MASTER SYLLABUS

WELL 380: Foundations in Mind-Body Health and Wellness

Created by: Barat Wolfe, Ph.D. and Bryan Parker, M.Ed.
A. **TITLE:** Foundations in Mind-Body Health and Wellness

B. **COURSE NUMBER:** WELL 380

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** 3 Social Sciences

F. **SEMESTER(S) OFFERED:** Fall and Spring

G. **COURSE DESCRIPTION:**

In this course, students will engage in an interdisciplinary examination of what it means to be “well.” Using a biopsychosocial framework and the mind-body connection as a foundation for study, students will explore a definition of health that involves the satisfaction of physical, psychosocial, cultural, economic, and spiritual needs (among others). Students will undertake a critical examination of how wellness has been defined across different cultures (both historical, and current); explore the West’s preoccupation with wellness as an individual pursuit; examine the social structures and institutions that contribute to/are necessary for people and communities to be well; dissect the normalization of stress and how it disrupts health and wellness; and reflect on their own personal practices that lead to health and wellness.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s):

b. Co-requisite(s):

c. Pre- or co-requisite(s):

I. **STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
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<tbody>
<tr>
<td>a. Describe and critique understandings of health and wellness across the globe</td>
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<td>Knowledge of major concepts, models and issues of at least one discipline in the social sciences</td>
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<td>b. Critically reflect on personal health and wellness practices</td>
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<td>2 [CA]</td>
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<td>c. Examine “stress”, and dissect cultural practices that both normalize stress and see stress as a disruptor of wellness.</td>
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<td>c. Apply academic literature and other course content to develop a larger philosophy of wellness</td>
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<tr>
<td>KEY</td>
<td>Institutional Student Learning Outcomes [ISLO 1–5]</td>
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<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
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| 1 | Communication Skills  
Oral [O], Written [W] |
| 2 | Critical Thinking  
*Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]* |
| 3 | Foundational Skills  
*Information Management [IM], Quantitative Lit./Reasoning [QTR]* |
| 4 | Social Responsibility  
*Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]* |
| 5 | Industry, Professional, Discipline Specific Knowledge and Skills |

**J. APPLIED LEARNING COMPONENT:**  
Yes _____  
No X
K. **TEXTS:** None required

L. **REFERENCES:**


M. **EQUIPMENT:**

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Exams, quizzes, essays, student presentations, writing assignments, and discussion

P. **DETAILED COURSE OUTLINE:**

I. Living Well - Wellness beyond Medicine and Psychology
   II. Health vs. Wellness
   III. Social Context – the Biopsychosocial Model
   IV. Mindfulness and balance
   V. Life obstacles – Stress and others
   VI. Research – Evidence Based Practice

VII. Life choices
    a. Physical dimensions of wellness
    b. Mental and emotional dimensions of wellness
    c. Spiritual dimensions of wellness
    d. Cultural dimensions of wellness
    e. Economic dimensions of wellness
    f. Environmental dimensions of wellness

VIII. Positive Psychology
IX. Global Wellness - WEIRD countries
X. Global Wellness Traditions
   a. Health and illness
   b. Health and wellness protection
   c. Wellness choices
   d. Folk Medicine
   e. Complementary and Alternative Medicine
   f. Philosophies

XI. Sport, exercise, physical activity, fitness, and movement
XII. Sexual wellness
XIII. Substance use and wellness
XIV. Equity, Diversity, and Inclusion in wellness
XV. Technology and wellness
XVI. Personal practices and plan

Q. **LABORATORY OUTLINE:**