recreational and/or professional organizations are organized through the office of student services and coordinated through the Associated Student Body (ASB). Anyone interested in becoming involved in student organizations should contact the office of student services for further information.

All students may join an existing student group or work with the office of student services to establish a new group that meets their needs or interests. Each student group must have a qualified advisor and be approved by the office of student services. Student groups that exist to practice a particular health care discipline must work with the office of student services to ensure proper supervision by an appropriately-licensed UWS employee. Student groups that perform health care procedures may limit participation to individuals with the proper licensure and/or training. For more information, please refer to [Policy 9012 Recognition of Student Groups](#).

## **Student Group Fundraising**

Student organizations desiring to raise funds for their club must work with the office of student services and complete an [Event Request Form](#). Some fundraising activities may involve the office of development, and will be reviewed and approved on a case-by-case basis. Please refer to [Policy 9012 Recognition of Student Groups](#).

# University Policies

University of Western States students are responsible for maintaining currency in university policies. All policies are subject to change. Changes to existing policies or implementation of new policies will be noted to the campus community via email. To review the most up-to-date policies, visit [Udocs](#) on the UWS website.

## Academic

[Policy 1201 \(B\) Academic Programs](#)  
[Policy 1202 Alternatives to Human Dissection Laboratory](#)  
[Policy 1203 Enrollment Status](#)  
[Policy 1204 Attendance, Tardiness and Course Participation](#)  
[Policy 1205 BS Human Biology Completion Program](#)  
[Policy 1206 Participation Requirements](#)  
[Policy 1207 Grading System](#)  
[Policy 1208 \(B\) Student Accommodations](#)  
[Policy 1209 Course Exemption](#)  
[Policy 1210 Credit Hour Definition](#)  
[Policy 1211 Grade Appeal](#)  
[Policy 1212 Classroom Models](#)  
[Policy 1213 Academic Program Review](#)  
[Policy 1214 Non-Degree Students – Graduate Studies](#)  
[Policy 1215 Drop Add](#)  
[Policy 1216 Prior Learning Assessment – College of Graduate Studies](#)  
[Policy 1217 Examination Administration](#)  
[Policy 1220 Graduation Requirements – DC Program](#)  
[Policy 1221 Split Notification Deadline –DC Program](#)  
[Policy 1223 Make-Up Examinations](#)  
[Policy 1224 National Board Eligibility](#)  
[Policy 1225 Involuntary Leave of Absence](#)  
[Policy 1226 Normal Course Load and Progress \(DC Program\)](#)  
[Policy 1228 Postgraduate Residency in Radiology](#)  
[Policy 1229 Registration for Courses that Conflict](#)  
[Policy 1231 Student Record Retention and Disposal](#)  
[Policy 1232 Student Record Privacy \(FERPA\)](#)  
[Policy 1236 Independent Study](#)  
[Policy 1237 Transcripts](#)  
[Policy 1239 Leave of Absence and Withdrawal](#)  
[Policy 1240 Electives](#)  
[Policy 1241 Scholarship Defined](#)  
[Policy 1242 Dean's List and Graduation Honors](#)

## Admissions

[Policy 2001 Admission Requirements](#)  
[Policy 2006 Readmission](#)  
[Policy 2007 Transfer Credit](#)  
[Policy 2008 Provisional Enrollment](#)

## Business

[Policy 3001 Selling on Campus](#)  
[Policy 3002 Sale of Course Notes and Certain Other Materials Prohibited](#)  
[Policy 3003 Endowment Investment and Spending](#)  
[Policy 3004 Capital Asset](#)  
[Policy 3005 \(B\) Budget Development \(Operating and Capital\)](#)  
[Policy 3006 FFATA Reporting \(Federal Funding Accountability and Transparency Act\)](#)  
[Policy 3007 \(B\) Debt](#)  
[Policy 3008 Travel, Meals and Entertainment Expenses](#)  
[Policy 3009 Spouse and Companion Travel](#)  
[Policy 3010 Record Retention and Disposal \(Business Office\)](#)  
[Policy 3011 \(B\) Independent Financial Audit](#)  
[Policy 3012 Sub-award and Sub-recipient Monitoring](#)  
[Policy 3013 \(B\) Post-Issuance Tax and Disclosure](#)  
[Policy 3015 \(B\) Identity Theft Prevention Program](#)  
[Policy 3017 Key Assignment](#)  
[Policy 3018 Procurement Standards for Federal Awards](#)  
[Policy 3019 Timely Warning Notification](#)

[Policy 3020 Closing due to Inclement Weather or Emergency](#)  
[Policy 3021 Tuition and Fee Refunds](#)  
[Policy 3022 Modified Schedule Tuition – DC Program](#)  
[Policy 3024 IRS Taxpayer Identity Reporting](#)  
[Policy 3025 Student Financial Responsibility](#)  
[Policy 3026 Payment Card Acceptance](#)

## Communications

[Policy 2503 Social Media](#)

## Continuing Education

[Policy 5001 Postgraduate and Professional Education](#)

## Development

[Policy 7001 Advertising and Sponsorship](#)  
[Policy 7002 \(B\) Fundraising and Gift Acceptance](#)

## Faculty

[Policy 6001 \(B\) Award of Honorary Degrees](#)  
[Policy 6002 Course Management](#)  
[Policy 6003 Emeritus Distinction](#)  
[Policy 6004 Archival of Course Materials](#)

## Financial Aid

[Policy 3801 Emergency DC Student Loans](#)  
[Policy 3802 Institutional Scholarships and Grants](#)  
[Policy 3803 Financial Aid Fraud](#)  
[Policy 3804 Satisfactory Academic Progress – Financial Aid Eligibility](#)

## Human Resources

[Policy 3402 Instructing at other Institutions](#)  
[Policy 3403 Criminal Records or Administrative Sanctions/Restrictions](#)  
[Policy 3405 Private Practice in University Clinics](#)  
[Policy 3406 Seminar Fees Schedule for Faculty](#)  
[Policy 3407 \(B\) Tuition Assistance](#)  
[Policy 3408 \(B\) Tuition Reduction for Employee Children](#)  
[Policy 3409 \(B\) Diversity](#)  
[Policy 3412 Grievance/Complaint \(Employee\)](#)  
[Policy 3413 Introductory Employment Period](#)  
[Policy 3414 \(B\) Whistleblower Protection](#)  
[Policy 3415 Faculty License Requirement](#)  
[Policy 3417 Donated Leave Program](#)  
[Policy 3418 Recording and Reporting Employee Time](#)

## Institutional

[Policy 1001 Policy Development and Publication](#)  
[Policy 1002 \(B\) Academic Freedom](#)  
[Policy 1003 Accident, Injury, Incident Response and Reporting](#)  
[Policy 1004 Nondiscriminatory and Anti-harassment](#)  
[Policy 1005 \(B\) Conflict of Interest](#)  
[Policy 1006 Administrative Integrity](#)  
[Policy 1007 Copyrights and Patents](#)  
[Policy 1008 Drugs, Narcotics and Alcohol](#)  
[Policy 1009 Student Background Investigation and Verification Reporting Requirement](#)  
[Policy 1010 Committee Structure](#)  
[Policy 1011 Guest Speakers](#)  
[Policy 1012 \(B\) Institutional Mission](#)  
[Policy 1013 \(B\) Equal Opportunity and Non-Discrimination](#)

[Policy 1014 Needlestick/Blood Exposure and Procedure](#)  
[Policy 1015 \(B\) Public Disclosure](#)  
[Policy 1016 \(B\) Service](#)  
[Policy 1017 Tobacco and Marijuana-Free Campus](#)  
[Policy 1018 Weapons on Campus](#)  
[Policy 1019 Driving on University Business](#)  
[Policy 1020 Hazardous Materials Handling and Communication](#)  
[Policy 1021 Children on Campus](#)  
[Policy 1022 Privacy of Personal Wellness Profile \(PWP\) Information](#)  
[Policy 1023 Pedestrian Safety](#)  
[Policy 1025 Parking and Transportation](#)

## **Information Technology**

[Policy 3601 Acceptable Use of Information and Communication Systems](#)  
[Policy 3602 Virtual Private Network \(VPN\) Access](#)  
[Policy 3603 Student Access to Electronic Course Materials](#)

## **Library**

[Policy 1601 Library Collection and Scope](#)  
[Policy 1603 Library Reserve](#)  
[Policy 1605 Use of Copyrighted Works in Education and Research](#)

## **Research**

[Policy 8002 Ethical Standards in the Conduct of Research](#)  
[Policy 8003 Institutional Review Board \(IRB\)](#)  
[Policy 8004 Development of Research Activities](#)

## **Student**

[Policy 9001 Student Conduct](#)  
[Policy 9002 Student Commons Folder](#)  
[Policy 9005 Counseling and Confidentiality](#)  
[Policy 9009 Student Grievance and Appeal](#)  
[Policy 9010 Immunization Requirement for On-Campus Students](#)  
[Policy 9012 Recognition of Student Groups](#)  
[Policy 9013 Student Request for Use of Campus Facilities](#)  
[Policy 9018 Student Mailboxes](#)

# Student Grievance and Appeal Process

The demonstration of personal and professional ethics, and integrity is considered an integral part of the academic programs of the institution. Students are required to conduct themselves in a professional manner throughout their enrollment on and off campus.

[Policy 9001 Student Conduct](#) provides a list of behaviors that are considered inappropriate. Violations of the expectations for student behavior may subject the student to disciplinary action including, but not limited to: warning, fines, restitution, probation, course failure, suspension or dismissal. The university reserves the right to address any behavior it deems inappropriate.

Students who wish to appeal a class or assignment grade refer to [Policy 1211 Grade Appeal](#). If a complaint pertains to sexual misconduct, follow [Policy 1004 Nondiscrimination and Anti-harassment](#).

## Student Grievance

A grievance is a formal, written complaint by a student pertaining to the conduct of a member of the university student body, faculty, staff, governing board, administration or third parties (i.e. individuals who are neither students nor employees, including but not limited to prospective students, guests, volunteers, contractors, and consultants).

Retaliatory or adverse action may not be taken against a student for filing a complaint.

[Policy 9009 Student Grievance and Appeal](#) details procedures for student complaints and appeals. Students who wish to file a formal complaint can do so using the university's online [TIPS reporting tool](#). If not submitted through TIPS, the written complaint must be submitted to the appropriate university administrator as outlined in [Policy 9009 Student Grievance and Appeal](#) or the Title IX coordinator in cases of sexual misconduct.

In addition to the university's complaint policy and procedure, complaints regarding the university or specific programs may be addressed to the corresponding agencies. Postsecondary distance education students can file complaints with the SARA State Portal Entity of Oregon, listed below.

Institution: Northwest Commission on Colleges and Universities  
8060 165th Avenue NE, Suite 100  
Redmond, Washington 98052  
Office: 425-558-4224 Fax: 425-376-0596  
[www.nwccu.org](http://www.nwccu.org)

DC Program: Council on Chiropractic Education  
8049 North 85th Way  
Scottsdale, Arizona 85258-4321  
Office: 480-443-8877 Fax: 480-483-7333  
[cce@cce-usa.org](mailto:cce@cce-usa.org); [www.cce-usa.org](http://www.cce-usa.org)

Distance Education: SARA State Portal Entity – Oregon  
Sean Pollack  
Program Administrator  
Higher Education Coordinating Commission  
255 Capitol Street NE  
Salem, OR 97310  
503-947-5925  
[sean.pollack@state.or.us](mailto:sean.pollack@state.or.us)

\*\*unless student is located in [California](#)

# Campus Safety and Security

UWS is committed to providing students with a safe environment in which to learn. The university has established a number of policies and safety measures to keep students, faculty, staff and campus visitors safe and well informed about campus safety. These protocols include the campus alert system, campus security and counseling support.

All members of the UWS community are required to have a visible ID badge at all times and are expected to report suspicious activities, criminal actions and emergencies occurring on campus. Prompt reporting enhances campus safety for all concerned. UWS campus safety provides security coverage seven days a week.

The university prepares an annual security report to comply with the Crime Awareness and Campus Security Act (aka Clery Act) of the Higher Education Act. The report is located on the [Campus Safety](#) page of the UWS website. The page includes a link to the annual Campus Safety and Security Survey, which includes data collected from campus safety sources and Clery crime statistics provided by the Portland Police Bureau.

## Emergencies

Call 9-1-1

Call 2-1-1 from any campus phone or dial 503-206-3206

## Non-Emergencies

In non-emergency situations, report suspicious activities, theft, vandalism or safety concerns to UWS campus safety at 503-206-3206 or dial 211 from on campus. Please be sure to complete an incident report on the [TIPS reporting tool](#).

Problems that pose a risk of injury, such as icy sidewalks, should be reported to campus maintenance at 503-206-3206 or via email to [facilities@uws.edu](mailto:facilities@uws.edu).

In non-emergency situations, students and employees injured on campus are encouraged to seek treatment, which may be done in the Campus Health Center. Both students and employees should report the injury using the online [TIPS reporting tool](#).

## Animals on Campus

Non-service animals are not permitted on campus. Fines and other sanctions may be assessed for students who bring animals on campus, including those who leave pets in cars parked on campus. Refer to [Policy 1025 Parking and Transportation](#).

## Campus Warning and Notification System

All UWS campus community including family members can sign up for the campus alert system, called Omnilert. UWS uses Omnilert to provide timely alerts regarding a variety of incidents, which may occur on campus, such as weather-related notifications, fire drills, unexpected water shutdown or any dangerous situations. There is no charge for signing up; however, your cell phone carrier's standard text messaging rates still apply. UWS encourages students, family members and staff to [sign up](#). Note that you must re-register with the Omnilert every other year.

## Timely Warning Notification

In accordance with [Policy 3019 Timely Warning Notification](#), UWS will issue a campus alert in the event of a crime or emergency. Additional information regarding the incident will be posted on the UWS website.

## Campus Closings

Employees and students are urged to listen to the radio or check the UWS website or local news on mornings when weather or other conditions are hazardous. Campus closings are also announced over the campus notification system, Omnilert. Please refer to [Policy 3020 Closing Due to Inclement Weather or Emergency](#).

If a late opening is announced, UWS employees and students are expected to report for work or classes at the announced time. Even though the campus may be open, each person is responsible for deciding if weather conditions at their residence or on the route to UWS make it unsafe to travel to campus. Please refer to [Policy 3020 Closing Due to Inclement Weather or Emergency](#).

## Campus Closings and Exams

If exams are scheduled when the university is closed, the missed exams will be rescheduled. If the university opens late and exams are scheduled to begin during the period the university is closed, only those exams during this period will be rescheduled. All other exams will take place as scheduled.



## Safety Awareness and Crime Prevention

Part of crime prevention is individual safety consciousness and awareness of one's personal environment. The university encourages everyone to follow crime prevention measures, which can contribute to the safety and security of the UWS community.

- Students and employees should wear their UWS identification badge at all times.
- Do not park in isolated areas; move your car during the daylight to a close location if you expect to leave campus after dark.
- At night, walk in well-lighted areas, in groups, and avoid short cuts and deserted areas. Students and staff should call campus safety to provide a safety escort, if desired.
- Lock your car immediately upon entrance to or exit from your vehicle.
- Keep your car keys and all identifying information with you at all times.
- Do not leave valuable items in your car; instead, leave valuables at home.
- Do not carry more cash than necessary and do not advertise how much you have.
- Do not leave personal property unattended anywhere on campus. Keep your locker locked, and do not store valuables or your ID in your locker.
- Do not bring any kind of weapon onto UWS property. Firearms and other weapons are prohibited. Violators are subject to disciplinary action.
- Never confront someone suspicious. Call 9-1-1 from a safe location.
- If anything makes you feel unsafe or threatened, call 9-1-1, call campus safety at 503-206-3206, or dial 2-1-1 from any campus phone.

Safety and crime prevention are of utmost importance to the campus community. During normal business hours, UWS will be open to students, employees, contractors, guests and invitees. Please contact campus safety during non-business hours to access campus facilities.

## Weapons

To promote a safe and secure University of Western States (UWS) community, [Policy 1018 Weapons on Campus](#), prohibits weapons on campus. A weapon includes, but is not limited to the following: firearms, hunting and assault knives, explosives, chemical or biological weapons, slingshots, metal knuckles, objects which by use, design, or definition may be used to inflict injury upon persons, and any object if used, attempted to be used, or threatened use would cause bodily harm as defined by Oregon statutes 166.291, 166.370, and 166.360.

## Campus Facilities

The 22-acre main campus is located in a pleasant, residential neighborhood ten miles northeast of downtown Portland, near the western end of the Columbia River Gorge and National Scenic Area, offering majestic views of Mount Hood and Mount St. Helens. Campus facilities include lecture halls and classrooms, laboratories, library, campus store, a campus health center, and study and recreation areas. UWS is a smoke-free campus.

The **Administration Building**, located on the east side of the campus, houses the office of the president, administrator offices, alumni relations, development, registrar, admissions, financial aid, financial services, human resources, center for teaching and learning and several faculty offices.

The **Anatomical Sciences Building** houses a state-of-the-art gross anatomy dissection laboratory equipped with multimedia instructional technology, lockers for students, a conference room and offices for faculty.

The **Campus Store and Spinal Tap coffee kiosk** are housed within the gymnasium building. The campus store offers new textbooks, reference materials, medical supplies, school supplies, study guides, UWS apparel, giftware and food.

**East and West Halls** contain lecture rooms and teaching laboratories specially equipped for chiropractic technique and sports medicine. West Hall also contains the X-ray technique lab used for providing hands-on instruction in radiographic positioning and technique.

The **Gymnasium** building houses a large multipurpose room area used for fitness activities and large group events. The building also has two adjusting technique laboratories, the office of student services, the campus store, the Spinal Tap coffee kiosk and various study spaces.

The **Halsey Campus Building**, located near campus on NE 122nd and Halsey, houses the office of academic affairs, accreditation and appraisal, institutional review board and sponsored program administration, and the office of the college of graduate and professional studies.

**Hampton Hall** is a 16,000-square foot multipurpose facility in the center of campus. It houses three large, amphitheater-style multimedia lecture rooms each seating 100-150 students, a conference room and a relaxing reception area.

The **Science Building** houses laboratories for instruction in histology, microbiology, neuroanatomy, radiographic anatomy, bone pathology and clinical laboratory diagnosis. This building also houses offices for information and technical services.

The **Student Assessment Center** houses faculty offices, the standardized patient training program and specialty rooms for teaching and learning patient examination skills. Clinical competency examinations are conducted in this facility.

The **W.A. Budden Library**, within **Elliott Hall**, provides access to one of the largest health sciences collections in the Pacific Northwest. In addition to the extensive array of textbooks, print journals and anatomical models, the library has a broad range of electronic resources, including bibliographic databases, hundreds of online full-text scientific and medical journals, and streaming video instructional materials.

## Health Centers of UWS

University facilities include a network of on and off-campus clinics for the delivery of health care services.

The **Campus Health Center (CHC)** is located on the main Portland campus. The CHC is equipped and staffed to provide health and wellness services to students, employees and the surrounding community. The facility serves as a training center for student interns, who provide care under the direct supervision and mentorship of licensed UWS faculty.

The UWS clinic system extends its reach by partnering to provide services at multiple clinic sites owned and operated by other entities throughout the region. Additionally, clinic system extends to off-campus locations throughout the Portland metropolitan area.

[Health Centers of UWS – East Portland](#)

[Health Centers of UWS – Gresham](#)

## Campus Store

### Supplies and Equipment

The UWS campus store offers materials for all of the university's programs, including chiropractic sports science equipment, and educational materials on a wide range of conservative health care topics. The staff is available to assist students and alumni in finding materials and supplies that enhance their educational experience and help graduates build their practice. Off-campus students and alumni may order textbooks, UWS logo items and other supplies [online](#).

### Food and Beverages

The UWS campus store offers a selection of snacks and beverages as well as grab-and-go and easily heated lunch items, many prepared by local and sustainable vendors.

### Spinal Tap Coffee

Located just inside the UWS campus store is the Spinal Tap coffee shop. The kiosk offers espresso drinks, coffee, tea, baked goods, juices and other snacks. The coffee is provided from local Portland company, Stumptown Coffee, all espresso beverages are handmade to order, and many milk substitutes are available, as well as sugar-free syrups.

### Textbook and Supplies List

All required books and supplies are posted on the [UWS Campus Store](#) website.

### Campus Store Refunds

Most books and merchandise may be returned within 30 days of purchase with a receipt and in its original condition. All sales are final on all clearance items and nutritional supplements.

### Lost and Found

The UWS campus store houses the campus lost and found. You may call 503-251-5763, email at [bookstore@uws.edu](mailto:bookstore@uws.edu) or stop by the store with inquiries. Lost items are discarded after 60 days.

# Parking

## Visitor Parking

Visitor parking spaces are available in front of the administration building. Visitors must register and obtain a parking permit from the campus store or admissions office if they will be on campus for more than the 30-minute visitor space time limit.

## Parking and Transportation

Since UWS is located in a residential area, parking is regulated and monitored by the City of Portland. The terms established by the city prohibit on-street parking. The neighborhood agreement requires that the university promote utilization of alternative transportation to curtail the amount of traffic to and from the university. To comply with city requirements, the university pays student public transportation fees, requires all students to file quarterly transportation/parking declarations, and charges parking fees. For occasional driving to campus, the campus store offers daily parking passes.

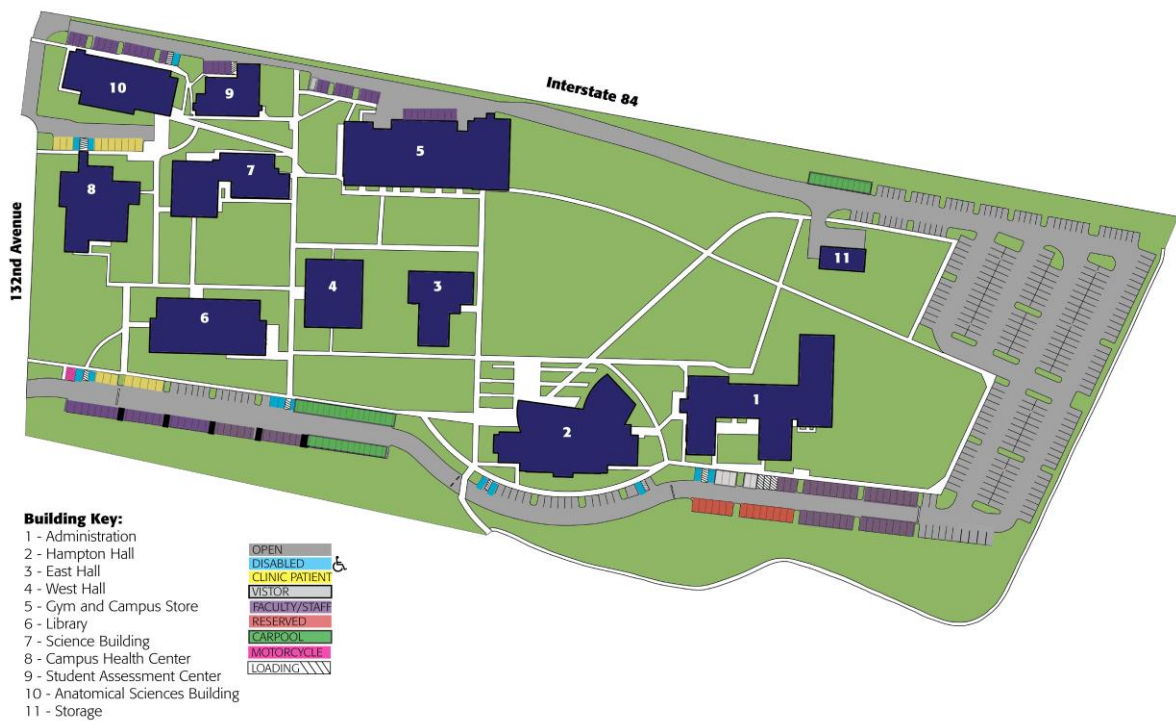
Students may park in unmarked parking spaces. Students parking in marked parking spaces designated for faculty and staff, reserved, visitor, handicapped, clinic and loading zones may be fined. Motorcycle and scooter parking is available in main entry area of the parking lot. Bicycle parking places are located in a number of locations on campus, including covered bike racks at the gymnasium. For detailed parking information refer to [Policy 1025 Parking and Transportation](#).

## Campus Visits

UWS invites all prospective students to visit campus, particularly while classes are in session. While visiting campus, after obtaining a visitor badge, prospective students are welcome to observe classes and speak with students and faculty members to gain an appreciation of the university, its mission and exceptional instruction.

UWS hosts a variety of campus recruiting events throughout the year. For additional information, please contact the office of admissions at 800-641-5641 or [admissions@uws.edu](mailto:admissions@uws.edu).

## Campus Map



## W.A. Budden Library

The W.A. Budden Library supports all academic programs of UWS by delivering information services in a variety of formats to most devices. Beyond the print collection in the library stacks, e-books, databases, streaming media and full-text journals are available directly from the online catalog and the web page links 24/7 from on- and off-campus.

The library building offers secure Wi-Fi and is open seven days a week. Comfortable study space is available for both quiet and group learning in separate parts of the building. Students may enjoy food and beverages in the library with the provisos set forth in the food policy below.

The print collection in the open stacks is comprehensively chiropractic, medical science, sports medicine, integrative medicine and manual therapy literature. The collection also includes a wide range of materials about alternative and complementary healing modalities, nutrition and wellness practices. A limited number of copies of all required and recommended texts are available in the reserve stacks, located behind the circulation desk. However, many required and recommended titles are available electronically through the online public access catalog. Click on the “catalog” button from the library web page to find e-books.

The audiovisual collection consists of DVDs, streaming media, and anatomical models. These are available for either check out or use in the library. Streaming videos can be watched from anywhere after authentication. The library-maintained databases include Medline Complete, SportDiscus, AccessMedicine, Primal Pictures Anatomy TV, Netter's Images, CINAHL, Alt-Health Watch, AMED, PsychArticles, Psychology and Behavioral Sciences, and the Cochrane Library. Other databases include DynaMed Plus, Natural Medicines, Probiotic Advisor, and ConsumerLab.com. The library's electronic full-text subscriptions are linked to the external web resources PubMed and Google Scholar. All UWS students are eligible for and encouraged to use a RefWorks citation management account. All electronic resources are available 24/7 on most devices, from anywhere with a web connection using proxy authentication.

The library also loans iPads, chargers, extension cords, white boards and markers, full spectrum “happy” lights and outdoor use inflatable loungers.

Librarians are available to help with research topics, computer use, database searching and locating information or library materials, including full-text retrieval. Research guides on a variety of pertinent topics, including FAQs and tutorials, are available from a link on the library web page or directly on the [research guide web page](#).

Suggestions and requests for library materials purchases can be given to the librarians or emailed to [librarian@uws.edu](mailto:librarian@uws.edu).

Library Hours	
Monday-Thursday	7 a.m. – 10 p.m.
Friday	7 a.m. – 6 p.m.
Saturday	9 a.m. – 5 p.m.
Sunday	12 – 8 p.m.
Break Weeks:	
Monday-Friday	9 a.m. – 5 p.m.

Contact Information	
Circulation Desk	503-251-5752
Dean of Library Services	503-251-5757
Reference Librarian	503-206-3202
Inter-Library Loan	503-847-2596

## Library Services

<b>Fax</b> Available to students free of charge.	<b>Notary</b> Notary services are available free of charge to students, by appointment.
<b>Printing</b> Duplex printing is available. Students currently may print 100 pages per term free. Additional pages are .10 per side and sold in 50-page increments. Purchased extra prints do not expire.	<b>Wi-Fi</b> Building is enabled with secure broadband Wi-Fi.

<b>Copies</b> The library has one high-speed copier and scanner. Copies count toward print quotient. Scanning is free.	<b>Computers</b> There are 18 computer terminals for student use in quiet and group study areas. iPads are available for check-out at the circulation desk.
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## Inter-library Loan (ILL)

The W.A. Budden Library is committed to providing all materials students need for academic success and faculty scholarship. If the library does not own a book, video or article that a student or faculty member needs, the requested material can be obtained from a sister library. Article requests are often fulfilled in a matter of hours; books may take a few days to complete. Returns are made to the local circulation desk and will be managed by library staff. ILL service is available to students and faculty free of charge. Students may request up to 10 articles per week with a cap of 50 articles per term.

## Reciprocal Borrowing

The library has reciprocal borrowing agreements with the National University of Natural Medicine (NUNM), Oregon College of Oriental Medicine (OCOM), Pacific University, and Oregon Health and Sciences University (OHSU). This means students may check out materials held in the collections of these other schools either by requesting through the shared online catalog for pick-up at UWS or by going to those institutions directly with valid UWS identification. To view the collections of these other schools, select "PAHL Libraries" on the online catalog search bar. The librarians at the W.A. Budden Library are available to assist in the requesting of materials from these sister schools and will gladly handle returns. Late fines and replacement costs are levied at the lending library's policy.

## Materials Check Out/Lending

All library materials may be renewed twice unless another patron has reserved the title.

Books in stacks	Check out for two weeks
New Books	Check out for two weeks
Reserve Books*	Overnight or library use only
E-books	Check-out while in use online
Unbound Journals and Bone Models	Check out for one day
Human Bones	Library use only
Bound Journals	Library use only
DVDs	One day or one week
Streaming Media	Available 24/7 through online catalog, no check out necessary
Archival Materials	Library use only

\*All required texts are on Reserve

## Special Limits on Materials

### Overnight checkout

Return next day by 10 a.m. On Friday, overnight items are checked out until Monday. On the last day of finals week, overnight items may be checked out for the term break.

### One-day checkout

Return next day, any time before closing.

### In Library Use

Two-hour checkout.

## Distance Students

Verified distance students may borrow up to three print materials at a time from the library (including required texts from the reserves collection). These books will be mailed to the student for a four-week (28 days) check-out period (which includes initial shipping time) and cannot be renewed. Distance students may borrow up to three media items from the library at a time. These materials will be mailed to the students for a two-week (14 days) check-out period (which includes initial shipping time) and cannot be renewed. Students must return the library items postmarked by the due date. Students can place holds on books and videos using the [catalog](#). If you need to borrow a required text from the reserves collection, please email the request to [library@uws.edu](mailto:library@uws.edu).

Print materials will be shipped via USPS Media Mail to students at no charge. Students should save the enclosed return shipping label and consider saving the original mailing envelope/box for returns. Students are responsible for cost of shipment to return library materials. Students are also liable for library materials from the time they receive them to the time the materials arrive

back at the library. The library will apply the current replacement cost plus a \$25 per item processing fee. Late fees are assessed at \$0.25 a day per item.

Regardless of when library materials are checked out, they must be returned before the first day of class the following quarter. The library does not circulate print journals or archival materials to distance students.

### **Renewals**

All materials may renew twice, unless another patron has requested the item. Renewals may be done through the online catalog, in person or by phone at 503-251-5752. When both renewals have been used, items must be returned to the library. After 24 hours, the item becomes available for check out again.

Late return fines accrue at \$0.25 per day for regular materials and \$0.20 per hour for reserve materials. Return reminders and overdue notices are sent as a courtesy automatically to campus email addresses. Student accounts are blocked after \$5.00 of unpaid fines.

### **Lost or Damaged Library Materials**

Lost or damaged materials are charged at replacement or repair cost, plus handling fees. Students can make arrangements at the library to pay these fees. Library accounts must be up-to-date with materials returned and fines paid prior to graduation.

The library accepts Visa and MasterCard for fines and other fees for amounts over \$2.00.

## **General Library Policies**

### **Computer Use**

Courteous awareness of others waiting to use library computers at peak times is encouraged. Students should not use social network sites for long periods while others are waiting. Please refer to [Policy 3601 Acceptable Use of Information and Communications Systems](#).

### **Food in the Library**

Students are allowed to eat non-disruptive food in the library. Students are also allowed to bring drinks into the library, preferably in spill-proof covered containers. Students are asked to help maintain the cleanliness of the library facilities and the integrity of the library materials.

### **Quiet Zone**

The entire west end of the library is a designated quiet zone. Library staff will respond to egregious noise in the quiet zone if a request for quiet from a fellow student has been ignored. The library offers noise canceling headphones or earplugs available at the circulation desk.

# Administration, Staff and Faculty

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## Administration

Joseph E. Brimhall, DC, FICC, President  
BS, 1979, Logan College of Chiropractic; DC, 1981, Logan College of Chiropractic

Rebekah Anderson, DBA, PMP, Chief Information Officer  
BS, 1997, Willamette University; AIT, 2001, Information Technology Institute;  
MBA, 2008, Concordia University; DBA, 2015, Capella University

Denise Dallmann, ND, MS, Dean, Center for Teaching and Learning  
BS, 1997 University of California, Santa Cruz; ND, 2003 National University of Natural Medicine  
MS, 2013 Portland State University;

Stanley Ewald, DC, MPH, MEd, Associate Dean of Clinical Internship  
BS, 1984, Cal Poly, Pomona; DC, 1992, Los Angeles College of Chiropractic  
MPH, 2001, UCLA; MEd, 2014, Concordia University

Kathleen Galligan, DC, Dean, College of Chiropractic  
BS, 1996, University of the State of New York; DC, 1981, Palmer College of Chiropractic

Bernadette Howlett, PhD, VP/Provost of Academic Affairs  
BA, 1999, Marylhurst University; MS, 2002 Boise State University; PhD, 2009, University of Idaho

Colman Joyce, PhD, Dean of Enrollment and Student Services  
BA, 2003, Marylhurst University; MS, 2007, Portland State University;  
PhD, 2015, National University of Ireland Maynooth

Lisa Lopez, CPA, Chief Business Officer  
BS, 2010, University of Nevada

Sara Mathov, DC, DACBR, ATC, Vice President for Operations and Campus Planning  
BS, Montana State University, 1999, DC, Northwestern Health Sciences University, 2003  
DACBR, Southern California University of Health Sciences, 2007, ATC, Board of Certification, 2000

Rosalia Messina, MPA, Executive Vice President  
BA, 2002, Portland State University; MPA, 2007, Portland State University

Joseph Pfeifer, DC, VP Clinic Affairs  
BS, 1981, State University of New York; DC, 1984, New York Chiropractic College

Dana Sims-Barbarick, PhD, MEd, Dean of Graduate Studies



BS, 1987, Columbia Christian College; MEd, 2001, Concordia University; PhD, 2013, Capella University

Peter Szucs, MAW, LMT, Associate Dean of Students

BAS, 2004, Siena Heights University; MAW, 2010, Chatham University

Janet Tapper, MLS, Dean, Library Services

BA, 1978 University of California, San Diego; MLS, 2004, Emporia State University

## Administrative Staff

Kathleen Cannon, BS	Director, Human Resources
Michelle Cox, PhD	Director, Clinical Mental Health Counseling
Michelle Dodge, MEd	Registrar
Susan Donoff, PhD	Director, Institutional Appraisal and Accreditation
Alisa Fairweather, MPH	Director, Community Relations and Continuing Education
Tim Gwynn	Controller
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Kim Lamborn, MEd	Director, Financial Aid
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Jim Mascenik, MS, MEd	Director, Academic Assessment
Aaron Montgomery, DC	Assistant Clinic Director, Health Centers of UWS – Gresham
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Rachael Pandzik, DC	Executive Director, Academic Planning
Daniel Redwood, DC	Director, Human Nutrition and Functional Medicine
Timothy Ray, DC, MS	Director, Sports Medicine
Tiffany Reiss, PhD	Director, Exercise and Sport Science
Kelli Rule, CFRE	Development Officer
Mary Stafford, BA	Director, Admissions
Leslie Takaki, MS	Administrator, Research and Institutional Review Board
Franchesca Vermillion, DC	Assistant Clinic Director, Health Centers of UWS – East Portland
Conrad Woolsey, PhD	Director, Sport and Performance Psychology

## Faculty

### DC Program - Basic Sciences

---

#### **Borman, William**

Assistant Professor, Department of Basic Sciences  
BS, University of Wisconsin-Eau Claire, 1987  
PhD, Medical College of Wisconsin, 1994

#### **Burnham, Kara**

Chair, Basic Sciences  
Associate Professor, Department of Basic Sciences  
BA, Baylor University, 1992  
MS, Baylor University, 1994  
PhD, Texas Woman's University, 1998

#### **Gallegos, Jayme**

Assistant Professor, Department of Basic Sciences  
BS, University of Arizona, 2000  
BA, University of Arizona, 2001

PhD, Oregon Health and Science University, 2008

#### **Herrin, Sean**

Associate Professor, Department of Basic Sciences  
BA, Western State College of Colorado, 1989  
DC, Western States Chiropractic College, 1992  
CCSP, American Chiropractic Board of Sports Physicians, 2007

#### **Major, Christine**

Assistant Professor, Department of Basic Sciences  
BS, University of Massachusetts, 2005  
MS, University of Massachusetts, 2007  
MS, University of Western States, 2013  
DC, University of Western States, 2013

#### **Taliaferro, Steven**

Assistant Professor, Department of Basic Sciences  
BA, University of Tennessee, 1990

DC, Western States Chiropractic College, 2001  
MS, University of Western States, 2013

**Williams, Cortny**

Assistant Professor, Department of Basic Sciences  
BS, Oregon State University, 2001  
PhD, Oregon Health and Science University, 2006

---

## DC Program - Chiropractic Sciences

**Cummins, Catherine**

Associate Professor, Department of Chiropractic Sciences  
BS, Millikin University, 1986  
BS, National College of Chiropractic, 1989  
DC, National College of Chiropractic, 1992  
CSCS, National Strength and Conditioning Association, 2002  
DACBO, American Board of Chiropractic Orthopedists, 2006

**Dominicis, Beth**

Assistant Professor, Department of Chiropractic Sciences  
BA, California State University Long Beach, 1985  
DC, Los Angeles College of Chiropractic, 1994

**Laurer, Ted**

Assistant Professor, Department of Chiropractic Sciences  
BS, Mount Saint Mary's College, 1979  
DC, Western States Chiropractic College, 1989

**Mitchell, Betsy**

Chair, Chiropractic Sciences  
Assistant Professor, Department of Chiropractic Sciences  
BA, University of Maine, Fort Kent, 1992  
DC, Western States Chiropractic College, 1999  
DACBO, American Board of Chiropractic Orthopedists, 2006  
CCSP, American Chiropractic Board of Sports Physicians, 2009

**Hatch, Shawn**

Assistant Professor, Department of Clinical Internship  
BA, Southern Utah University, 2002  
DC, Western States Chiropractic College, 2006  
DACBSP, American Chiropractic Board of Sports Physicians, 2011

**Partna, Lester**

Associate Professor, Department of Chiropractic Sciences  
DC, Western States Chiropractic College, 1989

**Queen, Kimberly**

Adjunct Faculty, Department of Chiropractic Sciences  
BS, Western States Chiropractic College, 1999  
MS, University of Bridgeport, 2015  
DC, Western States Chiropractic College, 1997

**Strange, James**

Assistant Professor, Department of Clinical Internship  
DC, Western States Chiropractic College, 2007  
BS, University of Western States, 2011  
MS, University of Western States, 2014  
CCSP, American Chiropractic Board of Sports Physicians, 2012

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## DC Program - Clinic Affairs

**Dearborn, Kristine**

Clinical Practitioner, Department of Clinic Affairs  
BS, Regents College of New York, 2000  
DC, Palmer College of Chiropractic, 2001

**DeLapp, Daniel**

Clinical Practitioner, Department of Clinic Affairs

BS, University of California, Davis, 1982  
DC, Los Angeles College of Chiropractic, 1986  
DABCO, Los Angeles College of Chiropractic, 1990  
LAc, Oregon College of Oriental Medicine, 1996,  
ND, National College of Naturopathic Medicine, 1997

**Reynolds, Amy**

Clinical Practitioner, Department of Clinic Affairs  
DC, University of Western States, 2006

---

## DC Program - Clinical Education

**Brown, Kathryn**

Assistant Professor, Department of Clinical Education  
BA, Lewis and Clark College, 2007  
DC, University of Western States, 2012

**Lady, Suzanne**

Chair, Clinical Education  
Assistant Professor, Department of Clinical Education  
BA, University of Arizona, 1991  
CMT, Healing Arts Institute, 1992  
DC, Western States Chiropractic College, 1997

**Lambert, Chad**

Assistant Professor, Department of Clinical Education  
BS, Central Washington University, 1999  
DC, Western States Chiropractic College, 2003

**LeFebvre, Ronald**

Professor, Department of Clinical Education  
BA, Loyola University, 1972  
MA, University of California, Los Angeles, 1973  
DC, Cleveland College of Chiropractic, 1983

**Nordeen, Jenny**

Assistant Professor, Department of Clinical Education  
BS, University of North Carolina-Wilmington, 2000  
MD, UMDNJ Robert Wood Johnson Medical School, 2007

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## DC Program - Clinical Internship

**Armington, Amanda**

Assistant Professor, Department of Clinical Internship  
BS, Michigan State University, 2001  
DC, Western States Chiropractic College, 2006

**Ginter, Lorraine**

Assistant Professor, Department of Clinical Internship  
BS, California State University, 1976  
DC, Western States Chiropractic College, 1988

**Kawaoka, Craig**

Associate Professor, Department of Clinical Internship  
BS, California Polytechnic State University, 1983  
DC, Southern California University of Health Sciences, 1999  
DACBSP, American Chiropractic Board of Sports Physicians, 2001  
MEd, Concordia University, 2014

**Murray, Quintin**

Assistant Professor, Department of Clinical Internship  
BS, Millikin University, 2009  
BS, Logan University, 2012  
DC, Logan University, 2012  
MS, Logan University, 2015

**Ondick, Ryan**

Assistant Professor, Department of Clinical Internship

DC, Western States Chiropractic College, 2001  
CCSP, American Chiropractic Board of Sports Physicians, 2007

**Ross, Kathryn**

Assistant Professor, Department of Clinical Internship  
BA, Gustavus Adolphus College, 2006  
DC, University of Western States, 2009

## **DC Program - Clinical Sciences**

---

**Baffes, Laura**

Associate Professor, Department of Clinical Sciences  
BS, National College of Chiropractic, 1990  
DC, National College of Chiropractic, 1992  
CCSP, American Chiropractic Board of Sports Physicians, 1995

**Cooper, Christopher**

Adjunct Faculty, Department of Clinical Sciences  
BS, Brigham Young University, 2010  
DC, University of Western States, 2013

**Crupper, Mia**

Assistant Professor, Department of Clinical Sciences  
BA, University of Hawaii, Manoa, 2000  
LMT, Honolulu School of Massage and Hawaiian Island School of Massage, 2000  
ND, National College of Naturopathic Medicine, 2005  
ACNO, Certified Naturopathic Midwife, Certificate in Natural Childbirth, 2006

**Crupper, Michael**

Adjunct Faculty, Department of Clinical Sciences  
ND, National College of Naturopathic Medicine, 2005

**Fuller, Leslie**

Associate Professor, Department of Clinical Sciences  
BS, University of Oregon, 2003  
ND, National University of Natural Medicine, 2009

**Hirsh, Henry**

Technician II, Division of Clinic Affairs  
R.T.R., Illinois Masonic Medical Center, 1976

**Rhinewine, Joseph**

Adjunct Faculty, Department of Clinical Sciences  
BA, Oberlin College, 1992  
MA, Kent State University, 1999  
PhD, Kent State University, 2004

**Schultz, Gary**

Chair, Clinical Sciences  
Professor, Department of Clinical Sciences  
BS, National College of Chiropractic, 1983  
DC, National College of Chiropractic, 1985  
DACBR, Los Angeles College of Chiropractic, 1988

**Stecher, Timothy**

Assistant Professor, Department of Clinical Sciences  
BS, University of California, 1991  
DC, Western States Chiropractic College, 1996  
DACBR, Western States Chiropractic College, 1999  
CCSP, American Chiropractic Board of Sports Physicians, 2001

**Tobias, Rebecca**

Adjunct Faculty, Department of Clinical Sciences  
BA, George Fox University, 1997

## **Exercise and Sport Science**

---

**Christopher Connolly**

Adjunct Faculty, University of Western States  
BS, Brigham Young University, 2008  
MS, University of Tennessee, 2010  
PhD, Michigan State University, 2014

**Goetz, Tamara**

Adjunct Faculty, Exercise and Sports Science  
BS, University of Idaho 2003  
MS, University of Idaho 2004  
PhD, University of Minnesota 2009

**Johnson, Bradley**

Adjunct Faculty, Exercise and Sports Science  
BS, University of North Georgia 1996  
M.Ed, University of North Georgia 1999  
EdS, University of North Georgia 2003  
EdD, Georgia Southern University 2008

**Mijacevic, Dina**

Adjunct Faculty, Exercise and Sports Science  
BS, Idaho State University, 2007  
MS, University of Idaho, 2009  
PhD, University of Idaho, 2012

**Reiss, Tiffany**

Director, Exercise and Sports Science  
Associate Professor Exercise and Sports Science  
BS, Appalachian State University, 1992  
DPD, Appalachian State University, 1994  
MS, Appalachian State University, 1996  
PhD, Virginia Tech, 2001

**Tucker, Melanie**

Adjunct Faculty, Exercise and Sports Science  
BA, Athens State University, 1991  
MA, University of Alabama, 1993  
PhD, University of Alabama, 2009  
Certified Health Education Specialist (CHES), 2012

## **Human Nutrition and Functional Medicine**

---

**Browne, Christopher**

Associate Director, Human Nutrition and Functional Medicine  
BA, Truman State University, 2005  
BS, Logan University, 2008  
DC, University of Western States, 2010  
MS, University of Western States, 2013

**Angelique Crandall**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, University of Nevada Las Vegas, 2007  
MS, University of Western States, 2014

**Crinnion, Walter**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, University of San Francisco, 1975  
ND, Bastyr University, 1982

**Etcheverry, Paz**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Cornell University, 1996  
MS, North Carolina State University, 1998  
PhD, Cornell University, 2002

**Fischer, Rachel**

Associate Professor and Clinician  
BS, University of Florida, 1989  
MPH, University of Utah, 1996  
MD, University of Utah, 2006

**Gour, Denise**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, University of Texas, 1974  
MSW, Portland State University, 1996

**Harrington, Kathleen**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Kaplan University, 2012  
MS, University of Western States, 2015

**Hawrelak, Jason**

Adjunct Faculty, Human Nutrition and Functional Medicine  
B. Naturopathy., Southern Cross University, 1999  
PhD, Southern Cross University, 2007

**Knight, Peter**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Bastyr University, 1999  
ND, Bastyr University, 2004

**Martin, Laura**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, Southern Illinois University at Carbondale, 1993  
MSW, Southern Illinois University at Carbondale, 1996

**Minich, Deanna**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, Augustana University, 1992  
MS, University of Illinois at Chicago, 1995  
PhD, University of Groningen, 1999

**Mitra, Poulami**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BSc, University of Calcutta, 2000  
MSc, All India Institute of Medical Sciences, 2002  
PhD, Medical College of Virginia, 2007

**Redwood, Daniel**

Director, Human Nutrition and Functional Medicine  
Professor  
BA, State University of New York at Buffalo, 1970  
DC, Palmer College of Chiropractic, 1979

**Sharpe, Timothy**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, Indiana University, 1994  
MS, AOMA Graduate School of Integrative Medicine, 2005  
MS, University of Western States, 2015

**Walsh, Bryan**

Full-Time Faculty, Human Nutrition and Functional Medicine  
BA, University of San Diego, 1996  
ND, University of Bridgeport, 2007

**Watson, Ronald**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BS, National University of Health Sciences, 2010  
MS, University of Western States, 2016  
DC, Southern California University of Health Sciences, 2014

**Welch, Kate**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, Colorado College, 1990  
MS, Cornell University, 1994  
DPharm, Oregon State University, 2007

**Zwickey, Heather**

Adjunct Faculty, Human Nutrition and Functional Medicine  
BA, St. Olaf College, 1991  
PhD, University of Colorado Health Sciences Center, 1998

## Course Facilitators

---

**Beaven, Martyn**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Waikato, 1998  
MS, Waikato Institute of Technology, 2005  
PhD, Auckland University of Technology, 2011

**Bongo, Monde**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, Bowling Green State University, 2008  
MPH, Walden University, 2012  
MS, University of Western States, 2015

**Browne, Marquelle,**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Brigham Young University, 1996  
MS, University of Western States, 2014

**Camarasa, Analia**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Youngstown State University, 1997  
MS, University of Western States, 2016

**Dieter, Brad**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, Washington State University, 2009  
MS, University of Idaho, 2012  
PhD, University of Idaho, 2014

**Esquivel, Richard**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, University of California Berkeley, 1990  
DOM, South Baylo University, 2007  
MS, University of Western States, 2017

**Farlow, Christine**

Lead Course Facilitator, Human Nutrition and Functional Medicine  
BS, Indiana University of Pennsylvania, 1971  
MS, University of Missouri-Columbia, 1972  
DC, Western States Chiropractic College, 1984

**Futch, Geoffrey**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Louisiana at Lafayette, 2011  
MEd, Auburn University, 2014

**Harrington, Kathleen**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Kaplan University, 2012  
MS, University of Western States, 2015

**Hinton, Stephanie**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, University of Texas-San Antonio, 1996  
MBA, Davenport University, 2011  
MD, Avalon University School of Medicine, 2011  
MS, University of Western States, 2016

**Hussain, Mausumee**

Course Facilitator, Human Nutrition and Functional Medicine  
MD, Imperial College School of Medicine, University of London, 2001

MS, University of Western States, 2017

**Iaccino, Joseph**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Western States, 2008  
DC, Life University, 2012  
MS, University of Western States, 2014

**Kaufman, Patricia**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Marquette University, 1987  
MBA, Marquette University, 2000  
MS, University of Western States, 2018

**King-Nossier, Angie**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Steven F. Austin State University, 2004  
MS, University of New Mexico, 2007

**Knight, Peter**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Bastyr University, 1999  
ND, Bastyr University, 2004

**Leaf, Alex**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, Washington State University, 2013  
MS, Bastyr University, 2016

**Lee, Julinda**

Course Facilitator, Human Nutrition and Functional Medicine  
MD, National University of Singapore, 1995  
MS, University of Western States, 2017

**Macias, Chad**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, Harris University, 1999  
MSc, Middlesex University, 2001

**Murphy, Megan**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, California Polytechnic University, 2008  
MS, University of Western States, 2017

**Nararajan, Aparna**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, BMS College of Engineering, 1995  
MS, University of Western States, 2016

**Rasmussen, Chris**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Pittsburgh, 1980  
BA, University of Pittsburgh, 1981  
MFA, University of Pittsburgh, 1984  
MS, University of Western States, 2018

**Rothschild, Jeffrey**

Course Facilitator, Human Nutrition and Functional Medicine  
BA, Berkley College of Music, 2000  
MS, California State University, Los Angeles, 2014

**Watson, Ronald**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, National University of Health Sciences, 2010  
DC, Southern California University of Health Sciences, 2014  
MS, University of Western States, 2016

**Whitcomb, Ryan**

Course Facilitator, Human Nutrition and Functional Medicine

BS, Ithaca College, 2005

MS, University of Western States, 2017

**Wos, Erin**

Course Facilitator, Human Nutrition and Functional Medicine  
BS, University of Arkansas, 2009  
DO, Western University of Health Sciences, 2017  
MS, University of Western States, 2017

## Sports Medicine

---

**Forcum, Ted**

Adjunct Faculty, Sports Medicine  
DC, Western States Chiropractic College, 1988  
CSCS, National Strength and Conditioning Association, 1988  
Diplomate, American Chiropractic Board of Sports Physicians, 1998

**Guimard, Brett**

Adjunct Faculty, Sports Medicine  
BS, Dominican University, 2003  
DC, Los Angeles College of Chiropractic, 2006  
M.A.O.M., SCUHS College of Acupuncture and Oriental Medicine, 2007

**Kawaguchi, Jun**

Assistant Professor, Sports Medicine  
BS, Bridgewater State College, 2005  
DC, Western States Chiropractic College, 2008  
ATC, Board of Certification, 2005  
AHA BLS for HCP Instructor, 2013

**Marshall, Brent**

Assistant Professor, Sports Medicine  
BA, Whitworth University, 2012  
MS, Weber State University, 2014  
ATC, Board of Certification, 2014

**Reed, Michael**

Adjunct Faculty, Sports Medicine  
AA, Mt. San Antonio College, 1976  
DC, Los Angeles College of Chiropractic, 1981  
MAppSc, Royal Melbourne Institute of Technology, 2003

**Reiss, Tiffany**

Director, Exercise and Sports Science  
Associate Professor Exercise and Sports Science  
BS, Appalachian State University, 1992  
DPD, Appalachian State University, 1994  
MS, Appalachian State University, 1996  
PhD, Virginia Tech, 2001

**Reyes, G.F. "Cisco"**

Adjunct Faculty, Sports Medicine  
BS, Pacific University, 2003  
MS, University of Idaho, 2005  
PhD, University of Idaho, 2008  
CSCS, National Strength and Conditioning Association, 2005

**Santo, Antonio**

Adjunct Faculty, Sports Medicine  
PhD, State University of New York at Buffalo, 2005  
MS, University of Nevada Las Vegas, 1998  
BS, LeMoyne College, 1996

**Schultz, Gary**

Adjunct Faculty, Sports Medicine  
BS, National College of Chiropractic, 1983  
DC, National College of Chiropractic, 1985

DACBR, Los Angeles College of Chiropractic, 1988

**Woolsey, Conrad L.**

Director, Sport and Performance Psychology  
Associate Professor, Sport and Performance Psychology  
BS, Northwest Missouri State University, 2002  
Missouri Teaching Certificate, 2002  
MEd, University of Missouri, 2004  
PhD, University of Missouri, 2007  
CHES, Certified Health Education Specialist, 2008  
CC-AASP, Certified Consultant - Association for Applied Sport Psychology, 2012  
United States Olympic Committee - Sport Psychology Registry 2017-2020, 2013

## **Sport and Performance Psychology**

---

**Cox, Michelle**

Director, Clinical Mental Health Counseling  
Associate Professor, Clinical Mental Health Counseling  
BS, Western Oregon University, 1989  
MA, George Fox University, 2003  
PhD, Oregon State University, 2008  
Licensed Professional Counselor, Oregon  
Nationally Approved Clinical Supervisor  
Nationally Certified Counselor  
Registered Play Therapist, Oregon

**Jacey, Coy**

Adjunct Faculty, Sport and Performance Psychology  
BA, Texas State University, 2005  
Massage Program – California, 2013  
MA, California School of Professional Psychology, 2010  
MA, Texas State University, 2007  
PsyD, California School of Professional Psychology, 2013

**Davidson, Robert**

Adjunct Faculty, Sport and Performance Psychology  
BS, Utah State University, 1992  
MS, Utah State University, 1994  
PhD, University of Wisconsin-Madison, 1998

**Gray Verhulst, Pamela**

Adjunct Faculty, Sport and Performance Psychology  
BS, University of Wisconsin LaCrosse, 1983  
MS, University of Wisconsin LaCrosse, 1989  
EdD, United States Sports Academy, 2012  
NACWAA HERS, Athletic Administration, 2004, 2007

**Housman, Jeffrey**

Adjunct Faculty, Sport and Performance Psychology  
BS, Stephen F. Austin State University, 2000  
MD, Stephen F. Austin State University, 2002  
PhD, Texas A&M University, 2006

**Hawk, Cheryl**

Adjunct Faculty, Sport and Performance Psychology  
BS, National College of Chiropractic, 1974  
DC, National College of Chiropractic, 1976  
MS, University of Iowa, 1988  
PhD, University of Iowa, 1991  
CHES, Certified Health Education Specialist, 1991  
CWP, Certified Wellness Practitioner, 2010

**Lerwick, Julie**

Assistant Professor, Clinical Mental Health Counseling  
PhD, Counseling: Counselor Education and Supervision, Oregon State University, 2011  
MA, Counseling, George Fox University, 2008

BA, Theology, Christian Ministry, and Leadership, Puget Sound Christian College, 2003  
Licensed Professional Counselor, Oregon  
Nationally Certified Counselor  
Registered Play Therapist, Oregon

**Lodato, Vincent A.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
BA, University of South Tampa, 1982  
MSW, Florida State University, 1985  
LCSW, Licensed Clinical Social Worker, Florida, 1989  
EdD in progress, University of Western States, expected 2017  
CMPC, Certified Mental Performance Consultant, AASP 2012

**Mannion, Joseph**

Adjunct Faculty, Sport and Performance Psychology  
BS, Texas Christian University, 1998  
MS, Georgia Southern University, 2003  
PsyD, Pepperdine University, anticipated 2019

**Palombo, Ian J.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
BS, Business Administration Organizational Behavior and Leadership, 2008  
MA, Denver University, 2014  
EdD, University of Western States, anticipated 2019  
LPC, Licensed Professional Counselor, Colorado, 2017  
Registered Psychotherapist, Department of Regulatory Agencies, 2015  
Certified Personal Trainer, NASM, 2011  
Optimum Performance Training Program Design, NASM, 2011

**Portenga, Steve T.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
BSE, University of Michigan, 1993  
MS, University of Utah, 2002  
PhD, University of Missouri, 2004  
Licensed Psychologist, Colorado, 2005  
CMPC, Certified Mental Performance Consultant-AASP 2008  
United States Olympic Committee (USOC) - Sport Psychology Registry 2017-2020, 2009

**Owens, Robert**

Adjunct Faculty, Sport and Performance Psychology  
BA, Temple University, 1993  
EdD, University of North Carolina at Greensboro (UNCG), 2011  
MEd, University of North Carolina at Greensboro (UNCG), 2005  
CSCS, Certified Strength and Conditioning Specialist, NSCA, 2012  
Sports Performance Coach, USA Weightlifting, 2016

**Smith, Bridget**

Clinical Adjunct Faculty, Sport and Performance Psychology  
BA, University of Michigan, 2011  
MA, Applied Sport and Performance Psychology, 2014  
PsyD, James Madison University, in progress  
CMPC, Certified Mental Performance Consultant, in progress  
Registered Psychotherapist, Department of Regulatory Agencies, 2017

**Tucker, Melanie**

Adjunct Faculty, Sport and Performance Psychology  
BA, Athens State University, 1991  
MA, University of Alabama, 1993  
PhD, University of Alabama, 2009  
CHES, Certified Health Education Specialist, 2012

**Walker, Stephen E.**

Clinical Adjunct Faculty, Sport and Performance Psychology  
BS, University of Oklahoma, 1972

MA, University of Oklahoma, 1973  
PhD, University of Colorado, 1984  
National Board for Certified Counselors, 1985  
American Board of Medical Psychotherapists & Diagnostics,  
1987  
LPC, Licensed Professional Counselor, 1990  
CMPC, Certified Mental Performance Consultant, AASP, 2009  
United States Olympic Committee (USOC) - Sport Psychology  
Registry 2017-2020, 2009

**Watts-Dolan, Karen**

Clinical Adjunct Faculty, Sport and Performance Psychology  
BS, Howard University, 1981  
MA, Northeastern Illinois University, 1988  
EdD, Northern Illinois University, 2010  
LPC, Licensed Professional Counselor, Illinois.

**Weigand, Daniel A.**

Adjunct Faculty, Sport and Performance Psychology  
PhD, University of North Texas, 1994  
MS, University of North Texas, 1993  
BS, Portland State University, 1986

**Woolsey, Conrad L.**

Director, Sport and Performance Psychology  
Associate Professor, Sport and Performance Psychology  
BS, Northwest Missouri State University, 2002  
MEd, University of Missouri, 2004  
PhD, University of Missouri, 2007  
Missouri Teaching Certificate, 2002  
CHES, Certified Health Education Specialist, 2008  
CMPC, Certified Mental Performance Consultant, AASP 2012  
United States Olympic Committee - Sport Psychology Registry  
2017-2020, 2013

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Clinical Adjunct Faculty, Sport and Performance Psychology  
BA, Montclair State College, 1980  
MA, Montclair State College, 1982  
PhD, Seton Hall University, 1994  
New Jersey Licensed Psychologist, 1998  
CMPC, Certified Mental Performance Consultant-AASP, 2011  
United States Olympic Committee (USOC) - Sport Psychology  
Registry 2017-2020, 2013

## Educational Technology

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Multimedia Production Specialist  
BS, University of Oregon, 1995  
MFA, Chapman University, 2001

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Associate Professor  
Metadata and System Librarian  
BA, University of Oregon, 2002  
MLIS, University of Illinois, 2009

## Faculty Emeritus

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Professor Emeritus  
BA, Willamette University, 1970  
PhD, Boston University, 1976

**Carollo, James**

Professor, Department of Basic Sciences  
BA, Linfield College, 1973  
MS, University of Oregon Health Sciences Center, 1980

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BA, Linfield College, 1973  
MS, University of Oregon Health Sciences Center, 1980

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Professor Emeritus  
BA, William Patterson College, 1970  
MA, Montclair State College, 1973  
DC, Western States Chiropractic College, 1977

**Harris, Janet**

Professor Emeritus  
BS, Otterbein College, 1962  
MS, University of Illinois, 1964  
PhD, University of Illinois, 1971

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Professor, Department of Basic Sciences  
BS, Washington State University, 1975  
BA, University of Washington, 1976  
MS, Northwestern University, 1979

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Professor Emeritus  
BS, Portland State University, 1971  
DC, Western States Chiropractic College, 1975

**Raphael, Ravid**

Professor Emeritus  
BA, Pennsylvania State University, 1968DC, Western States  
Chiropractic College, 1978

**Shervey, Paul**

Professor Emeritus  
BA, Concordia College, 1961  
MS, University of North Dakota, 1963  
PhD, University of North Dakota, 1966



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## Academic Calendar 2018-2019

### Summer Term 2018

Event	Days	Date
First day of Summer Term	Monday	July 9
Last day to withdraw without a financial penalty	Friday	July 13
Clinic Pinning Ceremony	Friday	July 20
CCEB October Applications open	Monday	July 23
Last day to resolve an incomplete from Spring Term	Friday	August 3
NBCE Part IV Application Due	Tuesday	August 14
Last day to withdraw without a failing grade	Friday	August 17
CCEB October Application Deadline (4pm MST)	Friday	August 17
NBCE Parts I, II, III & PT Exams	Fri-Sun	August 17-19
Labor Day Holiday – <b>UWS Closed</b>	Monday	September 3
Online Registration for Fall term opens	Monday	September 10
Finals Week	Mon-Fri	September 17-21
Last Day of Summer Term	Friday	September 21
Break	Sat-Sun	September 22-October 7

### Fall Term 2018

Event	Days	Date
DC New Student Welcome Day	Friday	October 5
First day of Fall Term	Monday	October 8
Last day to withdraw without a financial penalty	Friday	October 12
NBCE January Part I Application Opens	Monday	October 15
Clinic Pinning Ceremony	Friday	October 19
CCEB Components A, B & C Exams	Sat-Sun	October 20-21
Last day to resolve an incomplete from Summer Term	Friday	November 2
CCEB February Applications open	Monday	November 5
NBCE Part IV Exam	Fri-Sun	November 9-11
NBCE Part IV May Exam Application opens	Monday	November 12
Last day to withdraw without a failing grade	Friday	November 16
NBCE February Part II Application Opens	Monday	November 19
Thanksgiving Holiday - <b>School Closed</b>	Thu-Fri	November 22-23
NBCE January Part I Application Deadline	Friday	November 30
CCEB February Application Deadline (4pm MST)	Friday	November 30
Online Registration for Winter term opens	Monday	December 10
NBCE March Part III & Physiotherapy Application Opens	Monday	December 10
Commencement	Friday	December 14
Finals Week	Mon-Fri	December 17-21
Last Day of Fall Term	Friday	December 21
Break	Sat-Sun	December 22 – January 6
Christmas Holiday - <b>School Closed</b>	Mon-Tues	December 24-25
New Year's Holiday - <b>School Closed</b>	Mon-Tues	December 31-January 1

## Winter Term 2019

Event	Days	Date
Welcome Day	Friday	January 4
NBCE February Part II Application Deadline	Friday	January 4
First day of Winter Term	Monday	January 7
NBCE April Part I Application Opens	Monday	January 7
Last day to withdraw without a financial penalty	Friday	January 11
NBCE Part I Exam	Sat-Sun	January 12-13
Clinic Pinning Ceremony	Friday	January 18
MLK Holiday Observed– <b>School Closed</b>	Monday	January 21
NBCE March Part III & Physiotherapy Application Deadline	Friday	January 25
Last day to resolve an incomplete from Fall Term	Friday	February 1
CCEB Component A, B, & C Exams	Sat-Sun	February 2-3
Last day to withdraw without a failing grade	Friday	February 15
NBCE Part II Exam	Sat-Sun	February 16-17
NBCE May Part IV Application Deadline	Tuesday	February 26
NBCE April Part I Application Deadline	Friday	March 8
NBCE Part III & Physiotherapy Exam	Sat-Sun	March 9-10
Online Registration for Spring term opens	Monday	March 11
NBCE June Part II Application Opens	Monday	March 18
Finals Week	Mon-Fri	March 18-22
Last Day of Winter Term	Friday	March 22
Break	Sat-Sun	March 22 – April 7

## Spring Term 2019

Event	Days	Date
CCEB Component A, B & C Application Deadline	Friday	TBA
NBCE Part I Exam	Sat-Sun	April 6-7
First day of Spring Term	Monday	April 8
Last day to withdraw without a financial penalty	Friday	April 12
Clinic Pinning Ceremony	Friday	April 19
NBCE July Part III & Physiotherapy Application Opens	Monday	April 22
NBCE June Part II Application Deadline	Friday	May 3
Last day to resolve an incomplete from Winter Term	Friday	May 3
NBCE August Part I Application Opens	Monday	May 13
Last day to withdraw without a failing grade	Friday	May 17
NBCE Part IV Exam	Fri-Sun	May 17-19
NBCE November Part IV Application Opens	Monday	May 20
Memorial Day Holiday - <b>UWS Closed</b>	Monday	May 27
CCEB Components A, B & C Exams	Sat-Sun	TBA
NBCE July Part III & Physiotherapy Application Deadline	Friday	June 7
Online Registration for Summer term opens	Monday	June 10
NBCE Part II Exam	Sat-Sun	June 15-16
NBCE September Part II Application Opens	Monday	June 17
Finals Week	Mon-Fri	June 17-21
Commencement	Friday	June 21
Last Day of Spring Term	Friday	June 21
Break	Sat-Sun	June 22 – July 7

NBCE August Part I Application Deadline	Friday	June 28
Independence Day Observed – <b>UWS Closed</b>	Thursday	July 4

## Summer Term 2019

Event	Days	Date
First day of Summer Term	Monday	July 8
Last day to withdraw without a financial penalty	Friday	July 12
Clinic Pinning Ceremony	Friday	July 19
NBCE Part III & Physiotherapy Exam	Sat-Sun	July 20-21
NBCE October Part III & Physiotherapy Application Opens	Monday	July 22
CCEB Components A, B & C Application Deadlines	Friday	TBA
Last day to resolve an incomplete from Spring Term	Friday	August 2
NBCE September Part II Application Deadline	Friday	August 9
NBCE Part I Exam	Sat-Sun	August 10-11
Last day to withdraw without a failing grade	Friday	August 16
NBCE Part IV Application Due	Tuesday	August 20
Labor Day Holiday – <b>UWS Closed</b>	Monday	September 2
Online Registration for Fall term opens	Monday	September 9
NBCE October Part III & Physiotherapy Application Deadline	Friday	September 13
NBCE Part II Exam	Sat-Sun	September 14-15
Finals Week	Mon-Fri	September 16-20
Last Day of Summer Term	Friday	September 20
Break	Sat-Sun	September 21-October 6

## Fall Term 2019

Event	Days	Date
DC New Student Welcome Day	Friday	October 4
First day of Fall Term	Monday	October 7
Last day to withdraw without a financial penalty	Friday	October 11
Clinic Pinning Ceremony	Friday	October 18
NBCE Part III & Physiotherapy Exam	Sat-Sun	October 19-20
Last day to resolve an incomplete from Summer Term	Friday	November 1
NBCE Part IV Exam	Fri-Sun	November 15-17
Last day to withdraw without a failing grade	Friday	November 15
CCEB Component A, B, & C Application Deadline	TBA	TBA
Thanksgiving Holiday - <b>School Closed</b>	Thu-Fri	November 28-29
Online Registration for Winter term opens	Monday	December 9
Commencement	Friday	December 13
Finals Week	Mon-Fri	December 16-20
Last Day of Fall Term	Friday	December 20
Break	Sat-Sun	December 21 – January 5
Christmas Holiday - <b>School Closed</b>	Tues-Wed	December 24-25
New Year's Holiday - <b>School Closed</b>	Tues-Wed	December 31-January 1

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