

Course Syllabus
Harvard University Extension School

PSYC E-1611 Mind, Body, Medicine, and Health
Fall 2015

Instructor: Sayyed Mohsen Fatemi, Ph.D.

Office Hours: By appointment.

Day & Time: Wednesdays 5:30-7:30 pm

Office Hours: By Appointment

Contact Information :

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Course Description

The mind/body interaction has important implications for the way we view health, wellness and the way we prevent illness and treat disease. This course provides knowledge and skills for health and wellness coaches and related professionals to effectively examine and apply theories and models of mind/body medicine and health.

In this course students will learn how to facilitate in themselves and others, the goal of self-care, a complement to the conventional medical paths of surgery and pharmaceuticals. They will consider the bio-genomic-neural basis for both illness and related effective treatments; physical health is influenced by thoughts, feelings, and behaviors, and conversely, thoughts, feelings, and behaviors can be influenced by physical symptoms. Social factors are important as well.

Mind Body Medicine recognizes resiliency as a public health initiative and promotes resiliency practices through lifestyle behaviors for disease prevention and treatment (childhood-adult). Students will learn the importance of how they and their clients can take control of their lives, as well as ways to use their own healing power to reduce stress and other negative behaviors and thoughts in order to maintain or regain health. Students will also develop awareness and skills in a variety of mind body practices including environmental strategies that influence health and resiliency and meditation methods that elicit the relaxation response.

In addition students will practice successful methodology to enhance mind body practices in various patient populations, in particular, those that are socio-economically compromised.

Furthermore, this course discusses the application of psychological theory, methods and research to health, physical illness, health care and their implications. The course begins with an introduction to mind body medicine, its history, its interdisciplinary nature and its multifaceted components. We will discuss a complex interplay of biological, socio-cultural, psychological,

economic and spiritual factors of well-being. Along with the discussion of the models and theories in mind body medicine, we will examine the interventions to health promotion and illness prevention. Discussions will cover both theoretical and practical issues from the relationship between belief and health to the interaction between physicians and patients and environmental strategies that influence health. An in-depth analysis of the relationship between health behavior and experience, health beliefs and communication and health promotion and expressiveness will be discussed.

This course has a special focus on Langerian Mindfulness and coaching strategies but will also introduce and share a comparison of other mindfulness theories and models with outcomes to specific populations. We will investigate how an increase in mindfulness will give rise to an increase in well-being and happiness. Our discussions will also include critical health psychology and its approaches to health and illness. In addition, students will learn practical coaching strategies and techniques to facilitate the goal of self-care in both intrapersonal and interpersonal levels. The journey is meant to be exciting, inviting, engaging and thought provoking.

Our discussions will also cover the implications of mindfulness for anxiety and stress management, couple therapy, organizational development and personal growth.

This course is among a suite of companion courses strategically connected to provide a comprehensive set of useable knowledge, skills and tools. The first cluster of courses addresses a holistic approach to health and wellness promotion, as well as injury and disease prevention and intervention. The second cluster of courses addresses optimization of performance and well-being utilizing a coach approach. The courses, when completed together, deliver a robust, innovative, and science-based education and skills training platform to support professionals in the fields of health, well-being, and performance and coaching psychology.

Health and Wellness Cluster

- Mind Body Medicine and Implications to Health and Wellness
- The Science of Physical Activity Applied to Health and Well-Being
- Introduction to Lifestyle Medicine
- Nutrition and Health: Myths, Paradigms, and Science
- Neuroscience of Learning and Behavior Change

Applied Coaching Psychology Cluster

- Science of Coaching Psychology I
- Application of Coaching Psychology II

- Positive Psychology and Neuroscience
- Applied Performance Psychology
- Neuroscience of Learning and Behavior Change

Course Aims and Objectives

- Help students practice successful methodology to enhance mind body practices in various patient populations, in particular, those that are socio-economically compromised.
- Describe the emerging significant role of mind body medicine as it relates to public health.
- Demonstrate skills in various mind body approaches, including guiding meditations, yoga, tai chi and mindfulness.
- Apply mind/body interventions to self and with patients for health and well-being promotion and prevention and treatment of disease.
- Integrate innovative mind body treatments with specialized patient populations.
- Provide students with knowledge and skills for health and wellness coaches and related professionals to effectively examine and apply mind/body medicine.
- Introduce students to the relationship between health behavior and experience, health beliefs and communication and health promotion and expressiveness.
- Provide students with practical implications of mindfulness for health promotion and illness prevention.
- Provide students with the importance of how they and their clients can take control of their lives.

Expected Student Learning Outcomes

Students will be able to:

- Appreciate the importance of how they and their clients can take control of their lives;
- Understand the role of mindfulness in enhancing one's wellbeing and health;
- Explain the practical implications of mindfulness for health promotion and illness prevention;
- Be familiar with successful methodology to enhance mind body practices in various patient populations, in particular, those that are socio-economically compromised;

- Demonstrate knowledge and skills for health and wellness coaches and related professionals to effectively examine and apply mind/body medicine;
- Facilitate in themselves and others the goal of self-care;
- Implement skills in a variety of mind body practices including environmental strategies that influence health and resiliency and meditation methods that elicit the relaxation response

Course Policies and Expectations

The course is meant to be exciting, inviting, engaging and thought provoking. Your participation in the class will increase your rigorous understanding of the course materials. It is expected that you attend classes regularly. Missing more than four classes will deprive you of passing the course.

Materials and Access

Langer, E. J. (1989). *Mindfulness*. Reading, MA: Addison-Wesley.

Langer, E.J., (2005). *On becoming an artist: Reinventing yourself through mindful creativity*. New York:Ballentine Books.

Langer, E. (2009). *Counterclockwise: Mindful health and the power of possibility*. New York: Ballentine Books.

Luciani, J. (2006). *Self-coaching: The Powerful Program to Beat Anxiety and Depression*. Wiley.

Assignments and Grading Procedures

1) Class Participation and Attendance- 15%

Your thoughtful responses and your reflective questions to each meeting's readings and presentations will substantiate your active participation. Part of the activities may be conducted in an online forum and your online participation is highly recommended. Details will be discussed in the class.

ATTENDANCE:

Attendance will be graded as follows:

No absences	A+
One absence	A
Two absences	B
Three absences	C
Four or more absences	E

2) Mid-Term Exam: Details to be discussed- 30%

3) Final Project -40%

You are expected to apply theories and/or models of Mind, Body, Medicine and health behavior change to yourself as a behavior change agent. This assignment includes a self-assessment utilizing the Langer Mindfulness Scale, a 21-item questionnaire which will be utilized to assess four domains associated with mindful thinking: novelty-seeking, engagement, novelty producing, and flexibility. The results will inform you of your novelty in decision making, your power to live in the moment, your creative engagement in the context where you live and your responsiveness to multiple perspectives. You will then complete a health behavior change project that will help you become more aware of your blind spots, recognize your health challenges, create a goal and focus on monitoring and changing a health behavior, utilizing mind. In doing your final project, you may also single out one of the theories discussed in the class and elaborate how it may have affected your way of living or how it may have facilitated the process of your interpersonal and intrapersonal improvement. The project can be between 7 to 10 pages and you are allowed to go up to 15 pages if necessary.

If you are taking this course as a graduate credit student, please make sure that you will discuss with me the choice of your topic and the content as there are different assignments for undergraduate and graduate students for the final project.

4) Peer Presentation -15%

You will be required to present an overview of your final project to a group of 4-5 classmates (each person in the group of six will be required to present to the same group). Your presentations will be 20 minutes in length. We suggest about 5-10 minutes of this should be you presenting your ideas/arguments. The remaining 10-15 minutes will offer you the chance to lead a discussion around your topic. The goal here will be for you to practice leading a critical thinking discussion.

There are three rationales for this assignment: the first is to give you the opportunity to get feedback on your project; the second is to give you some experience in leading a discussion; the third is to offer you the chance to give constructive feedback on others' work. The date for the

peer group presentation will be announced in our class. Part of the peer group presentation will be conducted in an online forum. Details will be discussed in the class.

The peer presentation includes a peer review. The purpose of the peer review is for you to help your peers improve their summary of the final project. You will be evaluated on the quality of your suggestions and the thoroughness of your review.

In reviewing the presentation you may want to follow the six section headings listed below.

1. What is good about the project (in being critical, we must not forget to be encouraging and supportive as well)?
2. Is the purpose of the project clearly laid-out in a succinct introduction?
3. Are there any terms or concepts that need further clarification?
4. Is the evidence that the author provides to support his/her position good? Sufficient?
5. Are there other factors that the author might want to consider (other types of evidence, other points of view, etc.)?
6. Anything else that might be helpful to the author.

You will be asked to write the peer review as though it were a letter to the author. There is no need to summarize your peer's work. You are encouraged to include in the peer review only suggestions on how to improve the presentation and what you have found valuable in the work.

If you wish, the peer review can be written in bullet format (as long as you can still clearly express your suggestions to the author). We would expect that the review would be about 2-3 pages long.

Academic Integrity

The Extension School is committed to providing an accessible academic community. The Disability Services Office offers a variety of accommodations and services to students with documented disabilities. Please visit www.extension.harvard.edu/resources-policies/resources/disability-services-accessibility for more information.

3. Any cases of suspected cheating or plagiarism should be brought to the attention of Assistant Dean of Student's attention, Shirley Greene (shirley_greene@harvard.edu). Please add the following wording to your syllabus:

You are responsible for understanding Harvard Extension School policies on academic integrity (www.extension.harvard.edu/resources-policies/student-conduct/academic-integrity) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting "the wrong draft", or being overwhelmed with multiple demands are not acceptable excuses. There are no excuses for failure to uphold academic integrity. To support your learning about academic citation rules, please visit the Harvard Extension School Tips to Avoid Plagiarism (www.extension.harvard.edu/resources-policies/resources/tips-avoid-plagiarism),

where you'll find links to the Harvard Guide to Using Sources and two, free, online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

Accommodations for Students with Disabilities

Students needing academic adjustments or accommodations because of a documented disability must present their Faculty Letter from the [Accessible Education Office](#) (AEO) and speak with the professor by the end of the second week of the term, **(September 16)**. Failure to do so may result in the Course Head's inability to respond in a timely manner. All discussions will remain confidential, although Faculty are invited to contact AEO to discuss appropriate implementation.

Course Schedule

DATE	DAY	TOPIC
Sep 2	WED	Lecture: Introduction to the course/ What is mindfulness and its implications for health, well-being and creativity? Section: what are the implications of this course for your well-being and health?
9	WED	Lecture: Mind/body medicine, components, models and implications. How does our mind influence our body? How do we increase the synergy between mind and body? The Evolution of Mind Body Medicine (and Health)/Mind Section: Can Meditation Improve Resilience? Body Enhancement of Resiliency Evidence from Cells, Cytokines, and Scans
16	WED	Lecture: Langerian mindfulness and well-being/Positive Meaning and Expression Section: Langer Mindfulness Scale and its implications for our well-being
23	WED	Lecture: Coaching/ mind/body/ medicine/ the Brain on Stress: Toward an Integrative Approach to Brain, Body, and Behavior/ Section: Tai Chi Practice, Tai Chi: State of Clinical and Basic Research

30	WED		<p>Lecture: Coaching/mind/body/ medicine/the Brian on stress/ Mind-body medicine practices Coaching and healing power / Motivational Interviewing/ Essential Mind Body Skills You Can Teach/ Guided Elicitation of the Relaxation Response/ Techniques for Inner Stillness/ The Science and Practice of Empathy and Resilience</p> <p>Section: Guided Elicitation of the Relaxation Response, Healthy Kitchens Demonstration</p>
Oct 7	WED		<p>Lecture: Medical Model vs. Bio-psychosocial model and stress/ Burnout Prevention Skills and Future of Mind Body Medicine</p> <p>Section: Mind Body Medicine and Special Populations</p>
14	WED		<p>Lecture: To Be Announced; Mid term</p>
21	WED		<p>Lecture: Coaching, Langerian Mindfulness and Stress/ PTSD and TBI</p> <p>Section: Techniques to deal with PTSD</p>
28	WED		<p>Lecture: The goal of self-care/ Mind Body Interventions for Sleep</p> <p>Section: Low income communities</p>
Nov 4	WED		<p>Lecture: Maintaining/ regaining health/ Mind Body Skills for Children, Successful methodology to enhance mind body practices in various patient populations/ Mind, Body Behavior and Life Enhancement including Creativity, Techniques to enhance mind body synergy</p> <p>Section: Mind Body Skills for Children</p>
11	WED		<p>Veterans Day Holliday</p>
18	WED		<p>Lecture: Relaxation, Yoga and well being/ Yoga Research: Psychophysiology, Therapy, and Prevention/The Science and Practice of Empathy and Resilience</p> <p>Section: Yoga practice, techniques and its implications</p>
25	WED		<p>Rethinking about our health and wellbeing: Peer Group Presentation</p>

Dec 2	WED		Lecture: Peer Group Presentation
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Dec 9	WED		Peer Group Presentation
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Dec 16	WED		Final Project Due
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Other Useful Information

The course is meant to be exciting, inviting, engaging and thought provoking. Your participation in the class will increase your rigorous understanding of the course materials. Make sure that you attend classes regularly.

Resources

- APA Division of Health Psychologists: <http://health-psych.org>
- ISCHP: <http://www.med.mun.ca/ischp>
- BPS Division of Health Psychology: <http://www.health-psychology.org.uk>

Grading Procedures

- A and A-: Earned by work whose superior quality indicates a full mastery of the subject, and in the case of A, work of extraordinary distinction. There is no grade of A+
- B+, B, and B-: Earned by work that indicates a strong comprehension of the course material, a good command of the skills needed to work with the course materials, and the student's full engagement with the course requirements and activities.
- C+, C, and C-: Earned by work that indicates an adequate and satisfactory comprehension of the course material and the skills needed to work with the course materials, and that indicates that the student has met the basic requirements for completing assigned work and participating in class activities.
- D+, D, and D-: Earned by work that is unsatisfactory but that indicates some minimal command of the course materials and some minimal participation in class activities that is worthy of course credit.

- E: Earned by work that is unsatisfactory and unworthy of course credit. This grade may also be assigned to students who do not submit required work in courses from which they have not officially withdrawn by the withdrawal deadline. Zero or E grades are assigned to students for missing work. These grades are included in the calculation of the final grade.

Grade	Minimum Expectations
90-100 A	<ul style="list-style-type: none"> ○ Complete all readings and watch all videos ○ Attend and participate actively in 90%+ of the classes ○ Complete 100% of the homework ○ Achieve 90%+ average on all work and assessments
80-89% B	<ul style="list-style-type: none"> ○ Complete 90% of the readings and watch videos ○ Attend and participate actively in 80%+ of the classes ○ Complete 90% of the homework ○ Achieve 80%+ average on all work and assessments
70-79% C	<ul style="list-style-type: none"> ○ Complete 80% of the readings and watch all videos ○ Attend and participate actively in 70%+ of the classes ○ Complete 80% of the homework ○ Achieve 70%+ average on all work and assessments
60-69% D	<ul style="list-style-type: none"> ○ Complete 60% of the readings and watch all videos ○ Attend and participate actively in 60%+ of the classes ○ Complete 60% of the homework ○ Achieve 60%+ average on all work and assessments
Below 60% is an “E”	