The WMU Integrative Holistic Health and Wellness Program’s mission is to cultivate the inter-connective relationships of individuals’ body, mind, and spirit to positively enhance personal, professional, community and global health.
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Dear Prospective Student:

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

As the WMU Holistic Health Care Program in the College of Human Health and Human Services celebrates its 30th Anniversary in 2012, it also takes on a new name. The new name, **Integrative Holistic Health and Wellness**, better reflects the mission of the program, as health care moves to a more integrative model. Retaining the “holistic health” terminology provides for continuity of identify, since it has been affiliated with the program since its inception in 1982. “Wellness” is added to represent the concept of prevention, which is a core aspect of the program. The program’s updated mission is *to cultivate the inter-connective relationships of individuals’ body, mind, and spirit to positively enhance personal, professional, community and global health*. 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,

*Gay Walker*

Gay Walker  
Program Coordinator  
Integrative Holistic Health and Wellness
What is Holistic Health?

Before presenting a review of the WMU Integrative Holistic Health and Wellness 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 Integrative Holistic Health and Wellness 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?
- 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 30 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 Integrative Holistic Health and Wellness Care Graduate Certificate Program is as important today as it was 30 years ago, although our mission and educational product have evolved considerably.
## Contact Information

<table>
<thead>
<tr>
<th>Email</th>
<th><a href="mailto:holistic-info@wmich.edu">holistic-info@wmich.edu</a></th>
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<tr>
<td>Web</td>
<td><a href="http://www.wmich.edu/hhs/holistic_health/">www.wmich.edu/hhs/holistic_health/</a></td>
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<tr>
<td>Fax Number</td>
<td>(269) 387-3348</td>
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<tr>
<td>Mailing Address</td>
<td>1903 W. Michigan Ave., Kalamazoo, MI 49008-5212</td>
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<tr>
<td>Location</td>
<td>Oakland Drive Campus, College of Health and Human Services, Room 2400</td>
</tr>
<tr>
<td>Department Affiliation</td>
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### Office Coordinator
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Program Description

The Integrative Holistic Health and Wellness 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 Integrative Holistic Health and Wellness 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, and education, will especially benefit from this program.

Integrative Holistic Health and Wellness 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:

- Complementary and Alternative Medicine Modalities and Practices
- Expressive Arts
- Successful Aging
- Humor and Health
- Relaxation, Stress-Reduction and Self-Care
- Environmental Perspectives of Health
- Spirituality
- Independent Study in Holistic Health
- Relationships
- Healing, Illness and End of Life
- Holistic and Lifestyle Counseling
- Nutrition and Fitness
Admission Criteria

The Faculty of the Integrative Holistic Health and Wellness Program 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
- Appreciation for a diversity of ideas and experiences
- Other factors related to the applicants’ ability to successfully engage in professional practice will also be considered.

To apply for admission to the certificate program in Integrative Holistic Health and Wellness, students must:
  - Have a bachelor’s degree from an accredited institution
  - Be eligible to take graduate level courses at Western Michigan University.

Non-degree Status Criteria

The Integrative Holistic Health and Wellness Certificate can be taken as an independent certificate or used to supplement other related graduate training. Those students interested in taking Integrative Holistic Health and Wellness courses, but not the full certificate may still enroll in most courses. Students may take up to 9 credit hours of courses toward a certificate without being accepted into the Integrative Holistic Health and Wellness Program by applying for Non-degree Status.

*Please note: After 9 credit hours of Integrative Holistic Health and Wellness courses, you must indicate your intention to complete the certificate by completing the Graduate Admissions application (on line 14 of the Graduate Admissions application, check the certificate program box and on line 15 list the program code H-GCP-HHCC).

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, CEC 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 HOL 7120, in addition to their own graduate program’s 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: [http://www.wmich.edu/apply/print/GradPTGform.pdf](http://www.wmich.edu/apply/print/GradPTGform.pdf) and return it to the Admissions Office.
Application Process

Consideration for admission requires the completion of one application with the Graduate College and one application through the Integrative Holistic Health and Wellness Department.

**Step One:** Complete the Graduate Admission Application online at:
http://www.wmich.edu/apply/graduate/ or download the application
http://www.wmich.edu/apply/print/gradappl.pdf - print and mail the paper application and $40.00 fee to:

- Office of Admissions and Orientation, Graduate Division,
  Western Michigan University
  1903 West Michigan Avenue, Kalamazoo, MI 49008-5211

**Step Two:** In addition to the University required items in step one, the Integrative Holistic Health and Wellness Program requires you to submit the following materials with your application:

- Integrative Holistic Health and Wellness Program application
- 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.

**Step Three:** Send all the items in Step Two together to:

- WMU
  Attention: Admissions-Integrative Holistic Health and Wellness Program
  1903 West Michigan Ave.
  Kalamazoo, MI 49008-5212.

As soon as the university admissions and all Integrative Holistic Health and Wellness Program 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 an 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.*
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 (face to face and online)
HOL 6500: Seminar in Holistic Methods, 3 credit hours (hybrid)
HOL 6700: Professional Field Experience, 3 credit hours (masters level) (online)
or HOL 7120: Professional Field Experience, 3 credit hours (doctoral level) (online)

Electives- 9 Credit Hours Chosen From
HOL 5320: Holistic Approaches to Personal Relationships, 3 credit hours
HOL 5330: Holism and Community, 3 credit hours
HOL 5350: Holistic Approaches to Stress, 3 credit hours
HOL 5360: Wellness Skills for Health Professionals, 3 credit hours
HOL 5500: Introduction to Holism and Expressive Arts, 3 credit hours
HOL 5510: Holistic Approaches to Healing through Visual Art, 3 credit hours
HOL 5530: Holistic Strategies for Illness and End of Life, 3 credit hours
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, 3 credit hours
HOL 6970: Independent Study in Holistic Health, 1-4 credit hours

Practice and Modalities
HOL 5301: Meditation to Enhance Living, 1 credit hour
HOL 5302: Advanced Meditation to Enhance Living, 1 credit hour
HOL 5303: Tai Chi for Health, 1 credit hour
HOL 5304: Yoga to Enhance Living, 1 credit hour
HOL 5305: Mindfulness to Enhance Living, 1 credit hour

Special Topics Courses (HOL 5300)
HOL 5300: Biofeedback and Neurofeedback, 3 credit hours
HOL 5300: Bodymind Nutrition, 3 credit hours
HOL 5300: Spirit and Science of Holistic Health, 3 credit hours
Class Formats

There are several formats available to students wishing to complete the Integrative Holistic Health and Wellness 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:**
  - Main campus (Core courses and some electives)
  - Once a week (2.5 hours per class)

- **Weekend Format:**
  - Main campus
  - Traditionally offered Friday evening and all day Saturday, (total 12 hours) 3 weekends, spaced apart

- **Two week Format:** Summer Institute (main campus)
  - Monday through Friday for two weeks, (3.4 hours per class), morning, afternoon or evening.

- **Online Format:** The graduate certificate can be completed entirely online.
  - HOL 5310
  - HOL 6500 – Hybrid
  - HOL 6700
  - HOL 5980 – Readings in Holistic Health
  - HOL 6970 – Independent Study
  - Various Electives
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 3 credit hours within one year to receive a “credit/no credit” grade for the course, unless enrolled in a combined internship. Students beginning their Field Experience will have completed the core courses HOL 5310, HOL 6500 and 3 electives. Consult with your advisor or faculty supervisor if you want to arrange for any variation in sequence.

Course Description
This is a 180-hour professional field/internship experience in Integrative Holistic Health and Wellness to complete the Graduate Certificate Program. 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.

Students enrolled in the certificate program independent of a graduate degree program or in a graduate program that does not require a field experience must enroll in a 3 credit hour Professional Field Experience course. All masters 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 Fieldwork Experience 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 Integrative Holistic Health and Wellness certificate course requirements must be filled 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 HOL 7120.**

Professional Standards
Upon admission to the Integrative Holistic Health and Wellness Program you will be expected to sign, agree, and abide by the Professional Standards as set by the program. Failure to comply with the Professional Standards may result in remediation or termination. See pages 14-17.
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 ongoing communication with the student’s on-site supervisor and faculty coordinator is required.

- The hours can be completed within a student’s required internship for their masters or doctoral degree. The student must create a written contract that describes how the internship will include a holistic focus.
- Students may use their current workplace (or appropriate organization) by developing and implementing a professional program of a holistic nature (e.g. educational seminars).
- Students may develop and teach holistic health classes at the community or academic level.
- Students may develop and carry out a research project, and submit it in written form.
- 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.
- 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 Professional Field Education supervisor, Gay Walker, is required before registering for the course. After the internship plans have been approved by the supervisor, students can contact an academic advisor at (269) 387-2656 for registration.

Course Requirements for HOL 6700 or HOL 7120

- Select an area and site to do your field experience.

- Sign Professional Standards form and send to Gay Walker

- 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, 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
Barry Community Hospice
Battle Creek HelpNet
Beckley Professional Centre
Behavioral Health Resources
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
Borgess VNA Hospice
Bread for the Journey
Bridgman Psychological Services
Bronson Health Promotion
Bronson Hospital Trauma and Emergency Center
Bronson Methodist Hospital
Calhoun Mental Health
Cancer Treatment Center
CAP Domestic Violence Program
Cardiac Rehabilitation Center
CARES, Community AIDS Resource
Catholic Family Services - the ARK
Celebrate - A Holistic Healing Center
Center for Complementary Health
Center for Disabilities
Center for Health Psychology and Medicine
Center for Human Development
Center for Human Development
Center for Women’s Services WMU
Centered Care Network
Christian Counseling & Psych Services
Colorado State Hospital
Community Healing Center, Elizabeth Upjohn
Community Placement Program
Counseling and Consultation Services
Crisis Residential Treatment of West MI
Dakota House
Developmental Counseling Center
Dexter Counseling Services
Diane’s Way Expressive Arts Program
Dr Carol Shaver
Dr. Don Troyer, Whispering Pines Health Care Center
Eastern Michigan University
Education Services of SW MI
Emergency Counseling Center
Employee Assistance Plus
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
Hackley Hospital/Muskegon
Harborview Med Center in Seattle
Health Center and Academic Advising
Health Enhancement of Health Circle
Health Enrichment Center
Himalayan Institute
Hospice of Muskegon/Oceana
Institute for Holistic Medicine
Institute for Lifestyle Improvement
InterAct of Michigan, Inc.
Jackson Community College
Jackson Psych Hospital
Kairos Dwelling
Kalamazoo Center for Independent Living
Kalamazoo Center for Medical Studies
Kalamazoo Center for the Healing Arts
Kalamazoo Consultation Center
Kalamazoo Visiting Nurse Association
KCMS/MSU Pediatric Oncology
Kenowa Hills Middle School
Lake Michigan College
Lake Michigan Community Center
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 Clinic
Ohio State University
Pain Rehabilitation Unit, St Joseph Med Center
Pheasant Ridge Psychiatric Hospital
Pine Rest Christian Hospital
Prevention and Wellness Center
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
Southwestern Med Clinic,
St Joseph’s Med Center - Radiation Oncology
Department
St. Joe Med Center
Staff Builders Home Health Care
State Technical Institute and Rehabilitation Center
Synthesis Center in Kalamazoo
Tassakara Practice Center
The Wellness Center
Three Rivers High School
Trends in Rehab, Inc
Unified Clinics, WMU Substance Abuse Clinic
University of Wisconsin-Stevens Point
Unlimited Employment & Training Office
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
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

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 the placements.
Professional Standards

All students enrolled in courses/activities in the Integrative Holistic Health and Wellness 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 Integrative Holistic Health and Wellness 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 Integrative Holistic Health and Wellness Program, 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 Integrative Holistic Health and Wellness graduate certificate program or undergraduate minor program.

These standards are:

- Academic Integrity
- 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 effective interpersonal relationships with others.
- 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 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 the Integrative Holistic Health and Wellness Program
2. **Assessment of Professional Standards** (occur throughout the professional program)

   A. **Assessment Standards**
      
      a. An ability and willingness to acquire and integrate Professional Standards into one’s 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 circumstances, 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)
      
      4. What action will be taken if the problem is not corrected.
      
      5. 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 biased. It ensures that evaluative procedures are applied equitably to all students. Due process allows for appropriate appeal procedures to be available 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, he or she 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 Integrative Holistic Health and Wellness 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 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 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, he or she 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.
Professional Standards Signature Page

I agree to adhere to the Professional Standards as stated in the Western Michigan University Integrative Holistic Health and Wellness Certificate Program student handbook.

Print Name ________________________________

Signature ________________________________ Date ________________
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 should be sent to Gay Walker.

The student portfolio includes:

- A copy of a research paper written in an Integrative Holistic Health and Wellness Program class. The research paper for any of the core courses can be used to meet this requirement.

- A two to three page summary statement regarding what the student has learned through coursework in the Integrative Holistic Health and Wellness Program and how this will be integrated into professional and personal life.

Application to Receive Certificate

- For Completion of Integrative Holistic Health and Wellness Certificate Program please fill out the Application for Graduation Audit for the Graduate Certificate. Please fill out Graduation Audit the semester before you complete your field placement.

- Send the application with $45 (non-refundable fee) to:

  Western Michigan University
  Office of the Registrar
  1903 W. Michigan Ave
  Kalamazoo, MI 49008-5256.

*Please allow ten weeks after commencement date before you receive your Certificate.

Graduation Month Application Deadline

<table>
<thead>
<tr>
<th>Graduation Term</th>
<th>Last Day to Apply</th>
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<tbody>
<tr>
<td>Spring</td>
<td>December 1</td>
</tr>
<tr>
<td>Summer I</td>
<td>February 1</td>
</tr>
<tr>
<td>Summer II</td>
<td>February 1</td>
</tr>
<tr>
<td>Fall</td>
<td>August 1</td>
</tr>
</tbody>
</table>

Please note: Non-degree status students, may take up to 9 credit hours towards the certificate. Non-degree status students must be accepted to the graduate school by the time they have completed 9 credit hours in order to complete certificate program.
<table>
<thead>
<tr>
<th>Steps you must complete</th>
<th>Completed (Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Be admitted to the graduate <strong>certificate</strong> program</td>
<td>This is true even if you have already been admitted to a graduate <strong>degree</strong> program.</td>
</tr>
<tr>
<td>✓ Successfully complete 18-credit hours of advisor-approved graduate course work.</td>
<td>▪ Introduction to Holistic Health, HOL 5310</td>
</tr>
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<td></td>
<td>▪ Seminar in Holistic Methods, HOL 6500</td>
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<tr>
<td></td>
<td>▪ <em>Nine</em> credit hours of approved electives</td>
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<tr>
<td>✓ Register for and successfully complete 3 credit hours (180 clock hours) of field experience.</td>
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<tr>
<td>✓ Register for 1 credit hour of 6700 if combined with a master’s program</td>
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<tr>
<td>✓ Secure advance approval of your field placement from the Field Education Coordinator.</td>
<td>▪ Submit learning contract to Integrative Holistic Health and Wellness Field Education Coordinator</td>
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<td>▪ Submit field experience contact form</td>
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<td>▪ Submit final field placement evaluation</td>
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<td></td>
<td>▪ Submit final field placement time log</td>
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<tr>
<td>✓ Submit your portfolio to the Integrative Holistic Health and Wellness field education coordinator.</td>
<td>Portfolio will include:</td>
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<td>▪ A copy of a research paper written for any Integrative Holistic Health and Wellness class</td>
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<tr>
<td></td>
<td>▪ A two page summary statement regarding your experiences in the Integrative Holistic Health and Wellness Program</td>
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<tr>
<td>✓ Complete graduate certificate program outline with Integrative Holistic Health and Wellness advisor, Jeanine Bartholomew..</td>
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<tr>
<td>✓ Apply to receive graduate certificate.</td>
<td>The application is available online at:</td>
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<td><a href="http://www.wmich.edu/registrar/pdf/forms/GraduateCertificateAuditApplication.pdf">www.wmich.edu/registrar/pdf/forms/GraduateCertificateAuditApplication.pdf</a></td>
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</table>

**Note:** Failure to complete any of the steps listed above can delay or cancel the receipt of your graduate certificate.
Integrative Holistic Health and Wellness Advisory Board

Kelly Ackerson- School of Nursing, WMU
Mary Anderson- Counselor Education and Counseling Psychology, WMU
Jeanine Bartholomew- College of Health and Human Services, WMU
Denise Bowen- Physician’s Assistant, WMU
Amy Curtis- College of Health and Human Services, WMU
Robert Jarski- Certificate Program in Complementary Medicine and Wellness, Oakland University
Deb Lindstrom – Occupational Therapy, WMU
Robin Pollens- Speech Pathology and Audiology, WMU
Doris Ravo- Interdisciplinary Health, WMU
Ed Roth- School of Music, Music Therapy, WMU
Stephen Tasko- Speech Pathology, WMU

Integrative Holistic Health and Wellness Care Faculty

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 created and managed the Diane’s Way Program at Borgess Hospice for eight 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 has worked with people who have cancer, people with disabilities/dementia, and people at the end of their life. She creates medical art therapy exhibits that travel to hospitals. She also curates art exhibits at the Gallery in CHHS. Gay is co-author and designer of the book “Seeds of Awakening, Cultivating and Sustaining the Inner Life”. Gay supervises the Independent Study, Readings, and Field Education courses. (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).

Paula Andrasi, Ph.D is a licensed psychologist. She received her BA in psychology from Michigan State University and her MA, SPADA Certificate, and doctorate in Counseling Psychology from Western Michigan University. Prior to coming to Holistic Health, Paula was on faculty at the University Counseling and Testing Center (UCTC) since 1994 where she served as the Training Director of the APA accredited predoctoral psychology internship program. This was the only internship program accredited by the American Psychological Association that had a training rotation in Holistic Health. Paula began her career in the early 70’s moving on to become the director of a county wide substance abuse program. While in that position she established one of the first sexual assault crisis programs in the state of Michigan. Paula held administrative and clinical positions in mental health and substance abuse until the early 90’s when she began a private practice and consultation service with her husband, Dr. John Howie. John has been the director of GilChrist, a contemplative retreat center, since 1993. (HOL 5300 Love and Forgiveness, HOL 5360 Wellness Skills for Health Professionals, HOL 4700 Relationship Centered Skills and HOL 5350 Holistic Approaches to Stress).

Elaine Phillips, Ph.D. has worked as a psychologist in the greater Kalamazoo community for many years. Prior to teaching full time, she worked as a psychologist at the WMU University Counseling and Testing Center, inpatient hospitals, an outpatient mental health clinic, owned a private practice, and worked as a school psychologist in the public schools. She received her M.A. and Ph.D. in clinical psychology from WMU. Dr. Phillips has presented at national and international psychology conferences on many mental
health topics. She has professional publications in the areas of women’s issues, bulimia and anorexia, mental health, and stress management programs. Elaine’s interest in integrative health and wellness began as a master’s level graduate student when she joined a meditation group, enrolled in a yoga class, and completed a graduate course in biofeedback. Dr. Phillips has taught stress management techniques to students, clients, and professionals throughout her career. (HOL 2000 Choices in Global Living, HOL 4700 Relationship Centered Skills).

Michele McGrady, Ph.D. received her Ph.D. in Counseling Psychology in the Department of Counselor Education and Counseling Psychology at WMU. Michele is an instructor for the Holistic Health Care Program at Western and has administrative responsibilities. 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 1000 Choices in Living, HOL 5300 Holism and Diversity, HOL 3900 Introduction to Spirituality, HOL 6910 Spirituality and Therapeutic Process).

Richard Oxhandler, Ph.D. is a full-time faculty member of the Integrative Holistic Health and Wellness Program. Rich worked as a counselor in the Counseling and Testing Center at WMU for 23 years. At first he concentrated mostly on career counseling and then did 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 lifelong 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 5301 Meditation and HOL 5302 Advanced Meditation to Enhance Living, HOL 4700 Relationship Centered Skills, Honors courses: HOL 2910 Risk Taking and Change and HOL 4610 Eastern Psychology).

Part-time and Adjunct Faculty

Lori Gray Boothroyd, Ph.D. is a psychologist and coach as well as a pioneer in the emerging fields of Coaching Psychology and Positive Psychology. She is the founder and owner of a private practice offering psychotherapy and psychoeducation in Traverse City, MI. Lori received an MA in Counseling Psychology and a Graduate Certification 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, Greg, 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 4700 Relationship Centered Skills, HOL 6500 Holistic Methods, HOL 5340 Holism and Spirituality).

Kay Caskey, MA 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, MA received a Masters Degree in French from Indiana University and a Masters Degree in Communications from WMU. She also taught in Business Education (1973-1980) and the Humanities Department (1980-1994) at WMU. Her training in massage therapy includes 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) in 1993. Marcy is also working with providing homeless people with massage. (HOL 1000 Choices in Living-online).

Susan Duesbery holds a Bachelors of English Literature and a Bachelors of Education with 15 years of teaching experience, most recently as an adjunct professor at Grand Valley State University. She is a graduate of the Holistic Health Care Graduate Program at Western Michigan University and holds a Certificate in Holistic Stress Management Facilitation from the Paramount Wellness Institute in Boulder, Colorado. Susan offers stress management and wellness presentations, workshops, and consultations to individuals, community groups, professional organizations, and businesses in order to offer information and tools to foster increased health, more joy, and a greater sense of peace in today’s stressful world. Additionally, she teaches yoga and Laughter Yoga at The Dominican Center, Expressions of Grace Yoga and Cascade Yoga Studio in Grand Rapids.

Katie (Summers) Fitzgerald, MA received her Bachelor of Arts in Education degree in English and Communication from Western Michigan University. Katie also earned her MA in teaching from WMU; as well as a graduate certificate in Integrative Holistic Health and Wellness.

She has taught the introductory level courses for the department since 2009. Before that, Katie gained experience teaching English at the middle and high school levels and as a graduate assistant with the Integrative Holistic Health and Wellness department. Recently, Katie has worked on developing and teaching courses online. With a strong background and interest in both education and the holistic paradigm, Katie places great value on the relationships formed within the classroom and has recently enjoyed exploring the ways that the online learning milieu can enhance those relationships. (HOL 1000 Choices in Living, HOL 5310 Introduction to Holistic Health).

Kathi Fuller, MA 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-online).

Gina Greene has been practicing yoga for thirteen years and teaching for the past eight. She enjoys sharing a flowing form of asana practice that is continually evolving as she draws from new teachings and personal experience. She offers up this practice in hopes of supporting self-awareness, wellness, transformation and delight in herself and the world. Her passions include supporting growth and healing through touch, writing, and the daily desire to live with presence. Gina completed her 200-hour yoga teacher training through Lotus in the Flame in 2007, Basics certification through TriYoga in 2003, and her 520-hour Massage and Bodywork certification through Kalamazoo Center for the Healing Arts in 2002. Currently, she practices massage at The Center for Psychotherapy and Wellness and teaches yoga classes in six different venues. (HOL 5304 Yoga).
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. Dr. Horneffer-Ginter 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 in Oak Park, IL where she educated medical residents about holistic approaches to medicine. (HOL 5300 Advanced Spirituality).

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 since 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).

Diane Melvin, MA 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).

Christina Minger, Ed.D. graduated from Grand Valley State University with a BS in Health Science. She obtained an MA in counseling and later a Ph.D. in Counseling Psychology and Counselor Education from WMU. During graduate school she furthered her training in sports medicine and neuromuscular therapy to develop strategies for pain management. She trained in the nutritional biochemistry field and completed the physician’s course in functional medicine at the Institute for Functional Medicine. The Metabolic Clinic (at the Heart Center for Excellence) was developed by Dr. Minger to integrate the area of Functional Medicine with traditional medicine and application of nutritional therapies. She also integrates mind body medicine focusing on lifestyle interventions and education for patients. (HOL 5300 Body Mind Nutrition).

Jon Robison, Ph.D. 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).

Raymond L. Sheets, Jr., MA is a doctoral student in Counseling Psychology in the Department of Counselor Education and Counseling Psychology at WMU. Ray currently provides teaching assistance in the HOL 1000 level courses and also is an adjunct faculty member at Kalamazoo Valley Community College, where he teaches Holistic Health. He obtained a Master’s degree in Clinical Psychology from Loyola University in Maryland, as well as a Bachelor of Science in Biological Sciences and a Bachelor of Arts in Psychology from the University of Maryland Baltimore County. His professional interests include minority stress issues (e.g., sexual orientation, race), as well as mindfulness and holistic approaches to health. (HOL 4700 Relationship Centered Skills).
Richard Szwaja, MA, his facilitation combines passion, intuition, and a deep understanding of human interaction. His formative experiences include parenting, business management, non-profit leadership and community engagement. He has facilitated over 7,000 hours with teams, communities and individuals from many backgrounds. His approach to facilitation is engaging and reflective, combining elements such as physical/experiential activity, journaling, reflection, dialogue, solo experiences and wilderness resulting in opportunities for profound insight, awareness and long-term application. Richard deeply enjoys engaging people in dialogue about matters that have meaning to them and the communities in which they participate. He views most of his adventures and experiences as an opportunity to gain deeper insight into himself and the world around him. (HOL 5330 Holism and Community, Honors HOL 2801 Health and Well Being).

Hilary Ulbrich, LLP, holds a B.A. in Psychology from the University of Colorado at Boulder and an M.A. in Counseling Psychology and Counselor Education from the University of Colorado at Denver. Her interests reflect a commitment to supporting higher levels of well-being and self-discovery through holistic practices that integrate the mind, body and spirit. She has experience in a variety of areas, such as, spirituality and cross-cultural mythology, yoga and meditation, sustainable living and deepening one’s connection to the natural world. As a therapist, she specialized in working with women, as well as individuals struggling with substance abuse and co-occurring disorders and led wilderness adventures for at-risk youth in the Colorado Rockies. Her love of travel is apparent in the course she teaches and has led her to explore Europe, Central America, Southeast Asia, Northern Africa, Fiji, Australia, New Zealand and much of the US. (HOL 2000 Choices in Global Living-online).

Laurie Young, MA 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, 5300 Humor/Fun, Brain’s Best Learning Strategies).
### Program Planning Outline

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester/Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HOL 5310</td>
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<tr>
<td>Introduction to Holistic Health</td>
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<td>HOL 6500</td>
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<td>Seminar in Holistic Methods</td>
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<td>Elective</td>
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<tr>
<td>HOL 6700 or HOL 7120</td>
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<tr>
<td>Professional Field Experience</td>
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<tr>
<td><strong>Total Credits</strong></td>
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</tbody>
</table>

**Note:** This form is a planning form and when the certificate is completed; your advisor will complete the final form and submit it as part of your requirements for graduation.
Program Outline
(to be filled out in consultation with the Integrative Holistic Health and Wellness 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)

<table>
<thead>
<tr>
<th>Type</th>
<th>Field</th>
<th>Date received</th>
<th>Institution</th>
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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 Contact Form

Name ______________________________  WIN number ____________________

Permanent Address ____________________________________________________

                                      Street   City   State   Zip

Phone_____________  Semester_________  Regional Center_____________

Call Number    HOL 6700 (Masters)    HOL 7120 (Doctoral)    other _______

Fill out the chart below and also submit your completed log which will include brief reflections on each experience, as well as hours.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contact Date</th>
<th>Contact Hours</th>
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</table>
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:

WMU
Integrative Holistic Health and Wellness Graduate Certificate Program
Att: Field Placement Instructor
1903 W. Michigan Ave.
Kalamazoo, MI 49008-5212

Name _____________________________ WIN _______________________
Permanent Address _____________________________________________________
Street City State ZIP
Phone____________ Semester_________ Regional Center_____________
Placement site ____________________________________
WMU semester or session___________________________________ Year __________
Call Number HOL 6700 (Masters) HOL 7120 (Doctoral) Other __________
Did the student meet the 180 clock 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.


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 _______________