



Mind-Body Medicine

Psychology 201-Cedar Crest College- Course Syllabus

Dr. Micah Sadigh
Department of Psychology
Spring 2010



Cedar Crest College

Syllabus

Title: Mind-body Medicine (PSY-201)
(3 Credits)

Class Meeting Times: Mondays 1-3:30 PM

Classroom: Curtis 351

Faculty: Dr. Micah R. Sadigh

Office: Curtis 119

Office Hours: Mondays (10-11:00 AM; & 5:30-6:30 PM); Tuesdays (1-2PM); Wednesdays (10-11 AM, 1-3 PM); Thursdays (4-5 PM); or by appointment (610-606-4666, Ext. 3715)

E-mail: micasa@cedarcrest.edu

Description: In this course we shall delve into the deeper dimensions of health and well-being with focus on enhancing coping and resilience. While disease prevention, research, and rehabilitation issues will be discussed and examined, the main focus of the course will be on exploring the Mind-Body-Spirit connections. Also, special attention will be placed upon the importance of social support and interpersonal relationships and how they affect well-being. Additionally, students will be trained in Autogenic Training, the most advanced, scientifically-based technique for self-regulation.

Goals:

1. Students will gain a comprehensive knowledge of the biopsychosocial model and its use in health promotion and maintenance.
2. Students will gain knowledge of a variety of tools and techniques to achieve optimal health.
3. Students will gain knowledge about the latest developments in mind-body research.

Course Objectives:

Upon the completion of the course, students will be able to:

1. provide a comprehensive definition of the biopsychosocial model
2. discuss some of the recent studies in psychophysiology
3. describe the basic elements of autogenic training
4. describe three methods of promoting mind-body-spirit integration
5. describe some of the recent findings on socialization and health
6. describe some of the recent findings on spirituality and health

Course Structure and Format:

Each class meeting will be comprised of four interrelated components. These are:

- I. Comprehensive lectures on theory and research based on the biopsychosocial model of health
- II. Student presentations/ discussions (See instructions for presentations)
- III. A thought provoking mind-body-spirit presentation
- IV. Introduction to Autogenic Training with demonstration of the technique

Required Textbook and Reader:

Health: Annual Editions. (2008-09). Guilford, Connecticut: McGraw-Hill.

Karren, K., Smith, N. L., Hafen, B. Q., & Jenkins, K. J. (2010). *Mind/body health: The effects of attitudes, emotions, and relationships (4th edition)*. New York: Benjamin Cummings.

Recommended book:

Damasio, A. (2003). *Looking for Spinoza: Joy, Sorrow and the Feeling Brain.* Orlando, Florida: Harcourt

Moore, T. (1992). *Care of the Soul.* New York: HarperCollins.

The final grade for the course will be calculated based on the following percentages:

Mid-Term Exam: 25%

Final Exam: 25%

Class presentation: 10%

Quizzes: 20%

Papers: 20%

Make-up exams: There will be no make-up exams, **except** in cases of extreme emergencies.

Classroom Protocol: All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. **The classroom environment is to be free from distractions, such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.**

Plagiarism: If plagiarism is suspected, I am bound to follow academic regulations.

Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

Grades:

A	93.0-100%	C	73.0-76.6%
A-	90.0-92.9%	C-	70.0-72.9%
B+	86.7-89.9%	D+	67.0-69.9%
B	83.4-86.6%	D	60-66.9%
B-	80.0-83.3%	F	below 60%
C+	76.7-79.9%		

Guidelines for the class presentation

Read one of the assigned articles in the Health Editions book and present to the class a concise summary of the article. Your presentation (PowerPoint) should not be more than 15 minutes in duration.

Instructions for the First Paper

Review **three** articles of your choice from the *Health Edition* for this assignment (**DUE ON 3-15**). These should be different than the assigned article for your presentation.

Instructions for the Second Paper

Review Chapter 21 of our textbook by highlighting 5 areas that are most meaningful to you, your personal health, and your future (family, career, and education). The paper is **due on 4-26**.

The Mid-Term Exam: The mid-term exam will consist of 50 multiple-choices and essay questions that will cover the information from the lectures and the reading assignments.

Quizzes: Two quizzes will be administered during the course of the semester. I will give you ample time to prepare for them.

The Final Exam: The final exam consists of 50 multiple-choices and essay questions that will cover the information from the lectures and the readings.

Attendance: Attendance for this class is mandatory. Each class meeting will contain a wealth of information that cannot be reproduced in any way. Please arrive for each class promptly. I want you to benefit from every aspect of this class.

Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. Acts of misconduct (e.g., cheating during an examination, copying material on your homework, or allowing someone to use your homework) will not be tolerated. Infringements will be handled according to college policy.

Special Accommodations: If you require assistance due to a disability, I will be more than

happy to help you in any way possible to meet your needs. Please see me after class.

Code of Respect: You are encouraged to share your thoughts, reflections, ideas, and informed opinions. Such sharing will help all of us grow. However, I ask you to take care not to impose your views on others and/or make remarks that may be injurious to others. You can expect unconditional respect from me and I ask you to do the same for your fellow students.

Psychology Department Attendance Policy

The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets once per week (14 class meetings). As such, you may miss **2 classes** without penalty. If you miss **3 classes**, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss **4 classes**, you will receive a failing grade for the course. If you miss four classes, you have missed approximately 25% of the class meetings.

UNNECESSARY CONVERSATIONS: Unnecessary conversations will be distracting to your fellow students as well as your professor. Those who engage in such conversations will be dismissed from class.

A General outline of the Lectures:

- The search for perfect health and immortality: A historical perspective
- What is health? What is wellness?
- Be aware of quackery: Why we need to understand good vs. bad research
- The meaning of symptoms and how to interpret them
- A brief introduction to the autonomic nervous system
- The potent stress biochemicals
- The transphilosophical Model of optimal health
- An introduction to autogenic training
- Requirements for achieving the autogenic state
- Medical and psychological screening
- The first standard autogenic exercise
- Baruch Spinoza on emotions
- Emotional states and physical health: A review of empirical findings
- Models of relaxation therapy
- Post-surgical illnesses
- Psychological and behavioral preparation before surgery: A review of empirical findings
- The conservation of resources model of stress and coping
- The second standard autogenic exercise
- Those difficult feelings: How to understand the nature of our feelings
- The third standard autogenic exercise
- Women and heart disease
- Essential hypertension: The silent killer
- Interpersonal behavior and resting blood pressure in college women: A review of empirical findings
- The fourth standard autogenic exercise
- Good philosophies for healthy living
- The connection between socialization and health
- The bipolar model of self-experience
- Spirituality and health: A review of empirical findings
- The fifth standard autogenic exercise
- The need for meaning in life
- The connection between personality and disease
- Healthy living is a choice: A review
- The sixth standard autogenic exercise
- Concluding remarks

Class Meeting Dates:

1. 1-25
2. 2-1
3. 2-8 (QUIZ)
4. 2-15
5. 2-22
6. 3-1 (Mid-term exam)
7. 3-8 (NO CLASS: SPRING BREAK)
8. 3- 15 (Paper 1 due)
9. 3-22
10. 3-29
11. 4-6 (NOTE: We will be meeting on Tuesday 4/6)
12. 4-12
13. 4-19
14. 4-26 (Paper 2 due)
15. 5-3 (Final Exam)

The Main Reading Assignments From Mind-Body Health

Assignment	Date
1. Chapter 1	1/21
2. Chapter 4	1/28
3. Chapter 5	2/4
4. Chapter 19	2/11
5. Chapter 3	2/18
6. Chapter 9	2/25
7. Chapter 10	3/4
8. Chapter 14	3/18
9. Chapter 21	3/25
10. Chapter 22	4/1

Assigned Chapters from the Health Editions

Read/Present	Due
ARTICLE 44_____	2-8
ARTICLE 2_____	2-15
ARTICLE 3 _____	2-15
ARTICLE 4_____	2-22
ARTICLE 5_____	2-22
ARTICLE 7_____	2-22
ARTICLE 7_____	3-15
ARTICLE 8_____	3-15
ARTICLE 10_____	3-22
ARTICLE 11_____	3-22
ARTICLE 12_____	3-29
ARTICLE 15_____	3-29
ARTICLE 16_____	4-6
ARTICLE 17_____	4-6
ARTICLE 19_____	4-12

ARTICLE 20 _____	4-12
ARTICLE 21 _____	4-19
ARTICLE 23 _____	4-19
ARTICLE 32 _____	4-26
ARTICLE 39 _____	4-26