



UNIVERSITY of  
Western States



# UNIVERSITY CATALOG 2022-2023

Portland, Oregon | [www.uws.edu](http://www.uws.edu)



# Addendum to the 2022-2023 Academic Catalog

Effective: 06/21/2023

Catalog Page Number: 10

Policy 3022 Modified Schedule Tuition has been retired and combined with Policy 1226 Normal Course Load and Modified Schedules.

Students in the doctor of chiropractic program taking less than a full load of credits should refer to [Policy 1226 Normal Course Load and Modified Schedules](#).

Effective: 11/17/2022

Catalog Page Number: 13

In accordance with Policy 1203 Enrollment Status, the capstone enrollment status has been updated.

Financial aid awards are based on enrollment status. Enrollment status is based on the following credit hour requirements (all references are for quarter credit hours).

Status	Undergraduate	Graduate and Professional Degrees	Graduate and Professional Degrees Capstone*
Full-Time	greater than or equal to 12 credits	greater than or equal to 9 credits	greater than or equal to 6 credits
Three-Quarter Time	greater than or equal to 9 credits and less than 12 credits	greater than or equal to 6.75 credits and less than 9 credits	greater than or equal to 4 credits and less than 6 credits
Half-Time	greater than or equal to 6 credits and less than 9 credits	greater than or equal to 4.5 credits and less than 6.75 credits	greater than or equal to 3 credits and less than 4 credits
Less than Half-Time	less than 6 credits	Less than 4.5 credits	less than 3 credits

\*For students who are enrolled in the capstone experience (as defined by program requirements; may include a final capstone, dissertation, internship, clinical counseling practicum, clinical counseling internship, master thesis, or culminating practicum experience), full-time status is 6 credit hours per quarter and half-time is 3 credit hours per quarter.

Effective: 10/03/2022

Catalog Page Number: 17

In accordance with [Policy 1218 Academic Standing](#), the maximum enrollment time for "other doctoral degrees" has been updated.

Academic Program	Suggested Enrollment Time	Maximum Enrollment Time (in accordance with <a href="#">Policy 1218 Academic Standing</a> )
Doctor of Education in Sport and Performance Psychology	3 years	8 years
Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Counseling	4 years	8 years

Effective: 09/09/2022

Catalog Page Numbers: 17-18

In accordance with [Policy 1207 Grading System](#), the UWS grading scale has been updated.

Grade	Definition	Quality Points	Condition
A	Excellent	4	
B	Good	3	
C	Satisfactory	2	
D	Poor	1	
F	Failure	0	Assigned when a student completes the required coursework and fails to meet the course objectives.
P	Pass	-	
NP	No Pass	-	
I	Incomplete	-	Assigned when a student does not complete course activities and/or assignments due to extenuating circumstances beyond the student's control. Incomplete activities must be completed by week four of the subsequent term. Otherwise, the grade earned is recorded.

## Addendum to the 2022-2023 Academic Catalog

Grade	Definition	Quality Points	Condition
IP	In Progress	-	Assigned when the time for completing course activities and/or assignments has been extended beyond the end of the term. In progress activities must be completed by a predetermined deadline. After the deadline is reached, the earned grade for the course is recorded.
IX	Incomplete, Extended		Assigned under exceptional circumstances when the initial incomplete grade extension is insufficient. IX grades must be approved by the college dean. A new deadline is determined, and the instructor continues to work with the student. After the extended deadline is reached, the earned grade for the course is recorded.
R	Remediation Required	-	Assigned when remedial activities are required to fulfill required coursework. Remedial activities must be completed by week 10 of the subsequent term of enrollment. Otherwise, an automatic failure (F) is recorded.
W	Withdrawal	-	Assigned when the student self-withdraws, or when the university withdraws the student for failure to comply with academic requirements or university policy before the end of week 6.
WF	Withdraw Failing	0	Assigned when the student self-withdraws, or when the university withdraws the student for failure to comply with academic requirements or university policy, after week 6. Computed as a failing grade (F) in term and cumulative GPAs.
WA	Administrative Withdrawal	-	Assigned when the normal withdrawal grade options (W or WF) do not apply due to extenuating circumstances. WA grades must be approved by the college dean or the vice president for academic affairs.
T	Transfer Credit	-	
AU	Audit (not for credit)	-	

Effective: 09/09/2022

Catalog Page Number: 18

In accordance with [Policy 1242 Dean's List and Completion Honors](#), the Dean's List requirements have been updated.

Program	Dean's List (Cumulative GPA upon term completion)	Completion Honors (Cumulative GPA upon program completion)
Doctor of chiropractic program	3.5 or higher with no remedial (R), incomplete (I), incomplete, extended (IX) or unsatisfactory grades, as defined by <a href="#">Policy 1218 Academic Standing</a> , received for the term	Summa cum laude 3.85-4.0 Magna cum laude 3.75-3.84 Cum Laude 3.5-3.74
All other graduate programs	3.95 or higher with no remedial (R), incomplete (I), incomplete, extended (IX) or unsatisfactory grades, as defined by <a href="#">Policy 1218 Academic Standing</a> , received for the term	Distinction 3.95-4.0
BS in human biology degree-completion program	N/A	N/A
Certificate programs	N/A	N/A

Effective: 04/10/2023

Catalog Page Numbers: 24 & 28 & 40

The credits and course description for the doctor of chiropractic course BSC6120 Foundational Nutrition have been updated.

Qtr.	Course #	Course Name	Credits	Grade
4	BSC6120	Foundational Nutrition	2.5	G

### BSC6120 Foundational Nutrition (2.5 credits)

A comprehensive survey of the role of macronutrients and micronutrients in metabolism and physiology. Define and analyze how a balanced intake of carbohydrates, lipids, protein, electrolytes, minerals, lipid soluble vitamins, water soluble vitamins, and phytonutrients promote healthy weight maintenance and decrease the risk for chronic disease. Student-centered learning activities promote evidence-informed development of connections between balanced nutrition and evaluation of the risk for chronic disease. (2.5+0) Prerequisite: BSC5218



# Addendum to the 2022-2023 Academic Catalog

Effective: 07/10/2023

Catalog Page Numbers: 25 & 32

*CED7215 Public Health has been added as a quarter 8/Split I course in the doctor of chiropractic for students who entered the program Fall 2022 and Winter 2023.*

Qtr.	Course #	Course Name	Credits	Grade
8/Split I	CED7215	Public Health	2	G

### **CED7215 Public Health** (2 credits)

Introduction of concepts in public health, including assessment of risk, occurrence of disease and leading health indicators. Areas of particular interest for healthcare providers including environmental health, food safety, chronic disease, disease in diverse populations and tobacco, alcohol and drug abuse will be discussed. Particular attention will be given to areas of importance to chiropractors, including the public health impact of neuromusculoskeletal conditions and the chiropractor's responsibility regarding public health issues. Literature review and student-centered learning exercises promote development and connection to public health. (2+0)

Effective: 11/30/2023

Catalog Page Numbers: 25, 26, 34-35, 37

*The following courses have modified course numbers and have increased in hours and credits for doctor of chiropractic students who entered the program in Fall 2022 and Winter 2023.*

Qtr.	Course #	Course Name	Credits	Grade
7	CSC7197	Bone Pathology I <i>Pre-req: CSC6281; Co-req: CSC7188</i>	3	G
9/Split III	CSC7397	Bone Pathology III <i>Pre-req: CSC7293</i>	2	G
10/11	CSC8297	Bone Pathology IV <i>Pre-req: CSC7397</i>	2	G

### **CSC7197 Bone Pathology I** (3 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+2) *Prerequisite: CSC6281; Corequisite: CSC7188*

### **CSC7397 Bone Pathology III** (2 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+2) *Prerequisite: CSC7293*

### **CSC8297 Bone Pathology IV** (2 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+2) *Prerequisite: CSC7397*

Effective: 04/10/2023

Catalog Page Numbers: 26 & 38

*ELE7501 Advanced Palpation has been added as an elective option for the doctor of chiropractic.*

Qtr.	Course #	Course Name	Credits	Grade
9	ELE7501	Advanced Palpation	0.5	P/NP

### **ELE7501 Advanced Palpation** (0.5 credits)

This course is designed to build upon students' examination skills of observation and palpation. It will revisit prior knowledge in the identification of normal bony and soft tissue landmarks of the spine and extremities. It will instruct students on the neurological components of muscle tone, how to use various hand and forearm contacts to achieve adequate pressure and depth, and how to maximize their own body mechanics to efficiently palpate and protect themselves from future overuse injuries. (0+1.5)

# Addendum to the 2022-2023 Academic Catalog

Effective: 04/10/2023

Catalog Page Numbers: 27-28

The course descriptions for the doctor of chiropractic courses BSC5315 Function and Disease I and BSC6215 Function and Disease III have been updated.

## **BSC5315 Function and Disease I** (4 credits)

Foundational course survey of the normal function, etiology, pathogenesis, morphology, and clinical manifestations of cell injury, neoplasia, muscle, bone, and joint physiology, and blood composition and hemostasis. Define and analyze the normal function of the musculoskeletal system and the blood to assess the underlying cause of musculoskeletal disorders and hemodynamic disorders. Student-centered learning activities promote development of connections between normal physiology and clinical diagnosis. (4+0) *Prerequisite: BSC5108*

## **BSC6215 Function and Disease III** (4 credits)

A comprehensive survey of the normal function, etiology, pathogenesis, morphology, and clinical manifestations of cellular injury, neoplasia, and the endocrine and gastrointestinal systems. Define and analyze the normal function of cell cycle processes and the endocrine and gastrointestinal systems to be able to assess the underlying cause of disorders. Student-centered learning activities promote development of connections between normal physiology and clinical diagnosis. (4+0) *Prerequisite: BSC6115*

Effective: 04/08/2024

Catalog Page Number: 32

The course description for the doctor of chiropractic course CED7151 Clinical Training Phase I Lecture has been updated.

## **CED7151 Clinical Training – Phase I Lecture** (4 credits)

Firm foundation for applying critical thinking and clinical skills to neuromusculoskeletal (NMS) cases in lecture. Topics include history taking, formulating a differential diagnosis, and working diagnosis, physical and ancillary assessment strategies for both neuropathic and deep referred pain conditions, and immediate management strategies. Evidence-informed practice is built upon using critical thinking skills from previous courses. (2+0) *Prerequisite: CHR6326; Corequisite: CED7152*

Effective: 01/09/2023

Catalog Page Number: 40

Effective winter 2023, the following degree has been added:

- MS Mental Health

Effective winter 2023, the Master of Science in sports Medicine (MS-SM) will offer the following concentrations:

- Physical Assessment and Rehabilitation (for concurrent UWS DC students and alumni of the UWS DC program)
- Performance Nutrition
- High Performance Leadership

Effective: 04/10/2023

Catalog Page Numbers: 43, 45, 69, 72

The course description for COUN6845/8845 Capstone-CMHC in the MS-CMHC and EdD-SPP, CMHC specialization has been updated. Additionally, a prerequisite has been added to the course.

Course #	Course Name	Credits	Grade
COUN6845/ COUN8845	Capstone-CMHC <i>Pre-req: All required academic and clinical courses must be completed prior or concurrently with the capstone</i>	2	G

## **COUN6845/8845 Capstone-CMHC** (2 credits)

During this final course in the program, students will complete work that demonstrates they are prepared to function as professional clinical mental health counselors. The course work is specifically designed based on 11 program learning outcomes. Students will present and defend their work to peers, instructors, and faculty members. *Prerequisite: All required academic and clinical courses must be completed prior or concurrently with the capstone.*

Effective: 07/10/2023

Catalog Page Numbers: 43, 45, 69, 74

COUN6101/8101 Ethics and Professional Identity has been added as a prerequisite and COUN6220/7430 Counseling Methods and Practices has been added as a prerequisite or corequisite for COUN6540/8540 Pre-Practicum in the MS-CMHC, EdD-SPP, CMHC Specialization and EdD-SPP, CMHC Specialization – SPPC Concentration.

Course #	Course Name	Credits	Grade
COUN6540/ COUN8540	Pre-Practicum <i>Pre-req: COUN6101/8101; Pre-req or Co-req: COUN6220/7430</i>	4	G

## Addendum to the 2022-2023 Academic Catalog

### **COUN6540/8540 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. *Prerequisite: COUN6101/8101; Prerequisite or Corequisite: COUN6220/7430*

**Effective: 07/10/2023**

**Catalog Page Numbers: 43, 45, 69, 74**

*COUN6575/8575 Clinical Internship in the MS-CMHC, EdD-SPP, CMHC Specialization and EdD-SPP, CMHC Specialization – SPPC Concentration has been updated to be repeatable up to up to six times (24 credits) to fulfill graduation requirements.*

Course #	Course Name	Credits	Grade
COUN6575/ COUN8575	Clinical Internship (4 credits/term; 4 terms minimum)	4 (16 total credits)	P/NP

### **COUN6575/8575 Clinical Internship (4 credits/term; 4 terms minimum)**

The clinical internship course requires students to fulfill at least 700 total required contact hours in a mental health setting local to each student. Of the 700 total hours, students must complete 280 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. This course is repeatable up to 24 credits to complete degree requirements.

**Effective: 01/09/2023**

**Catalog Page Numbers: 43, 45, 69, 74**

*COUN6555/8555 Clinical Counseling Practicum has been removed as a prerequisite for COUN6575/8575 Clinical Internship in the MS-CMHC, EdD-SPP, CMHC Specialization and EdD-SPP, CMHC Specialization – SPPC Concentration.*

Course #	Course Name	Credits	Grade
COUN6575/ COUN8575	Clinical Internship	4 (16 total credits)	P/NP

### **COUN6575/8575 Clinical Internship (4 credits/term for 4 terms)**

The clinical internship course requires students to fulfill at least 700 total required contact hours in a mental health setting local to each student. Students complete this course four times (4 credits for 4 terms = 16 total credits) to meet the required course expectations. Of the 700 total hours, students must complete 280 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.

**Effective: 07/10/2023**

**Catalog Page Numbers: 44, 46, 70, 75**

*COUN6801/7801 Medical and Psychosocial Aspects of Disabilities and COUN6832/7832 Case Management and Community Partnerships have been added as electives in the MS-CMHC, EdD-SPP, CMHC Specialization and EdD-SPP, CMHC Specialization – SPPC Concentration.*

Course #	Course Name	Credits	Grade
COUN6801/ COUN7801	Medical and Psychosocial Aspects of Disabilities	4	G
COUN6832/ COUN7832	Case Management and Community Partnerships	4	G

### **COUN6801/7801 Medical and Psychosocial Aspects of Disabilities (4 credits)**

This course provides an overview of medical and functional aspects of disability in rehabilitation in addition to analysis of the psychological and social impact of disability from individual, family, and community perspectives. It facilitates analysis of how persons with disabilities are affected by cultural and spiritual beliefs; attitudes; values; and environmental factors. This course examines the most common illnesses and disabilities encountered for case management in rehabilitation-related settings with emphasis on the environmental and attitudinal barriers of various disabling conditions, focusing on young adult through mature adult populations. It covers basic medical terminology, etiology, symptoms, diagnosis, and treatment of various diseases and health issues resulting in disability

# Addendum to the 2022-2023 Academic Catalog

## **COUN6832/7832 Case Management and Community Partnerships (4 credits)**

This course provides a broad overview of the practices of case and caseload management as well as the interdisciplinary collaboration necessary in the rehabilitation field. Students will learn field-specific knowledge and skills, applying them to a variety of populations and settings. This course will address topics such as professionalism, service delivery models, and essential functions of a rehabilitation professional. The skills, resources, and community partnerships needed to advocate for persons with disabilities will be discussed to better serve and meet client needs.

Effective: 01/09/2023

Catalog Page Number: 47

*The Master of Science in Mental Health has been added as a degree.*

### **Master of Science in Mental Health**

The master's in mental health allows eligible students to apply UWS mental health coursework toward the completion of a mental health degree in the case that after completion of course work, the clinical focus is not the appropriate fit. This mental health degree is useful for career roles such as caseworker, peer support specialist, health care administrative assistant, community health worker, etc.

### **Mission Statement**

*The mission of the mental health degree program is to educate and prepare mental health support professionals who, through commitment, excellence, and engagement, will have meaningful and sustained impact in their communities. Such impact is accomplished by actively and diligently affirming the dignity and self-worth of all persons.*

### **Admission Requirements – MS-Mental Health**

UWS admits students into the MS-Mental Health program who meet the following requirements.

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

- Successful completion of a bachelor's degree with a minimum 2.75 undergraduate GPA. 3.0 undergraduate GPA preferred.
- Submit all undergraduate and graduate transcripts.
- Pass a comprehensive criminal history background check (requirement at admission to the university).
- Be a current or formerly enrolled student in the UWS Master of Science in clinical mental health counseling, or doctor of education in sport and performance psychology, clinical mental health counseling specialization who did not earn a degree in the respective program.
- Be, or have been at the time of departure from the university, in good academic and professional standing at UWS. To learn if you may be eligible for this degree option, confer with the CMHC program director.

### **Graduation Requirements – MS-Mental Health**

The MS-Mental Health degree is conferred upon the individual who has fulfilled the following requirements:

- 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.
- Freedom from all indebtedness and other obligations to the university.

### **Program Learning Outcomes – MS-Mental Health**

Upon completion of the program, students in the MS-Mental Health will be able to:

1. Create a professional identity based on the philosophies, history, and roles of the mental health profession.
2. Apply ethical and legal standards to mental health practices.
3. Develop culturally responsive mental health services strategies based on their professional evaluation of the cultural context of relationships, issues, and trends of a multicultural society.
4. Apply effective advocacy strategies to enhance mental health services.
5. Synthesize theories of human growth and development to understand differentiated mental health service strategies that promote resilience, optimum development, and wellness across the lifespan.
6. Create a career development plan to assess and develop client skills appropriate to their work, relationships, and wellbeing.
7. Integrate theories and best practices related to trauma-informed and community-based strategies to appropriately understand the needs of diverse clients.
8. Assess mental health research to inform mental health service provision.

# Addendum to the 2022-2023 Academic Catalog

## Curriculum Sequence – MS-Mental Health

Course #	Course Name	Credits	Grade
COUN6220	Counseling Methods and Practices	4	G
COUN6101	Ethics and Professional Identity	4	G
COUN6145	Psychopathology and Appraisal	4	G
COUN6010	Marriage, Couple, and Family Counseling	4	G
COUN6110	Personality and Counseling Theories	4	G
COUN6130	Group Counseling	4	G
COUN6715	Tests and Assessments	4	G
COUN6115	Human Growth and Development	4	G
COUN6135	Career Counseling	4	G
COUN6150	Multicultural Counseling and Advocacy	4	G
COUN6120	Research Methods and Program Evaluation	4	G
COUN6235	Psychopharmacology	4	G
COUN6140	Addiction Counseling	4	G
	Approved Elective 1 (see table below)	4	G
	Approved Elective 2 (see table below)	4	G
	Approved Elective 3 (see table below)	4	G
<b>Curriculum Total</b>		<b>64</b>	

## Electives

Course #	Course Name	Credits	Grade
COUN6020	Eating Disorder Treatment	4	G
COUN6085	Business Basics for Clinicians and Consultants	4	G
COUN6106	Play Therapy	4	G
COUN6425	Ethical Use of Telehealth Platforms <i>(Must be taken with COUN6705)</i>	2	G
COUN6540	Pre-Practicum (with program director approval only)	4	G
COUN6565	Trauma-Informed Treatment	4	G
COUN6570	Case Conceptualization and Treatment Planning	4	G
COUN6611	Human Sexuality Counseling	4	G
COUN6705	Assistive Technology Supporting Mental Health Treatment <i>(Must be taken with COUN6425)</i>	2	G
SPP6210	Psychology of Performance Excellence	4	G
SPP6550	Sport Psychology	4	G
SPP6650	Psychology of Performing Arts	4	G
SPP6653	Performance Psychology in High-Risk Occupations	4	G

## Course Descriptions – MS-Mental Health

Refer to course descriptions in the master's in clinical mental health counseling section.

**Effective: 04/10/2023**

**Catalog Page Number: 47**

*In addition to the listed admission requirements for MS-HNFM, the following condition has been included:*

- Complete standard admissions application, including a detailed, well-written personal statement discussing professional goals and explaining how the UWS MS-HNFM program will help the applicant achieve those goals.

**Effective: 07/10/2023**

**Catalog Page Numbers: 48 & 50**

*MSN6105 Clinical Biochemistry and Laboratory Assessment has been added as a prerequisite or corequisite for the MS-HNFM course MSN7208 Nutritional Epidemiology and Clinical Research.*

Course #	Course Name	Credits	Grade
MSN7208	Nutritional Epidemiology and Clinical Research <i>Pre-reqs: MSN6102, MSN6101, MSN6305; Pre-req or Co-req: MSN6105</i>	3	G



## Addendum to the 2022-2023 Academic Catalog

### MSN7208 Nutritional Epidemiology and Clinical Research (3 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. *Prerequisites: MSN6101, MSN6102, MSN6305; Prerequisite or Corequisite: MSN6105*

Effective: 10/03/2022

Catalog Page Numbers: 49 & 51

*MSN6102 Principles of Functional Medicine has been added as a prerequisite or corequisite for the MS-HNFM elective course MSN6050 Foundations of Nutritional Biochemistry.*

Course #	Course Name	Credits	Grade
MSN6050	*Foundations of Nutritional Biochemistry (required in Q1 for MS-HNFM students who enter the program without an approved biochemistry course) <i>Pre-req or Co-req: MSN6102</i>	2	G

### MSN6050 Foundations of Nutritional Biochemistry (2 credits)

This course provides an overview of essential concepts in human biochemistry that support effective nutrition-focused health care. The course examines the biological roles of macro- and micronutrients, their metabolism, and related key physiological processes. Topics include carbohydrates and energy metabolism, protein and amino acids, bioactive peptides, enzymes, lipids, and nucleic acids. Students will be prepared to connect these concepts with normal and aberrant body function. *Prerequisite or Corequisite: MSN6102*

Effective: 07/10/2023

Catalog Page Numbers: 49 & 52

*MSN7102 Oxidative/Reductive Dynamics and Energy Production and MSN7200 Immune Imbalances and Inflammation have been added as prerequisites or corequisites for the MS-HNFM elective course MSN8165 Nutrition Practice Strategies.*

Course #	Course Name	Credits	Grade
MSN8165	Nutrition Practice Strategies <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105; Pre-reqs or Co-reqs: MSN7102, MSN7200</i>	2	G

### 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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305; Prerequisites or Corequisites: MSN7102, MSN7200*

Effective: 10/09/2023

Catalog Page Numbers: 49 & 53

*MHF5003 Identifying Mental Illness and MHF5203 Mental Health Communication Skills have been added as elective options in the MS-HNFM.*

Course #	Course Name	Credits	Grade
MHF5003	Identifying Mental Illness	2	G
MHF5203	Mental Health Communication Skills	2	G

### MHF5003 Identifying Mental Illness (2 credits)

This course helps healthcare, education, and social science professionals recognize signs and symptoms of the most common mental and behavioral health diagnoses (mood, anxiety, psychotic, substance use, and sleep disorders) and identify suicide risk. It also covers the impact of trauma and the ways mental illnesses co-occur with other medical illnesses and injuries.

### MHF5203 Mental Health Communication Skills (2 credits)

This course describes a trauma-informed approach to effective communication strategies with people served and their families that helps healthcare, education, and social service professionals learn to convey empathy, encourage openness, emphasizes collaboration, respects patient choices, and improves commitment to treatment.

# Addendum to the 2022-2023 Academic Catalog

Effective: 04/10/2023

Catalog Page Number: 54

The admissions requirements for the DCN have been updated as follows:

Each applicant for the doctor of clinical nutrition program is evaluated holistically, accounting for personal, academic and professional experiences.

In addition to the general entry requirements for the college of graduate studies, students must also meet the specific entry requirements below for the DCN program.

- Complete standard admissions application, including a detailed, well-written personal statement discussing professional goals and explaining how the UWS DCN program will help the applicant achieve those goals.
- Successful completion of a master of science degree or equivalent in human nutrition.
- Minimum cumulative graduate GPA of 3.0.
- Prerequisite coursework in macronutrients and micronutrients, whole food nutrition, nutritional supplementation, meal planning, and functional medicine (one course each). Prerequisite coursework must be completed with a grade of C or higher.
- An interview with the MS-HNFM directors or program instructor.

Effective: 10/03/2022

Catalog Page Numbers: 55 & 57

DCN8403 Onsite Clinical Practical Examination has been removed from the DCN curriculum sequence. DCN8402 Capstone-DCN has been updated to a 3-credit course.

Qtr.	Course #	Course Name	Credits	Grade
8	DCN8402	Capstone-DCN <i>Pre-reqs: all courses</i>	3	P/NP

Effective: 01/09/2023

Catalog Page Numbers: 55-56

The course name and course description for the doctor of clinical nutrition course DCN8200 has been updated.

## DCN8200 Functional Nutritional Therapeutics VI: Population-Specific Needs (4 credits)

Health care needs change during the life cycle and with varying social, economic, environmental, and clinical situations which can leave a person more vulnerable. This course focuses on the nutritional and health care needs of community members who may be experiencing one or more vulnerabilities, preparing students to address those needs in an effective, equitable, and culturally responsive way. *Prerequisite: DCN7101*

Effective: 01/09/2023

Catalog Page Numbers: 57-60

The Master of Science in sports medicine (MS-SM) has been redesigned effective for students entering the program in winter 2023.

## Master of Science in Sports Medicine (MS-SM)

The sports medicine program is a six-quarter graduate professional master's degree program designed to provide students with advanced knowledge and skills in the prevention, evaluation and management of injuries and disorders affecting athletes and active populations. As a professional master's degree, it is targeted to students with prior training in the evaluation and management of neuromusculoskeletal disorders. This audience includes physicians, physician's assistants, chiropractic program students, chiropractic physicians, athletic trainers, occupational therapists, physical therapists and other health care providers.

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 and active persons in clinics, offices, sports medicine facilities and at sporting events.

### Mission Statement

*The Master of Science in sports medicine is a science based, clinically oriented educational program which provides hands-on experiences and expertise for specialty care in sports medicine. The program promotes academic excellence in the pursuit of advanced training in the assessment and management of the multifaceted needs in sports and active populations. The program prepares graduates to serve as outstanding sports health care clinicians, consultants, researchers, and educators in the world of sports medicine.*

## MS Sports Medicine with a Concentration in Physical Assessment and Rehabilitation (for Concurrent DC On-Campus Curriculum)

Doctor of chiropractic (DC) students receive an extensive foundation in neuromusculoskeletal anatomy, physiology and biomechanics. The master's in sports medicine program builds on this foundation. The concurrent program is offered over a minimum of six quarters and requires the completion of 63 quarter credits, 28 of which can be earned from the chiropractic degree curriculum. These 28 credits are dually attributable to the DC and MS degrees. The remaining 35 credits are from courses offered exclusively to students in the sports medicine program.

# Addendum to the 2022-2023 Academic Catalog

## **MS Sports Medicine with Concentrations in High Performance Leadership or Performance Nutrition**

The sports medicine degree with concentrations in high performance leadership or performance nutrition are designed for field practitioners and students who are not enrolled in the UWS DC program. Students complete 35 credits in sports medicine content and an additional 28 credits in the concentration area of their choice. All courses are online with the exception of one extended weekend lab experience held in Portland, Oregon and the practicum courses completed in person at the site of the student's choice (pending university approval).

### **Technical Standards**

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be competent practitioners in a respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

### **Admission Requirements - MS-SM**

UWS admits new students into the MS in sports medicine program in winter (January) and spring (April) academic terms. 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 listed below for the sports medicine program:

- Must have 3 semester/4 quarter credits of work in human anatomy/physiology with preference for exercise physiology (can be undergraduate or graduate coursework). If lacking this pre-requisite, credits can be completed through UWS or another university during the first term of program enrollment.
- 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 in neuromuscular diagnosis and treatment, biomechanics, soft tissue therapies/rehabilitation, physiological therapeutics (2.75 GPA required); or
- Current enrollment in the UWS DC program that includes the above coursework in addition to the following requirements:
  - Bachelor's degree
  - Minimum 2.5 GPA in current professional health care program
  - 6th quarter status or above
- Complete a personal interview with the sports medicine program director.
- Pass a comprehensive criminal history background check (requirement at admission).

Students who matriculated in the UWS chiropractic program without a bachelor's degree may earn a bachelor's in human biology to satisfy the requirement for admission to the sports medicine program after successful completion of quarter 5 in the DC program and all other bachelor's degree requirements.

### **Graduation Requirements – MS-SM**

The MS-SM degree is conferred upon an 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 2.75 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

### **Concentrations – MS-SM**

Students concurrently enrolled in the UWS DC program are enrolled into the Physical Assessment and Rehabilitation (PAR) concentration. (UWS DC alumni may also select this track.) Students not concurrently enrolled in the UWS DC program select from the High-Performance Leadership concentration (HPL) or the Performance Nutrition (PN) concentration based on their professional interests.

The High-Performance Leadership (HPL) concentration prepares sport science and sports medicine professionals to lead integrated, multidisciplinary teams. The leaders that graduate from this program will be experts in using a collaborative approach across sport science and sports medicine disciplines to optimize athlete health and performance.

The Performance Nutrition (PN) concentration will prepare students to evaluate the dynamic intersection of nutrition and athletic performance through the lens of endurance, strength, wellness focused behaviors, and nutrition knowledge addressing the complex biological factors that influence metabolism, performance, and health status.

# Addendum to the 2022-2023 Academic Catalog

## Program Learning Outcomes – MS-SM

Graduates of the MS-SM program will be able to:

1. Develop evidence informed treatment and performance enhancement plans for athletes and active populations.
2. Perform appropriate care of injuries for athletes and active populations.
3. Explain emergency, urgent, and first aid procedures for athletes and active populations.
4. Evaluate the role of sports medicine practitioners as members of interprofessional health teams.
5. Apply ethical and professional practices in sports care.
6. Analyze the role of research and use in sports medicine practice.

### Additional Program Learning Outcomes for High-Performance Leadership Concentration

- Explain how high-performance teams work as a unit to provide integrated, multidisciplinary support of athlete health and performance.
- Support the goals of high-performance organizations through the use of sport technology.
- Communicate to both professional and lay audiences how high-performance impacts athlete health and performance.

### Additional Program Learning Outcomes for Performance Nutrition Concentration

- Relate dietary and nutritional assessment approaches to patient/client needs and desired care outcomes.
- Apply evidence-informed nutrition care strategies to optimize performance, health, and recovery.
- Predict impacts of nutritional status and metabolism on performance, health, and recovery.

## Curriculum Sequence – MS-SM

All MS-SM students complete the following curriculum sequence. Refer to the tables that follow for details pertaining to dually attributed chiropractic curriculum, high-performance leadership concentration curriculum and performance nutrition concentration curriculum.

Qtr.	Course #	Course Name	Credits	Grade
1	SMD5101	Sports Medicine Jurisprudence and Ethics	2	G
1	SMD5110	Upper Extremity	3	G
2	SMD5310	Lower Extremity	3	G
2	SMD5550	Research Methods and Evaluation	2	G
2		SMD Elective (see table below)	2	G
3	SMD5350	Research and Biostatistics	2	G
3	SMD5510	Rehabilitation and Sports Performance	3	G
4	SMD5710	Practical Lab Applications <i>Pre-req: SMD5510; Pre-req or Co-req: SMD5775</i>	2	G
4	SMD5775	Emergency Management	2	P/F
4		SMD Elective (see table below)	2	G
5	SMD5910	Biomechanics	4	G
5-6	SMD6190	Practicum (2 credits/term for 2 terms)	2 (4 total credits)	P/F
6	SPP6235	Psychology of Athletic Injury and Rehabilitation	4	G
<b>MS-SM Core Curriculum Total</b>			<b>35</b>	

## MS-SM Electives

All MS-SM students are required to take 4 elective credits.

Course #	Course Name	Credits	Grade
SMD6010	Soft Tissue Treatment Applications and Methods	2	G
SMD6075	Evidence-Based Concussion Management and Care	2	G
SMD6005	Diagnostic Imaging of Sports Injuries	2	G
SMD6050	Research Applications	2	G



## Addendum to the 2022-2023 Academic Catalog

### Physical Assessment and Rehabilitation (PAR) Concentration

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 CHR courses. Students are encouraged to adhere to the following DC course sequence.

Course #	Course Name	Credits	Grade
CHR6326	Spinal Disorders: Diagnosis & Management	6	G
CSC5284	Extremity Radiographic Anatomy	1.5	G
CHR6332	Extremity Biomechanics	2	G
CHR6333	Extremity Muscle Testing	1	P/F
CHR6341	Spinal Rehabilitation	1	P/F
CHR7128	Lower Extremity Diagnosis & Management	3	G
CHR7129	Lower Extremity Orthopedic Assessment	1	P/F
CHR7130	Lower Extremity Taping and Splinting	.5	P/F
CHR7230	Upper Extremity Diagnosis & Management	3	G
CHR7231	Upper Extremity Orthopedic Assessment	1	P/F
CHR7232	Upper Extremity Taping and Splinting	.5	P/F
CHR7266	Advanced Rehabilitation	3	G
CHR6344	Extremity Joint Play Assessment	.5	P/F
CHR7139	Extremity Joint Manipulation	1	P/F
CHR7233	Extremity Manipulation and Review	1	P/F
CHR6125	Rehabilitation Principles	2	P/F
<b>MS-SM Core Curriculum Total</b>		<b>35</b>	
<b>MS-SM PAR Concentration Total</b>		<b>28</b>	
<b>MS-SM PAR Concentration Curriculum Total</b>		<b>63</b>	

### High Performance Leadership (HPL) Concentration

Students pursuing the HPL concentration must take the following courses in addition to the 35 core curriculum credits.

Qtr.	Course #	Course Name	Credits	Grade
7	SPP6550	Sport Psychology	4	G
7	HPL6310	Operational Excellence	4	G
8	HPL6530	Sports Technology and Data Science	4	G
8	HPL6510	Periodization and Programming Theory	4	G
9	HPL6710	Applied Sport Biomechanics and Physiology	4	G
9		HPL Elective (see table below) *	2-4	G
10	HPL6990	Leadership Capstone	4	G
10		HPL Elective (see table below) *	2-4	G
<b>MS-SM Core Curriculum Total</b>			<b>35</b>	
<b>MS-SM HPL Concentration Total</b>			<b>28</b>	
<b>MS-SM HPL Concentration Curriculum Total</b>			<b>63</b>	

### High Performance Leadership (HPL) Concentration Electives

\*The MS-SM HPL concentration requires students to take a minimum of 4 elective credits.

Course #	Course Name	Credits	Grade
COUN6085	Business Basics for Clinicians and Consultants	4	G
COUN6425	Ethical Use of Telehealth Platforms	2	G
LEAD6000	Foundations of Positive Leadership	4	G
MSN7201	Fundamentals of Mind-Body Medicine and the Psychology of Well-Being	2	G
SMD6075	Evidence-Based Concussion Management and Care	2	G
SPP6155	Sport in Society	4	G
SPP6210	Psychology of Performance Excellence	4	G
SPP6225	Applied Motor Learning	4	G

# Addendum to the 2022-2023 Academic Catalog

## Performance Nutrition (PN) Concentration

Students pursuing the PN concentration must take the following courses in addition to the 35 core curriculum credits.

Qtr.	Course #	Course Name	Credits	Grade
7	MSN6101	Evidence-Based Nutrition	3	G
7	MSN6305	Whole Food Nutrition and Supplementation	4	G
8	PNT6320	Psychology of Eating for the Athlete	3	G
8	SMD6335	Sports Nutrition	4	G
9	SPP6245	Athletic Nutrition Planning and Supplementation	4	G
9	PNT6925	Nutrition for Sport Performance: Endurance	3	G
10	PNT6725	Nutrition and Physical Activity in Public Health	2	G
10	PNT6735	Nutrition for Sport Performance: Strength	3	G
10	PNT6740	Ergogenic Aids in Sport <i>Pre-req: SMD6335</i>	2	G
<b>MS-SM Core Curriculum Total</b>			<b>35</b>	
<b>MS-SM PN Concentration Total</b>			<b>28</b>	
<b>MS-SM PN Concentration Curriculum Total</b>			<b>63</b>	

### Core Courses

The following courses are required and taken by all students.

#### **SMD5101 Sports Medicine Jurisprudence and Ethics** (2 credits)

This course provides students with introductory content relevant to clinical skills and other foundational knowledge utilized in sports medicine. Concepts relating to sports medicine practice such as professional scope and ethics, employment settings, and legal aspects relating to care and work with athletes will be explored. Students will learn how to communicate with other members of the athlete's "team" of stakeholders and how to establish a sports injuries and rehabilitation practice.

#### **SMD5110 Upper Extremity** (3 credits)

This course focuses on the prevention, evaluation, acute care, rehabilitation, and ongoing management of injuries and disorders of the cervical and thoracic spine, should, arm, elbow, forearm, wrist, and hand.

#### **SMD5310 Lower Extremity** (3 credits)

This course focuses on the prevention, evaluation, acute care, rehabilitation, and ongoing management of injuries and disorders of the Lumbar spine, pelvis, hip, thigh, leg, ankle, and foot.

#### **SMD5350 Research and Biostatistics** (2 credits)

This course is an introduction to the principles of epidemiology and their application to sports science. The course addresses the role of epidemiology in investigating sports injuries and other factors in sports performance. The course also stresses clinical research design methods such as clinical trials, cohort studies, case-control studies, and other pragmatic designs.

#### **SMD5510 Rehabilitation and Sports Performance** (3 credits)

This course will focus on the role of rehabilitation and enhancing performance in patient care and management. It will include a brief overview of muscle functions during human movement, movement patterns, functional exams and assessments, utilization of the clinical audit process, and application of these concepts through rehabilitation and care protocols.

#### **SMD5550 Research Methods and Evaluation** (2 credits)

This course emphasizes the importance of research in the sports medicine profession, including analysis of published literature on evidence-based practices. Students will become critical consumers of research by learning about qualitative and quantitative research assumptions, methods and program design considerations.

#### **SMD5710 Practical Lab Applications** (2 credits)

This course will provide practical applications of emergency management protocols, upper and lower extremity sports injury management, with performance and rehabilitation protocols based on performance-based goals. *Prerequisite: SMD5510; Prerequisite or Corequisite: SMD5775*

#### **SMD5775 Emergency Management** (2 credits)

This course prepares the student for potential urgent or emergency health situations that arise during exercise or sporting events. Students will learn to assess critical injuries and illnesses and follow procedures for providing care. Students will learn how to utilize and apply various first-aid supplies and emergency medical equipment for a wide range of sport and active populations.

# Addendum to the 2022-2023 Academic Catalog

## **SMD5910 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.

## **SMD6190 Practicum** (2 credits)

Field-based practicum that allows students to participate in the evaluation and management of athletes and active people. The required practicum hours are achieved through clinical experiences in healthcare offices/clinics, and well as through participation in healthcare at sporting events or other sports medicine related settings. Students are required to work under a licensed provider authorized to supervise the student in the location of the practicum experience. (Students are required to take this course twice)

## **SPP6235 Psychology of Athletic Injury and Rehabilitation** (4 credits)

This course addresses the theoretical and psychosocial topics surrounding athletic and performance-related injury, including individual response to injury, implementation of appropriate performance psychology techniques to enhance both adherence and compliance during rehabilitation from injury, and psychological concerns surrounding return to play. Topics include the influence of athletic identity, effective application of traditional mental skills in injury-specific situations, and the interaction of factors impacting individual injury occurrence, response, and rehabilitation.

## **Sports Medicine Electives**

All students select two electives from the options below.

## **SMD6005 Diagnostic Imaging of Sports Injuries** (2 credits)

This course focuses on sports related injuries involving primarily the extremities including frequently missed, overlooked, or misdiagnosed sports injuries. The student will gain knowledge in imaging guidelines for trauma patients, acquiring appropriate studies, interpretation, and assessment of case studies.

## **SMD6010 Soft Tissue Treatment Applications and Methods** (2 credits)

This course will focus on physiological and anatomical concepts related to soft tissues of the human body as they relate to sports medicine. Concepts in various techniques will be discussed, demonstrated, and practiced, with a focus on clinical application and relevant patient-care skills.

## **SMD6050 Research Applications** (2 credits)

This course will focus on the use of current research and its application to sports medicine patient care. Students will focus on the application of current research to patient care and gain a deeper understanding of the research process.

## **SMD6075 Evidence Based Concussion Management and Care** (2 credits)

This course provides current evidence surrounding sport-related concussion. It will review various organization's position statements, current concussion laws, rules, and standards of care, return to play guidelines and requirements, and best practices in evaluation and management of concussion.

## **Physical Assessment and Rehabilitation (PAR) Concentration Required Courses**

Course descriptions for CHR courses can be found in the *DC Chiropractic Sciences* section.

## **High Performance Leadership (HPL) Concentration Required Courses**

### **SPP6550 Sport Psychology** (4 credits)

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science-based theories, research, and best practices in sport psychology. The course will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings. (4+0)

### **HPL6310 Operational Excellence** (4 credits)

Performance departments are organized into functional teams of professionals from multiple disciplines in sports medicine and science. Creating synergy amongst these team members is the responsibility of the high-performance director, and depends on how the team is staffed, managed, and the culture of the work environment. This course addresses the principles and practices of operational excellence—workplace communication, pitching new proposals, and financial and investment reporting.

### **HPL6510 Periodization & Programming Theory** (4 credits)

Periodization is the framework in which a training plan is created. High performance teams rely on a periodized plan to schedule their activities and evaluate their effectiveness. This course will introduce periodization and programming terminology, examine the most common periodization and programming theories, debate current opinions on periodization theory, and allow students to develop and assess periodization programs for high performance teams.

# Addendum to the 2022-2023 Academic Catalog

## **HPL6530 Sports Technology and Data Science (4 credits)**

High-performance teams rely on technology to evaluate and manage athlete health and performance. Exponential growth in the sport science industry has led to the proliferation of new technology into the field of play, training, and clinical environments. It is imperative that high performance teams be adept at evaluating, implementing, and managing technology and its data. This course introduces learners to the most important and common sport technologies and data science skills.

## **HPL6710 Applied Sport Biomechanics and Physiology (4 credits)**

High performance teams depend on objective metrics to make health and performance decisions. Assessment and monitoring of kinetics, kinematics, and physiological biomarkers are used to assess an athlete's individual adaptation to the training stimulus, readiness for training or competition, and recovery from injury. This course provides an overview of the most common biomechanical and physiological assessments used in sport, including introductions to new technologies.

## **HPL6990 Leadership Capstone (4 credits)**

This culminating course requires students to apply concepts in high performance leadership in a simulated high-performance environment. Students will participate in an on-campus workshop to utilize course content in applied settings including leadership and communication scenarios, technology applications, and physical performance measures. Concepts from the courses in high performance leadership will be assessed through varied opportunities to demonstrate mastery by working with peers to provide simulated integrated, multidisciplinary support of athletes.

## **High Performance Leadership (HPL) Concentration Electives**

Students pursuing the HPL concentration select a minimum of 4 elective credits.

## **COUN6085 Business Basics for Clinicians and Consultants (4 credits)**

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

## **COUN6425 Ethical Use of Telehealth Platforms (2 credits)**

This course introduces students to digital healthcare platforms, their ethical use, and related jurisdictional laws and rules. Students will examine advances in information and communication technology, as well as data collection. Students will become familiar with how smartphone applications, virtual reality, and wearable sensors support healthcare services. Additionally, students will identify mainstream telehealth startups, evaluate incentives for investing in promising telehealth tools, predict consumer demand based on efficiencies in access and pricing, and understand real-world implications of big data collection and management.

## **LEAD6000 Foundations of Positive Leadership (4 credits)**

This course is an introduction to a new genre of leadership theories and frameworks that are relational-, process-, and strengths-oriented. Students will explore prevalent positive leadership concepts while developing and refining their own positive leadership philosophy. This course is designed to help students build foundational knowledge in the area of positive leadership, in order to apply and extend their learnings throughout the duration of the leadership concentration. Students will engage with positive leadership theories and practices from a multi-level (i.e., individual, dyad, group/team/ organization/collective) and interdisciplinary perspective.

## **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.

## **SMD6075 Evidence Based Concussion Management and Care (2 credits)**

This course provides current evidence surrounding sport-related concussion. It will review various organization's position statements, current concussion laws, rules, and standards of care, return to play guidelines and requirements, and best practices in evaluation and management of concussion.

## **SPP6155 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.



# Addendum to the 2022-2023 Academic Catalog

## **SPP6210 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.

## **SPP6225 Applied Motor Learning**

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.

## **Performance Nutrition (PN) Concentration Required Courses**

### **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.

### **PNT6320 Psychology of Eating for the Athlete (3 credits)**

This course covers wellness-focused eating behaviors, preventing disordered eating and how an individual can find a balance between performance goals and self-care needs. Emphasis will be placed on meeting the whole-body individual needs of the athlete and the various ways performance suffers when these needs are not met, and how optimal whole-body health leads to optimal performance.

### **PNT6725 Nutrition and Physical Activity in Public Health (2 credits)**

This course is designed to introduce students to health promotion and the development of a health promotion plan that could be incorporated at an individual, group, or community level. This will be accomplished through implementing basic community health concepts of epidemiology, levels of prevention, and risk assessment within the context of health promotion activities. Topics to be covered include community organization, coalition building, curriculum development, communication theory and technology, social marketing, mass media, and ecological models.

### **PNT6735 Nutrition for Sport Performance: Strength (3 credits)**

Course Description. This course is designed to reinforce nutrition principles relating to strength and power-related physical performance. Nutrition, body composition, and performance assessment methods are introduced. Dietary patterns and nutrient timing that has been shown to optimize strength performance are emphasized. Nutritional support for training and injuries common to strength-related training and sports are introduced. Nutrition to support body composition change and optimization for performance is presented.

### **PNT6740 Ergogenic Aids in Sport (2 credits)**

Course Description. This course is designed to expand on ergogenic aids used in sport – those compounds, methods and processes that have been shown to yield an increase in performance, both short and long-term. Emphasis will be placed on examining the safety, efficacy, ethics and legality, and sport-specific rules. *Prerequisite: SMD6335*

### **PNT6925 Nutrition for Sport Performance: Endurance (3 credits)**

Course Description. This course is designed to reinforce nutrition principles relating to physical endurance including: fueling needs, substrate utilization during the three possible energy balance states, body composition optimization, and injury recovery and prevention. Assessment methods are revisited and reinforced. Dietary patterns and nutrient timing that has been shown to optimize physical endurance are emphasized.

### **SMD6335 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.

# Addendum to the 2022-2023 Academic Catalog

## **SPP6245 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.

**Effective: 01/08/2024**

**Catalog Page Number: 58**

Effective for incoming MS-SM students in winter 2024, the minimum admissions GPA requirement in their current professional health care program will be a 2.75.

Effective for incoming SM-SM students in winter 2024, the MS-SM degree will be conferred with successful completion of all required courses, lectures, labs, practicums, and seminars with a minimum cumulative GPA of 3.0 on all required coursework.

**Effective: 10/09/2023**

**Catalog Page Numbers: 59-60**

*MHF5003 Identifying Mental Illness, MHF5103 Mental Health Referrals and MHF5203 Mental Health Communication Skills have been added as elective options in the MS-SM.*

Course #	Course Name	Credits	Grade
MHF5003	Identifying Mental Illness	2	G
MHF5103	Mental Health Referrals	2	G
MHF5203	Mental Health Communication Skills	2	G

## **MHF5003 Identifying Mental Illness (2 credits)**

This course helps healthcare, education, and social science professionals recognize signs and symptoms of the most common mental and behavioral health diagnoses (mood, anxiety, psychotic, substance use, and sleep disorders) and identify suicide risk. It also covers the impact of trauma and the ways mental illnesses co-occur with other medical illnesses and injuries.

## **MHF5103 Mental Health Referrals (2 credits)**

This course will address how to find an appropriate referral for people in need, types of qualifications in the field and how they differ in types of supports offered/scope of practice, and how to make those referrals (e.g., counselor, therapist, psychologist, psychiatrist).

## **MHF5203 Mental Health Communication Skills (2 credits)**

This course describes a trauma-informed approach to effective communication strategies with people served and their families that helps healthcare, education, and social service professionals learn to convey empathy, encourage openness, emphasizes collaboration, respects patient choices, and improves commitment to treatment.

**Effective: 01/09/2023**

**Catalog Page Number: 67**

*SPP6210 Psychology of Performance Excellence has been added as an elective option for Cert-ASP.*

Course #	Course Name	Credits	Grade
SPP6210	Psychology of Performance Excellence	4	G

**Effective: 10/03/2022**

**Catalog Page Number: 70**

*The curriculum sequence for the EdD-SPP, CMHC specialization has been updated. SPP8115 Scholarly Writing Methods and Practices has been moved to Qtr. 9 and SPP8125 Statistics for Clinicians and Advanced Research Methods has been moved to Qtr. 11.*

**Effective: 10/03/2022**

**Catalog Page Numbers: 70 & 73, 78 & 81**

*SPP8125 Statistics for Clinicians and Advanced Research Methods has been removed as a pre-requisite for SPP8115 Scholarly Writing Methods and Practices in the EdD-SPP, CMHC specialization and EdD-SPP.*

**Effective: 10/03/2022**

**Catalog Page Number: 78**

*The curriculum sequence for the EdD-SPP has been updated. SPP8115 Scholarly Writing Methods and Practices has been moved to Qtr. 2-3 and SPP8125 Statistics for Clinicians and Advanced Research Methods has been moved to Qtr. 8.*

# Addendum to the 2022-2023 Academic Catalog

Effective: 09/09/2022

Catalog Page Number: 89

*The following policies have been updated:*

## Academic

[Policy 1207 Grading System](#)

[Policy 1242 Dean's List and Completion Honors](#)

## Admissions

[Policy 2002 Change in Concentration, Degree Level, and/or Program](#)

[Policy 2007 Transfer Credit](#)

Effective: 11/17/2022

Catalog Page Number: 89

*The following policies have been updated:*

## Academic

[Policy 1203 Enrollment Status](#)

## Admissions

[Policy 2002 Change in Concentration, Degree Level, and/or Program](#)

## Financial Aid

[Policy 3804 Satisfactory Academic Progress](#)

## Institutional

[Policy 1006 Employee Conduct and Behavior Expectations](#)

Effective: 01/23/2023

Catalog Page Number: 89

*The following policy has been added:*

## Financial Aid

[Policy 3805 Return of Title IV Funds \(R2T4\)](#)

Effective: 06/21/2023

Catalog Page Number: 89

*The following policies have been updated:*

## Academic

[Policy 1210 Credit and Clock/Instructional Hour Definitions](#)

[Policy 1214 Non-Degree Seeking Students](#)

[Policy 1215 Drop Add](#)

[Policy 1222 Course Audit](#)

[Policy 1226 Normal Course Load and Modified Schedules](#)

[Policy 1227 Academic Catalog](#)

[Policy 1230 Academic Integrity](#)

## Admissions

[Policy 2006 Readmission](#)

Effective: 08/29/2022

Catalog Page Numbers: 89-90

*The following policies have been updated:*

## Academic

[Policy 1218 Academic Standing](#)

## Institutional

[Policy 1010 University Surveys](#)

## Information Technology

[Policy 3603 Student and Employee Access to Electronic Resources](#)

Effective: 01/09/2023

Catalog Page Numbers: 89-90

*The following policies have been updated:*

## Financial Aid

[Policy 3802 Institutional Scholarships and Subsidies](#)

## Institutional

[Policy 1025 Parking and Transportation](#)

# Addendum to the 2022-2023 Academic Catalog

Effective: 06/21/2023

Catalog Page Numbers: 89-90

*The following policies have been retired:*

## **Academic**

Policy 1229 Registration for Courses that Conflict

## **Business**

Policy 3022 Modified Schedule Tuition

## **Institutional**

Policy 1022 COVID-19 Vaccination Requirement in the UWS Health Center

*The following policies have been added:*

## **Admissions**

[Policy 2003 Ethical Recruitment of Students](#)

## **Student**

[Policy 9003 Student Travel](#)

Effective: 04/10/2023

Catalog Page Number: 99

The [2022-2023 Academic Calendar](#) has been updated to include Juneteenth as a holiday and commencement on June 23, 2023



## Table of Contents

<b>Message from the President</b> .....	1
<b>UWS Mission, Vision, Goals, and Core Values</b> .....	1
<b>Accreditation</b> .....	2
<b>UWS Overview</b> .....	3
<b>Consumer Information</b> .....	4
<b>Campus Safety and Security</b> .....	6
Parking .....	7
<b>Admissions</b> .....	8
<b>Tuition and Fees</b> .....	10
<b>Financial Aid</b> .....	11
<b>Registrar</b> .....	14
<b>General Academic Policies</b> .....	15
<b>College of Chiropractic</b> .....	19
Doctor of Chiropractic (DC).....	19
Bachelor of Science in Human Biology (BS-HB).....	38
<b>College of Graduate Studies</b> .....	40
Admission Requirements – College of Graduate Studies.....	40
Financial Aid – Graduate Programs.....	41
Master of Science in Clinical Mental Health Counseling (MS-CMHC) .....	42
Master of Science in Human Nutrition and Functional Medicine (MS-HNFM) .....	47
Graduate Certificate in Human Nutrition and Functional Medicine (Cert-HNFM) .....	52
Doctor of Clinical Nutrition (DCN).....	53
Master of Science in Sports Medicine (MS-SM).....	57
Master of Science in Sport and Performance Psychology (MS-SPP).....	60
Graduate Certificate in Applied Sport Psychology (Cert-ASP).....	66
Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Counseling Specialization (EdD-SPP, CMHC Specialization).....	68
Doctor of Education in Sport and Performance Psychology (EdD-SPP).....	77
Pre-Professional Studies.....	86
<b>Research and Sponsored Programs</b> .....	86
<b>Continuing Education</b> .....	86
<b>Alumni Relations</b> .....	86
<b>Student Affairs</b> .....	87
<b>Student Conduct</b> .....	88
<b>Grievances and Appeal Process</b> .....	88
<b>University Policies</b> .....	89
<b>Library</b> .....	91
<b>Administration and Staff</b> .....	93
<b>Faculty</b> .....	94
<b>Academic Calendar 2022-2023</b> .....	99
<b>Academic Calendar 2023-2024</b> .....	100
<b>Index</b> .....	101

## Catalog Provisions

The University of Western States (UWS) catalog serves as a reference for prospective students, current students, faculty and staff members. The UWS catalog provides information regarding UWS current course offerings, curriculum requirements, academic policies and procedures, and guidelines for enrollment. The UWS catalog is subject to change as policies, procedures and/or curriculum revisions are adopted. This catalog does not serve as a contract, but as a source of information. If at any time university policies conflict with the information in this catalog, university policies will govern. All changes to the catalog apply both to prospective students and to those who have already enrolled, unless specifically exempted. For more information, see [Policy 1227 Academic Catalog](#).

## 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, 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
Admissions	800-641-5641 503-251-5734
Alumni Relations	503-251-5713
Business Office	503-847-2553
Campus Safety	503-206-3206
Campus Store	503-251-5763
Development	503-847-2556
Financial Aid	503-847-2563
Health Center	503-255-6771
Information Technology	503-251-2831
Library	503-251-5752
Registrar	503-847-2560
Student Success	503-251-2802

Updated July 2022  
© 2022 University of Western States  
8000 NE Tillamook Street Portland, Oregon 97213  
Established 1904  
[www.uws.edu](http://www.uws.edu)  
503-256-3180

## Message from the President



Welcome to University of Western States! As you become acquainted with UWS and our educational offerings, we invite you to become part of our growing community.

Starting in Portland, Oregon in 1904, UWS has become a worldwide leader in patient-focused and evidence-informed healthcare education. Our institutional motto is guided by a commitment to provide service that is **"For the Good of the Patient."** We integrate time-proven wisdom, clinical experience, state-of-the-art technology, and scientific research in preparing learners to provide safe, effective, accessible, and efficient health care services and counsel.

Whether your educational goals include chiropractic health care, sports medicine, nutrition and functional medicine, clinical nutrition, sport and performance psychology, mental health counseling, continuing education, or professional development, UWS has programs to help you succeed. With our modern online technology, we have learners attending classes in Portland and from around the globe. Please feel free to peruse our website and contact us with any questions—we are here to help you achieve your dreams!



Joseph Brimhall, DC  
President and CEO

## UWS Mission, Vision, Goals, and Core Values

### 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.

### Mission Goals

- Student Success
- Stewardship and Sustainability
- Academic Excellence and Integrated Health

### Core Values

- Student Focus
- Best Practices
- Curiosity
- Inclusiveness
- Professionalism
- Whole-Person Health

### Institutional Learning Outcomes

Students will be able to:

- describe appropriate communication skills and professional habits which support effective patient/client-oriented interactions.
- explain the process of employing an evidence-informed approach to management.
- explain the relationship of various elements of whole-person care to their professional approach with patients or client.
- discuss how collaboration can be effectively achieved with other members of an interprofessional health team.

### For the Good of the Patient

"For the Good of the Patient" is the University of Western States motto. It captures the intent behind much of what 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 institutional and programmatic accreditations.

### Institutional Accreditation

University of Western States is accredited by the [Northwest Commission on Colleges and Universities \(NWCCU\)](#).

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 applies to the institution as a whole. As such, 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 office of academic affairs via email at [academicaffairs@uws.edu](mailto:academicaffairs@uws.edu). Individuals may also contact:

#### Northwest Commission on Colleges and Universities

8060 165th Avenue NE, Suite 200  
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 accredited by the Council on Chiropractic Education (CCE), 10105 E Via Linda, Ste 103 PMB 3642, Scottsdale, AZ 85258.  
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](#) approves University of Western States to award degrees. Students should attempt to resolve any grievances they may have with their institution first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, the Higher Education Coordinating Commission (HECC) can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or send an email to [complaints@hecc.oregon.gov](mailto:complaints@hecc.oregon.gov). Students may also access the [HECC's complaints web page](#) or visit the complaints page at NC-SARA's website. Students may also submit a complaint to NWCCU, the accrediting agency for University of Western States.

### 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

Rebecca Fuller  
Compliance Specialist  
Higher Education Coordinating Commission  
3225 25th Street SE  
Salem, OR 97302  
503-947-5751  
[rebecca.fuller@hecc.oregon.gov](mailto:rebecca.fuller@hecc.oregon.gov)

## UWS Overview

UWS is organized into two academic colleges:

The **college of chiropractic** offers a doctor of chiropractic (DC) degree and a Bachelor of Science in human biology.

The **college of graduate studies** offers graduate degrees and graduate certificates in the health sciences. The college offers a Master of Science in human nutrition and functional medicine, a graduate certificate in human nutrition and functional medicine, a doctor of clinical nutrition, a Master of Science in sports medicine, a Master of Science and doctor of education in sport and performance psychology, a graduate certificate in applied sport psychology, a Master of Science in clinical mental health counseling, and a doctor of education in sport and performance psychology, clinical mental health counseling specialization.

### 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. Governance 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 day-to-day operations, ensuring appropriate planning and allocation of resources to accomplish the mission of the university.

### History of Western States

Dr. 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. 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 cadaveric 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 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 nonprofit 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 UWS 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 [UWS history](#).

### University of Western States Connected Whole Health Clinic

The University of Western States Connected Whole Health clinic delivers high quality health care services and provides training opportunities for student interns to observe and participate in patient care. Interns develop clinical competencies in the university teaching clinic, then progress into community-based internship and preceptorship experiences to further their skills and overall competency. UWS coordinates the placement of interns at university-approved internship and preceptor clinic sites in the United States and internationally.

## Consumer Information

UWS provides all required consumer information for prospective and current students on the [university website](#).

### Drug and Alcohol Prevention

University of Western States is committed to providing a safe and healthy environment for students, employees, trustees, patients and visitors. University of Western States prohibits the unlawful manufacture, possession, use, sale or distribution of alcohol, unlawful drugs, and/or drug paraphernalia, including the misuse of prescription drugs or other controlled substances and/or the use of substances not lawfully prescribed for the individual, on all university property, and at any university activity, event and/or program. Being under the influence of drugs or alcohol such that the person is unable to perform their assigned tasks is also prohibited while on any university property or at any university activity or event. [Refer to Policy 1008 Drugs and Alcohol](#).

### Notification of Student Rights under The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution at any age). These rights include:

1. The right to inspect and review the student's education records within 45 days after the day University of Western States (UWS) receives a request for access. A student should submit to the registrar, dean, program director or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask University of Western States to amend a record should write the registrar, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the university decides not to amend the record as requested, UWS will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

UWS discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A university official typically includes a person employed by UWS in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of UWS who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing their tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UWS to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

See the list below of the disclosures that UWS may make without student consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, § 99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:



- To other school officials, including instructors, within UWS whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" under § 99.37. (§ 99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of § 99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§ 99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of § 99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the school's rules or policies with respect to the allegation made against him or her. (§ 99.31(a)(14))
- To parents of a student regarding the student's violation of any federal, state or local law, or of any rule or policy of the school, governing the use or possession of alcohol or a controlled substance if the school determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

## Education Records

At UWS, education records are defined as records, files, documents, data and other materials that contain information directly related to a student and are maintained by UWS or by a person acting for the university pursuant to UWS [Policy 1232 Privacy and Confidentiality of Student Records \(FERPA\)](#).

Directory information is generally not considered harmful to or invasive of students' privacy if released to third parties, and therefore may be disclosed without the prior consent of the student. Directory information includes:

- Student name
- UWS email
- Program of study
- Degrees received
- Dates of attendance
- Date of graduation
- Enrollment status (e.g., full-time, part-time, not enrolled, etc.)

A student is entitled to request that directory information not be made publicly available. Such a request must be made in writing to the office of the registrar using the "Request for Non-disclosure of Directory Information" form. A student may submit a request to block the sharing of their directory information at any time, and the request will be effective within three (3) to five (5) business days. Submitting a request to withhold directory information blocks the release of directory items in response to inquiries made to the university by the public after the receipt of the request. The block remains in effect until it is rescinded by the student in writing to the office of the registrar. UWS continues to honor any request made to not release directory information about a student even after the student no longer attends the university, so long as the student has not rescinded the request.

## 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, UWS email address, program of study, degrees received, dates of attendance, date of graduation and enrollment status. Any student who does not wish to disclose their information must notify the office of the registrar in writing. The office of the registrar or student success can provide appropriate forms to opt out of specific information disclosures.

## Copyright

University of Western States (UWS) recognizes the use of third-party materials may enhance teaching, learning and research activities. The university seeks to conform with copyright laws. All university constituents are responsible for complying with copyright laws as they apply to electronic and printed resources and media. Information regarding copyright compliance is found on the library [Copyright Services](#) page. See [Policy 1024 Copyright Violation](#) for additional information.

## Campus Safety and Security

UWS is committed to providing students with a safe environment in which to learn. The university has established 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 wear a visible ID badge 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 is on site and active during standard campus operating hours.

The university prepares an annual security report to comply with the Crime Awareness and Campus Security Act (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 911
- Call 503-206-3206

### Non-Emergencies

In non-emergency situations, report suspicious activities, theft, vandalism or safety concerns immediately to UWS campus safety at 503-206-3206, and/or through the [UWS Safe app](#) or the [online reporting portal for UWS Safe](#). Problems that pose a risk of injury, such as icy sidewalks, should be reported to campus maintenance at 503-206-3206. In non-emergency situations, students and employees injured on campus should immediately report the injury using the UWS Safe app. Treatment for injury, when needed, can be assessed through the Connected Whole Health clinic.

### 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 safety app, UWS Safe. UWS uses UWS Safe 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 downloading the app. UWS encourages students, family members and staff to download the [UWS Safe app](#). 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 or by email to a UWS email address.

### Campus Closings

Campus-based employees and students are urged to enable notifications from the [UWS Safe app](#), listen to the radio, local news channels or check the UWS website on mornings when weather or other conditions are hazardous. Refer to [Policy 3020 Closing Due to Inclement Weather or Emergency](#).

If a late opening is announced, UWS campus-based employees and students are expected to report for work or classes at the announced time. Even though the campus may be open, each individual is responsible for deciding if weather conditions at their residence or on the route to UWS make it unsafe to travel to campus. 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 or moved to an online environment when possible. 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 or moved to an online environment when possible. All other exams will take place as scheduled.

### Campus Safety

A major part of campus safety is individual safety consciousness and awareness of one's personal environment. We need your assistance and vigilance in keeping the campus as safe as possible by reporting all suspicions of potential harm immediately to campus safety.

- Program the campus safety phone line (503-206-3206) into the phone you carry onto campus.
- Wear your UWS identification badge at all times.
- If you lose your badge report it immediately to campus safety at 503-206-3206.

- Do not park in isolated areas; move your car during the daylight to a close location if you expect to leave campus after dark.
- While on campus be aware of your surroundings and report any suspicious behavior immediately to campus safety. Students and staff may call campus safety to request 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 leave personal property unattended anywhere on campus. When utilizing a locker, keep it locked and do not store valuables or your ID in your locker. Lockers must be emptied daily.
- Do not bring any kind of weapon onto UWS property. Firearms and other weapons are prohibited. Violators are subject to arrest, and disciplinary action.
- Never confront someone suspicious. If anyone or anything makes you feel unsafe or threatened, call campus safety immediately at 503-206-3206, or dial 211 from any campus phone. If you find yourself in imminent danger, call 911 while doing everything you can to remove yourself from the area. Call campus safety as soon as you are safe and able.

Safety and crime prevention are important to the campus community, and we appreciate your assistance in helping us keep everyone as safe as possible.

## 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 items: 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.

## Reception Desk

The UWS reception desk houses the campus lost and found and supports campus security. For lost items, you may call 503-251-5747, email [receptionist@uws.edu](mailto:receptionist@uws.edu) or stop by the reception desk with inquiries. Items in the lost and found are discarded after 60 days.

## Campus Store

The campus store posts required books and supplies by program on the [Textbook and Course Resources webpage](#). The campus store also offers food and coffee selections through the Spinal Tap coffee shop.

## Parking

### Visitor Parking

Visitor parking spaces are available in front of the main entrance. Visitors must register and obtain a complimentary parking permit from the reception desk if they will be on campus for more than the 30-minute visitor space time limit.

### Parking and Transportation

The university, in compliance with the City of Portland regulations, charges nominal rates for parking per quarter with an upgrade option in the parking garage. This paid upgrade option is granted on a first-come, first-served basis each quarter. All students with a permit may park in unmarked parking spaces on the surface lot. Students parking in marked spaces designated for faculty and staff, reserved, visitor, DMV Accessible/ADA, clinic and loading zones may be fined.

For occasional driving to campus, the campus store offers daily parking passes. Additionally, single-use public transportation tickets are available at a discount.

The campus is in walking distance to the 82nd Street Max transit station. Students who wish to exclusively use public transportation may be eligible for a discounted pass. Students may check for eligibility by emailing [parking@uws.edu](mailto:parking@uws.edu).

Bicycle racks are located in front of the building and in the underground garage. For detailed parking information refer to [Policy 1025 Parking and Transportation](#).

## Campus Visits

UWS invites all prospective students to contact the admissions office to arrange a personalized campus visit. Prospective students are welcome to schedule a campus tour, 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, contact the office of admissions at 800-641-5641 or [admissions@uws.edu](mailto:admissions@uws.edu).

# 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 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 resume.

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 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 on 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 evaluated based on an admissions committee review of credentials, personal interview, availability of space in the program and a completed background check with a verification report (see section entitled [Background Checks](#)). 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.

## International Applicants

UWS encourages international students to apply for admission. Eligible candidates must meet all university and program-specific admission requirements as outlined in this catalog. Due to programmatic licensure requirements, some programs may be unable to admit international students.

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. Results should be 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 admission 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

Program-specific application information, such as deadlines, can be found by visiting the UWS [application page](#).

## Notification of Admission Decisions

Applications are reviewed on a rolling basis when all necessary documents have been received by the office of admissions. The application review process generally takes two weeks upon receipt of all required application 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 conditional acceptance includes: a complete application with essays, transcripts from all previous academic placements, and an admission interview. Full acceptance will be offered once all conditions have been fulfilled.
- **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 for a future term.

## Licensure

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. In compliance with the U.S. Department of Education, University of Western States (UWS) provides [information](#) pertaining to professional licensure and certification for all relevant programs. Licensure requirements vary widely and are regulated by the laws and rules of each jurisdiction. Furthermore, the requirements change over time. Students should contact their state or provincial licensing board for information regarding licensure.

## 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. Students in most UWS 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. A failure to disclose or an attempt to falsify academic or official records may result in denial of admission or dismissal. Full admission to the university will be contingent upon 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 conditional acceptance). See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

## Conditional Acceptance

Conditional acceptance is intended for applicants who meet most of the academic admission requirements for a program but have not yet satisfied other requirements, such as a successful background check, or are missing one or more of the required admission materials. Missing materials may 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 conditional acceptance. Students who are conditionally admitted must attain a successful result from the background check and submit all outstanding items prior to the last day of their first term of enrollment. Conditionally 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. Refer to [Policy 2008 Conditional Acceptance](#).

## 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. Tuition deposits may be deferred two times for up to one year per deferral. If after two years the student does not enroll, the student must reapply and pay a new tuition deposit.

## 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

Individuals must apply for readmission after they have withdrawn, taken an unauthorized leave, failed to return from an authorized leave as agreed, failed to enroll for courses or been dismissed. Refer to [Policy 2006 Readmission](#).

## 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 16 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. Refer to [Policy 1214 Nondegree-Seeking Students Graduate Studies](#).

## Articulation Agreements

UWS maintains articulation agreements with other 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  
[Camosun College](#), Victoria, BC, Canada  
[Fairleigh Dickinson University](#), Teaneck, NJ  
[Georgetown University](#), Washington, DC  
[Multnomah University](#), Portland, OR  
[National University of Health Sciences](#), Lombard, IL  
[Oregon State University](#), Corvallis, OR

[Portland State University](#), Portland, OR  
[Simon Fraser University](#), Vancouver, BC, Canada  
[South Dakota State University](#), Brookings, SD  
[University of the Fraser Valley](#), Abbotsford, BC, Canada  
[Viterbo University](#), La Crosse, WI  
[Warner Pacific University](#), Portland, OR



## 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. Refer to [Policy 1013 Equal Opportunity and Non-Discrimination](#). 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. Refer to [Policy 1004 Nondiscrimination and Anti-harassment](#).

## Diversity

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. See the [UWS Diversity and Inclusion](#) page for more information.

## Tuition and Fees

The UWS Board of Trustees approves tuition rates and fees each winter. Tuition rates and fees are available to students prior to the beginning of the summer term effective date.

### Tuition and Fee Assessment

Tuition and fees are assessed for all registered students prior to the first day of each term of enrollment in accordance with the applicable [program tuition and fee schedules](#). Students in the doctor of chiropractic program taking less than a full load of credits should refer to [Policy 3022 Modified Schedule Tuition – DC Program](#).

### Tuition and Fee Statements and Balances

Student statements are published on [myUWS](#) for any student with a balance per the schedule on the [business office web page](#). Students are notified that their statements are available via their UWS email. 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 the first day of the term. Interest begins accruing on the first day of the term, however, a 10-day grace period is granted to make satisfactory payment arrangements with the business office. Detailed information about the tuition due dates is available on the [business office web page](#).

The following methods of payments are available for UWS students:

- Online payments via [myUWS](#) by e-check (only for bank accounts located in the U.S.) or credit card.
- Payments in person via check or money order made payable in USD, credit and debit cards or cash (only in U.S. currency) can be made in the business office from 8 a.m. to 4:30 p.m. Monday through Friday.
- Payments by mail via check or money order made payable in USD. Student ID number should be included on the check/money order and payable to University of Western States.
- International payment platform [Flywire](#) allows students and parents to pay securely from any country and any bank, generally in your home currency.
- Third-party payments (employer, AmeriCorps, Tribal organizations, Veteran Programs, etc).
- 529 Plan and GET Program.

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. A statement of financial responsibility is required for each program in which the student is enrolled. This statement will remain in effect for the duration of attendance at the university. 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 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. 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 the course does not count toward graduation. Refer to [Policy 1222 Course Audit](#).

## 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. A one-time fee is due at the time of application to use this payment method. 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. For more information, see the UWS [Payment Plan Agreement](#) or contact the [business office](#).

## Residual Checks

Financial aid and other payments received by the university are applied to student accounts within three business days of receipt. If a student expects to be awarded financial aid, no tuition payment is due on the account until the financial aid is applied. If financial aid is received in excess of tuition, fees and other student account charges, a residual payment in the form of check or Electronic Fund Transfer (EFT) will be issued to the student. An authorization form to establish direct deposit of funds is available on [the business office web page](#). Setting up direct deposit takes 7-10 business days.

## Past-Due Accounts

Any balance due to the university after the 10th day 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. Past due accounts are subject to interest in the amount of 18% annually.

## Leave or Withdrawal

[Policy 1239 Continuous Enrollment, Leave, Withdrawal, Dismissal and Expulsion](#) describes the processes for requesting an approved leave and for permanent withdrawal from the university. When a student wishes to take a leave or to withdraw from UWS, it is the student's responsibility to request the leave through the [Leave Inquiry](#) page. A student who stops attending during a term and does not submit the appropriate documentation to process a leave or withdrawal may be administratively withdrawn and any unearned financial aid may be returned directly to the appropriate loan servicer. Loan servicer information can be found at [studentaid.gov](#). 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 a 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, may be available.

## 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 matriculated in a degree or certificate seeking program that is eligible for federal aid.
- Be enrolled in a program at least half-time for federal loans. Only courses that are required to obtain a student degree/certificate will be taken into consideration to determining their enrollment status for financial aid purposes.
- 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](#).
- Comply with any other applicable rules.

## How to Apply

Eligible students may apply for financial aid by completing and submitting a Free Application for Federal Student Aid (FAFSA), available on the [FAFSA website](#). 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 may 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 office of financial aid. 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, in preparation for the upcoming summer term for continuing students, or throughout the year for newly admitted students, begins once tuition and fees have been announced for the upcoming academic year. 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. Award offers will be available via [MyFinancialAid Portal](#) and students will receive an email notifying them when the award is available for viewing. Students should review all the information included in the [MyFinancialAid Portal](#) to ensure timely delivery of funding each term. New students are required to actively accept or decline their aid offer. Continuing students do not require active acceptance.

Eligibility for financial aid is an on-going evaluation process. Any erroneous aid awarded (for reasons including, but not limited to, changes in eligibility, human and/or computer error) will be returned. This may result in a balance. It is the student's responsibility to make payment arrangements with the business office. Refer to section on *Tuition and Fees* on how an unpaid balance will affect future enrollment.

## 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 and borrowing history. 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 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 several 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 or in the *Weekly Vitals* e-newsletter.

## 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](#) or *Weekly Vitals*. To determine federal work-study or other campus employment eligibility, email the [office of financial aid](#).

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

Admitted students in all programs may be eligible for non-federal sources of funding. Non-federal loans borrowed through private lenders:

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

Students are responsible for meeting any eligibility requirements of private loan with any bank or credit union.

## 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 to retain eligibility for financial aid. Failure to maintain SAP, including minimum cumulative GPA and adequate progress toward degree completion, will result in disqualification from federal student aid programs at UWS. Students with mitigating circumstances may appeal for their financial aid eligibility. 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. Refer to [Policy 1203 Enrollment Status](#).

Status	Undergraduate	Doctor of Chiropractic	Graduate*	Graduate* Capstone**
Full-Time	greater than or equal to 12 credits	greater than or equal to 9 credits	greater than or equal to 9 credits	greater than or equal to 6 credits
Three-Quarter Time	greater than or equal to 9 credits and less than 12 credits	greater than or equal to 6.75 credits and less than 9 credits	greater than or equal to 6.75 credits and less than 9 credits	greater than or equal to 4 credits and less than 6 credits
Half-Time	greater than or equal to 6 credits and less than 9 credits	greater than or equal to 4.5 credits and less than 6.75 credits	greater than or equal to 4.5 credits and less than 6.75 credits	greater than or equal to 3 credits and less than 4 credits
Less than Half-Time	less than 6 credits	less than 4.5 credits	less than 4.5 credits	less than 3 credits

\*For programs in the college of graduate studies.

\*\*For students in the college of graduate studies who have completed all coursework required for the degree and are enrolled only in the capstone experience (as defined by program requirements; may include a final capstone, scholarly project, dissertation, internship, clinical counseling practicum, clinical counseling 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 on Financial Aid

Students who withdraw, take a leave 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 way a student withdraws. "Unearned" funds must be returned to the U.S. Department of Education. R2T4 calculations are performed within federal regulations as proscribed by the Department of Education.

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

UWS is required to notify the appropriate providence when a Canadian aid recipient withdraws or ceases to be a full-time student.

## Emergency Loans

UWS may provide short-term loan funding to cover a student's emergency needs. Eligibility criteria for emergency loans include satisfactory academic progress, current enrollment and other requirements under [Policy 3801 Emergency Student Loans](#). Application for emergency loans may be made by submitting the [Application and Promissory Note](#) to the office of financial aid.

Loans must be paid in full within 60 days from the date of issuance, by June 30, or by the end of the final term of attendance, whichever comes first.

### **Loan Repayment Responsibilities**

As the main beneficiary of their education, students hold 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 are 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 or dismissal or enrolled in less than half-time. Whenever possible, this exit interview should be completed within a month of separation from the university. Exit interviews may be completed online. 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 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.

## **Registrar**

The office of the registrar supports students, faculty and staff by maintaining academic records, course registrations, and upholding the academic policies and procedures that govern UWS. The office processes grades, transcript requests, makes records available following FERPA guidelines, and manages veteran's educational benefits.

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 Privacy and Confidentiality of Student Records \(FERPA\)](#).

### **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. For information on how to request a review of records or to initiate the grievance and appeal, refer to [Policy 1232 Privacy and Confidentiality of Student Records \(FERPA\)](#).

### **Transfer Credit**

In consultation with the office of admissions, program directors, and deans, the office of the registrar enters accepted coursework toward a specific degree onto a student's record. Refer to [Policy 2007 Transfer Credit](#) for additional conditions.

### **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 seven calendar days of the term, a student may change enrollment status without financial penalty or impact on academic standing. After the first seven 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 doctor of chiropractic (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 due to academic performance unless authorized by the program dean. Refer to [Policy 1215 Drop Add](#).

To add or drop a course, students must submit a completed Add/Drop form to the office of the registrar or complete the enrollment change in [myUWS](#). 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](#).

## Transcript Requests

University of Western States, in accordance with the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 and subsequent amendments, does not release a student's record without the student's written consent. Except when required by law, UWS does not provide an official transcript until all outstanding obligations (financial, academic or administrative) are resolved.

Official transcripts are ordered through the online transcript portal. Requests for official transcripts are processed online and must be accompanied by a credit card payment in the amount of the current transcript fee (also posted on the website). Official transcripts bear the registrar's signature. Unofficial transcripts are available to current students through their account in [myUWS](#).

Transcripts are sent electronically or via U.S. mail within three to five business days to the third-party recipients listed on the request. When available and requested, a copy of the graduate's diploma may be included with official transcripts sent to state licensing boards at no additional charge. Except when required by law, 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 Chiropractic 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 chiropractic licensure exams. Students should communicate with the office of the registrar far in advance of posted deadlines to ensure that necessary materials and other requirements are provided on time.

Information on national board of chiropractic 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)

## Veterans Benefits

Students at UWS are eligible to use most veterans benefits they would be eligible to use at any VA approved college or university including vocational rehabilitation. UWS also participates in the Yellow Ribbon program, which is available to those students receiving 100% educational benefits through the Post 9/11 GI Bill<sup>®</sup>. 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<sup>®</sup> 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 satisfactory academic standing in accordance with the academic policies described in this catalog. Most students using Post 9/11 GI Bill<sup>®</sup> benefits for their courses are required to verify their enrollment each month. The university follows the regulations required in section 3679(e) of Title 38 of the Veterans Benefits and Transition Act of 2018. Contact the office of the registrar for processing or the student's regional veterans affairs office for more information on available programs.

*GI Bill<sup>®</sup> is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official [U.S. government website](#).*

## 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. Satisfactory academic standing, academic warning, academic probation and academic 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



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

## **Academic Integrity**

University of Western States (UWS) is committed to academic excellence and thrives on honesty, respect and integrity. UWS adheres to standards of academic integrity displayed through ethical conduct. Violation of the university's academic integrity standards may result in disciplinary actions. For a detailed list of academic integrity standards, refer to [Policy 1230 Academic Integrity](#).

UWS prohibits all forms of academic dishonesty or 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 and taking an assessment, and following completion of an assessment, 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.

## **Online Exam Proctoring**

UWS may use a remote exam proctoring service to help ensure exam integrity for students taking online exams. Students taking courses online may be directed to take specific examinations through the service [www.proctoru.com](http://www.proctoru.com). A webcam and high-speed internet connection are required. Students are required to install a plug-in to use the proctoring service.

## **Similarity and Plagiarism Software**

Students agree that by taking a UWS course, written work (e.g., essays, online discussions, papers, capstone projects, etc.) may be subject to submission for textual similarity review to an electronic plagiarism detector. All submitted papers will be included as source documents in the plagiarism detector reference database solely for the purpose of detecting plagiarism of such papers. More detail on expected student conduct as it relates to plagiarism is available in [Policy 1230 Academic Integrity](#).

## **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](#).

UWS students and faculty are required to demonstrate regular and substantive interaction in their online and hybrid courses. For more information, see the [UWS Statement on Regular and Substantive Interaction](#).

## **Involuntary Leave**

Under certain circumstances, UWS may change the enrollment status of a student by imposing an involuntary leave. An involuntary leave 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](#). When safety is an immediate concern, the university may remove a student from the campus environment pending final decision on involuntary leave. Refer to [Policy 1225 Involuntary Leave](#).

## **Transfer Credit**

UWS recognizes that students may have completed courses at other accredited universities that are comparable to courses taught in the curriculum at UWS. Review information related to transfer credits in the specific college sections of this catalog and refer to [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 its offerings. Enrolling in elective courses may require paying additional tuition and fees. It is the student's responsibility to consult with the office of financial aid to determine if an elective course is covered by financial aid. Elective courses completed are reflected on the student's transcript with the name of the course and the grade received.

## **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 make-up tests. Students who need to request a make-up exam must first communicate with the lead instructor of the affected course(s).

## **Independent Study**

An independent study is a one-on-one learning experience that meets the learning outcomes for a specific course in the program. Independent study may be available to students at the discretion of the program dean when appropriate due to curriculum changes or other unusual circumstances (e.g., illness or transfer). Independent study may also be an option when a student has an interest in a topic that is not included as a course within the curriculum. Refer to [Policy 1236 Independent Study](#) for additional information.



## Leave

A student who wishes to interrupt their studies for a period of time with the specific intention of returning to complete the program must request a leave by submitting a [Leave Inquiry](#). Refer to [Policy 1239 Continuous Enrollment, Leave, Withdrawal, Dismissal and Expulsion](#).

## 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. Refer to [Policy 1204 Attendance, Tardiness and Course Participation](#). In accordance with [Policy 1223 Make-Up Examinations](#), prior to the religious observance the student is required to coordinate with the instructor a time for the make-up exam or assignment. 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. The acceptance decision will be based on admission standards in effect at the time of reapplication, as well as the applicant's previous performance at UWS. Forms and instructions are available electronically and can be accessed via the office of the registrar. Refer to [Policy 1239 Continuous Enrollment, Leave, Withdrawal, Dismissal and Expulsion](#) and [Policy 2006 Readmission](#).

## Progress Toward Degree Completion

Legal, academic, medical, financial and other institutional requirements exist related to student completion of 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 university privileges, including but not limited to: registration, 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.

Academic Program	Suggested Enrollment Time	Maximum Enrollment Time (in accordance with <a href="#">Policy 1218 Academic Standing</a> )
Doctor of Chiropractic	3 years	6 years
Doctor of Clinical Nutrition	2 years	5 years
Doctor of Education in Sport and Performance Psychology	3 years	10 years
Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Counseling	4 years	10 years
Master of Science in Clinical Mental Health Counseling	2 years	5 years
Master of Science in Human Nutrition and Functional Medicine	2 years	5 years
Master of Science in Sport and Performance Psychology	2 years	5 years
Master of Science in Sports Medicine	2 years	5 years
Graduate Certificate in Applied Sport Psychology	1 year	3 years
Graduate Certificate in Human Nutrition and Functional Medicine	1 year	3 years

## 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	Assigned when a student completes the required coursework and fails to meet the course objectives.
UF	Unearned Failure	0	Assigned when completed course activities and/or assignments are insufficient to make a normal evaluation of academic performance.
P	Pass	-	
NP	No Pass	-	
I	Incomplete	-	Incomplete activities must be completed by week four of the subsequent term of the student's enrollment in which an instructor is available to oversee the incomplete work or automatic failure (F) will be recorded.

Grade	Definition	Quality Points	Condition
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	-	Assigned to remove a student from one or more courses for failure to comply with academic requirements or university policy.
T	Transfer Credit	-	
AU	Audit (not for credit)	-	

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, P or R 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
- Retaliation

### Dean's List and Completion Honors

In accordance with [Policy 1242 Dean's List and Completion Honors](#), students who excel in their academic programs are recognized as follows.

Program	Dean's List (Cumulative GPA upon term completion)	Completion Honors (Cumulative GPA upon program completion)
Doctor of chiropractic program	3.5 or higher with no remedial (R), incomplete (I), or unsatisfactory grades, as defined by Policy 1218 Academic Standing, received for the term	Summa cum laude 3.85-4.0 Magna cum laude 3.75-3.84 Cum Laude 3.5-3.74
All other graduate programs	3.95 or higher with no remedial (R), incomplete (I), or unsatisfactory grades, as defined by Policy 1218 Academic Standing, received for the term	Distinction 3.95-4.0
BS in human biology degree-completion program	N/A	N/A
Certificate programs	N/A	N/A

# College of Chiropractic

## Doctor of Chiropractic (DC)

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

### Mission Statement

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

### Graduation Requirements - DC

The DC degree is conferred upon the individual who has fulfilled the following 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.

### Admission to the DC

#### 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. Refer to the DC program [admissions page](#) for detailed information. 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.

#### Alternate Admissions Track Plan

Students who do not meet the minimum standards for admission to the DC program but have at least a 2.75 GPA for 135 quarter credit hours or 90 semester credit hours of acceptable undergraduate coursework, may be eligible for an Alternative Admissions Track Plan (AATP). Such applicants should contact the office of admissions for further information. Students admitted with AATP status may be provided with individualized academic plans that may include, but are not limited to, any one or more of the following: reduced course loads, required tutoring, assigned mentors and regular progress monitoring.

#### Technical Standards

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be competent practitioners in a respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

#### 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 enrolling 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

DC 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 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. In compliance with the U.S. Department of Education, University of Western States (UWS) provides [information](#) pertaining to professional licensure and certification for all relevant programs.

Prerequisites	General Suggestions	Semester Hours	Quarter Hours
Life and Physical Sciences	Coursework in Anatomy & Physiology (8 quarter credits or 6 semester credits) and General Chemistry (4 quarter credits or 3 semester credits) is required.  Additionally, 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.	24	36
Life and Physical Sciences Labs	At least half of the required life and physical science coursework above must include a substantive laboratory component.		
Humanities and Social Sciences	Anthropology, art appreciation, comparative religions, English, economics, foreign language, geography, history, philosophy, political science, psychology, sociology, speech communication, women's studies, writing, etc.	66	99
Additional Courses	Courses that are in the student's area of interest.		
<b>Total Credits Required</b>		<b>90</b>	<b>135</b>

*Note.* Only coursework with a letter grade of C or higher will be considered. If more than one course is taken to fulfill the requirement, the course content must be unduplicated.

Students entering the doctor of chiropractic program are required to have 135 quarter credits / 90 semester credits of undergraduate coursework. As part of the 135 quarter credits / 90 semester credits, students are required to have 36 quarter credits / 24 semester credits in the physical and life sciences, with at least half of the courses containing a lab component.

The physical and life sciences credits must be completed within the last seven years. The seven-year requirement may be waived for applicants who have completed at least a bachelor's degree with a 3.00 GPA, or under other circumstances as determined by the dean of the college of chiropractic. All courses must be completed with a "C" grade or higher.

For domestic students, all undergraduate courses must be taken at an institution accredited by an agency recognized by the U.S. Department of Education and must be transferable at the baccalaureate level.

### **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 the 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), DSST, NY Board of Regents College Examinations, or college challenge exams. For acceptance, courses and credit hours must be listed on a transcript from an accredited institution.

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**

UWS recommends that the required life and physical sciences coursework be completed within seven years prior to 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.

### **Transfer Credits**

Applicants for admission who desire to transfer from other chiropractic or health profession programs are considered for admission. Credits must be earned within the past five years to be eligible for transfer. Courses used to meet specific UWS admission requirements are not eligible for transfer credit. Additionally, some courses must be completed at UWS and are not eligible for transfer. See [Policy 2007 Transfer Credit](#) for additional conditions related to credit transfer.

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

Applicants are required to complete an application for admission prior to a transfer evaluation request. Applicants should expect to hear back from UWS within 6-8 weeks. The dean's office, in collaboration with the office of the registrar, will construct a customized program of study as needed for DC students who transfer into the program. The customized schedule will be created to promote the most appropriate and efficient path through the program. Transfer students may require additional time to meet all UWS graduation requirements due to variations in credit value, term length and the placement of courses in a program.

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 college of chiropractic dean's office, in consultation with the appropriate faculty members, 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 - DC**

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 may have the option to "split" quarters eight and nine across three quarters so that the courses are taken over three terms instead of two. Participation in the split extends the student graduation date by one term. It is the students' responsibility to determine the financial and personal implications of this option.

The split option will only be offered when a minimum of 20 students selects the option. The split is only an option for students whose 8th quarter occurs in the summer or fall term. Interested students may 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 chiropractic students. See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

### **Financial Aid – DC**

All admitted DC students with a valid FAFSA on file are automatically considered for all types of aid, in the order listed below, based on meeting eligibility criteria and availability of funds. All coursework must be necessary for graduation requirements. 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.
- Submission of all required documents.
- Correction Flags, Verification, and any other items determined by the Department of Education are resolved.
- The student is not in default and does not owe an overpayment on a federal grant or loan.
- The student's enrollment is at least half-time.
- Student must be making Satisfactory Academic Progress (SAP).
- Not have a judgment lien for a federal debt.
- In combination with other aid, loans do not exceed the student's financial need or COA.
- Grace period: Students have six months after graduation or leaving school before repayment begins.
- Fees: approximately 1% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest on loans accrue from time of disbursement.

#### **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.
- Submit a Grad PLUS Request. The request form can be found on the [financial aid webpage](#), under forms.
- Submission of all required documents.
- Correction Flags, Verification, and any other items determined by the Department of Education are resolved.
- The student is not in default and does not owe an overpayment on a federal grant or loan.
- The student's enrollment is at least half-time.
- Student must be making Satisfactory Academic Progress (SAP).
- Not have a judgment lien for a federal debt.

- In combination with other aid, loans do not exceed the student's financial need or COA.
- Fees: approximately 4.3% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest on loans accrue from time of disbursement.

### **Federal Work Study**

Student employment is available on campus with a variety of departments. Limited remote jobs are offered as well. Funds are limited and priority is given to students who have secured a position. Contact the [office of financial aid](#) for more information. Open positions will be advertised in the *Weekly Vitals* e-newsletter.

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

Admitted students in all programs may be eligible for non-federal sources of funding. Non-federal loans borrowed through private lenders:

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

Students are responsible for meeting any eligibility requirements of private loan with any bank or credit union.

### **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 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. 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. Students can go to the [Canadian government website](#) to start the process of applying for aid available through their own province. Students are encouraged to complete paperwork in a timely manner. 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, 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, furnish the necessary documents to the [office of financial aid](#) for certification. For proof of enrollment, 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 a 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](#) 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. More information can be found on the [Professional Licensure Disclosure](#) webpage.

## 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 additional state required chiropractic licensing exams. 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 data](#) 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 – DC

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 – DC

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

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

Qtr.	Course #	Course Name	Credits	Grade
1	BSC5106	Human Morphology I	6	G
1	BSC5108	Cellular and Molecular Architecture	5	G
1	CHR5122	Introduction to Health Care	3	G
1	CHR5126	Spinal Biomechanics	1	G
1	CHR5137	Surface Anatomy	1.5	P/F
1	CSC5183	Spine and Pelvis Radiographic Anatomy <i>Co-req: BSC5106</i>	2.25	G
<b>Q1 Total</b>			<b>18.75</b>	
2	BSC5204	Neuroscience I <i>Pre-req: BSC5106; Co-req: BSC5206</i>	4.5	G
2	BSC5206	Human Morphology II	4.5	G
2	BSC5218	Metabolism	3.5	G
2	CHR5223	Exploring the Chiropractic Profession	1	P/F
2	CHR5227	Spinal Kinetics and Kinematics	2	G
2	CHR5231	Adjustive Psychomotor Skills	1	P/F
2	CHR5235	Spinal Assessment <i>Pre-req: CHR5126</i>	2	P/F
2	CSC5244	Information Mastery	1	P/F
2	CSC5284	Extremity Radiographic Anatomy <i>Pre-req: CSC5183</i>	1.5	G
<b>Q2 Total</b>			<b>21</b>	

Qtr.	Course #	Course Name	Credits	Grade
3	BSC5306	Human Morphology III	4.5	G
3	BSC5307	Neuroscience II <i>Pre-req: BSC5204</i>	4.5	G
3	BSC5310	Immunology	3	G
3	BSC5315	Function and Disease I <i>Pre-req: BSC5108</i>	4	G
3	CHR5322	Thoracic Manipulation Lecture <i>Co-req: CHR5333</i>	2	G
3	CHR5325	Chiropractic Theories	1	G
3	CHR5333	Thoracic Manipulation Lab <i>Pre-req: CHR5235; Co-req: CHR5322</i>	2	P/F
3	CSC5385	Soft Tissue Normal Imaging <i>Pre-req: CSC5284; Co-req: BSC5306</i>	1.5	G
<b>Q3 Total</b>			<b>22.5</b>	
4	BSC6101	Microbiology	4	G
4	BSC6115	Function and Disease II <i>Pre-req: BSC5315</i>	4	G
4	BSC6120	Foundational Nutrition <i>Pre-req: BSC5218</i>	2	G
4	CHR6125	Rehabilitation Principles	2	P/F
4	CHR6126	Pelvic Manipulation Lecture <i>Co-req: CHR6127</i>	1	G
4	CHR6127	Pelvic Manipulation Lab <i>Pre-req: CHR5333; Co-req: CHR6126</i>	1.5	P/F
4	CSC6179	Evaluating Therapy Studies	2	G
4	CSC6187	Radiation Physics and Safety	2.5	G
<b>Q4 Total</b>			<b>19</b>	
5	BSC6215	Function and Disease III <i>Pre-req: BSC6115</i>	4	G
5	BSC6221	Genomics	3	G
5	CED6245	Patient Interviewing, Communication and Boundaries	2	P/F
5	CED6250	Head and Neck Diagnosis & Management <i>Pre-req: BSC5206; Co-reqs: CED6245, CED6251</i>	3	G
5	CED6251	Head and Neck Physical Assessment <i>Pre-req: BSC5206; Co-reqs: CED6245, CED6250</i>	1	P/F
5	CHR6225	Lumbar Manipulation Lecture <i>Co-req: CHR6235</i>	1	G
5	CHR6226	Joint Dysfunction and Pain Syndromes	1	P/F
5	CHR6228	Tissue Biomechanics	2	G
5	CHR6235	Lumbar Manipulation Lab <i>Pre-req: CHR6127; Co-req: CHR6225</i>	1.5	P/F
5	CSC6275	Dermatology and Infectious Disease <i>Pre-req: BSC6101</i>	2	G
5	CSC6279	Evaluating Systematic Reviews, Diagnosis & Harm Studies	2	G
5	CSC6281	Imaging Clinical Decision Making <i>Pre-reqs: CSC5385, CSC6187</i>	2	G
<b>Q5 Total</b>			<b>24.5</b>	
6	CED6345	Cardiopulmonary Diagnosis & Management <i>Pre-reqs: BSC5306, BSC6115; Co-req: CED6346</i>	4	G
6	CED6346	Thorax and Abdomen Physical Assessment <i>Pre-reqs: BSC5306, CED6245; Co-req: CED6345</i>	1	P/F
6	CED6370	Patient Management and Charting	2	P/F
6	CHR6326	Spinal Disorders: Diagnosis and Management <i>Co-req: CHR6327</i>	6	G
6	CHR6327	Neuro-Orthopedic Assessment of the Spine <i>Co-req: CHR6326</i>	1	P/F
6	CHR6332	Extremity Biomechanics	2	G
6	CHR6333	Extremity Muscle Testing	1	P/F
6	CHR6338	Cervical Manipulation Lecture <i>Co-req: CHR6342</i>	1	G
6	CHR6341	Spinal Rehabilitation	1	P/F
6	CHR6342	Cervical Manipulation Lab <i>Pre-req: CHR6235; Co-req: CHR6338</i>	2	P/F

Qtr.	Course #	Course Name	Credits	Grade
6	CHR6344	Extremity Joint Play Assessment	0.5	P/F
6	CSC6367	Clinical Laboratory	4	G
<b>Q6 Total</b>			<b>25.5</b>	
7	CED7165	Intern Development	1.5	P/F
7	CED7151	Clinical Training – Phase I Lecture <i>Pre-req: CHR6326; Co-req: CED7152</i>	2	P/F
7	CED7152	Clinical Training - Phase I Lab <i>Pre-req: CHR6326; Co-req: CED7151</i>	1	P/F
7	CED7164	Gastrointestinal Diagnosis & Management <i>Pre-reqs: BSC5306, CED6245</i>	3	G
7	CHR7128	Lower Extremity Diagnosis and Management <i>Pre-reqs: CHR6332, CHR6228; Co-req: CHR7129</i>	3	G
7	CHR7129	Lower Extremity Orthopedic Assessment <i>Co-req: CHR7128</i>	1	P/F
7	CHR7130	Lower Extremity Taping and Splinting	0.5	P/F
7	CHR7139	Extremity Joint Manipulation <i>Pre-req: CHR6344</i>	1	P/F
7	CHR7140	Spinal Manipulation Review <i>Pre-req: CHR6342</i>	1.5	P/F
7	CHR7163	Physiotherapy Modalities	3	G
7	CSC7167	Clinical Pathology <i>Pre-req: CSC6367</i>	3	G
7	CSC7175	Emergency Care	1	P/F
7	CSC7177	Transitioning Into Practice	1	G
7	CSC7188	X-ray Positioning – Spine and Thorax	1.5	G
7	CSC7192	Bone Pathology I <i>Pre-req: CSC6281; Co-req: CSC7188</i>	2.5	G
<b>Q7 Total</b>			<b>26.5</b>	
8/Split I	CED7251	Clinical Training - Phase II Lecture <i>Pre-reqs: CED7151, CED7152; Co-req: CED7252</i>	2	P/F
8/Split I	CED7252	Clinical Training - Phase II Lab <i>Pre-reqs: CED7151, CED7152; Co-req: CED7251</i>	1	P/F
8/Split I	CHR7230	Upper Extremity Diagnosis and Management <i>Pre-req: CHR6332; Co-req: CHR7231</i>	3	G
8/Split I	CHR7231	Upper Extremity Orthopedic Assessment <i>Co-req: CHR7230</i>	1	P/F
8/Split I	CHR7232	Upper Extremity Taping and Splinting	0.5	P/F
8/Split I	CHR7233	Extremity Manipulation and Review <i>Pre-req: CHR7139</i>	1	P/F
8/Split I	CHR7266	Advanced Rehabilitation	3	G
8/Split II	CLI7210	Clinical Internship I <i>Pre-reqs: CED7151, CED7152, CHR6326 (must have passed CHR6326 or must be enrolled concurrently)</i>	2	P/F
8/Split I	CSC7268	Doctor/Patient Communication	1.5	G
8/Split I	CSC7271	Clinical Nutrition and Botanicals I	4	G
8/Split II	CSC7289	X-ray Positioning – Extremities and Pelvis <i>Pre-req: CSC7188</i>	1.5	G
8/Split II	CSC7293	Bone Pathology II <i>Pre-req: CSC7192; Co-req: CSC7289</i>	3.5	G
<b>Q8 Total</b>			<b>24</b>	
9/Split III	CED7351	Clinical Training - Phase III Lecture <i>Pre-reqs: CED7251, CED7252; Co-req: CED7352</i>	2	P/F
9/Split III	CED7352	Clinical Training - Phase III Lab <i>Pre-reqs: CED7251, CED7252; Co-req: CED7351</i>	1	P/F
9/Split II	CHR7330	Thoracic Case Management <i>Co-req: CHR7331</i>	1	G
9/Split II	CHR7331	Thoracic Case Practicum <i>Co-req: CHR7330</i>	1	P/F
9/Split III	CLI7307	Clinical Internship II <i>Pre-req: CLI7210</i>	3.25	P/F
9/Split II	CSC7324	Clinical Neurology	5	G
9/Split III	CSC7366	Jurisprudence and Ethics	2	G
9/Split III	CSC7367	Genitourinary Survey	4	G

Qtr.	Course #	Course Name	Credits	Grade
9/Split II	CSC7372	Clinical Nutrition and Botanicals II <i>Pre-req: CSC7271</i>	1	G
9/Split II	CSC7375	Introduction to Pharmacology	3	G
9/Split III	CSC7377	Marketing and Advertising	1	G
9/Split III	CSC7394	Bone Pathology III <i>Pre-req: CSC7293</i>	1.5	G
<b>Q9 Total</b>			<b>25.75</b>	
10/11	CHR8127	Cervical Case Management <i>Co-req: CHR8140</i>	1	P/F
10/11	CHR8140	Cervical Case Practicum <i>Co-req: CHR8127</i>	1	P/F
10/11	CLI8159	Clinical Internship III <i>Pre-req: CLI7307</i>	8.25	P/F
<i>Students select one of the following labs (CSC8155 or CSC8156) to fulfill curriculum requirements.</i>				
10/11	CSC8155	Genitourinary Lab Survey	0.25	P/F
10/11	CSC8156	Advanced Genitourinary Lab Elective	0.50	P/F
10/11	CSC8167	Minor Surgery/Proctology	2.5	G
10/11	CSC8168	Correlative and Differential Diagnosis	2	G
10/11	CSC8171	Chiropractic Business Plans	2	G
10/11	CSC8173	Obstetrics	2	G
10/11	CSC8181	Clinically Applied Evidence I	1	P/F
10/11	CSC8199	Soft Tissue Interpretation <i>Pre-req: CSC7293</i>	1.5	G
<b>Q10/11 Total</b>			<b>21.5 or 21.75</b>	
10/11	CHR8227	Lumbopelvic Case Management <i>Pre-reqs: CHR6326, CHR6327</i>	1	P/F
10/11	CHR8241	Chiropractic Technique Survey	1	P/F
10/11	CLI8262	Clinical Internship IV <i>Pre-req: CLI8159</i>	8.25	P/F
10/11	CSC8266	Clinical Pediatrics	3	G
10/11	CSC8267	Clinical Geriatrics	2	G
10/11	CSC8268	Clinical Psychology	3	G
10/11	CSC8281	Clinically Applied Evidence II	1	P/F
10/11	CSC8295	Bone Pathology IV <i>Pre-req: CSC7394</i>	1.5	G
<b>Q10/11 Total</b>			<b>20.75</b>	
12	CLI8362	Clinical Internship V <i>Pre-req: CLI8262</i>	9	P/F
<b>Q12 Total</b>			<b>9</b>	
<b>Total</b>			<b>258.75 or 259</b>	

### Electives

Qtr.	Course #	Course Name	Credits	Grade
2	CED5205	Mind Body Medicine	1	P/NP
6-12	ELE5006	Instrument Assisted Soft Tissue Mobilization (IASTM)	1	P/NP
6-12	ELE6010	Activator Method Chiropractic Technique Seminar	0	P/NP
10/11	CSC8178	Minor Surgery/Proctology Lab Elective	0.5	P/NP

### Course Descriptions – DC

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

#### BSC5106 Human Morphology I (6 credits)

Foundational course for healthcare students focusing on the regional anatomy of the back, posterior neck, upper extremity, and lower extremity. Anatomical structure, function and relationships of the bones, joints, muscles, blood vessels and nerves in each region are examined in detail from both a gross and histological perspective, and as appropriate, developmental processes will

be explored. Clinical correlations and applications, foundational anatomical concepts and terminology are introduced. Prosected cadavers enable observation and review of the anatomy. (5+3)

**BSC5108 Cellular and Molecular Architecture** (5 credits)

A comprehensive foundational course explaining the interrelationships between molecules, cells, organs, and systems. Define and analyze the normal relationship between structure and function of the four biomolecules; lipids, amino acids, carbohydrates, and nucleotides in the context of cellular architecture. Student-centered learning activities promote development of connections between cell and molecular structure and nutrition, physiology, and clinical diagnosis. (5+0)

**BSC5204 Neuroscience I** (4.5 credits)

Foundational neuroscience course focusing on the organization and functioning of the nervous system that will prepare students for diagnosis and treatment of neurological disorders. The essential principles of synaptic transmission, development and histology of nervous system structures, and the anatomy of somatosensory and motor control pathways will be examined. Foundational neuroscience concepts are applied to clinical scenarios using clinical correlations and case studies. Whole and prosected brain specimens are utilized in lab for visualization of pertinent structures. (4+1.5) *Prerequisite: BSC5106; Corequisite: BSC5206*

**BSC5206 Human Morphology II** (4.5 credits)

Foundational course for healthcare students focusing on the regional anatomy of the head, cranial vault, anterolateral neck, and vertebral canal. Anatomical structure, function and relationships of the bones, joints, muscles, vessels, nerves, viscera, and organs of special sense in each region are examined in detail from both a gross and a histological perspective, and as appropriate, developmental processes will be explored. Organization and function of cranial nerves and the autonomic nervous system are each discussed in detail. Clinical correlations and applications are introduced throughout the course. Prosected cadavers enable observation and review of the anatomy. (4+1.5)

**BSC5218 Metabolism** (3.5 credits)

Foundational course of metabolism; the sum of all intracellular chemical processes by which nutritive material is converted into cellular components. Define and analyze the regulation of enzymes, intermediates, vitamins, and minerals to assess the underlying cause of metabolic disorders. Student-centered learning activities promote development of connections between normal metabolism and clinical diagnosis. (3+1.5)

**BSC5306 Human Morphology III** (4.5 credits)

Foundational course for healthcare students focusing on the regional anatomy of the thorax, abdomen, pelvis, and perineum. Anatomical structure, function and relationships of the bones, joints, muscles, vessels, nerves, and viscera in each region are examined in detail from both a gross and a histological perspective, and as appropriate, developmental processes will be explored. Clinical correlations and applications are introduced throughout the course. Prosected cadavers enable observation and review of the anatomy. (4+1.5)

**BSC5307 Neuroscience II** (4.5 credits)

Foundational neuroscience course focusing on the organization and function of the nervous system that will prepare students for diagnosis and treatment of neurological disorders. The anatomy of the olfactory, visual, auditory, vestibular, and limbic systems will be examined. Vascular supply to nervous system structures, localization of higher cortical functions, and cranial nerves will be discussed. Foundational neuroscience concepts are applied to clinical scenarios using clinical correlations and case studies. Whole and prosected brain specimens are utilized in lab for visualization of pertinent structures. (4+1.5) *Prerequisite: BSC5204*

**BSC5310 Immunology** (3 credits)

Foundational course explaining the normal human immune response and pathologies that result from an impaired immune response. Diagnosis and prevention of common human diseases are actively explored. Topics include, innate immunity, adaptive immunity, immune cell function, autoimmunity, immunopathologies, immune deficiencies, as well as the histology of the immune system structures. (3+0)

**BSC5315 Function and Disease I** (4 credits)

Foundational course survey of the normal function, etiology, pathogenesis, morphology, and clinical manifestations of cellular injury, neoplasia, hemostasis, and muscle physiology. Define and analyze the normal function of cells, blood, and the musculoskeletal system to assess the underlying cause of cellular disease, hemodynamic disorders, and musculoskeletal disorders. Student-centered learning activities promote development of connections between normal physiology and clinical diagnosis. (4+0) *Prerequisite: BSC5108*

**BSC6101 Microbiology** (4 credits)

Foundational course addressing general principles of microbiology as well as a comprehensive study of pathogens that impact human health. General principles include structure and biochemical characteristics of pathogens. Human pathogens covered include bacteria, viruses, fungi and parasites. Emphasis is placed upon bacteria and viruses that are most seen in human infections. Course activities will encourage clinical application where appropriate. (4+0)

**BSC6115 Function and Disease II** (4 credits)

Foundational course explaining normal function, etiology, pathogenesis, morphology, and clinical manifestations of the cardiovascular, respiratory, and renal systems. Student-centered course activities promote development of connections between normal physiology and clinical presentation. (4+0) *Prerequisite: BSC5315*

**BSC6120 Foundational Nutrition** (2 credits)

Foundational course survey of the role of macronutrients and micronutrients in metabolism and physiology. Define and analyze how a balanced intake of carbohydrates, lipids, protein, electrolytes, minerals, lipid soluble vitamins, water soluble vitamins, and phytonutrients promote healthy weight maintenance and decrease the risk for chronic disease. Student-centered learning activities promote evidence-informed development of connections between balanced nutrition and evaluation of the risk for chronic disease. (2+0) *Prerequisite: BSC5218*

**BSC6215 Function and Disease III** (4 credits)

Foundational course survey of the normal function, etiology, pathogenesis, morphology, and clinical manifestations of the endocrine, genital, and gastrointestinal systems. Define and analyze the normal function of each system to be able to assess the underlying cause of disorders. Student-centered learning activities promote development of connections between normal physiology and clinical diagnosis. (4+0) *Prerequisite: BSC6115*

**BSC6221 Genomics** (3 credits)

Foundational course focusing on the genome and genetic inheritance patterns. Common chromosomal aberrations and mutations that influence inheritance are addressed. Genome organization, architecture and regulation are integrated to provide an overview of clinical genomics. Student centered course activities illustrate the application of clinical genomics in patient care. (3+0)

## Chiropractic Sciences

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

This course explores the origins and evolution of health services — including the role(s) of professions, practitioners, payers, politics and patients over time. Through this exploration, the student will gain knowledge of how health care has been shaped into today's iteration of the industry. Priority is given to chiropractic's chapter in this process. Roles, expectations, duties, opportunities and liabilities will be explored. The successful student will emerge from this course triangulated to the industry they are training to enter and their place as a chiropractic physician in that industry. (3+0)

**CHR5126 Spinal Biomechanics** (1 credit)

This course introduces the student to biomechanical and kinesiologic 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 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 focuses on the functional anatomy, kinetics, 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) *Prerequisite: CHR5126*

**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) *Corequisite: CHR5333*

**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 foundational adjustive skills and development of the knowledge, physical examination, and psychomotor skills necessary to provide effective chiropractic adjustments of the thoracic spine and ribs. Adjustive technique is applied to prone, supine, sitting and standing procedures. (0+4) *Prerequisite: CHR5235; Corequisite: CHR5322*

**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 lengthening techniques, key movement patterns 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) *Corequisite: CHR6127*

**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) *Prerequisite: CHR5333; Corequisite: CHR6126*

**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 pathophysiological 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) *Corequisite: CHR6235*

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

This course focuses on the proposed mechanisms for spinal joint dysfunction and the neurophysiological effects of manipulation and other manual therapies. A variety of mechanisms are presented related to the potential causes as well as the potential correlation between visceral and musculoskeletal symptoms. (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 patho-biomechanics of low back and whiplash injuries. (2+0)

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

This course is devoted to physical examination and chiropractic manipulative therapy of intersegmental dysfunction syndromes of the lumbar spine. The laboratory sessions are dedicated to development of appropriate assessment procedures and psychomotor adjustive skills for effective chiropractic adjustments of the lumbar spine. The course includes side posture, seated, prone, and drop table procedures. Time is reserved to reinforce examination and adjustive psychomotor skills of the pelvis and thoracic spine. (0+3) *Prerequisite: CHR6127; Corequisite: CHR6225*

**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 neuromusculoskeletal disorders affecting the spine and its adjacent soft tissue are emphasized. (6+0) *Corequisite: CHR6327*

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

This course introduces the diagnostic 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) *Corequisite: CHR6326*

**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, overhead throwing mechanics, 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. (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 cervico-thoracic manipulative therapy. Topics include biomechanics, selected conditions and treatment, spinal manipulation and vertebrobasilar complications, evaluation, and adjustive mechanics. (1+0) *Corequisite: CHR6342*

**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 lengthening techniques, joint mobilization, manual distraction, decompression protocols (based on Cox), correction of faulty key movement patterns and neurodynamics. (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 cervico-thoracic spine. Adjustive techniques are presented in the supine, prone, and sitting patient positions. Additional time is scheduled to review and reinforce examination and adjusting psychomotor skills of the lumbar, pelvis and thoracic spine. (0+4)

*Prerequisite: CHR6235; Corequisite: CHR6338*

**CHR6344 Extremity Joint Play Assessment** (.5 credits)

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+1)

**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) *Prerequisites: CHR6332, CHR6228; Corequisite: CHR7129*

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

This course is devoted to the development of the skills of examination and diagnosis of lower extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (0+2) *Corequisite: CHR7128*

**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) *Prerequisite: CHR6344*

**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) *Prerequisite: CHR6342*

**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) *Prerequisite: CHR6332; Corequisite: CHR7231*

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

This course is devoted to the development of the skills of examination and diagnosis of upper extremity conditions, which may be mechanical, congenital, degenerative, or traumatic in nature. (0+2) *Corequisite: CHR7230*

**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 and 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) *Prerequisite: CHR7139*

**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) *Corequisite: CHR7331*

**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) *Corequisite: CHR7330*

**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) *Corequisite: CHR8140*

**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) *Corequisite: CHR8127*

**CHR8227 Lumbopelvic Case Management (1 credit)**

This course presents an advanced review of evidence-based chiropractic evaluation and management for a variety of musculoskeletal conditions. This course will emphasize case-based problem solving and critical thinking. Current trends in chiropractic practice and managed care will be presented including a focus on integrative and collaborative care. This course will also include record keeping and intra/interpersonal communication strategies. (1+0) *Prerequisites: CHR6326, CHR6327*

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

Chiropractic Technique Survey consists of a series of selected topics with discussions and demonstrations of manipulative techniques and procedures that are less commonly used in the chiropractic profession. (0+2)

## Clinical Education

**CED6245 Patient Interviewing, Communication and Boundaries (2 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, chief complaint, past health, family health, and personal and social history taking skills. 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+2)

**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) *Prerequisite: BSC5206; Corequisites: CED6245, CED6251*

**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 in the head and neck region. Students learn and demonstrate proficiency in specific tests to evaluate dizziness as well as the procedures to treat benign paroxysmal positional vertigo. Additional treatment procedures that students learn and appropriately perform include ear irrigation, nasal specific, eustachian tube manipulation, and Argryol sinus treatment. (0+2) *Prerequisite: BSC5206; Corequisites: CED6245, CED6250*

**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) *Prerequisite: BSC6115; Corequisite: CED6346*

**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) *Prerequisites: BSC5306; CED6245; Corequisite: CED6345*

**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)

**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 CED7152, 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. (2+0) *Prerequisite: CHR6326; Corequisite: CED7152*

**CED7152 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. (0+2) *Prerequisite: CHR6326; Corequisite: CED7151*

**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) *Prerequisites: BSC5306, CED6245*

**CED7165 Intern Development (1.5 credits)**

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 focuses on correspondence a chiropractic physician would be expected to produce in practice including progress reports, referral letters to colleagues and specialists, and work restriction letters. The report-writing portion of the course provides a bridge between the didactic and clinical courses. (1+2)

**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. (2+0) *Prerequisites: CED7151, CED7152; Corequisite: CED7252*

**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. (0+2) *Prerequisites: CED7151, CED7152; Corequisite: CED7251*

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

The purpose of this course is to support lab activities in CED 7352 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. (2+0) *Prerequisites: CED7251, CED7252; Corequisite: CED7352*

**CED7352 Clinical Training – Phase III Lab (1 credit)**

Emphasis is placed on the selection and performance of spinal and extremity evaluation procedures on standardized patients, clinical problem solving, following critical pathways to properly focus patient evaluation, selection of proper workup strategies, and further refinement of basic clinical and verbal and non-verbal skills. (0+2) *Prerequisites: CED7251, CED7252; Corequisite: CED7351*

## 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) *Corequisite: BSC5106*

### **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 anatomical structures of the upper and lower extremities as seen on radiographs is the emphasis of this course. Pertinent measurements and landmarks and their clinical relevance will be discussed. An introduction to the basic appearance of appendicular and spinal structures as seen on advanced imaging modalities (CT and MRI) will also be studied. Lectures demonstrate the most important structures and landmarks to identify on various imaging modalities. Lab activities provide opportunities for students to practice identifying and outlining anatomical structures and landmarks with detailed individual feedback provided by the instructor. (1+1) *Prerequisite: CSC5183*

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

Identification of soft tissue structures of the head, neck, chest, abdomen, and pelvis as 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. Asynchronous weekly lectures will demonstrate the most important structures and landmarks to identify on these imaging modalities. Lab activities provide opportunities for students to practice identifying and outlining anatomical structures and landmarks with detailed individual feedback from the instructor. (1+1) *Prerequisite: CSC5284; Corequisite: BSC5306*

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

This course focuses on the critical appraisal of scientific studies focused on treatment studies, with special focus on randomized controlled trials. Hands-on practice and application of key concepts will be used to encourage accurate interpretation of scholarly publications' outcomes. Successful students will be able to read and evaluate the quality and generalizability of therapy study research publications, which will be essential later in the program when students apply evidence-informed practice (EIP) skills in clinical situations. (2+0)

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

This course emphasizes plain film radiation physics, x-ray production, radiobiology, radiation safety, exposure principles, image production/processing and quality control/improvement. This knowledge enables safe and responsible use of ionizing radiation in the evaluation of patient problems. The course also offers an overview of fundamental principles of image creation with advanced imaging procedures. These basic concepts assist students in understanding the strengths and limitations of commonly employed advanced 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) *Prerequisite: BSC6101*

### **CSC6279 Evaluating Systematic Reviews, Diagnosis & Harm Studies (2 credits)**

This course focuses on the critical appraisal of scientific studies focused on diagnosis, harm and systematic review methodologies. Hands-on practice and application of key concepts will be used to encourage accurate interpretation of scholarly publications' outcomes. Successful students will be able to read and evaluate the quality and generalizability of studies in these areas, which will be essential later in the program when students apply evidence-informed practice (EIP) skills in clinical situations. (2+0)

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

This course asks students to apply best practices evidence in the selection and acquisition of diagnostic imaging on conditions encountered in practice. Clinical cases are used as a basis to explore when and what diagnostic imaging studies yield the most appropriate outcomes. Students are required to choose the most appropriate imaging studies, justifying their choices and demonstrating ability to predict findings on various imaging studies. (2+0) *Prerequisites: CSC5385, CSC6187*

### **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) *Prerequisite: CSC6367*

**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) *Prerequisite: CSC6281; Corequisite: CSC7188*

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

This course explores specific conversations that impact doctor/patient trust and cooperation. 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 are discussed and practiced. Specifically, students practice conducting report of findings, PARQ conference and informed consent procedures using best practices approaches. Students also practice the delivery of difficult news such as a need for surgery or a serious diagnosis. 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 avoidance of sexual boundary violations. Successful students are 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) *Prerequisite: CSC7188*



**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) *Prerequisite:* CSC7192; *Corequisite:* CSC7289

**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) *Prerequisite:* CSC7271

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

This course is a combination in-class live lecture, and online participation course. Face to face lecture will focus on pharmacokinetics and pharmacodynamics for different medications and the organ systems/physiology that they augment. Online components will address the specific medications, side effects, and considerations in prescribing. (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) *Prerequisite:* CSC7293

*Students select one (1) of the following labs (CSC8155 or CSC8156) to fulfill genitourinary curriculum requirements.*

**CSC8155 Genitourinary Lab Survey (.25 credits)**

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+.5)

**CSC8156 Advanced Genitourinary Lab Elective (0.5 credits)**

*(Elective not offered every term)* 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 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)

**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)

**CSC8168 Correlative and Differential Diagnosis (2 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 specific laboratory analysis review. (2+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)

**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 throughout 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) *Prerequisite: CSC7293*

**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)

**CSC8281 Clinically Applied Evidence II (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 throughout 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) *Prerequisite: CSC7394*

**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. 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 challenges, and determine their readiness to engage in patient care. (0+6) *Prerequisites: CED7151, CED7152, CHR6326 (must have passed CHR6326 or must be enrolled concurrently in CHR6326)*

**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 coursework. Students perform a series of specified procedures including but not limited to history, examination, and simulated treatment on a trained standardized patient. Each 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) *Prerequisite: CLI7210*

**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. Many interns are also given their first opportunities to engage in patient care at off campus community-based private practices and clinics in the local area that partner with the university. (0+25) *Prerequisite: CLI7307*

**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. Interns can also apply for clerkships at affiliated VA (Veterans Administration) locations throughout the U.S. completing their clinical education in these integrated, multidisciplinary medical centers. (0+25) *Prerequisite: CLI8159*

### **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 local or non-local private practice or hospital-based setting. Upon successful completion of this course, interns will have demonstrated the competencies necessary for unsupervised chiropractic practice. (0+27) *Prerequisite: CLI8262*

### **Electives**

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.

### **CED5205 Mind Body Medicine (1 credit)**

Mind-Body approaches, including meditation, guided imagery, biofeedback, breathing techniques, art, music, and movement are skills that can alleviate stress and foster self-awareness and self-care. The purpose of this elective is to introduce a variety of mind-body medicine modalities to chiropractic students so that they can experience them for themselves and gain insights into their use clinically. The elective will be offered to a maximum of ten first year students per class. Each group will meet for two consecutive hours, once a week for eight weeks with two faculty members who will facilitate the sessions. The students will learn the techniques, practice them, and discuss their experiences with members of the class. Students will have an opportunity for both individual attention and instruction, and sharing what they are learning about mind-body medicine and about themselves. Students are asked to practice the skills taught in class on their own for 20 minutes a day, five days a week and to exercise three days a week. Recommended readings will be distributed. (1+0)

### **CSC8178 Minor Surgery/Proctology Lab Elective (0.5 credits)**

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 & 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)

### **ELE5006 Instrument Assisted Soft Tissue Mobilization (1 credit)**

This elective course focuses on instrument-assisted soft tissue mobilization using stainless steel instruments that are designed to adapt to the various anatomical conformations of the body. Emphasis on hands on application using the instruments to detect and treat soft tissue dysfunction that could cause pain, weakness and functional limitation for the patient. Completion of Q4 is required for participation. (0+2)

### **ELE6010 Activator Method Chiropractic Technique Seminar (0 credits)**

In this course the history and development of the Activator Method will be presented with specific focus upon the research that has brought The Activator Method to the forefront in chiropractic technique. The basics of the Activator analysis and adjusting will be taught beginning from assessment of the lower extremity and pelvis through the lumbar, thoracic, and cervical spine including the upper extremities. Through lecture, and hands-on training during workshop sessions, the attendee will receive actual training in the use of AMCT to allow them to begin to implement this chiropractic technique into their practice. (2+0)

## **Bachelor of Science in Human Biology (BS-HB)**

### **Purpose**

*The purpose of the Bachelor of Science 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 BS in human biology degree is available to all current UWS chiropractic (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 may fulfill requirements for DC licensure in states where applicable and for potential employment or admission to graduate programs. 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 or 90 semester 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's 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 the UWS doctor of chiropractic program. The human biology major requirements are obtained while enrolled in the UWS doctor of chiropractic program. 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 182.5 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 47.5
<b>Curriculum Total</b>	<b>182.5</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 General Chemistry, and Introduction to Biochemistry. Undergraduate courses are listed on the 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

To pursue the BS in human biology degree at UWS, students must have at least 45 quarter credits of general education coursework. 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 the transcripts are already part of the student's academic record through the DC program application process. Alumni may need to submit transcripts. The college of chiropractic dean's office 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 complete the series to meet the learning outcomes of the program. These additional courses are graded on a Pass/No Pass basis and can be completed from a distance. Students can enroll in fall, winter, spring or summer based on course availability.

### 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% of the program credits at UWS.

### Program Learning Outcomes – BS HB

Students completing the BS in human biology will be able to:

1. Describe the biomolecular and biochemical basis of life at the cellular level.
2. Differentiate normal human physiology and morphology from disease processes.
3. 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 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*	Credits
BSC5106	Human Morphology I	6
BSC5108	Cellular and Molecular Architecture	5
BSC5206	Human Morphology II	4.5
BSC5218	Metabolism	3.5
BSC5306	Human Morphology III	4.5
BSC5310	Immunology	3
BSC5315	Function and Disease I	4
BSC6101	Microbiology	4
BSC6115	Function and Disease II	4
BSC6120	Foundational Nutrition	2
BSC6221	Genomics	3
CSC6279	Evaluating Systematic Reviews, Diagnosis & Harm Studies**	2
CSC6719	Evaluating Therapy Studies**	2
<b>Curriculum Total</b>		<b>47.5</b>
<b>Alternate Courses</b>		
BSC5204	Neuroscience I	4.5
BSC5307	Neuroscience II	4.5
BSC6215	Function and Disease III	4

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

\*\*Alumni who did not complete these courses must complete them.

## College of Graduate Studies

The college of graduate studies offers the following doctoral degrees, master's degrees, and certificates in the health sciences.

### Clinical Mental Health Counseling

- MS Clinical Mental Health Counseling

### Human Nutrition and Functional Medicine

- MS Human Nutrition and Functional Medicine
- Graduate Certificate in Human Nutrition and Functional Medicine
- Doctor of Clinical Nutrition

### Sports Medicine

- MS Sports Medicine

### Sport and Performance Psychology

- MS Sport and Performance Psychology
- MS Sport and Performance Psychology with concentrations in:
  - Positive Coaching
  - Applied Practice
- Graduate Certificate in Applied Sport Psychology
- EdD Sport and Performance Psychology, Clinical Mental Health Counseling Specialization
- EdD Sport and Performance Psychology, Clinical Mental Health Counseling Specialization with concentration in:
  - Sport and Performance Psychology Consulting
- EdD Sport and Performance Psychology
- EdD Sport and Performance Psychology with concentrations in:
  - Positive Leadership and Administration
  - Sport and Performance Psychology Consulting

### Purpose Statement

*The purpose of the college of graduate studies 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

- Applicants must meet the minimum GPA and specific admission requirement for the program to which they are applying. See program section.
- 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 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 regionally accredited institution. Up to 24 internal transfer credits may be eligible for movement between programs in the college of graduate studies. Transfer credit from another regionally accredited institution is limited to 16 credits. If a student is seeking both internal and external transfer credits, the total transfer credits may not exceed 24. Credits must be earned within the past seven years to be considered for transfer. Transfer credits are not accepted for the graduate certificate in applied sport and psychology (Cert-ASP). To request a transfer credit evaluation, complete and submit a request for graduate credit transfer form available through the office of the registrar. Transfer credit requests will not be considered beyond the third term of enrollment in the graduate program at UWS. See [Policy 2007 Transfer Credit](#) for additional conditions related to 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 students in nearly all academic programs. See [Policy 1009 Student Background Investigation and Verification Reporting Requirement](#) for additional information.

### **Licensure**

To practice in a licensed health care profession, each provider must fulfill the requirements of the licensing board of the jurisdiction in which the individual chooses to practice. In compliance with the U.S. Department of Education, University of Western States (UWS) provides [information](#) pertaining to professional licensure and certification for all relevant programs. These requirements vary widely and are regulated by the laws and rules of each jurisdiction. Furthermore, the requirements change over time. Students should contact their state or provincial licensing board for information regarding licensure.

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

All admitted, regular, degree-seeking graduate students enrolled at least half time (refer to [Policy 1203 Enrollment Status](#)) in a master's, educational doctorate, or graduate certificate program with a valid FAFSA are automatically considered for all types of financial aid as listed below. All coursework must be necessary for graduation requirements. Failure to meet these standards may result in financial penalties or loss of financial aid eligibility. 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 concurrently enrolled with another institution are required to disclose enrollment with the office of financial aid.

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 chiropractic or other medical programs may not count against the \$138,500 limit.
- Submission of all required documents.
- Correction Flags, Verification, and any other items determined by the Department of Education are resolved.
- The student is not in default and does not owe an overpayment on a federal grant or loan.
- The student's enrollment is at least half-time based on required courses for degree/certificate completion.
- Student must be making Satisfactory Academic Progress (SAP).
- Not have a judgment lien for a federal debt.
- In combination with other aid, loans do not exceed the student's financial need or COA.
- 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% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest accrues at the time of disbursement.

### **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.
- Submit a Grad PLUS Request. The request form can be found on the [financial aid webpage](#), under forms.
- Submission of all required documents.

- Correction Flags, Verification, and any other items determined by the Department of Education are resolved.
- The student is not in default and does not owe an overpayment on a federal grant or loan.
- The student's enrollment is at least half-time based on required courses for degree/certificate completion.
- Student must be making Satisfactory Academic Progress (SAP).
- Not have a judgment lien for a federal debt.
- In combination with other aid, loans do not exceed the student's financial need or COA.
- The U.S. Department of Education is the lender; they will assign a servicer.
- Fees: approximately 4.2% (deducted from each loan disbursement). Information on interest rates is available [online](#) or from the office of financial aid. Interest accrues at the time of disbursement.

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

Admitted students in all programs may be eligible for non-federal sources of funding. Non-federal loans borrowed through private lenders:

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

Students are responsible for meeting any eligibility requirements of a private loan with any bank or credit union.

### **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 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. Refer to [Policy 3804 Satisfactory Academic Progress for Financial Aid Eligibility](#).

### **Master of Science in Clinical Mental Health Counseling (MS-CMHC)**

The master's 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 the codes of ethics of the American Counseling Association (ACA), the Association for Applied Sport Psychology (AASP), and those of their state licensing agencies.

#### **Mission Statement**

*The mission of the clinical mental health counseling program is to educate and prepare the next generation of professional counselors and leaders who, through commitment, excellence, and engagement, will have meaningful and sustained impact in their communities. Such impact is accomplished by actively and diligently affirming the dignity and self-worth of all persons.*

#### **Admission Requirements – MS-CMHC**

UWS admits new students into the MS-CMHC program in fall (October) and spring (April) academic terms. 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 the following specific entry requirements for the MS-CMHC program:

- Successful completion of a bachelor's degree with a minimum 2.75 undergraduate GPA. 3.0 undergraduate GPA preferred.
- Submit a well-written personal statement discussing experiences in and fit for the profession.
- Submit all undergraduate and graduate transcripts.
- Complete a successful interview (video conference 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).
- Pass a comprehensive criminal history background check (requirement at admission).

#### **Graduation Requirements – MS-CMHC**

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

- 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 completion of all clinical experience courses with a passing grade. 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

Upon completion of the program, students in the MS-CMHC will be able to:

1. Create a professional identity based on the philosophies, history, and roles of the clinical mental health counseling profession.
2. Apply ethical and legal standards to clinical mental health counseling practices.
3. Develop culturally responsive counseling strategies based on their professional evaluation of the cultural context of relationships, issues, and trends of a multicultural society.
4. Apply effective advocacy strategies to enhance clinical mental health services.
5. Synthesize theories of human growth and development to create differentiated counseling interventions that promote resilience, optimum development, and wellness across the lifespan.
6. Create a career development plan to assess and develop client skills appropriate to their work, relationships, and wellbeing.
7. Integrate theories and best practices related to trauma-informed and community-based strategies to appropriately meet the needs of diverse clients.
8. Develop culturally responsive treatment and/or intervention plans with measurable outcomes for clients.
9. Apply theoretical foundations, group processes, developmental dynamics, and therapeutic factors to effectively lead group counseling.
10. Implement evidence-based assessment techniques appropriate for mental health counseling professionals to diagnose developmental, behavioral, and mental health disorders in diverse clients.
11. Assess mental health counseling research to inform clinical practice.

### Curriculum Sequence – MS-CMHC

Course #	Course Name	Credits	Grade
COUN6220	Counseling Methods and Practices	4	G
COUN6101	Ethics and Professional Identity	4	G
COUN6145	Psychopathology and Appraisal	4	G
COUN6010	Marriage, Couple, and Family Counseling	4	G
COUN6110	Personality and Counseling Theories	4	G
COUN6130	Group Counseling	4	G
COUN6715	Tests and Assessments	4	G
COUN6115	Human Growth and Development	4	G
COUN6540	Pre-Practicum	4	G
COUN6135	Career Counseling	4	G
COUN6150	Multicultural Counseling and Advocacy	4	G
COUN6555	Clinical Counseling Practicum <i>Pre-reqs: COUN6101, COUN6220, COUN6540</i>	4	P/NP
COUN6235	Psychopharmacology	4	G
	Approved Elective 1 (see table below)	4	G
	Approved Elective 2 (see table below)	4	G
COUN6120	Research Methods and Program Evaluation	4	G
COUN6140	Addiction Counseling	4	G
	Approved Elective 3 (see table below)	4	G
COUN6575	Clinical Internship (4 credits/term for 4 terms) <i>Pre-req: COUN6555</i>	4 (16 total required)	P/NP
COUN6845	Capstone-CMHC	2	G
<b>Curriculum Total</b>		<b>90</b>	

### Electives

Course #	Course Name	Credits	Grade
COUN6020	Eating Disorder Treatment	4	G
COUN6085	Business Basics for Clinicians and Consultants	4	G
COUN6106	Play Therapy	4	G
COUN6425	Ethical Use of Telehealth Platforms <i>(Must be taken with COUN6705)</i>	2	G
COUN6565	Trauma-Informed Treatment	4	G

Course #	Course Name	Credits	Grade
COUN6570	Case Conceptualization and Treatment Planning	4	G
COUN6611	Human Sexuality Counseling	4	G
COUN6705	Assistive Technology Supporting Mental Health Treatment ( <i>Must be taken with COUN6425</i> )	2	G
SPP6210	Psychology of Performance Excellence	4	G
SPP6550	Sport Psychology	4	G
SPP6650	Psychology of Performing Arts	4	G
SPP6653	Performance Psychology in High-Risk Occupations	4	G

## 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.

#### **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.

#### **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.

#### **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. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

#### **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.

#### **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).

#### **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.

#### **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.

**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.

**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.

**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.

**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.

**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.

**COUN6845 Capstone-CMHC (2 credits)**

During this final course in the program, students will complete work that demonstrates they are prepared to function as professional clinical mental health counselors. The course work is specifically designed based on program learning outcomes. Students will present and defend their work to peers, instructors, and faculty members.

**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, membership in the ACA, and the search for a local practicum site.

**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. *Prerequisites:* COUN6101, COUN6220, COUN6540

**COUN6575 Clinical Internship (4 credits/term for 4 terms)**

The clinical internship course requires students to fulfill at least 700 total required contact hours in a mental health setting local to each student. Students complete this course four times (4 credits for 4 terms = 16 total credits) to meet the required course expectations. Of the 700 total hours, students must complete 280 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. *Prerequisite:* COUN6555

## Electives

### **COUN6020 Eating Disorder Treatment (4 credits)**

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

### **COUN6085 Business Basics for Clinicians and Consultants (4 credits)**

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

### **COUN6106 Play Therapy (4 credits)**

This course provides an introduction to the theory and practice of Play Therapy as a psychotherapeutic approach when working with individual children and adolescents, parents, families, and groups. This course will identify the development of the therapist/child relationship and the parent/child relationship, utilizing play as the main method of communication in the counseling process in order to help facilitate expression, personal and relational growth, self-understanding, and child development. Students will become familiar with play therapy theories and techniques, therapeutic stages, ethical issues, and application. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

### **COUN6425 Ethical Use of Telehealth Platforms (2 credits)**

This course introduces students to digital healthcare platforms, their ethical use, and related jurisdictional laws and rules. Students will examine advances in information and communication technology, as well as data collection. Students will become familiar with how smartphone applications, virtual reality, and wearable sensors support healthcare services. Additionally, students will identify mainstream telehealth startups, evaluate incentives for investing in promising telehealth tools, predict consumer demand based on efficiencies in access and pricing, and understand real-world implications of big data collection and management. *Must be taken with COUN6705.*

### **COUN6565 Trauma-Informed Treatment (4 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.

### **COUN6570 Case Conceptualization and Treatment Planning (4 credits)**

This course allows students to apply diagnostic knowledge and skill to their actual client base during their clinical experiences. Students will receive direction and feedback about holistic case conceptualization and assistance with design, implementation, review, and editing of treatment plans with actual clients and client diagnoses.

### **COUN6611 Human Sexuality Counseling (4 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.

### **COUN6705 Assistive Technology Supporting Mental Health Treatment (2 credits)**

This course adds to the ethical use of digital technology by helping those in mental and behavioral health fields to use technology in addressing and treating mental health disorders or enhance performance. Students will evaluate clinically validated telehealth tools and articulate the disparities in the currently oversaturated tech market, examine big data collection and management's impact on clients, apply digital mental health tools as counseling interventions, and demonstrate how clinicians can use information and communication technology to treat mental health disorders. Students will become familiar with how clinicians can utilize messaging and video conferencing, smartphone applications, virtual reality, and wearable sensors to attend to various client needs, offer expansive and innovative support, and manage mental and behavioral health services. *Must be taken with COUN6425.*

### **SPP6210 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.



**SPP6550 Sport Psychology (4 credits)**

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science-based theories, research, and best practices in sport psychology. The course will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings.

**SPP6650 Psychology of Performing Arts (4 credits)**

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.

**SPP6653 Performance Psychology in High-Risk Occupations (4 credits)**

An examination of the ways in which traditional sport and performance psychology techniques may be applied with professionals in high-risk occupations. While the focus will be predominantly on military Servicemembers and first responders, professionals representing alternative high-risk careers will also be included.

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

This program is designed to prepare learners to serve as outstanding health care clinicians, consultants, educators 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's 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 56 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.

**Mission Statement**

*The mission of the Master of Science in human nutrition and functional medicine is to prepare current and future nutrition professionals to improve the well-being of their patients, clients, and communities using whole-person functional medicine approaches. By addressing the underlying factors that result in illness, graduates will contribute to progress in their field and improved health outcomes for the recipients of nutrition-focused health care.*

**Admission Requirements – MS-HNFM**

UWS admits new students into the MS-HNFM program each fall (October) and spring (April). 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:

- Successful completion of a bachelor's degree, or successful completion of a first professional degree from an accredited institution.
- Minimum cumulative undergraduate GPA of 2.75.
- 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. The biochemistry prerequisite is required to have been successfully completed within eight years of the start of the program. Prerequisite coursework must be completed with a grade of C or higher.
  - Applicants who have not completed a biochemistry course may be admitted to the MS-HNFM program on the condition that they complete MSN6050 during their first term of study.
  - Applicants with significant professional experience in a relevant medical field may petition for a waiver of the Medical Terminology prerequisite requirement.
- An interview with the MS-HNFM directors or program instructor.

## Graduation Requirements – MS-HNFM

The MS-HNFM degree is conferred upon an 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 be able to:

1. Integrate whole food nutrition with strategies for health promotion and disease prevention.
2. Apply the functional medicine model to the therapeutic needs a patient or client could present.
3. Apply appropriate interventions to address physiological imbalances and illness states.
4. Appraise research evidence to answer clinically relevant questions.

## Curriculum Sequence – MS-HNFM

Qtr.	Course #	Course Name	Credits	Grade
1	MSN6102	Principles of Functional Medicine	4	G
1	MSN6105	Clinical Biochemistry and Laboratory Assessment	3	G
		<b>Q1 Total</b>	<b>7</b>	
2	MSN6101	Evidence-Based Nutrition <i>Pre-req: MSN6102</i>	3	G
2	MSN6305	Whole Food Nutrition and Supplementation <i>Pre-req: MSN6102</i>	4	G
		<b>Q2 Total</b>	<b>7</b>	
3	MSN6204	Gastrointestinal Imbalances <i>Pre-reqs: MSN6102, MSN6105, MSN6101, MSN6305</i>	4	G
3	MSN7208	Nutritional Epidemiology and Clinical Research <i>Pre-reqs: MSN6102, MSN6105, MSN6101, MSN6305</i>	3	G
		<b>Q3 Total</b>	<b>7</b>	
4	MSN6202	Sports Nutrition and Exercise Metabolism <i>Pre-req: MSN7208</i>	3	G
4	MSN6300	Detoxification and Biotransformation Pathways and Imbalances <i>Pre-req: MSN7208</i>	3	G
		<b>Q4 Total</b>	<b>6</b>	
5	MSN7102	Oxidative/Reductive Dynamics and Energy Production <i>Pre-req: MSN7208</i>	3	G
5	MSN7200	Immune Imbalances and Inflammation <i>Pre-req: MSN7208</i>	4	G
		<b>Q5 Total</b>	<b>7</b>	
6	MSN6303	Hormone and Neurotransmitter Regulation and Imbalances <i>Pre-req: MSN7208</i>	4	G
6	MSN7106	Autoimmune Disease: Causes and Strategies <i>Pre-reqs: MSN7200, MSN7208</i>	3	G
6	MSN7116	Meal Planning in Health and Illness <i>Pre-req: MSN7208</i>	3	G
		<b>Q6 Total</b>	<b>10</b>	
7	MSN7216	Cardiovascular Disease and Metabolic Imbalances <i>Pre-req: MSN7208</i>	3	G
7	MSN7300	Clinical Nutrition through the Life Cycle <i>Pre-req: MSN7208</i>	2	G
		<b>Q7 Total</b>	<b>5</b>	
8	MSN7305	Capstone-HNFM <i>Pre-req: All required courses completed prior or concurrently</i>	3	G
		<b>Q8 Total</b>	<b>3</b>	
		Electives* (see following table)	<b>4</b>	
		<b>Curriculum Total</b>	<b>56</b>	

## Electives

Course #	Course Name	Credits	Grade
MSN6050	*Foundations of Nutritional Biochemistry (required in Q1 for MS-HNFM students who enter the program without an approved biochemistry course)	2	G
MSN7201	Fundamentals of Mind-Body Medicine and The Psychology of Well-Being <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	G
MSN8100	Botanical Medicine <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	G
MSN8115	Advanced Practices Modules (modules from IFM and AFMCP)	2-4	TR
MSN8125	Pharmacology and Drug-Nutrient Interactions <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	G
MSN8126	Supervised Nutrition Mentorship I (program director permission required) <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	P/F
MSN8127	Supervised Nutrition Mentorship II (program director permission required) <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	P/F
MSN8132	Nutrigenetics and Nutrigenomics <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	G
MSN8135	Psychology of Eating & Wellness <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	G
MSN8145	Plant-Based Nutrition <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	G
MSN8165	Nutrition Practice Strategies <i>Pre-reqs: MSN6102, MSN6101, MSN6305, MSN6105</i>	2	G
COUN6425	Ethical Use of Telehealth Platforms	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:

- **MSN6102** Principles of Functional Medicine provides the overview and paradigm for the functional medicine model.
- **MSN6105** Clinical Biochemistry and Laboratory Assessment 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.

### Core Courses

#### 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. *Prerequisite: MSN6102*

#### MSN6102 Principles of Functional Medicine (4 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.

#### MSN6105 Clinical Biochemistry and Laboratory Assessment (3 credits)

This course explores the molecular basis of important physiological imbalances and illness states associated with aberrant metabolic function. Special emphasis is given to nutrition-responsive conditions. Through the evaluation of various laboratory testing methods, students will learn to gather clinically relevant data, assess key findings, and connect test results with elements of the nutrition-focused care plan.

#### 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. *Prerequisite: MSN7208*

**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. *Prerequisites: MSN6101, MSN6102, MSN6105, MSN6305*

**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. *Prerequisite: MSN7208*

**MSN6303 Hormone and Neurotransmitter Regulation and Imbalances (4 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. *Prerequisite: MSN7208*

**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. *Prerequisite: MSN6102*

**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. *Prerequisite: MSN7208*

**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. *Prerequisites: MSN7200, MSN7208*

**MSN7116 Meal Planning in Health and Illness (3 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. *Prerequisite: MSN7208*

**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. *Prerequisite: MSN7208*

**MSN7208 Nutritional Epidemiology and Clinical Research (3 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. *Prerequisites: MSN6101, MSN6102, MSN6105, MSN6305*

**MSN7216 Cardiovascular Disease and Metabolic Imbalances (3 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. *Prerequisite: MSN7208*

**MSN7300 Clinical Nutrition through the Life Cycle (2 credits)**

This course provides an overview of nutritional considerations related to the stages of life. Topics include differences in nutritional needs by age group, expected variations in nutrient status, and common conditions or health concerns for specific age groups. Chronological age is contrasted with biological and functional indicators of health status to better represent the variety of patient or client presentations students will encounter. *Prerequisite: MSN7208*

**MSN7305 Capstone-HNFM (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 a scholarly paper on a subject related to nutrition and/or functional medicine. Students also write a reflective essay about their learning experiences in the MS-HNFM program. Essential skills and concepts taught in required program coursework will also be assessed through work completed in this course. *Prerequisite: All required courses completed prior or concurrently*

## **Elective Courses**

**MSN6050 Foundations of Nutritional Biochemistry (2 credits)**

This course provides an overview of essential concepts in human biochemistry that support effective nutrition-focused health care. The course examines the biological roles of macro- and micronutrients, their metabolism, and related key physiological processes. Topics include carbohydrates and energy metabolism, protein and amino acids, bioactive peptides, enzymes, lipids, and nucleic acids. Students will be prepared to connect these concepts with normal and aberrant body function.

**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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

**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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

**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. *MSN8115 must be completed prior to MSN7305 Capstone-HNFM.*

**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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

**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. Students are responsible for finding a licensed health practitioner who will serve as their mentor. The supervised experience must total at least 66 hours and may include observational experience in the following categories: nutritional assessment, intervention, education, counseling or management, and monitoring or evaluation. Optionally, students may extend the mentorship as high as 335 hours. 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) *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

**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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

#### **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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

#### **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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

#### **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. *Prerequisites: MSN6101, MSN6102 MSN6105, MSN6305*

#### **COUN6425 Ethical Use of Telehealth Platforms (2 credits)**

This course introduces students to digital healthcare platforms, their ethical use, and related jurisdictional laws and rules. Students will examine advances in information and communication technology, as well as data collection. Students will become familiar with how smartphone applications, virtual reality, and wearable sensors support healthcare services. Additionally, students will identify mainstream telehealth startups, evaluate incentives for investing in promising telehealth tools, predict consumer demand based on efficiencies in access and pricing, and understand real-world implications of big data collection and management.

## **Graduate Certificate in 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.

### **Mission Statement**

*The mission of the graduate certificate in human nutrition in functional medicine is to prepare current health care professionals to incorporate whole-person functional medicine approaches and clinical nutrition strategies into their practice framework. Graduates will be equipped to deliver a broader range of personalized care options to their patients and clients.*

### **Admission Requirements – Cert-HNFM**

UWS admits new students into the graduate certificate program each fall (October) and spring (April). 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 listed below 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.
- Minimum cumulative graduate GPA of 3.0.
- 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. Prerequisite coursework must be completed with a grade of C or higher.
- An interview with the MS-HNFM directors or a program instructor.



## Graduation Requirements – Cert-HNFM

The Cert-HNFM degree is conferred upon an 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 – Cert-HNFM

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	Credits	Grade
MSN6102	Principles of Functional Medicine	4	G
MSN6101	Evidence-based Nutrition	3	G
MSN6204	Gastrointestinal Imbalances	4	G
MSN6300	Detoxification and Biotransformation Pathways and Imbalances	3	G
MSN6303	Hormone and Neurotransmitter Regulation and Imbalances	4	G
MSN7200	Immune Imbalances and Inflammation	4	G
MSN7106	Autoimmune Disease: Causes and Strategies	3	G
MSN7116	Meal Planning in Health and Illness	3	G
	Elective (choose 1 from list of electives below)	2	G
<b>Curriculum Total</b>		<b>30</b>	

## Electives

Course #	Course Name	Credits	Grade
MSN7201	Fundamentals of Mind-Body Medicine and Psychology of Well-Being	2	G
MSN8100	Botanical Medicine	2	G
MSN8115	Advanced Practices Modules (modules from IFM and AFMCP; 2 credits each; maximum 4 credits allowed)	2	TR
MSN8125	Pharmacology and Drug-Nutrient Interactions	2	G
MSN8132	Nutrigenomics and Nutrigenomics	2	G
MSN8135	Psychology of Eating and Wellness	2	G
MSN8145	Plant-Based Nutrition	2	G
MSN8165	Nutrition Practice Strategies	2	G

## Course Descriptions – Cert-HNFM

Refer to course descriptions in the master's in human nutrition and functional medicine section.

## Doctor of Clinical Nutrition (DCN)

Recognizing the need for clinical nutrition practitioners with advanced training to assess and manage patients/clients experiencing complex chronic illness and to promote wellness through optimal body function, the doctor of clinical nutrition (DCN) program prepares graduates to skillfully address the multifaceted health needs of the individuals they serve. Using a functional medicine framework, students learn to identify the underlying physiological imbalances that cause and contribute to a broad range of illnesses. Therapeutic strategies are grounded in an evidence-informed practice model, applying the best available research evidence to guide approaches to care. Through clinically focused learning activities, students develop the knowledge and skills to effectively address complex, challenging patient cases with nutrition-focused care plans.

The doctor of clinical nutrition (DCN) program is a cohort program where students move through the two-year sequence with a group of peers and take a required set of courses for each of the eight quarters in the program.

## Mission Statement

*The mission of the doctor of clinical nutrition is to provide current nutrition professionals with expanded assessment and therapeutic strategies through advanced clinical nutrition and functional medicine education. Graduates will be prepared to deliver effective nutrition-focused care for challenging health issues and to act as leaders in their field.*

## Admission Requirements – DCN

UWS admits new students into the DCN program each fall (October). 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.

Each applicant for the doctor of clinical nutrition program 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet the specific entry requirements below for the DCN program.

- Complete standard admissions application, including a detailed, well-written personal statement discussing professional goals and explaining how the UWS DCN program will help the applicant achieve those goals.
- Submit all official transcripts showing conferred master's degree(s).
- Minimum cumulative 3.0 GPA in a master's program in human nutrition.
- 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).

Applicants to the doctor of clinical nutrition program must be either a U.S. citizen or permanent resident. Due to student visa restrictions, international applicants are not eligible for admission at this time.

## Graduation Requirements – DCN

The DCN degree is conferred upon an 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.
- Successful completion of minimum graduation requirements as officially communicated to students through the university catalog, student publications, and other official documents of the university.
- Freedom from all indebtedness and other obligations to the university.

## Program Learning Outcomes – DCN

Graduates of the DCN program will be able to:

1. Apply appropriate patient/client evaluation methods to determine nutritional needs and clinical status.
2. Create nutrition-focused care plans that incorporate scientific evidence and sound clinical judgment to promote therapeutic goals and wellness.
3. Apply functional medicine tools and strategies that enable a whole-person approach to patient/client care.
4. Model ethical methods of practice that accord with applicable principles of jurisprudence.
5. Employ a collaborative approach to clinical nutrition care.

## Curriculum Sequence – DCN

The DCN program includes 65 quarter credits over a two-year course sequence. Each quarter includes 7-9 credits and the courses are offered once a year for each cohort entering the program. The following courses are all required for the DCN program; there are no electives in this curriculum.

Qtr.	Course #	Course Name	Credits	Grade
1	DCN7100	Foundations of Scientific Writing	2	G
1	DCN7101	Clinical Reasoning in Nutrition Practice	2	G
1	DCN7102	Research for Clinicians: Appraisal and Publication	3	G
		<b>Q1 Total</b>	<b>7</b>	
2	DCN7200	Functional Nutritional Therapeutics I: Cardiometabolic <i>Pre-req: DCN7101</i>	4	G
2	DCN7201	Functional Nutritional Therapeutics II: Gastrointestinal <i>Pre-req: DCN7101</i>	4	G
		<b>Q2 Total</b>	<b>8</b>	
3	DCN7300	Physical Examination I <i>Pre-reqs: DCN7200, DCN7201</i>	4	G
3	DCN7301	Functional Medicine Case Management I <i>Pre-reqs: DCN7200, DCN7201</i>	3	G
3	DCN7302	Professional Ethics and Jurisprudence for the DCN	2	G
		<b>Q3 Total</b>	<b>9</b>	
4	DCN7400	Functional Nutritional Therapeutics III: Endocrine <i>Pre-req: DCN7101</i>	4	G

Qtr.	Course #	Course Name	Credits	Grade
4	DCN7401	Functional Nutritional Therapeutics IV: Neurological <i>Pre-req: DCN7101</i>	4	G
		<b>Q4 Total</b>	<b>8</b>	
5	DCN8100	Physical Examination II <i>Pre-reqs: DCN7400, DCN7401</i>	4	G
5	DCN8101	Functional Nutritional Therapeutics V: Immune <i>Pre-req: DCN7101</i>	4	G
		<b>Q5 Total</b>	<b>8</b>	
6	DCN8200	Functional Nutritional Therapeutics VI: Special Populations <i>Pre-req: DCN7101</i>	4	G
6	DCN8201	Functional Medicine Case Management II <i>Pre-reqs: DCN7400, DCN7401, DCN8101</i>	4	G
		<b>Q6 Total</b>	<b>8</b>	
7	DCN8300	Culinary Strategies for Vibrant Meals	3	G
7	DCN8301	Public Health and Policy in Nutrition <i>Pre-reqs: DCN7100, DCN7101</i>	2	G
7	DCN8302	Nutrigenetics and Nutrigenomics: Advanced Applications <i>Pre-reqs: DCN7301, DCN8201</i>	3	G
		<b>Q7 Total</b>	<b>8</b>	
8	DCN8400	Distance Clinic Internship <i>Pre-reqs: all courses except DCN8300</i>	4	G
8	DCN8401	Success and Sustainability in Nutrition Practice <i>Pre-req: DCN7101</i>	2	G
8	DCN8402	Capstone-DCN <i>Pre-reqs: all courses</i>	2	P/NP
8	DCN8403	Onsite Clinical Practical Examination <i>Pre-reqs: all courses</i>	1	P/NP
		<b>Q8 Total</b>	<b>9</b>	
		<b>Curriculum Total</b>	<b>65</b>	

## Course Descriptions – DCN

### DCN7100 Foundations of Scientific Writing (2 credits)

This course prepares students to effectively communicate their ideas through writing. Areas of emphasis include clarity, cohesion, originality and concision. The knowledge and skills developed through this course will prepare students to successfully complete written work in subsequent DCN program courses.

### DCN7101 Clinical Reasoning in Nutrition Practice (2 credits)

This course provides approaches for determining which illness states and clinical imbalances patients and clients are presenting, as well as selecting therapeutic options to prioritize in their care. Through exploring illness scripts, problem representation, differential diagnosis, probabilities and predictive values, students will develop their ability to match assessment and treatment steps to the needs of the individual.

### DCN7102 Research for Clinicians: Appraisal and Publication (3 credits)

This course prepares the future doctor of clinical nutrition to evaluate evidence for its application in their professional activities and to contribute to the peer-reviewed literature through publication. Accessible approaches for clinicians to create published work are emphasized, including case reports and literature reviews.

### DCN7200 Functional Nutritional Therapeutics I: Cardiometabolic (4 credits)

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the cardiovascular system and related metabolic processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues.  
*Prerequisite: DCN7101*

### DCN7201 Functional Nutritional Therapeutics II: Gastrointestinal (4 credits)

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the gastrointestinal system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

### DCN7300 Physical Examination I (4 credits)

This course introduces foundational physical examination procedures for the cardiovascular, pulmonary, gastrointestinal and integumentary systems. Students will learn to distinguish normal and abnormal findings and connect examination findings with the diagnosis and treatment of notable clinical conditions affecting these systems. *Prerequisites: DCN7200, 7201*

**DCN7301 Functional Case Management I (3 credits)**

This course integrates and extends the clinical management of conditions presented in Functional Nutritional Therapeutics I and II, emphasizing complex case presentations, longitudinal case management and prioritization in assessment and treatment planning. Collaborative care strategies and documentation methods will also be discussed. *Prerequisites: DCN7200, 7201*

**DCN7302 Professional Ethics and Jurisprudence for the DCN (2 credits)**

This course prepares students to practice within applicable legal and ethical boundaries. By understanding the potential risks to patients/clients and themselves that can arise from acting outside these boundaries, students will be able to maintain a cautious, informed approach to their practice that protects the public and their profession.

**DCN7400 Functional Nutritional Therapeutics III: Endocrine (4 credits)**

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the endocrine system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

**DCN7401 Functional Nutritional Therapeutics IV: Neurological (4 credits)**

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the nervous system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

**DCN8100 Physical Examination II (4 credits)**

This course introduces foundational physical examination procedures for the nervous, endocrine, musculoskeletal systems and provides an overview of the head, eyes, ears, nose and throat examination. Students will learn to distinguish normal and abnormal findings and connect examination findings with the diagnosis and treatment of notable clinical conditions affecting these systems. *Prerequisites: DCN7400, DCN7401*

**DCN8101 Functional Nutritional Therapeutics V: Immune (4 credits)**

This course provides advanced assessment and treatment strategies for conditions and clinical imbalances affecting the immune system and its connections with other body systems and processes. Through the use of functional medicine focused evaluation and treatment, students will be prepared to create individualized care plans to aid prevention and management of these issues. *Prerequisite: DCN7101*

**DCN8200 Functional Nutritional Therapeutics VI: Special Populations (4 credits)**

This course addresses the nutritional and health care needs of individuals that may differ from the general population. This includes varying life cycle stages, persons with severe health impairments and socio-cultural groups whose members may have distinct health care needs. *Prerequisite: DCN7101*

**DCN8201 Functional Medicine Case Management II (4 credits)**

This course integrates and extends the clinical management of conditions presented in Functional Nutritional Therapeutics III, IV and V, emphasizing complex case presentations, longitudinal case management and prioritization in assessment and treatment planning. Collaborative care strategies and documentation methods will also be discussed. *Prerequisites: DCN7400, DCN7401, DCN8101*

**DCN8300 Culinary Strategies for Vibrant Meals (3 credits)**

This course examines food selection and preparation methods that facilitate enjoyable, accessible cooking while supporting healthful food behaviors. These elements are crucial to maintain patients' and clients' long-term engagement and compliance with dietary recommendations and to enhance their quality of life. Students will learn a variety of methods and approaches that emphasize sensory awareness, health-promotion, cultural inclusiveness and sustainability.

**DCN8301 Public Health and Policy in Nutrition (2 credits)**

This course examines the nutrition-related factors and systems impacting health and illness at the community and national level. It provides an overview of public health concepts and approaches, enabling students to develop the skills and knowledge to be informed participants and advocates in relevant organizations or through the political process. *Prerequisites: DCN7100, DCN7101*

**DCN8302 Nutrigenetics and Nutrigenomics: Advanced Applications (3 credits)**

This course addresses the crucial interplay between food and nutrients, gene expression and genetic variants. Through advanced clinical cases and strategies, students will learn how to personalize their nutritional recommendations to the needs of the individual patient/client. *Prerequisites: DCN7301, DCN8201*

**DCN8400 Distance Clinic Internship (4 credits)**

This course provides virtual experiences in patient/client management to refine students' skills in assessment and treatment. Through interactive activities and simulated patient interactions, students will learn how to manage the many aspects of a successful clinical encounter. *Prerequisites: All courses except DCN8300*

**DCN8401 Success and Sustainability in Nutrition Practice (2 credits)**

This course addresses the planning and operational strategies that can help ensure the success of a nutrition practice. Students learn essential aspects of marketing and public communication, business planning, revenue generation and practice management. *Prerequisite: DCN7101*

**DCN8402 Capstone-DCN (2 credits)**

This is the capstone course in the degree program and is taken in the last quarter of study. Each student will complete a case report project integrating the skills and knowledge they have gained through their work in the program. Students also write a reflective essay about their learning experiences in the DCN program. *Prerequisites: All courses*

**DCN8403 Onsite Clinical Practical Examination (1 credit)**

This practical examination occurs at the UWS campus and consists of four days of review and assessment. Patient/client evaluation skills and clinical management approaches are observed in simulated care scenarios. *Prerequisites: All courses*

## 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 active populations. As a professional master's degree, it is targeted to 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.

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.

### Mission Statement

*The Master of Science in sports medicine is a science based, clinically oriented educational program which provides hands-on experiences and expertise for specialty care in sports medicine. The program promotes academic excellence in the pursuit of advanced training in the assessment and management of the multifaceted needs in sports and active populations. The program prepares graduates to serve as outstanding sports health care clinicians, consultants, researchers, and educators in the world of sports medicine.*

### Concurrent DC-MS On-Campus Format

Doctor of chiropractic (DC) students receive an extensive foundation in neuromusculoskeletal anatomy, physiology and biomechanics. The master's in sports medicine program builds on this foundation. The concurrent program is offered over a minimum of seven quarters and requires the completion of 64 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 41 credits are from courses offered exclusively to students in the sports medicine program.

Students who matriculated in the chiropractic program without a bachelor's degree may earn a bachelor's in human biology to satisfy the requirement for admission to the sports medicine program after successful completion of quarter 5 in the DC program and all other bachelor's degree requirements.

### Technical Standards

UWS requires students to demonstrate the physical, cognitive, emotional, professional and social capacity to be competent practitioners in a respective course of study. Applicants should review [Policy 1206 Technical Standards](#) to determine whether they are able to meet the standards of the program in which they intend to enroll with or without reasonable accommodations.

If students demonstrate documented need for accommodation in any of these areas, the university will determine the extent to which it can reasonably accommodate the student's needs. Regardless of disability status or accommodation, all students must successfully complete the requirements of their program to earn the degree.

### 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 or more 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. CHR courses are not available in the distance student format.

### Admission Requirements - MS-SM

UWS admits new students into the MS in sports medicine program in winter (January) and spring (April) academic terms. 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 listed below for the sports medicine 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 in neuromuscular diagnosis and treatment, biomechanics, soft tissue therapies/rehabilitation, physiological therapeutics (2.75 GPA required); or
- Current enrollment in a first professional health care degree program that includes the above coursework in addition to the following requirements:
  - Bachelor's degree
  - Minimum 2.5 GPA in current professional health care program
  - 6th quarter or 4th semester status or above
- Complete a personal interview with the sports medicine program director.
- Pass a comprehensive criminal history background check (requirement at admission).

### Graduation Requirements – MS-SM

The MS-SM degree is conferred upon an 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 2.75 on all required coursework.
- Freedom from all indebtedness and other obligations to the university.

### Program Learning Outcomes – MS-SM

Graduates of the MS-SM program will be able to:

1. Develop evidence informed treatment plans for athletes and active populations.
2. Demonstrate appropriate care of injuries for athletes and active populations.
3. Develop evidence informed performance enhancement plans for athletes and active populations.
4. Utilize emergency, urgent and first aid procedures for athletes and active populations.
5. Apply supplemental strategies based upon clinical needs of athletes and active populations.
6. Communicate knowledge of the evidence-based guidelines for working with special population in exercise and sport.
7. Apply ethical and professional practices in sports care.

### Curriculum Sequence – MS-SM

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

- CHR** = Chiropractic Sciences  
**MSE** = Master of Science – Sports Medicine

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 CHR courses. Non-concurrent sports medicine students who are not enrolled in or have not completed the UWS DC program work with the program director to undertake a transcript review of previous chiropractic education to identify relevant transfer credits for those courses noted as CHR below. Non-concurrent students are not eligible to enroll in CHR courses while completing the sports medicine program.

Qtr. SM/DC	Course #	Course Name	Credits	Grade
1/6 W/SP	CHR6326	Spinal Disorders: Diagnosis & Management	6	G
1/6	CHR6327	Neuro-Orthopedic Assessment of the Spine	1	P/F
1/6	CHR6332	Extremity Biomechanics	2	G
1/6	CHR6333	Extremity Muscle Testing	1	P/F
1/6	CHR6341	Spinal Rehabilitation	1	P/F
1/6	MSE7151	Emergency Management	3	G
1/6	MSE7321	Sports Nutrition	3	G
		<b>Q1 Total</b>	<b>17</b>	
2/7 SP/SU	CHR7128	Lower Extremity Diagnosis & Management	3	G
2/7	CHR7129	Lower Extremity Orthopedic Assessment	1	P/F
2/7	CHR7130	Lower Extremity Taping and Splinting	.5	P/F
2/7	MSE7311	Professional Practice Topics	1	G
2/7	MSE7161	Advanced Sports Medicine I (LR)	4	G
		<b>Q2 Total</b>	<b>9.5</b>	
3/8 SU/F	CHR7230	Upper Extremity Diagnosis & Management	3	G
3/8	CHR7231	Upper Extremity Orthopedic Assessment	1	P/F
3/8	CHR7232	Upper Extremity Taping and Splinting	.5	P/F



Qtr. SM/DC	Course #	Course Name	Credits	Grade
3/8	CHR7266	Advanced Rehabilitation	3	G
3/8	MSE6311	Exercise Physiology	4	G
3/8	MSE7261	Advanced Sports Medicine II (UR)	4	G
		<b>Q3 Total</b>	<b>15.5</b>	
4/9 F/W	MSE7332	Practicum I	1	P/F
4/9	MSE8211	Sport Performance Enhancement	4	G
		<b>Q4 Total</b>	<b>5</b>	
5/10 W/SP	MSE8122	Practicum II	1	P/F
5/10	MSE7361	Advanced Sports Medicine III (Rehabilitation/Active Care)	4	G
		<b>Q5 Total</b>	<b>5</b>	
6/11 SP/SU	MSE8222	Practicum III	1	P/F
6/11	MSE7365	Special Populations	3	G
6/11	BSH8155	Biostatistics	3	G
		<b>Q6 Total</b>	<b>7</b>	
7/12 SU/F	MSE8322	Practicum IV	1	P/F
7/12	MSE6550	Sport Psychology	4	G
		<b>Q7 Total</b>	<b>5</b>	
		<b>Curriculum Total</b>	<b>64</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. Course descriptions for CHR courses can be found in the *DC Chiropractic Sciences* section.

#### **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, focusing specifically on the cardiorespiratory and neuromuscular systems of the body. The laboratory component of this course will feature various clinical data collection procedures and assessments relating to energy expenditure, submaximal and maximal oxygen consumption, blood lactate accumulation, electrocardiography, body composition, and spirometry. (3+2)

#### **MSE6550 Sport Psychology** (4 credits)

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science-based theories, research, and best practices in sport psychology. The course experience will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings. (4+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. If a student is dually enrolled in the UWS DC program and the UWS MS in sports medicine, a B grade in this course is required to dually attribute the course to the DC program (2+2)

#### **MSE7161 Advanced Sports Medicine I (lower region)** (4 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. (3+2)

#### **MSE7261 Advanced Sports Medicine II (upper region)** (4 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. (3+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)

**MSE7361 Advanced Sports Medicine III (Rehabilitation/Active Care) (4 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. (3+2)

**MSE7365 Special Populations (3 credits)**

This seminar program focuses on the evaluation and management of the needs of athletes with special considerations such as disabled master's level 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. (3+0)

**MSE8211 Sports Performance Enhancement (4 credits)**

This course focuses on mechanisms to improve athletic performance in the areas of muscular strength, flexibility, and aerobic capacity for the individual athlete and team. The assessment of performance in each of these areas and the creation, implementation and monitoring of training plans to achieve performance-based goals will be emphasized throughout this course. (3+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)

## Master of Science in Sport and Performance Psychology (MS-SPP)

The master's in sport and performance psychology (MS-SPP) 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 has been designed specifically to allow students to complete coursework required to obtain certification as a Certified Mental Performance Consultant® (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

### Mission Statement

*The mission of the sport and performance psychology programs is to develop competent sport and performance psychology scientist-practitioners who affirm the uniqueness and value of all people. Graduates will be equipped to lead effectively, apply theoretical principles within their chosen profession, implement evidence-based interventions in a variety of performance domains, and improve the performance and mental well-being of individuals and groups.*

### Specific Admission Requirements – MS-SPP

UWS admits new students into the MS-SPP program in fall (October) and spring (April) academic terms. 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 listed below for the sport and performance psychology program:

- Successful completion of a bachelor's degree with a minimum 2.75 undergraduate GPA.
- 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 participate in a group meet and greet session 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 upon an individual who has fulfilled the following requirements:

- 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.
- Freedom from all indebtedness and other obligations to the university.

## Concentrations – MS-SPP

Students can select between two optional concentrations designed to allow specialization in an area of interest.

The Applied Practice concentration allows students to complete a portion of the mentorship hours toward becoming a Certified Mental Performance Consultant® (CMPC). Combined with the 10 required courses, students selecting the Applied Practice concentration are mentored toward eventual professional practice in sport and performance psychology.

The Positive Coaching concentration allows students to enhance and expand their roles as athletic/business coaches, administrators, or supervisors/managers within their chosen field. Combined with the 10 required courses, students selecting the Positive Coaching concentration combine their knowledge of sport and performance psychology with the principles of positive psychology to make an immediate impact in their coaching practice.

## Program Learning Outcomes – MS-SPP

Graduates of the MS-SPP program will be able to be able to:

1. Evaluate the predominant theories and emergent trends within the discipline of sport and performance psychology
2. Distinguish between various ethical codes within the mental health counseling and performance consulting professions, and articulate the rationale for disparities among them.
3. Demonstrate, through discussion, presentation, and in writing, the development of a professional consulting philosophy integrating the disciplines of psychology, sport science, and counseling.
4. Create performance enhancement interventions incorporating a variety of research-supported techniques to improve performance and overall wellness.
5. Develop culturally responsive consulting strategies based upon the relationships, issues, and trends within a multicultural society.
6. Utilize allied theories and concepts to develop an integrated approach to sport and performance consulting. (*Applied Practice concentration*)
7. Synthesize the current research and theory within positive psychology to develop coaching and leadership interventions both within and outside of sport. (*Positive Coaching concentration*)

## Curriculum Sequence – MS-SPP

Qtr.	Course #	Course Name	Credits	Grade
1	COUN6101	Ethics and Professional Identity	4	G
1	SPP6550	Sport Psychology	4	G
1-3	COUN6115	Human Growth and Development	4	G
2	COUN6110	Personality and Counseling Theories	4	G
2	COUN6120	Research Methods and Program Evaluation	4	G
2-4	SPP6215	Applied Sport Psychology <i>Pre-reqs: COUN 6101, SPP6550</i>	4	G
3	COUN6145	Psychopathology and Appraisal	4	G
3-5	SPP6155	Sport in Society	4	G
3-5	SPP6230	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN6101, SPP6550, SPP6215</i>	4	G
4	COUN6150	Multicultural Counseling and Advocacy	4	G
7	SPP6570	Capstone-SPP <i>Pre-reqs: minimum of 48 credits within the MS-SPP, program director approval.</i>	2	G
		*Electives – 12 credits of electives required (see table below)	12	G
<b>Curriculum Total</b>			<b>54</b>	

## MS-SPP Electives

The MS-SPP requires students to take 12 elective credits.

Qtr.	Course #	Course Name	Credits	Grade
5-6	COUN6020	Eating Disorder Treatment	4	G
5-6	COUN6085	Business Basics for Clinicians and Consultants	4	G
5-6	COUN6235	Psychopharmacology	4	G
5-6	COUN6425	Ethical Use of Telehealth Platforms	2	G

Qtr.	Course #	Course Name	Credits	Grade
5-6	COUN6705	Assistive Technology Supporting Mental Health Treatment	2	G
5-6	LEAD6000	Foundations of Positive Leadership	4	G
5-6	LEAD6100	Applied Leadership in Sport and Performance Coaching <i>Pre-req: LEAD6000</i>	4	G
5-6	MSE6220	Biomechanics	4	G
5-6	MSE6500	Exercise Physiology	4	G
5-6	MSE6530	Sports Nutrition	4	G
5-6	SMD6075	Evidence-Based Concussion Management and Care	2	G
5-6	SPP6210	Psychology of Performance Excellence	4	G
5-6	SPP6225	Applied Motor Learning	4	G
5-6	SPP6235	Psychology of Athletic Injury and Rehabilitation	4	G
5-6	SPP6245	Athletic Nutrition Planning and Supplements	4	G
5-6	SPP6250	Directed Study in Sport and Performance Psychology (with program director permission only)	1-4	G
5-6	SPP6255	Field Problems in Sport and Performance Psychology (with program director permission only) <i>Pre-req: COUN6120</i>	1-4	P/NP
5-6	SPP6650	Psychology of Performing Arts	4	G
5-6	SPP6653	Performance Psychology in High-Risk Occupations	4	G

### Positive Coaching Concentration

Students who are pursuing this concentration must take the following courses as their elective choices.

Qtr.	Course #	Course Name	Credits	Grade
5-6	LEAD6000	Foundations of Positive Leadership	4	G
5-6	LEAD6100	Applied Leadership in Sport and Performance Coaching	4	G
6-7	LEAD6400	Culminating Experience in Positive Leadership <i>Pre-req: LEAD6000</i>	4	G
<b>Total</b>			<b>12</b>	

### Applied Practice Concentration

Students who are pursuing this concentration must take the following courses as their elective choices.

Qtr.	Course #	Course Name	Credits	Grade
5-6	SPP6522	Sport and Performance Psychology Interventions <i>Pre-reqs: SPP6550, SPP6215, SPP6230</i>	4	G
5-6	SPP6140	Introduction to Mentorship	4	P/NP
6-7	SPP6141	Mentorship <i>Pre-reqs: Successful completion of SPP6140, program director approval</i>	4	P/NP
<b>Total</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.

##### **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.

##### **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. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

**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.

**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.

**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.

**SPP6155 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.

**SPP6215 Applied Sport Psychology (4 credits)**

This course focuses on the application of psychological theories and current research to the development of effective mental skills intervention techniques used across a variety of performance areas. Strategies and techniques will be implemented, revised, and evaluated to enhance their effectiveness within students' personal performance endeavors. *Prerequisites: COUN6101, SPP6550*

**SPP6230 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. *Prerequisites: COUN6101, SPP6550, SPP6215*

**SPP6550 Sport Psychology (4 credits)**

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science-based theories, research, and best practices in sport psychology. The course will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings.

**SPP6570 Capstone-SPP (2 credits)**

This culminating experience course requires students to review and further synthesize important information covered in the program by adding depth to their previous work. In this course, students will produce a professional and academic portfolio that demonstrates their achievement of the MS-SPP program learning outcomes, academic experiences and professional aspirations. The portfolio includes a professional philosophy statement, selected research papers, key assignments and projects from courses taken as well as professional experiences pertinent to the degree program. *Note: This course requires students to complete a minimum of 48 credits within the MS-SPP program prior to enrollment. All students will request enrollment via program director approval.*

**Electives****COUN6020 Eating Disorder Treatment (4 credits)**

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

**COUN6085 Business Basics for Clinicians and Consultants (4 credits)**

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating

a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

**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.

**COUN6425 Ethical Use of Telehealth Platforms (2 credits)**

This course introduces students to digital healthcare platforms, their ethical use, and related jurisdictional laws and rules. Students will examine advances in information and communication technology, as well as data collection. Students will become familiar with how smartphone applications, virtual reality, and wearable sensors support healthcare services. Additionally, students will identify mainstream telehealth startups, evaluate incentives for investing in promising telehealth tools, predict consumer demand based on efficiencies in access and pricing, and understand real-world implications of big data collection and management.

**COUN6705 Assistive Technology Supporting Mental Health Treatment (2 credits)**

This course adds to the ethical use of digital technology by helping those in mental and behavioral health fields to use technology in addressing and treating mental health disorders or enhance performance. Students will evaluate clinically validated telehealth tools and articulate the disparities in the currently oversaturated tech market, examine big data collection and management's impact on clients, apply digital mental health tools as counseling interventions, and demonstrate how clinicians can use information and communication technology to treat mental health disorders. Students will become familiar with how clinicians can utilize messaging and video conferencing, smartphone applications, virtual reality, and wearable sensors to attend to various client needs, offer expansive and innovative support, and manage mental and behavioral health services.

**SPP6225 Applied Motor Learning**

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.

**LEAD6000 Foundations of Positive Leadership (4 credits)**

This course is an introduction to a new genre of leadership theories and frameworks that are relational-, process-, and strengths-oriented. Students will explore prevalent positive leadership concepts while developing and refining their own positive leadership philosophy. This course is designed to help students build foundational knowledge in the area of positive leadership, in order to apply and extend their learnings throughout the duration of the leadership concentration. Students will engage with positive leadership theories and practices from a multi-level (i.e., individual, dyad, group/team/ organization/collective) and interdisciplinary perspective.

**LEAD6100 Applied Leadership in Sport and Performance Coaching (4 credits)**

This course explores how positive leadership theories and frameworks can be applied to coaching practices in sport and performance contexts. Students will draw on contemporary themes and principles within positive psychology to examine abundance-focused concepts (e.g., resilience, character, hope, growth mindset) within diverse sport and performance contexts with the intention of helping coaches better understand their own coaching practices as well as how to positively influence the well-being and experience of their athletes/performers.

**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.

**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)*

**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.



**SMD6075 Evidence Based Concussion Management and Care (2 credits)**

This course provides current evidence surrounding sport-related concussion. It will review various organization's position statements, current concussion laws, rules, and standards of care, return to play guidelines and requirements, and best practices in evaluation and management of concussion.

**SPP6210 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.

**SPP6235 Psychology of Athletic Injury and Rehabilitation (4 credits)**

This course addresses the theoretical and psychosocial topics surrounding athletic and performance-related injury, including individual response to injury, implementation of appropriate performance psychology techniques to enhance both adherence and compliance during rehabilitation from injury, and psychological concerns surrounding return to play. Topics include the influence of athletic identity, effective application of traditional mental skills in injury-specific situations, and the interaction of factors impacting individual injury occurrence, response, and rehabilitation.

**SPP6245 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.

**SPP6250 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 under the guidance of UWS faculty members. Enrollment is by approval of both course instructor and SPP program director only.

**SPP6255 Field Problems in Sport and Performance Psychology (1-4 credits)**

The Field Problem course is designed to increase the scope of the sport and performance psychology program and to give students special opportunities to participate in advanced research projects either independently or in collaboration with UWS faculty members. Enrollment is by approval of both course instructor and SPP program director only. *Prerequisite: COUN6120*

**SPP6650 Psychology of Performing Arts (4 credits)**

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.

**SPP6653 Performance Psychology in High-Risk Occupations (4 credits)**

An examination of the ways in which traditional sport and performance psychology techniques may be applied with professionals in high-risk occupations. While the focus will be predominantly on military servicemembers and first responders, professionals representing alternative high-risk careers will also be included.

**Positive Coaching Concentration****LEAD6000 Foundations of Positive Leadership (4 credits)**

This course is an introduction to a new genre of leadership theories and frameworks that are relational-, process-, and strengths-oriented. Students will explore prevalent positive leadership concepts while developing and refining their own positive leadership philosophy. This course is designed to help students build foundational knowledge in the area of positive leadership, in order to apply and extend their learnings throughout the duration of the leadership concentration. Students will engage with positive leadership theories and practices from a multi-level (i.e., individual, dyad, group/team/ organization/collective) and interdisciplinary perspective.

**LEAD6100 Applied Leadership in Sport and Performance Coaching (4 credits)**

This course explores how positive leadership theories and frameworks can be applied to coaching practices in sport and performance contexts. Students will draw on contemporary themes and principles within positive psychology to examine abundance-focused concepts (e.g., resilience, character, hope, growth mindset) within diverse sport and performance contexts with the intention of helping coaches better understand their own coaching practices as well as how to positively influence the well-being and experience of their athletes/performers.

**LEAD6400 Culminating Experience in Positive Leadership (4 credits)**

This culminating experience course requires students to integrate their learnings and course learning objectives covered in the previous leadership course sequence. In this course, students will produce a leadership portfolio comprised of material from each of the previous leadership courses including a professional leadership philosophy statement, selected research literature,

key assignments, and projects, as well as professional experiences pertinent to the leadership concentration. Using this portfolio students will identify and work with a group team, or organization to plan, assess, deliver and evaluate a leadership intervention based on the needs, priorities, and goals of the client. *\*Positive Coaching concentration Prerequisites: LEAD6000, LEAD6100*

## Applied Practice Concentration

### SPP6140 Introduction to Mentorship (4 credits)

This course serves as the foundational course within the Mentorship sequence. Students will review the legal and ethical requirements of providing performance psychology services, complete and submit required documents in support of the mentorship experience, and complete required trainings for an online documentation storage platform. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students may accumulate up to 10 hours of group mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant® credential offered by the Association for Applied Sport Psychology (AASP). Students must successfully pass this course to be approved to enroll in SPP6141. *Prerequisite: Program director approval*

### SPP6141 Mentorship (4 credits)

Mentorship students work one-on-one with a qualified, AASP-approved, faculty member to deliver sport and performance psychology services to performers in the students' area of interest or expertise. Hours of service provision collected may be used to fulfill application requirements to become a Certified Mental Performance Consultant® (CMPC) through the Associate of Applied Sport Psychology (AASP). Students may accumulate up to 30 hours of individual mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant® credential offered by the Associate for Applied Sport Psychology. In addition to meetings with the faculty mentor, students will participate in collaborative learning with peers during virtual classroom and live video conference group sessions. *Prerequisites: Successful completion of SPP6140, program director approval*

### SPP6522 Sport and Performance Psychology Interventions (4 credits)

This course examines both the professional issues (including professional relationship and network development) associated with applied sport and performance psychology practice, and the development of evidence-based interventions using a case study approach. Cases represent the most common performance issues young professionals encounter and require the incorporation of best practices integrating theory into applied settings. Students will demonstrate the application of ethical standards, case conceptualization development, and appropriate intervention design necessary for establishing long-term consulting relationships. This course includes mandatory synchronous sessions. The schedule is determined in collaboration with participants. *Prerequisites: SPP6550, SPP6215, SPP6230*

## Graduate Certificate in Applied Sport Psychology (Cert-ASP)

The online graduate certificate program is designed for students who want to further their education or are pursuing a graduate level certificate. The coursework, using courses from the master's program, includes seven courses. Completion of the certificate program can be accomplished within one year.

### Mission Statement

*The mission of the sport and performance psychology programs is to develop competent sport and performance psychology scientist-practitioners who affirm the uniqueness and value of all people. Graduates will be equipped to lead effectively, apply theoretical principles within their chosen profession, implement evidence-based interventions in a variety of performance domains, and improve the performance and mental well-being of individuals and groups.*

### Admission Requirements – Cert-ASP

UWS admits new students into the certificate programs in fall (October), spring (April). 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements listed below for the sport and performance psychology program:

- Successful completion of a bachelor's degree with a minimum cumulative 2.75 undergraduate GPA.
- Applicants are required to write and submit a personal essay describing their history of performance excellence, learning expectations, and career goals.
- Pass a comprehensive criminal history background check (requirement at admission).

### Graduation Requirements – Cert-ASP

The Cert-ASP is conferred upon an individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development and behavior.
- Successful completion of all required courses, program requirements or approved equivalents with a minimum GPA of 3.0.
- Freedom from all indebtedness and other obligations to the university.

The ASP certificate program is designed to help students complete courses that have been identified as meeting AASP's Certified Mental Performance Consultant® (CMPC) coursework requirements, enhance professional development in their current career, and/or explore their interest in the profession of sport and performance psychology. Students are encouraged to consult with program faculty regarding appropriate selection of electives to meet personal and professional goals.

The certificate is a total of 28 quarter-credits. Coursework for this certificate can also be taken within other online degrees.

### **Program Learning Outcomes – Cert-ASP**

Graduates of the Cert-ASP program will be able to:

1. Evaluate the predominant theories and emergent trends within the discipline of sport and performance psychology.
2. Design activities and ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.

### **Curriculum Sequence – Cert-ASP**

Course #	Core Courses	Credits	Grade
COUN6101	Ethics and Professional Identity	4	G
SPP6550	Sport Psychology or approved elective	4	G
SPP6215	Applied Sport Psychology or approved elective Pre-reqs: COUN6101, SPP6550	4	G
SPP6230	Psychological Preparation and Mental Skills Training or approved elective Pre-reqs: COUN6101, SPP6550, SPP6215	4	G
	*Electives – must complete 12 credits (see table below)	12	G
<b>Curriculum Total</b>		<b>28</b>	

### **Cert-ASP Electives**

The Cert-ASP requires students to take 12 elective credits.

Course #	Course Name	Credits	Grade
COUN6020	Eating Disorder Treatment	4	G
COUN6085	Business Basics for Clinicians and Consultants	4	G
COUN6110	Personality and Counseling Theories	4	G
COUN6115	Human Growth and Development	4	G
COUN6120	Research Methods and Program Evaluation	4	G
COUN6130	Group Counseling	4	G
COUN6135	Career Counseling	4	G
COUN6140	Addiction Counseling	4	G
COUN6145	Psychopathology and Appraisal	4	G
COUN6150	Multicultural Counseling and Advocacy	4	G
COUN6220	Counseling Methods and Practices	4	G
COUN6235	Psychopharmacology	4	G
COUN6425	Ethical Use of Telehealth Platforms	2	G
COUN6705	Assistive Technology Supporting Mental Health Treatment	2	G
LEAD6000	Foundations of Positive Leadership	4	G
MSE6220	Biomechanics	4	G
MSE6500	Exercise Physiology	4	G
SMD6075	Evidence-Based Concussion Management and Care	2	G
SPP6155	Sport in Society	4	G
SPP6225	Applied Motor Learning	4	G
SPP6235	Psychology of Athletic Injury and Rehabilitation	4	G
SPP6650	Psychology of Performing Arts	4	G
SPP6653	Performance Psychology in High-Risk Occupations	4	G

### **Course Descriptions – Cert-ASP**

Refer to the MS clinical mental health counseling section for all COUN course descriptions. Refer to the MS sport and performance psychology section for all other course descriptions.

## Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Counseling Specialization (EdD-SPP, CMHC Specialization)

**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 a minimum of 148 quarter-credits (credits may vary for completion of culminating experience) including counseling-specific coursework, clinical experiences and sport and performance psychology 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 potential eligibility for state licensure, it includes content and practical experiences to prepare students for the CMPC exam and certification. Students are responsible to check their state licensing bodies for confirmation that the required courses meet state licensure and/or certification standards.

**Note:** Upon successful completion of the first 90 credits in clinical mental health counseling course content, students will be awarded a master's degree in clinical mental health counseling.

### Mission Statement

*The mission of the sport and performance psychology programs is to develop competent sport and performance psychology scientist-practitioners who affirm the uniqueness and value of all people. Graduates will be equipped to lead effectively, apply theoretical principles within their chosen profession, implement evidence-based interventions in a variety of performance domains, and improve the performance and mental well-being of individuals and groups.*

*The mission of the clinical mental health counseling program is to educate and prepare the next generation of professional counselors and leaders who, through commitment, excellence, and engagement, will have meaningful and sustained impact in their communities. Such impact is accomplished by actively and diligently affirming the dignity and self-worth of all persons.*

### Admission Requirements – EdD-SPP, CMHC Specialization

UWS admits new students into the EdD-SPP, CMHC specialization program in fall (October) and spring (April) academic terms. 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.

Each applicant for the EdD-sport and performance psychology, clinical mental health counseling 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.

In addition to the general entry requirements for the college of graduate studies, students must also meet the specific entry requirements below for the EdD-SPP, CMHC specialization program.

- Complete standard admissions application, including a detailed, well-written personal statement discussing experiences in and fit for the professions of counseling and mental 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 3.0 GPA in completed bachelor's or a cumulative 3.0 GPA in a master's program.
- 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).
- Pass a comprehensive criminal history background check (requirement at admission).

Applicants to the EdD-SPP, CMHC specialization program must be either a U.S. citizen or permanent resident. Due to student visa restrictions, international applicants are not eligible for admission at this time.

### Graduation Requirements – EdD-SPP, CMHC Specialization

The EdD-SPP, CMHC specialization degree is conferred upon the individual who has fulfilled the following requirements:

- Maintenance of enrollment eligibility through satisfactory academic performance, professional development, and behavior.
- Successful completion of all required courses and program requirements or approved equivalents in the MS-CMHC and EdD-SPP portions of the program with a minimum cumulative GPA of 3.0 on all required coursework.
- Successful completion of minimum graduation requirements as officially communicated to students through the university catalog, student publications, and other official documents of the university.
- Freedom from all indebtedness and other obligations to the university.

### Program Learning Outcomes – EdD-SPP, CMHC Specialization

Graduates of the EdD-SPP, CMHC specialization program will be able to:

1. Create a professional identity based on the philosophies, history, and roles of the clinical mental health counseling profession.
2. Apply ethical and legal standards to clinical mental health counseling practices.

3. Develop culturally responsive counseling strategies based on their professional evaluation of the cultural context of relationships, issues, and trends of a multicultural society.
4. Apply effective advocacy strategies to enhance clinical mental health services.
5. Synthesize theories of human growth and development to create differentiated counseling interventions that promote resilience, optimum development, and wellness across the lifespan.
6. Create a career development plan to assess and develop client skills appropriate to their work, relationships, and wellbeing.
7. Integrate theories and best practices related to trauma-informed and community-based strategies to appropriately meet the needs of diverse clients.
8. Develop culturally responsive treatment and/or intervention plans with measurable outcomes for clients.
9. Apply theoretical foundations, group processes, and developmental dynamics, and therapeutic factors to effectively lead group counseling.
10. Implement evidence-based assessment techniques appropriate for mental health counseling professionals to diagnose developmental, behavioral, and mental health disorders in diverse clients.
11. Assess mental health counseling research to inform clinical practice.
12. Describe major concepts and current trends in research pertaining to the mental health counseling and sport psychology.
13. Identify and explain the legal and ethical issues involved with counseling practice and mental performance consulting.
14. Demonstrate the ability to design activities and ethical interventions in sport and performance contexts that will lead to improved performance and satisfaction.
15. Communicate through discussion and writing the terminology, concepts, and connections between science, counseling and mental performance consulting practice.
16. Recognize and integrate a variety of techniques available to improve health, enhance performance, and improve overall wellness.

**Additional Program Learning Outcome for Sport and Performance Psychology Consulting Concentration**

- Implement ethical and evidence-based interventions in sport and performance contexts that will lead to improved performance and satisfaction

**Curriculum Sequence – EdD-SPP, CMHC Specialization**

All students in the EdD-SPP, CMHC specialization program complete a minimum total of 148 quarter credits to graduate.

- Core Course Credits: 116
- Dissertation Credits: 16 credits minimum (32 maximum)
- Elective Credits: 16

Qtr.	Course #	Course Name	Credits	Grade
1	COUN7430	Counseling Methods and Practices	4	G
1	COUN8101	Ethics and Professional Identity	4	G
1-2	COUN8145	Psychopathology and Appraisal	4	G
2	COUN8010	Marriage, Couple, and Family Counseling	4	G
2	COUN8110	Personality and Counseling Theories	4	G
2-3	COUN8130	Group Counseling	4	G
3	COUN7715	Tests and Assessments	4	G
3	COUN8115	Human Growth and Development	4	G
3-4	COUN8540	Pre-Practicum	4	G
4	COUN8135	Career Counseling	4	G
4	COUN8150	Multicultural Counseling and Advocacy	4	G
4-5	COUN8555	Clinical Counseling Practicum <i>Pre-reqs: COUN7430, COUN8101, COUN8540</i>	4	P/NP
5	COUN8400	Psychopharmacology	4	G
5		Approved Elective 1 (see table below)	2-4	G
6		Approved Elective 2 (see table below)	2-4	G
6	COUN8120	Research Methods and Program Evaluation	4	G
7	COUN8140	Addiction Counseling	4	G
8	SPP8550	Sport Psychology	4	G
5-8	COUN8575	Clinical Internship (4 credits/term for 4 terms) <i>Pre-req: COUN8555</i>	4 (16 total credits)	P/NP
8	COUN8845	Capstone-CMHC	2	G
<b>MS-CMHC Conferred Curriculum Total</b>			<b>90</b>	

Qtr.	Course #	Course Name	Credits	Grade
9	SPP8215	Applied Sport Psychology <i>Pre-reqs: COUN8101, SPP8550</i>	4	G
9	SPP8125	Statistics for Clinicians and Advanced Research Methods	4	G
9-10	SPP8230	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN8101, SPP8550, SPP8215</i>	4	G
<i>Students select one of the following 3 courses (SPP8225, MSE8220 or MSE8500) to fulfill curriculum requirements.</i>				
10	SPP8225	Applied Motor Learning	4	G
10	MSE8220	Biomechanics	4	G
10	MSE8500	Exercise Physiology	4	G
<i>Students select one of the following 2 courses (SPP8650 or SPP8653) to fulfill curriculum requirements.</i>				
10	SPP8650	Psychology of Performing Arts	4	G
10	SPP8653	Performance Psychology in High-Risk Occupations	4	G
10-11	SPP8522	Sport and Performance Psychology Interventions <i>Pre-reqs: SPP8550, SPP8215, SPP8230</i>	4	G
11	SPP8115	Scholarly Writing Methods and Practices <i>Pre-req: SPP8125; recommended to be taken immediately prior to Dissertation</i>	2	G
13-16	SPP8131	Dissertation (4 credits per term, 4 terms minimum) <i>Enrollment in Dissertation requires program director approval</i>	4 (16 total credits)	P/NP
		Electives – 16 credits (see table below)	16	G
<b>EdD-SPP, CMHC Specialization Curriculum Total</b>			<b>Minimum of 148</b>	

### EdD-SPP, CMHC Specialization Electives

The EdD in SPP, CMHC specialization requires students to take 16 elective credits.

Course #	Course Name	Credits	Grade
COUN7425	Ethical Use of Telehealth Platforms	2	G
COUN7611	Human Sexuality Counseling	4	G
COUN7705	Assistive Technology Supporting Mental Health Treatment	2	G
COUN8020	Eating Disorder Treatment	4	G
COUN8085	Business Basics for Clinicians and Consultants	4	G
COUN8106	Play Therapy	4	G
COUN8565	Trauma-Informed Treatment	4	G
COUN8570	Case Conceptualization and Treatment Planning	4	G
LEAD8000	Foundations of Positive Leadership	4	G
LEAD8100	Applied Leadership in Sport and Performance Coaching <i>Pre-req: LEAD8000</i>	4	G
LEAD8200	Applied Leadership in Administrative Settings <i>Pre-req: LEAD8000</i>	4	G
LEAD8300	Applied Interventions for Peak Performance Cultures <i>Pre-reqs: LEAD8000, SPP8511</i>	4	G
MSE8220	Biomechanics	4	G
MSE8500	Exercise Physiology	4	G
MSE8540	Sports Nutrition	4	G
SMD6075	Evidence-Based Concussion Management and Care	2	G
SPP8150	Psychophysiology & Biofeedback	4	G
SPP8155	Sport in Society	4	G
SPP8225	Applied Motor Learning	4	G
SPP8235	Psychology of Athletic Injury and Rehabilitation	4	G
SPP8245	Athletic Nutrition Planning and Supplements	4	G
SPP8250	Directed Study in Sport and & Performance Psychology <i>Approval needed from program director for enrollment</i>	1-4	G
SPP8255	Field Problems in Sport & Performance Psychology <i>Pre-req: COUN8120, approval needed from program director for enrollment</i>	1-4	P/NP
SPP8511	Group, Team and Organizational Dynamics	4	G
SPP8650	Psychology of Performing Arts	4	G
SPP8653	Performance Psychology in High-Risk Occupations	4	G



### **Edd-SPP, Clinical Mental Health Counseling Dissertation**

Each candidate completes one of the following options for a minimum of 16 credits and a maximum of 32 credits. Note that enrollment in the Mentorship and Dissertation courses requires program director approval.

Program completion requires a minimum of 16 credits of dissertation, four quarters of continuous dissertation enrollment, and a maximum of 32 total dissertation credits are allowed. Students have 4 years to complete the dissertation requirements and must be continuously enrolled until the dissertation is complete with all final requirements met. 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. Enrollment in the Dissertation courses requires program director approval.

Course #	Course Name	Credits	Grade
SPP8131	Dissertation (4 credits per term; minimum of 4 terms) <i>Enrollment in Dissertation requires program director approval</i>	4	P/NP

### **Sport and Performance Psychology Consulting (SPPC) Concentration**

The SPPC concentration requires 16 credits of mentorship, four quarters of continuous mentorship enrollment. Students are required to attend virtual weekly class meetings at a designated time with the mentorship group. Each week students will complete readings and assignments which will be reviewed with classmates during virtual classroom and live video conference group and individual supervision sessions. Additionally, students will share consulting experiences and discuss case formulations with the small group. The UWS sport and performance psychology program (SPP) must pre-approve mentors for SPP mentorship experiences to count toward degree completion. Approval by the SPP program must be received prior to beginning the mentorship experience. Only hours spent in the delivery of sport psychology services during the approved course section are eligible toward course completion. Therefore, students are encouraged to set up mentorship experiences early but should not start working with clients before completing the core SPP coursework and enrollment in SPP8140 Introduction to Mentorship.

The SPPC concentration curriculum has been designed specifically to allow students to complete mentorship hours in partial fulfillment of the requirements to obtain certification as a Certified Mental Performance Consultant® (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

Qtr.	Course #	Course Name	Credits	Grade
7-12	SPP8140	Introduction to Mentorship <i>Pre-req: SPP8523 or permission of program director</i>	4	P/NP
9-12	SPP8141	Mentorship (4 credits per term; 3 terms) <i>Pre-req: Successful completion of SPP8140, program director approval</i>	12	P/NP

### **Course Descriptions – Edd-SPP, CMHC Specialization**

#### **Core Courses**

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

**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. Fundamentals of neuroanatomy, brain development, neuropsychology, and neurophysiology provide insight into the development of wellness and pathology, especially in the context of social and familial influences. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

**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.

**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).

**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.

**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.

**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.

**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.

**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.

**COUN8845 Capstone-CMHC (2 credits)**

During this final course in the program, students will complete work that demonstrates they are prepared to function as professional clinical mental health counselors. The course work is specifically designed based on program learning outcomes. Students will present and defend their work to peers, instructors, and faculty members.

**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.

**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)*

**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. *Prerequisite: SPP8125*

**SPP8125 Statistics for Clinicians and Advanced Research Methods (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.

**SPP8131 Dissertation (4 credits/term; 4 terms minimum)**

Dissertation candidates work one-on-one with members of their dissertation committee to write and defend the research proposal, submit the proposal to the Institutional Review Board, collect and analyze data, write the dissertation, and prepare for the dissertation defense. Program completion requires a minimum of 16 credits of continuous enrollment in this course. This course is repeatable up to 32 credits. *Prerequisite: Program director approval*

**SPP8215 Applied Sport Psychology (4 credits)**

This course focuses on the application of psychological theories and current research to the development of effective mental skills intervention techniques used across a variety of performance areas. Strategies and techniques will be implemented, revised, and evaluated to enhance their effectiveness within students' personal performance endeavors. *Prerequisites: COUN8101, SPP8550*

**SPP8225 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.

**SPP8230 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. *Prerequisites: COUN8101, SPP8550, SPP8215*

**SPP8522 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. This course includes mandatory synchronous sessions. The schedule is determined in collaboration with participants. *Prerequisites: SPP8550, SPP8215, SPP8230*

**SPP8550 Sport Psychology (4 credits)**

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science-based theories, research, and best practices in sport psychology. The course will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings.

**SPP8650 Psychology of Performing Arts (4 credits)**

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.

**SPP8653 Performance Psychology in High-Risk Occupations (4 credits)**

An examination of the ways in which traditional sport and performance psychology techniques may be applied with professionals in high-risk occupations. While the focus will be predominantly on military servicemembers and first responders, professionals representing alternative high-risk careers will also be included.

**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.

**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. *Prerequisites:* COUN7430, COUN8101, COUN8540

**COUN8575 Clinical Internship (4 credits/term for 4 terms)**

The clinical internship course requires students to fulfill at least 700 total required contact hours in a mental health setting local to each student. Students complete this course four times (4 credits for 4 terms = 16 total credits) to meet the required course expectations. Of the 700 total hours, students must complete 280 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. *Prerequisite* COUN8555

**Electives****COUN7425 Ethical Use of Telehealth Platforms (2 credits)**

This course introduces students to digital health care platforms, their ethical use, and related jurisdictional laws and rules. Students will examine advances in information and communication technology, as well as data collection. Students will become familiar with how smartphone applications, virtual reality, and wearable sensors support healthcare services. Additionally, students will identify mainstream telehealth startups, evaluate incentives for investing in promising telehealth tools, predict consumer demand based on efficiencies in access and pricing, and understand real-world implications of big data collection and management.

**COUN7611 Human Sexuality Counseling (4 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.

**COUN7705 Assistive Technology Supporting Mental Health Treatment (2 credits)**

This course adds to the ethical use of digital technology by helping those in mental and behavioral health fields to use technology in addressing and treating mental health disorders or enhance performance. Students will evaluate clinically validated telehealth tools and articulate the disparities in the currently oversaturated tech market, examine big data collection and management's impact on clients, apply digital mental health tools as counseling interventions, and demonstrate how clinicians can use information and communication technology to treat mental health disorders. Students will become familiar with how clinicians can utilize messaging and video conferencing, smartphone applications, virtual reality, and wearable sensors to attend to various client needs, offer expansive and innovative support, and manage mental and behavioral health services.

**COUN8020 Eating Disorder Treatment (4 credits)**

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

**COUN8085 Business Basics for Clinicians and Consultants (4 credits)**

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

**COUN8106 Play Therapy (4 credits)**

This course provides an introduction to the theory and practice of Play Therapy as a psychotherapeutic approach when working with individual children and adolescents, parents, families, and groups. This course will identify the development of the therapist/child relationship and the parent/child relationship, utilizing play as the main method of communication in the counseling process in order to help facilitate expression, personal and relational growth, self-understanding, and child development. Students will become familiar with play therapy theories and techniques, therapeutic stages, ethical issues, and application. Analysis of developmental models from a multicultural perspective adds depth to case conceptualization.

**COUN8565 Trauma-Informed Treatment (4 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.

**COUN8570 Case Conceptualization and Treatment Planning (4 credits)**

This course allows students to apply diagnostic knowledge and skill to their actual client base during their clinical experiences. Students will receive direction and feedback about holistic case conceptualization and assistance with design, implementation, review, and editing of treatment plans with actual clients and client diagnoses.

**LEAD8000 Foundations of Positive Leadership (4 credits)**

This course is an introduction to a new genre of leadership theories and frameworks that are relational-, process-, and strengths-oriented. Students will explore prevalent positive leadership concepts while developing and refining their own positive leadership philosophy. This course is designed to help students build foundational knowledge in the area of positive leadership, in order to apply and extend their learnings throughout the duration of the leadership concentration. Students will engage with positive leadership theories and practices from a multi-level (i.e., individual, dyad, group/team, organization/collective) and interdisciplinary perspective.

**LEAD8100 Applied Leadership in Sport and Performance Coaching (4 credits)**

This course explores how positive leadership theories and frameworks can be applied to coaching practices in sport and performance contexts. Students will draw on contemporary themes and principles within positive psychology to examine abundance-focused concepts (e.g., resilience, character, hope, growth mindset) within diverse sport and performance contexts with the intention of helping coaches better understand their own coaching practices as well as how to positively influence the well-being and experiences of their athletes/performers.

**LEAD8200 Applied Leadership in Administrative Settings (4 credits)**

This course is designed to change the way administrators and leaders approach problem-solving, and utilizing best-practice approaches to applied leadership and administration. Emphasis will be placed on positive leadership and administration practices. Content will address generating trustworthy data to focus on real-world issues, challenges, problems and opportunities within the context of all administrative venues. The course will examine differences in leadership and administration among sport and non-sport settings. *Prerequisite: LEAD8000*

**LEAD8300 Applied Interventions for Peak Performance Cultures (4 credits)**

This course examines the factors that impact team culture in both sport and organizational settings using a case study approach. Analyses require the incorporation of best practices integrating theory into applied settings on topics such as leadership styles, psychological safety, vision + values, motivational environment, and communication. Case presentations will include initial assessment methods, development of interventions, as well as methods of measurement to determine the effectiveness. *Prerequisites: LEAD8000, SPP8511*

**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.

**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)*

**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.

**SMD6075 Evidence Based Concussion Management and Care (2 credits)**

This course provides current evidence surrounding sport-related concussion. It will review various organization's position statements, current concussion laws, rules, and standards of care, return to play guidelines and requirements, and best practices in evaluation and management of concussion.

**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.

**SPP8155 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.

**SPP8225 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.

**SPP8235 Psychology of Athletic Injury and Rehabilitation (4 credits)**

This course addresses the theoretical and psychosocial topics surrounding athletic and performance-related injury, including individual response to injury, implementation of appropriate performance psychology techniques to enhance both adherence and compliance during rehabilitation from injury, and psychological concerns surrounding return to play. Topics include the influence of athletic identity, effective application of traditional mental skills in injury-specific situations, and the interaction of factors impacting individual injury occurrence, response, and rehabilitation.

**SPP8245 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.

**SPP8250 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 under the guidance of UWS faculty members. Enrollment is by approval of both course instructor and SPP program director only.

**SPP8255 Field Problems in Sport and Performance Psychology (1-4 credits)**

The Field Problem course is designed to increase the scope of the sport and performance psychology program and to give students special opportunities to participate in advanced research projects either independently or in collaboration with UWS faculty members. Enrollment is by approval of both course instructor and SPP program director only. *Prerequisite: COUN8120*

**SPP8511 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.

**SPP8650 Psychology of Performing Arts (4 credits)**

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.



### **SPP8653 Performance Psychology in High-Risk Occupations (4 credits)**

An examination of the ways in which traditional sport and performance psychology techniques may be applied with professionals in high-risk occupations. While the focus will be predominantly on military Servicemembers and first responders, professionals representing alternative high-risk careers will also be included.

## **Sport and Performance Psychology Consultation Concentration Required Courses**

### **SPP8140 Introduction to Mentorship (4 credits)**

This course serves as the foundational course within the Mentorship sequence. Students will review the legal and ethical requirements of providing performance psychology services, complete and submit required documents in support of the mentorship experience, and complete required trainings for an online documentation storage platform. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students may accumulate up to 10 hours of group mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant® credential offered by the Association for Applied Sport Psychology. Students must successfully pass this course to be approved to enroll in SPP8141. This course is repeatable up to 8 credits. *Prerequisite: Program director approval*

### **SPP8141 Mentorship (4 credits)**

Mentorship students work one-on-one with a qualified, AASP-approved, faculty member to deliver sport and performance psychology services to performers in the students' area of interest or expertise. Hours of service provision collected may be used to fulfill application requirements to become a Certified Mental Performance Consultant® (CMPC) through the Associate of Applied Sport Psychology (AASP). Students may accumulate up to 30 hours of individual mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant® credential offered by the Associate of Applied Sport Psychology. In addition to meetings with the faculty mentor, students will participate in collaborative learning with peers during virtual classroom and live video conference group sessions. This course is repeatable up to 24 credits. *Prerequisites: Successful completion of SPP8140, program director approval*

## **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 SPP degree is a blend between a research-oriented and an applied doctoral program designed to allow students to meet their specific career goals and educational needs. Students may select one of the following degree track options: 1) individual studies or 2) positive leadership and administration (PLA). Each of the doctoral program options requires a minimum of 86 quarter-credits (credits may vary for completion of culminating experience). The curriculum has been designed specifically to allow students to complete coursework required to obtain certification as a Certified Mental Performance Consultant® (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

### **Mission Statement**

*The mission of the sport and performance psychology programs is to develop competent sport and performance psychology scientist-practitioners who affirm the uniqueness and value of all people. Graduates will be equipped to lead effectively, apply theoretical principles within their chosen profession, implement evidence-based interventions in a variety of performance domains, and improve the performance and mental well-being of individuals and groups.*

### **Admission Requirements – EdD-SPP**

UWS admits new students into the EdD-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.

In addition to the general entry requirements for the college of graduate studies, students must also meet specific entry requirements listed below for the EdD-SPP program:

- Master's degree from an accredited college or university (or foreign equivalent).
- Minimum cumulative graduate GPA of 3.0.
- Applicants are required to write and submit a personal essay describing their history of performance excellence, learning expectations, and career goals.
- 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).
- Admitted students must have successfully passed a graduate level research methods course.

### **Graduation Requirements – EdD-SPP**

The EdD-SPP degree is conferred upon an individual who has fulfilled the following requirements:

- 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 defense of dissertation.
- Freedom from all indebtedness and other obligations to the university.

### Program Learning Outcomes – EdD-SPP

Graduates of the EdD-SPP program will be able to:

1. Evaluate the predominant theories and emergent trends within both the discipline and professional of sport and performance psychology.
2. Determine appropriate professional conduct for a variety of situations based on the legal and ethical codes of clinical mental health counseling and sport and performance psychology.
3. Implement an individual philosophy of performance excellence integrating the disciplines of psychology sport science, and counseling.
4. Implement culturally responsive consulting strategies based upon the relationships, issues, and trends within a multicultural society.
5. Extend the predominant theory, research, and application trends in sport and performance psychology through the completion of individual research.

#### Additional Program Learning Outcome for Positive Leadership and Administration Concentration

- Design interventions informed by current research in positive psychology to enhance performance and improve overall wellness in a variety of leadership and administrative contexts.

#### Additional Program Learning Outcome for Sport and Performance Psychology Consulting Concentration

- Implement ethical and evidence-based interventions in sport and performance contexts that will lead to improved performance and satisfaction.

### Curriculum Sequence – EdD-SPP

All students in the EdD-SPP program will complete a minimum total of 86 quarter credits to graduate.

- Core Course Credits: 50
- Dissertation Credits: 16 minimum (32 maximum)
- Elective Credits: 20

The EdD sport and performance psychology curriculum has been designed specifically to allow students to complete coursework required to obtain certification as a Certified Mental Performance Consultant® (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

Qtr.	Course #	Course Name	Credits	Grade
1	COUN8101	Ethics and Professional Identity	4	G
1-2	SPP8550	Sport Psychology	4	G
1-2	COUN7430	Counseling Methods and Practices	4	G
2-3	COUN8145	Psychopathology and Appraisal	4	G
2-3	SPP8215	Applied Sport Psychology <i>Pre-reqs: COUN8101, SPP8550</i>	4	G
2-3	SPP8125	Statistics for Clinicians and Advanced Research Methods	4	G
3-4	SPP8230	Psychological Preparation and Mental Skills Training <i>Pre-reqs: COUN8101, SPP8550, SPP8215</i>	4	G
3-4	COUN8150	Multicultural Counseling and Advocacy	4	G
4-5	SPP8511	Group, Team and Organizational Dynamics	4	G
<i>Students select one of the following 3 courses (SPP8225, MSE8220 or MSE8500) to fulfill curriculum requirements.</i>				
4-5	SPP8225	Applied Motor Learning	4	G
4-5	MSE8220	Biomechanics	4	G
4-5	MSE8500	Exercise Physiology	4	G
<i>Students select one of the following 2 courses (SPP8650 or SPP8653) to fulfill curriculum requirements.</i>				
4-5	SPP8650	Psychology of Performing Arts	4	G
4-5	SPP8653	Performance Psychology in High-Risk Occupations	4	G
4-5	SPP8522	Sport and Performance Psychology Interventions <i>Pre-reqs: SPP8550, SPP8215, SPP8230</i>	4	G
8	SPP8115	Scholarly Writing Methods and Practices <i>Pre-req: SPP8125; recommended to be taken immediately prior to Dissertation</i>	2	G
9-12	SPP8131	Dissertation (4 credits per term; 4 terms minimum) <i>Enrollment in Dissertation requires program director approval</i>	4	P/NP
		Electives – 20 credits required (see tables below)	20	
<b>Curriculum Total</b>			<b>Minimum of 86</b>	

## EdD-SPP Electives

\*The EdD in SPP requires students to take 20 quarter-credits of elective coursework within the doctoral program. Elective courses completed during a master's program do not count toward the 20 quarter-credits of EdD elective.

Course #	Course Name	Credits	Grade
COUN7425	Ethical Use of Telehealth Platforms	2	G
COUN7705	Assistive Technology Supporting Mental Health Treatment	2	G
COUN8020	Eating Disorder Treatment	4	G
COUN8085	Business Basics for Clinicians and Consultants	4	G
COUN8135	Career Counseling	4	G
COUN8140	Addiction Counseling	4	G
COUN8400	Psychopharmacology	4	G
LEAD8000	Foundations of Positive Leadership	4	G
LEAD8100	Applied Leadership in Sport and Performance Coaching <i>Pre-req: LEAD8000</i>	4	G
LEAD8200	Applied Leadership in Administrative Settings <i>Pre-req: LEAD8000</i>	4	G
LEAD8300	Applied Interventions for Peak Performance Cultures <i>Pre-reqs: LEAD8000, SPP8511</i>	4	G
MSE8220	Biomechanics	4	G
MSE8500	Exercise Physiology	4	G
MSE8540	Sports Nutrition (recommended prior to SPP8245)	4	G
SMD6075	Evidence-Based Concussion Management and Care	2	G
SPP8150	Psychophysiology & Biofeedback	4	G
SPP8155	Sport in Society	4	G
SPP8210	Psychology of Performance Excellence	4	G
SPP8225	Applied Motor Learning	4	G
SPP8235	Psychology of Athletic Injury and Rehabilitation	4	G
SPP8245	Athletic Nutrition Planning and Supplements	4	G
SPP8250	Directed Study in Sport and & Performance Psychology <i>Enrollment requires program director approval</i>	1-4	G
SPP8255	Field Problems in Sport & Performance Psychology <i>Enrollment requires program director approval</i>	1-4	P/NP
SPP8650	Psychology of Performing Arts	4	G
SPP8653	Performance Psychology in High-Risk Occupations	4	G

## EdD-SPP Dissertation

Program completion requires a minimum of 16 credits of dissertation, four quarters of continuous dissertation enrollment, and a maximum of 32 total dissertation credits are allowed. Students have 4 years to complete the dissertation requirements and must be continuously enrolled until the dissertation is complete with all final requirements met. 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. Enrollment in the Dissertation courses requires program director approval.

Course #	Course Name	Credits	Grade
SPP8131	Dissertation (4 credits per term; minimum of 4 terms)	4	P/NP

## Positive Leadership and Administration (PLA) Concentration

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. The PLA concentration applies the principles of positive psychology to the challenges in competitive sport environments and the workplace. This concentration is intended to help leaders and their teams or organizations succeed through enhanced understandings of human motivation and behaviors 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

The PLA concentration requires students to complete 20 quarter-credits of specific coursework within the doctoral program.

Qtr.	Course #	Course Name	Credits	Grade
3-8	LEAD8000	Foundations of Positive Leadership	4	G
3-8	LEAD8100	Applied Leadership in Sport and Performance Coaching <i>Pre-req: LEAD8000</i>	4	G
3-8	LEAD8200	Applied Leadership in Administrative Settings <i>Pre-req: LEAD8000</i>	4	G
3-8	LEAD8300	Applied Interventions for Peak Performance Cultures <i>Pre-reqs: LEAD8000, SPP8511</i>	4	G
3-8	LEAD8400	Culminating Experience in Positive Leadership <i>Pre-req: Successful completion of all required concentration courses</i>	4	G

### Sport and Performance Psychology Consulting (SPPC) Concentration

The SPPC concentration requires completion of SPP 8523 SPP Pre-Mentorship as well as 16 credits of mentorship, four quarters of continuous mentorship enrollment. Students are required to attend virtual weekly class meetings at a designated time with the mentorship group. Each week students will complete readings and assignments which will be reviewed with classmates during virtual classroom and live video conference group and individual supervision sessions. Additionally, students will share consulting experiences and discuss case formulations with the small group. The UWS sport and performance psychology program director must pre-approve mentors for SPP mentorship experiences to count toward degree completion. Approval by the SPP program director must be received prior to beginning the mentorship experience. Only hours spent in the delivery of sport psychology services during the approved course section are eligible toward course completion. Therefore, students are encouraged to set up mentorship experiences early but should not start working with clients before completing the core SPP coursework and enrollment in SPP8140 Introduction to Mentorship.

The SPPC concentration curriculum has been designed specifically to allow students to complete mentorship hours in partial fulfillment of the requirements to obtain certification as a Certified Mental Performance Consultant® (CMPC) through the Association of Applied Sport Psychology (AASP). Students are advised to remain informed of current CMPC standards and work directly with program faculty to assure compliance with both graduation and CMPC requirements.

Qtr.	Course #	Course Name	Credits	Grade
4-8	SPP8523	SPP Pre-Mentorship <i>Pre-reqs: SPP8550, SPP8215, SPP8230, SPP8522</i>	4	G
7-12	SPP8140	Introduction to Mentorship <i>Pre-req: SPP8523 or permission of program director</i>	4	P/NP
9-12	SPP8141	Mentorship (4 credits per term; 3 terms) <i>Pre-req: Successful completion of SPP8140, program director approval</i>	12	P/NP

### Course Descriptions – EdD-SPP

#### Core Courses

##### **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.

##### **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.

##### **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.

##### **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.

**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.

**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).*

**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. *Prerequisite: SPP8125*

**SPP8125 Statistics for Clinicians and Advanced Research Methods (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.

**SPP8131 Dissertation (4 credits, online or on campus)**

Dissertation candidates work one-on-one with members of their dissertation committee to write and defend the research proposal, submit the proposal to the Institutional Review Board, collect and analyze data, write the dissertation, and prepare for the dissertation defense. Program completion requires a minimum of 12 credits of continuous enrollment in this course. This course is repeatable up to 24 credits. *Prerequisite: Program director approval*

**SPP8215 Applied Sport Psychology (4 credits)**

This course focuses on the application of psychological theories and current research to the development of effective mental skills intervention techniques used across a variety of performance areas. Strategies and techniques will be implemented, revised, and evaluated to enhance their effectiveness within students' personal performance endeavors. *Prerequisites: COUN8101, SPP8550*

**SPP8225 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.

**SPP8230 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. *Prerequisites: COUN8101, SPP8550, SPP8215*

**SPP8511 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.

**SPP8522 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. This course includes mandatory synchronous sessions. The schedule is determined in collaboration with participants. *Prerequisites: SPP8550, SPP8215, SPP8230*

**SPP8550 Sport Psychology (4 credits)**

This course involves the application and synthesis of the best evidence-based practices in sport psychology that have been shown to result in optimal performance, health, and satisfaction. Students will be introduced to the most effective science-based theories, research, and best practices in sport psychology. The course will focus on the necessary link between science and sport, encouraging each student to build the bridge from concept to integrated application in real world settings.

**SPP8650 Psychology of Performing Arts (4 credits)**

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.

**SPP8653 Performance Psychology in High-Risk Occupations (4 credits)**

An examination of the ways in which traditional sport and performance psychology techniques may be applied with professionals in high-risk occupations. While the focus will be predominantly on military Servicemembers and first responders, professionals representing alternative high-risk careers will also be included.

**Edd-SPP Electives****COUN7425 Ethical Use of Telehealth Platforms (2 credits)**

This course introduces students to digital healthcare platforms, their ethical use, and related jurisdictional laws and rules. Students will examine advances in information and communication technology, as well as data collection. Students will become familiar with how smartphone applications, virtual reality, and wearable sensors support healthcare services. Additionally, students will identify mainstream telehealth startups, evaluate incentives for investing in promising telehealth tools, predict consumer demand based on efficiencies in access and pricing, and understand real-world implications of big data collection and management.

**COUN7705 Assistive Technology Supporting Mental Health Treatment (2 credits)**

This course adds to the ethical use of digital technology by helping those in mental and behavioral health fields to use technology in addressing and treating mental health disorders or enhance performance. Students will evaluate clinically validated telehealth tools and articulate the disparities in the currently oversaturated tech market, examine big data collection and management's impact on clients, apply digital mental health tools as counseling interventions, and demonstrate how clinicians can use information and communication technology to treat mental health disorders. Students will become familiar with how clinicians can utilize messaging and video conferencing, smartphone applications, virtual reality, and wearable sensors to attend to various client needs, offer expansive and innovative support, and manage mental and behavioral health services.

**COUN8020 Eating Disorder Treatment (4 credits)**

This course describes evaluation and diagnostic criteria for eating disorders and disordered eating, including co-morbid conditions and correlates. The discussion of therapeutic approaches such as ACT, CBT, DBT, FBT, and IPT will help you identify evidence-based treatments and practice interventions. A focus on co-morbid disorders and topics correlated with eating disorders and disordered eating, such as athletic involvement, anxiety disorders, obsessive-compulsive disorders, and body image issues provide depth to the topic. The course also highlights organizations for client referral, types of treatment setting, and how to find additional training.

**COUN8085 Business Basics for Clinicians and Consultants (4 credits)**

Opening a practice after graduate school can feel scary and challenging. Yet, it can be rewarding when you develop a strong business plan. This course will help you assess the business environment, identify trends in the field, and complete a competitive analysis. Focus on marketing includes emphasis on having a unique identity, describing services accurately, and differentiating a practice from others. You will complete a business plan that includes business structure, financial risk assessment, a cost-benefit analysis, and cash flow planning. Content also includes insurance reimbursement, third-party payor options, and bookkeeping.

**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.

**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.

**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.

**LEAD8000 Foundations of Positive Leadership (4 credits)**

This course is an introduction to a new genre of leadership theories and frameworks that are relational-, process-, and strengths-oriented. Students will explore prevalent positive leadership concepts while developing and refining their own positive leadership philosophy. This course is designed to help students build foundational knowledge in the area of positive leadership, in order to apply and extend their learnings throughout the duration of the leadership concentration. Students will engage with positive leadership theories and practices from a multi-level (i.e., individual, dyad, group/team, organization/collective) and interdisciplinary perspective.

**LEAD8100 Applied Leadership in Sport and Performance Coaching (4 credits)**

This course explores how positive leadership theories and frameworks can be applied to coaching practices in sport and performance contexts. Students will draw on contemporary themes and principles within positive psychology to examine abundance-focused concepts (e.g., resilience, character, hope, growth mindset) within diverse sport and performance contexts with the intention of helping coaches better understand their own coaching practices as well as how to positively influence the well-being and experiences of their athletes/performers.

**LEAD8200 Applied Leadership in Administrative Settings (4 credits)**

This course is designed to change the way administrators and leaders approach problem-solving, and utilizing best-practice approaches to applied leadership and administration. Emphasis will be placed on positive leadership and administration practices. Content will address generating trustworthy data to focus on real-world issues, challenges, problems and opportunities within the context of all administrative venues. The course will examine differences in leadership and administration among sport and non-sport settings. *Prerequisite: LEAD8000*

**LEAD8300 Applied Interventions for Peak Performance Cultures (4 credits)**

This course examines the factors that impact team culture in both sport and organizational settings using a case study approach. Analyses require the incorporation of best practices integrating theory into applied settings on topics such as leadership styles, psychological safety, vision + values, motivational environment, and communication. Case presentations will include initial assessment methods, development of interventions, as well as methods of measurement to determine the effectiveness. *Prerequisites: LEAD8000, SPP8511*

**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.

**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)*

**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.

**SMD6075 Evidence Based Concussion Management and Care (2 credits)**

This course provides current evidence surrounding sport-related concussion. It will review various organization's position statements, current concussion laws, rules, and standards of care, return to play guidelines and requirements, and best practices in evaluation and management of concussion.

**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.

**SPP8155 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.

**SPP8210 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.

**SPP8225 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.

**SPP8235 Psychology of Athletic Injury and Rehabilitation (4 credits)**

This course addresses the theoretical and psychosocial topics surrounding athletic and performance-related injury, including individual response to injury, implementation of appropriate performance psychology techniques to enhance both adherence and compliance during rehabilitation from injury, and psychological concerns surrounding return to play. Topics include the influence of athletic identity, effective application of traditional mental skills in injury-specific situations, and the interaction of factors impacting individual injury occurrence, response, and rehabilitation.

**SPP8245 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.

**SPP8250 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 under the guidance of UWS faculty members. Enrollment is by approval of both course instructor and SPP program director only.

**SPP8255 Field Problems in Sport and Performance Psychology (1-4 credits)**

The Field Problem course is designed to increase the scope of the sport and performance psychology program and to give students special opportunities to participate in advanced research projects either independently or in collaboration with UWS faculty members. Enrollment is by approval of both course instructor and SPP program director only. *Prerequisite: COUN8120*

**SPP8650 Psychology of Performing Arts (4 credits)**

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.

**SPP8653 Performance Psychology in High-Risk Occupations (4 credits)**

An examination of the ways in which traditional sport and performance psychology techniques may be applied with professionals in high-risk occupations. While the focus will be predominantly on military servicemembers and first responders, professionals representing alternative high-risk careers will also be included.

## **Positive Leadership and Administration Concentration Required Courses**

**LEAD8000 Foundations of Positive Leadership (4 credits)**

This course is an introduction to a new genre of leadership theories and frameworks that are relational-, process-, and strengths-oriented. Students will explore prevalent positive leadership concepts while developing and refining their own positive leadership philosophy. This course is designed to help students build foundational knowledge in the area of positive leadership, in order to apply and extend their learnings throughout the duration of the leadership concentration. Students will engage with positive leadership theories and practices from a multi-level (i.e., individual, dyad, group/team, organization/collective) and interdisciplinary perspective.

**LEAD8100 Applied Leadership in Sport and Performance Coaching (4 credits)**

This course explores how positive leadership theories and frameworks can be applied to coaching practices in sport and performance contexts. Students will draw on contemporary themes and principles within positive psychology to examine abundance-focused concepts (e.g., resilience, character, hope, growth mindset) within diverse sport and performance contexts with the intention of helping coaches better understand their own coaching practices as well as how to positively influence the well-being and experiences of their athletes/performers.

**LEAD8200 Applied Leadership in Administrative Settings (4 credits)**

This course is designed to change the way administrators and leaders approach problem-solving, and utilizing best-practice approaches to applied leadership and administration. Emphasis will be placed on positive leadership and administration practices. Content will address generating trustworthy data to focus on real-world issues, challenges, problems and opportunities within

the context of all administrative venues. The course will examine differences in leadership and administration among sport and non-sport settings. *Prerequisite: LEAD8000*

**LEAD8300 Applied Interventions for Peak Performance Cultures (4 credits)**

This course examines the factors that impact team culture in both sport and organizational settings using a case study approach. Analyses require the incorporation of best practices integrating theory into applied settings on topics such as leadership styles, psychological safety, vision + values, motivational environment, and communication. Case presentations will include initial assessment methods, development of interventions, as well as methods of measurement to determine the effectiveness. *Prerequisites: LEAD8000, SPP8511*

**LEAD8400 Culminating Experience in Positive Leadership (4 credits)**

This culminating experience course requires students to integrate their learnings and course learning objectives covered in the previous leadership course sequence. In this course, students will produce a leadership portfolio comprised of material from each of the previous leadership courses including a professional leadership philosophy statement, selected research literature, key assignments, and projects, as well as professional experiences pertinent to the leadership concentration. Using this portfolio, students will identify and work with a group, team, or organization to plan, assess, deliver and evaluate a leadership intervention based on the needs, priorities, and goals of the client. *Prerequisites: LEAD8000, LEAD8100, LEAD8200, LEAD8300*

**Sport and Performance Psychology Consulting Concentration Required Courses**

**SPP8523 SPP Pre-Mentorship (4 credits)**

This course allows students to develop consulting skills while working with performers in controlled conditions. Using live video sessions with actors trained to present a variety of performance issues, students will complete intake and assessment activities, and design and implement performance interventions. *Pre-requisites: SPP8550, SPP8215, SPP8230, SPP8522*

*Program completion requires a minimum of 16 credits of mentorship, four quarters of continuous mentorship enrollment, and a maximum of 32 mentorship credits are allowed. Students in these courses are required to attend virtual weekly class meetings at a designated time with the mentorship group. Each week students will complete readings and assignments which will be reviewed with classmates during virtual classroom and live video conference group and individual supervision sessions. Additionally, students will share consulting experiences and discuss case formulations with the small group. The UWS sport and performance psychology program (SPP) must pre-approve mentors for SPP mentorship experiences to count toward degree completion. Approval by the SPP program must be received prior to beginning the mentorship experience. Only hours spent in the delivery of sport psychology services during the approved course section are eligible toward course completion. Therefore, students are encouraged to set up mentorship experiences early but should not start working with clients before completing the core SPP coursework or enrollment in SPP8140 Introduction to Mentorship.*

**SPP8140 Introduction to Mentorship (4 credits)**

This course serves as the foundational course within the Mentorship sequence. Students will review the legal and ethical requirements of providing performance psychology services, complete and submit required documents in support of the mentorship experience, and complete required trainings for an online documentation storage platform. In addition, readings and assignments will be reviewed and discussed with classmates during virtual classroom and live video conference group sessions. Students may accumulate up to 10 hours of group mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant® credential offered by the Association for Applied Sport Psychology. Students must successfully pass this course to be approved to enroll in SPP8141. This course is repeatable up to 8 credits. *Prerequisite: SPP8523 or program director approval*

**SPP8141 Mentorship (4 credits/term; 3 terms)**

Mentorship students work one-on-one with a qualified, AASP-approved, faculty member to deliver sport and performance psychology services to performers in the students' area of interest or expertise. Hours of service provision collected may be used to fulfill application requirements to become a Certified Mental Performance Consultant® (CMPC) through the Associate of Applied Sport Psychology (AASP). Students may accumulate up to 30 hours of individual mentorship which may be used to fulfill the requirements for the Certified Mental Performance Consultant® credential offered by the Associate for Applied Sport Psychology. In addition to meetings with the faculty mentor, students will participate in collaborative learning with peers during virtual classroom and live video conference group sessions. This course is repeatable up to 24 credits. *Prerequisite: Successful completion of SPP8140, program director approval*

## 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.

#### UBCH250 Introduction to Biochemistry (4 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*

#### UBCH251 Introduction to Biochemistry Lab (2 credits) Online only

This is a lab that introduces the biochemistry laboratory topics: Laboratory Techniques and Measurements, Hydrolysis of Acetylsalicylic Acid, Stereochemistry I, Stereochemistry II, Chromatography of food dyes, Melting points, Caloric content of food, Enzymes, and Introduction to spectroscopy. This course requires the purchase of a lab kit. *Prerequisite: General Chemistry 1. We strongly recommend that you have college level math, reading, writing, and study skills before enrolling in this course.*

#### 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*

## Research and Sponsored Programs

The research and sponsored programs office (RSPO) promotes research and scholarly activities at University of Western States by providing 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. RSPO offers 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.

## Continuing Education

UWS collaborates with a partner to offer continuing education courses for license renewal requirements, professional development and graduate certification. Our educational partner provides flexible opportunities to enhance clinical competencies, to stay abreast of current developments, and to fulfill professional credentialing standards. Online and in-person classes are available. For additional information, visit the [UWS continuing education webpage](#).

## Alumni Relations

The university is committed to providing opportunities and resources for students to succeed during their program and as they take their education into professional practice. The alumni relations team connects UWS students, alumni and friends to foster a vibrant and engaged community of integrated health care professionals.

The UWS community is made up of more than 7,000 students, alumni, faculty, staff and friends from around the world. The alumni team manages [UWS Switchboard](#), a digital space for community members to develop positive, meaningful and supportive connections by *asking* for what they need and *offering* what they want to share. The platform is designed to provide professional support by connecting community members with jobs, patient referrals, advice, practice management tools and opportunities for shadowing and mentorship.

Additionally, the alumni relations department invites our alumni and friends to explore other ways to engage with the university. The university offers many opportunities for our community to stay active and informed on exciting initiatives at University of Western States. Informational resources include publications such as the alumni *InTouch* magazine and annual report. They also provide educational opportunities such as webinars, featuring topics important to alums, as well as networking events so alums may connect with each other and similar likeminded professionals.

UWS community members are invited to connect with the alumni relations team at [alumni@uws.edu](mailto:alumni@uws.edu).

## Student Affairs

[Student affairs](#) is comprised of two departments. The [office of student success](#) provides support and services that promote academic success. The [office of student engagement and events](#) facilitates activities that support student well-being.

### 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.

Reasonable accommodations are modifications to instructional and/or testing environments that enable individual students with qualifying disabilities to have equal opportunities to participate in an academic program. 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 success consults with students to determine eligibility and authorizes all accommodations prior to the implementation of testing and/or instructional environment modifications. Additional information about accessibility services can be found on the accessibility services [website](#). For information on receiving accommodations through University of Western States, contact the [office of student success](#).

### Counseling and Student Assistance Program

UWS students (both on-campus and online) have access to the [WellConnect Student Assistance Program](#). This free and confidential service provides students and their household members with referrals and support for counseling (in-person, phone, video and/or text), life skills, financial and legal consultation, and more.

### Tutoring Services

The university provides free writing tutoring to all students and peer-to-peer, subject-specific tutoring to doctor of chiropractic students. Open labs are available for any doctor of chiropractic student interested in additional assistance with any course or lab work. Labs are set up as drop in with lab tutors available to assist. Students can find more information, sign up for tutoring and schedule tutoring appointments at UWS [tutoring website](#).

### Writing Tutor

Writing tutoring is a collaborative process where tutors work alongside students as they grow as writers. Tutors provide support in writing skills but are not editors or content creators. Tutors are not course content experts. Information about accessing writing tutoring services can be found on the UWS [tutoring website](#). The writing tutoring service can be accessed by submitting a [writing tutoring request form](#).

### Housing

The university does not offer on-campus housing. However, students can visit the [housing resource page](#) for general housing information and resources. Students can also utilize the [UWS Switchboard](#) site to connect with other members of the UWS community and see what housing options may be available.

### 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 the UWS mission and core values, along with the educational, professional, social and cultural development of its members. ASB meetings are open to all students. Learn more or get involved on the [ASB webpage](#).

### Student Groups and Clubs

Various student social, recreational and professional groups/clubs are authorized by the office of student engagement and events. Refer to the [student clubs webpage](#) or contact the [office of student engagement and events](#) for further information.

Students may join an existing student group or work with the office of student engagement and events 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 engagement and events. Student groups that exist to practice a particular health care discipline must work with the office of student engagement and events to ensure proper supervision by an appropriately licensed UWS employee. Refer to [Policy 9012 Recognition of Student Groups](#).

### Student Group Fundraising

Student organizations that want to raise funds for their club must work with the office of development and the office of student engagement and events prior to soliciting donors or collecting any funds. Fundraising requests may be initiated by submitting an [Event Request Form](#). Fundraising requests will be reviewed and approved on a case-by-case basis. Refer to [Policy 9012 Recognition of Student Groups](#).

## Student Conduct

The demonstration of personal and professional ethics and integrity is an integral part of the academic programs of the university. Students are required to exhibit conduct aligned with the professional conduct expectations of a health care professional. Since professional conduct is foundational to developing as a health care professional, students are expected to engage in behavior that promotes:

- Intellectual integrity and honesty,
- Concern for the welfare of others,
- Respect for the rights of others, and
- Professional demeanor in all settings associated with the university.

[Policy 9001 Student Conduct](#) sets forth expectations related to student behavior and 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, no-contact directives, fines, restitution, restriction or loss of privileges, probation, suspension, dismissal or expulsion. The university reserves the right to address any behavior it deems inappropriate.

## Grievances and Appeal Process

### Grade Appeal

Students who wish to appeal a class or assignment grade refer to [Policy 1211 Grade Appeal](#).

### Sexual Misconduct, Discrimination, Title IX Complaints

If a complaint pertains to sexual misconduct, sexual harassment, or sex-based discrimination, follow [Policy 1016 Title IX Sexual Harassment](#). For complaints of harassment or discrimination based on any other protected class, or that do not meet the jurisdictional requirements of Policy 1016, follow [Policy 1004 Nondiscrimination and Anti-harassment](#). Students may report complaints using the [UWS Safe](#) app, the [online reporting portal for UWS Safe](#), or by contacting the Title IX coordinator.

### Student Complaints and Appeals

A complaint may pertain 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). Students may report a complaint via the [UWS Safe](#) app, the [online reporting portal for UWS Safe](#), or by contacting the associate vice president for student and university affairs.

An appeal is a written request to modify an institutional decision or disciplinary action. Students who wish to file an appeal must submit a written request for appeal to the appropriate university administrator as outlined in [Policy 9009 Student Appeal of a University Decision](#).

Retaliatory or adverse action may not be taken against a member of the campus community for reporting a complaint.

In addition to the institution'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 200  
Redmond, Washington 98052  
Office: 425-558-4224  
Fax: 425-376-0596  
[www.nwccu.org](http://www.nwccu.org)

**Oregon Higher Education Coordinating Commission**  
3225 25th St SE  
Salem, Oregon 97302  
[www.oregon.gov/highered/Pages/index.aspx](http://www.oregon.gov/highered/Pages/index.aspx)

**DC Program:** **Council on Chiropractic Education**  
10105 E Via Linda, Ste 103 PMB 3642  
Scottsdale, Arizona 85258  
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**

Rebecca Fuller  
Compliance Specialist  
Higher Education Coordinating Commission\*  
3225 25<sup>th</sup> Street SE  
Salem, Oregon 97302  
503-947-5751  
[rebecca.fuller@hecc.oregon.gov](mailto:rebecca.fuller@hecc.oregon.gov)

\*unless student is located in [California](#)



# 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 the [UWS policies page](#).

## 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 Audio and Visual Recording of Academic Activities](#)  
[Policy 1206 Technical Standards](#)  
[Policy 1207 Grading System](#)  
[Policy 1208 Student Accommodations](#)  
[Policy 1210 Credit Hour Definition](#)  
[Policy 1211 Grade Appeal](#)  
[Policy 1213 Academic Program Review](#)  
[Policy 1214 Nondegree-Seeking Students – Graduate Studies](#)  
[Policy 1215 Drop Add](#)  
[Policy 1218 Academic Standing](#)  
[Policy 1221 Split Notification Deadline - DC Program](#)  
[Policy 1222 Course Audit](#)  
[Policy 1223 Make-Up Examinations](#)  
[Policy 1224 National Board Eligibility](#)  
[Policy 1225 Involuntary Leave](#)  
[Policy 1226 Normal Course Load and Progress - DC Program](#)  
[Policy 1227 Academic Catalog](#)  
[Policy 1229 Registration for Courses that Conflict](#)  
[Policy 1230 Academic Integrity](#)  
[Policy 1231 Student Record Retention and Disposal](#)  
[Policy 1232 Privacy and Confidentiality of Student Records \(FERPA\)](#)  
[Policy 1236 Independent Study](#)  
[Policy 1237 Transcripts](#)  
[Policy 1239 Continuous Enrollment, Leave, Withdrawal, Dismissal and Expulsion](#)  
[Policy 1241 Scholarship Defined](#)  
[Policy 1242 Dean's List and Completion Honors](#)

## Admissions

[Policy 2001 Admission Requirements](#)  
[Policy 2002 Program or Degree Level Change Application](#)  
[Policy 2006 Readmission](#)  
[Policy 2007 Transfer Credit](#)  
[Policy 2008 Conditional Acceptance](#)

## Business

[Policy 3001 Selling on Campus](#)  
[Policy 3002 Sale of Course Notes and Certain Other Materials Prohibited](#)  
[Policy 3003 \(B\) Endowment Investment and Spending](#)  
[Policy 3004 Capital Assets](#)  
[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-Insurance Tax and Disclosures](#)  
[Policy 3014 Internal Controls](#)  
[Policy 3015 Identity Theft Prevention Program](#)  
[Policy 3017 Access Control Card and 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 2501 Co-marketing and Co-branding](#)  
[Policy 2502 Audio and Visual Recording of University Campus or Events](#)  
[Policy 2503 Social Media](#)

## Development

[Policy 7001 Sponsorship](#)  
[Policy 7002 Donation Acceptance](#)  
[Policy 7003 Institutional Naming](#)

## 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 Student Loans](#)  
[Policy 3802 Institutional Scholarships and Grants](#)  
[Policy 3803 Financial Aid Fraud](#)  
[Policy 3804 Satisfactory Academic Progress – Financial Aid Eligibility](#)

## Human Resources

[Policy 3401 Credential Verification](#)  
[Policy 3402 Instructing at other Institutions](#)  
[Policy 3403 Criminal Records or Administrative Sanctions/Restrictions](#)  
[Policy 3404 Remote and Hybrid Work Schedules](#)  
[Policy 3407 Tuition Assistance](#)  
[Policy 3408 Tuition Reduction for Employee Children](#)  
[Policy 3409 \(B\) Diversity](#)  
[Policy 3412 Employee Complaint](#)  
[Policy 3413 Introductory Employment Period](#)  
[Policy 3414 \(B\) Whistleblower Protection](#)  
[Policy 3415 Faculty License Requirement](#)  
[Policy 3418 Recording and Reporting Employee Time](#)

## Institutional

[Policy 1001 Policy Development and Publication](#)  
[Policy 1002 Academic Freedom](#)  
[Policy 1003 Accident, Injury, Incident Response and Reporting](#)  
[Policy 1004 Nondiscrimination and Anti-harassment](#)  
[Policy 1005 \(B\) Conflict of Interest](#)  
[Policy 1006 Administrative Integrity](#)  
[Policy 1007 Copyrights and Patents](#)  
[Policy 1008 Drugs and Alcohol](#)  
[Policy 1009 Student Background Investigation and Verification Reporting Requirement](#)  
[Policy 1010 University Surveys](#)  
[Policy 1011 Guest Speakers](#)  
[Policy 1012 \(B\) Institutional Mission](#)  
[Policy 1013 Equal Opportunity and Non-Discrimination](#)  
[Policy 1014 Needlestick/Blood Exposure](#)  
[Policy 1016 Title IX Sexual Harassment](#)  
[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 Minor Children on Campus](#)

[Policy 1022 COVID-19 Vaccination Requirement in the UWS Health Center](#)  
[Policy 1023 Pedestrian Safety](#)  
[Policy 1024 Copyright Violation](#)  
[Policy 1025 Parking and Transportation](#)  
[Policy 1026 Name Change](#)

## **Information Technology**

[Policy 3601 Acceptable Use of Information Systems](#)  
[Policy 3602 Virtual Private Network \(VPN\) Access](#)  
[Policy 3603 Student and Employee Access to Electronic Resources](#)  
[Policy 3604 Electronic Mail \(Email\) Use](#)  
[Policy 3605 System Administrator Access](#)  
[Policy 3606 User Account Retention](#)

## **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 Title IX Pregnancy and Pregnancy-Related Conditions](#)  
[Policy 9009 Student Appeal of a University Decision](#)  
[Policy 9010 Vaccination Requirement for On-Campus Students](#)  
[Policy 9012 Recognition of Student Groups](#)  
[Policy 9013 Student Request for Use of Campus Facilities](#)

## Library

The 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, and full-text journals are available directly from the library's home page and other access points 24/7 both on- and off-campus.

The library offers secure Wi-Fi and is open five days a week during the traditional academic terms, with weekday hours during breaks. Comfortable study space is available for a variety of study styles and seating preferences; there is also a dedicated quiet study room in the building, directly upstairs from the library.

The print collection in the open stacks is comprehensive in areas of 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, mental health, and wellness practices. A limited number of copies of all required and recommended texts are available in the reserves collection, located behind the circulation desk. Many required and recommended titles are also available electronically through the library catalog, where users can find more than 12,000 e-books.

The audiovisual collection consists of DVDs and bone and anatomical models. These are available for either check out or use in the building. The library-maintained databases include Medline Complete, SportDiscus, AccessMedicine, Primal Pictures Interactive Anatomy, Netter's Images, CINAHL, Alt-Health Watch, AMED, APA PsycArticles, Psychology and Behavioral Sciences Collection, and the Cochrane Library. Other databases include DynaMed, Natural Medicines, Probiotic Advisor, and Consumer Lab. The library's electronic full-text subscriptions are also linked to the external web resource PubMed. All UWS students are 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.

As part of its commitment to being student-focused, the library also loans laptops, iPads, chargers, power strips, charger packs, white boards and markers, full spectrum "happy" lights, headphones, and outdoor use inflatable loungers.

Librarians are available to help with research topics, computer use, database searching, and locating 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 guides web page](#).

Suggestions and requests for library materials purchases can be submitted to the librarians or emailed to [librarian@uws.edu](mailto:librarian@uws.edu).

For current library hours and contact information, visit [UWS library](#).

### Library Services

<b>Fax</b>	Available to students free of charge.
<b>Printing</b>	Duplex printing is available. Students currently have 100 free credits for printing per term. Additional pages are \$0.10 per printing credit. Purchased extra prints do not expire. Color printing is also available but is charged at a higher credit rate than black-and-white printing.
<b>Copies</b>	The library has one high-speed copier and scanner. Copies count toward print quotient. Scanning is free.
<b>Wi-Fi</b>	The campus building is enabled with secure broadband Wi-Fi.
<b>Computers</b>	There are computer terminals for student use. Laptops and iPads are available for check-out at the circulation desk.

### Interlibrary Loan (ILL)

The library is committed to providing all materials students and faculty need for academic success and 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 another library. 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. Use of official "uws.edu" email address is required for all interlibrary loan material requests.

### Reciprocal Borrowing

The library has reciprocal borrowing agreements with the National University of Natural Medicine, Oregon College of Oriental Medicine, Pacific University, and Oregon Health and Sciences University. Students may check out materials held in the collections of these other schools either by requesting through the library 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 library catalog search bar. The UWS library staff are available to assist in the requesting of materials from these schools and will gladly handle returns. Late fines and replacement costs are levied according to the lending library's policy.

### Materials Check Out/Lending

All UWS library materials may be renewed twice unless another patron has reserved the title or unless stated otherwise.

Library Material	Lending Period
Books in stacks	Check out for four weeks
New books	Check out for four weeks
Reserve books*	In-library use or one week
E-books	Check out while in use online

Library Material	Lending Period
Bone models	Check out for one week
Human bones	Library use only
Bound journals	Library use only
DVDs	One day or four weeks
Archival materials	Library use only

\*All required textbooks are on reserve

## Special Limits on Reserve Materials

For on-campus students: Check out for in-library use (two hours) or one week.

For students enrolled in distance programs who live locally (in-person borrowing): Check out for two weeks.

For students enrolled in distance programs who have items mailed to them: see below.

### In library use

Two-hour checkout.

### Distance Students

Borrowing in person: Students enrolled in online programs who live locally in the Portland metropolitan area may borrow materials in person. For in-person borrowing, loan periods and renewal guidelines match the library's general rules, except for reserve books (see above).

Borrowing by mail: Verified distance students who live in the contiguous 48 U.S. states and Washington D.C. 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 six-week 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 six-week check-out period, which includes initial shipping time, and cannot be renewed. Students must return the library items postmarked by the due date. Email [library@uws.edu](mailto:library@uws.edu) for requests for books to be mailed out.

Print materials will be shipped with tracking to students at no charge. Students are responsible for the 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, so it is recommended that materials be shipped with tracking. For lost items, the library will apply the current replacement cost plus a \$25 per item processing fee.

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 be renewed twice unless another patron has requested the item or unless stated otherwise, such as in the case of materials mailed to distance students. Renewals may be made through the library catalog, in person, by phone at 503-251-5752, or via email at [library@uws.edu](mailto:library@uws.edu). When both renewals have been used, items must be returned to the library. After 24 hours, the item becomes available for check out again.

Return reminders and overdue notices are automatically sent as a courtesy to campus email addresses.

### Lost or Damaged Library Materials

Lost or damaged materials are charged at replacement or repair cost, plus handling fees. Students can pay these fees at the library. Library accounts must be up to date with materials returned and any fees paid prior to graduation.

The library accepts Visa and Mastercard for lost materials and handling fees for amounts greater than \$2.

## General Library Policies

### Computer Use

Courteous awareness of others waiting to use library computers at peak times is encouraged. Students should not use social networking sites for long periods while others are waiting. Refer to [Policy 3601 Acceptable Use of Information Systems](#).

### Food in the Library

Students are generally allowed to eat non-disruptive food in the library. Students are also generally 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 Study

The library offers headphones or earplugs available at the circulation desk. There is a designated quiet study area on the second floor of the campus building, directly upstairs from the library.

## Administration and Staff

### Board of Trustees

Montserrat Andreys, DC, MS, CCSP  
Andrea Cook, PhD  
Horace Elliot  
Jennifer Forbes, DC, Chair  
Christine Girard, ND  
John Greaney, JD  
Mariann Hyland, JD, MSW  
Robert Jones, DC, APC  
Joyce McClure, DC  
Sandra Mooney, CPA  
Marlene Moore, PhD  
Elli Morton, DC  
Michael Pettet, DC  
Ron Rogers, DC, DABCO

### Administration

#### Joseph E. Brimhall, DC President, CEO

BS, 1979, Logan College of Chiropractic  
DC, 1981, Logan College of Chiropractic

#### Alisa Bates, PhD

##### Vice Provost/Dean, College of Graduate Studies

BA, 1996, The College of William and Mary  
MA, 1999, Virginia Polytechnic Institute and State University  
PhD, 2005, Michigan State University

#### Jaci Bergstrom, DC

##### Clinical Supervisor-Chiropractic

BS, Northwestern Health Sciences University, 2001  
DC, Northwestern Health Sciences University, 2001  
MA, The College of Saint Scholastica, 2005

#### Patrick M. Browne, EdD, MA

##### Special Assistant to the President

BA, 1980, University of Missouri – St. Louis  
MA, 1981, Webster College  
EdD, 2000, Saint Louis University

#### Erin E. Davis, PhD

##### Registrar

BA, 1993, Saint Mary's College  
MS, 1999, Indiana University  
PhD, 2001, Indiana University

#### Stephanie Debner, MA, MLIS, AHIP University Librarian

BA, 1995, Bryn Mawr College  
MA, 1998, University of Minnesota  
MLIS, 2006, Dominican 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, University of California Los Angeles  
MEd, 2014, Concordia University

#### W. Glenn Ford, MBA

##### Senior Vice President for Finance and Administration

BS, 1981 University of Idaho  
MBA, 1985, University of Idaho

#### Elena Howells

##### Associate Vice President of Student and University Affairs

BA, 2007, Warren Wilson College

#### Martha Kaeser, DC, MEd

##### Dean, College of Chiropractic

BA, 1985, Southeast Missouri State  
MEd, 1997, Antioch University  
BS, 2006, Logan University  
DC, 2008, Logan University

#### Lisa Lopez, CPA

##### Chief Business Officer

BS, 2010, University of Nevada

#### Bola Majekobaje

##### Director of Diversity, Equity, and Inclusion

BA, 2003, University of Oregon

#### Rosalia Messina, MPA, EdD

##### Executive Vice President/Chief Strategy and Innovation Officer

BA, 2002, Portland State University  
MPA, 2007, Portland State University  
EdD, 2019, Creighton University

#### Bill Moreau, DC

##### Chief Medical Officer

DC, 1981, Palmer College of Chiropractic

#### Megan Nugent, MA

##### Associate Vice President for University

##### Communications and Advancement

BS, 1997, Florida State University  
MA, 1999, Northeastern University

#### Rachael Pandzik, DC, MS

##### Associate Vice President of Institutional Effectiveness

BS, 2004, James Madison University  
DC, 2009, Western States Chiropractic College  
MS, 2019, Southern New Hampshire University

#### Marcia Prenguber, ND, FABNO

##### Dean, College of Naturopathic Medicine

BA, St. Joseph College, 1975  
MS, Johns Hopkins University, 1979  
MS, California State University Fullerton, 1989  
ND, National College of Natural Medicine, 2000

#### John Shaw, MBA

##### Associate Vice President for Information Systems and Data Analytics/Chief Information Officer

BS, Corban University, 2011  
MBA, George Fox University, 2019

#### Dana Sims, PhD

##### Provost

BS, 1987, Columbia Christian College  
MEd, 2001, Concordia University  
PhD, 2013, Capella University

# Faculty

## College of Chiropractic

**Baffes, Laura | Associate Professor**

BS, National College of Chiropractic, 1990  
DC, National College of Chiropractic, 1992

**Borman, William | Professor**

BS, University of Wisconsin-Eau Claire, 1987  
PhD, Medical College of Wisconsin, 1994

**Brewster Piper, Jasmine | Clinical Fellow**

BS, University of Texas at San Antonio, 2015  
DC, University of Western States, 2021

**Brown, Kathryn | Associate Professor**

BA, Lewis and Clark College, 2007  
DC, University of Western States, 2012

**Burnham, Kara | Professor**

BA, Baylor University, 1992  
MS, Baylor University, 1994  
PhD, Texas Woman's University, 1998

**Burns, Cambrie | Adjunct Faculty**

DC, University of Western States, 2016

**Chenier, Karen | Adjunct Faculty**

BA, California State University Long Beach, 1994  
MA, University of California Los Angeles, 1997  
PhD., Pacifica Institute, 2000

**Connolly, Mary Kate | Associate Professor**

BA, State University of New York of at New Paltz New Paltz New York, 1986  
BS, Southern California University of Health Sciences, 1990  
DC, Los Angeles College of Chiropractic, 1991

**Cooper, Christopher | Adjunct Faculty**

BS, Brigham Young University, 2010  
DC, University of Western States, 2013

**Dominicis, Beth | Adjunct Faculty**

BA, California State University Long Beach, 1985  
MEd California State University Long Beach, 1988  
BS, Southern California University of Health Sciences, 1992  
DC, Los Angeles College of Chiropractic, 1994

**Ebling, Carrie | Assistant Professor**

BS, Florida State University, 1997  
DC, University of Western States, 2008

**Fuller, Leslie | Associate Professor**

BS, University of Oregon, 2003  
ND, National University of Natural Medicine, 2009

**Gard, Zane | Adjunct Faculty**

BS, Western States Chiropractic College, 2000  
DC, Western States Chiropractic College, 2000

**Ginter, Lorraine | Assistant Professor**

BS, California State University, 1976  
DC, Western States Chiropractic College, 1988

**Hatch, Shawn | Associate Professor**

BA, Southern Utah University, 2002  
DC, Western States Chiropractic College, 2006  
Diplomate, American Chiropractic Board of Sports Physicians, 2011  
MS, University of Western States, 2016

**Lady, Suzanne | Associate Professor**

BA, University of Arizona, 1991  
CMT, Healing Arts Institute, 1992  
DC, Western States Chiropractic College, 1997

**Lambert, Chad | Associate Professor**

BS, Central Washington University, 1999  
DC, Western States Chiropractic College, 2003  
MS, University of Western States, 2018

**Laurer, Ted | Associate Professor**

BS, Mount Saint Mary's College, 1979  
DC, Western States Chiropractic College, 1989

**LeFebvre, Ronald | Professor**

BA, Loyola University, 1972  
MA, University of California, Los Angeles, 1973  
DC, Cleveland College of Chiropractic, 1983

**Lell, Michael | Adjunct Faculty**

BS, University of Louisiana, 2010  
DC, University of Western States, 2014

**Machuca, Debra | Adjunct Faculty**

DC, Palmer College of Chiropractic, 1986  
BS, Regents College, 2005

**Major, Christine | Associate Professor**

BS, University of Massachusetts, 2005  
MS, University of Massachusetts, 2007  
MS, University of Western States, 2013  
DC, University of Western States, 2013

**Mitchell, Betsy | Associate Professor**

BA, University of Maine, Fort Kent, 1992  
DC, Western States Chiropractic College, 1999  
Diplomate, American Board of Chiropractic Orthopedists, 2006

**Nordeen, Jenny | Associate Professor**

BS, University of North Carolina-Wilmington, 2000  
MD, UMDNJ Robert Wood Johnson Medical School, 2007

**Novak, Melinda | Assistant Professor**

BS, University of Western States, 2013  
DC, University of Western States, 2013  
MS, University of Western States, 2016  
Diplomate, American Chiropractic College of Radiology, 2017

**Ondick, Ryan | Associate Professor**

BS, Slippery Rock University, 1998  
DC, Western States Chiropractic College, 2001

**Ortiz, Elyse | Adjunct Faculty**

BA, Humboldt State University, 2009  
ND, National University of Natural Medicine, 2018

**Partna, Lester | Associate Professor**

DC, Western States Chiropractic College, 1989

**Pelley, Lindsay | Assistant Professor**

BS, University of Western States, 2015  
DC, University of Western States, 2016

**Ross, Kathryn | Assistant Professor**

BA, Gustavus Adolphus College, 2006  
DC, Western States Chiropractic College, 2009



**Schultz, Gary | Professor**

BS, National College of Chiropractic, 1983  
 DC, National College of Chiropractic, 1985  
 Diplomate, American Chiropractic College of Radiology, 1988

**Staab, Carina | Adjunct Faculty**

BA, Wichita State University, 2011  
 MEd, Wichita State University, 2013  
 BS, University of Western States, 2017  
 DC, University of Western States, 2019

**Stecher, Timothy | Assistant Professor**

BS, University of California, 1991  
 DC, Western States Chiropractic College, 1996  
 Diplomate, American Chiropractic College of Radiology, 1999

**Strange, James | Associate Professor**

DC, Western States Chiropractic College, 2007  
 BS, University of Western States, 2011  
 MS, University of Western States, 2014

**Venderley, Anne | Assistant Professor**

BS, Purdue University, 2013  
 DC, National University of Health Sciences, 2017

**Vuky, Peter | Assistant Professor**

BS, Lewis and Clark College, 1993  
 DC, Western States Chiropractic College, 1999

**Williams, Cortny | Associate Professor**

BS, Oregon State University, 2001  
 PhD, Oregon Health and Science University, 2006

**Winters, Marie | Adjunct Faculty**

BA, Fordham University, 1996  
 ND, Bastyr University, 2006

**Wise, Nicholas | Assistant Professor**

BA, University of Southern California, 1994  
 DC, Sherman College of Chiropractic, 2000  
 MS, University of North Carolina Chapel Hill, 2017

**Woodward, Nathaniel | Adjunct Faculty**

BS, Utah State University, 2017  
 JD, Willamette University College of Law, 2020

## College of Graduate Studies

---

**Attar, Taylor | Adjunct Faculty**

BS, Texas Tech University, 2016  
 MS, The University of Texas at Austin, 2020  
 DO, Philadelphia College of Osteopathic Medicine-Georgia Campus, 2020

**Bays, Natalie | Course Facilitator**

BA, Wheeling Jesuit University, 2013  
 DC, Palmer College of Chiropractic – Florida, 2018  
 MS, University of Western States, 2020

**Bell, Rebecca | Adjunct Faculty**

BS, University of Western States, 2016  
 DC, University of Western States, 2018

**Biles, Kathy | Adjunct Faculty**

BS, Charleston Southern University, 1996  
 MS, Oregon State University, 2000  
 PhD, Oregon State University, 2004

**Blank, Maryrose | Adjunct Faculty**

BA, St. John Fisher College, 2005  
 Ed, Springfield College, 2007  
 PhD, University of the Rockies, 2018

**Bongo, Monde | Course Facilitator**

BA, Bowling Green State University, 2008  
 MPH, Walden University, 2012  
 MS, University of Western States, 2015

**Brown, Jill | Adjunct Faculty**

BS, Texas Women's University, 1997  
 MS, Meredith College, 2013

**Browne, Christopher | Director and Professor, 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

**Browne, Marquelle | Course Facilitator**

BS, Brigham Young University, 1996  
 MS, University of Western States, 2014

**Buchberger, Dale | Adjunct Faculty**

BS, National College of Chiropractic, 1984  
 DC, National College of Chiropractic, 1984

**Camarasa, Analia | Course Facilitator**

BS, Youngstown State University, 1997  
 MS, University of Western States, 2016

**Carter, Leeja | Adjunct Faculty**

BA, Fairleigh Dickinson University, 2006  
 MA, Fairleigh Dickinson University, 2008  
 PhD, Temple University, 2013

**Carter, Sarah | Adjunct Faculty**

BS, SUNY Empire State College, 2009  
 MA, Northcentral University, 2012  
 PhD, Northcentral University, 2016

**Castillo, Sarah | Director and Professor, Sport and Performance Psychology**

BA, University of California, Los Angeles, 1992  
 MA, California State University, Long Beach 1996  
 PhD, University of Idaho, 2000

**Clare, Ericha | Adjunct Faculty**

BS, Portland State University, 1998  
 ND, National University of Natural Medicine, 2007  
 MAc, National University of Natural Medicine, 2009

**Codispoti, Nicolette | Course Facilitator**

BS, University of Wisconsin, - Madison, 2016  
 MPH, SUNY Downstate Medical Center, 2017  
 MS, University of Western States, 2019

**Condie, Matthew | Adjunct Faculty**

BS, University of Ballarat, 2009  
 BA, University of Ballarat, 2010  
 MS, University of South Australia, 2012  
 EDD, University of Western States, 2018

**Connolly, Christopher | Adjunct Faculty**

BS, Brigham Young University, 2008  
 MS, University of Tennessee, 2010  
 PhD, Michigan State University, 2014

**Cox, Michelle | Director and Professor, Clinical Mental Health Counseling**  
 BS, Western Oregon University, 1989  
 MA, George Fox University, 2003  
 PhD, Oregon State University, 2008

**Coy, Jacey | Adjunct Faculty**  
 BA, Texas State University, 2005  
 MA Texas State University, 2007  
 MA, Alliant International University, 2010  
 PsyD, Alliant International University, 2013

**Curtis, Josette | Course Facilitator**  
 BS, United States Naval Academy, 2001  
 MS, University of Western States, 2020

**Davidson, Robert | Adjunct Faculty**  
 BS, Utah State University, 1992  
 MS, Utah State University, 1994  
 PhD, University of Wisconsin-Madison, 1998

**DeCandia, Cari | Adjunct Faculty**  
 BA, University of North Carolina, Greensboro, 1998  
 MS, University of Western States, 2017  
 EdD, University of Western States, 2019

**DeFeo, Jennifer | Adjunct Faculty**  
 BA, University of South Florida, 1998  
 MA, Antioch University, 2002  
 PhD, Alliant International University, 2008

**DelGuidice, Constance | Adjunct Faculty**  
 BS, Indiana University of Pennsylvania, 1971  
 MS, University of Missouri-Columbia, 1972  
 DC, Western States Chiropractic College, 1984  
 EdD, Argosy University, Sarasota, 2012

**Detling, Nicole | Adjunct Faculty**  
 BA, Ohio Wesleyan University, 1997  
 MS, Ithaca College, 2001  
 PhD, University of Utah, 2007

**Duguay, Ashley | Adjunct Faculty**  
 BA, St. Thomas University, 2008  
 BEd, St. Thomas University, 2009  
 Ed, Virginia Commonwealth University, 2012  
 MHK, University of Windsor, 2014  
 PhD, University of Windsor, 2019

**Elia, Dana | Adjunct Faculty**  
 BS, Montclair State University, 1995  
 MS, Rutgers, The State University of New Jersey, 2015  
 DCN, Maryland University of Integrative Health, 2020

**Esquivel, Richard | Course Facilitator**  
 BA, University of California Berkeley, 1990  
 DOM, South Baylo University, 2007  
 MS, University of Western States, 2017

**Etcheverry, Paz | Adjunct Faculty**  
 BS, Cornell University, 1996  
 MS, North Carolina State University, 1998  
 PhD, Cornell University, 2002

**Evon, Jennifer | Course Facilitator**  
 BS, Regis University, 2012  
 MS, University of Western States, 2018

**Farlow, Christine | Lead Course Facilitator**  
 BS, Indiana University of Pennsylvania, 1971  
 MS, University of Missouri-Columbia, 1972  
 DC, Western States Chiropractic College, 1984

**Feisthamel, Kevin | Adjunct Faculty**  
 BA, University of Connecticut, 1999  
 MA, John Carroll University, 2002  
 PhD, The University of Akron, 2008

**Flaten, Russ | Adjunct Faculty**  
 BA, Hamline University, 2007  
 MA, Hamline University, 2010  
 EdD, Argosy University, 2015

**Frie, Timothy | Course Facilitator**  
 BA, Patten University, 2017  
 MS, University of Western States, 2019

**Fuller, Leslie | Adjunct Faculty**  
 BS, University of Oregon, 2003  
 ND, National University of Natural Medicine, 2009

**Futch, Geoffrey | Course Facilitator**  
 BS, University of Louisiana at Lafayette, 2011  
 MEd, Auburn University, 2014

**Gallegos, Jayme | Adjunct Faculty**  
 BS, University of Arizona, 2000  
 BA University of Arizona, 2001  
 PhD, Oregon Health and Science University, 2008

**Gardner, Douglas | Adjunct Faculty**  
 BA, University of California, Irvine, 1991  
 MA, John F. Kennedy University, 1994  
 EdD, Boston University, 1998

**Gebhart, Tonia | Adjunct Faculty**  
 BA, Concordia University, 2006  
 MA, Concordia University, 2009

**Gonzalez, Stephen | Adjunct Faculty**  
 BS, University of Pittsburgh, 2007  
 MS, Georgia Southern University, 2009  
 PhD, University of Utah, 2013

**Hale, Lynne | Adjunct Faculty**  
 BS, University of North Texas, 1995  
 MA, Stephen F Austin State University, 1997  
 PhD, University of North Texas, 2010

**Halloran, Stephanie | Course Facilitator**  
 BS, University of Illinois, 2013  
 MS, University of Western States, 2019  
 DC, University of Western States, 2016

**Harrington, Kathleen | Course Facilitator**  
 BS, Kaplan University, 2012  
 MS, University of Western States, 2015

**Harris, Tamara | Adjunct Faculty**  
 BS, Sam Houston State University, 1995  
 PhD, Sam Houston State University, 2012

**Hart, Patrick | Adjunct Faculty**  
 BS, North Dakota State University, 1996  
 MS, Northern State University Grad School, 2010

**Hawrelak, Jason | Adjunct Faculty**  
 B. Naturopathy, Southern Cross University, 1999  
 PhD, Southern Cross University, 2007

**Heer, Ryan | Adjunct Faculty**  
 BS, Indiana Wesleyan University, 2011  
 ND, National University of Natural Medicine, 2019

**Hinton, Stephanie | Course Facilitator**  
 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**  
 MD, Imperial College School of Medicine, 2001  
 MS, University of Western States, 2017

**Jackson, Victoria | Course Facilitator**  
 BA, Murray State University, 2006  
 MS, University of Western States, 2020

- King, Ginny | Adjunct Faculty**  
BS, University of New Hampshire - Durham, 2007  
MS, University of Massachusetts - Amherst, 2014
- Knight, Peter | Adjunct Faculty and Course Facilitator**  
BS, Bastyr University, 1999  
ND, Bastyr University, 2004
- Le-Lau, Liem | Course Facilitator**  
MS, Pacific College of Oriental Medicine, 2012  
DAOM, Pacific College of Oriental Medicine, 2016  
MS, University of Western States, 2018
- Lodato, Vincent A. | Adjunct Faculty**  
BA, University of South Tampa, 1982  
MSW, Florida State University, 1985  
EdD, University of Western States, 2018
- Macias, Chad | Course Facilitator**  
BS, Harris University, 1999  
MSc, Middlesex University, 2001
- Mallinson, Katherine | Course Facilitator**  
BS, University of Phoenix, 2011  
MS, University of Western States, 2016
- Marshall, Brent | Director and Associate Professor, Sports Medicine**  
BA, Whitworth University, 2012  
MS, Weber State University, 2014  
EdD, Concordia University, Wisconsin, 2021
- Martin, Laura | Adjunct Faculty**  
BS, Southern Illinois University at Carbondale, 1993  
MSW, Southern Illinois University at Carbondale, 1996
- McCutcheon, Walter | Course Facilitator**  
BA, Oklahoma Christian University, 1988  
BS, Oklahoma Christian University, 1989  
MA, Oklahoma Christian University, 1992  
EdD, University of Western States, 2019
- Metcalf, Tasha | Course Facilitator**  
BA, Pacific Lutheran University, 2007  
MS, University of Western States, 2020
- Meir, Gily | Assistant Professor**  
BA, University of Haifa, Israel, 2007  
MSc, California State University, 2010  
PhD, Florida State University, 2017
- Miller, Jasmine | Course Facilitator**  
BA, Willamette University, 2008  
MS, University of Western States, 2016
- Minich, Deanna | Adjunct Faculty**  
BA, Augustana University, 1992  
MS, University of Illinois at Chicago, 1995  
PhD, University of Groningen, 1999
- Mitra, Poulami | Adjunct Faculty**  
BSc, University of Calcutta, 2000  
MSc, All India Institute of Medical Sciences, 2002  
PhD, Medical College of Virginia, 2007
- Moore, Matthew | Adjunct Faculty**  
BS, University of Utah, 2014  
MS, University of Utah, 2017  
PhD, University of Tennessee, 2020
- Natarajan, Aparna | Course Facilitator**  
BS, BMS College of Engineering, 1995  
MS, University of Western States, 2016
- Nguyen, Lillie | Course Facilitator**  
BS, University of California, Los Angeles, 2012  
MS, Maryland University of Integrative Health, 2018  
DCN, Maryland University of Integrative Health, 2022
- Nguyen, Trent | Adjunct Faculty**  
BS, The University of Texas at Arlington, 1992  
PhD, The University of Texas at Arlington, 2002
- O'Hana, Amy | Assistant Professor**  
BS, Western Baptist College 1996  
MS, Oregon State University, 2001  
PhD, Oregon State University, 2005
- Otto, Wendell | Adjunct Faculty**  
BS, George Fox University, 1981  
MAT, Grand Canyon University, 2000  
MEd, The University of West Alabama, 2008  
EdD, University of Western States, 2018
- Paulson, Jennifer | Adjunct Faculty**  
BS, University of Phoenix, 2006  
MS, Concordia University, 2008
- Rasmussen, Chris | Course Facilitator**  
BS, University of Pittsburgh, 1980  
BA, University of Pittsburgh, 1981  
MFA, University of Pittsburgh, 1984  
MS, University of Western States, 2018
- Redwood, Daniel | Director and Professor, Human Nutrition and Functional Medicine**  
BA, State University of New York at Buffalo, 1970  
DC, Palmer College of Chiropractic, 1979
- Reed, Michael | Adjunct Faculty**  
AA, Mt. San Antonio College, 1976  
DC, Los Angeles College of Chiropractic, 1981  
MAppSc, Royal Melbourne Institute of Technology, 2003
- Reiss, Tiffany | Adjunct Faculty**  
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**  
BS, Pacific University, 2003  
MS, University of Idaho, 2005  
PhD, University of Idaho, 2008
- Robinson, Michael | Adjunct Faculty**  
BS, Benedictine University, 2013  
MS, New York Chiropractic College, 2018  
ND, National University of Health Sciences, 2019
- Samelko, Lindsay Balboa | Adjunct Faculty**  
BS, The University of Texas at Austin, 2012  
MS, The University of Texas at Austin, 2014
- Sawchuk, Jaime | Course Facilitator**  
BA, New Mexico Highlands University, 2013  
Med, University of Alaska Fairbanks, 2016  
EdD, University of Western States, 2019
- Schmidt, Jess | Course Facilitator**  
BS, Oregon State University, 2012  
MS, George Fox University, 2014
- Sharpe, Timothy | Adjunct Faculty**  
BA, Indiana University, 1994  
MS, AOMA Graduate School of Integrative Medicine, 2005  
MS, University of Western States, 2015  
DACM, Pacific College of Health and Science, 2018
- Smith, Darren | Adjunct Faculty**  
DC, Western States Chiropractic College, 1997  
Diplomate, American Chiropractic Board of Sports Physicians, 2005
- Soski, Marisa | Adjunct Faculty**  
BS, San Francisco State University, 2013  
MS, National University of Natural Medicine, 2019  
ND, National University of Natural Medicine, 2019

**Stage, Lea | Adjunct Faculty**

BA, Westmont College, 2001  
 MS, University of California, Irvine, 2003

**Titchenal, Jessica | Adjunct Faculty**

BA, Eastern Washington University, 2013  
 MS, Maryland University of Integrative Health, 2018  
 DCN, Maryland University of Integrative Health, 2021

**Untiedt, Christopher | Adjunct Faculty**

BS, Lewis and Clark College, 2012  
 MC, Oregon State University, 2019

**Van Lare, Sherryl | Adjunct Faculty**

BA, University of Virginia, 1989  
 MS, Maryland University of Integrative Health, 2016  
 DCN, Maryland University of Integrative Health, 2020

**Vandegrift, Bertha | Adjunct Faculty**

BS, Illinois Institute of Technology, 2011  
 PhD, University of Illinois at Chicago, 2019

**Verhulst, Pamela | Adjunct Faculty**

BS, University of Wisconsin LaCrosse, 1983  
 MS, University of Wisconsin LaCrosse, 1989  
 EdD, United States Sports Academy, 2012

**Waithe, Michelle | Course Facilitator**

BaSc, Ryerson University, 2002  
 MS, University of Western States, 2019

**Walsh, Bryan | Adjunct Faculty**

BA, University of San Diego, 1996  
 ND, University of Bridgeport, 2007

**Watson, Jamie | Adjunct Faculty**

BA, Baylor University, 2007  
 MA, George Fox University, 2011

**Watson, Ronald | Course Facilitator**

BS, National University of Health Sciences, 2010  
 DC, Southern California University of Health Sciences, 2014  
 MS, University of Western States, 2016

**Welch, Kate | Adjunct Faculty**

BA, Colorado College, 1990  
 MS, Cornell University, 1994  
 DPharm, Oregon State University, 2007

**Woodward, Nathaniel | Adjunct Faculty**

BS, Utah State University, 2017  
 JD, Willamette University College of Law, 2020

**Wos, Erin | Course Facilitator**

BS, University of Arkansas, 2009  
 DO, Western University of Health Sciences, 2017  
 MS, University of Western States, 2017

**Youngblood, Shari | Course Facilitator**

DCN, Maryland University of Integrative Health, 2019

**Zwickey, Heather | Adjunct Faculty**

BA, St. Olaf College, 1991  
 PhD, University of Colorado Health Sciences Center, 1998

## Library

---

**Lockwood, Katie | Associate Professor**

BA, University of Oregon, 2002  
 MLIS, University of Illinois, 2009

**Olson-Charles, Kim | Head of Library Public Services**

BA, University of Oregon, 1991  
 MLS, Emporia State University, 2014

## Emeritus

---

**Boal, Robert | Professor Emeritus**

BA, Willamette University, 1970  
 PhD, Boston University, 1976

**Carollo, James | Professor Emeritus**

BA, Linfield College, 1973  
 MS, University of Oregon Health Sciences Center, 1980

**Colley, Frederick | Professor Emeritus**

BA, University of California, Riverside, 1959  
 MA, San Diego State University, 1962  
 PhD, Arizona State University, 1965  
 MPH, University of California, Berkeley, 1973

**Erdman Johnston, Elaine | Professor Emeritus**

BA, William Patterson College, 1970  
 MA, Montclair State College, 1973  
 DC, Western States Chiropractic College, 1977

**Haas, Mitch | Professor Emeritus**

BS, SUNY at Albany, 1975  
 MA, University of California, Berkeley, 1978  
 DC, Western States Chiropractic College, 1986

**Harris, Janet | Professor Emeritus**

BS, Otterbein College, 1962  
 MS, University of Illinois, 1964  
 PhD, University of Illinois, 1971

**Kaminski, Mark | Professor Emeritus**

BS, Washington State University, 1975  
 BA, University of Washington, 1976  
 MS, Northwestern University, 1979

**Raphael, Ravid | Professor Emeritus**

BA, Pennsylvania State University, 1968  
 DC, 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

**Tapper, Janet | Administrator Emeritus**

BA, University of California, San Diego, 1978  
 MLS, Emporia State University, 2004

## Academic Calendar 2022-2023

Summer Term 2022	Days	Date
First day of Summer Term	Tuesday	July 5
Tuition Due	Tuesday	July 5
Last day to Add/Drop Classes (no financial penalty)	Sunday	July 10
Tuition Grace Period Ends	Friday	July 15
Last day to resolve an incomplete from Spring Term	Friday	July 29
Online Registration for Fall term opens	Monday	August 8
Last day to withdraw without a failing grade	Sunday	August 14
Labor Day Holiday – <b>UWS Closed</b>	Monday	September 5
Finals Week	Mon – Fri	September 12 – 16
Last Day of Summer Term	Friday	September 16
Fall Term 2022	Days	Date
DC New Student Welcome Day	Friday	September 30
First day of Fall Term	Monday	October 3
Tuition Due	Monday	October 3
Last day to Add/Drop Classes (no financial penalty)	Sunday	October 9
Tuition Grace Period Ends	Friday	October 14
Last day to resolve an incomplete from Summer Term	Friday	October 28
Online Registration for Winter term opens	Monday	November 7
Last day to withdraw without a failing grade	Sunday	November 13
Thanksgiving Holiday – <b>UWS Closed</b>	Thu – Fri	November 24 – 25
Finals Week	Mon – Fri	December 12 – 16
Last Day of Fall Term	Friday	December 16
Winter Term 2023	Days	Date
DC New Student Welcome Day	Friday	January 6
First day of Winter Term	Monday	January 9
Tuition Due	Monday	January 9
Last day to Add/Drop Classes (no financial penalty)	Sunday	January 15
MLK Holiday Observed – <b>UWS Closed</b>	Monday	January 16
Tuition Grace Period Ends	Friday	January 20
Last day to resolve an incomplete from Fall Term	Friday	February 3
Online Registration for Spring term opens	Monday	February 13
Last day to withdraw without a failing grade	Sunday	February 19
Finals Week	Mon – Fri	March 20 – 24
Last Day of Winter Term	Friday	March 24
Spring Term 2023	Days	Date
First day of Spring Term	Monday	April 10
Tuition Due	Monday	April 10
Last day to Add/Drop classes (no financial penalty)	Sunday	April 16
Tuition Grace Period Ends	Friday	April 21
Last day to resolve an incomplete from Winter Term	Friday	May 5
Online Registration for Summer term opens	Monday	May 15
Last day to withdraw without a failing grade	Sunday	May 21
Memorial Day Holiday – <b>UWS Closed</b>	Monday	May 29
Finals Week	Mon – Fri	June 19 – 23
Commencement	Friday	June 23
Last Day of Spring Term	Friday	June 23

## Academic Calendar 2023-2024

<b>Summer Term 2023</b>	<b>Days</b>	<b>Date</b>
First day of Summer Term	Monday	July 10
Tuition Due	Monday	July 10
Last day to Add/Drop Classes (no financial penalty)	Sunday	July 16
Tuition Grace Period Ends	Friday	July 21
Last day to resolve an incomplete from Spring Term	Friday	August 4
Online Registration for Fall term opens	Monday	August 14
Last day to withdraw without a failing grade	Sunday	August 20
Labor Day Holiday – <b>UWS Closed</b>	Monday	September 4
Finals Week	Mon – Fri	September 18 – 22
Last Day of Summer Term	Friday	September 22
<b>Fall Term 2023</b>	<b>Days</b>	<b>Date</b>
DC/NMD New Student Welcome Day	Friday	October 6
First day of Fall Term	Monday	October 9
Tuition Due	Monday	October 9
Last day to Add/Drop Classes (no financial penalty)	Sunday	October 15
Tuition Grace Period Ends	Friday	October 20
Last day to resolve an incomplete from Summer Term	Friday	November 3
Online Registration for Winter term opens	Monday	November 13
Last day to withdraw without a failing grade	Sunday	November 19
Thanksgiving Holiday – <b>UWS Closed</b>	Thu – Fri	November 23 – 24
Finals Week	Mon – Fri	December 18 – 22
Last Day of Fall Term	Friday	December 22
<b>Winter Term 2024</b>	<b>Days</b>	<b>Date</b>
DC New Student Welcome Day	Friday	January 5
First day of Winter Term	Monday	January 8
Tuition Due	Monday	January 8
Last day to Add/Drop Classes (no financial penalty)	Sunday	January 14
MLK Holiday Observed – <b>UWS Closed</b>	Monday	January 15
Tuition Grace Period Ends	Friday	January 19
Last day to resolve an incomplete from Fall Term	Friday	February 2
Online Registration for Spring term opens	Monday	February 12
Last day to withdraw without a failing grade	Sunday	February 18
Finals Week	Mon – Fri	March 18 – 22
Last Day of Winter Term	Friday	March 22
<b>Spring Term 2024</b>	<b>Days</b>	<b>Date</b>
First day of Spring Term	Monday	April 8
Tuition Due	Monday	April 8
Last day to Add/Drop classes (no financial penalty)	Sunday	April 14
Tuition Grace Period Ends	Friday	April 19
Last day to resolve an incomplete from Winter Term	Friday	May 3
Online Registration for Summer term opens	Monday	May 13
Last day to withdraw without a failing grade	Sunday	May 19
Memorial Day Holiday – <b>UWS Closed</b>	Monday	May 27
Finals Week	Mon – Fri	June 17 – 21
Commencement	Friday	June 21
Last Day of Spring Term	Friday	June 21



# Index

## A

Academic Calendar	99
Academic Integrity	16
Academic Standing	15
Accessibility Resources	87
Accommodations	87
Accreditation	2
Add Drop Period	See Drop Add Period
Administration	93
Admission Criteria	8
Admission Decisions	8
Admission Requirements	
BS-HB	39
Cert-ASP	66
Cert-HNFM	52
College of Graduate Studies	40
DC	19
DCN	54
EdD-SPP	77
EdD-SPP, CMHC Specialization	68
MS-CMHC	42
MS-HNFM	47
MS-SM	57
MS-SPP	60
Admissions	8
Alternative Loans	13, 22, 42
Alumni Relations	86
Animals on Campus	6
Appeal Process	88
Application Deadline	8
Applied Sport Psychology, Cert	66
Articulation Agreements	9
Associated Student Body (ASB)	87
Attendance	16

## B

Background Checks	9, 21, 41
Board of Trustees	93
Bookstore	7

## C

Campus Closings	6
Campus Safety	6
Campus Security	6
Campus Store	7
Campus Visits	7
Campus Warning and Notification System	6
Canadian Chiropractic Licensure	23
Canadian Student Aid – DC	22
Catalog Provisions	ii
Clinical Mental Health Counseling, MS	42
Closings and Exams	6
College of Chiropractic	19
Doctor of Chiropractic	19
Human Biology (Completion)	38
College of Graduate Studies	40
Conditional Acceptance	9

Consumer Information	4
Continuing Education	86
Copyright	6
Core Values	1
Cost of Attendance	12
Counseling and Student Assistance Program	87
Course Descriptions	
Cert-ASP	67
Cert-HNFM	53
DC	26
DCN	55
EdD-SPP	80
EdD-SPP, CMHC Specialization	71
MS-CMHC	44
MS-HNFM	49
MS-SM	59
MS-SPP	62
Pre-Professional Health Science	86
Course Participation	16
Course Registration	14
Crime Prevention	6
Curriculum Sequence	
Cert-ASP	67
Cert-HNFM	53
DC	23
DCN	54
EdD-SPP	78
EdD-SPP, CMHC Specialization	69
MS-CMHC	43
MS-HNFM	48
MS-SM	58
MS-SPP	61

## D

Dean's List	18
Deferment	9
Degree Authorization	2
Degree Completion Progress	17
Delayed Opening	6
Deposits	9
Discrimination	88
Diversity	10
Doctor of Chiropractic	19
Alternate Track Plan	19
International Students	19
Licensure	22, 23
Prerequisites	19
Split Program	21
Technical Standards	19
Transfer Credits	20
Doctor of Clinical Nutrition	53
Doctor of Education in Sport and Performance Psychology	77
Doctor of Education in Sport and Performance Psychology, Clinical Mental Health Counseling Specialization	68
Drop Add Period	14

Drug and Alcohol Prevention	4
-----------------------------	---

## E

EdD-SPP	77
Positive Leadership and Administration Concentration	79
Sport and Performance Psychology Consulting Concentration	80
EdD-SPP, CMHC Specialization	68
Sport and Performance Psychology Consulting Concentration	71
Education Records	See FERPA
Electives	16
Cert-ASP	67
DC	38
EdD-SPP	82
EdD-SPP, CMHC Specialization	74
MS-CMHC	46
MS-HNFM	49
MS-SPP	63
Emergencies	6
Emergency Loans	13
Enrollment Confirmation	14
Enrollment Status	13
Equal Opportunity	10
Exam Proctoring	16

## F

Faculty	
College of Chiropractic	94
College of Graduate Studies	95
Emeritus	98
Library	98
Family Educational Rights and Privacy Act	See FERPA
Federal Work Study	12, 22
FERPA	4, 14
Privacy of Student Records	14
Record Review	14
Student Directory Information	5
Financial Aid	
Eligibility	11
Financial Aid	11
Alternative Loans	13
Apply for	11
Award Process	12
DC	21
Emergency Loans	13
Graduate Programs	41
Loan Consolidation	14
Loan Repayment	14
Scholarships	12
Veterans Benefits	15
Fundraising by Student Groups	87

## G

Governance	3
Grade Appeal	18, 88

Grading System	17	Non-Emergencies	6	Scholarships	12
Graduation Requirements		<b>O</b>		Sexual Misconduct	88
BS-HB	38	Online reporting portal for UWS		Sport and Performance	
Cert-ASP	66	Safe	6	Psychology, EdD	77
Cert-HNFM	53	<b>P</b>		Sport and Performance	
DC	19	Parking	7	Psychology, MS	60
DCN	54	Participation Requirements	41	Applied Practice Concentration	62
EdD-SPP	77	Pets on Campus	6	Positive Coaching Concentration	62
EdD-SPP, CMHC Specialization	68	Plagiarism Software	16	Sports	57
MS-CMHC	42	Policies	89	Sports Medicine, MS	57
MS-HNFM	48	Academic Integrity	16	State Authorization	2
MS-SM	58	Academic Policies	15	Student Affairs	87
MS-SPP	61	Academic Standing	15	Student Complaints	88
<b>H</b>		Attendance	16	Student Conduct	88
Health Clinic	3	Continuous Enrollment, Approved		Student Directory Information	5
History of Western States	3	Leave, Involuntary Leave,		Student Groups	87
Honors	18	Withdrawal, Dismissal and		Student Privacy	See FERPA
Housing	87	Expulsion.	17	Student Success	87
Human Biology Completion, BS	38	Course Participation	16	<b>T</b>	
Human Nutrition and Functional		Exam Proctoring	16	Tardiness	16
Medicine, Cert	52	Grade Appeal	18	Technical Standards	19, 57
Human Nutrition and Functional		Grading System	17	Timely Warning Notification	6
Medicine, MS	47	Independent Study	16	Title IX Complaints	88
<b>I</b>		Make-Up Examinations	16	Transcript Requests	15
Inclement Weather	6	Religious Observance	17	Transfer Credit	16, 18, 39
Inclusion	10	Tardiness	16	BS-HB	39
Independent Study	16	Transfer Credit	16	College of Graduate Studies	41
Institutional Accreditation	2	Withdrawal	17	DC	20
Institutional Learning Outcomes	1	Pre-Professional Studies	86	Transportation	7
International Applicants	8	Privacy of Student Records	14	Tuition and Fees	10
Involuntary Leave	16	Program Accreditation	2	Balances	10
<b>L</b>		Program Learning Outcomes		Course Audit	11
Leave	11, 17	BS-HB	39	Deferment Plan	11
Leave of Absence	11, 17	Cert-ASP	67	Deposits	9
Library	91	Cert-HNFM	53	Past-Due Accounts	11
Interlibrary Loan	91	DC	23	Payment	10
Lost or Damaged Materials	92	DCN	54	Refunds	10
Policies	92	EdD-SPP	78	Residual Checks	11
Renewals	92	EdD-SPP, CMHC Specialization	68	Statements	10
Services	91	MS-CMHC	43	Tuition Deposits	9
Licensure	9	MS-HNFM	48	Tutoring Services	87
Licensure Examinations	15	MS-SM	58	<b>U</b>	
Licensure Requirements	41	MS-SPP	61	UWS Overview	3
Loan Consolidation	14	<b>R</b>		UWS Safe App	6
Loan Repayment	14	Readmission	9	<b>V</b>	
Lost and Found	7	Reception Desk	7	Veterans Benefits	15
<b>M</b>		Record Review	14	Vision Statement	1
Make-up Examinations	16	Registrar	14	Visiting Campus	7
Mission Statement	1	Registration	14	Visitor Parking	7
Motto	1	Religious Observance	17	<b>W</b>	
<b>N</b>		Research and Sponsored Programs	86	Warning and Notification System	6
National Board of Chiropractic		Reservation of Rights	ii	Weapons	7
Examiners	23	<b>S</b>		Withdrawal	11, 17
Non-Degree Enrollment	9	Safety Awareness	6	Writing Tutor	87
Non-Discrimination	ii, 10	Satisfactory Academic Progress	13		

END