

Syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

Instructor Information

Professor: Dr. Melissa Bray

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Office Hours/Availability: By appointment via Zoom/Webex or phone call. Please allow 24 hours for email responses

Webpages:

<http://mbraymindbodyhealth.myfreesites.net;>

<https://chip.uconn.edu/mindbodyhealth-rig-2/>

Course Information

Course Title: Mind Body Health

Course Description: The role of the mind and its effects on subjective well-being (e.g., happiness, stress, depression, anxiety) and the physical body will be explored during this course. The history and current literature supporting the mind body connection, assessment, and intervention will be presented. Implications for understanding mind body health relative to quality of life will be emphasized.

Credits: 3

Mode/Format: Online Asynchronous

Prerequisites: First Year Writing (ENGL 1007, 1010, or 1011)

Per GenEd, Content Area, and Competency Designations this course meets the criteria for:

- Topic of Inquiry (TOI-1) Creativity: Design, Expression, Innovation
- Topic of Inquiry (TOI-3) Diversity, Equity, and Social Justice
- Content Area 2 (CA2) Social Sciences
- Writing (W) Credit

Course Materials

Required Materials:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

<https://doi.org/10.1037/0000165-000>

- Referred to as **APA Manual** throughout this syllabus

Required textbooks are available for purchase through the [UConn Bookstore](#) (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped ([fees apply](#)). *Additional course readings and media are available within this syllabus and HuskyCT, through either an Internet link or Library Resources.*

Required course materials should be obtained before the first day of class.

Course Learning Objectives

By the end of the semester, you should be able to:

Goal 1: Review the research history (beginning with early philosophers up through present day literature) and relevant concepts supporting and impeding the mind body connection and its implications for healthy living.

Objectives:

- 1.A Students will be able to comment on the introductory tenets of Mind Body Health.
- 1.B Students will be able to identify the major early philosophers and researchers in the field.
- 1.C Students will examine the cultural, social, and biological diversity within national and global arenas where power and privilege impact psychological and physical healthcare (affecting some social groups more than others).

Goal 2: Define social-emotional variables (anxiety, depression, stress, subjective well-being, quality of life, and happiness).

Objectives:

- 2.A Students will identify characteristics of various social-emotional states (stress, subjective well-being, quality of life, and happiness).
- 2.B Students will identify the characteristics of various social-emotional disorders (anxiety, depression).

Goal 3: Identify methods of assessment, including the creative process, for social-emotional variables (anxiety, depression, stress, quality of life, and happiness).

Objectives:

- 3.A Students will identify methods of assessment for various social-emotional variables (stress, subjective well-being, quality of life, and happiness).
- 3.B Students will identify methods of assessment for various social-emotional disorders (anxiety, depression).
- 3.C Students will assess/determine when to use the creative process when determining which mind body health techniques to employ when addressing the interrelated complexities of social emotional/psychological and physical health conditions.

Goal 4: Review the evidence that exists between the physical health areas that are most typically associated and/or impacted by mental health (heart disease, diabetes, arthritis, asthma, cancer, chronic pain, epilepsy).

Objectives:

- 4.A Students will identify physical health areas that are related to mental health.
- 4.B Students will identify the negative physical outcomes associated with psychological states.

Goal 5: Read about, view demonstrations of, and adjust/adapt applications when experiencing the mind body health treatments that alleviate stress, anxiety, depression, and improve happiness.

Objectives:

- 5.A Students will be able to identify the treatment components that relate to various physical health conditions.
- 5.B Students will be able to identify the treatment components that relate to various mental health conditions.
- 5.C Students will identify the principles of importance when using the creative process in determining which mind body health techniques to use in addressing the interrelated complexities of social emotional/psychological and physical health conditions.
- 5.D Students will describe how to adjust and adapt innovative applications of mind body health intervention techniques in promoting psychological and physical health outcomes to professional fields of study and personal goals.

Goal 6: Articulate, in writing, why the mind and body are to be viewed in a holistic fashion and how they can apply this newly learned framework, including an innovative mind body health design, to their personal and professional lives. Discuss the implications for variables associated with mind body health, including obstacles to accessing healthcare, including gender, race, ethnicity, SES, culture, and educational level.

Objectives:

- 6.A Students will discuss why the mind and body are to be viewed in a holistic framework, articulating how mind body health is relevant to their personal and professional lives.
- 6.B Students will design a mind body health technique uniquely suited to their personal and professional lives.

- 6.C Students will evaluate their own creative ideas and revise accordingly to address mind body health challenges and specific needs in their personal and professional lives.
- 6.D Students will provide and analyze specific examples of mind body health techniques, in an innovative and creative manner, to address the interrelated complexities of social emotional/psychological and physical health conditions.
- 6.E Students will identify how a multitude of social variables (e.g., gender, race, ethnicity, SES, culture, and educational level) impact mental and physical health.
- 6.F Students will articulate various sources of oppression related to accessing healthcare (mental and physical).

DRAFT

Alignment of Common Curriculum & Course Student Learning Objectives with Assessments

The Common Curriculum prepares students to tackle 21st-century challenges by combining coursework across disciplines to expand their worldviews, enhance their range of skills, and develop into critical, creative, emotionally intelligent, and interdisciplinary thinkers. The Curriculum is designed to help students learn to be versatile in a rapidly changing world; combine knowledge in innovative ways; apply learning strategies to new contexts, including their major; see local and global patterns and the interconnectedness of intellectual work; and appreciate how we need each other to tackle today's challenges.

The University has defined student learning objective (what a student should know, be able to do, or attitudes/beliefs they should possess by the end of the course) for each Topic of Inquiry in the Common Curriculum. Each Common Curriculum course aligns to one or more of those objectives. The course's student learning objectives align to the Common Curriculum objectives; course assessment (assignments, exams/quizzes, etc.) align to both the course learning objectives and the Common Curriculum objectives.

Curriculum Area	Common Curriculum Objective	Course Learning Objective(s)	Course Assessment(s)
TOI-1 Creativity: Design, Expression, Innovation	Students will be able to assess the importance of creativity, ideation, innovation, and/or technical design output to individuals, organizations, society, or various fields of study.	3.C, 5.C	Quizzes, Exams, Final Exams
TOI-1 Creativity: Design, Expression, Innovation	Students will be able to demonstrate skill with evaluating, adjusting, and adapting the creative process to address particular challenges, needs, or conditions.	5.D, 6.C	Discussion Boards, W Assignments
TOI-1 Creativity: Design, Expression, Innovation	Students will be able to design or create new ideas, mechanisms, methodologies, artistic works, or products.	6.B, 6.D	W Assignments
TOI-3 Diversity, Equity, and Social Justice	Through dialogic engagement, students will be able to examine cultural, social and/or biological diversity within national and/or global contexts and the effects power and privilege have on various social group identities.	1.C	Discussion Boards, W Assignments
TOI-3 Diversity, Equity, and Social Justice	Students will be able to discuss the foundations of social inclusion and democracy and the actions that can create and maintain them within national and/or global contexts. Students will be able to discuss the foundations of social inclusion and democracy and the actions that can create and maintain them within national and/or global contexts.	6.E	Quizzes, Exams, Discussion Boards, W Assignments
TOI-3 Diversity, Equity, and Social Justice	Students will be able to recognize and critically investigate the various socio-political forces that have historically and currently excluded individuals from societies across the globe, the structures of various kinds of oppression (e.g. racism, gender discrimination, sexual harassment and violence, etc.), the different levels on which they occur, and the forces that create, maintain, and perpetuate them.	6.F	Discussion Boards, W Assignments
Content Area 2 (CA2): Social Sciences	The social sciences examine how individuals, groups, institutions, and societies behave and influence one another and the natural environment. Courses in this group enable students to analyze and understand interactions of the numerous social factors that influence	2.A, 2.B, 3.A, 3.B, 5.A, 5.B, 6.D, 6.E, 6.F	Quizzes, Exams, Discussion Boards, W Assignments

	behavior at the individual, cultural, societal, national, or international level. They use the methods and theories of social science inquiry to develop critical thought about current social issues and problems.		
Writing Competency (W Credit)	<p>Students will compose work that demonstrates engagement with the writing habits of the course's field of study.</p> <p>Students will practice writing processes by drafting and revising written work based on feedback by instructors.</p> <p>Students will demonstrate an awareness of the relationship between writing and the content of the course.</p> <p>Students will reflect on the relationship between writing and their own thinking and learning.</p>	5.D, 6.A, 6.C, 6.D	W Assignments

Course Requirements and Grading

Summary of Course Grading:

Item	Course Component Weight
Formative Quizzes	0%
Summative Quizzes	25%
Discussion Boards	15%
W Paper Assignments	10%
Midterm	10%
Final Exam	10%
Final Paper	30%

***NOTE:** According to university-wide policies for W courses, you cannot pass this course unless you receive a passing grade for the 15-Paper, after editing based on feedback.

Formative Quizzes

Five ungraded pre-quizzes will occur at the beginning of each module, before every graded quiz so the student can gauge their learning.

Summative Quizzes

Five graded short quizzes will be administered: one on research literature readings, one on definitions of psychological terms, one on assessment review, one on physical illnesses related to mental health, and one on experiential treatments.

Midterm and Final Exams

The midterm and final exams are each composed of 25 multiple choice item questions covering the course content up through mid-semester for the midterm and last half of semester for final (thus not a cumulative final). Use the quizzes as your guide to reviewing for the Midterm and Final Exam as the same material from the quizzes will appear on these exams. You will have a 48-hour period to take each exam (see the course schedule for specific dates and times). There are no make-ups for the exam unless professor approval is secured in advance; please plan your study and schedule in advance.

W Paper

This is a W course, therefore a paper of no less than 15 pages, after revising based on feedback, must be completed by the due date listed in the course schedule in order to receive credit for the course. The paper should be written, in accordance with APA style, 7th Edition. The paper must justify, based on the findings in the research literature, how the mind and body are connected, discussion and evaluation of the creative process in the design of an innovative mind body technique, variables (cultural/social/political/economic) associated with promoting and obstacles (cultural/social/political/economic) deterring access to mind body health care, followed by a practical application to your personal and professional goals with a final concluding section, made up of a summary of the paper topic and a reflection on what you learned while writing this paper (i.e., on the writing process, any new information you learned, creative process, implications for equal access etc.).

The paper will be broken down into several smaller **W Paper Assignments**:

1. Paper Topic
2. Annotated Bibliography & Outline
3. Literature Review

4. Practical Application & Conclusion
5. 15-Page Draft
6. Final Paper

*Students may not use block quotes in their writing assignments or final paper. The title page, references, and any tables/figures/images included in the paper will not be counted toward the required 15-page paper length. All writing assignments must be uploaded as a Microsoft Word file or in PDF format. The final paper is graded using a rubric which can be found in HuskyCT.

Discussion Boards

Discussion boards will be completed during the Course Orientation and during Module 5. Module 5 discussion boards will be written based on specific prompts given for each of the Module 5 experientials. In order to complete the discussions, you will create an initial post about each experiential AND respond to at least one of your peer's original posts. When replying to peers' original posts, you do not need to reply to a peer in each experiential discussion board, but you do need to reply to at least 1 peer in at least 1 experiential with adequate effort, analysis, and depth.

You are only required to do what is stated above. Nonetheless, participation is encouraged beyond this requirement. Specific "Discussion Guidelines" are printed below. Discussion posts are graded on completion only.

Grading Scale:

Grade	Letter Grade	GPA
93-100	A	4.0
90-92	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
63-66	D	1.0
60-62	D-	0.7
<60	F	0.0

Due dates, missed assignment, and late assignment policy:

All course due dates are identified in the course schedule. Deadlines are based on Eastern Time unless otherwise specified. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Make up or missed work due to legitimate absences should be arranged with the professor. Unless the student has made prior arrangements with the instructor, late assignments will not be accepted. This includes discussion board posts. The instructor, at their discretion, can decide to accept late work. However, points may be deducted for late work.

Feedback and grades:

The instructor will make every effort to provide feedback and grades within 2 days of the due date, although the essays may require an additional day. To keep track of your performance in the course, refer to My Grades in HuskyCT.

Weekly time commitment:

A five week 3-credit online course requires a minimum of 25 hours per week. Since this course is for only five weeks, each student has to plan how to complete all assignments before the “close date”. All modules, assignments, discussion postings, quizzes, exams, and assessments will close on a certain date. After these closing dates, you will not be able to return back and do them unless you contact the professor. You need to pay close attention to the due dates. See the Due Dates and Late Policy section of this syllabus for more information on course deadlines.

You will need to spend time every day on the course modules to keep up. This expectation is based on the various course activities, assignments, and assessments and the [University of Connecticut’s policy regarding credit hours](#). (More information related to hours per week per credit can be accessed at the [Online Student website](#)).

For online or distance learning courses, student authentication and verification:

The University of Connecticut is required to verify the identity of students who participate in distance learning and online courses and to establish that students who register in an online course are the same students who participate in and complete the course activities and assessments and receive academic credit. Verification and authentication of student identity in this course will include: Secure access to the learning management system using your unique UConn NetID and password.

Course Calendar, Topic Outline, & Due Dates

Note: You must be logged into the UConn library system with your NetID and password to access the articles linked below. If any links do not work by clicking on them in this syllabus, please copy/paste them into your browser.

Course Orientation:

Coursework:

1. Read the syllabus and Course Schedule
2. Read in HuskyCT: Meet Your Professor
3. Review the HuskyCT General Information
4. Submit Practice Assignment
5. Read in HuskyCT: Discussion Guidelines
6. Post - Introduce Yourself
7. Take ungraded Syllabus Quiz

Module 1:

Video Lectures: *Introduction to Mind Body Health* by Professor Bray; *Resilience: The Biology of Stress & the Science of Hope* by James Redford; *Integrated Behavioral Health: Four Factors* by Professor Bray; *School Psyched Podcast: 146 Mind-Body Health; The Gut Doctor Podcast; M1 Writing Lecture* by Professor deLeyer-Tiarks

Coursework:

1. Take ungraded pre-quiz
2. View video lectures
3. Read: *Mind-body medicine and immune outcomes: A systematic review*
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3516431/>
4. Read: *Barriers to healthcare access among U.S. adults with mental health challenges: A population-based study, SSM - Population Health.*
<https://www.sciencedirect.com.ezproxy.lib.uconn.edu/science/article/pii/S2352827321001221>
5. Take graded quiz

W Requirements:

1. View M1 Writing Lecture
2. Read: APA Manual Chapter 4- *Writing Style and Grammar* & Chapter 5- *Bias Free Language Guidelines*

3. Submit W Paper Assignment

Module 2:

Video Lectures: *Anxiety, Depression, and Stress - Definitions* by Professor Bray; *M2 Writing Lecture* by Professor deLeyer-Tiarks

Coursework:

1. Take ungraded pre-quiz
2. View video lecture
3. Read: *Effects of stress on students' physical and mental health and academic success*
<https://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.1080/21683603.2016.1130532>
4. Read: DSM Chapter on Depressive Disorders
https://doi-org.ezproxy.lib.uconn.edu/10.1176/appi.books.9780890425787.x04_Depressive_Disorders
5. Read: DSM Chapter on Anxiety Disorders
https://doi-org.ezproxy.lib.uconn.edu/10.1176/appi.books.9780890425787.x05_Anxiety_Disorders
6. Take graded quiz

W Requirements:

1. View M2 Writing Lecture
2. Read: APA Manual Chapter 1- *Scholarly Writing and Publishing Principles* & Chapter 9- *Reference List*
3. Review Literature Search Library Materials
4. Submit W Paper Assignment

Module 3:

Video Lectures: *Identifying Methods of Assessment* by Professor Bray; *M3 Writing Lecture* by Professor deLeyer-Tiarks

Coursework:

1. Take ungraded pre-quiz
2. View video lectures
3. Take graded quiz

W Requirements:

1. View M3 Writing Lecture
2. Read: APA Manual Chapter 6- *Mechanics of Style* & Chapter 8- *Works Credited in the Text*
3. Submit W Paper Assignment

Module 4:

Video Lectures: *Physical Health Connections to Mental Health - Health Categories* by Professor Bray; *Mind-Body Health: GI Podcast* by Professor Bray et al.

Coursework:

1. Take ungraded pre-quiz
2. View video lectures
3. Read: *Physical activity and social support mediate the relationship between chronic diseases and positive mental health in a national sample of community-dwelling Canadians 65+: A structural equation analysis.*
<https://doi-org.ezproxy.lib.uconn.edu/10.1016/j.jad.2021.10.055>
4. Read: *Barriers and facilitators of the use of mind-body therapies by healthcare providers and clinicians to care for themselves.*
<https://www-sciencedirect-com.ezproxy.lib.uconn.edu/science/article/pii/S1744388115000067>
5. Read: *Political and technical barriers to improving quality of health care.*
<https://www-sciencedirect-com.ezproxy.lib.uconn.edu/science/article/pii/S0140673618320750>
6. **Optional:** Read and watch the following articles & videos:
 - a. **Heart Disease:** *Theory of Mind Deficit in Adult Patients with Congenital Heart Disease*
<http://hpq.sagepub.com.ezproxy.lib.uconn.edu/content/20/10/1253.full.pdf+html>
 - b. **Diabetes:** *The Association of Personal Resilience with Stress, Coping, and Diabetes Outcomes in Adolescents with Type 1 Diabetes: Variable- and Person- Focused Approaches*
<http://hpq.sagepub.com.ezproxy.lib.uconn.edu/content/20/9/1196.full.pdf+html>

- c. **Arthritis:** *Fatigue and Mood Among People with Arthritis: Carry-Over Across the Day*
<https://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2016-06803-001&site=ehost-live>
- d. **Asthma:** *Psychopathology in Difficult Asthma*
<http://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.3109/02770903.2014.999281>
- e. **Cancer:** *Predictors of Psychological Distress and Interest in Mental Health Services in Individuals with Cancer*
<http://journals.sagepub.com.ezproxy.lib.uconn.edu/doi/pdf/10.1177/1359105314547752>
- f. **Chronic Pain:** *Mind-Body Therapies for the Self-Management of Chronic Pain Symptoms*
<http://ezproxy.lib.uconn.edu/login?url=https://doi.org/10.1111/pme.12383>
- g. **Epilepsy:** *Use of Complementary and Alternative Medicine in an Urban County Hospital Epilepsy Clinic*
<http://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.1016/j.yebeh.2014.03.011>
- h. **Gastrointestinal:**
 - i. *Mind-Body Interventions for Gastrointestinal Conditions: Summary*
<https://www.ncbi.nlm.nih.gov/books/NBK33758/>
 - ii. *The Gut Microbiome and the Brain Video*
<https://www.youtube.com/watch?v=mToHUKRsxhg>
- i. **Sleep:**
 - i. *The Mind-Body Connection in Sleep Health* (see PDF in HuskyCT)
 - ii. *Family Engagement in Pediatric Sleep Intervention Research Video*
<https://www.youtube.com/watch?v=WWzLqGcPgDc>
- j. **Reproductive Health/Fertility:** *The Impact of Stress on Fertility Treatment*
<https://ezproxy.lib.uconn.edu/login?url=http://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00001703-201606000-00010&D=ovft>
- k. **Musculoskeletal:** *A Review of Mind-Body Therapies in the Treatment of Musculoskeletal Disorders with Implications for the Elderly*
<https://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=c8h&AN=107106575&site=ehost-live>

7. Take graded quiz

Exam:

- Take Midterm Exam (covering Modules 1 through 4) during the 48-hour time window specified in the course schedule

W Requirements:

1. View M4 Writing Infographic
2. Submit W Paper Assignment

Module 5:

Video Lectures: *Experientials Overview* by Professor Bray; *Experientials and Stress Reduction* by Professor Theodore; *Visual Design Lecture*

Coursework:

1. Take ungraded pre-quiz
2. View Overview video lecture
3. Complete experientials (see below)
4. View Visual Design and Stress Reduction video lectures
5. Take graded quiz

W Requirements:

1. Read: APA Manual Chapter 2- *Paper Elements and Format*
2. Submit W Paper Assignment

Experientials: PLEASE NOTE ALL EXPERIENTIALS ARE APPROXIMATELY 20 MINUTES IN LENGTH.

(1) Video Self-Modeling & Virtual Reality

Coursework:

1. View Video Experiential Lectures: Video Self-Modeling; Video Self-Modeling Overview Video
2. Read in HuskyCT: *Picture Perfect Video Self-Modeling for Behavior Change Chapter: Overview*

3. Post.

(2) Standardized Muscle Relaxation

Coursework:

1. View Video Experiential lecture: Standardized Muscle Relaxation
2. Read: *Tension is who you think you should be: Relaxation is who you are*
<https://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.1080/21683603.2016.1150102>
3. Post.

(3) Relaxation and Guided Imagery

Coursework:

1. View Video Experiential lecture: RGI - Three Tracks
2. Read: *School-based intervention: Relaxation and guided imagery for students with asthma and anxiety disorder*
<http://cjs.sagepub.com.ezproxy.lib.uconn.edu/content/25/4/311.full.pdf+html>
3. Read in HuskyCT: *Promoting Mind-Body Health in Schools Chapter 11: Relaxation and Guided Imagery for Mind-Body Health* (pages 181-183)
4. Post.

(4) Yoga

Coursework:

1. View Video Experiential lecture: Yoga poses
2. Read: *Hypnotic relaxation and yoga to improve sleep and school functioning*
<https://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.1080/21683603.2016.1130558>
3. Read in HuskyCT: *Promoting Mind-Body Health in Schools Chapter 13: School Based Yoga for Managing Stress and Anxiety* (pages 208-213)
4. Read in HuskyCT: *Promoting Mind-Body Health in Schools Chapter 20: Yoga for the Prevention of Eating Disorders* (pages 311-313)
5. Post.

(5) Mindfulness

Coursework:

1. View Video Experiential lecture: Mindfulness audio
2. Read: *How situational mindfulness during conflict stress relates to well-being*
<http://ezproxy.lib.uconn.edu/login?url=http://dx.doi.org/10.1007/s12671-016-0529-5>
3. Read in HuskyCT: *Promoting Mind-Body Health in the Schools Chapter 9: Mindfulness-Based Intervention in Schools* (pages 154-157)
4. Post.

(6) Diet and Nutrition

Coursework:

1. View Video Experiential lecture: Diet & Nutrition
2. Read: *Relationship between diet and mental health in children and adolescents: A systematic review*
<http://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=c8h&AN=103892949&site=ehost-live>
3. Post.

(7) Physical Activity/Exercise

Coursework:

1. View Video Experiential lecture: Physical activity/exercise
2. Read: *Cancer: Can exercise change stereotypes associated with individuals with cancer?*
<http://onlinelibrary.wiley.com.ezproxy.lib.uconn.edu/doi/10.1111/sms.12272/full>
3. Read in HuskyCT: *Promoting Mind-Body Health in Schools Chapter 12: Physical Activity Interventions in the School Setting* (pages 192-196)
4. Post.

(8) Written emotional expression

Coursework:

1. View Video Experiential lecture: Written emotional expression.

2. Read: *Written emotional expression as an intervention for asthma: A replication*
http://ezproxy.lib.uconn.edu/login?url=https://www.tandfonline.com/doi/pdf/10.1300/J370v22n01_08?needAccess=true
3. Read in HuskyCT: *Promoting Mind-Body Health in Schools Chapter 16: Written Emotional Expression in Schools-Processing Psychological and Emotional Stress through Narrative Writing* (pages 251-253)
4. Post.

(9) Gratitude Writing

Coursework:

1. View Video Experiential lecture: Gratitude writing.
2. Read: *The promotion of happiness and life satisfaction in children*
<http://ezproxy.lib.uconn.edu/login?url=http://journals.sagepub.com/doi/pdf/10.1177/0829573511419089>
3. Read in HuskyCT: *Promoting Mind-Body Health in Schools Chapter 8: Positive Psychology and Multidimensional Adjustment* (pages 132-134)
4. Post.

(10) Culturally Sensitive Meditation

Coursework:

1. View Video Experiential Lecture: Culturally Sensitive Meditation
2. Read: *Passage meditation reduces perceived stress in health professionals: A randomized controlled trial*
<https://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=pdh&AN=2006-09621-009&site=ehost-live>
3. Post.

(11) Nature/Eco Health

Coursework:

1. View Video Experiential Lecture: Nature Experiential
2. Read: *Doses of Neighborhood Nature*
<https://doi.org/10.1093/biosci/biw173>
3. Post.

Module 6:

Video Lecture: *The Mind and the Body* by Professor Bray; *Concluding Discussion* by Professor Theodore

Coursework:

1. View video lectures

Exam:

- Take Final Exam (covering Modules 5 and 6) during the 48-hour time window specified in the course schedule

W Requirements:

1. Submit Final Paper

Course Schedule

MODULE	ITEMS TO SUBMIT	INITIAL POST DUE DATE (11:59PM)	RESPONSE/SUBMISSION DUE DATE (11:59PM)
Course Orientation 6/2 – 6/5 Note: <i>Overlaps with Module 1</i>	Syllabus Quiz	6/3	6/5
	Practice Assignment		
	Introductory Discussion		
Module 1 6/3 – 6/6	M1 Pre-Quiz		6/6
	M1 Quiz		
	W: Paper Topic		
Module 2 6/7 – 6/11	M2 Pre-Quiz		6/11
	M2 Quiz		
	W: Annotated Bibliography & Outline		
Module 3 6/12 – 6/16	M3 Pre-Quiz		6/16
	M3 Quiz		
	W: Literature Review		
Module 4 6/17 – 6/22	M4 Pre-Quiz	Opens 6/21 12:00AM Closes 6/22 11:59PM	6/22
	M4 Quiz		
	Midterm (covers M1 – M4)		
	W: Practical Applications & Conclusion		
Module 5 6/23 – 6/28	M5 Pre-Quiz	6/27	6/28
	Experiential Discussions (11)		
	M5 Quiz		
	W: 15 Page Draft		
Module 6 6/29 – 7/3	Final Exam (covers M5 – M6)	Opens 7/2 12:00AM Closes 7/3 11:59PM	7/3
	W: Final Paper		

How to Succeed in this Course

My teaching philosophy encourages an open forum that promotes intellectual risk taking, creativity, and debate. Students are encouraged to interact formally and informally, ask questions, engage in critical thinking, reinforce their learning through practice, and show respect for theoretical diversity.

All students can succeed in this course, and I am here to help you along the way. Please do not hesitate to ask questions or attend office hours. All questions are important here. Success in this course program depends heavily on your personal health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your teaching assistants and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the semester, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Discussion Guidelines

One of the advantages of taking your course online is that you may be able to engage in online discussions with your instructor and fellow students at times when it is convenient for you. The intention of the course discussions is to encourage lively, informative exchanges about course-related topics that increase your knowledge of those topics.

There is no upper limit to the number of times you can contribute to a discussion, and you will find that a busy discussion is a good one. Each contribution should be well written and interesting to read, with evidence of originality and considerable reflection. It should also demonstrate that you have read and/or viewed the relevant course materials.

Here are some guidelines for participating in an online discussion:

- Do more than state agreement or disagreement. Justify and support your opinion. The most persuasive opinions are supported by evidence, examples, reasons, and facts. If you disagree with something, say why. If you really like something that you've read, let people know what makes you think that way.
- Do the appropriate preparation, such as reading and experiential activity work, before you join the discussion.
- Keep your comments fairly brief. A paragraph or two is plenty unless you are posting something that by nature has to be longer--a short story, for example.
- Check your message before you send it. Pay attention to your spelling and grammar, and be sure your message makes the points you want to make in a clear and concise way. Remember, other students and instructors can read your messages.
- Help move the discussion along. When contributing to a discussion, read other people's comments first. Introduce new ideas, but also build on what others have said.
- Keep up with the discussion throughout the course. After you have made your contribution on a topic, check back a few times to find out how the discussion is evolving. Does someone's comment make you think twice about your view?
- Share your experience with your fellow students. You may be able to offer advice to someone who is newer to an online course.
- Respect others' ideas and opinions. Feel free to disagree, but express your disagreement in a respectful manner. Disrespectful communication is poor communication and not acceptable.

Resources/Policies

Academic Integrity

You are responsible for acting in accordance with the [University of Connecticut's Student Code](#). Review and become familiar with the expectations. In particular, make sure you have read the section that applies to you on Academic

Integrity. Students in this course are expected to maintain the highest standards of intellectual honesty. If you have any questions about what constitutes academic dishonesty (cheating or plagiarism), you should review UConn's code of conduct at <http://community.uconn.edu/the-student-code-appendix-a/> and consult with the instructor PRIOR to taking any questionable actions.

Avoiding Plagiarism: As a student, it is your responsibility to avoid plagiarism and meet University expectations related to [academic integrity](#). The University of Connecticut Library recommends the following resources for students to understand and avoid plagiarism:

[Understanding Plagiarism](#), a tutorial from UConn Library

[Citing Sources](#), a UConn guide to introduce citing MLA, APA styles and more

[Citation Machine](#), interactive citation tool for MLA and APA styles

[KnightCite](#), interactive citation tool for MLA, APA, and Chicago styles

[Assignment Calculator](#), interactive tool that provides a timeline for writing

[Research QuickStart](#), guidance on common questions and needs in the research process

[Research Now](#), guides to help you develop your research skills

Copyright: Copyrighted materials within the course are only for the use of students enrolled in the course for purposes associated with this course and may not be retained or further disseminated.

University Writing Center

All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff includes talented and welcoming graduate and undergraduate students from across the humanities, social sciences, and sciences. They work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. Their first priority is guiding each student's revisions, so they frequently provide a sounding board for a writer's ideas, arguments, analytical moves, and uses of evidence. They can also work with you on sentence-level concerns, but please note that they will not proofread for you; instead, they will help you become a better editor of your own work. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to <https://writingcenter.uconn.edu/>.

Resources for Students Experiencing Distress

The University of Connecticut is committed to supporting students in their mental health, their psychological and social well-being, and their connection to their academic experience and overall wellness. The university believes that academic, personal, and professional development can flourish only when each member of our community is assured equitable access to mental health services. The university aims to make access to mental health attainable while fostering a community reflecting equity and diversity and understands that good mental health may lead to personal and professional growth, greater self-awareness, increased social engagement, enhanced academic success, and campus and community involvement.

Students who feel they may benefit from speaking with a mental health professional can find support and resources through the [Student Health and Wellness-Mental Health](#) (SHaW-MH) office. Through SHaW-MH, students can make an appointment with a mental health professional and engage in confidential conversations or seek recommendations or referrals for any mental health or psychological concern.

Mental health services are included as part of the university's student health insurance plan and also partially funded through university fees. If you do not have UConn's student health insurance plan, most major insurance plans are also accepted. Students can visit the Student Health and Wellness-Mental Health located in Storrs on the main campus in the Arjona Building, 4th Floor, or contact the office at (860) 486-4705, or <https://studenthealth.uconn.edu/> for services or questions.

Accommodations for Illness or Extended Absences

If illness prevents you from participating in class, it is your responsibility to notify me as soon as possible. If life circumstances are affecting your ability to focus on courses and your UConn experience, students can email the Dean of Students at dos@uconn.edu to request support.

Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, [\(860\) 486-2020](tel:8604862020) or <http://csd.uconn.edu/>.

Policy against Discrimination, Harassment, and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Refer to the [Policy against Discrimination, Harassment and Inappropriate Romantic Relationships](#) for more information. To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the [Office of Diversity & Equity](#) under the [Sexual Assault Response Policy](#). The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. Refer to the [Sexual Assault Reporting Policy](#) for more information.

Classroom/Virtual Classroom Guidelines

The web-based video delivery of each class in this course is for sole use of the students enrolled in this course. Any other use of these class videos or any pictures or derivatives of the class videos without the written consent of the course's professor is prohibited.

Statement on Copyright: My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.

Software/Technical Requirements (with Accessibility and Privacy Information)

The software/technical requirements for this course include:

- HuskyCT/Blackboard ([HuskyCT/ Blackboard Accessibility Statement](#), [HuskyCT/ Blackboard Privacy Policy](#))
- [Adobe Acrobat Reader](#) ([Adobe Reader Accessibility Statement](#), [Adobe Reader Privacy Policy](#))
- Google Apps ([Google Apps Accessibility](#), [Google for Education Privacy Policy](#))
- Microsoft Office (free to UConn students through uconn.onthehub.com) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- Media site requirements (<https://support.sonicfoundry.com/training/viewingrequirements>)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.

Privacy Statement: For information on managing your privacy at the University of Connecticut, visit the [University's Privacy page](#). NOTE: This course has NOT been designed for use with mobile devices.

Student Technology Training and Help

This course is facilitated online using the learning management platform, [HuskyCT](#). The [IT Knowledge Base](#) provides students with support, troubleshooting, and how-to information about HuskyCT. The [IT Knowledge Base](#) includes a video tour of HuskyCT.

For technical help with HuskyCT, you have access to the in-person/live person support options available during regular business hours through the [Technology Support Center](#). You also have [24x7 Course Support](#) outside of business hours, including access to live chat, phone, and support documents.

[Technical and Academic Help](#) provides a guide to frequently asked questions for online students.

Evaluation of Course Experience

Students will be provided an opportunity to evaluate instruction in this course using the University's [Student Evaluation of Teaching \(SET\)](#), which is administered by the [Office of Budget, Planning and Institutional Research](#) (BPIR).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

Professor Biography

Melissa Bray, PhD

Melissa A. Bray is a Professor and the Director of the School Psychology program within the Neag School of Education at the University of Connecticut. She is a Fellow of both the American Psychological Association and the American Psychological Society. Dr. Bray is an elected member of the Society for the Study of School Psychology. She is licensed as a psychologist in the State of Connecticut, holds national certification in school psychology, state certification in school psychology, and licensure in speech language pathology. Since receiving her doctorate in 1997, she has published or has in press over 225 articles, chapters, and reviews in the professional literature along with many books; further she has presented over 175 scholarly papers at national and international conferences. In several studies on faculty productivity, it was determined that Dr. Bray was the first or second most prolific contributor to the 5 primary journals in school psychology. Further, she serves as associate editor of the International Journal of School and Educational Psychology and has served as an associate editor of School Psychology Quarterly. Of interest, she is the co-editor of the first Oxford handbook of school psychology. She has also guest edited numerous issues of Psychology in the Schools including topics on video self-modeling, behavior disorders, positive psychology, statistical reform, childhood obesity, counseling, social emotional disorders, equity-based practice, and autism spectrum disorder. As co-principal investigator, she has secured over \$2 million dollars in student training contracts. Of particular significance, Dr. Bray was the 2003 recipient of the prestigious American Psychological Association Division 16's Lightner Witmer Award, the Division's highest honor given to young scholars. She has also been involved in state, national, and international professional associations including service as Vice-President, Social, Ethical Responsibility, and Ethnic Minority Affairs, and President of APA's Division 16 Executive Committee. Dr. Bray has also served as Division 16's convention chair, hospitality suite coordinator, chair of the Division's publications committee, and as a member of the conversation webinar series. She currently is D16 VP for Membership. Her research interests are in the area of interventions for communication disorders mainly stuttering and selective mutism, mind body health, integrated behavioral health care, and physical health and wellness, especially in the areas of asthma and cancer. She was recently named, Trainer of the Year in Scholarship, 2023.