

**DR. SUNITA IYER ND, LM**  
**CURRICULUM VITAE**

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**OBJECTIVE STATEMENT**

*To continue to apply decades of clinical care, coaching, and teaching in health policy, healthcare & organizational leadership, health education & promotion, science writing, and social justice to the work of inclusive teaching and educational support, clinical care, policy & advocacy work, and program development. Alongside my academic and pediatric and adolescent clinical experience, I have many years of experience with CME development as a member and former President of the MAWS (Midwives of Washington State) board. I am also actively engaged in the mentorship and growth of future healthcare and community leaders through fieldwork, preceptorship, public service, and community partnership. I was central to the creation of new, interdisciplinary mental & behavioral health programs pertinent to the K-12 population that spanned sectors and specialties in an effort to foster my passion for communication, cross-disciplinary work, and well-being. Currently, I am engaged in the pursuit of empowering learners to find, hear, and express their authentic voice through innovative and reflective writing, multimedia, and performance to allow them to pair technology with didactic knowledge, and bring their whole selves to their learning. Additionally, I have recently been selected to participate in a year-long DEI Fellowship to research, develop, and curate curriculum for learners writing in their non-primary language, specific to academic and professional writing. This project would allow me to create a *de novo* curriculum to support the well-being and progression of the students and faculty on our incredibly diverse campus. I have many years experience teaching and presenting to large groups, including all provider types and institutional connections and professional associations.*

**EDUCATION**

**ND, LM Naturopathic Doctor and Licensed Midwife 2008** Bastyr University, Kenmore, WA  
Program: Clinical doctorate in naturopathic medicine and midwifery  
*Specializations:* Perinatal and Pediatric Health, Primary Care, Mental and Behavioral Health of Perinatal, Pediatric, and Adolescent Populations

**BA (hon), Anthropology, Linguistics (minor) 1998** University of Chicago, Chicago, IL  
*Thesis:* "An Ethno-Linguistic Cultural Exploration of the Basque People"  
Advisor: Victor Friedman PhD

## **TEACHING & CLINICAL PHILOSOPHY**

My teaching philosophy is that learning and teaching are multi-dimensional, collaborative, and require a growth mindset. To teach well, we must have more than one arrow in the quiver. We must be creative, and pliable in order to perceive, teach to, and inspire the curious minds and leaders that we are given the opportunity to influence. This philosophy is not unlike how I approached clinical care; *Docere* means “to teach” and is the root of our word *Doctor*. I hold both responsibilities as teacher and doctor with kind care and reverence, and feel strongly that the integration of those two actions is critical to the future of healthcare, education, and our changing world. For us to make changes in healthcare outcomes, policy, and student and patient lives, our new generation of providers and leaders must be equally dedicated to learning, teaching, and their growth. In both clinical and educational realms, possessing and teaching excellent professional communication is essential and one of the key skills I refine and share with my adolescent, young adult, and older adult students in all realms.

## **TEACHING EXPERIENCE**

**ASSOCIATE TEACHING PROFESSOR: 2022-PRESENT** University of Washington Bothell, Bothell, WA

**ASSISTANT TEACHING PROFESSOR: 2020-2022** University of Washington Bothell, Bothell, WA

**SENIOR LECTURER, Part-Time: 2019-2020** University of Washington Bothell, Bothell, WA

**LECTURER, Part-Time: 2018-2019** University of Washington Bothell, Bothell, WA

**LECTURER, Part-Time Temporary: 2016-2018** University of Washington Bothell, Bothell, WA

**ADJUNCT & CLINICAL FACULTY: 2009-2021** Bastyr University, Kenmore, WA

**CLINICAL EXPERIENCE****NATUROPATHIC FAMILY PHYSICIAN, LICENSED MIDWIFE: 2008 to present****OWNER Dr. Sunita Iyer LLC: 2022 to present****CLINICAL DIRECTOR: 2008-2022** Eastside Natural Medicine PLLC, Kenmore, WA**TEAM MIDWIFE** Puget Sound Birth Center, P.S (2008-2013) Kirkland, WA

Founder of and providing naturopathic primary care in an integrative clinic, including mental and behavioral health management, immunizations, routine preventive care, laboratory testing and other diagnostics, lactation management and tongue tie revisions, nutritional counseling and management, and natural and conventional prescribing with specializations in pediatrics and perinatal health. Clinically, I specialized in pediatric, adolescent, and perinatal health. Directorship and clinical practice included the creation and supervision of a nationally accredited residency program, a clinical pediatric teaching clinic, the care of 9,000+ patients, and the regular operations and budget management of an integrated healthcare facility employing 19 people for many years. Initiated practice as a Licensed Midwife in a group, birth center-based practice and transitioned to solo practice in 2013. Remained in active midwifery practice until 2018 and continuing to practice primary care medicine for established patients and as part of an established teaching clinic. Transitioned ownership of clinic to existing providers in 2022 and remain working in my solo, high-touch clinical practice.

**RESIDENTIAL COUNSELOR: 1998-2001** Family Services of Greater Boston, Boston, MA

Assist the Director and supervise a large team of residential assistants and counselors in the education, mental health management, life, and parenting skill development of pregnant and parenting adolescents experiencing homelessness and living temporarily in a residential program. This included: conducting comprehensive evaluations and assessments of adolescent mothers and their children; assisting and advocating for the adolescents in their interactions with medical personnel, public school administration, employers, child care agencies, social service workers, and personal relationships; working closely with referring and collateral agencies, including state and federal government programs, as an advocate for funding and support of the residential program; providing direct mental health counseling as well as facilitating life, education, stress-management, behavior modification, and parenting skills training.

## **ACADEMIC SERVICE AND ACHIEVEMENTS**

### **2024-25 DEI FELLOWSHIP AWARDEE**

University of Washington Bothell

I received an award to expand DEI capability on our extremely diverse campus that includes a high percentage of first-generation, immigrant and refugee, and multilingual students. The phases of this project include: identifying expectations of faculty, preparedness to teach and/or support students writing in their non-primary language when it is assigned, and the implications for rubrics and grading; creating a campus-wide resource to be reviewed and utilized by faculty, Writing Center, and campus Writing Council to update and support best practices as it pertains to assigning, supporting, and grading writing for faculty to support students writing in their non-primary language, and develop a process for feedback/improvement. Ultimately the goal of this project is to support faculty in supporting our students to be successful following graduation and to improve the quality of writing so critical to our increasingly virtual, less face-to-face professional world.

### **SNHS ELECTED FACULTY COUNCIL**

**CHAIR: 2023-2024**

**MEMBER: 2022-2023**

University of Washington Bothell

To facilitate shared governance, the UWB SNHS created the Elected Faculty Council (EFC) to advise the Dean on matters of policy regarding faculty promotion and tenure, and on matters involving academic policy, including priorities, resource and salary allocation, and budgets. This is in accordance with the University of Washington Faculty Code, Section 23-45.C. The EFC shall be concerned with all domains of the faculty authority and duties of the SNHS faculty and the professional and personnel issues affecting faculty. This body is directly accountable to the faculty from which it is elected and will act as an advisory body to the faculty on academic and other matters referred to in Section 23-41 of the Faculty Code. As an elected member to the EFC, I contributed to numerous policy discussions pertinent to the school and faculty including the search for a permanent Dean, Merit Allocation, and the future work of the Behavioral Health Initiatives. This year, as the Chair, I have been an active participant in meetings with the SNHS Leadership Team and our campus General Faculty Organization, University-wide governance, as well as collaborating directly with our Dean and VCAA in urgent matters pertinent to our Dean search, Unit Adjustment, budgetary concerns and management, and a Subvention Proposal.

### **UWB WRITING COUNCIL**

**CHAIR: 2023-2024**

**MEMBER: 2022-2023**

University of Washington Bothell

The Writing Council aims to create effective writing pathways for students throughout the entirety of their UW Bothell experience. The Writing Council supports the thoughtful and consistent integration of writing across the curriculum, from the first-year to the graduate level. The Council aims to strengthen the campus-wide culture of writing and communication through fostering connections across Schools and expanding opportunities for student learning and faculty development. The Council provides guidance to the Vice Chancellor for Academic Affairs on curricular issues pertaining

to the teaching and learning of writing. This current academic year, I began my three-year term as the Chair of this Council and we are looking to collaborate in tri-campus efforts to better understand W and C requirements, teaching efficacy and writing pedagogy, and standards that best suit our incredibly diverse Bothell campus and the needs of first-generation students.

#### **FACULTY COUNCIL ON TEACHING & LEARNING**

##### **MEMBER: 2022-2024**

University of Washington Tri-Campus

The Faculty Council on Teaching & Learning is charged with responsibility “for all matters of policy, both academic and non-academic, relating to improvement of teaching and learning in the university; including distance learning, educational outreach, and summer quarter, and the use of educational technology in instruction” (Faculty Code, Section 42-33). Activities historically performed include addressing a prioritized list of student and faculty-related concerns, inquiries, and interests relating to the effectiveness and overall well-being of pedagogy at the UW, especially by way of inviting key administrators and stakeholders to council meetings for providing supplementary information, and for receiving council and student guidance on the topics at-hand. I served on the Accessibility subcommittee in AY '22-23 and in AY' 23-24 served on a subcommittee addressing teaching evaluations and their university-wide use in Merit & Promotion.

#### **COIL FELLOWS 2023-24**

University of Washington Bothell

Fellows are expected to actively participate in seven COIL Fellows community of practice meetings, set up at least one 1:1 consultation, and complete several on-line assignments during Winter and Spring Quarter 2023 to deepen your understanding of COIL pedagogy, begin applying it to your own course, and cross-pollinate ideas with others. By the end of Winter Quarter, Fellows will also begin working with international partners to plan out the COIL modules. Key objectives are: to articulate objectives for your course that align with your school/ unit and COIL goals, complete a partnership worksheet that lays out main parameters of a COIL collaboration and tackles common logistical challenges, implement strategies to find (if you haven't already) and actively collaborate with a COIL partner, design and implement distance learning opportunities that align with best practices for online teaching, design interactive learning opportunities among two geographically and temporally distinct groups, practice using specific technologies useful in COIL collaborations, and to build a syllabus, assignments, and reflective writing for the teaching collaboration.

#### **SUBVENTION PROPOSAL SUMMER SUBCOMMITTEE 2023**

School of Nursing & Health Studies

This subcommittee was appointed and charged with the work of developing and presenting a Subvention proposal draft to the School. As part of this subcommittee, the members met weekly throughout the Summer to discuss avenues for revenue and enrollment stabilization and generation. This work included extensive research, in-depth financial evaluation of university and school budgets, collaboration with administration, other schools and departments, tri-campus discussions, and the creation of a day-long retreat to present our findings to the School.

#### **BEHAVIORAL HEALTH CERTIFICATE COMMITTEE**

**DIRECTOR of BEHAVIORAL HEALTH K-12: 2020-2021**  
**CO-DIRECTOR of BEHAVIORAL HEALTH K-12: 2021-2022**  
**HEALTHCARE-FACING COMMITTEE MEMBER: 2018-2023**  
 University of Washington Bothell

Participate in and contribute to a growing and thriving committee of faculty in the School of Nursing & Health Sciences that is developing a behavioral health initiative that will address mental & behavioral health training needs for healthcare and K-12 personnel. In partnership with donors, stakeholders, legislators, other academic institution(s), and committee members we are deeply engaged in and charged with addressing mental and behavioral needs of nursing, allied health professionals, educators, and school personnel. This work has included *de novo* curriculum development & course creation, program planning, creation of evaluation methods, and implementation in 2020-21. My contributions include the development of the Patient Communication course, to co-author the original Population Health in Primary Care course syllabus, developing interdisciplinary content creation teams, connecting with, and advocating for our work with community partners, other academic collaborators, and legislators.

**CENTER FOR GLOBAL STUDIES SUMMER 2021** University of Washington

I was awarded a \$2,000 grant from the Center of Global Studies in the University of Washington Henry M. Jackson School of International Studies following a rigorous and competitive proposal process including applicants across all three UW campuses in recognition of my innovation in teaching for the University of Washington. The grant is intended to assist my work in developing further a course that I have created and taught twice in order to integrate an active global-cultural component in collaboration with a global partner and increase the accessibility of course content for students with limited internet bandwidth. Most importantly the goal of building this course for global collaboration is to help contextualize health and health behaviors for healthcare-oriented students and future providers such that there is greater empathy and understanding for differing values, goals, and desired outcomes regarding health. This can be done most effectively in partnership with global partners and with tools that integrate them into a technologically diverse course, rather than participating in a culturally 'American' course.

**WRITING MODULE: SUMMER 2019** University of Washington Bothell, Bothell, WA

Actively collaborate with SNHS faculty and co-author an online module that provides instruction and resources to support and inspire excellent student writing work in nursing education. This was a short-term project developed with the support and recommendations of the BSN Curriculum Committee and in conjunction with writing pedagogy and scholarship. A proposal regarding this work was accepted for presentation at the Lilly Conference on Evidence-Based Teaching & Learning in Austin, TX in 2020.

**BOTANICAL MEDICINE CERTIFICATE TRACK: 2014-2016** Bastyr University, Kenmore, WA

Participated in and contributed to a committee of faculty alongside the Midwifery Program Chair that developed an alternative track for master's work that included extra coursework and specialized in botanical medicine for use in midwifery care and practice. In partnership with faculty, administration, accrediting bodies, and students we created curriculum, designed courses, produced course syllabi and content, and implemented this initiative. My original course, Introduction to CAM Therapeutics in Midwifery, was the foundational, entry course

## **MENTORING AND PRECEPTING EXPERIENCE**

### **ADVISOR, NAMI ON CAMPUS STUDENT CLUB: 2023-2024**

University of Washington Bothell

NAMI On Campus Clubs is a student-led club that tackles mental health issues on our college campus by raising mental health awareness, educating the community, supporting students, promoting services, and advocating for more support. This club is open to all students, whether they live with a mental health condition, are a family member or friend, or have a general interest in mental health. NAMI on Campus clubs aim to address the mental health needs of all students so they have positive, successful and fun college experiences

### **RESIDENCY DIRECTOR: 2014-2022**

Eastside Natural Medicine PLLC, Kenmore, WA  
Bastyr University, Kenmore, WA

Supervisor and Site Coordinator for a CNME-accredited residency program overseeing 1-3 resident physicians each calendar year for 1 to 2-year contracts. This includes the development of clinical curriculum and areas of study ('Grand Rounds'), serve as mentor, coach, and advisor, develop and utilize evaluation materials, and manage program resources pertaining to accreditation and regulation through a blend of administrative work, clinical teaching, and didactic education in an (my) integrative clinic that serves the Greater Seattle area and 9,000+ patients.

### **EXTERNAL PEDIATRIC CLINICAL SITE: 2019-2022**

Eastside Natural Medicine PLLC, Kenmore, WA  
Bastyr University, Kenmore, WA

Serve as clinical supervisory faculty, provide hands-on training opportunities, facilitate skill development in pediatric primary care and family medicine to final-year naturopathic medical students. This includes shadowing, co-leading visits and patient care management, see-do-teach, and case presentation with guidance and direct supervision in an (my) integrative clinic that serves the Greater Seattle area and 9,000+ patients.

### **CLINICAL PRECEPTOR: 2008-2022**

Eastside Natural Medicine PLLC, Kenmore, WA  
Bastyr University, Kenmore, WA

Serve as a clinical mentor, provide hands-on training opportunities, facilitate skill development in perinatal, pediatric, and primary care to naturopathic medicine and midwifery students. This includes shadowing, co-leading visits and patient care management, see-do-teach, and case presentation with guidance and direct supervision in an (my) integrative clinic that serves the Greater Seattle area and 7,000+ patients, and while engaged in prior employment at Puget Sound Birth Center, P.S.

### **MASTER'S THESIS CHAIR: 2014-2017**

Bastyr University, Kenmore, WA

Serve as a Chair to final-year midwifery students via a 3-course series to facilitate the completion of a master's thesis. Mentorship, coaching, didactic teaching, and writing skills development were all utilized to assist the master's student in topic development, literature review, drafting a proposal, obtaining IRB approval, creating an executive summary, practice guideline, or other clinical or policy statement pertaining to the practice of midwifery.

## **OTHER PROFESSIONAL SERVICE AND EXPERIENCE**

### **Board Member, Global Perinatal Services: 2023- PRESENT** Federal Way, WA

Newly elected member to the advisory Board of Directors for GPS, an organization dedicated to supporting black, refugee, and immigrant families in the Greater Seattle Area. GPS is a 501c(3) that utilizes grant funding and philanthropic support to educate and empower people within historically oppressed groups to provide doula services to families in their own communities. The Board serves to advise the Founder & Executive Director on strategic planning, budget and funding, and areas for needs assessment.

### **Co-President, Midwives Association of WA State (MAWS): 2018-2020**

#### **Board of Directors Member: 2004-2010, 2015-2022** Seattle, WA

Active and long-standing member of the Board of Directors, and now current and elected Co-President, of the state professional association for practicing midwives in WA State, including Licensed Midwives and Certified Nurse Midwives. I serve as a liaison to our Data & Research Committee, am an active and integral part of the Legislative & Policy Committee, am engaged in lobbying, legislative, and policy action on behalf of the organization, and actively engaged in mentorship to newer and incoming midwives to the board who have a specific interest in leadership.

### **Board Member, Bastyr University Board of Trustees: 2019-2020** Bastyr University, Kenmore, WA

Elected member of the Board of Trustees for Bastyr University that is charged with the overall management, financial well-being, and program development, and strategic planning of the institution. My role on the Board was as an advisor and advocate for clinical training and the practitioner community, in addition to providing insight and counsel to the Finance Committee.

### **Medical Champion on Best Starts Advisory Board: 2018-2019** Cardea Services, Seattle, WA

Medical and community contributor to Best Starts for Kids Advisory Board in their endeavor to create an evaluation, assessment, and training guidelines for development screening for children in King County. The board's work entailed engaging stakeholders including providers, caregivers, community, and public health organizations to determine the barriers in accessing and conducting developmental screening and access to referrals and referral networks. The desired outcome was a comprehensive evaluation and assessment mechanism that accounts for the community, provider, and caregiver input, rigorous data analysis, consideration of trauma, cultural practices, and linguistic barriers, and development of inclusive screening guidelines for providers and other professionals who care for families. We prepared and presented a draft strategic plan to the community and board for King County, and I was part of the healthcare provider team that presented these findings.

### **Chair, Midwifery Advisory Committee 2010-2015** WA State Department of Health, Tumwater, WA

Worked collaboratively with DOH personnel, MD physicians, obstetricians, Licensed Midwives, Certified Nurse Midwives, and consumers on legal and regulatory issues affecting the profession of Licensed Midwives in WA State. As chair, I was responsible for co-creating the agenda, attending, and managing each of our quarterly meetings according to Robert's Rules, and corresponding regularly with DOH personnel, legislative liaisons, committee members, and licensed professionals to ensure that the needs of the profession were being addressed in governance.

## **SPEAKING ENGAGEMENTS AND SCHOLARSHIP PRESENTATIONS**

- o Parenting the Parents: The Missing Piece in Pediatric Care (August 2015, Naturopathic Doctor News & Review)
- o Midwives Association of WA State (2016): Stress and Reproduction- Our Role as Maternity Care Providers
- o Naturopathic Association of Primary Care Providers (2016): Vaccinating the Pregnant Person Safety and Efficacy
- o California Naturopathic Doctors Association (2017): The Faces of Pediatric Anxiety
- o Immune Health Beyond Breastfeeding and Immunizations (August 2017, Naturopathic Doctor News & Review)
- o Ancestral Health Symposium (2017): The Perinatal Microbiome and Mood Disorders
- o NW Doula Conference (2017): Burned Out or Burning Low- How to Rebuild Your Fire
- o Naturopathic Physicians Leadership Panel (2018)
- o University of Washington Midwifery Update (2018): Integrative Solutions for Common Perinatal Concerns
- o Integrative Fertility Symposium (2018): Stress and Reproduction- What Does It Do & What Can We Do?
- o Breastfeeding Beyond Birth (2018): Burnout for Perinatal Providers
- o University of Washington Pediatric Pharmacology Update (2108): What's New in Integrative Therapeutics?
- o Pediatric Association of Naturopathic Physicians (2018): Perinatal Mood & The Effects on Pediatric Anxiety
- o American Association of Naturopathic Physicians (2018): Trauma-Informed Care: Are You Savvy and Resilient?
- o Taking Care- A UW Conference for The Politics, Processes, and Ethics of Care Work (2019): Reframing Postpartum Care as a Grief Process
- o NW Doula Conference (2019): Cultivating Your Referral Community & Family Safety Net
- o Pediatric Association of Naturopathic Physicians (2019): Family Mental Health & the Effects on Pediatric Development
- o Pediatric Association of Naturopathic Physicians (2020): Trauma-Informed Care in Pediatrics
- o American Association of Naturopathic Physicians (2020): Diversity, Equity & Inclusion in Naturopathic Medicine
- o Washington Association of Naturopathic Physicians (2020): Mental Health in the Pediatric Population in the time of COVID-19
- o Washington Association of Naturopathic Physicians (2020): Diversity, Equity, and Inclusion Panel
- o NDs of Color Panel Series (2020): various topics including ACES, Reproductive Health in Communities of Color, Colonization and Misappropriation of Natural Medicine and Midwifery
- o Dr. John Neustadt Podcast Series (2020): Postpartum Depression & Grief
- o Abby Desjardien Podcast Series (2020): Living & Grieving- Life is Doing Both
- o American Association of Naturopathic Physicians (2021): Pediatric & Adolescent Mental Health in Review

- o Psychiatric Association of Naturopathic Physicians (2021): Perinatal Anxiety & OCD
- o Naturopathic Association of Primary Care Providers (2022): Pediatric & Adolescent Mental Health in Review- The Aftermath of COVID and the role of PCPs
- o Washington Association of Naturopathic Physicians (2022): Feeding & Eating for Kids: Challenges, Disordered Eating, and Our Approach & Biases
- o UW Pediatric Drug Therapy Conference (2022): Naturopathic Pediatric Therapeutics in Review
- o American Association of Naturopathic Physicians (2022): *Keynote Address*- Burnout, Pivots, & Resilience
- o Montana Association of Naturopathic Physicians (2022): Functional Feeding Challenges in Infants & Children
- o University of Washington Bothell Teaching & Learning Panel (2023): Large Language Models and Teaching Considerations
- o University of Washington Bothell Teaching & Learning Event (2024): Explorations in AI: Storytelling in Learning and Teaching
- o University of Washington Seattle Teaching & Learning Symposium Showcase (2024): Poetry as Reflective Practice & Instrument for Student Voice (virtual poster)
- o Lilly-Austin Teaching & Learning Conference (2024): Poetry as Reflective Practice and Instrument for Student Voice
- o SCH/UW Child & Adolescent Psychiatry (CAP) Fellows (2024): Integrative & Naturopathic Approaches to Child & Adolescent Psychiatry

### **COURSES TAUGHT AND DEVELOPED (\*\* indicates courses or programs created)**

#### **University of Washington Bothell, Bothell, WA; School of Nursing & Health Studies**

1. ***Mental Health & Student Life* **\*\* (BCORE 107, 5 cr.)****: Introduction to and practice real-time practical strategies to navigate many of the transitions people are experiencing as new college students with grace, peace, and support. We will explore together how to manage stress, stay focused, and maintain healthy habits in addition to evidence-based practices in mindfulness and meditation and important practical steps needed to foster well-being, performance, happiness, and thriving in oneself and others.
2. ***Social Dimensions of Health* (BHS 302, 5 cr.)**: Addresses several main concepts in public health with an exploration of the links between community, health, and culture; health equity and social justice; and the emerging field of global health. Conduct a quarter-long community health assessment including community interviews and policy development.
3. ***Social Justice in Health* (BNURS 421, 5 cr.)**: This course is intended to help you understand the structural factors that can affect health, also known as the social determinants of health. These factors can include, but are not limited to, race, class, ethnicity, gender, sexual orientation, geographic location, education, disability, immigration status, incarceration status, primary language spoken, and many others. We will use a combination of film, readings, book clubs, and case studies to explore the intersections of these factors and their health effects. We will also discuss ways that nurses and nursing care can directly and indirectly affect these factors, and how you can work to advocate for increased justice in health.
4. ***Lifespan development* (BHLTH 200, 5 cr.)**: Focuses on quantitative and qualitative growth and developmental changes across the lifespan from conception to end of life. Emphasizes the influence of changes on health and how developmental theory and research guide health promotional efforts. Uses

- contextual perspective to analyze how interactions between, culture, biology, and environment contribute to developmental outcomes. *Writing (W) Credit eligible.*
5. **Introduction to public health (BHS 201, 5 cr.):** Provides an introduction to the principle of public health with an exploration of the frameworks, tools, and evidence base that guides disease prevention and health promotion efforts. Consideration is given to ethical and public policy issues important to ensuring the fair distribution of resources, and how research is conducted and used in the development of these policies.
  6. **Critical reading & information literacy in nursing (BNURS 360, 5 cr.):** Focuses on critical reading, analysis, and source appraisal of scholarly knowledge. Builds skills in conducting systematic information searches of materials and evidence relevant to nursing practice. A basic introduction to the reading of varied sources for understanding, academic writing, presentation skills, and reflective writing for academic and professional purposes.
  7. **Translating scholarly knowledge to nursing practice (BNURS 460, 5 cr.):** Focuses on strategies for translating scholarly knowledge to practice. Continue to advance skills in evaluating and synthesis of scholarly literature. Attention to effective communication of evidence through written and oral formats. *Writing (W) Credit eligible.*
  8. **Health policy & advocacy (BHLTH 439, 5 cr.):** Examines how health policy and advocacy influence health outcomes of individuals and populations. Addresses policy process and the advocacy role of health education specialists in influencing local, state, and federal policy. Considers the impact of global trends on public health practice, policy, and systems.
  9. **Healthcare systems (NURS 412, 3 cr.):** Introduction to the analysis of healthcare systems with an emphasis on the political economy of health, access, and utilization, disparities in health, public and private health insurance, and reimbursement issues. Comparison of U.S. and other national healthcare systems. *Writing (W) Credit eligible.*
  10. **Introduction to healthcare policy & systems (BHS 305, 5 cr.):** Introduces policies, organizations, and systems that have shaped the U.S. healthcare system. Topics such as financing healthcare, forms of insurance, and care delivery models will be examined through a comparative lens that also explores different healthcare systems around the world. *Writing (W) Credit eligible.*
  11. **Health policy & the organization of healthcare (BNURS 420, 5 cr.):** Overview of health policy and the organization of healthcare systems including structure, financing, and regulation. Introduces roles and approaches for healthcare professionals to participate in organizational, community, governmental health policy activities. Strategies emphasized include collaboration, partnership, and teamwork to affect policy change and improve service access, delivery, and outcomes. *Writing (W) Credit eligible.*
  12. **Health policy & civic engagement (BNURS 585, 5 cr.):** Examines the organization and structure of the United States healthcare system. Considers historical and current policies and political contexts, with special attention to the policy development process from advocate to legislation. Examines how health policy goals interface with institutional structures and other social policy domains.
  13. **Technology Enhanced Pedagogy (BHLTH 515, 4 cr.):** Explores how technology influences the development of teaching philosophy, lesson plans, and learning activities. Digital tools, simulation approaches, and other strategies in teaching and learning will be explored and applied to the transformation of learning activities from passive to active modalities.

14. ***Managing and Leading High Performance Teams (BHLTH 538)***: This course eThe purpose of this course is to help students improve their effectiveness as managers and leaders of teams. Students will be introduced to models for understanding the dynamics and structure of teams, in addition to distinguishing teams from groups. They will also explore what it takes to motivate teams to perform. Students will learn via a variety of methods: case studies, assessments, class discussions, real-world observations, and creating a video series to educate other nurse leaders.
15. ***Team & patient communication and motivational interviewing\*\* (BH Certificate)***: This course emphasizes practical strategies to enhance didactic understanding and develop skills related to patient communication in healthcare settings for nurses and other healthcare providers where the goal is to create partnership & trust, minimize & attenuate lived trauma, advocate for patients and providers within a system, and motivate patients toward their healthcare goals.
16. ***Developing Public Speaking and Teaching Skills for Advocacy in Patient Care\*\* (BNURS 297, 2cr.)***: This course covers practice and tactics that can be used to enhance our comfort and skill in public speaking, teaching in patient care, and advocacy work, and explore the overlap of those arenas. Activities include identifying our strengths and growth opportunities in these arenas, self-awareness and mindfulness practices specific to increasing our efficacy in these areas and writing and other creative work. The culmination is a well-curated presentation or speech on a topic of choice.
17. ***Patient communication to create partnerships & Effect change \*\* (BNURS 297, 2 cr.)***: This course emphasizes practical strategies to enhance student, academic, or life skills related to patient communication where the goal is to create partnership & trust, help patients create change, and motivate patients toward their healthcare goals.
18. ***Drug-herb-nutrient interactions \*\* (BNURS 297, 2cr.)***: This course emphasizes practical strategies to enhance student, academic, or life skills related to commonly prescribed medications, commonly taken nutrients, over-the-counter vitamins, and herbs or other natural remedies that may be more commonplace, obtain a strong understanding of critical interactions, and where to seek out the appropriate information.
19. ***Botanical Medicine, Art, and Well-Being \*\* (BHLTH 297, 5 cr.)***: In this course, we are going to look at how plants that may be relatively familiar to us in our day-to-day lives can connect to our well-being. As part of that exploration, we will look at local and/or Indigenous practices, the history of these plants, and art as they connect to our personal ecosystem. We have all likely experienced quite a bit of transition, grief, and moments of resilience in our lives, work, and possibly more in the last 2 years. This class is intended to take us back to nature, art, and history, through the stories of plants, and as we settle back into our populated, indoor lives. We will learn, play with plants and technology in equal measure, and find ways to integrate the inside and outside worlds for our well-being.
20. ***Stress and your systems \*\* (BNURS 497, 5 cr.)***: This course is an exploration of Stress. It is not just about the stress of our schedules and our lives, but the physiologic experience of stress. This includes schedules and family, but also our diet, lifestyle, medical conditions, exercise (both too little and too much), trauma, abuse, pregnancy, parenting, and truly all aspects of our existence. More importantly, we will investigate and begin to understand how stress impacts our neurobiology, our digestion and enteric nervous system, reproduction and endocrine system, and our immune function. We will delve in the research and what scientific inquiry has revealed about stress in all its forms and our physiologic responses. Meets VLPA requirements.
21. ***The medicine in your yard & in your parks \*\* (BNURS 497, 5 cr.)***: This course is designed as an introduction to plants and medicine that can be found in your yards and parks and used in many

- households safely. We will explore the medicinal properties, safety, and uses of plants you may commonly interact with outside and become familiar with resources to expand our learning and experimentation beyond this course. The class will be set up in weekly modules or topic areas with reading material and video content to support your learning and interactive activities or 'labs' as assessments. Keep in mind that this one elective course is not meant to be an exhaustive outdoor botanical medicine training. This is an introduction to the world of plant medicine, terms and definitions, and ways to apply this to your own lives. This course also meets VLPA requirements and, as such, will have a variety of ways to participate and have your learning evaluated.
22. ***Home and kitchen herbal medicine for the family \*\* (BNURS 497, 5 cr.):*** This course is designed as an introduction to herbal medicine that can be found, made, and used in many households, safely, and for families. We will explore the medicinal properties, safety, and uses of different household or common herbs, learn different ways to use these herbs ranging from simple to more complex, and become familiar with resources to expand our learning and experimentation beyond this course. The class will be set up in 2-week modules or topic areas with a few common conditions selected. The first week of each topic area will include the herbs, pharmacognosy (medicinal and biochemical aspect of herbal 'drugs'), safety, and considerations. The second week of each topic area will include techniques, recipes, videos, and more interactive or 'lab' aspects of this course. Keep in mind that this one elective course is not meant to be an exhaustive botanical medicine training. This is an introduction to the world of botanical medicine, terms and definitions, and ways to apply this to your own lives. This course also meets VLPA requirements and, as such, will have a variety of ways to participate and have your learning evaluated.
23. ***Introduction to nutrition, fitness, & physical activity \*\* (BHLTH 197, 5 cr.):*** This course introduces basic knowledge and practices related to select and interrelated facets of nutrition, exercise, fitness, and health from personal health and public health perspectives. Course content emphasizes theoretical foundations and practical applications designed to 1) enhance awareness, understanding, vision, and commitment about physical activity, fitness, nutrition, and health; 2) solve problems; and 3) accomplish goals. At the completion of this course, students will be able to: Explain the individual and social determinants of health and culture, and their interrelatedness with each other as it pertains to nutrition, fitness, and physical activity; Identify the role of stress and mental health in health, well-being, and optimal performance; Understand how behaviors, physical activity, fitness, and nutrition play a role in stress management and mental-emotional well-being; Describe select theories for behavior change; Identify risk factors for, and the impacts of, chronic diseases; Describe how physical activity, fitness, nutrition, and stress reduction prevent or mitigate the impacts, of chronic diseases and disability; Identify environmental factors that contribute to physical activity-related injuries and strategies for prevention; Demonstrate skills for responding to select emergency injuries and illnesses
24. ***Death and dying: The dynamism of caring for our patients and their community\*\* (BHLTH 497, 5 cr.):*** Death is an inevitable experience for all living things. Yet, the thought of our own mortality is often met with feelings of avoidance or denial. It is not until we experience a significant loss through the death of a family member, friend, patient, or pet that we come face to face with our own actual demise. This course will be an exploration of Death and Dying and the varied responses (physical, emotional, and spiritual) from different perspectives as presented through literature, art, music, film, medicine, psychology, religion, culture, and philosophy. Through these various mediums, we will explore how people cope with the idea of impending death, the dying process, and the follow-up care of bereavement as well as the legal, ethical, and policy issues around this subject. At the completion of this course, students will be able to: Articulate their own values and beliefs about death and dying as depicted through art or literature and lived experience; Strategize methods to prepare for death

experiences and our own coping; Demonstrate an appreciation of death practices and rituals as defined by an individual's culture through the medium of the humanities in our medicalized culture around death; Discuss cultural influences/traditions related to end of life events including but not limited to death rituals and bereavement processes, and the intersection with medicine and our beliefs.

25. **Resilience & Grief: Doing Our Own Care Work in Healthcare\*\* (BHLTH 497, 5 cr.):** This course is born out of years of clinical experience and observation, conversations with thousands of patients, and also growing evidence about how our systemic, clinical, and sociocultural negligence of and discomfort around grief and transitions keeps these experiences conspicuously absent from healthcare, public health, and health education. It is also designed to look at what we take on as providers from our patients' obvious and less obvious grief and distress, and how we can start or continue to build our own resilience. It's not just about not burning out, but also what is just and sustainable as we look into the future of patient care.

#### **Bastyr University, Kenmore, WA; School of Naturopathic Medicine & Department of Midwifery**

1. **Legal & professional issues (MW 8103, 3 cr.):** This course will explore historical, political, legal, ethical, and other professional issues in midwifery, in the context of naturopathic medical practice. We will cover the history and issues in the local and national midwifery arenas, professional regulation, ethical questioning, quality assurance mechanisms and requirements, policies and procedures, statistics collection and data analysis, and issues pertaining to licensure. Additionally, we will engage in legislative and policy-making activities. *This class was fused into the following class with the program transition in 2011.*
2. **Professional issues seminar: Midwifery legal, ethical & professional framework (MW 4105, 3 cr.):** This course covers state and provincial midwifery laws, processes for legislative change, quality assurance, professional liability, and ethics. An emphasis is placed on developing the knowledge and skills necessary to make difficult decisions in today's complex professional and legal environment. The roles and responsibilities of current state, provincial, national, and international midwifery organizations are also addressed.
3. **Introduction to CAM therapeutics in midwifery \*\* (MW 4315, 2 cr.):** This course is an overview of certain complementary medicines such as homeopathy, Western herbs, and traditional Chinese medicine and their use and application in midwifery practice.
4. **Clinical skills 4: Postpartum & newborn care (MW 5324, 2 cr.):** Continuation of the Clinical Skills series. Students learn newborn exam techniques, newborn screening techniques, assessing and aiding with breastfeeding challenges, and informed choice and teaching appropriate to postpartum care.
5. **Prenatal complications (MW 7302, 3 cr.):** This course focuses on the recognition and management of deviations from the norm during the prenatal period. Students will develop in-depth, evidence-based, and rigorous practice guidelines for complications that include definitions, incidences, risks, signs & symptoms, differential diagnoses, and consultation & referral parameters. Students will also be familiar with and be able to articulate the conventional standard of care both in-and out-of-hospital and the associated risks. *This class was discontinued with the program transition in 2011.*
6. **Maternal postpartum management (MW 7303, 3 cr.):** This course focuses on the recognition and management of deviations from the norm during the postnatal period. Students will develop in-depth, evidence-based, and rigorous practice guidelines for complications that include definitions, incidences, risks, signs & symptoms, differential diagnoses, and consultation & referral parameters. Students will

- also be familiar with and be able to articulate the conventional standard of care both in-and out-of-hospital and the associated risks. *This class was discontinued with the program transition in 2011.*
7. ***Birth rounds seminar series (MW 8111, 1 cr. each)***: These courses consist of skills labs (i.e. IV technique and placement) and case reviews facilitated by clinical faculty. Topics are addressed in lecture, small group discussion, hands-on skill development, video, and role-play format. Students will critically analyze and present obstetric cases, demonstrate clinical thought processes in terms of risk management and differential diagnosis, explore counseling and motivational interviewing skill development, apply ethical queries and understanding of professional issues, and maintain a confidential and safe environment for colleagues to share. *This class series was discontinued with the program transition in 2011 and replaced by the Clinical Seminar Series.*
  8. ***Neonatology \*\* (NMxxxx, 2 cr.)***: This course is designed for primary care and/or pediatrics-specialized naturopathic physicians who care for newborns with common problems. The course will not emphasize NI care or the care of extremely premature infants, but rather a practical and integrative approach to problems seen in the first month of life in primary care pediatric settings.
  9. ***Clinical seminar 3 through 6 (MW5332/3/4, 1cr.)***: Clinical Seminars include an opportunity for students to debrief clinical experiences and integrate theoretical knowledge with midwifery practice. It includes case presentations, charting exercises, and knowledge of community resources. This also includes case management exercises, case questions, data collection, and reporting. They are intended to integrate the live, clinical experience with didactic learning with mentorship.