California Institute of Integral Studies

Integrative Health Studies
With knowledge and practice, realize your aspirations.

A pioneer in integrative teaching and learning, CIIS is known for the following:

- Nationally and internationally recognized professors who expand the traditional boundaries of learning in their classes and scholarship. Study with faculty members who are committed to integrating, with academic rigor, diverse perspectives, and multiple ways of knowing.
- Leading-edge graduate programs in the School of Professional Psychology & Health and the School of Consciousness and Transformation.
- A unique School of Undergraduate Studies that features a Bachelor of Arts Completion (BAC) program offered on weekends in a cohort format. The BAC program enables students with previously earned college credit to earn an undergraduate degree in Interdisciplinary Studies.
- Online graduate programs in the groundbreaking fields of Transformative Studies and Transformative Leadership that expand our borders beyond the Bay Area. Online students benefit from an international community of learners and their reflective interaction with one another.
- A dynamic and supportive learning community—the perfect incubator for innovative ideas and study. The personal attention of faculty and our small classes enable students to express themselves with confidence.
- Internships in the six award-winning CIIS counseling centers and affiliated sites located throughout San Francisco. Students learn by practice under the guidance of trained supervisors.

Engaged and Innovative Community
Creative, curious, mindful, and socially aware—these are just a few of the words that describe the people of CIIS. What sets us apart is how we put those characteristics to work. We’re passionate about intellectual inquiry and disciplined in our practice. We engage fully with our studies, one another, and our communities. Above all, we’re open to new learning experiences, and we draw on the opportunities CIIS offers us to transform the world.

A Pioneering Vision
In 1968, San Francisco was the scene of a national revolution in music, politics, culture, and self-awareness. That same year Professor Haridas Chaudhuri and his wife, Bina, established CIIS, developing an equally revolutionary approach to education. They envisioned an integral approach to higher education that drew on the inspiration of the renowned Indian philosopher Sri Aurobindo. Originally focused on the integration of Asian and Western studies, CIIS has grown to include programs that offer a broad array of multicultural perspectives. While expanding the range of its programs, CIIS has retained the intimacy of an academic community rare in U.S. higher education. At the intersection of global and personal responsibility, CIIS has been committed to fulfilling Professor Chaudhuri’s vision: “Humankind can no longer be divided into exclusive segments so that the fortune of one will not affect the fortune of the other.”

Admissions
We begin accepting applications for the spring semester in September and for the fall semester in November. It is highly recommended that you submit all application materials at least two weeks before the February priority deadline in order to avoid delays in having your application reviewed. Applicants who apply by the fall priority deadline will be notified of the admissions decision by April 1, with enrollment deposits required by May 1. If you are mailing your application from outside the United States, mail it at least thirty days before the department deadline. Applications are accepted after the posted deadline on a space-available basis.

For information on application requirements, procedures for admissions, and program-specific application deadlines, or to complete an application online, please visit www.ciis.edu/admissions. Admissions counselors (415.575.6154, admissions@ciis.edu) are pleased to answer your questions.
Leading change in access, legitimacy, empowerment, and holism

Integrative Health Studies

MA in Integrative Health Studies

School of Professional Psychology & Health

Program Description
visit us online at http://www.ciis.edu/ihl

Academic Year 2012–2014
California Institute of Integral Studies
1453 Mission Street, San Francisco CA 94103
415.575.6100 www.ciis.edu
# Table of Contents

- About the Program ................................................................. 3
- Core Competencies Gained .................................................. 4
- Competency in Coaching Skills .......................................... 5
- Course of Study .................................................................... 5
  - MA Requirements ............................................................ 5
  - Summary of Required Courses ......................................... 6
  - Summary of Electives ....................................................... 6
  - Suggested Sequence of Required Courses for Full-Time Core Curriculum ........................................... 8
- Course Descriptions ............................................................ 9
  - Internships ....................................................................... 12
  - Alliances .......................................................................... 13
- Faculty Profiles ................................................................. 14
  - Core Faculty .................................................................. 14
  - Adjunct Faculty ................................................................ 14
  - Advisory Board ................................................................ 17
- Alumni Profiles ................................................................. 18
- Admission and Institutional Policies .................................... 19
- Glossary of Terms .............................................................. 20

Contact the admissions counselor responsible for this program at [www.cis.edu/admissionsteam](http://www.cis.edu/admissionsteam) or visit our website: [www.cis.edu](http://www.cis.edu).
About the Program

With the acknowledged crisis in health care, the use of preventive strategies in health promotion has emerged as a priority for true reform. Responding to this urgent need to create professionals who can navigate the transition to a meaningful focus on wellness and can function in new roles, the Integrative Health Studies (IHL) program:

• Offers a deep level of understanding of how the field of integrative health operates and the challenges it faces
• Prepares graduates to be wellness coaches and enter the expanding field of integrative health
• Provides culturally sensitive education and training in wellness program design and implementation
• Offers integral education that blends scientific rigor with holistic self-care and mind-body-spirit wholeness
• Addresses ways to blend complementary/alternative modalities with modern medicine within integrative health settings
• Creates real-world internships with hospitals, clinics, corporations, and the public sector; and interaction with faculty members who are integrative health clinicians, researchers, and administrators

One of the first non-clinical integrative health graduate degree programs in the U.S., the IHL program can be completed in a minimum of two years and 36 units. IHL attempts to provide students with the utmost flexibility, offering afternoon, evening, weekend, and a few online courses, to accommodate people trying to balance careers, work schedules, and families.

Classes are designed to accommodate multiple interests and levels of practice. Some students enter the program with limited experience in the health field as yoga instructors, fitness trainers, or other allied wellness practitioners; other students are licensed health professionals or have a certification in practices such as homeopathy, guided imagery, or aromatherapy, or work in recreation or a health store. Still others have no experience in health fields but seek supportive staff positions and opportunities to collaborate in clinical settings.

The IHL program goes beyond a focus on the practical applications of health promotion and client education, building professional knowledge and skills in health communications. They honor multicultural perspectives and the health equity needs of vulnerable populations, and explore the intersection of holistic health and spirituality.

“At CIIS, I found exactly the right mix of course, topics, and fieldwork to launch my career as an integrative health practitioner and wellness coach. My dreams were supported with my cherished time at CIIS.”
—Stephanie Goldstein, MA ’09

Graduates of the program (a few enter as licensed or certified health professionals) work successfully in the following roles:

• Integrative health practitioners in private practice
• Integrative wellness coaches in corporations or spas
• Integrative health center administrators
• Integrative health practitioners in hospital integrative health centers
• Wellness program managers and coaches in corporations
• Spa managers and owners
• Practitioners in wellness clinics
• Holistic health educators
• Health promotion managers
• Mind/body healing practitioners in physicians’ offices
• Directors of international nongovernmental organizations
Core Competencies Gained
To create a positive, consistent, and fair learning environment, CIIS is involved in creating a “culture of evidence,” an ongoing task that seeks to offer more varied and improved ways of assessing students’ learning, and to use the results of those assessments to continually improve instruction, faculty support services, and educational resources.

The IHL program builds into every course key indicators of its own educational effectiveness and capacity, a way to fairly and accurately determine how the institution is living up to its promise to students. The following learning outcomes are directly related to the core competencies gained in the IHL program:

• Demonstrated skill in scholarship, systematic inquiry, and critical thinking
• Demonstrated sociocultural sensitivity and ability to adapt health communications and programs to people of diverse populations, needs, and environments
• Demonstrated professional skills in caring, service, and leadership
• Demonstrated professional and interpersonal communication skills
• Demonstrated capacity and willingness to adopt and model a holistic self-care practice, striving to integrate mind-body-spirit

Competency #1: Demonstrate skill in scholarship, systematic inquiry, and critical thinking.
• Apply the use of scholarly resources and related materials appropriate for the public health, environmental studies, medical anthropology, health education, and integrative medicine disciplines to understand new and useful information in the field of integrative health.
• Recognize health challenges and, through investigation and critical thinking, achieve appropriate integrative health responses and holistic, creative solutions.
• Describe the fundamental tenets, advantages, and roles of integrative health methods and solutions.
• Identify basic theories, concepts, and models from a range of Complementary and Alternative Medicine (CAM) disciplines that are used in integrative health research and practice.
• Demonstrate an ecologically oriented approach to optimum health.

Competency #2: Demonstrate sociocultural sensitivity and ability to adapt health communications and programs to people of diverse populations, needs, and environments.
• Identify the causes of personal, social, and global factors that affect health of individuals and populations.
• Develop cultural sensitivity and competence in serving specific diverse populations.

Competency #3: Demonstrate professional skills in caring, service, and leadership.
• Collaborate with integrative, holistic, and allopathic practitioners to explore solutions to clients’ health concerns.
• Extend integrative health tenets to team-centered models of client/patient care.
• Demonstrate the ability to be guided by ethical principles in integrative wellness coaching, client interaction, health information dissemination, and program design.
• Successfully complete internships in integrative health settings and apply learning to at-risk, marginalized, or underserved populations.
• Successfully complete an externship in integrative wellness coaching and wellness management.

Competency #4: Demonstrate professional and interpersonal communication skills.
• Communicate effectively with colleagues, clients, and peers using correct language skills and appropriate verbal and nonverbal techniques.
• Apply psychosocial and communication skills in negotiating and harmonizing relations among diverse practitioners.
• Identify organizational assets, resources, and roadblocks for integrative health interventions.
• Apply approaches involving multiple interventions in the development and evaluation of integrative health care that emphasize wholeness, balance, and multiple ways of knowing.
• Successfully employ a model of integrative wellness coaching and design, and implement an integrative wellness management program.
Competency #5: Demonstrate a capacity and willingness to adopt and model a holistic self-care practice, striving to integrate mind-body-spirit.

- Assess personal physical and psychological needs and develop a personal wellness program; articulate an understanding of lifestyle choices and techniques related to development of holistic self-care practices.
- Identify the most useful approaches involving comprehensive educational, dietary, lifestyle, and stress-reducing strategies.

Competency in Coaching Skills

Coaching is a rapidly growing profession that reawakens and supports a commitment for holistic self-care and goal-setting recognized in health research as necessary antecedents for improved self-care. The coach creates a supportive relationship that results in a more effective, wellness behavior for the client, and by being a resource for nutrition, exercise, supportive relations, and stress management.

The IHL program offers the opportunity to develop the following skills to:

- Facilitate others in health-enhancing behaviors and assist them in attaining their health goals
- Develop effective coaching skills for individuals or groups
- Deepen personal commitments to holistic self-care practices
- Investigate career opportunities and practice professional marketing techniques

The CIIS Integrative Wellness Coach can either work independently or follow through with the recommended regimens from licensed health professionals. For a society struggling with unaffordable models of health care, coaching provides accessible support. Coaches offer a destigmatized means for friendly support for the critical task of reducing lifestyle-generated illness among diverse populations.

Many people recognize the need to change personal health habits in order to halt or reverse a chronic condition, but they don’t often believe that medical or psychological counseling is warranted. However, people often welcome a coach to help them demystify the steps required for successful change. All wellness coaching courses are embedded within the MA sequence of required courses.

Course of Study

MA Requirements

**Required Coursework:** The MA requires 36 units of coursework. (34 required units and 2 elective units. More elective units may be taken.)

**Full-Time or Part-Time Curriculum:** Students may complete the program in a minimum of two years. They may also pursue the curriculum on a part-time basis, and complete their course of study within five years.

**Advising:** Students are required to set up advising appointments every semester, and to sign a contract intended to help them elucidate clear goals and work toward achieving their degrees. They are also required to meet with the Internship Supervisor throughout the school year.

**Integrative Seminar:** The Integrative Seminar is the culminating course for the MA degree. This seminar is a scholarly process designed to demonstrate critical knowledge in the students’ areas of study. It also demonstrates the ability to design, conduct, and assess applied research in integrative health and to engage professional skills. It provides an opportunity for students to reflect critically upon all work accomplished during the course of the program, while clarifying professional goals. Students must develop a focused interest and present a modified thesis on an integrative health research subject of their own interest.
Summary of Required Courses

IHL 5000: Integrative Anatomy and Physiology (2)
IHL 6034: Mind/Body Approaches (2)
IHL 6035: Movement and Stress Management (1)
IHL 6036: Complementary, Alternative, and Integrative Medicine (3)
IHL 6049: Integrative Wellness Management (3)
IHL 6052: Advanced Wellness Coaching (2)
IHL 6060: Integrative Wellness Coaching (3)
IHL 6066: Integrative Health Research (3)
IHL 6067: Human Flourishing (1)
IHL 6100: Communication Practicum (1)
IHL 6550: Integrative Nutrition (3)
IHL 6558: Multicultural Perspectives in Health Care Delivery (3)
IHL 6590: Internship (0)
IHL 6600: Ethics of the Healing Relationship (2)
IHL 6784: Healthy Aging (2)
IHL 6995: Integrative Seminar (3)

Summary of Electives (partial list)

Students take 2 units of electives. More may be taken. These may be drawn from the following IHL courses, other program courses (when allowed by that respective program), Public Programs & Performances workshops, or outside academic offerings. No more than 6 credits can be transferred from other accredited graduate school programs or from CIIS Public Programs & Performances.

IHL 6024: Creativity and Healing (1)
IHL 6037: Consciousness, Spirituality, and Healing (2)
IHL 6053: Health and Disease (3)
IHL 6058: Health Care Administration (3)
IHL 6134: Somatic Approaches to Establishing Rapport (2)
IHL 6238: Ancient and Contemporary Sound Healing (3)
IHL 6246: Music Care at the End of Life (2)
IHL 6248: Musicianship Development (3)
IHL 6421: Global Health Systems (3)
IHL 6512: Indigenous Medicine (1)
IHL 6540: Grant Writing (1)
IHL 6590: Music and Healing: African Traditions in Global Perspectives (1)
IHL 6784: Healthy Aging (2)
IHL 6790: Contemporary Issues in Women’s Health (3)
IHL 7200: Coming Alive: Rosen Movement and Bodywork (3)
IHL 8799: Independent Study (1-3)
IHL 8888: Special Topics (1–3)
SOM 5201: The Body: Experienced, Conceptualized, and Verbalized (3)
SOM 5607: Movement Approaches in Somatic Psychotherapy (2)
CT 6017: Scholar’s Toolkit (2)
CT 7585: Spirit, Compassion, and Community Activism (1–3)
TSD 7031: Life Balance and Stress Management (1) online

Required Units: 34
Electives Units: 2 (more may be taken)
Total Units Required for Degree: 36
Additional electives can be chosen from courses in Philosophy, Cosmology and Consciousness; East-West Psychology; Asian and Comparative Studies, Transformative Leadership; Women’s Spirituality; or Somatic Psychology. Students may choose up to 6 units of academically credited Sound Healing workshops within CIIS Public Programs & Performances.

Courses are offered in rotation. Required courses introduce students to the philosophy and methodologies of integrative health systems, investigate the integration of conventional medical practices with alternative modes, review the relevant social and scientific theories explaining contemporary human and organizational behavior in local and global settings, and examine multicultural concepts in health and healing. These classes offer advanced conceptual perspectives in science, spirituality, and healing; health research issues; and personal and global wellness.

Program electives fulfill requirements for areas of specialization, while CIIS Public Programs & Performances electives provide experiential classes in mind-body practices, alternative healing techniques, and topical issues in integrative health. Electives are augmented by interdepartmental CIIS classes in expressive arts, somatic psychology, women’s studies, anthropology, integral philosophy, psychology, and spirituality. In addition, students may transfer 6 units of academic credit from approved graduate institutions.
**Suggested Sequence of Required Courses for Full-Time Core Curriculum**

**Required: 36 Units (34 Required Units + 2 Units of Electives)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>Fall 1st Year</strong></td>
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<tr>
<td>IHL 5000: Integrative Anatomy and Physiology</td>
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<td>IHL 6036: Complementary, Alternative, and Integrative Medicine</td>
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<tr>
<td>IHL 6060: Integrative Wellness Coaching</td>
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<tr>
<td>IHL 6067: Human Flourishing</td>
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<td>IHL 6100: Communication Practicum</td>
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<tr>
<td><strong>Fall 1st Year Required</strong></td>
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<tr>
<td><strong>Spring 1st Year</strong></td>
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<td>IHL 6550: Integrative Nutrition</td>
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<td>IHL 6049: Integrative Wellness Management</td>
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<td>IHL 6052: Advanced Wellness Coaching</td>
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<td>IHL 6035: Movement and Stress Management</td>
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<tr>
<td><strong>Summer</strong></td>
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<td>IHL 6990: Internship</td>
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<tr>
<td><strong>Fall 2nd Year</strong></td>
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<tr>
<td>IHL 6066: Integrative Health Research</td>
<td>3</td>
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<td>IHL 6034: Mind/Body Approaches</td>
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<td>IHL 6558: Multicultural Perspectives in Health Care Delivery</td>
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<tr>
<td>IHL 6600: Ethics of the Healing Relationship</td>
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<td><strong>Fall 2nd Year Required</strong></td>
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<tr>
<td><strong>Spring 2nd Year</strong></td>
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<tr>
<td>IHL 6784: Healthy Aging</td>
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<tr>
<td>IHL 6995: Integrative Seminar</td>
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<tr>
<td><strong>Spring 2nd Year</strong></td>
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<td>IHL 6540: Grant Writing or IHL 6024: Creativity and Healing</td>
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<td>IHL 6512: Indigenous Medicine</td>
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<td><strong>Elective Units:</strong></td>
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<td><strong>Total Units:</strong></td>
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<td>36</td>
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Course Descriptions

CT 6017: Scholar’s Toolkit (2 units)
This course will unlock the mysteries of academic literature research, for a term paper or a dissertation literature review. It covers not only “consuming” research (how to identify, find, and evaluate other scholar’s writings) but also “producing” research (strategies for getting your own work published). These skills will be grounded in discussions of labyrinth learning, learning styles, and other pedagogic theories, with discussions on using technology efficiently, recent politics and economics of the information industry and intellectual property, and strategies for academic success.

IHL 5000: Integrative Anatomy and Physiology (2 units)
This course introduces students to a new understanding of anatomy and physiology as homodynamic systems that strive for balance when supported by optimal genetic, personal, cultural, and environmental factors. A basic knowledge of functional anatomy and physiology is supplemented with a new blend of perspectives incorporating biomedicine with non-Western models of healing.

IHL 6024: Creativity and Healing (1 unit)
This course focuses on the healing and therapeutic dimensions of the therapeutic process. Students will explore emerging scientific research that links creative expression with psychoneuroimmunologic benefits. They participate in experiential process for tapping into imaginal realism, for optimizing individual, social and societal well-being.

IHL 6034: Mind/Body Approaches (2 units)
This course examines emerging theories and practical applications in the fields of subtle energy medicine, mind/body healing, and behavioral medicine. New evidence-based research methods and technologies for investigating the human biofield will be examined. Critical reviews of stress-reduction practices such as mindfulness meditation, Reiki, ch’i gung, and support groups will explore how effective such practices are in changing personal lifestyle habits, increasing self-efficacy, improving health outcomes, or preventing chronic illness. The course offers experiential as well as didactic learning opportunities.

IHL 6035: Movement and Stress Management (1 unit)
This course serves as a foundational preparation to coach clients on the benefits of physical activity, daily movement, and regular fitness training. We will examine the clinical research behind the psychophysiology of chronic stress and explore how to employ movement as an effective strategy for reducing its debilitating effects. Students will prepare case studies for working with specific conditions, such as weight management, diabetes, osteoporosis, cardiovascular disease, asthma, and other chronic conditions. They will examine modalities such as ch’i gung and dance as physiological de-stressors.

IHL 6036: Complementary, Alternative, and Integrative Medicine (3 units)
This course explores the founding principles and emerging scientific evidence for integrative health and medicine. It presents an overview of various alternative, complementary, integrative, and traditional healing modalities, and reviews research and scope of practice related to each healing modality. Students will engage with practitioners in some of the modalities, and discuss challenges and strategies for providing complementary, alternative, and integrative health care to diverse populations.

IHL 6037: Consciousness, Spirituality, and Healing (2 units)
This course offers advanced twenty-first-century ways of knowing about health and healing—concepts that include yet go beyond ordinary mathematical and logical biomedical science. While ordinary biomedical science relies upon circumscribed, quantitative, and objective data, the new sciences additionally include wholeness, qualitative, and subjective elements of healing. In this way, “evidence-based medicine” can become truly holistic. This course will apply these new transcendent ways of knowing to wellness, prevention, and both “conventional” and “alternative” or “complementary” healing practices, exploring such diverse phenomena as spontaneous remission of disease, cellular memory in organ transplants, and advanced research and practice methods. This course also covers ethics in medicine.
IHL 6049: Integrative Wellness Management (3 units)
This course brings the foundational skills in coaching into a larger organizational setting, and focuses on professional competencies for designing, implementing, and sustaining work site wellness programs. Students learn how to perform organizational culture audits, enlist senior management support, assess needs and interests of populations, evaluate feedback, design and administer program models, access evaluation instruments, deliver return-on-investment reports, and perform ongoing evaluations and program updates and incentives. Students may pursue opportunities for public health externships.

IHL 6053: Health and Disease (3)
By learning how the human body adapts to stress and trauma, integrative health and medicine researchers are forging a new understanding of interventions and lifestyle strategies to circumvent the disease process. This course will examine the design of novel approaches in CAIM (complementary, alternative, and integrative medicine) such as nutrigenomics, somatics, subtle energy therapies, and chi movement that affect the onset of chronic inflammatory conditions, from Alzheimer's disease to obesity and gastrointestinal disease. Utilizing a strategy map developed by Functional Medicine researchers, students will examine how imbalance in one system can lead to problems in another.

IHL 6060: Integrative Wellness Coaching (3 units)
A foundational course for developing coaching skills to work with individuals or teams. Students will learn professional coaching skills based on national standards from science-based models, and learn how to enhance those models with integral, psycho-spiritual philosophy from several wisdom traditions. As a result, this course exceeds the customary format of traditional coaching models that have a narrower focus on diet, exercise, stress, career, and relationships. Through an expanded awareness of how cultural, spiritual, and planetary factors impact life-enhancing behavior, students will explore their personal mindset and capacity for empathy required to assist individuals in making lasting behavior change. Students will develop increased self-awareness; effective communication and relationship skills; and emotional, spiritual, and social intelligence practices.

IHL 6066: Integrative Health Research Issues (3 units)
This course is focused on applying research skills and concepts that are needed to execute successful health research. Covered are formulating research questions, performing literature search and review, conducting focus group interviews, developing survey questionnaires, reliability/validity testing, identifying proper research designs, sampling procedures, data management and analysis, and communicating the findings. For data analysis, SPSS will be used. Students will have experiential learning opportunities to be actively engaged in various aspects of research.

IHL 6067: Human Flourishing (1 unit)
This course provides foundational tools for living the integral model of health and human flourishing (psycho-spiritual, biological, interpersonal, and worldly aspects) including meditation practices as well as daily life practices that become the basis for inner development. The aim of this course is to provide opportunities to develop or strengthen an experiential practice and understand firsthand the relationship between mental activity and physiological responses and social behavior. We will discuss key concepts involved in perennial wisdom of human flourishing with recent neuroscientific findings on positivity.

IHL 6068: Health Care Administration (3 units)
This course serves as an introduction to health care administration principles and strategies in a changing health care system. Core concepts include understanding stakeholders' quality requirements; and establishing goals in complex systems serving providers, insurers, government regulators, and patients. Students will learn how to think critically about the structure and relationships inherent in health care, with real-life case studies serving as an underpinning to explore measurement of quality improvement and communication enhancement.

IHL 6100: Communication Practicum (1 unit)
This course supports professional development, personal integration, and self-healing practices for IHL students. It reviews basic communication skills; effective and therapeutic communication strategies; and didactic, somatic, and multicultural communication perspectives. A practical and theoretical review of group dynamics and mediation are offered through facilitated modeling in small groups. A part of each session will be devoted to
mind-body-spiritual practices (yoga, t’ai chi, meditation, visualization, qigong, and so on) in order to support the students’ physical, spiritual, and mental health.

**IHL 6134: Somatic Approaches to Establishing Rapport (2 units)**
This course is about the discovery and embodiment of how we as wellness coaches, healers, therapists, and allies truly make contact with those we serve in the field of integrative health. The curriculum teaches students about the strength of the human spirit and offers a beginning map for how to make contact with clients, even when they are in their most defended stances. Through the lenses of neo-Reichian character defense structures (CDS), this course prepares students to create rapport with a range of clients and offers insight into the complexities of the human condition. Concepts of tracking, presence, and rapport become knowledge as well as body-based wisdom.

**IHL 6238: Ancient and Contemporary Sound Healing (3 units)**
The course focuses upon psycho-acoustic applications that have been developed using evidence-based research in medicine and psychology. It will explore the historical overview and social development of these global sound healing systems: shamanism, Native American, and indigenous healing, and clinical uses of sound in many settings and populations. Such settings will include auditory stimulation programs, creative music therapies, music in the treatment of Alzheimer’s and attention deficit disorders, music in the birth process and at the end of life, hospice programs, music to heal stress for caretakers, music and geriatric care, music in health education, music and sound in community building and outreach, and sustainable societies and environmental sound health.

**IHL 6246: Music Care at the End of Life (2 units)**
Drawing from indigenous practices as well as Western and Eastern spiritual perspectives on death, dying, and grief, this course provides a framework within which to consider the subtleties and modalities of implementing voice, prerecorded music, prayer, and sound to accompany the death process. This cross-cultural approach explores how music and sound therapies for the end of life can be enhanced by the insights of yoga and Buddhist philosophy, in particular its mindfulness and compassion practices, chanting, contemplative listening methods, and guided imagery.

**IHL 6248: Musicianship Development (3 units)**
This course focuses on skill development for playing simple instruments. Students will learn and experience modalities to implement sound, the voice and music for personal growth, wellness, and healing. Students will become familiar with sound- and music-centered applications used in a variety of medical, psychotherapy, and clinical settings. Student’s musicianship will be developed by the combined experience of the contemplative and the expressive qualities of listening, including practices from the yoga of sound and the voice, which is a system for music and voice development that incorporates songwriting, chanting, and medicine melodies from shamanic traditions. No prior musical experience is required. Open to all levels.

**IHL 6421: Global Health Systems (3 units)**
This course deals with fundamental questions about the value and impact of globalization on world populations and the delivery of health care. What impact do development strategies, drug testing and research, family planning, nutrition and food supply, and global economics have on world populations? We examine the cultural constructs and metaphors that allow us to understand the behavior of global systems in a world dominated by multinational, profit-oriented structures of transportation, communication, economics, and health care delivery.

**IHL 6512: Indigenous Medicine (1 unit)**
This course will focus on understanding trans-cultural elements (“universals”) of indigenous medicine and learning how to distinguish them from culture-specific elements. We will identify the model of health embodied in indigenous healing and compare and contrast it with agrarian/industrial/technological models. The values and worldview that underlie the indigenous model will be examined via anthropological studies, healers’ personal narratives, and various media. The contemporary relevance of perennial healing practices will be discussed, and there will be opportunities to explore them experientially in individual and group format.

**IHL 6550: Integrative Nutrition (3 units)**
A review of contributions made to health by the foods we eat and the diets we follow from a complementary, alternative, and integrative perspective. Reviews global agribusiness and genetically modified food production;
organic and sustainable farming; consumer costs and budgeting; conventional, controversial, and alternative diets; and the effects of social variables such as culture, class, ethnicity, and spirituality on dietary intake. Explores construction of the “ideal” diet.

**IHL 6558: Multicultural Perspectives in Health Care Delivery (3 units)**
This class explores the relationships between cultural definitions of health and illness, and their impact on mainstream and marginalized populations locally and globally. It reviews health care issues of mainstream and majority communities (such as women and the elderly), as well as those of marginalized minority communities (such as immigrants, populations of color, sexual minorities, and alternative health consumers), paying particular attention to intersections and conflicts among sociocultural variables. It uses historic, multicultural, and systems analyses to review the development of health care in America.

**IHL 6600: Ethics of the Healing Relationship (2 units)**
Beginning with the deep roots of healing, this course will explore the sometimes-paradoxical ethics involved in the profound intersubjectivity of healing relationships. It will review “principled” versus “caring” ethics, and contemporary ethical issues arising in health practice, such as financial status and access to care; diversity issues; “heroic” medicine in the context of birth, death, and dying; organ transplantation; and health and human implications of the Human Genome Project.

**IHL 6784: Healthy Aging (2 units)**
This online course reviews a broad range of topics relating to personal, interpersonal, societal, and global aspects of aging. The goal of this multidisciplinary course is to foster the development of the conceptual and philosophical foundation necessary to engage in an intentional exploration of the existential, as well as pragmatic concerns each of us faces as we age. Students will engage both in self-inquiry as midlife and older adults and in cooperative inquiry that examines the challenges and opportunities presented by aging populations.

**IHL 6990: Internship (0 units)**
This online course supports the work of the IHL internship, which encompasses a six month preparation period followed by a 200-hour field placement. Students will work with the Internship Supervisor to analyze professional aspirations and seek appropriate internship sites. Students will perform assessments of the internship in the student's Final Project. They will analyze the organizational processes and structures with written and oral reports. The IHL internship is dedicated to addressing the core competencies of the IHL program with applied learning in the fields of integrative health, wellness, complementary healing and health promotion. Prerequisite: IHL student.

**IHL 6995: Integrative Seminar I (3 units)**
This seminar facilitates the completion of the Final Project through a seminar-style exchange, examining evolving work, issues, and challenges as students complete the various components. The Final Project is presented in written form, an e-portfolio (Web-based) format, and an oral presentation to the community. Successful completion of the Final Project is required to achieve the MA in IHL. Prerequisite: IHL student.

**IHL 8799: Independent Study (1–3 units)**
Coursework that extends a student’s field of inquiry beyond current CIIS courses. Requires a syllabus and contract signed by the student and faculty member, and approved by the program chair.

**IHL 8888: Special Topics (1–3 units)**
A course of study not currently encompassed in the curriculum but relevant to evolving topics of growing importance in health.

**Internships**
Integrative Health internships are located in complementary, alternative, and integrative health practices; public health clinics; corporations; research facilities; faith-based organizations; and socially engaged nongovernmental organizations. Each setting focuses on one of the following areas: integrative health practice, global health, integrative health research, wellness coaching, wellness design and management, sound and healing, and integrative administration. Students will begin to shape their internship interests and goals by
meeting with the internship supervisor, engaging in a discovery process through a series of monthly meetings. They complete investigative paperwork that ushers them along in a process, aligning their internships with their professional goals. The internship supervisor evaluates their progress within an internship course. Students are required to complete a 200-hour internship under the supervision of a site coordinator as well as CIIS faculty.

**Internship sites include the following (partial list):**

**Alternative and Complementary Healing**
- American College of Traditional Chinese Medicine, San Francisco
- Kaiser Permanente, Walnut Creek and Martinez
- Institute for Health and Healing at California Pacific Medical Center, San Francisco
- Wai‘anae Community Comprehensive Health Center, Oahu, Hawaii
- The Osher Center at the University of California, San Francisco

**Research**
- Institute of Noetic Sciences, Petaluma
- Teleosis Institute, Berkeley
- Rosen Center, Berkeley

**Integrative Health Care Administration**
- Chi Fountain Integrative Medicine, San Francisco
- San Francisco Department of Public Health
- St. Luke's Hospital, San Francisco
- Institute for Health and Healing at California Pacific Medical Center, San Francisco
- Association for Community Health Improvement, San Francisco
- Health Medicine Institute, Walnut Creek
- The Healing Project, Portrero Hill Integrative Health Clinic

**Vulnerable Populations**
- Suitcase Clinic for the Homeless, Berkeley
- Charlotte Maxwell Complementary Clinic, Oakland
- Integrative Health Center, Glide Memorial Church, San Francisco
- San Francisco Department of Public Health, Project Homeless Connect
- Glide Memorial Church and Foundation
- Project Homeless Connect
- The Food Bank, Oakland
- Laguna Honda Rehabilitation Center, San Francisco

**Global Health**
- Center for Global Health, NYU School of Medicine
- Center for Mind-Body Medicine, Washington DC
- Global Service Corps, Thailand and Tanzania
- Glasgow Homeopathic Hospital, Scotland

**Wellness Programs**
- Aetna
- Blue Shield
- Pacific Gas & Electric

**Alliances**

**American College of Traditional Chinese Medicine**
An informal alliance has been arranged with the American College of Traditional Chinese Medicine for IHL students to take selected courses in this accredited institute of higher learning for traditional Chinese medicine. Taken as electives, these courses can supplement and broaden students’ areas of interest.
San Francisco Community Clinic Consortium
The IHL program has also formed alliances with public health agencies in the Bay Area, including the Consortium of Health Care Clinics. These opportunities for coaching internships allow students to communicate across perceived boundaries of cultural, racial, personal, and linguistic difference, and to apply meaningful, accessible, and accountable solutions for health care.

National Consortium for Credentialing Health & Wellness Coaches
This national consortium consists of more than sixty-five stakeholders in lifestyle improvement, public health, wellness and health coaching educators, and national associations dedicated to health promotion.

Academic Consortium for Complementary and Alternative Health Care
This network of national education associations supports the mission and vision of integrating evidence-based complementary and alternative healing sciences with mainstream medicine.

Faculty Profiles
The Integrative Health Studies faculty comprises practicing integrative medicine doctors; complementary health clinicians; scientists researching complementary, alternative, integrative, and subtle energy medicine; community health policy makers; and international health experts.

Core Faculty
Yosuke Chikamoto, PhD, received a doctorate in health education. He has worked for more than twenty years in the fields of psychotherapy, education, health, and wellness. After practicing as a therapist for several years, and working as a research associate and part-time lecturer in academia, he served as the director of technology and research at Stanford University School of Medicine. He also taught several classes in health, health promotion, and health behavior at California State University, Fullerton and at American University in Washington DC.

Meg Jordan, PhD, RN, CWP, professor, and department chair of Integrative Health Studies and Somatic Psychology. She is a clinical medical anthropologist, international health journalist, and registered nurse specializing in behavioral health and integrative medicine applications in clinical settings. Her research explores the methods of negotiating and resolving conflict among practitioners of varying licensure, philosophies, and healing modalities. Jordan has written five books in health, wellness, fitness, and nutrition, along with numerous articles. She is the founder and editor of American Fitness magazine, is a health commentator for radio and TV, a member of the board of trustees for the National Wellness Institute, the National Consortium for Credentialing Health and Wellness Coaches, and is a research consultant for numerous foundations and health care organizations. As a hospital trustee, she has helped to establish wellness centers for two major hospital systems in California, and as a registered nurse, she has worked in psychiatry, intensive care, and cardiac care, and supervised cardiac rehabilitation programs.

Silvia Nakkach, MA, MMT, is the founding director of the Vox Mundi School of the Voice, an international school devoted to teaching and preserving sacred music traditions, with centers and trainings in Bahia and Rio, Brazil; Argentina; Spain; and California. She is the creator of the Sound, Voice, Music Healing Certificate at CIIS Public Programs & Performances. She is also the founder of the the Path of Dhrupad Singing School in the U.S.. She holds a master’s in music composition from Mills College. She studied classical Indian music under the late master Ali Akbar Khan for more than twenty-seven years. She has written two operas, recorded nine CDs, and is author of Free Your Voice. She is an internationally recognized cross-cultural music therapist.

Adjunct Faculty
Marcel Allbritton, PhD, is a mind-body practitioner; founder of the Mind-Body Foundation; and cofounder of Sustain Well, a consulting business for well-being in the workplace. He applies his background in organization development and communication to professional development in integrative health and the role of practitioners and consumers in shaping the emerging field. He teaches workshops on stress management, lifestyle management, and meditation at health clinics, Green Gulch Zen Center, and Stanford University.
Michael Arloski, PhD, PCC, is a wellness psychologist and a professional certified coach who wrote the foundational book of the wellness coaching field: Wellness Coaching For Lasting Lifestyle Change. The training done by his company, Real Balance Global Wellness Services, is recognized and approved by the American College of Sports Medicine and the American Holistic Nurses Association and has been implemented to certify health and wellness coaches on five continents.

Jim Cross, ND, LAc, has taught anatomy, physiology, pathophysiology, nutrition, and acupuncture for more twenty-five years. He received this naturopathic doctorate degree from National College of Naturopathic Medicine, and acupuncture degree from San Francisco College of Acupuncture. His clinical practice specializes in weight loss, detoxification, general gastrointestinal disorders, and neurotransmitter adjustment.

Mike Denney, MD, PhD, was board certified in surgery with an emphasis in trauma surgery in 1966. He was given the Frederick Coller Award for outstanding research by the American College of Surgeons in 1965. He practiced medicine and surgery for more than thirty-five years, serving as assistant professor of surgery in charge of emergency and trauma at Wayne State University, Detroit, and later at the University of California, Davis, and as clinical faculty at the University of California, San Diego. He has also practiced in other countries, including Italy, Turkey, and Nepal. He has served as chief of staff and chairman of quality assurance at a number of hospitals, and from 1990 to 2001 was CEO of his small company that consulted and served rural hospitals in Northern California. He also is a founding member of the IHL Advisory Board.

Christine Donohue, MA, MFT, is a licensed Marriage and Family Therapist, consultant, and educator. She earned her master’s in counseling psychology from CIIS and works with children, adults, couples, and families in her private psychotherapy practice in Mill Valley. Her work includes guest lecturing at CIIS, UCSF, and other institutions specializing in somatic approaches to health. She served as a faculty member at the Barbara Brennan School of Healing, and consulted for the U.S. military in service of children, couples, and families. She currently is an adjunct faculty member at the American College of Chinese Medicine in San Francisco. Her field of interest is in maximizing physical, emotional, mental, and spiritual health via the confluence of psychology and the body’s innate wisdom. As a teacher and trainer, she is passionate about supporting students to better utilize their internal states within the clinical relationship for positive treatment outcomes.

Ricky Fishman, DC, has been a Doctor of Chiropractic since 1986, and the codirector of Chiromedica, an integral holistic health care center since 1988. As a leader in the field of integral healing, he has brought together and assimilated the work of chiropractors, medical doctors, acupuncturists, nurse practitioners, psychologists, physical therapists, and massage therapists. In addition to his private practice, Fishman worked as the staff chiropractor for the Haight Ashbury Free Clinic to deliver services to the uninsured population of San Francisco. To complement his clinical work, Fishman was a professor of humanities at New College of California for more than twenty years, as well as at the Acupuncture and Integrative Medicine College in Berkeley.

Leslie Gray, PhD, is an internationally renowned teacher, presenter, and psychologist who has worked with medicine people and elders around the world, and specializes in transindigenous methodologies. She is also the founder of the Woodfish Institute, which aims to bridge indigenous knowledge with modern applications of ecopsychology, mind-body healing, and “human problem solving.” She maintains a private practice in San Francisco, teaches workshops and seminars worldwide, and conducts travel/study programs to ancient sites.

Barbara Harris, MA, MDiv, is an ordained interfaith minister with the intent of supporting each person’s deepening spirituality and search for meaning. Having spent twenty years in fitness and wellness as editor of a women’s health and fitness magazine, she has a lifelong commitment to holistic health and well-being. Since receiving her MA in Integrative Health Studies from CIIS, she has become most interested in addressing inequities in health by advocating for health and health care for all persons as a human right.

Farzad Khayam-Bashi, MD, is an accomplished health care operations leader with extensive experience commanding multi-million dollar community outreach initiatives, multi-hospital upgrades and systems integrations. Dr. Khayam-Bashi implemented a training and support program assisting discharged patients in medication usage, treatment education, and problem resolution, resulting in $4 million per year savings in emergency room visits and relapse treatment.
Katherine Leahy, MA, serves as program manager and internship supervisor for IHL. She has a master’s degree in counseling psychology from the Institute of Transpersonal Psychology. Leahy has expanded the service learning and community engagement program to include more than ten new internship sites, such as the San Francisco Department of Health’s Healing Project, Laguna Honda Hospital, and UCSF Osher Center for Integrative Medicine, making the 200-hour internship a central pillar within IHL. She teaches professional career preparation, community application of learning goals, and the building of reciprocal relationships within internship sites.

Megan Lipsett, MA, is a recent graduate of the IHL program. Her original academic research developed an assessment scale for integrative medicine clinics to examine essential conditions for optimal and sustained well-being. She assisted Elliott Dacher, MD, in the presentation of a beta workshop on human flourishing. That workshop has now been developed into a required course for IHL with the intention of providing a meditative foundation for incoming cohorts. In addition, she has a deep interest in Ayurvedic medicine.

Beverly Rubik, PhD, is an internationally recognized pioneer in integrative medicine and subtle energy research, and the founder and director of the Institute for Frontier Science. She holds several faculty positions, is the editor of The Interrelationship Between Mind and Matter, and a consultant to National Institutes of Health’s National Center for Complementary and Alternative Medicine. Her research laboratory in Emeryville, California, has explored the effects of wellness lifestyles on Reiki practitioners, the healing signature of water, and bioelectromagnetic therapeutics of various subtle energy devices. Rubik is a recipient of an NIH grant on subtle energy, shared with Gary Schwartz. She is a faculty member at Union Institute & University, and at Saybrook Graduate School and Research Center.

Fouzieyha Towghi, PhD, MPH, received her PhD in cultural and medical anthropology from the joint program at University of California, San Francisco and the Department of Anthropology at UC Berkeley, where she earned an additional graduate accreditation from the Designated Emphasis in Women, Gender, and Sexuality program. She has worked as postdoctoral research Fellow with the Swiss network for Mobility Studies at the University of Zurich and the University of Neuchâtel. Her research interests include social justice and inequality at the intersections of women’s health; global/public health; science; technology; and postcolonial, feminist, and critical race theories. Her scholarship engages critical development and subaltern studies, and politics of racial/ethnic, class, regional and religious differences. She teaches Multicultural Perspectives of Health Care Delivery for IHL.

John W. Travis, MD, MPH, is recognized as one of the founders of the wellness movement. Dr. Travis opened one of the first holistic wellness center in the U.S. in Mill Valley in 1975, creating the first edition of the Wellness Inventory assessment that same year. He is coauthor of the classic Wellness Workbook (3rd Edition, Celestial Arts, 2004), the support and companion book to the online Wellness Inventory program. Dr. Travis also teaches at the Royal Melbourne Institute of Technology.

Allyson Washburn, PhD, received her doctorate in experimental psychology from Johns Hopkins University. Washburn’s current research interests include early identification of Alzheimer’s disease and other dementias, social cognition in normal aging and dementia, personhood in dementia, nonpharmacological treatment for chronic pain, identification and treatment of depression in frail elders, and the epidemiology and treatment of diabetic complications. She has been conducting applied psychological research, using both quantitative and qualitative methods, for more than twenty years. She has been principal investigator on grants from the National Institute on Aging and the Alzheimer’s Association. Much of Washburn’s research on aging has been conducted at the Jewish Home of San Francisco, where she directs evaluations of innovative programs to enhance the quality of life for residents and staff.

“While ordinary biomedical science relies upon circumscribed, quantitative, and objective data, the new sciences additionally include wholeness, qualitative, and subjective elements of healing. In this way, ‘evidence-based medicine’ can become truly holistic.” —Mike Denney, MD, PhD
Advisory Board

Hans Baer, PhD
Medical anthropologist internationally recognized for his critical analysis of integrative medicine.
Author of *Biomedicine and Alternative Healing Systems in America* and *Toward an Integrative Medicine*.
Professor, University of Melbourne, Australia.

Elliott Dacher, MD

Mike Denney, MD, PhD
Founding Advisory Board member for IHL, editor in chief of *San Francisco Medical Society Journal*.

Susan Fox, LAc, APC
Founder and director of Balance Restored Center for Integrative Medicine in Mill Valley. Expertise in applications of oriental medicine for fertility and women's health.

Connie Grauds, RPh
Founder and director of the Center for Spirited Medicine, Connie Grauds is a Registered Pharmacist; author; and national presenter who directs a nonprofit with global outreach, dedicated to uniting the modern science with the spirit of the indigenous world to create personal and planetary health. Author of *Jungle Medicine* and *The Energy Prescription*. Founder and director of the Association of Natural Medicine Pharmacists, faculty at the University of Minnesota's Center for Spirituality and Healing.

Sally LaMont, ND, LAc
Spearheaded the licensure movement for naturopathic doctors in California as the executive director of the California Association of Naturopathic Physicians, author, educator of natural medicine principles, political advocate with Citizens for Health, lecturer with the Institute of Holistic Health Studies at San Francisco State University. She maintains a private practice as a licensed acupuncturist and naturopathic physician.

Ricki Pollycove, MD
Integrative physician; board certified in Obstetrics/Gynecology; a founding director for education and program development at the California Pacific Medical Center Breast Health Center, and a past chief of the Division of Gynecology there. She is a fellow of the American College of Obstetrics and Gynecology, and a member of the North American Menopause Society, the American Society of Reproductive Medicine, and the American Society of Breast Disease.

Tony B. Rich
President and CEO of Wellcorps International, a health and social advocacy corporation. Businessman, entrepreneur in the nutraceutical industry. Consulting sponsor for CIIS conference on entheogenic healing.

Beverly Rubik, PhD
Internationally recognized pioneer in integrative medicine and subtle energy research; founder and director of the Institute for Frontier Science; several faculty positions; editor of *The Interrelationship Between Mind and Matter*; consultant to NIH's National Center for Complementary and Alternative Medicine.

Len Saputo, MD
Founder and director of the Health Medicine Center and Health Medicine Forum, a nonprofit educational monthly conference for the public dissemination of holistic and preventive health education and advocacy. A graduate of Duke University Medical School and board certified in Internal Medicine, and author of *Boosting Immunity* as well as *A Return to Healing: Radical Health Care Reform and the Future of Medicine*. 

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*Integrative Health Studies*
William Stewart, MD
Nationally renowned oculoplastic surgeon, a former chairman of California Pacific Medical Center’s Department of Ophthalmology, and a current member of the senior management team at California Pacific Medical Center. He is a cofounder and the medical director of the Institute for Health and Healing. Dr. Stewart is the author of *Deep Medicine: Discovering a Personal Path to Healing*. He has received the “Best Doctors in America” recognition every year for more than ten years, and is a frequent, inspiring guest lecturer around the world, dedicated to changing the way we understand health and healing.

John W. Travis, MD, MPH
Recognized as one of the early founders of the wellness movement, Dr. Travis opened one of the first wellness center in the U.S. in Mill Valley CA, in 1975, creating the first edition of the Wellness Inventory assessment that same year. He is coauthor of the classic *Wellness Workbook* and the Wellness Inventory program.

Daphne Crocker-White, PhD
Published poet (*Skylark*) and clinical psychologist, Daphne White supports holistic explorations into healing arts and science through her work as a board member with the Nine Gates Mystery School, the Institute of Noetic Sciences, and the Sonoma Ashram. She is a CIIS trustee and has been a Montessori school teacher and administrator, and founder of her own school, the Peninsula Early Learning Center.

“Compassion, hope, presence, and love are seen as healing energies as powerful as any. These and other ‘feminine’ aspects of health care, such as listening, service, and attending skills, have changed the face of medicine.”—William Stewart, MD

Alumni Profiles

**Stephanie Goldstein (MA ’10)** has brought her Integrative Wellness Coaching practice to Southern Illinois, where she supplies a broad range of restorative yoga and health promotion services to doctors’ offices and community centers. She has dedicated many years of her young adult life to experiencing and researching diverse holistic approaches to end-of-life care by working as a hospice patient companion in both Memphis and San Francisco. She excels at Animal Assisted Therapy.

**Jeanne Kettles (MA ’07)** is the health manager of Alameda Head Start, a comprehensive child development program in California, serving low-income children and their families. She also works as a health policy consultant, coordinating a community health initiative for Alameda County Supervisor Alice Lai-Bitker with the unincorporated area of San Lorenzo to eliminate health disparities in their community. She serves on many interdisciplinary types of councils for Alameda County on diverse community health projects and in an integrative public health work group called Health Is Not Just Healthcare. Prior to her studies in the Integrative Health program, she practiced as a professional home-birth midwife and collaborated statewide.

**Sumedha Khanna, MD (MA ’96),** is an obstetrics/gynecology and public health physician, specializing in women’s health programs, national family planning policies and programs, safe motherhood strategies, leadership training for public health, and integral health practices. She worked for more than twenty-five years with the World Health Organization, consulting on public health in more than sixty countries throughout the world. She founded The Healing Well in Gualala, California, as a consulting and information center dedicated to promoting women’s health in midlife and beyond.

**Jerrol Kimmel, RN (MA ’08)** began her career in community mental health and the healing arts in 1975 with a BA in psychology from UC Berkeley. She is a nationally certified massage therapist and a member of the American Massage Therapy Association. In 1983 she completed a nursing program to integrate Western medicine with holistic practices. Kimmel is a faculty member of the Center for Mind-Body Medicine’s professional training programs and is also part of the Center’s international team, Healing the Wounds of War, providing training for trauma relief for health and mental health professionals in Israel and Gaza.
Chanda Möllers (MA ’10) After her first yoga class in 1996, Möllers felt compelled to deepen her practice and completed the yoga teacher training program at the Integral Yoga Institute in New York City. With over a decade in engineering design and consulting work tandem to her interest in wellness and personal development, Möllers decided to pursue a career in wellness full-time. Chanda now serves as the Wellness Program Manager at Pacific Gas and Electric.

Jake Pollack (MA ’06) worked in India serving as faculty for Living Routes, an educational program, teaching Sustainability in Practice at Auroville, India. He has also worked for the University of Denver’s South India Term Abroad program in Madurai. Jake is now the Director of Educational Programs at Cape Eleuthera Institute in the Bahamas that focuses on a holistic approach to island ecosystems, philosophy of collaboration and relationship building, and intrinsic bond between primary research and education to create models of effective resource management and sustainable development.

Toni Sicola (MA ’11) is the wellness program manager at Alameda County Medical Center in San Leandro, California. Sicola’s responsibilities include creating a culture of wellness at ACMC so that all company-supported events, systems, policies, projects, and initiatives support the health, happiness, and life balance of all employees, patients, and guests.

Diana Walters (MA ’07) is starting up an integrative health coaching and integrative health bodywork practice, specializing in brain injury recovery and patient-centered-care techniques, and began her PhD in clinical psychology at Saybrook Graduate and Research Center, San Francisco. After completing her MA with a focus on patient-centered care, she started the Feldenkrais training program through the Feldenkrais Resources Centre in Berkeley, as well as started and completed a certification in life coaching through Coach Training Alliance in Colorado.

Jennifer Yee, (MA ’10) is senior health educator at Kaiser Permanent and owner of Enliven Wellness, a wellness coaching service. Through her groundbreaking internship at Aetna, she paved the way for future IHL interns in corporate wellness. Prior to attending the IHL program, she graduated with honors in economics from UC Santa Cruz. She is also a skilled project manager for web-based enterprises.

Admission and Institutional Policies

Application Deadlines
The IHS program admits students both in the fall and spring semesters of each academic year. Applications for the fall semester have a priority deadline of February 15. For the spring semester, the priority deadline is October 15. Applications may continue being reviewed beyond the priority deadline on a space-available basis.

Application Procedures
Application files are opened through the Admissions Office, which upon completion, and after administrative review, are forwarded to the relevant academic program. Guidelines for application materials are listed on the application.

The Admissions Office must receive all admission materials before the file is forwarded to the Integrative Health Studies department. After all documents have been received, the applicant will be contacted within one week to arrange an interview. Personal interviews are required of all applicants. An in-person interview at the Institute is preferred; however, an interview by telephone may suffice for students living outside a 500-mile radius of the Institute, and occasionally for students closer to the Bay Area.

Further Assistance
We encourage prospective students to get in touch with the admissions counselor. Please contact Jana Krezo, admissions counselor, at 415.575.6246 or jkrezo@ciis.edu.
International Students
The Institute welcomes applications from international students. Basic admission guidelines for applying as an international student are listed on the application. For specific questions about being an international student at the Institute, please contact the international student advisor Jody O’Connor at 415.575.6157 or joconnor@ciis.edu.

Maintaining Status
Upon admission, students who are recipients of financial aid or certain scholarships must register for a minimum of 9 units each semester to maintain full-time status and for a minimum of 5 units each semester to maintain part-time status. Students who are not recipients of financial aid or certain scholarships and wish to take a different configuration of units must consult with their academic advisor. International students are required to register for a minimum of 9 units each semester to maintain full-time status.

Equal Opportunity
CIIS is an equal-opportunity institution. The academic vice president is the officer responsible for overseeing the Institute’s compliance with equal opportunity policy.

Disability
CIIS is in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and with Section 504 of the Rehabilitation Act of 1973. The dean of students is the Institute’s disability officer.

Human Research Review Committee
Any research project involving human subjects must be submitted for approval to the Institute’s Human Research Review Committee (HRRC) along with application for approval. Applications for approval are available outside the Registrar’s Office.

The HRRC is charged with the responsibility and authority to review, approve, disapprove, or require changes in research activities involving human participants. This review is done to ensure that the research conforms to the principles of ethical research articulated by the various professional organizations, including the APA and American Anthropological Association and by the Department of Health and Human Services. Students may not begin any of their research involving human participants, including piloting and fieldwork, until the entire research proposal has been fully approved by the Human Research Review Committee.

Student Evaluations
Student evaluations are held annually by both faculty and students. Based on the evaluations, students may be advised to undertake additional coursework or, if notified of unsatisfactory progress, be placed on academic probation.

Student Handbook
The program handbook and the CIIS Student Handbook outline academic procedures and policies of importance to all students.

Glossary of Terms

Integral philosophy is a dynamic vision and practice first articulated by Sri Aurobindo (1872–1950), philosopher, poet, and mystic whose unifying vision serves as the educational wellspring from which CIIS has evolved. By infusing Hindu spiritual wisdom with the Western (Hegelian, Romantic) vision of the evolution of consciousness, Sri Aurobindo generated a vision and a method for integrating matter and spirit, temporal and eternal. His remarkable student, scholar and educator Professor Haridas Chaudhuri, brought this philosophy to the United States in 1951 and set up some of the first dialogs and cultural exchanges on Asian mysticism, philosophies, and yogic and traditional wisdom. He immediately joined the faculty of San Francisco Academy of Asian Studies (of which Alan Watts was academic dean) and founded, with his wife Bina, the Cultural Integral Fellowship. In 1968 he and Bina founded the California Institute of Asian Studies—which, in 1981, took the name California Institute of Integral Studies (CIIS), and is now an
Integrative Health Studies

Accredited graduate school. CIIS offers master’s, and doctoral programs in clinical psychology, counseling psychology, East-West psychology, philosophy, women’s spirituality, anthropology, transformative inquiry, and integrative health.

**Integral health** is an evolving term that merges aspects of integral philosophy and integral theory with current trends in health and medicine, incorporating fresh thinking on the evolution of consciousness, non-local intentionality and healing, a greater unity of science and spirit, and reverence for the wonders of spontaneous healing and the cycle of living and dying. It implies that healing is inherently integral (already integrated), and it is our task to study and honor that.

**Integrative health** is a term that embraces the art and science of wellness for mind, body, spirit, and community. The sense of community extends from the individual to social networks through planetary well-being. The unique program of Integrative Health Studies at CIIS has developed a set of founding principles that are embedded throughout the curriculum. Integrative health is an outgrowth of integrative medicine, which blends complementary and alternative medicine modalities with modern medicine, holism, complexity theory, consciousness studies, and system theory. True integration requires a paradigm shift within the hearts and minds of professionals, whether they are conventional medical doctors, nurses, therapists, or administrators, or those working in the complementary and alternative health fields, such as massage therapists, yoga instructors, bodyworkers, somatic educators, and acupuncturists.

Integrative health practitioners recognize an innate healing capacity within each individual, and also strive to foster important therapeutic relationships with their clients. Committed to collaborate at a deeper level with other practitioners, they offer evidence-based healing strategies, whether conventional, alternative, modern, or ancient. Integrative health is holistically focused on the whole person, and underscores an ecological worldview of healing with interdependence, diversity, cycles of life and death, and natural limits.

**Integrative health research** challenges the notion that randomized controlled, double-blind trials are the only way to provide evidence for health or medical interventions. Integrative health research acknowledges the science and the spirit of inquiry; multiple ways of knowing; and frameworks including ethnographic, participatory, narrative, oral history, action, and other qualitative and quantitative methods.

**Integrative medicine** is a phrase coined by Andrew Weil, MD, to signify the blending of conventional biomedicine with complementary and alternative medicine practices to return wholeness, balance, and support to the self-healing process. Integrative medicine recognizes both the wisdom traditions of diverse healing systems and the advancements in clinical practice, research, public hygiene, and technology of modern biomedicine and allopathic care.

**Integrative Wellness Coaching** is a unique offering of CIIS and the IHL program. Coaching is a rapidly growing profession that is a way for people to be in supportive relationship that results in a more effective, meaningful, lived experience for the client. After establishing a coaching alliance, coaches support growth toward optimal well-being, reinforcing accountability and goal-oriented actions, while being a resource for healthful nutrition, exercise, stress management, and positive relations. The Integrative Wellness Coach goes the extra distance of opening conversations for holistic self-care, community and belonging, and meaning and purpose.
Financial Aid Is Available

CIIS administers a full complement of financial aid programs, including federal student loans, scholarships, grants, student employment, and private loans. Please call the Financial Aid Office for details at 415.575.6122 or visit www.ciis.edu/financialaid

San Francisco Is Our Campus

San Francisco is a hub of connections—international, cultural, and professional—within one of the world’s most beautiful natural environments. Diverse neighborhoods make up the city, and CIIS is located in the lively downtown area.

Inside our buildings, you’ll find intense learning experiences, a rooftop Zen garden, meditation room, bookstore, art exhibits, and our popular organic café. Outside, a spirit of renewal is invigorating SoMa, our South of Market neighborhood. Parks, shops, and housing are sprouting up in the area between Mission Street and the San Francisco Bay, already anchored by Symphony Hall, the Asian Art Museum, Yerba Buena Center for the Arts, the Museum of Modern Art, San Francisco Public Library, and City Hall.

In the city and throughout the Bay Area, students gain work experience at challenging practicum sites. There’s an exciting synergy here between personal and communal growth you won’t find anywhere else.

Through CIIS Public Programs & Performances, the Institute offers students and the public a dazzling variety of concerts, workshops, conferences, lecture series, and urban retreats—many granting continuing education credit—that showcase leaders in spiritual practice, interfaith dialogue, psychology, social activism, bodywork, performing arts, dance, movement, and many other areas. The Arts at CIIS sponsors numerous art exhibits and events, and travel tours take alumni and friends to such destinations as India and Costa Rica. A recent major conference, “Expanding the Circle: Creating an Inclusive Environment in Higher Education for LGBTQ Students and Studies” attracted participants from colleges and universities throughout the U.S. and internationally.

Open the Door to Your Future

Our place is yours during CIIS open houses and program information sessions—great ways to experience our community and learn about programs firsthand. You can also call or email our admissions counselors who can answer your questions, put you in touch with specific programs, and schedule a classroom or campus visit.

Academic Programs

SCHOOL OF CONSCIOUSNESS AND TRANSFORMATION

- Asian and Comparative Studies (MA, PhD in Philosophy and Religion)
- Anthropology and Social Change (MA, PhD)
- East-West Psychology (MA, PhD)
- Ecology, Spirituality, and Religion (MA, PhD in Philosophy and Religion)
- Philosophy, Cosmology, and Consciousness (MA, PhD in Philosophy and Religion)
- Transformative Leadership (MA, online)
- Transformative Studies (PhD, online)
- Women’s Spirituality (MA, PhD in Philosophy and Religion)
- Creative Inquiry, Interdisciplinary Arts (MFA)
- Writing and Consciousness (MFA)

SCHOOL OF PROFESSIONAL PSYCHOLOGY & HEALTH

- Clinical Psychology (PsyD)
- Community Mental Health (MA in Counseling Psychology)
- Drama Therapy (MA in Counseling Psychology)
- Expressive Arts Therapy (MA in Counseling Psychology)
- Integral Counseling Psychology (MA in Counseling Psychology)
- Integrative Health Studies (MA)
- Somatic Psychology (MA in Counseling Psychology)

SCHOOL OF UNDERGRADUATE STUDIES

Bachelor of Arts Completion (BAC) Program

- BA in Interdisciplinary Studies

ONLINE DEGREES

- Transformative Leadership (MA)
- Transformative Studies (PhD)

CERTIFICATE PROGRAMS

- Advanced Certificate in East-West Spiritual Counseling
Integral
An approach to life, philosophy, and education that focuses on wholeness and integration of body-mind-spirit. The Sri Yantra symbolizes the integration of the spiritual with the worldly, embracing paradoxes and honoring diversity as part of its method of comprehending unity.

“What happens at CIIS is very nearly unique in the world of higher education. It is also revolutionary...No one is truly educated until heart and mind have been joined with action.”

PARKER PALMER
Author, educator, activist

Accreditation
CIIS is accredited by WASC (Western Association of Schools and Colleges, 985 Atlantic Avenue, Suite 100, Alameda CA 94501; 510.748.9001).

Diversity
California Institute of Integral Studies recognizes and honors the value of a diverse academic community. It is committed by law and by purpose to serving all people on an equal and nondiscriminatory basis.

In Brief
LOCATION
• In downtown San Francisco
• Walk to public transportation

COMMUNITY
• 1,400 students
• Age range from 20 to 75
• 7% international
• 26% students of color
• 71% women
• Online students across 4 continents
• More than 5,000 alumni in 28 countries

COSTS
For a detailed breakdown of costs—full-time, part-time, and per-unit—visit www.ciis.edu/admissions or call Admissions at 415.575.6154.

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