

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** PSYC 320    **TITLE:** Psychology of Wellness: The Mind-Body Connection  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Recommended Preparation:**  
Eligibility for ENGL 838 or ENGL 848 or ESL 400.

2. **COURSE DESIGNATION:**

**Degree Credit**

**Transfer credit:** CSU

**AA/AS Degree Requirements:**

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development

3. **COURSE DESCRIPTIONS:**

**Catalog Description:**

An exploration in the research, related concepts, factors and practices that contribute to overall health and wellness of brain and mind over the lifespan. It emphasizes holism: the physical, intellectual, emotional, social and self-directed spiritual components of wellness. It is interdisciplinary in nature drawing on source materials from positive, cross-cultural, clinical and health psychology, holistic health and neuroscience. The course will examine the intersection of the mind and body and reviews the scientific application of techniques that reduce stress and enhance biological, social, and psychological wellness.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Differentiate theoretical and cross-cultural approaches to the study of psychological wellness.
2. Describe the scientific research methodology as applied to the study of psychological wellness.
3. Demonstrate understanding of holistic practices and their impact on one's biology, psychology, and overall health and wellness.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Describe psychological and cross-cultural approaches to defining health and wellness.
2. Explain the scientific inquiry into the study of consciousness and the mind.
3. Identify scientific research methods utilized in the study of mind, body, and aspects of psychological wellness.
4. Distinguish between core theoretical models of psychology and how they are applied to understand stress, illness, coping, and techniques of wellness.
5. Distinguish between positive psychology principles and other theoretical principles of psychology.
6. Explain the components of the holistic view of wellness.
7. Identify the physiological mechanisms of the brain and nervous system as related to systems of consciousness, cognition, memory, emotion, stress, and applications of techniques of wellness.
8. Demonstrate understanding of states of consciousness as applied to the reduction of stress and the cultivation of wellness.
9. Demonstrate an understanding of the neurophysiology of stress and research-based coping mechanisms.
10. Summarize the role of personality in the maintenance and relief of different types of stress.
11. Demonstrate understanding of the effects of mind/body practices on one's biology and psychology.
12. Demonstrate understanding of cognition as applied to modalities of enhancing psychological well-being.
13. Synthesize and evaluate the mind/body research regarding the effectiveness of contemplative practices on health and wellness.
14. Compare and contrast techniques and skills to reduce stress and cultivate wellness.
15. Develop, implement, and assess a personal health and wellness promoting plan integrating related scientific research.
16. Distinguish the various fields of practice utilizing techniques and methodologies of psychological wellness.

6. **COURSE CONTENT:**

**Lecture Content:**

1. What is Wellness? The Empirical Path to a Meaningful Life
  - A. The path to defining psychological wellness
  - B. Historical perspectives on illness and treatment
    - a. The mind and body problem
    - b. Darwin and evolutionary processes
    - c. Questions of consciousness: What is mind?
    - d. Sensation & perception: The nature of reality
    - e. Structuralism and functionalism
  - C. Theoretical approaches
    - a. Neuropsychology
    - b. Psychoanalytic
      - i. Freud's model of self
      - ii. Darwinian model
    - c. Behavioral
      - i. Empiricism and associationism
      - ii. Stimulus-response psychology
    - d. Cognitive
      - i. Bandura and self-efficacy
      - ii. Beck and cognitive behavioral psychology
    - e. Existential-humanistic psychology
    - f. Biopsychosocial perspective
2. Movement of Holism and Wellness
  - A. Eastern and western perspectives on health and wellness
  - B. Humanistic psychology
    - a. The actualizing tendency
    - b. Peak experiences
  - C. Transpersonal psychology
  - D. Positive psychology
    - a. Movement from studying abnormality and dysfunction to studying strength and virtues
    - b. Seligman's contributions
    - c. Comparison and differentiation from humanistic psychology
    - d. Subjective well-being: the dimensions of the pleasant life, the good life, the meaningful life
    - e. Cultivation of strengths, virtues, compassion, empathy, meaning, well-being
  - E. Self
  - F. Holism and wellness: The 5 core components
    - a. Mental
    - b. Emotional
    - c. Spiritual
    - d. Social
    - e. Physical
  - G. Cultural context of wellness
3. Scientific Method and the Study of Mind, Body, and Wellness
  - A. Scientific method
  - B. Descriptive methods of research
  - C. Correlational research
  - D. Experimental design
  - E. Neuroimaging
  - F. Event sampling methodology
  - G. Self-report
4. The Brain and Nervous System: The Biological Structures of Wellness
  - A. Central nervous system
  - B. Peripheral nervous system
  - C. Autonomic nervous system
  - D. Somatic nervous system
  - E. Endocrine system
  - F. Neurodevelopment, neuroplasticity, and resilience
  - G. Sensation and perception: Revisiting the question of the mind and body
5. Consciousness and Structures of Wellness
  - A. States of consciousness
  - B. Measurement of consciousness

- C. Neurobiology of sleep
- D. Neurobiology of meditation
- 6. Cognition, Memory, and Wellness
  - A. Cognitive processes
    - a. Cognition
    - b. Cognitive bias and impact on wellness
    - c. Visual and mental representation
    - d. Verbal representation
    - e. Imagery, visualization, and wellness
  - B. Memory and information processing
    - a. Brain structures
    - b. Association in memory
    - c. Implicit memory
    - d. Priming and wellness
- 7. Emotions, Emotional Adjustment, and Wellness
  - A. Basic & secondary emotions
  - B. Theories of emotion
    - a. Evolutionary model
    - b. Broaden-and-build model
  - C. Neurobiology of emotion
    - a. The emotional response
    - b. Facial expression of emotion
    - c. Facial action coding system (FACS)
    - d. Affective neuroscience
    - e. Self-awareness, empathy, happiness
  - D. Appraisal and emotional regulation
  - E. Emotional intelligence
  - F. Life satisfaction and subjective well-being
- 8. Stress and Wellness: Theory, Research, and Strategies
  - A. Historical development of theories and research on stress
  - B. Neurobiology of arousal and stress
    - a. Neuroendocrine system
    - b. Adrenal medullary system
    - c. Hypothalamic-pituitary-adrenal axis
    - d. General adaptation syndrome
    - e. Allostasis
    - f. Physiological reactivity
    - g. Psychosomatic theory
    - h. Mood, sleep, stress, and wellness
  - C. Stress, cognition, and performance
    - a. Csikszentmihalyi's research on FLOW and optimal performance
  - D. Stress and appraisals
  - E. Stress, personality, and wellness
  - F. Types of stress and trauma
  - G. Cultural factors influencing stress and wellness
  - H. Techniques of adjustment, coping, and wellness
- 9. Wellness: Research and Application
  - A. Scientific foundations of stress reduction, health, and wellness
  - B. Holism and wellness
  - C. Hypnosis
  - D. Progressive relaxation
  - E. The relaxation response
  - F. Theories and techniques of mindfulness meditation
  - G. Mindfulness-based stress reduction (MBSR)
  - H. Mindfulness-based cognitive approaches
    - I. Physical effects of meditation
    - J. Pennebaker's writing to heal
  - K. Research and applications of positive psychology, holism, and wellness
    - a. Research on gratitude and forgiveness
    - b. Mindfulness and positive psychology

- L. Post-traumatic growth
  - M. Self-directed neuroplasticity
10. Fields Related to Wellness
- A. Clinical psychology
  - B. Counseling psychology
  - C. Neuropsychology
  - D. Health psychology
  - E. Holistic psychology
  - F. Sport and exercise psychology

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Guest Speakers

**8. REPRESENTATIVE ASSIGNMENTS**

Representative assignments in this course may include, but are not limited to the following:

**Writing Assignments:**

- A. Research paper in APA format integrating core course content regarding the mind-body problem, consciousness, and foundational theories contributing to a holistic model of wellness.
- B. Reflective academic journal assignment requiring integration of research-based perspective, critical thinking, and reflection on core course concepts, showing understanding of utility of specific techniques and applications of wellness.
- C. Written review and critical analysis of primary sources in APA format.
- D. Written assignments expressing understanding and integration of research on strengths and virtues of Positive Psychology as integrated with holistic approaches for psychological wellness.

**Reading Assignments:**

- A. Weekly reading of academic research-based textbook: 30-40 pages minimum.
- B. Reading of scientific literature and research articles in the areas of psychology and wellness, approximately 3 articles which vary in length from 8-25 pages.
- C. Reading of supplemental reading material in a specific topic area of psychology and wellness.

**Other Outside Assignments:**

- A. Library research to locate peer reviewed articles and sources on the content and methodologies of wellness and psychology.
- B. Location of current events and scholarly research articles to evaluate and apply principles of psychology to consider enhancement of health and wellness.
- C. Presentation of research-based application of strategies of holism and psychological wellness as relates to specific case or population sample, utilizing supplementary reading material and academic research.

**9. REPRESENTATIVE METHODS OF EVALUATION**

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Projects
- I. Quizzes
- J. Research Projects
- K. Written examination

**10. REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Burke, A.. *Learning life: The path to academic success and personal happiness*, 2nd ed. Rainor Media, 2016

B. Kahneman, D., Diener, E. & Schwartz, N. Eds.. *Well-being: Foundations of hedonic psychology.*, ed. Russell Sage Foundation, 2003

C. Sapolsky, R.. *Why zebras don't get ulcers*, 3rd ed. Henry Holt Publishers, 2004

D. Keltner, D., Oatley, K., & Jenkins, J.. *Understanding Emotions*, 3rd ed. Wiley, 2013

Other:

A. Possible Supporting Texts:

1. Dalai Lama & Tutu, D. (2016). *The book of joy: Lasting happiness in a changing world*. New York: Penguin Random House.
2. Dalai Lama (2003). *How to practice: The way to a meaningful life*. New York: Simon & Schuster.
3. Dweck, C. (2007). *Mindset: The New Psychology of Success*. New York: Penguin Random House.
4. Eid, M. & Larson, R. (2008) *The science of subjective well-being*. New York: Guilford Press.
5. Hanh, T. (1999). *The miracle of mindfulness: An introduction to the practice of meditation*. Boston: Beacon Press.
6. Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain and illness*. New York: Random House.
7. Keltner, D. (2009). *Born to be good: The science of a meaningful life*. New York: W. W. Norton.
8. Kirby, G. & Goodpaster, J. (2006). *Thinking*. 4th edition. Pearson.
9. Ruini, C. (2017). *Positive psychology in the clinical domains: Research and practice*. New York: Springer Publishing.
10. Seligman, M. (2012). *Flourish: A visionary new understanding of happiness and well-being*. New York: Free Press
11. Seligman, M. (2004). *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. New York: Free Press

**Origination Date:** October 2017

**Curriculum Committee Approval Date:** December 2017

**Effective Term:** Fall 2018

**Course Originator:** Michelle Mullane