



School of Humanities and Social Sciences

PSY 328-BAR 2

Positive Psychology and Happiness

202627 Summer

Course Details

Credit Hours: 3

Positive Psychology and Happiness OREGON

Days: Monday, Tuesday, Wednesday, Thursday

Monday June 21 to Thursday July 22

Time: 11.45am to 2.15pm

Total Course Hours: 45 hours (18 sessions)

Prerequisites:

This course is suitable for an undergraduate student who has completed at least 3 semesters of college-level coursework. Successful completion of ENG 101 or equivalent, and 6 credit hours in the arts or humanities or social sciences; or instructor permission.

Instructor Information



Willow Star Frederick, MA
Email: willow.frederick@iau.edu
Office Hours: Upon request

Additional Information:
Communication with Professor: messaging system on
Microsoft Teams

Course Description

Positive psychology encompasses the study of positive experience, positive individual traits, and the institutions and practices that facilitate their development. Spending little time on simple textbook theory, this course applies positive psychology concepts to real life dilemmas and fundamentals of students' wellbeing. Topics of current debate (e.g., what is happiness, how should it be measured, how can it be increased and how much of that is within an individual's control) will be critically examined, with consideration given to conflicting viewpoints and their respective empirical support. This course covers concepts applicable to all students' lives, such as: emotions, meaning, cognitive behavioral techniques, the mind-body connection, balance vs. obsession, behavioral and substance addictions, the inner critic, social relationships, and more. In addition to the substantive content of positive psychology, attention will be given to practical activities, in and outside of the classroom. This experiential learning includes mindfulness practices, breathwork, yoga, gratitude, journaling, embodiment practices, and other activities like cold plunges, yoga nidra, and sunrise meditations, taking advantage of Barcelona's vast offering in this field. The students will also hand in two ELAs (experiential learning activities) throughout the semester, outlined below.

Course Objectives

Explore Barcelona outside of their comfort zone, armed with new tools learned in this course.

Articulate from first-hand experience with positive psychology activities a perspective on how positive psychology is (or is not) relevant to their lives

Understand and articulate key concepts, findings, and controversies in the emerging field of positive psychology

Incorporate new practices learned in and outside of class to their daily lives, actively contributing to their own well-being.

Learning Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas in both oral and written forms. Students will gain confidence speaking and researching about positive psychology. They will also gain practical tools and confidence with mindfulness practices.

Cultural Learning Objectives - Positive Psychology in Barcelona

Completing this course in Barcelona is unique to doing it anywhere in the US. Being in Europe means the students not only get to immerse themselves in local cultural customs and practices, but also observe the US from an outsider's perspective. This class has always been a "life skills" class, an experiential course that is about so much more than lecturing inside a classroom. From the guest speakers to the field trips and "breathing breaks" on IAU's gorgeous terrace, students get to experience a student lifestyle unique to theirs at home. "Breathing breaks" refer to a practiced popularized my positive psychology class, because mindfulness is absolutely related to sexual health. It entails using the 5-10 minute class breaks to meditate, do breathwork, or move - instead of using those breaks to scroll on social media. Students learn better when they have these somatic breaks, plus it is a way to "practice what we preach."

For anyone interested in conscious living, Barcelona is a hub for mindfulness practices. These include active meditation, ecstatic dance, breathwork, yoga, hiking, sunrise cold plunges on the beach, and so many more. Students will consistently be invited to approach their work in this course from a cultural lens. The guest speakers (facilitators) invited to the class are a mix of locals and expats - in the last 3 years of this course there's been a pattern in the guests' stories - they were living life in search of financial success, working too much and ignoring their body's needs, until they burned out or realized they just weren't happy living in search of the next dopamine hit. So they moved to Barcelona ready for a lifestyle change. Students get to learn from inspiring individuals who have priorities different from the typical US college undergraduate, opening their eyes to helpful practices to help them take care of their mental and physical health as they return to their fast paced, often stressful lives in the states.

Willow is part of several networks of mental health professionals in Barcelona - this means that students can interview a wide variety of psychologists, mindfulness practitioners, and folks with other areas of expertise, such as somatic therapy, body image coaching, or journaling. The experiential learning activities throughout the semester require students to examine their own routines and habits (i.e. doom scrolling) and learn from folks with different ways of incorporating mindfulness in their day to day. These can include immigrants who have moved to a new country alone and found community here, folks who have found their life's purpose after hitting rock bottom, or people who have found a new identity through dance or comedy. The students also try something new themselves like trying yoga taught in Spanish, attending a workshop on somatic practices, and the field trip to participate in ecstatic dance. Spain is famous for its emphasis on slow living, the mediterranean diet, and appreciating the present moment - which supports its reputation as one of the highest life expectancies in the world. When the students order a coffee here, they're shocked to realize it's served "for here" by default. Coming from a "to-go" culture in the US, students get to experience firsthand the benefits of mindful living in Barcelona, which goes far beyond meditation practices, and gives them helpful habits to bring back with them when they return.

Instructional Methods and Activities

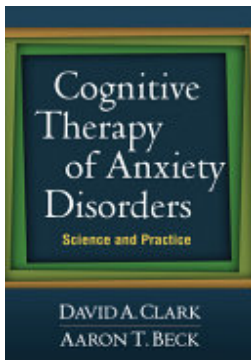
Regular student participation is encouraged and all questions are welcome! Each student will have an equal opportunity to participate throughout the entirety of the course. In-class exercises and discussions will be used so that students can actively apply the theory studied and later apply this knowledge in the course assessments.

****PLEASE CHECK TEAMS EVERYDAY**:** It is highly recommended that every student install the Microsoft Teams app on your phone. That way you won't miss any announcements, helpful info, or assignments.

****There are no required textbooks for this class but you will be asked to purchase a journal for taking class notes, a journal to use as your gratitude journal, and a folder to hold handouts/worksheets. Every day students will write in the gratitude journal, and students are encouraged to continue this habit on non-class days as well.****

****NO LAPTOPS OR PHONES ALLOWED IN THIS CLASS****

Recommended/Optional Materials



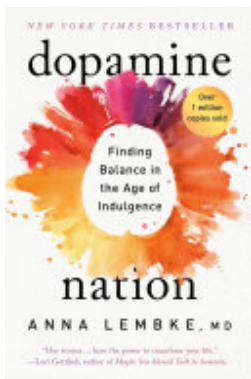
Cognitive Therapy of Anxiety Disorders

ISBN: 9781609189921

Authors: David A. Clark, Aaron T. Beck

Publisher: Guilford Press

Publication Date: 2011-08-10



Dopamine Nation

ISBN: 9781524746735

Authors: Dr. Anna Lembke

Publisher: Penguin

Publication Date: 2021-08-24



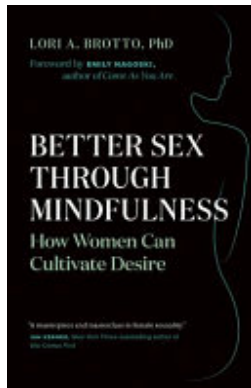
Beauty Sick

ISBN: 9780062469793

Authors: Renee Engeln, PhD

Publisher: HarperCollins

Publication Date: 2017-04-18



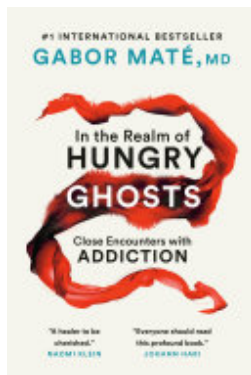
Better Sex Through Mindfulness

ISBN: 9781771642354

Authors: Lori A. Brotto

Publisher: Greystone Books

Publication Date: 2018-04-01



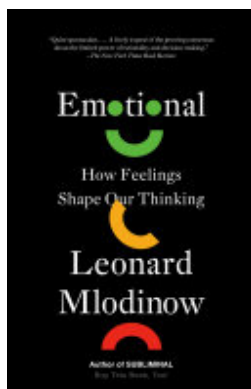
In the Realm of Hungry Ghosts

ISBN: 9780307371737

Authors: Gabor Maté, MD

Publisher: Knopf Canada

Publication Date: 2009-04-03



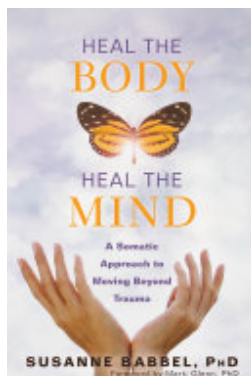
Emotional

ISBN: 9781524747602

Authors: Leonard Mlodinow

Publisher: Vintage

Publication Date: 2022-01-11



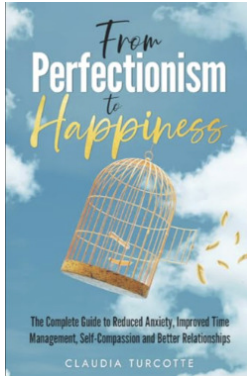
Heal the Body, Heal the Mind

ISBN: 9781684031061

Authors: Susanne Babbel

Publisher: New Harbinger Publications

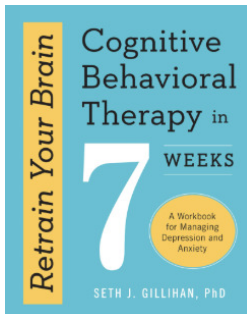
Publication Date: 2018-09-01



From Perfectionism to Happiness: The Complete Guide to Reduced Anxiety, Improved Time Management, Self-Compassion, and Better Relationships

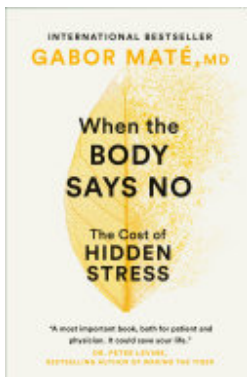
Authors: Claudia Turcotte

Publication Date: 2025



Retrain Your Brain: Cognitive Behavioral Therapy in 7 Weeks: A Workbook for Managing Anxiety and Depression

Authors: Seth J Gillihan



When the Body Says No

ISBN: 9780307374707

Authors: Gabor Maté, MD

Publisher: Vintage Canada

Publication Date: 2011-02-11



Conversations on Love

ISBN: 9780593296585

Authors: Natasha Lunn

Publisher: Penguin

Publication Date: 2022-04-19



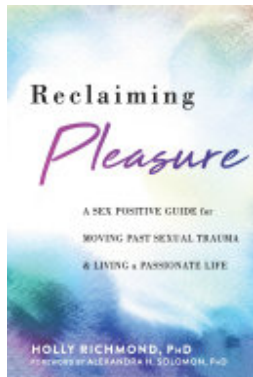
No Bad Parts

ISBN: 9781683646693

Authors: Richard Schwartz, Ph.D.

Publisher: Sounds True

Publication Date: 2021-07-06



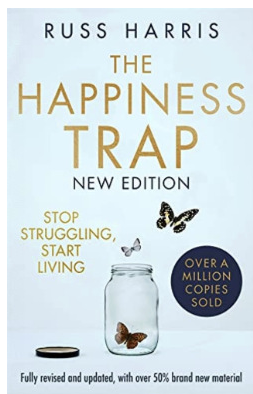
Reclaiming Pleasure

ISBN: 9781684038442

Authors: Holly Richmond

Publisher: New Harbinger Publications

Publication Date: 2021-10-01



The Happiness Trap: Stop Struggling, Start Living

Authors: Russ Harris

Publication Date: 2022

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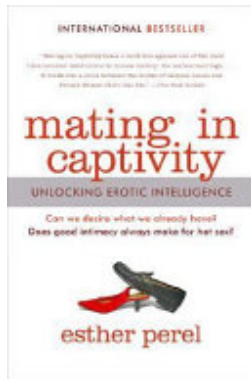
ComplexPTSD : from Surviving to Thriving

ISBN: 9781492871842

Authors: Pete Walker

Publisher: Createspace Independent Publishing Platform

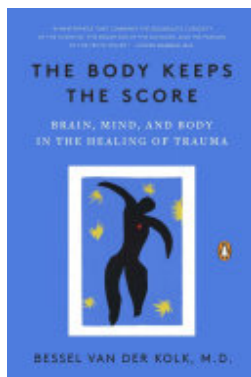
Publication Date: 2013-01-01



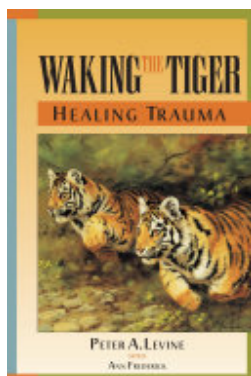
Mating in Captivity
ISBN: 9780060753641
Authors: Esther Perel
Publisher: Harper Collins
Publication Date: 2007-10-30



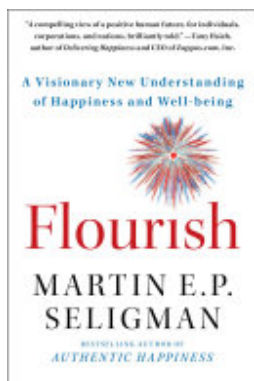
The Untethered Soul
ISBN: 9781608820498
Authors: Michael A. Singer
Publisher: New Harbinger Publications
Publication Date: 2007-10-03



The Body Keeps the Score
ISBN: 9780143127741
Authors: Bessel A. Van der Kolk
Publisher: Penguin Books
Publication Date: 2015-09-08



Waking the Tiger: Healing Trauma
ISBN: 9781556432330
Authors: Peter A. Levine, Ph.D.
Publisher: North Atlantic Books
Publication Date: 1997-07-07



Flourish
ISBN: 9781439190760
Authors: Martin E. P. Seligman
Publisher: Simon and Schuster
Publication Date: 2012-02-07

Assessment, Evaluation, and Grading

The final grade of this course will be based on participation, attendance, in-class activities, homework assignments (handed in via Teams), a midterm exam and a final exam, and experiential learning activities. The experiential learning activities (ELAs) will be explained in class.

The instructions for all projects, like the ELAs, can be found on Teams under the “Files” tab.

All student communication is done via Teams. All assignments, instructions and grades are posted on Teams.

*If students’ overall grade is less than 0.5% away from the next whole number (for example, a score of 69.7), their score will be rounded up. However, if students’ score is more than 0.5% away from the next whole number (for example, a score of 69.4), their score will not be rounded up.

Grading System/Grade Distribution

ACM-IAU Grades	Percent Grade	4.0 Scale	Qualitative Meaning of the Grade
A	95-100%	4.0	Outstanding achievement
A-	90-94%	3.7	Superior level of achievement
B+	88-89%	3.3	Meritorious level of achievement
B	84-87%	3.0	Satisfactory level of achievement
B-	80-83%	2.7	Acceptable level of achievement
C+	78-79%	2.3	Average level of achievement
C	74-77%	2.0	Minimal achievement
C-	70-73%	1.7	Minimal achievement

ACM-IAU Grades	Percent Grade	4.0 Scale	Qualitative Meaning of the Grade
D+	68-69%	1.3	Below minimal achievement
D	64-67%	1.0	Below minimal achievement
D-	60-63%	1.0	Below minimal achievement
F	0-59%	0.0	Unacceptable level of achievement

Attendance

Class attendance and participation are essential to your success at ACM. They will affect your final grade, and unexcused absences will lower your grade by half a letter (e.g., B+ to B). Faculty may also assign additional consequences for excessive or unexcused absences, repeated tardiness, or late work.

What you need to know about our attendance policy

1. If you miss class, submit the Absence Form (AF). You have up to 48 hours after your absence to report it. Use the form—don't just email your professor.
2. You get 2 "self-verification" absences per term. These are for minor or personal issues, such as a cold—no documentation is needed. But self-verification does not excuse you from major academic responsibilities. If you miss something like a presentation, group project, or test, your professor decides what happens next.
3. Your absence will be reviewed and classified as:
 - Self-Verification
 - Excused (with documentation)
 - Unexcused

The Attendance Verifier (AV) will notify your professor, but your professor decides how the absence affects your grade.

4. Don't misuse the system. Skipping class because you didn't feel ready, you were traveling, or didn't want to participate is not what the system is for. Patterns like that will be noticed.

Bottom line: You're responsible for using this system honestly and on time. Clear communication helps everyone, but it doesn't guarantee a make-up or exemption.

Class Participation

Participation is a graded component and requires:

- Being on time and prepared.
- Active and respectful contributions to in-class and online discussions.
- Demonstrating critical thinking.
- Respectful interaction with faculty and peers.

Disrespectful or inflammatory remarks will not be tolerated.

Use of Electronic Devices

Electronic devices (laptops, phones, tablets, etc.) are not allowed unless permission is granted by the professor or a formal accommodation is in place. Requests for accommodations should be made during the enrollment process.

Examination Conduct

- Students must work independently unless instructed otherwise.
- No talking, comparing papers, or collaboration during exams.
- Any misconduct will result in failure of the exam and may lead to failure of the course and disciplinary action.

Academic Policies

All students are responsible for reading, knowing, and understanding the information pertinent to their areas of study available in the ACM Catalog. The catalog contains requirements for all degree programs, course descriptions, academic policies, and regulations that govern ACM. All parts of the catalog are subject to annual changes as university rules, policies, and curricula change. It is your responsibility to keep informed of such changes; failure to do so will not exempt you from whatever penalties you may incur. Catalogs are published from August through July.

Review the latest catalog at: <https://www.acmfrance.org/academics/catalog>

Schedule of Classes and Assignments

****Note: Assignment dates and guest speaker dates are subject to change according to guests' availability and field studies. Students will always be updated ahead of time in the case of changes via Teams.***

POSITIVE PSYCHOLOGY SUMMER 2027 OREGON			
SESS ION	DATE	CONTENTS	OPTIONAL READINGS/ACTIVITIES
sessi on 1	Mon June 21	Introductions; Basics of Positive Psychology Homework: Intro to Positive Psych	Seligman, M. (2012). Flourish: A Visionary New Understanding of Happiness and Well-Being Cheavens, J. and Feldman, D. (2021). The Science and Application of Positive Psychology. Carr, A., et al. (2021). Positive psychology interventions for increasing well-being: A systematic review. Applied Psychology: Health and Well-Being. https://doi.org/10.1111/aphw.12239 Achor, Shawn. (2018). The Happiness Advantage: How a Positive Brain Fuels Success in Work and Life Boniwell, I. (2012). Positive Psychology in a Nutshell: The Science of Happiness
sessi on 2	Tues June 22	Emotions & Regulation (full 2.5hrs)	Mlodinow, L. (2022). Emotional: How Feelings Shape Our Thinking. Springstein, T., & English, T. (2023). Distinguishing Emotion Regulation Success in Daily Life From Maladaptive Regulation and Dysregulation. Personality and Social Psychology Review, 28(2), 209-224. Tsujimoto, M., Saito, T., Matsuzaki, Y. et al. Role of Positive and Negative Emotion Regulation in Well-being and Health: The Interplay between Positive and Negative Emotion Regulation Abilities is Linked to Mental and Physical Health. J Happiness Stud 25, 25 (2024).
SESSIO N	DATE	CONTENTS	OPTIONAL READINGS/ACTIVITIES

session 3	Wed June 23	Emotions pt. 2 (first half hour) Mindfulness: Theory and Practice (last 2 hours) Homework: Emotional	Blanke, E. S., & Brose, A. (2017). Mindfulness in daily life: A multidimensional approach. <i>Mindfulness</i>, 8(3), 737- 750. Brotto, L. (2018). Better sex through mindfulness: How women can cultivate desire. Birtwell, K., Williams, K., Van Marwijk, H., Armitage, C. J., & Sheffield, D. (2019). An exploration of formal and informal mindfulness practice and associations with wellbeing. <i>Mindfulness</i>, 10(1), 89-99. Wright, R. N., Adcock, R. A., & LaBar, K. S. (2025). Learning emotion regulation: An integrative framework. <i>Psychological Review</i>, 132(1), 173–203.
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session 4	Thur June 24	Mindfulness pt. 2 (first hour) Engagement & Flow; Balance vs. Obsession (last hour & a half)	Pan, Y. et al. (2024). Effectiveness of Mindfulness Based Stress Reduction on Mental Health and Psychological Quality of Life among University Students. Sipe W. E. B. and Eisendrath S. J., (2012). Mindfulness-based cognitive therapy: theory and practice, Canadian Journal of Psychiatry. Strohmaier, S., Jones, F., & Medvedev, O. (2026). Evaluating the effectiveness of mindfulness practice doses in the general population through personalization: A randomized controlled experiment. https://doi.org/10.1007/s12671-026-02762-5 Rezende, F. et al. (2024). Assessment of Intuitive Eating and Mindful Eating among Higher Education Students: A Systematic Review Creswell, J. D. (2017). Mindfulness interventions. Annual Review of Psychology, 68, 491–516. https://doi.org/10.1146/annurev-psych-042716-051139
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session 5	Mon June 28	Perfectionism & Anxiety (first hour); Addictions (behavioral & substance) (last hour & a half) Homework: Prosocial Shame in Recovery	Shafran, R., Wade, T. D., Egan, S. J., Kothari, R., & Allcott-Watson, H. (2025). The impact of perfectionism on treatment outcomes of mental health disorders: A systematic review of randomized controlled trials. Cognitive Behavior Therapy. https://doi.org/10.1080/16506073.2025.2547199 Tang, H., Li, Y., Dong, W., Guo, X., Wu, S., Chen, C., & Lu, G. (2024). The relationship between childhood trauma and internet addiction in adolescents: A meta-analysis. Journal of Behavioral Addictions, 13(1), 36-50. Patterson, H., Firebaugh, C. M., Zolnikov, T. R., Wardlow, R., Morgan, S. M., & Gordon, B. (2021). A systematic review on the psychological effects of perfectionism and accompanying treatment. Psychology, 12(1), 1–24. https://doi.org/10.4236/psych.2021.121001
session 6	Tues June 29	Addictions pt.2 (first hour & a half) Social Media & Mental Health (last hour)	Maté, G., MD. 2008. In the Realm of Hungry Ghosts: Close Encounters with Addiction. Sheff, D. (2008). Beautiful Boy: A Father's Journey through His Son's Addiction. Engeln, R. 2017. Beauty Sick: How the Cultural Obsession with Appearance Hurts Girls and Women.

session 7	Wed June 30	Digital Detox (first hour) Loneliness & Social Connection (last hour & a half)	Lembke, A., MD. 2021. Dopamine Nation: Finding Balance in the Age of Indulgence. Anandpara G, Kharadi A, Vidja P, et al. (2024). A Comprehensive Review on Digital Detox: A Newer Health and Wellness Trend in the Current Era. Radtke, T., Apel, T., Schenkel, K., Keller, J., & von Lindern, E. (2022). Digital detox: An effective solution in the smartphone era? A systematic literature review. Mobile Media & Communication, 10(2). Tang, H., Li, Y., Dong, W., Guo, X., Wu, S., Chen, C., & Lu, G. (2024). The relationship between childhood trauma and internet addiction in adolescents: A meta-analysis. Journal of Behavioral Addictions, 13(1), 36-50.
session 8	Thurs July 1	Guest Speaker: Iain Anderson: Addiction (first hour & a half) Attachment (last hour)	Johnson, Sue. (2008). Hold Me Tight. Chopik, W.J., Weidmann, R., Oh, J. (2023). Attachment Security and How to Get It. Social and Personality Psychology Compass, 18 (1).

session 9	Mon July 5	Relationships (full 2.5hrs)	Lunn, Natasha. (2021). Conversations on Love. Perel, E. (2007). Mating in captivity: Unlocking erotic intelligence. Gottman, John and Julie. (2024). Fight Right: How Successful Couples Turn Conflict Into Connection Sagone, E. et al. (2023). Exploring the Association between Attachment Style, Psychological Well-Being, and Relationship Status in Young Adults and Adults—A Cross-Sectional Study
session 10	Tues July 6	Midterm Exam (first hour) The inner critic (last hour & a half)	Mitchell, S. (2007). The Untethered Soul. Schwartz, Richard. (2021). No Bad Parts: Healing Trauma & Restoring Wholeness with the Internal Family Systems Model. Hodgdon, H. et al. (2021). Internal Family Systems (IFS) Therapy for Posttraumatic Stress Disorder (PTSD) among Survivors of Multiple Childhood Trauma: A Pilot Effectiveness Study

session 11	Wed July 7	Guest Facilitator Vesna Gino: breathwork (first hour & a half) Thoughts pt.1 (last hour & a half)	Fincham, G. W., Strauss, C., & Montero-Marin, J. (2023). Effect of breathwork on stress and mental health: A meta-analysis of randomized controlled trials. Scientific Reports, 13, 432. https://doi.org/10.1038/s41598-022-27247-y Pratap, et al. (2025). Effectiveness of pranayama for mental disorders: A systematic review and meta-analysis of randomized controlled trials. Frontiers in Psychiatry. https://doi.org/10.3389/fpsyt.2025.1234567 Vignola, Nicole. (2024). Rewire: Break the Cycle, Alter Your Thoughts and Create Lasting Change. Beck, A., Clark, D. (2010). Cognitive Therapy of Anxiety Disorders: Science and Practice. Dalim, S., Ishak, A., Hamzah, L. (2022). Promoting Students' Critical Thinking through Socratic Method: Views and Challenges
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session 12	Thurs July 8	In-Class Assignment : Purpose of Emotions (first hour) Thoughts pt. 2 & CBT (last hour & a half)	Curtiss, J. et al. (2021). Cognitive-Behavioral Treatments for Anxiety and Stress-Related Disorders Biagianti, B. et al. (2023). CBT-informed psychological interventions for adult patients with anxiety and depression symptoms: A narrative review of digital treatment options Gustavson, D. E., du Pont, A., & Whisman, M. A. (2018). Evidence for transdiagnostic repetitive negative thinking and its association with rumination, worry, depression, and anxiety symptoms. <i>Collabra: Psychology</i>, 4(1), 13. https://doi.org/10.1525/collabra.128 Nakano, M., Shiotsuki, K., & Sugaya, N. (2021). Cognitive-behavioral therapy for management of mental health and stress-related disorders: Recent advances in techniques and technologies. <i>BioPsychoSocial Medicine</i>, 15, Article 16. https://doi.org/10.1186/s13030-021-00219-w Muench A, Vargas I, Grandner MA, Ellis JG, Posner D, Bastien CH, Drummond SP, Perlis ML. (2022). We know CBT-I works, now what?
SESSI ON	DATE	CONTENTS	OPTIONAL READINGS/ACTIVITIES

session 13	Mon July 12	Mind-Body & Trauma (full 2.5hrs) Homework: Heal the Body Heal the Mind	Babbel, Sussane (2018). Heal the Body Heal the Mind: A Somatic Approach to Moving Beyond Trauma. Katalan, C., Unterrainer, H.-F., & Gelo, O. C. G. (2026). Psychotherapy for complex post-traumatic stress disorder: Efficacy and therapeutic factors. <i>Frontiers in Psychology</i>, 17, Article 1684921. https://doi.org/10.3389/fpsyg.2026.1684921 Walker, P. (2021). Complex PTSD: From surviving to thriving. Richmond, H. (2021). Reclaiming Pleasure: A Sex Positive Guide for Moving Past Sexual Trauma and Living a Passionate Life. Taylor, M. Trauma Therapy and Clinical Practice, 2nd edition. (2025). Rojas-Saffie, J. P., Álamos-Vial, N., & Pinzón-Merchán, M. (2025). Is PTSD symptomatology a mechanism of emotional regulation? Insights from an interdisciplinary point of view. <i>Frontiers in Psychology</i>, 15, Article 1454900. https://doi.org/10.3389/fpsyg.2024.1454900 Van der Kolk, Bessel. (2014). The body keeps the score: Mind, brain and body in the transformation of trauma.
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session 14	Tues July 13	Empathy (first hour) In-Class Assignment: Cliché Happiness Quotes (last hour & a half)	Coplan A, Goldie P, editors. (2011). Empathy: philosophical and psychological perspectives. Krznaric Roman. Empathy: a handbook for revolution. (2014). Rogers, Carl. Client-centered therapy: Its current practice, implications and theory. Feigin, S., Owens, G., & Goodyear- Smith, F. (2018). Theories of human altruism: A systematic review. Journal of Psychiatry and Brain Functions, 1(1), 5 Cuff, B. M., Brown, S. J., Taylor, L., & Howat, D. J. (2016). Empathy: a review of the concept. Emotion Review, 8(2), 144-153. Bloom, P. (2017). Empathy and its discontents. Trends in cognitive sciences, 21(1), 24-31.
session 15	Wed July 14	Guest Speaker: Chelsea Schafer, Registered Dietitian (or Gillian Bennett, TBC): health & nutrition	Research TBD by guest speaker

session 16	Thurs July 15	ELA 2 DUE Sleep Happiness Surveys <i>In-Class Activity: "Feeling the Feelings"</i>	Li, Z., Zhong, T., & Meng, X. (2025). A meta-analysis study evaluating the effects of sleep quality on mental health among adults. BMC Public Health. https://doi.org/10.1186/s12889-025-23709-w Scott, A. J., Webb, T. L., Martyn-St James, M., Rowse, G., & Weich, S. (2021). Improving sleep quality leads to better mental health: Meta-analysis of randomized controlled trials. Sleep Medicine Reviews. https://doi.org/10.1016/j.smr.2020.101556 Helliwell, J. F., et al. (2024). World Happiness Report 2024 (academic synthesis of global well-being data). World Happiness Report. https://worldhappiness.report/ed/2024/
session 17	Mon July 19	Sunrise Yoga & Breathwork Session on the Beach Compassion, Self-Compassion, Self-Esteem In-Class Assignment: Compassion	Millard, LA, Wan, MW, Smith, DM, Wittkowski, A. (2023). The effectiveness of compassion focused therapy with clinical populations: A systematic review and meta-analysis. Journal of Affective Disorders. Neff, Kristin. (2023). Self-Compassion: Theory, Method, Research, and Intervention. Annual Review of Psychology. van den Berg, H. F., Bartels, M., Sauce, B., Palviainen, T., Rose, R. J., Kaprio, J., & Vuoksimaa, E. (2026). Association of self-esteem with mental health and personality: The contribution of genetic and environmental factors. Behavior Genetics, 56, 29–38. https://doi.org/10.1007/s10519-025-10249-7 Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? Psychological Science in the Public Interest, 4, 1-44.

session 18	Tues July 20	Final Exam Final Reflections	N/A
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Rubrics

Rubric: Participation

	Excellent	Good	Fair	Poor
In-Class Contributions and Participation	Consistently makes substantive, original contributions. Consistently contributes quality to class discussion. Asks and answers questions voluntarily and very regularly	Sometimes makes substantive, original contributions. Sometimes contributes quality to class discussion. Sometimes asks and answers questions voluntarily.	Rarely makes substantive, original contributions. Rarely contributes quality to class discussion. Asks and answers questions only when prompted.	Does not make substantive, original contributions or contribute quality to class discussion. Does not ask or answer questions in class.
Gratitude Journal	Completed every single day with sufficient reflection (5 sentences minimum)	Completed almost every day with sufficient reflection, or reflection sometimes lacking	Completed half or less of daily journal, or did not turn it in on time	Missing more than half of daily journal

In-class activities	Proactive contributor to class activities and group work. Always approaches class activities with enthusiasm.	Usually approaches class activities with enthusiasm.	Sometimes shows interest and contributes to class activities.	Shows little interest in class activities.
Respectful behavior	Consistently pays attention to others' comments and responds with respect. Consistently shows active listening to teacher and classmates.	Usually pays attention to others' comments. Usually demonstrates active listening.	Pays some attention when others talk. Limited demonstration of active listening.	Pays little attention when others talk. Inattentive.
Classroom Policy	Follows classroom policies. Does not use phone, headphones, or laptop during class. Does not use class time to work on tasks unrelated to this course.	Usually follows classroom policies. Rarely uses phone, headphones, or laptop during class.	Sometimes follows classroom policies. Often uses phone, headphones, or laptop during class.	Rarely follows classroom policies. Usually uses phone, headphones, or laptop during class.

Rubric: Presentations

	Excellent	Good	Fair	Poor
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Preparation: Sources and Content	Complete range of sources used and properly cited in APA 7. Appropriate content for topic. Demonstrate complete understanding of content.	Adequate sources used and properly cited in APA 7. Appropriate content and a good understanding of it.	Rely solely on a couple sources, and/or sources are not cited. Adequate content and understanding of for topic	Use of only one source, or sources not cited.. Missing content to understand topic and demonstrates a weak understanding of it.
Critical thinking and analysis	Complete understanding of multiple perspectives on the topic. Draws multiple connections between topic and course content.	Good understanding of multiple perspectives on the topic. Able to make some connections between topic and course content.	Adequate understanding of some perspectives on the topic. Able to make one connection between topic and course content.	Only demonstrates one perspective on the topic. No connections between topic and course content.
Organization and clarity	Great organization of topic content. Easy to follow. Strong discussion and clear arguments of key concepts.	Good organization of topic content. Easy to follow. Includes discussion of some important concepts.	Adequate organization of topic content. Not easy to follow the development of the presentation. Conclusions seem predetermined or key concepts missing.	Poor organization of topic content. Difficult to follow the development of the presentation. Conclusions were predetermined or key concepts missing.

Leadership and collaboration with group members	Work together with group members to voice different opinions. Great balance between members with clear roles for each. Work divided equally.	Work together with group members to voice different opinions. Work divided equally.	Lacking team cohesion and flow between different members' perspectives and roles. Work not shared equally.	Lacking respect for other members, team cohesion and flow between different members' perspectives and roles. Work not shared equally.
Presentation Skills	Great use of creative mediums (presentation materials, slides) or other techniques to engage audience. Speaks clearly with engaging body language, and demonstrates knowledge of subject without reading slides verbatim.	Presentation organized cohesively and aesthetically ok. Speaks clearly and does not simply read slides directly.	Presentation organization and cohesiveness are ok. Relies on slides to present.	Presentation lacks organization or cohesiveness. Relies on slides to present.

Rubric: Self-Reflections (Homework)

	Excellent	Good	Fair	Poor
Assignment Completion and Content	Followed instructions of assignment; demonstrates full engagement in and completion of assignment.	Impartial completion of assignment or instructions not followed correctly.	Impartial completion of assignment and instructions not followed correctly.	Disregard for requirements of assignment.

Critical thinking and connections	Insightful and novel analysis. Clear connection between one's reflections and course materials.	Substantial analysis. Includes reflections relevant to course materials.	Lacks enough evidence of critical thinking. Few connections between reflections and course materials.	Basic information; no analysis or insight demonstrated.
Depth & Breadth of Reflection	Very thoughtful reflection that shows effort to understand oneself and/or course materials. Demonstrates depth of ideas. Provides clear examples to back up arguments.	Thoughtful reflection that shows effort to understand oneself and/or course materials. Demonstrates a depth of ideas.	Thoughtful reflection that shows some effort to understand oneself. Lacking in depth and breadth of ideas.	Reflection remains at surface level of understanding oneself and course materials. Almost no depth or breadth of ideas.
Coherence and Flow	Reflections are clear, concise, grammatically correct, fluid, and easy to read, in an academic tone.	Reflections are clear and grammatically correct.	Reflections are slightly disorganized, needed to reread, and/or contain some grammatical errors.	Reflections are unorganized and contain multiple grammatical errors.

RUBRIC: ELA

1. Submitted on time + Appropriate choice activity(ies): interview subject and topics chosen are opportunities for growth and improved wellbeing, and used for the purpose of learning something new.
2. Sufficient engagement in the activity while it was taking place: adequate participation in activity(ies). Demonstrate that you immersed yourself in your activities of choice. For example, if you did journaling, you can show me your journal. If you did breathwork or yoga, you can add a list at the end of your essay of your favorite practices.

3. Summary and Synthesis: sufficient, but not excessive, description of the activity itself and what you learned; summarize main points of the activity(ies) in a cohesive way.
4. Sufficient depth of student's reactions and feelings regarding the activity(ies): process of completing this project led you to reflect on your connection to the topics at hand. For example, why did you choose this activity(ies)? What difficulties did you encounter? Speak to your personal growth, what you learned about yourself, if you'll continue this routine, why certain aspects were difficult for you . . . Do not simply write "it helped my mental health" or "it made me feel less anxious" or "it helped my mood." Get more specific than that.
5. Connection of project subject(s) to course material learned throughout semester: Link what you learned in this project to what you have learned throughout the course. **Note: be much more specific than just linking your project to a topic like "mindfulness," "flow," "PERMA" or to "pleasant emotions."

SAMPLE HOMEWORK ASSIGNMENT: The Pleasure-Pain Balance (Based on reading of "Dopamine Nation: Finding Balance in the Age of Indulgence" by Dr. Anna Lembke)

1. In the context of high-dopamine substances or activities, what is tolerance? Include an example in your response.
2. What does the "O" in "dopamine" stand for? Include examples.
3. Why is abstinence so important in addiction recovery?
4. According to the author, does every patient feel better after the dopamine fast? Why? How do you know? For which patients is a dopamine fast not recommended by the author?
5. Choose one other phrase, quote, or new bit of information from this chapter that stood out to you and put it in your own words. (Imagine I have not read the chapter and you want to explain to me something interesting you learned from it).

SAMPLE HOMEWORK ASSIGNMENT: Emotional (Based on reading of "Emotional: How Feelings Shape Our Thinking" Ch.2 by Leonard Mlodinow)

1. According to the author, what is the "mental equivalent of the knee-jerk reflex"? Provide evidence from the reading to back up your answer.
2. According to the author and to modern research, is human thinking simply a system of reflexive reactions? Provide evidence from the reading to back up your answer.
3. What are all of the similarities between fruit flies and Nicolai?

4. Out of the five properties of emotions states (Mlodinow, 35), choose one property, explain this property and include an example, in 4-6 sentences.
1. Valence
 2. Persistence
 3. Generalizability
 4. Scalability
 5. Automation

SAMPLE HOMEWORK ASSIGNMENT: Heal the Body Heal the Mind

Read p.33-52 (chapter 2: How Trauma Impacts Body and Health) of Dr. Susanne Babbel's book, Heal the Body Heal the Mind (pdf on Teams). In your answers, demonstrate that you read the entire chapter and that you understand the material.

****Length:** Required length is noted in each question. Number your answers 1 through 9. Include examples when making claims and cite information from the reading in your answers. Each answer should include at least one example and/or citation.

1. The author describes 3 F responses to trauma, stress, or danger (fight, flight, freeze). What is the fourth F and what does it mean? Explain what it means and give an example. (Use the slides and/or internet for this question). (4-6 sentences)
 2. Can your traumatic memories be activated without you even being aware of that? (just yes or no)
 3. Can an individual have more than one F response in the same situation - yes or no? How do you know? (use the reading to back up your answer). (4-6 sentences)
 4. When we are in fight/flight mode, is digestion a priority for our bodies? (just yes or no)
 5. Name three medical conditions that have been linked to PTSD and chronic stress.
 6. Explain what a "trigger" is and give an example (give an example not already in the book or slides - use your own or make one up). (4-6 sentences)
 7. What is one way that works for you to "tame your nervous system"? How does that work for you or what does it look like in practice for you/ how does it help you? What is one way you would like to try or incorporate more of in your life? (4-6 sentences)
 8. True or False: Unresolved trauma can keep us disconnected from both our bodies and the present moment.
 9. What part of the brain assesses threats/danger and communicates with the nervous system to enact a physical response to the threat within seconds?
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Academic Integrity and Use of Electronics

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software.

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.

Use of Electronic Equipment in Class

All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs at the beginning of Term.

If students are using laptops, ipads, smartphones, etc. to do anything NOT related to this class, their participation grade will be negatively impacted.

Online classes

Students can only connect to classes online if the teacher specifies it or in case of sickness or injury. **Connecting to online classes won't justify your absence automatically, you will still need to submit the necessary documentation via**

Absences Form. Students before connecting online need the prior approval of the academic coordinator and the teacher.

Late Submission and Missing Evaluations

Late Hand-ins

- Students may complete missed evaluations (exams, presentations, etc.) but with penalties.
- If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is justified, the student will have the right to do the evaluation activity without a penalization - within one week of returning to school. Passed 8 days or more and the student will receive the following penalty: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. *Once the student has been back in school for 14 days, the assignment will receive the grade of 0.*
- If the student misses a class that has an evaluation (quiz, in-class activity, exam, class presentation etc.) and the absence is NOT justified, the student will have the right to do the evaluation activity with a penalization: one day late will receive a 2-point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. *Once 8 days have passed, the student receives a 0 for this assignment.*
- If a student hands in a homework assignment or in-class assignment late (due dates are always on Teams), the penalization is as follows: one day late will receive a 2- point grade reduction on that assignment; 2 days 4-point reduction; 3 days 6-point reduction, etc. *Once 8 days have passed, the student receives a 0 for this assignment.*

It is the student's responsibility to ask the teacher and keep up on whatever they missed when they were absent, absence justified or not. The teacher is not responsible for updating students on each class and activity they miss.

*****In order to not miss assignments, make it a habit to check Teams regularly!!***

Evaluation Sum-Up//Grading System

Evaluation	Percentage
In-Class Participation	15%
In-Class Assignments	20%
Homework Assignments	15%
Experiential Learning Activities	20%
Midterm Exam	10%
Final Exam	20%

Total	100%
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Class Participation

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and come in on time. Participation is a vital part of your grade: students are expected to participate orally in seminars and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated. See participation rubric in "Rubrics."