



Department of Kinesiology

KIN6087: Mind-Body Medicine

1/11-3/7

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: Taylor 102; Online office hours appointments scheduled at: www.calendly.com/drmatthews ([Links to an external site.](#))

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.

CREDIT HOUR INFORMATION

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. As a graduate course, students can expect the work in this class to be significant, and students should plan on spending about 14 hours per week engaged in the course. The estimated time expectations for this course are shown below:

Assignments	Course Hours
Discussion Forums	22
Major Assignments	17
Readings, Viewings and Webinars	45.5
Learning Activities & Assessments	28
Total Course Hours	112.5

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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outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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.

		Grades	
Icebreaker Activity	10 pts.		
Discussion Posts (7 @ 20 pts. each)	140 pts.	A=93-100%	C= 73- 76.9%
Webinar Participation	15 pts.	A-=90-92.9%	C-=70- 72.9%
Topic Selection	10 pts.	B+=87-89.9%	D+= 67- 69.9%
Formative Assessments (3 MCQ @ 15 pts. each; 1 SAQ @ 25 pts)	70 pts.	B=83-86.9%	D=63- 66.9%
Learning Activities (5 @ 25 pts. each)	125 pts.	B-=80-82.9%	D-=60- 62.9%
Assignment #1	80 pts.	C+=77-79.9%	F=Below 60%
Final Assessment	50 pts.		
Assignment #2	150 pts.		
Total Points	650 pts.		

LEARNING MODULES

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

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, during each designated 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 via Canvas by the end of day (11:59pm PT) on which they are due in order to be considered for credit. Late work will not be accepted.

EMAIL ETTIQUETTE

When sending an email to the professor, students are expected to construct 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***.

SPIRITUAL CARE

Please be aware 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. There are resources for your Christian faith journey available at the [Graduate & Professional Student Spiritual Life web page](#).

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

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations or adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center via DRC@pointloma.edu or 619.849.2486. The DRC's policies and procedures for assisting such students in the development of an appropriate Accommodation Plan (AP) allows PLNU to comply with Section 504/508 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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](#).

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. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

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:

http://catalog.pointloma.edu/content.php?catoid=20&navoid=1403#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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

