

Course Information



# Department of Kinesiology

**KIN6087: Mind-Body Medicine**

**10/23 to 12/17**

**3 Units**

**Meeting location/days/times:** Online; Live webinars held on Wednesdays from 5:30-6:45pm PST (\*see [Course Schedule](#) for additional details).

**Instructor:** Dr. Jessica Matthews, DBH, NBC-HWC, DipACLM

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**Office location and hours:** Online office hours appointments scheduled at: [www.calendly.com/drmatthews](http://www.calendly.com/drmatthews)

## PLNU Mission

### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

## COURSE DESCRIPTION

This course explores the dynamic interplay between mind, body, and behavior. Students will examine how emotional, mental, social, and spiritual factors affect health and well-being. Emphasis will be placed on evaluating mindfulness practices and integrative approaches to increase self-awareness, enhance self-care, and cultivate resilience in both patients and wellness professionals.

## INSTITUTIONAL LEARNING OUTCOMES (ILO's)

1. **Learning, Informed by our Faith in Christ:** Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, In a Christ-Centered Faith Community:** Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.
3. **Serving, In a Context of Christian Faith:** Students will serve locally and/or globally in vocational and social settings.

## **PROGRAM LEARNING OUTCOMES (PLO's)**

The Point Loma Nazarene University MS-KIN graduate will be able to:

1. Appraise current research data and integrate it into professional practice to solve relevant problems and make effective decisions.
2. Work independently and with a team to persuasively communicate essential information in their discipline.
3. Demonstrate appropriate breadth of knowledge of the background and principle research in their specialization in order to conduct an independent research project.
4. Serve various populations, integrating compassionate care and the Christian faith with their professional practice.
5. Pursue an active and growing involvement in their discipline by achieving advanced certification and/or membership in a related professional organization.

## **COURSE LEARNING OUTCOMES (CLO's)**

The following student learning outcomes will be achieved by this course; student will be able to:

1. Discuss the psychophysiological effects of acute and chronic stress.
2. Describe the effects of spiritual and religious practices on health and healing.
3. Explain the importance of emotional well-being for patients and providers.
4. Examine the core principles of resilience and well-being.
5. Evaluate the impact of positive health behaviors (nutrition, physical activity, stress management and sleep) on physical, mental, emotional, and spiritual well-being.
6. Apply mindful practices and integrative approaches to increase self-awareness and enhance self-care.

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## **CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## REQUIRED TEXTS

Karen, K.J., Smith, N.L., & Gordon, K.J. (2014). *Mind/Body health: The effect of attitudes, emotions, and relationships (5th ed)*. Glenview, IL: Pearson. ISBN-13: 978-0321883452.

## RECOMMENDED RESOURCES

Duckworth, A. (2016). *Grit: The power of passion and perseverance*. New York, NY: Scribner. ISBN-13: 978-1501111108.

Fredrickson, B.L. (2013). *Love 2.0: Finding happiness and health in moments of connection*. New York, NY: Hudson Street Press. ISBN-13: 978-0142180471.

Seligman, M. (2011). *Flourish*. New York, NY: Free Press. ISBN-13: 978-1864713008.

Snyder, C.R., Lopez, S.J., Edward, L.M., & Marques, S.C. (Eds.) (2016). *The Oxford handbook of positive psychology (3rd ed.)*. New York, NY: Oxford University Press. ISBN-13: 978-0199396511.

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## ASSESSMENT AND GRADING

The total number of points accumulated on assessments, assignments, learning activities, and discussion board posts determines your final letter grade in this course.

### Assignment, Points

<b>Icebreaker Activity</b>	<b>10 pts.</b>
Icebreaker Activity	5 pts.
Discussion Posts (7 @ 20 pts. each)	140 pts.

Self-Evaluation	8 pts.
Webinar Participation	15 pts.
Topic Selections (2 @ 10 pts. each)	20 pts.
Practice Activity	12 pts.
Learning Activities (5 @ 25 pts. each)	125 pts.
VoiceThread Pitch	40 pts.
Assignment #1	150 pts.
Group Collaboration	25 pts.
Group Collaboration Evaluation	10 pts.
Assignment #2	100 pts.
<b>Total Points</b>	<b>650 pts.</b>

Grade Scale (Percentage)

<b>93-100: A</b>	<b>73-76.9: C</b>
90-92.9: A-	70-72.9: C-
87-89.9: B+	67-69.9: D+

83-86.9: B	63-66.9: D
80-82.9: B-	60-62.9: D-
77-79.9: C+	Below 60: F

## LEARNING MODULES

### Module Schedule

<b>Module 1</b>	<b>Understanding the mind-body connection; The impact of stress</b>
<b>Module 2</b>	Positive psychology; Perception of health
<b>Module 3</b>	The science of happiness: Emotional well-being
<b>Module 4</b>	The power of connectedness; Social well-being
<b>Module 5</b>	Exploring meaning and purpose; Spiritual well-being
<b>Module 6</b>	Cultivating mindfulness; Mental well-being
<b>Module 7</b>	The impact of mind-body interventions and lifestyle medicine on health, wellness and behavior
<b>Module 8</b>	Opportunities for integrative wellness professionals; Developing and delivering mind-body interventions

## CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## TRIGGER WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

## DISCUSSION EXPECTATIONS

Class participation and professionalism are expected in this course. It is your responsibility to access Canvas regularly and to participate in class discussions, as your interaction with the course content, the instructor, your colleagues, and the learning process directly influences your levels of success in the course. To reinforce and expand upon the material covered, each week you will be expected to craft **one (1) detailed post** in response to the discussion board question(s) provided. **Each original discussion board post must be at least 300 words in length, include at least one citation (in APA format), and is due by Friday at 11:59pm.** Following your original post, you will then be asked to craft at least **one (1) post** in response to the work of your colleagues to demonstrate your understanding and application of the concepts presented, as well as to further the class discussion in a meaningful way. **Your response posts must be at least 200 words in length and must be crafted in a way to offer additional perspective, a new point of view and/or some other type of substantive information to further the discussion and the learning process.**

**Response posts are due by Sunday at 11:59pm.** Please note that late submissions will not be considered for credit.

## **LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the end of day (11:59pm PT) on which they are due via Canvas. Late work will not be accepted for credit.

## **FINAL EXAMINATION POLICY**

Successful completion of this class requires completing a final group-based project the last week of the course. No requests for alternative due dates will be approved.

## **EMAIL ETIQUETTE**

When sending an email to the professor, students are expected to utilize best professional practices, constructing well-written, complete correspondence in which the student's name and course number are noted in the subject line. In addition, the body of the email should include an appropriate salutation as well as detailed information regarding the nature of the question or concern. The professor will respond to all emails within 48 hours of receipt.

## **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

## **SPIRITUAL CARE**

PLNU strives to be a place where you grow as whole persons. To this end we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus we have an onsite chaplain, Rev. Kevin Portillo who is available during class break times across the week. If you have questions, desire to meet with Rev. Portillo or prayer requests you can contact him directly at [KevinPortillo@pointloma.edu](mailto:KevinPortillo@pointloma.edu).

## **COPYRIGHT POLICY**

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## **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

## **ACADEMIC ACCOMMODATIONS**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **ATTENDANCE POLICY**

Regular and punctual attendance at all synchronous class sessions ("live webinars") is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic](#)

[Policies](#) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### ***Asynchronous Attendance/Participation Definition***

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

### ***Fully Online Courses***

Students taking online courses are expected to attend each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes posting in a graded activity in the course. (Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement). Students will also be asked to attend and participate in **at three of the live webinars** throughout the 8-week course (see Course Schedule). Students who intend to sit for the national board certification should attend and participate in **at least six live webinars** hosted throughout the 8-week course in order to meet the specific board certification requirements as set forth by the National Board for Health & Wellness Coaching (NBHWC).

Students who do not participate in academic activity within the online classroom at least once in any 3 consecutive days will be issued an attendance warning. Students who do not attend at least once in any 7 consecutive days will be dropped from the course retroactive to the last date of recorded attendance.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

## **INSTRUCTOR FEEDBACK**

Weekly assignments will be graded as soon after the due date as possible and grades for the week will be posted to the Canvas gradebook by Wednesday night of the following week. Grades for major assignments will be posted one week after the assignment due date. If an immediate response is needed, please email the instructor, or post to [Hallway Conversations](#).

## **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## ACADEMIC STANDING

Graduate students at Point Loma must obtain a 3.0 GPA to remain in good standing in the MS Kinesiology program: [PLNU Catalog - Academic Standing](#)

Additionally, all graduate students need to earn a C or higher in all graduate courses according to the catalog grading policy (see Academic Policies in the Graduate and Professional Studies Catalog for additional detail).

## Grading System

Traditional letter grades (A, B, C, D, F) including plus and minus grades are used to indicate the level of scholarship earned for each course. Except for the correction of an error, all traditional letter grades are final at the conclusion of the academic term. Once the degree has been posted on the student's official transcript, no change of grade action is allowed for courses leading to the degree. *The grade of C is the lowest grade acceptable for graduate credit.*

## STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the [map](#) using the below link to view which states allow online (distance education) outside of California.