

Graduate
Holistic Health Care
Certificate Program



Student
Handbook

WESTERN MICHIGAN UNIVERSITY

College of Health and Human Services



Graduate Certificate Program in Holistic Health Care at Western Michigan University

Dear Prospective Student:

We welcome your interest in the Graduate Certificate Program in Holistic Health Care. The Holistic Health Care Program is one of few academic programs in holistic health in the United States, providing a unique curriculum for graduate students based on both didactic and experiential learning.

It is our belief that our inner lives affect our outer lives. Also, information about health alone is not enough to bring change in our life patterns or in the life patterns of those we wish to serve. In addition to providing a foundation in current holistic views regarding health care, the curriculum is designed to support the process of integrating knowledge into practice by fostering the cultivation of qualities of self-awareness and sensitivity to others.

The Student Handbook will help answer questions that you may have about the program. If you would like additional information or wish to apply to the program, you can contact our advising office (269-387-2656) to set up an appointment with an advisor.

You can also reach us through e-mail at holistic-info@wmich.edu or visit our website at www.wmich.edu/hhs/holistic_health/.

We look forward to meeting you in the near future and talking about opportunities available for you in the program.

Sincerely,

Holistic Health Care Program
Gay Walker, Program Coordinator

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What is Holistic Health?

Before presenting a review of the WMU Holistic Health Care Graduate Certificate Program, it seems necessary to begin with a definition of “holistic health” as a means of understanding the content and function of our academic program. The term holistic health began to be commonly used in the 1970’s as a way of referring to “whole person” health: approaches to health care that consider the interdependent relationships between the mental, emotional, physical, social, and spiritual dimensions of a person’s functioning. This field of study began as a consumer-driven response to the perceived limitations of the biomedical approach to health care. From this movement, a proliferation of research, practices, and societal interest regarding “whole-person health care” has emerged. This proliferation has taken such forms as a) wellness promotion, b) mind-body medicine, c) alternative and complementary medicine (CAM), d) integrative medicine, and e) relationship-centered care.

History and Overview of Program

The Holistic Health Care Graduate Certificate Program was created in 1982. It was conceptualized as a progressive academic offering that would enrich other degree programs in the College of Health and Human Services (CHHS) and the larger University by exposing students to the up-and-coming field of holistic health. With the increasing presence of holistic health over the past two decades, our mission is no longer to introduce students to a new field, but rather to offer the necessary knowledge and skills to discern:

- what practices are empirically-based and credible,
- what philosophies and practices are appropriate for integrating into professional service, and
- what practices can be used as a means of promoting optimal health and preventing professional burnout.

It is interesting to note that the average health professional and student are often equally puzzled by the field of holistic health today as they were twenty years ago. This is no longer because the field is new, but rather because the field is broad, complex, and often misunderstood given the overuse and misuse of the term “holistic.” Thus, the Holistic Health Care Graduate Certificate Program is as important today as it was twenty-six years ago, although our mission and educational product have evolved considerably.

Contact Information for the Holistic Health Care Program

E-mail: holistic-info@wmich.edu

Web: www.wmich.edu/hhs/holistic_health/

Fax Number: (269) 387-3348

Mailing Address: 1903 W. Michigan Ave., Kalamazoo, MI 49008-5212

Location: Oakland Drive Campus, College of Health and Human Services Building, 2nd floor

Holistic Health Care Program Coordinator

Field Education, Readings and Independent Study Coordinator

Gay Walker, phone: (269) 387-3839, e-mail: gay.walker@wmich.edu

Advising

Jeanine Bartholomew: phone (269) 387-2656

Admissions Coordinator, Graduate Assistant

Molly Heyn, phone: (269)-387-3389, e-mail: molly.e.heyne@wmich.edu

Office Coordinator

Nancy Kibler, phone (269) 387-2650, nancy.kibler@wmich.edu

Program Description

The mission of the Holistic Health Care Program is to cultivate the relationship between body, mind, and spirit for the purpose of improving quality of life for self and community.

Holism is a philosophy which considers the whole person and the whole situation. The wisdom of holistic health honors the interdependent relationship between body, mind, spirit and community. The Holistic Health Program introduces students to complementary and alternative modalities that promote optimal health and healing, at both an academic and experiential level. Students are presented with a framework for wellness which helps them to make knowledgeable and healthy life-style choices and establish respectful, cooperative relationships with others and the environment. Classes encourage personal growth through self-discovery, self-expression, self-care, self-responsibility and active participation in health.

Students are exposed to a variety of topics in this rapidly growing field and are encouraged to carefully evaluate modalities, research, and evidence-based science with discernment. Classes are non-traditional and include lecture, discussion, personal reflection and experiential activities.

Students who earn a certificate in Holistic Health will understand the philosophy of holism and the connection between their personal journey and their expression of this in the world of relationships and work. The certificate complements and supports the coursework of related fields enabling students to work within their chosen profession from a holistic perspective and may enhance career opportunities. Students in the helping professions such as social work, counseling, psychology, theology, occupational therapy, health studies, nursing, education, will especially benefit from this program.

WMU's Holistic Health Program is one of only a few such programs in the nation. It equips students for career advancement in health and human service fields, provides opportunities for enrichment and personal growth and helps professionals gain new knowledge and skills to enhance their present position. Holistic health courses may be included as electives in many curriculums and the certificate may be used as an area of specialty concentration for students majoring in related fields.

The program is designed to provide opportunities for advanced training in the following areas:

Holistic modalities: complementary and alternative medicine practices

Relaxation and stress-reduction and self care

Relationships

Expressive arts

Environmental perspectives of health

Healing, illness and death

Successful aging

Spirituality

Holistic and lifestyle counseling

Humor and health

Readings in holistic health

Nutrition and fitness

Admission Criteria for the Holistic Health Care Program

The Faculty of the Holistic Health Care Program have established the following criteria: for the selection of applicants for admission to the certificate program:

- Evidence of ability to do graduate work
- Academic preparation in the behavioral sciences and/or health related areas
- Personal and professional maturity
- Commitment to applying holistic concepts and practices to one's personal and professional life
- Evidence of communication and interpersonal skills
- Tolerance for a diversity of ideas and experiences

Other factors related to the applicants ability to successfully engage in professional practice will also be considered.

Admission to the Holistic Health Care Graduate Certificate Program

The program offers year-round continuous admission. To apply for admission to the certificate program in Holistic Health Care, you must:

- have a bachelor's degree from an accredited institution
- be eligible to take graduate level courses at Western Michigan University.

The Holistic Health Care Certificate can be taken as an independent certificate or used to supplement other related graduate training. Those students interested in taking holistic health care courses, but not the full graduate certificate may still enroll in most courses.

Students may take up to nine credit hours of courses toward a certificate without being accepted into the Holistic Health Care Program by applying for Non-degree Status.

When incorporated into a related degree program, the certificate program may require some work beyond that required for masters or doctoral degrees, and often courses may be used as electives in a program. For graduate programs that also require field experience (such as Social Work, OT, CECP and others) students may be able to combine requirements for both programs into one placement. If combining field placements students will need to register for 1 credit hour of HOL 6700 or 7120, in addition to your own graduate program's course. Please contact an advisor for further information.

Prerequisite: HOL 5310 Introduction to Holistic Health

Successful completion of HOL 5310 Introduction to Holistic Health (a grade of B or better) is a prerequisite to admission (effective Fall 2008). When the student completes HOL 5310 for graduate credit and is admitted to the graduate program in holistic health care, it becomes part of the 18-credit-hour program. If the student has taken HOL 5310 for undergraduate credit, it meets the requirement as a prerequisite for admission to the program, but cannot become part of the graduate program. The graduate certificate program consists of 18 credit hours of graduate credit, therefore the students will need to replace HOL 5310 with another 3-credit-hour graduate course.

Permission to Take Graduate Classes—Non-degree Status

If you do not currently have graduate admission to the university, complete a Non-degree Status application and return it to the admissions office. The Non-degree Status application must be submitted to the admissions office with the required \$40 fee and proof that you have already obtained a bachelor's degree. For the Non-degree Status application contact the the Admissions office, or fill out the form included in this handbook.

Application Process

Consideration for admission requires the completion of one application. All candidates must complete the Graduate Admission Application.

Step One

Complete the Graduate Admission Application and send the white copy to:

Office of Admissions and Orientation, Graduate Division, Western Michigan University
1903 West Michigan Avenue, Kalamazoo, MI 49008-5120

Attach a check or money order for \$40 made payable to Western Michigan University to the white copy of the application for submission to the admissions office. **Please fill out the Graduate Application for Regular Admission.**

Transcripts*: Arrange to have official transcripts from every school you have attended since high school sent to the admissions office *and* the Holistic Health Care Program.

Step Two

In addition to the University-required items in step one, the Holistic Health Program requires you to submit the following materials with your application:

- A copy of the graduate school application (unless you applied on line)
- A copy of all your transcripts
- A current resume or curriculum vita
- A written statement that discusses your interest and previous background in holistic health, reasons for seeking admission to the program, and career goals
- Two letters of reference from persons who are familiar with your academic performance and/or professional experience. Have these letters sent to you in a sealed envelope signed across the back flap.

Send all the above information together to:

**Admissions, Holistic Health Care Program, Attention: Molly Heyn
WMU, 1903 West Michigan Ave., Kalamazoo, MI 49008-5212,**

As soon as the university admissions and all Holistic Health Care Application materials are on file in our office, your application is considered complete. Once your application is reviewed, the holistic health program makes a recommendation regarding admission, which will be returned to the admissions office for final approval. Because we do a year-round, continuous admission process, there are no deadlines for admission. Each admission is normally granted for the next open enrollment period. Applicants should allow at least eight weeks for the application process; however, the exact amount of time the process takes is largely dependent upon the amount of time it takes our office to receive the required application material. **We strongly encourage you, in planning your program, to contact Jeanine Bartholomew, our advisor for the program (269-387-2656).**

** Policies related to admissions are University policies and the admissions office is the body of authority related to these policies; therefore, if you receive communication from the admissions office, which appears to conflict with anything written here, you must follow the instructions of the admissions office. If you have questions, call the admissions office at (269) 387-2000.*

Professional Standards

Upon admission to the Holistic Health Care Program you will be expected to sign, agree, and abide by the Professional Standards as set by the program. Failure to comply to the Professional Standards may result in remediation or termination. (see page 15)

Holistic Health Care Program Curriculum

The academic program consists of 18 credit hours distributed in the following manner:

Core Courses

HOL 5310: Introduction to Holistic Health Care, 3 credit hours

HOL 6500: Seminar in Holistic Methods, 3 credit hours

HOL 6700: Professional Field Experience, 3 credit hours (masters level)

or **HOL 7120: Professional Field Experience**, 3 credit hours (doctoral level)

Electives- 9 credit hours chosen from:

Holistic Health Modalities

HOL 5500: Introduction to Holism and Expressive Arts, 3 credit hours

HOL 5510: Holistic Approaches to Healing Through Visual Art, 3 credit hours

HOL 5520: Holistic Approaches to Healing Through Movement, 3 credit hours

HOL 5360: Counseling Skills for Health Professionals, 3 credit hours

HOL 5370: Health and Humor, 3 credit hours

Issues in Holistic Health

HOL 5320: Holistic Approaches to Relationships, 3 credit hours

HOL 5330: Holism and Community

HOL 5340: Holistic Health and Spirituality, 3 credit hours

HOL 5350: Holistic Approaches to Stress, 3 credit hours

HOL 5530: Holistic Strategies for Illness and End of Life

HOL 5550: Successful Aging, Holistic Perspectives, 3 credit hours

HOL 5980: Readings in Holistic Health, 1-4 credit hours

HOL 6910: Spirituality and Therapeutic Process

HOL 6970: Independent Study in Holistic Health, 1-4 credit hours

Special Topics Courses (HOL 5300)

HOL 5300: Advanced Spirituality, 3 credit hours

HOL 5300: Bodymind Nutrition, 3 credit hours

HOL 5300: Biofeedback and Neurofeedback, 3 credit hours

HOL 5300: Experiential/Adventure Education, 3 credit hours

HOL 5300: Healing through Writing and Story, 3 credit hours

HOL 5300: Health/Eating/Weight/Culture, 3 credit hours

HOL 5300: Humor/Play/Brain's Best Learning Strategies, 3 credit hours

HOL 5300: Spiritual Activism, 3 credit hours

HOL 5300: Spirit and Science of Holistic Health, 3 credit hours

HOL 5300: Advanced Meditation to Enhance Living, 1 credit hour

HOL 5300: Diversity and Holism, 1 credit hour

HOL 5300: Holistic Energetics Lab, 1 credit hour

HOL 5300: Introduction to Chinese Medicine, 1 credit hour

HOL 5300: Introduction to Psychodrama, 1 credit hour

HOL 5300: Meditation to Enhance Living, 1 credit hour

HOL 5300: Mindfulness to Enhance Living, 1 credit hour

HOL 5300: Tai Chi for Health, 1 credit hour

HOL 5300: Understanding Children's Drawings, 1 credit hour

HOL 5300: Yoga to Enhance Living, 1 credit hour

Professional Field Experience

HOL 6700 – Field Education in Holistic Health (Master’s Level Graduate Students) or
HOL 7120 – Professional Field Experience in Holistic Health (Doctoral Level Graduate Students)

Course Credit

This course is variable graduate credit—1 to 12 credit hours. Students need to complete at least three credit hours within one year to receive a “credit/no credit” grade for the course.

Course Prerequisites

1. Graduate student status at WMU
2. Admittance into the Graduate Certificate Program in Holistic Health Care at WMU.
3. Most students beginning their Field Experience will have completed the core courses HOL 5310, HOL 6500 and three electives. Consult with your advisor if you want to arrange for any variation in sequence.

Course Description

This is an 180-hour professional field/internship experience in Holistic Health Care to complete the Graduate Certificate Program in Holistic Health Care at WMU. Field Experience can be completed in one semester or longer, (up to one year), if the need exists. If the 180-hour internship is not completed within one semester, the student may receive an incomplete grade with the approval of the instructor/advisor. This incomplete grade may then be removed and replaced with a “credit/no credit” grade as soon as all of the 180 hours of internship are completed within one year.

Students enrolled in the certificate program independent of a graduate degree program or in a graduate program which does not require a field experience must enroll in a 3 credit hour Professional Field Experience. All master’s-level students enroll in HOL 6700 and all doctoral students enroll in HOL 7120. All field experiences, whether HOL 6700, HOL 7120, or another program’s approved equivalent must be approved by the student’s Holistic Health Certificate Program faculty coordinator (Gay Walker).

Combined Internship

Those graduate students already enrolled in a master’s degree or doctoral degree program at WMU or at any other fully accredited university, may use part of their required internships within their programs to satisfy the requirements for HOL 6700 or HOL 7120. All of the Holistic Health Certificate course requirements must be fulfilled as stated. The Field Experience must be approved by both the degree program and certificate program and requirements for both programs successfully completed. To do this you will enroll in your specific program for the required credits and also for one credit in HOL 6700 or 7120.

Field Experience Options

Students can choose from the following guidelines in selecting their 180 hour Professional Field Experience. In all cases, documentation of hours, a written log, and on-going communication with the student's on-site supervisor and faculty coordinator is required.

A. The hours can be done within a student's required internship for their masters or doctoral degree. The student must create a written contract which describes how the internship will include a holistic focus.

B. Students may use their current workplace (or appropriate organization) by developing and implementing a professional program of a holistic nature (e.g., educational seminars).

C. Students may develop and teach holistic health classes at the community or academic level.

D. Students may develop and carry out a research project, and submit it in written form.

E. Students may take a variety of holistic health related personal/professional workshops and seminars. Written summaries of these experiences and certifications of completion are required.

F. Students may elect to pursue a combination of the above activities in order to meet the 180 hour requirement.

A list of suggested sites is available on the following pages of this handbook. Students must plan and arrange their internship experience in consultation with their field education coordinator assigned to the course. Consultation with and approval of the field Education coordinator, Gay Walker, is required before registering for the course. After the internship plans have been approved by the faculty coordinator, students can contact Jeanine Bartholomew, Academic advisor at (269) 387-2656 (or WMU Branch Campus Directors) to get the course call number for registration.

Course Requirements for HOL 6700 or HOL 7120

- Select an area and site to do your field experience.
- Complete the Field Experience Learning Contract and send it to the instructor either before the start of the semester or within two weeks after.
- Complete the Field Experience Contact Form and send it to the instructor when you have completed your 180 hours. With this form, also submit a complete log of hours (or the Field Experience Contact Form, a short description of what you did, and a reflection of the experience.
- After 180 hours of internship are completed, have your field supervisor (on-site) complete the Field Experience Evaluation Form and send it to the instructor.

The final grade for HOL 6700 and HOL 7120 will be based upon the successful completion of all 180 hours of this internship, and completion and receipt of all necessary documents as stated above.

Note: It is the responsibility of each student to maintain regular contact with his/her instructor/advisor throughout the semester or beyond by phone, mail, or e-mail. All requirements of this 180-hour internship must be completed before a final grade can be issued.

Examples of Field Placement Sites

Albion College Counseling Center
Allegan Community Mental Health
Allegan County Development Center
Allegan Substance Abuse Agency
Aquinas College
AWARE Shelter
 Emergency Counseling Center
Barry Community Hospice
 Battle Creek HelpNet
 Center for Human Development
Beckley Professional Centre
Behavioral Health Resources
 Calhoun Mental Health
Benton Harbor - St. Joseph YMCA
Bethany Christian Services
Bethesda Counseling Services
Blodgett Memorial Medical Center
Blodgett Wellness Center
Borgess Health and Fitness Center
Borgess Hospital
Borgess Institute for Holistic Medicine
Borgess Medical Center
 Cardiac Rehabilitation Center
Borgess VNA Hospice
 Diane's Way Expressive Arts Program
Bridgman Psychological Services
Bread for the Journey
Bronson Health Promotion
Bronson Hospital Trauma & Emergency Center
Bronson Methodist Hospital
Cancer Treatment Center
 Hackley Hospital/Muskegon
CAP Domestic Violence Program
CARES, Community AIDS Resource
 Education Services of SW MI
Catholic Family Services - the ARK
Celebrate - A Holistic Healing Center
Center for Complementary Health
Center for Health Psychology and Medicine
Center for Human Development
Center for Women's Services WMU
Clinton-Eaton-Ingham Community Mental Health
CMH Behavioral Health Resources
College of Human Medicine - MSU
Colorado State Hospital
Community Healing Center, Elizabeth Upjohn
Community Placement Program
Counseling & Consultation Services
 Ohio State Univ.
Crisis Residential Treatment of West MI
Dakota House
Developmental Counseling Center
Dexter Counseling Services
Dr Carol Shaver
Dr. Don Troyer, Whispering Pines Health Care Center
Employee Assistance Plus
Eastern Michigan University
 Health Center and Academic Advising
Family And Children Services
Family Doctors of Vicksburg
Family Health Center
Fetzer Center
Forest View Psych Hospital
Gateway Recovery Services
Gilchrist Retreat Center
Gull Lake Community Schools
Harborview Med Center in Seattle
Health Enhancement of Health Circle
Health Enrichment Center
Himalayan Institute
Hospice of Muskegon/Oceana
InterAct of Michigan, Inc.
Institute for Holistic Medicine
Institute for Lifestyle Improvement
 University of Wisconsin-Stevens Point
Jackson Community College
Jackson Psych Hospital
KCMS/MSU Pediatric Oncology
Kalamazoo Center for Independent Living
Kalamazoo Center for the Healing Arts
Kalamazoo Consultation Center
Kalamazoo Visiting Nurse Association
Ken-O-Sha Infant/Parent Program
Kenowa Hills Middle School
Kalamazoo Center for Medical Studies
Kairos Dwelling
Lake Michigan College
Lake Michigan Community Center
Lakeside Boys and Girls Residence
Lazar Psychological Services
LifeQuest Wellness Center
Link Crisis Intervention Center
London Royal College of Nursing
Mars Hill Bible Church

Mary Free Bed Rehab Center
 Med Center Rehab - Grand Forks ND
 Mercy Memorial Medical Center
 MI Community for the Blind Training Center
 Michigan State University Counseling Center
 Midwest Recovery Center
 Milwaukee Public Schools
 Mishawaka Professional Services
 Montiegel & Miller Company
 MSU Rehab Counselor Education Program
 New Life Clinic
 New Medico Rehab Center of Wisconsin
 Nisonger Center
 Oaklawn Psychiatric Center
 Oakridge Counseling Center/Pain Cl
 Pain Rehabilitation Unit, St Joseph Med Center
 Pheasant Ridge Psychiatric Hospital
 Pine Rest Christian Hospital
 Project Rehab
 Psychological Consultants of Battle Creek
 Psychological Consultants of MI
 Reunion Whole Life Center
 Rudolf Steiner College
 Shakti Gawain - Steppingstone Program
 Sienna Heights College
 Sinnett Holistic Health Clinic
 Southwest Michigan Relationship
 Centered Care Network
 Southwestern Med Clinic,
 Christian Counseling & Psych Services
 St Joe Med Center
 St Joseph's Med Center - radiation oncology dept
 Staff Builders Home Health Care
 State Technical Institute and Rehabilitation Center
 Tassakara Practice Center
 The Wellness Center
 Three Rivers High School
 Trends in Rehab, Inc
 Unified Clinics, WMU Substance Abuse Clinic
 Van Buren Community Mental Health
 Van Buren Public Schools
 VanBuren County Community Mental Health -South Haven
 VanBuren Day Treatment
 Veteran's Administration Medical Center
 Vintage Program
 West Michigan Cancer Center
 Western Washington University
 Prevention and Wellness Center
 Center for Disabilities
 Whole Family Medical Center

Wings of Hope Hospice
 WMU Employee Wellness Committee
 WMU Holistic Health Program
 Women Against Abuse
 Women's Wellness Center - Okemos, MI
 YMCA
 Youth Opportunities
 Unlimited Employment & Training Office

*Note: these sites are examples of placements
 that have been used in the past by students for their
 Professional Field Experience.
 It is your responsibility to connect with and make
 arrangements for your own placement.*

Final Steps to complete the certificate

Portfolio

As a part of our program assessment, we are asked to keep a portfolio of work for each student who graduates from the Certificate Program.

The student portfolio includes:

- a copy of a research paper written in a Holistic Health class. The research paper for any of the core courses can be used to meet this requirement.
- a two page summary statement regarding what the student has learned through coursework in the Holistic Health Care Program and how this will be integrated into professional and personal life.

Application to Receive Certificate

For Completion of the Holistic Health Certificate Program, please fill out the Application for Graduation Audit, Graduate Certificate which is available on-line and in this handbook. Do this the semester *before* you complete your field placement. Send the application with \$45 (non-refundable fee) to Office of the Registrar, Western Michigan University, 1903 W. Michigan Ave, Kalamazoo, MI 49008-5256. Please allow ten weeks after commencement date before you receive your Certificate.

Graduation Month

April

June

August

December

Application Deadline

December 1

February 1

April 1

August 1

Graduate Holistic Health Care Certificate Pin

As a way to recognize your completion of the Holistic Health Care Graduate Certificate, you will be sent a lapel pin. We encourage you to wear this pin proudly as a symbol of your accomplishment.

Class Formats

There are several formats available to students wishing to complete the Holistic Health Care Certificate. You may complete your certificate by using one or a combination of these formats.

The following are the usual formats for classes, and may vary with instructor.

- **Weekly format:** Kalamazoo main campus
Once a week in the evenings (2.5 hours per class)
Core classes and some electives
- **Weekend Format:** Extended University (EUP)
Kalamazoo and branch campuses in Grand Rapids, Traverse City, Southwest (Benton Harbor)
Friday evening and all day Saturday, (total 12 hours) 3 weekends, spaced apart
Other formats may also be offered
Core courses rotate between Grand Rapids and Traverse City
Electives at branch campuses
- **One week** Summer Intensives may be offered at some branch campuses
Monday through Friday for one week, 8 hours per day
- **Two week** Summer Institute (main campus)
Monday through Friday for two weeks, (3.4 hours per class), morning, afternoon or evening
- On-line Education through Extended University Programs

WMU Branch Campuses currently offering holistic classes

Grand Rapids, (616) 771-9470, www.gr.wmich.edu

Southwest (Benton Harbor), (269) 934-1500, www.sw.wmich.edu

Traverse City, (231) 995-1788, www.tc.wmich.edu

Professional Standards—Holistic Health Program
Physicians Assistant Department
College of Health and Human Services
Western Michigan University

All students enrolled in courses/activities in the Holistic Health program are expected to abide by the University Code of Conduct. In addition, this document provides students, faculty, staff and clinical supervisory staff in the Holistic Health program with professional standards by which all students must comply and upon which all students enrolled in courses/activities will be assessed.

For students accepted into the Holistic Health programs the accumulation of knowledge must be accompanied by the acquisition of skills and professional attitudes and behavior.

In all phases of professional education the student's ability to utilize her/his intellectual ability and maintain emotional stability particularly when under stress and within the time limitations inherent in the professional setting, is vital for the successful completion of the program. Students must also abide by the professional standards and code of ethics of their core discipline.

1. Definition of Professional Standards

Students must possess more than knowledge and professional skills in the field of Holistic Health. They must also possess and exhibit beliefs, values and attitudes that are necessary to work effectively and interact with other students, faculty, staff, supervisory staff, other professionals, clients, patients and members of the community. Additionally, it is expected that students integrate and model holistic values as a student and as a professional. The standards will be assessed throughout the program. The exhibition of these standards is mandatory for the successful completion of and graduation from the holistic health graduate certificate program or undergraduate minor program.

These standards are:

- Consistent punctuality
- Consistent dependability
- Honesty with and respect for other students in the program, faculty, staff, patients, clients, and supervisory staff
- Demonstrated responsibility for previously learned material
- Fairness
- Demonstrated commitment to diversity and tolerance of diverse views
- Professional appearance
- Professional judgment
- Personal initiative
- High expectations for performance
- Commitment to professional growth
- Willingness to work in partnership
- Demonstrated social and moral responsibility
- Demonstrated effective interpersonal relationships with others.
- Demonstrated commitment to understanding health as an integrated whole, which is constituted in mind, body, spirit, community and environment
- Commitment to engaging with current trends and research in holistic health

2. Assessment of Professional Standards

Assessment of the professional standards will occur throughout the professional program

- A. Assessment Standards
 - a. An ability and willingness to acquire and integrate Professional Standards into ones repertoire of professional behavior;
 - b. An ability to acquire professional skills in order to reach an acceptable level of professional competency; and/or
 - c. An ability to control personal stress and strong emotions which could interfere with professional functioning.
- B. An assessment of Professional Standards that reveals one or more of the following characteristics may require remediation:
 - a. A student does not acknowledge, understand or address a problem when it is identified;
 - b. A problem is not merely a reflection of a skill deficit which can be rectified through training;
 - c. The quality of services delivered by the student is sufficiently negative;
 - d. A problem is not restricted to one area of functioning;
 - e. A student's behavior does not change as a function of feedback, remediation efforts and/or time.

Any concerns expressed over adherence to Professional Standards or any assessment identifying a failure to adhere to Professional Standards may be addressed through remediation. In case of severe or egregious violations of Professional Standards, sanctions consistent with the applicable policies, procedures, and rules may be implemented without the opportunity of remediation.

3. Remediation Alternatives

It is important to have meaningful ways to address concerns regarding a student's inability to exhibit professional standards. In implementing remediation interventions, the program administration must be mindful and balance the needs of the other students in the program, faculty, the clients/patients involved and the supervisory staff.

In appropriate circumstance, the program administration may implement corrective measures other than remediation. These may include the following:

- a. A verbal warning to the student emphasizes the need to discontinue the inappropriate behavior under discussion. Record of this warning is appropriately documented in the student's file.
- b. After a reasonable time has elapsed since the verbal warning and the student's performance has not sufficiently improved, a written warning to the student will be issued and shall include:
 - 1. A description of the student's unsatisfactory performance or behavior, and recognition that the student had been previously afforded a verbal warning;
 - 2. Actions required of the student to correct the unsatisfactory performance/behavior;
 - 3. The timeline for correcting the problem (depending on the student, schedule modification may be time limited; and
 - 4. What action will be taken if the problem is not corrected.
- c. A professional review within the program may be conducted to discuss behavior/activities. The outcome of this review may include a suspension of direct service activities, a program approved leave from the program, or dismissal from the program.
- 4. Equal Protection and Due Process:

Equal protection and due process ensure that decisions about students are not arbitrary or personally biases.

It ensures that evaluative procedures are applied equitably to all students.

Due process allows for appropriate appeal procedures to the student. All steps need to be appropriately documented and implemented. General due process guidelines include:

- a. As part of the program orientation process, present in writing and discuss with the students the program expectations regarding professional standards. This should occur each semester and in every introductory class.
 - b. Provide a written procedure to the student, which describes how the student may appeal the program's action (see student handbook). The student handbook is provided to students and reviewed during orientation.
 - c. Document, in writing and to all relevant parties, the actions taken by the program and its rationale.
5. Due Process: College procedures
- The purpose of due process is to inform and provide a framework to respond, act, or dispute. Once a student has followed the review/appeal process of the program, s/he may appeal to the College of Health and Human Services Professional Standards Committee. The committee as a whole will be comprised of faculty members from each of the degree granting programs.
- a. A student aggrieved by an action taken by the Holistic Health program has the right to appeal such action by filing an appeal form in the Dean's Office within 14 days of the aggrieved action.
 - b. Within fourteen working days, the appeal will be reviewed by the College of Health and Human Services Academic and Professional Standards Committee. The committee reviewing the appeal will be comprised of three faculty members selected randomly.
 - c. Within two (2) working days of the completion of the review, the Professional Standards Committee will submit a written report to the chair/director, including any recommendations for further action. Recommendations made by the committee will be made by majority vote.
 - d. Within two (2) working days receipt of the recommendations, the chair/director will either accept or reject the Professional Standards Committee recommendations and will inform the designated chair of the committee of her/his decision.
 - e. The chair of the committee will inform the student in writing of the outcome of the appeal.
6. If the student wishes to further appeal this decision, s/he may do so to a University Grade and Program Dismissal Appeals Committee (GAPDAC). This appeal must be initiated within twenty business days of the final notification of program dismissal. The student will initiate an appeal through the office of the University Ombuds. When the Ombuds receives an appeal, the Provost or designate will schedule a meeting of a grade and program dismissal appeals committee using procedures determined by the Professional Standards Committee of the Faculty Senate.

Program Planning Outline

Course	Semester/Year	Credits
HOL 5310 Introduction to Holistic Health		3
HOL 6500 Seminar in Holistic Methods		3
Elective		
Elective		
Alternative Elective		
HOL 6700 or HOL 7120 Professional Field Experience		3
Total Credits		18



Graduate Certificate Program in Holistic Health Care at Western Michigan University

Program Outline *(to be filled out in consultation with the Holistic Health advisor)*

Name _____

WIN# _____

Permanent Address _____

E-mail address _____

Graduate Specialty Program _____ Date Admitted _____
Month/Year

Present Field of Graduate Study _____ Date Admitted _____
Month/Year

Expected Graduation Date _____
Month/Year

Previous Graduate Degree(s)

Type	Field	Date received	Institution

Type	Field	Date received	Institution

Program Requirements

Graduate Specialty Program Outlined _____
Signature, Graduate Specialty Program Advisor Date

Program Approved _____
Signature, Dean, The Graduate College Date

Program Approved _____
Signature, Dean, College of Health and Human Services Date

Date of Completion _____



Field Experience Learning Contract

Name _____ WIN number _____

Permanent Address _____
Street City State ZIP

Phone _____ Semester _____ Regional Center _____

Call Number HOL 6700 (Masters) HOL 7120 (Doctoral) Other _____

Please complete the following contract for the Field Experience

Name of Placement Site _____

Address _____

Contact Person _____ Phone _____

General Description of Site _____

Placement Goals and Objectives _____



Field Experience Evaluation Form

This evaluation form should be given by the student to the field supervisor at the beginning of the field experience to encourage early discussion of the evaluation process. This form should be completed by the field supervisor and returned at the end of the field experience to your **Holistic Health Field Placement Instructor, Graduate Certificate Program in Holistic Health Care**, Western Michigan University, 1903 W. Michigan Avenue, Kalamazoo, MI 49008-5212.

Name _____ WIN number _____

Permanent Address _____
Street City State ZIP

Phone _____ Semester _____ Regional Center _____

Placement site _____

WMU semester or session _____ Year _____

Call Number HOL 6700 (Masters) HOL 7102 (Doctoral) Other _____

Did the student meet the 180-hour requirement? Yes No

Please attach a separate sheet and comment briefly on each of the following items:

1. Summary of student's placement training and activities and degree to which goals specified in learning contract have been fulfilled.
2. Student's attitude toward field experience and willingness to learn.
3. Knowledge and use of holistic health care concepts.
4. Quality of professional job performance or practice within student's academic specialty area.

Do you recommend that the student receive credit for field placement? Yes No

Please attach a copy of the learning contract to the evaluation form.

Supervisor's signature _____ Date _____

Student's signature _____ Date _____



•
•
•

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	

Graduate Certificate Program in Holistic Health Check List

Failure to complete any of the steps listed below can delay or cancel the receipt of your graduate certificate.

You must:

- Be admitted to the graduate *certificate* program. This is true even if you have already been admitted to a graduate *degree* program.
- Successfully complete 15 credit hours of advisor-approved graduate course work:
 - Introduction to Holistic Health, HOL 5310
 - Seminar in Holistic Methods, HOL 6500
 - Nine* credit hours of approved electives
Six credit hours must be selected from graduate courses with the Holistic Health Care Program (HOL prefix). Three credit hours may be selected from outside the Holistic Health Program. Electives outside the Holistic Health Care Program must be approved by the Holistic Health Care advisor.
- Secure advance approval of your field placement from the Field Education Coordinator.
- Register for and successfully complete 3 credit hours (180 clock hours) of field experience.
 - Submit learning contract to Holistic Health Field Education Coordinator
 - Submit field experience contact form
 - Submit final field placement evaluation
 - Submit final field placement time log
- Submit your portfolio to the Holistic Health field education coordinator. This will include:
 - A copy of a research paper written for a Holistic Health Care class
 - A two page summary statement regarding your experiences in the Holistic Health Care Program
- Complete graduate certificate program outline with Holistic Health advisor
- Apply to receive graduate certificate. The application is available in this handbook and online at www.wmich.edu/registrar/pdf/forms/GraduateCertificateAuditApplication.pdf

Graduation Term

Spring
Summer I
Summer II
Fall

Last Day to Apply

December 1
February 1
February 1
August 1

Holistic Health Care Course Descriptions

Required Core Graduate Courses

HOL 5310: Introduction to Holistic Health Care 3 credits (required for certificate)

The primary purpose of this course is to provide an introduction to the philosophies, concepts, principles, and approaches involved in holistic health care. It is meant to serve both as a general educational experience for persons wishing to become familiar with holism and as essential basic instruction for persons wishing to apply for admission to the graduate speciality program in Holistic Health Care.

Prerequisite: senior undergraduate or graduate status.

HOL 6500: Seminar in Holistic Methods 3 credit hours (required for certificate)

This course offers students an exploration of holistic approaches to promoting wellness that honor the interdependent relationship between body, mind, spirit, and community. The course also provides an overview of various paradigms of health, holistic approaches to assessment, skills in accessing and discerning relevant research, methods for self-care, and examples of “holism in action” in the community. The format for the course will be a combination of experiential activities, lectures, discussions, small group activities, guest speakers, and audio/visual presentations. Students will have an opportunity for personal reflection on several topics. Through these learning experiences students will have the opportunity to develop a deeper knowledge of the relationship between body, mind, spirit, and community as well as how to integrate this into their personal and professional practice.

Prerequisite: HOL 5310 or permission of instructor.

**HOL 6700 (masters level): Professional Field Experience
or HOL 7120 (doctoral level)**

2-12 credit hours

(Must be approved by Field Education Coordinator, Gay Walker)

Three credit hours required for Holistic Health Care Certificate Program (180 hours).

The purpose of this course is to provide advanced students in a health care related area an opportunity to become more familiar with the holistic approach to health care. While using their own discipline as a take-off point, each student will become acquainted with different approaches to health care from traditional and nontraditional perspectives. The principle goal is to encourage a perception of clients as whole persons.

Prerequisites: HOL 5310, 6500

Note; Students who have a required field placement in Social Work, OT, and CECP may register for 1 credit of HOL 6700 if taken concurrently with the internship in their major field of study, as long as they have a holistic perspective in their work.

Electives: Holistic Health Modalities

HOL 5500: Introduction to Holism and Expressive Arts 3 credits

This course will be a survey of expressive arts therapies used to facilitate the healing process and will deepen the student's understanding and experience of the role of creative expression in health and healing. The use of arts therapies to promote health, reduce stress, and complement the traditional treatment of physical and mental illness will be discussed. Topics covered will be visual arts, music, movement, poetry, and drama. The format for the course will be a combination of experiential creative activities; guest lectures; and video and audio presentations. No artistic experience or background required.

HOL 5510: Holistic Approaches to Healing Through Visual Art 3 credits

This course is an introduction to the holistic use of visual art in healing. Topics covered will be: overview of healing through art, how to choose and present appropriate art experiences, resources and materials, focal points for understanding art, and ethics. The format for the course will be a combination of experiential activities, lectures, video and slide presentations. The course is designed to give students and professionals in the counseling, psychology, social work, health care, occupational therapy, and art fields some practical tools and considerations for using art in healing, with others or for personal growth. No artistic talent required.

HOL 5520: Holistic Approaches to Healing Through Movement 3 credits

This course is a survey of the use of movement for health and healing. Several movement and dance speciality areas are covered, exploring movement for personal expression, health promotion, stress reduction, and healing. Body awareness, breathing, and creativity will be emphasized throughout the exploration of movement modalities, such as Authentic Movement, Contact Improvisation, Gabrielle Roth movement, Dance Therapy, Laban Movement Analysis, Universal Dances of Peace, and other forms of movement. The format for the course will be a combination of experiential activities, guest lectures, and video presentations. Students enrolled in social work, counseling psychology, occupational therapy, nursing, physical education, and dance will especially benefit from this course. No movement or dance experience required.

HOL 5370: Health and Humor 3 credits

This course will focus on the physical, intellectual, emotional and spiritual dimensions of laughter and humor. We will explore recent discoveries and research regarding their role in human physical and mental health. Students will learn about the social significance of humor, what makes people laugh and why, the role of happiness and "good humours", and will learn ways to increase happiness and use laughter and humor as a stress management technique.

HOL 5360: Counseling Skills for Health Professionals 3 credits

This course is an introduction to basic counseling approaches for students and professionals working in the health and human services fields. This course is designed to provide basic information on the counseling process and techniques as they apply to health care settings. This course is designed for health care professionals in allied health professions and not for majors in Counselor Education and Counseling Psychology or in Social Work.

HOL 6910: Spirituality and the Therapeutic Process, 3 credit hours

This seminar will explore the relationship of spirituality and the therapeutic process as they relate to clinical practice. Spirituality will be studied as an important resource in psychological health and in healing. The spiritual lives of therapists will be looked at as a means to support their ability to offer the core therapeutic conditions. Theoretical models for integrating spirituality into practice and specific teachings and practices from a variety of religious traditions will be presented as resources. One goal is to enable those in the helping professions to work with their client's spiritual life without imposing their own framework. This course is designed for all health and human service workers, but has a special emphasis on the therapeutic process.

Electives: Issues in Holistic Health**HOL 5320: Holistic Approaches to Relationships 3 credits**

The purpose of this course is to provide an understanding of relationship development. In order to do this, students will acquire knowledge in self-concept formation, social systems theory, values development, and communication models. A major emphasis in the course will be on how to assist people in establishing and maintaining healthy relationships.

HOL 5330: Holism and Community

This course is designed to help students better understand the positive dynamics of community and the potential for holistic health and growth through the investment of self in a common and purposeful experience with others. This course will consider the history of communities, the formation of present day intentional communities, and the various influences that inform them with particular emphasis on those experiences that demonstrate a wellness perspective. The primary focus of the course will be on the integral relationship between body, mind, spirit and the environment in the lived experience of self and community in the present moment.

HOL 5340: Holistic Health and Spirituality 3 credits

This course helps students better understand the spiritual dimensions of each individual and the relationship of spirituality to the meaning of health. Various spiritual traditions, philosophies, and practices will be explored, with the primary emphasis on the implications of these teachings for everyday living. The course will address the role of spirituality in the therapeutic process for health care professionals and resources available for practitioners and educators. The format for the course will include lecture, discussion, experiential activities, and audio/visual presentations.

HOL 5350: Holistic Approaches to Stress 3 credits

This course will focus on the nature, sources, and symptoms of stress, and provide a holistic approach for the management of stress. The relationship between stress and personality, lifestyle, health, illness, work, and academic performance will be explored. In addition, the reasons for and management of professional and organizational "burnout" will be presented.

HOL 5550: Successful Aging: Holistic Perspectives 3 credits

This course will focus on holistic factors of aging and lifestyle choices that enable people to preserve and even enhance wellness and vitality in later life. Current images and myths of aging will be explored and research studies that outline holistic ways to delay, prevent, or positively treat common chronic diseases will be presented along with programs and policies that enable older people to practice positive aging strategies. This course will highlight the qualities of older people who remain physically active, intellectually engaged, emotionally involved, spiritually connected and vital throughout their years.

HOL 5530: Holistic Strategies for Illness and End of Life 3 credits

This course will examine a variety of complimentary strategies to support the healing process. An emphasis will be placed on holistic and relationship-centered techniques that can be used to coach and support others through illness and/or death. Topics will include: guided imagery; the use of creative expression in the healing process, complementary methods that assist in preparation for surgery or medical procedures; pain management; spiritual considerations; support groups, caring for the caregiver; and the dying process. Students will be asked to pursue their individual interests in a project in which they develop a multi-modal plan for an individual with a specific condition. Students will also explore their relationship to death and personal directives. This course is very experiential and is designed for professionals/students in healthcare and related fields to augment their medical background, and for individuals who are looking for assistance with their own illness or caring for a loved one.

Special Topics Courses (3 credit hours)

Currently you cannot register on-line for more than one 5300 course in a semester. To do so you need to contact your advisor at 387-2656.

HOL 5300 Advanced Spirituality and Health, 3 credit hours

Advanced Practicum in Spirituality and Health provides students with an opportunity to explore the theory and application of a variety of contemplative practices (e.g., meditation traditions, centering prayer, mindfulness, authentic movement, yoga, guided visualization, appreciative inquiry, and receptive listening). Students will consider how these practices are being used across the country to enhance educational performance, and health outcomes. The course also provides an experiential introduction to these methods, as well as an examination of how to most effectively and ethically bring a contemplative and heart-centered presence into one's work as a health professional and educator. This course serves as a follow-up to HOL 5340 (Spirituality and Health) and/or for students with prior experience in the area of spirituality and health.

HOL 5300: Biofeedback and Neurofeedback 3 credits

Biofeedback addresses the self-regulation of one's own physiological processes (i.e. muscle and circulatory systems). Neurofeedback concerns the self-regulation of processes directly associated with brain electrical activity. Participants in this class will become familiar with the history of self-regulation and its theoretical basis. They will learn how assessments of psychophysical dysfunctions are conducted and how clinical protocols are designed to assist in remediation. This will include the use of 19 channel EEG data and the use of "brain mapping" methodologies. There will be opportunities for personal experience with these methods. This course will be useful for students interested in health-related disciplines.

HOL 5300 Bodymind Nutrition, 3 credit hours

Bodymind nutrition explores how nutrition encompasses the physical body and the brain/mind. The physical aspects of nutrition and mental aspects of nutrition will be explored separately, but the purpose of this class is to understand the interrelationship between the two concepts. The groundwork of this class employs the "*Functional Medicine*" approach using the web-like interplay between how the body and mind are truly one. Disruptions in this web-like balance are associated with chronic diseases and unhealthy conditions. Nutrition underscores how this interplay relates. Principles taught in this class can be used by any healthcare practitioner or for personal development. Academic disciplines that will benefit from this class include physician's assistants, OT, counseling, psychology, nursing, and interdisciplinary health studies.

HOL 5300: Experiential/Adventure Education 3 credits

This course is for students interested in learning how to envision, create, develop, implement and evaluate experiential/adventure education programs and/or activities as well as those wishing to work toward certification as an experiential education facilitator. Students will learn tools for facilitation, risk management, group process and dynamics, presenting ropes activities, climbing tower and trust fall activities.

HOL 5300: Healing Through Writing and Story 3 credits

This course explores ways in which story and other forms of expressive language shape the experience of illness and healing. Students will examine literature and oral traditions as well as participate in writing activities to investigate the therapeutic impact of these forms of human expression. Students will be expected to demonstrate how the holistic perspective is applied to their personal lives and academic areas.

HOL 5300: Humor/Fun Brain's Best Learning Strategies 3 credits

Teachers have always known that having fun is the brain's favorite way of learning at all ages. When play and humor are used appropriately, attention is focused and brain building occurs. This class will report on the latest research regarding teaching with the brain in mind and explore specific learning activities designed to channel humor and play in positive and constructive ways that open our students' minds and keep our teacher wits about us.

HOL 5300 Health/Eating/Weight/Culture, 3 credits

Our culture's obsession with thinness causes tremendous suffering that is particularly damaging for young girls and women who are constantly pressured to divert their energy and resources to the pursuit of ideals of body shape and size that are, for the vast majority, neither achievable nor healthy. As a result, women of all sizes and increasing numbers of men suffer from an intense fear of fat that plays havoc with their self-esteem and promotes disordered eating and exercise behavior. Additionally, nutrition advice for good health is constantly changing and often ambiguous, resulting in a public that is confused and anxious about food. This class will examine the roots, history, and consequences of our national obsession with weight as well as the failure of traditional approaches to weight loss and control. We will explore nutrition from a holistic perspective with special emphasis on the emotional, psychological and spiritual as well as physical benefits of food. A balance of research and practical application will empower participants to provide realistic, compassionate and effective counsel for life-long healthful eating for adults and children. A science-based, compassionate approach for helping people to attain a more peaceful relationship with their food and their bodies will be presented.

HOL 5300 Science and Spirit of Holistic Health, 3 credits

This class will explore how recent, often startling findings in the "new sciences" are exposing the limitations of traditional explanations of reality and supporting more holistic approaches for helping people to create and promote health. Participants will be challenged to re-think the traditional focus of health education/promotion approaches as well as their own personal philosophies of health. An alternative, holistic approach for helping people create health and support healing will be presented. Implications for the role of the helping professional will be explored. This course will be taught by Jon Robison, author of "The Science and Spirit of Holistic Health, More than Broccoli, Jogging and Bottled Water, More than Yoga, Herbs, and Meditation".

HOL 5300: Spiritual Activism, 3 credit hours

The focus of this class is on creating and defining within the individual the internal spiritual focus and exploring how to create an active participation in the world by identifying how transformational leadership and systems theory translate into practical action. Various dimensions of spiritual orientation, diversity, experiential exercises, as well as lecture, readings, and written assignments will be presented. Oral presentations will enhance students understanding of their transformational leadership attributes and potential, as well as exploring theories that can be applied to increase success through activism in industry and business, education, government and politics, youth activism, environment and other areas of concern.

Currently you cannot register on-line for more than one 5300 course in a semester. To do so you need to contact your advisor at 387-2656.

Special Topics Courses (1 credit hour)

HOL 5300: Diversity and Holism, 1 credit hour

Multiculturalism and holism have often been treated as separate fields. This course aims to bring these two concepts together by focusing awareness on the importance of issues regarding race, sexual orientation, gender, and multiple identities as they pertain to the philosophy of holism. This will be achieved through classroom discussion, personal exploration, group activities, and examination of the influence of popular culture. A major goal of the course is to foster critical thinking about self and others through a socio-political lens.

HOL 5300: Holistic Energetics Lab, 1 credit hour

Holistic Energetics is designed to provide practical applications of the scientifically documented bio-energy systems of the human body. Students will learn history, theory and experiment with various body energetics such as the bio-plasmic field, muscle energetics, reflex testing, etc. This is largely an experiential class, with emphasis upon hands-on application of the theories and science presented. Background reading, while helpful, is not necessary to successfully participate in this class.

HOL 5300: Introduction to Chinese Medicine, 1 credit hour

This course will compare and contrast the Eastern and Western views of health and disease and define many of the key terms in Chinese Medicine. A basic review of the Meridian systems of Chinese Medicine and its pathogens will also be presented. A critical review of the research involving acupuncture will also be discussed. Finally some of the basic acupuncture and herbal protocols will be taught so participants will know what acupuncture and chinese herbs treat well and they do not.

HOL 5300 Introduction to Psychodrama 1 credit

This is an introductory course which will cover basic principles and practices of psychodrama and other action techniques. No prior experience is necessary. It is largely participatory rather than lecture oriented and students should be prepared to become involved in class activities. This class will be helpful for students in social work, psychology, counseling psychology, and occupational therapy or any other discipline which would involve working with groups or individuals in a therapeutic setting. It will give students a sampling of activities which could be used in their work. Class size is limited, and since the class is so experiential in nature, attendance and participation are essential elements.

HOL 5300: Meditation to Enhance Living, 1 credit hour

The purpose of Meditation to Enhance Living is to introduce you, through direct experience, to the practical application of meditation in your daily life. We will discuss and experience various forms of meditation from different cultural and religious perspectives, yet the basic meditation practice is secular in nature. The latest scientific research on meditation will be reviewed, research that clearly supports the efficacy of meditation in reducing stress and in producing a sense of inner calm or peace. Participants who apply this practice to their daily lives will achieve a significant reduction in stress as well as an increase in their performance and perceived ease of performance.

HOL 5300: Advanced Meditation to Enhance Living, 1 credit hour (prior experience with meditation required)

HOL 5300 Power of Breath (Pranayama) 1 credit hour

In this class students will learn the about the theory, science, and practice of Pranayama, a variety of seven steps of yogic breathing Students will learn about the physical, mental and spiritual benefits that enhance health.

HOL 5300: Mindfulness to Enhance Living, 1 credit hour

By participating in this course, students will develop a further understanding of the idea of mindfulness and gain a better awareness of the many underlying principles that contribute to mindfulness. This understanding will include ways that the practice can be used in everyday life to assist with the stress, anxiety, and other feelings that often accompany daily chores and various activities that we perform. One result will be a greater appreciation of the benefits of mindfulness and what it has to offer each individual.

HOL 5300 Tai Chi for Health 1 credit

This course will provide students with an understanding of the body and mind health benefits of Tai Chi through learning and practicing a short set and other fundamental exercises. Body and mind benefits will be explored through physiological terms.

HOL 5300: Yoga to Enhance Living, 1 credit hour

This class is intended to introduce students to the history, philosophy, science, spirituality and health benefits that yoga has to offer. The class will combine lectures with the practice of yoga techniques including: asana (holding of postures), pranayama (breathwork), and meditation.

HOL 5300 Understanding Children's Drawings 1 credit hour

This course is an introduction to evaluating children's drawings. Topics covered are: normal and abnormal drawing development, how to look at a child's drawing, beginning interpretation skills, identifying problems seen in drawings, and themes for directing children's drawings. The course is designed to give students and professionals in the teaching, school counseling, counseling, social work, psychology, nursing, health care, occupational therapy, art, and other fields some practical tools. No artistic background required.

Electives: Independent Study

HOL 5980: Readings in Holistic Health 1-4 credits (Must be approved by Gay Walkerr)

This course provides individualized, independent study and reading under guidance of a faculty member. Initiative for planning topic for investigation comes from the student. May be repeated for credit.

HOL 6970 Independent Study in Holistic Health 1 to 4 credits (Must be approved by Gay Walker)

This course provides individualized, independent study under guidance of a faculty member. Initiative for planning topic for investigation comes from the student. May be repeated for credit.

International Course

HSV 4350/HSV 6350 Mexico Immersion in Health Care 3 credits (Summer I only)

This six week immersion experience will take students to Mexico where they will learn about the health beliefs and systems of Mexico, both Western and traditional; explore how their discipline is practiced in Mexico; assess factors and circumstances influencing current Mexican migration patterns; and develop Spanish language skills. Students will live with local families during their stay in Mexico.

Holistic Health Care Advisory Board

Amos Aduroja	Health, Physical Education and Recreation Department
Mary Anderson	Counselor Education and Counseling Psychology Dept.
Paula Andrasi	Counseling and Testing Center
Jeanine Bartholomew	College of Health and Human Services
Amy Curtis	College of Health and Human Services
Jan Dekker	College of Health and Human Services
Robert Jarski	Cert. Program in Complementary Medicine & Wellness, Oakland Univ.
Fritz MacDonald	School of Social Work
Rich Oxhandler	Counseling and Testing Center
Ed Roth	School of Music, Music Therapy
Kelly Ackerson	School of Nursing
Robin Pollens	Speech Pathology and Audiology Dept.
Mary Swartz	Extended University Programs, Traverse City Campus
Holistic Health Care Program faculty	

Holistic Health Care Program Coordinator (phone: (269) 387-3839, gay.walker@wmich.edu)

Gay Walker, MA is an art therapist, artist, and graphic designer. She holds a Bachelor of Fine Art from Michigan State University, a M.A. in Holistic Art Therapy from Antioch University in Ohio, and a Graduate Certificate in Holistic Health Care from WMU. Gay managed the Diane's Way Program at Borgess Hospice for 8 years which offers expressive arts, comfort care, a holistic approach to end-of-life. Gay also facilitates holistic and creative retreats and has taught at the Kalamazoo Institute of Art. She curates medical art therapy exhibits that travel to hospitals. Gay is co-author and designer of the book "Seeds of Awakening, Cultivating and Sustaining the Inner Life". (HOL 5500 Introduction to Holism and Expressive Arts; HOL 5510 Holistic Approaches to Healing through Visual Art, HOL 5530 Holistic Strategies for Illness and End of Life, HOL 6500 Seminar in Holistic Methods, HOL 5980 Readings in Holistic Health, HOL 6700 Professional Field Experience, HOL 4970/6970 Independent Study in Holistic Health, HOL 5300 Understanding Children's Drawings). Gay supervises the Independent Study, Readings, and Field Education courses.

Holistic Health Care Faculty

Lori Gray Boothroyd is a psychologist, coach and pioneer in the emerging fields of Coaching Psychology and Positive Psychology. She is the founder/owner of a private practice offering psychotherapy and psychoeducation in Traverse City, MI. Lori received an MA in Counseling Psychology and a Graduate Certificate in Holistic Health Care from WMU, and a Ph.D. in Counseling Psychology from Michigan State University. She has a certification in Authentic Happiness Coaching and specializes in wellness coaching. She is an Executive Wellcoach through the Wellcoaches Corporation and is a faculty member. She also trains with the Mentorcoach Program. Lori and her husband, co-authored the book "Going Home: A Positive Emotional Guide for Promoting Life Generating Behaviors". Lori presents at conferences nationally in the areas of reducing self-defeating behaviors, positive psychology, wellness promotion and self-care for professionals. (HOL 5310 Introduction to Holistic Health, HOL 6500 Holistic Methods, HOL 5340 Holism and Spirituality)

Heather A. Cerridwen completed a Master's degree in Community Counseling in the Department of Counselor Education and Counseling Psychology at Western Michigan University. During her time at WMU she also completed a the Certificate in Holistic Health. She currently works as a therapist at the Elizabeth UpJohn Community Healing Center providing mental health and substance abuse therapy for adolescents and their families. Heather has co-authored a book chapter in "The Therapist's Notebook for Integrating Spirituality In Counseling II". (HOL 3960 Learning, Work, and Lifestyle: Holistic Perspectives)

Kay Caskey received a B.A. in English from the University of Wisconsin and an M.S.W. from the University of Chicago. She worked as a school social worker and an aging specialist for community mental health. Kay has been an Adjunct Instructor for Nazareth College and KVCC teaching Psychology; Managing Stress; Child Development; Assertiveness; Interpersonal Communications; and Health, Wellness, and Aging. In addition to Holistic Health classes, she has taught Women and Aging for WMU's gerontology program. She and her teaching partner, Laurie Young, received their Holistic Health Specialty Certificates from WMU and completed an independent internship on "Laughter as a Holistic Experience". (HOL 5370 Health and Humor, HOL 5550 Successful Aging, Holistic Perspectives, HOL 5300 Humor/Fun, Brain's Best Learning Strategies)

Marcy Clark received a Masters Degree in French from Indiana University and a Masters Degree in Communications from WMU. Her training in massage therapy included a two-year intensive Cranial Therapy Certification Program with Michael Shea. She was involved with Borgess Fitness Center and a holistic clinic, Health Psychology and Medicine, before initiating her private practice (Haelen Therapies). Marcy has worked with providing homeless people with massage in Kalamazoo. (HOL 1000 Choices in Living)

Paul Enright, Dipl. Ac. received his Masters Degree in Oriental Medicine in 1998 from the Midwest College for Oriental Medicine in Chicago. He received part of his herbal training at Guangzhou University in China. He became nationally board certified in acupuncture in 1999 and has been practicing at various hospitals ever since. Currently he is working at Borgess Hospital in Kalamazoo, Memorial Hospital in South Bend and LaPorte Hospital in LaPorte, IN. He currently teaches at Indiana University, South Bend as well as WMU. (HOL 5300 Chinese Medicine)

Morry Edwards, Ph.D. is a licensed psychologist and Senior Fellow of the Biofeedback Certification Institute of America who has specialized in treating people with cancer and other chronic illnesses for over 33 years. He is an advocate of the holistic approach to health and wellness and encourages patients to take an active role in their treatment. He is currently located at Neuropsychology Associates, Director of Psychological Services at the West Michigan Cancer Center, consults in several clinical settings, and is a part time instructor at Kalamazoo Valley Community College. He has made numerous national presentations and articles published. He is the author of MindBody Cancer Wellness: A Self-Help Stress Management Manual, which is currently available through acornpublishing.com and he is working on some new books. (HOL 5300 Biofeedback and Neurofeedback)

Bill Fitzgerald received his B.A. from Grand Valley State University, his M.A. from Michigan State University and will have a Ph.D. from Western Michigan University, expected 2010. His expertise is in the use of mindfulness for clients and counselors, the integration of spirituality in counseling, guided imagery, the self of the therapist, seeking the wisdom of individuals in counseling. (HOL 5300 Mindfulness to Enhance Living, HOL 5340 Holism and Community, HOL 4700 Relationship Centered Skills)

Kathi Fuller was the Director of Rural Health Education for the College of Health and Human Services at WMU. In this position, she worked with an interdisciplinary team of faculty to recruit and train health, allied health, and social work students for rural professional practice. Her interests in this area stem from both personal and professional experience. She served in the U.S. Peace Corp, where she worked in a rural community in Latin America. She is also involved in developing creative solutions to communication and service delivery problems, as well as team teaching the Interdisciplinary Rural Health Seminar at WMU. Kathi holds a Master's Degree in Clinical Psychology. (HOL 1000 Choices in Living, HOL 2000 Choices in Global Living,, HSV 5350/6350 Mexico Immersion in Health Care)

Paul Ginter serves as an Organizational Learning Officer at the Fetzer Institute and maintains a private practice as a psychologist in Kalamazoo. Prior to his current work, Dr. Ginter served as the Program Director at Wellness House, a not-for-profit organization providing psychosocial support for cancer patients in the Chicago area. Paul earned masters degrees from the University of Iowa and WMU, and an Ed.D. in Counseling Psychology from WMU. He facilitates mindfulness seminars and is a trainer for Internal Family Systems. (HOL 5340 Holistic Health and Spirituality)

Karen Horneffer-Ginter, Ph.D. Karen's teaching interests are in exploring integrative approaches to health and well-being, considering spirituality in everyday life (including contemplative practices such as yoga), and assessing the research on holistic health modalities. She was the director of the Holistic Health Care Program from 2002 until 2006. Recently she has been doing research on the benefits of emotional expression through journaling and the relationship between people's attitudes about themselves and their readiness to adopt healthy lifestyle behaviors. Dr. Horneffer received her training in clinical and community psychology at the University of Illinois. Prior to teaching at W.M.U., she was the director of behavioral sciences at West Suburban Hospital in Oak Park, IL where she educated medical residents about holistic approaches to medicine. (HOL 5300 Advanced Spirituality)

Paula Jamison, Ph.D. taught French literature and has worked in the fields of publishing and human services. A meditation instructor for many years, Paula was an assistant professor in WMU's Occupational Therapy Department and also teaches in the Holistic Health Care Program. She is exploring the impact of language and contemplative practice on the healing process and how they can be integrated into the role of the clinician. She has translated and edited books in the fields of anthropology and history of religions, and is co-producer of a series of videotapes documenting Tibetan culture in exile and contemporary Buddhist teachers. Paula is editor and co-author of the book "Seeds of Awakening, Cultivating and Sustaining the Inner Life." (HOL 2000 Choices in Global Living, HOL 5300: Healing through Writing and Story)

Ed Kehoe is a Certified Taiji (Tai Chi) Instructor and owner of Kehoe's Martial Arts. Ed began studying Okinawan Karate in 1981 and has been a 4th degree Black Belt since 1994. Ed began studying Taiji in 1990 and is certified in Sun Style Taiji, level two. He has been teaching Taiji in 2004 and teaches full time (over 20 classes a week) in the Kalamazoo area. In addition, Ed is certified by the American Council on Exercise as a Personal Trainer specializing in strength training. (HOL 5300 Tai Chi to Enhance Living)

Michael Kudlas, has a B.S., M.A. Education from Wayne State University, M.A. Psychology from University of Santa Monica, M.A. Theology from Grace Theological Seminary and College of Philosophy, and D.C. Doctor of Chiropractic from Sherman College of Chiropractic. His expertise is in the multi-dimensionality of healing; the energy fields of our planet and animals, the integration of self, practical spirituality in health and healing, evaluating human energy fields, Chiropractic, Vitalism and Holistic Health Philosophy, the history of health and healing. (HOL 5300 Holistic Energetics Lab)

Michele McGrady is a doctoral student in Counseling Psychology in the Department of Counselor Education and Counseling Psychology at WMU. She anticipates completion of her doctorate in 2010. Michele is also a part-time instructor for the Holistic Health Care Program at Western. She graduated from Michigan State University in 1996 with a BA in Social Policy and Women's Studies, and a MA in Counseling from Heidelberg College in 2000. Her professional interests include spiritual development, spirituality, holism and counseling, and multicultural issues. (HOL 4400 Issues and Ethics in Holistic Health, HOL 4700 Relationship Centered Skills, HOL 5310 Introduction to Holistic Health, HOL 5300 Holism and Diversity)

Jennifer Mills Langeland received an MA in Applied Psychology from Georgia College and State University, an MA in community counseling and a certificate in Holistic Health Care from WMU. She is a doctoral student in Counseling Psychology in the Department of Counselor Education and Counseling Psychology at WMU. She has been involved in mind body approaches to health for over a decade. Her experiences include counseling teens on wilderness expeditions, teaching yoga and meditation, serving as a massage therapist, and teaching psychology and holistic health to college students. Her work as a counselor has inspired her to study more holistic and body based approaches to mind/body health. Her primary interests are in the areas of integrative counseling where the mind, body, spirit and relationship to community and the environment are considered in order to optimize health and well-being. (HOL 1000 Choices in Living, HOL 4700 Relationship Centered Care, HOL 5300 Yoga to Enhance Living)

Jasmine May is a naturopathic physician. She received her doctorate in Naturopathic Medicine from the Southwest College of Naturopathic Medicine and completed post-doctoral internships at True North, a medically supervised, residential fasting clinic in Santa Rosa, CA, and at the Center for Integral Health in Lombard, IL, a medical office specializing in classical homeopathic prescribing. She completed her pre-medical education at the University of Michigan, with a B.S. in Biology. She has additional training in acupuncture/chinese medicine, hydrotherapy, and botanical medicine. She is certified in various forms of bodywork, including on site training in Chiang Mai, Thailand. Dr. May has taught classes in Nutrition and Wellness, and currently, Intro to Homeopathy, at the Kalamazoo Center for Healing Arts School of Massage and Bodywork. She runs her naturopathic practice at SolSpring at the Kalamazoo Center for Healing Arts. She also continues her practice in homeopathy at the Center for Integral Health in Lombard, IL. (HOL 3000 Integrative Practices in Holistic Health)

Diane Melvin received her B.A. from University of Minnesota in American Studies and her M.A. in Environmental Studies from the University of Illinois. Diane has worked at the Kalamazoo Nature Center as an Environmental Educator and the U.S. Postal Service as an Environmental Compliance Coordinator. Currently, Diane is the Education Director at People's Church (Unitarian Universalist) and an Adjunct Professor at WMU, teaching in both the Environmental Studies and Holistic Health Care Programs. She is passionate about her pursuits to health our society and planet. (HOL 3300 Holism and the Nature)

Richard Oxhandler has worked as a counselor in the Counseling and Testing Center at WMU for 23 years. At first he concentrated mostly on career counseling, but now does almost 100 percent personal counseling. He has taught classes on Group Dynamics, Counseling Theory, Community Building, Risk Taking and Change, and Career Development. In the past decade, he has felt increasingly challenged in his work and personal life by the call to continual, healthy growth. This has fit well with his life long interest in human growth and potential, his work in transition and transformation, rites of passage, and the contemporary use of myth, ritual, and ceremony in fostering holistic growth. (HOL 5300 Adventure Education Certificate, HOL 5300 Meditation and Advanced Meditation to Enhance Living)

Jon Robison holds a doctorate in health education/exercise physiology and a master of science in human nutrition from Michigan State University. He speaks frequently at national conferences and has published numerous scientific articles on health-related topics. His work promotes shifting health promotion away from the traditional, biomedical control-oriented focus. He is also involved with the Health at Every Size movement and has been helping people with weight related concerns. He is the author of "The Spirit and Science of Holistic health, More than Broccoli, Jogging, and Bottled Water...More than Yoga, Herbs, and Meditation". (HOL 5300 Spirit and Science of Holistic Health, HOL 5300 Health/Eating/Weight/Culture)

Renu Sharma holds bachelor's degrees in both chemistry and occupational therapy. She is a registered occupational therapist and has practiced in Kalamazoo for the last twenty years. Renu, along with her husband, own Advanced Physical Therapy in Portage. In addition, over the past ten years she has been teaching meditation and Pranayama (yogic breathing techniques) locally as well as conducting workshops nationally. Along with her brother and sister, she founded the Power of Breath Team, a non-profit organization whose mission is to raise awareness about Pranayama and its effectiveness in promoting and restoring health.

Vicki L. Shumaker received her B.F.A. in Modern Dance from WMU, her M.A. in Spiritual Psychology from the University of Santa Monica, and M.S.W. from WMU. She has over 20 years experience writing and facilitating workshops and promoting conferences. With a background in heart-centered and soul-centered education she has been privileged to witness many healing transformations in people of all ages and has served the upliftment of many souls. This background brings healing and comfort to those in her current therapy practice. (HOL 5300 Spiritual Activism)

Edo Weits, Ed.D. (Emeritus) was born in the Netherlands and immigrated to the U.S. in 1956. He was a Captain in the U.S. Marine Corps and served a tour of duty in Vietnam. He has been active in mental health related work since 1970 as a student, psychologist, instructor, and consultant. He received his M.A. in Clinical Psychology and his Ed.D in Counselor Education and Counseling Psychology from WMU. Presently, he is an Associate Professor (Master Faculty Specialist) in the College of Health and Human Services at WMU. He also works as a psychologist in private practice, as well as a Human Development Consultant specializing in stress management, holistic health, and human development. (HOL 4700 Relationship Centered Skills, HOL 5350 Holistic Approaches to Stress; HOL 5360 Counseling Skills for Health Professionals)

Laurie Young received a B.A. in Social Science from Michigan State University and an M.A. in Counseling from WMU. She worked for many years as a career counselor. Laurie has taught Interpersonal Communications, Counseling Skills, Issues of Aging, and Gender Studies for Nazareth College. She has also taught Health, Wellness, and Aging for KVCC and Coping with Change for WMU. She and her teaching partner, Kay Caskey, are co-founders of *Laughter Works* and have given over 500 workshops and presentations to a wide variety of organizations. (HOL 5370 Health and Humor, HOL 5550 Successful Aging: Holistic Perspectives, HOL 5300 Humor/Fun, Brain's Best Learning Strategies)