

Integrative Health & Wellness Studies Program Outcomes	
Program Outcomes	Learning Objectives
<p>I. Integrative Health Promotion</p> <p>Students will demonstrate personal and professional understanding of <i>Integrative Health</i> as a perspective through which to support individuals, organizations and communities to optimize their highest expression of health and well-being.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Demonstrate a relationship-based approach to working with clients/populations. 2. Gather holistic client data addressing the bio-psycho-social-spiritual dimensions of the person/population including lifestyle, nutrition, self-care approaches and utilization of conventional and integrative health therapies. 3. Utilize health behavior and change theory to assist the person/community to develop a health promotion plan that incorporates integrative approaches including lifestyle guidance and mind-body strategies. 4. Utilize multiple and varied levels of evidence to substantiate potentially helpful integrative health approaches to care. 5. Demonstrate understanding of the major conventional, complementary and integrative approaches to health (systems of medicine), bridging integrative health care philosophy and practice in the community and the greater health care system. 6. Work as an innovator and change agent to facilitate interprofessional collaboration through communicating with members of the health care team and making referrals as appropriate. 7. Role model self-care practices that support health and well-being, demonstrated through documentation and reflection. 8. Communicate understanding of ethical issues associated with Integrative Health approaches to care and incorporate ethical standards of practice within interactions among individuals, organizations and communities.
<p>II. Spiritual Health Promotion</p> <p>Students will demonstrate personal and professional understanding of <i>Spirituality</i> to promote integrative</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Articulate a personal spiritual upbringing and background that shapes their frame of reference on, as well as openness to, other perspectives. 2. Describe a personal understanding of spirituality, spiritual needs, and spiritual practice.

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Spiritual Health within person-centered relationships.	<ol style="list-style-type: none">3. Demonstrate skills for dealing with lack of answers, discomfort, and uncertainty; and facilitate the complex and contradictory experiences necessary for sustaining health and well-being.4. Demonstrate familiarity with and respect for a range of spiritual beliefs and practices that honor the individuality of spirituality and the uniqueness of spiritual worldviews.5. Demonstrate person-centered communication skills that create respectful space for truth telling and story, practice meaningful presence and active listening, and respond to opportunities for spiritual dialogue that disclose personal meanings, values, and beliefs.6. Design, in a collaborative process, health promotion plans that integrate values and beliefs, mobilize sources of hope and strength, and help individuals regain a sense of trust in their own abilities and worldviews.

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<p>III. Mental Health Promotion</p> <p>Students will demonstrate personal and professional understanding of mental wellness to promote integrative <i>Mental Health</i> and well-being within themselves and others.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe the ways in which social determinants impact the mental health of individuals, particularly those from vulnerable populations, throughout the lifespan. 2. Understand, identify, and assess biopsychosocial and spiritual dimensions of mental health and well-being that contribute to mental health and mental illness prevention. 3. Identify and develop a personal understanding of mental health and mental health practice as shaped by biopsychosocial and spiritual experiences. 4. Demonstrate therapeutic interaction skills (both listening and dialogue) to establish trusting relationships. 5. Utilize a strengths-based perspective to identify protective factors that support resilience. 6. Assist individuals, groups and communities to explore and mobilize resources for attaining their identified needs for mental well-being using interdisciplinary collaborative approaches, skills, and techniques. 7. Design a mental wellness promotion plan for self and others that integrates individuals' values and beliefs and demonstrates cultural humility.
<p>IV. Physical Health Promotion</p> <p>Students will demonstrate personal and professional understanding of physical wellness, to promote the importance of maintaining a healthy lifestyle for supporting integrative <i>Physical Health</i> through a balance of nourishment, movement, and rest.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Describe how the body responds to physical activity and balanced nutrition at each stage of living, and how this impacts the holistic health (body/mind/spirit) of the individual 2. Explain how social and physical determinants of health impact physical health 3. Distinguish between modifiable and non-modifiable individual determinants of health and how establishing healthy lifestyle habits can enhance physical well-being 4. Articulate how physical activity, balanced nutrition, and rest, prevent and treat specific non-communicable diseases and can be used as integrative treatments to improve health outcomes.

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	<ol style="list-style-type: none"> 5. Conduct a healthy living assessment of individuals and communities examining nourishment, movement, and rest. 6. Develop self-care practices, creating daily discipline, modeling healthy habits demonstrated through a reflective journaling process. 7. Recognize individual differences in nutrition and exercise habits and cultural beliefs, educating and empowering diverse populations to promote healthy living within specific cultural norms.
<p>V. Social Health Promotion</p> <p>Students will demonstrate personal and professional understanding and application of the impact of social relationships (society and social groups) for promoting individual and population <i>Social Health</i> and well-being.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Define and understand key social health concepts including social networks, social support, social ties and social integration and their accompanying major assessment tools. 2. Identify and discuss the major social-structural determinants of social relationships including culture, socioeconomic factors, politics, and social change and how they impact health through social relationships. 3. Describe social network structure and characteristics of network ties and how they impact health through psychosocial mechanisms. 4. Describe psychosocial mechanisms that lead to health behavioral, psychological and physiological pathways to health outcomes including: social support, social influence, social engagement, person-to-person contact, and access to resources and material goods. 5. Integrate theoretical orientations and key social health concepts to promote social relationship outcomes in individuals and society that impact social health and well-being. 6. Incorporate population health and integrative health concepts into interventions used to address social health and promote positive social relationship outcomes in individuals, families, communities and systems. 7. Through community organizing, work to strengthen community action, build healthy public policy, create supportive environments, develop personal skills, and/or

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	reorient health services to address social health and positive social relationship development.
<p>VI. Population Health Promotion</p> <p>Students will demonstrate personal and professional understanding of multisector policies, population health promotion concepts, and evolving health care systems to promote integrative population health.</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Apply systems theory to integrative population health promotion practice with individuals, families, and groups. 2. Identify current laws and policies relevant to integrative public health promotion. 3. Apply ethical, legal, and policy guidelines and principles in the collection, maintenance, use, and dissemination of data and information. 4. Describe the structure of the public health system. Identify public health policies, laws and regulations relevant to PHP practice, and identify the impact of the system on individuals, families, and groups. 5. Demonstrate an ability to develop organizational plans to implement programs and policies; and participate as a team member in evaluating programs for their effectiveness and quality. 6. Utilize diverse perspectives in integrative health assessment, planning, and interventions with individuals, families, and groups. 7. Use basic descriptive epidemiological methods when conducting an integrative health assessment for individuals, families, groups, and communities.
<p>VIII. Health Education/Promotion</p> <p>Students will demonstrate personal and professional understanding of foundational knowledge in integrative health education/promotion program planning, implementation and evaluation that prepares them to sit for specialty exams (e.g. health educator, health coach).</p>	<p>Students will:</p> <ol style="list-style-type: none"> 1. Assess learning needs, access to health resources, and behavioral capacity for health education and promotion to enhance wellness. 2. Participate in the development of health education plans and programs to support optimal health management and promotion for select vulnerable populations and communities. 3. Implement health education and manage plans and programs to support optimal health promotion. 4. Conduct ongoing evaluation related to health education plans and programs to support sustainable health promotion and management goals.

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	5. Advocate for evidence-based practice education, health resources, and inter-professional communication to enhance integrated population-based health promotion within communities.