

**EPSY 1450W**

Mind Body Health  
Educational Psychology

## EPSY 1450W Syllabus – Summer Session I

*Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.*

### Course and Instructor Information

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**Course Title:** Mind Body Health

**Subject & Catalog Number:** EPSY 1450W

**Credits:** 3

**Modality:** Online Asynchronous (OA)

**Location:** [HuskyCT](#)

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

**Course Dates:** 6/1/2026 – 7/2/2026

**Instructor:** Dr. Melissa Bray (she/her)

**Email:** [melissa.bray@uconn.edu](mailto:melissa.bray@uconn.edu)

**Phone:** (860) 486-0167

**Office Hours:** By appointment via Zoom/Webex or phone call.

**Availability:** Please allow 24 hours for email responses.

### Course Materials

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#### 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

This course also has [equipment and software requirements](#).

#### Obtaining Materials

Required course materials should be obtained before the first day of class. Full-time undergraduate students *may* have access to materials through the [Husky Book Bundle](#); refer to program details for term availability, material eligibility, auto-enrollment, and opt-out information. Otherwise, materials are available for purchase and/or rent through the [UConn Bookstore](#) and may be [shipped for a fee](#). Navigate to [Find Course Materials](#) and use the following information to search:

Campus	Term	Department	Course Catalog Number
Storrs	Summer 2026	EPSY	1450W

Additional instructional materials and resources are available through HuskyCT.

## Course Description

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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.

## Course Learning Objectives

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Upon completion of this course, students will 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).

**Alignment with Common Curriculum**

This is a [Common Curriculum \(CC\)](#) course, which addresses one or more Topics of Inquiry (TOI) and related Common Curriculum objectives. This course's learning objectives and assessments align to the Common Curriculum objectives as shown in the table below.

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 Objectives	Course Learning Objectives (CLOs)	Course Assessments
<b>TOI-1 Creativity: Design, Expression, Innovation</b>	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 Exam
<b>TOI-1 Creativity: Design, Expression, Innovation</b>	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
<b>TOI-1 Creativity: Design, Expression, Innovation</b>	Students will be able to design or create new ideas, mechanisms, methodologies, artistic works, or products.	6.B, 6.D	W Assignments
<b>TOI-3 Diversity, Equity, and Social Justice</b>	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
<b>TOI-3 Diversity, Equity, and Social Justice</b>	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
<b>TOI-3 Diversity, Equity, and Social Justice</b>	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

Curriculum Area	Common Curriculum Objectives	Course Learning Objectives (CLOs)	Course Assessments
<b>Content Area 2 (CA2): Social Sciences</b>	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 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.	2.A, 2.B, 3.A, 3.B, 5.A, 5.B, 6.D, 6.E, 6.F	Quizzes, Exams, Discussion Boards, W Assignments
<b>Writing Competency (W Credit)</b>	<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 Schedule

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## Topic Outline

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. The term "Post" refers to the Discussion Board posts (see the Course Requirements section of this syllabus for more information).

### Course Orientation:

#### **Coursework:**

1. Read in HuskyCT: Syllabus and Course Schedule
2. Read in HuskyCT: Meet Your Professor
3. Read in HuskyCT: HuskyCT General Information
4. Read in HuskyCT: W Assignments, AI Policy, and Writing Guidelines
5. Submit Practice Assignment
6. Read in HuskyCT: Discussion Guidelines
7. Post - Introduce Yourself
8. 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](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](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 and reply to at least 1 peer's 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 and reply to at least 1 peer's 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 and reply to at least 1 peer's 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 and reply to at least 1 peer's post

### (5) Mindfulness

Coursework:

1. View Video Experiential lectures: Mindfulness Audio- 20 Minute Body Scan; Mindfulness Audio- 20 Minute Seated Meditation
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 and reply to at least 1 peer's 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 and reply to at least 1 peer's 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 and reply to at least 1 peer's 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](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 and reply to at least 1 peer's 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 and reply to at least 1 peer's 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 and reply to at least 1 peer's 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 and reply to at least 1 peer's 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

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## Course Schedule and Due Dates

Deadlines are based on Eastern Time unless otherwise specified. *The instructor reserves the right to change dates as the term progresses. All changes will be communicated appropriately.*

MODULE	ITEMS TO SUBMIT	INITIAL POST DUE DATE (11:59PM)	RESPONSE/SUBMISSION DUE DATE (11:59PM)
Course Orientation 6/1 – 6/4 <b>Note:</b> <i>Overlaps with Module 1</i>	Syllabus Quiz		6/4
	Practice Assignment		
	Introductory Discussion	6/2	
Module 1 6/2 – 6/5	M1 Pre-Quiz		6/5
	M1 Quiz		
	<b>W:</b> Paper Topic		
Module 2 6/6 – 6/10	M2 Pre-Quiz		6/10
	M2 Quiz		
	<b>W:</b> Annotated Bibliography & Outline		
Module 3 6/11 – 6/15	M3 Pre-Quiz		6/15
	M3 Quiz		
	<b>W:</b> Literature Review		
Module 4 6/16 – 6/21	M4 Pre-Quiz		6/21
	M4 Quiz		
	Midterm (covers M1 – M4)	Opens 6/20 12:00AM Closes 6/21 11:59PM	
	<b>W:</b> Practical Applications & Conclusion		
Module 5 6/22 – 6/27	M5 Pre-Quiz		6/27
	Experiential Discussions (11)	6/26	
	M5 Quiz		
	<b>W:</b> 15 Page Draft		
Module 6 6/28 – 7/2	Final Exam (covers M5 – M6)	Opens 7/1 12:00AM Closes 7/2 11:59PM	7/2
	<b>W:</b> Final Paper		

# Course Requirements and Grading

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## Summary of Course Grading

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Course Component	Weight
Formative Quizzes	0%
Summative Quizzes	25%
Discussion Boards	15%
W Paper Assignments	10%
Midterm	10%
Final Exam	10%
Final Paper	30%
Total	100%

### 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 innovate 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 board “posts” will be written based on specific prompts given for each of the Module 5 experientials. To complete each of the Module 5 experiential discussion boards, you will create an initial post AND respond to at least one of your peer’s posts with adequate effort, analysis, and depth. There are 11 experientials in Module 5, this means that you must create a total of 11 initial posts (one initial post for each experiential) and reply to at least 11 of your peers’ posts (at least one reply for each experiential).

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

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Information on grades and grading can be found as follows:

- [Registrar’s Information on Grading Scales](#)
- [University of Connecticut Academic Catalog](#): Undergraduate > Academic Regulations > Grade Information

## General Explanation of Grades

Numeric Range	Letter Grade	Explanation)	GPA
93–100%	A	Excellent	4.0
90–92%	A-	Excellent	3.7
87–89%	B+	Very Good	3.3
83–86%	B	Good	3.0
80–82%	B-	Good	2.7
77–79%	C+	Good	2.3
73–76%	C	Average	2.0
70–72%	C-	Fair	1.7
67–69%	D+	Poor	1.3
63–66%	D	Poor	1.0
60–62%	D-	Merely Passing	0.7
<60%	F	Failure	0

## Late & Missed Assessment Policy

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All course due dates are identified in the [Course Schedule](#) section.

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

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I will make every effort to provide feedback and grades within 48 hours, although the essays may require an additional day. To keep track of your performance in the course, refer to the Gradebook in HuskyCT.

## Weekly Time Commitment

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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).

## Student Authentication and Verification

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The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, 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 (HuskyCT) using your unique UConn NetID and password.

Students who do not complete the above required authentication steps may be denied access to the course and given an incomplete. Students could lose credit if the identity of the enrolled student completing course activities and assessments cannot be confirmed.

## Virtual Classroom Guidelines

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### 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.

## Academic Integrity

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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

## Artificial Intelligence Policy

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**Use of Artificial Intelligence (AI) and Generative Language Tools:** The use of AI and generative language tools (including but not limited to ChatGPT, Microsoft Copilot, generative writing functions in Grammarly, "Help me write" function in Google Docs, etc.) are prohibited in this course. The professors of this course submit student papers to the University of Connecticut AI detection software that distinguishes between AI generated content and human generated content and treat the use of AI writing tools as a violation of academic integrity.

## Copyright

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**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.

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.

**Student-Created Videos:** The videos created by students as part of this course are for the sole use of the students enrolled in this course. Any other use of these videos or any pictures or derivatives of the videos without the written consent of the video creator is prohibited.

## Evaluation of Course Experience

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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.

## Syllabus Addendum

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As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your academic work. Read the [Syllabus Addendum](#), which includes:

1. [University Standards and Policies](#)
  - a. The Student Code & Academic Integrity
  - b. Communication Guidelines
  - c. Credit Hours and Workload
  - d. Course Drop/Withdrawal
  - e. Policy Against Discrimination, Harassment and Related Interpersonal Violence
  - f. Evaluation of Course Experience
2. [Resources and Accommodations](#)
  - a. Support Services
  - b. Students with Disabilities
  - c. Accommodations for Absences Due to Religious Observances and Extracurricular Activities
  - d. Emergency Preparedness
3. [Technical Requirements](#)
  - a. Minimum Equipment Requirements
  - b. Minimum Software Requirements
  - c. Browser Recommendations
  - d. Additional Software Requirements for Some Online Courses
  - e. Proctoring Requirements
  - f. Minimum Technical Skills
  - g. Student Technology Training
  - h. Technology Help
4. Non-University Resources
  - a. General information line for mental health services: Dial 211
  - b. Emergency Line: Dial 911

\*If you are experiencing a medical or mental health emergency dial 911 immediately

## Additional Technical Requirements

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In addition to the equipment and software requirements required of all online courses at UConn, this course requires the following:

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](http://uconn.onthehub.com)) ([Microsoft Accessibility Statement](#), [Microsoft Privacy Statement](#))
- [Media site requirements](https://support.sonicfoundry.com/training/viewingrequirements) (<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

Refer to the [Syllabus Addendum](#) - “Additional Software Requirements for Some Online Courses” section for information on accessibility, privacy, and system requirements.

## Professor Biography

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### **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.