

University of Cincinnati
Spring Semester 2021

Mental Wellbeing and Self Care
26-MEDS-2089001
Course ID: 45338

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Course Description:

This course will introduce scientifically validated strategies shown to reduce stress and increase mental wellbeing. It will also seek to increase students' capacity to overcome setbacks, challenges, and difficulties. The course will include exploration and discussion of the psychological science of self-care and mental wellbeing and include experiential learning of specific self-care strategies to bolster overall mental wellbeing and resiliency.

Course Objectives:

- To describe the principle foundations of self-care and mental wellbeing.
- To introduce and practice a variety of easily implemented self-care strategies including various breath, meditative, cognitive, and physical (light) practices.
- To understand the scientific rationale behind each technique practiced.
- To understand how, when, and why to implement techniques taught in his/her personal life and understand the potential for incorporating techniques into future professional settings.
- To create two individualized self-care plans, one for maintenance and one for times of high stress.

Prerequisite: None

Online Classroom Procedure: Discussion boards, reading of material, watching of online programming and experiential exercises. There will be a variety of activities during the semester to maintain high energy and interest.

Attendance: Each student is responsible for completing assignments on a weekly basis by the instructed due date. Acceptance of late assignments or extended time for completion of weekly assignments will be determined by the course director and include medical necessity, death of a family member and other unforeseen circumstances.

Course Withdrawal: The University policy on withdrawal from this course will be followed. The process for withdrawal and the policies that govern grading are available at:
http://www.uc.edu/registrar/policies_and_procedures/withdrawal_procedures.html

Academic Integrity: The University Rules, including the Student Code of Conduct, and other documented policies of the department, college and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct:
<http://www.uc.edu/studentlife/conduct>

Special Accommodations

- **Disability:** Students with disabilities who need academic accommodations or other specialized services while attending the University of Cincinnati will receive reasonable accommodations to meet their individual needs as well as advocacy assistance on disability-related issues. Students requiring special accommodation must register with the Disability Services Office. <http://www.uc.edu/sas/disability> Students registered with this office must request an accommodation from the faculty member in charge of the course during the first week of classes, or within one week of their registration with the Disability Services Office.
- **Student Athletes:** Students participating in Division I athletics during the term in which this course is taught must provide notification to the faculty during the first week of the term and should provide their schedule as early as possible. Faculty will make accommodations for these students.
- **Counseling Services, Clifton Campus:** Students have access to counseling and mental health care through the University Health Services (UHS), which can provide both psychotherapy and psychiatric services. In addition, Counseling and Psychological Services (CAPS) can provide professional counseling upon request; students may receive five free counseling sessions through CAPS without insurance. Students are encouraged to seek assistance for anxiety, depression, trauma/assault, adjustment to college life, interpersonal/relational difficulty, sexuality, family conflict, grief and loss, disordered eating and body image, alcohol and substance abuse, anger management, identity development and issues related to diversity, concerns associated with sexual orientation and spirituality concerns, as well as any other issue of concerns. After hours, students may call UHS at 513-556-2564 or CAPS Cares at 513-556-0648. For urgent physician consultation after-hours students may call 513-584-7777.
- **Title IX:** Title IX is a federal civil rights law that prohibits discrimination on the basis of your actual or perceived sex, gender, gender identity, gender expression, or sexual orientation. Title IX also covers sexual violence, dating or domestic violence, and stalking. If you disclose a Title IX issue to me, I am required forward that information to the Title IX Office. They will follow up with you about how the University can take steps to address the impact on you and the community and make you aware of your rights and resources. Their priority is to make sure you are safe and successful here. You are not required to talk with the Title IX Office. If you would like to make a report of sex or gender-based discrimination, harassment or violence, or if you would like to know more about your rights and resources on campus, you can consult the website www.uc.edu/titleix or contact the office at 556-3349.

Communication: Make sure the university has the correct email for you. Please check Canvas regularly for updates and group communication. If you have any questions about the course and the expectations within this course, please contact me. The best way to communicate with me is via e-mail.

Required Reading and Activity Assignments:

No texts are required for this course. Articles and videos will be provided. Class format is below.

- **Quizzes:** Short assessments of the readings and/or presentations. Quizzes will open each Sunday evening at midnight and close the following Sunday at midnight. The quiz questions will be based on the weekly lecture video
- **Discussion Boards:** You will be given weekly discussion board questions which you will need to post a response to on the discussion board. You will also need to reply thoughtful to two of your peers posts each week. You will need to post your discussion board post by each Wednesday at midnight. You will have until Sunday at midnight to post your two peer responses.
- **Accountability Groups:** These will be groups of 5 individuals. Students will opt into a group during Week Two of Class. Every other week the group will get a group prompt. The group can connect via email, text, messenger, Zoom, or in person if safe. This answer can be submitted by one student and only needs to be a paragraph long. This paragraph will be due every other Sunday at 11:59PM.
- **Midterm:** Reflective essay or short video from the in-class work. Prompt will be provided.
- **Final Exam:** At the end of the Semester, students will either write a 500-word essay or submit a 3-5-minute video outlining and describing their maintenance self-care plan and their high stress self-care plan.

Class Format Weekly:

- Lecture (Video)
- Supportive video
- Supportive article(s)
- Didactic practice: These practices are experiential with the purpose of exposing students to various techniques they may use to increase mental wellbeing.
- Discussion Board
- Quiz
- Accountability Groups (every other week)

Course Grading (no extra credit possible):

Quizzes	140 (10 points each quiz)
Discussion Board Questions	70 points (5 points each week)
Accountability Groups	35 (5 points every other week)
Midterm	50 points
Final Video or Paper	100 points

Total Possible Points **395 points**

Weekly Schedule

Date	Topic
1/11	Introduction to Self-Care and Wellbeing
1/18	Behavior Change and Habit Formation
1/25	Purpose
2/1	Harnessing Time
2/8	Nourishment
2/15	Mindfulness and Breath
2/22	Midterm
3/1	Movement
3/8	Rest and Restoration
3/15	Mindset
3/22	Gratitude and Self-Compassion
3/29	Nature and Technology Breaks
4/5	Community and Support System
4/12	Setting Boundaries/Communication
4/19	Recap-how to create self-care plan, working with accountability partner
4/22-4/27	Exam

Discussion Board Grading Criteria

<i>Criteria</i>	<i>5 points</i>	<i>4 points</i>	<i>3 points</i>	<i>2 points</i>
<i>Response to Prompt</i>	Brought new understanding to topic. Clearly contributed to discussion	Good response but could have been more clearly connected to prompt	Attempted adequate response but may have missed main idea or wandered from topic	Post(s) not made or not clearly connected to topic
<i>Replies to other students (if required)</i>	Clear engagement with other students. Specific references to others' ideas	Engaged with other students but could have been more specific or original	Engagement with other students minimal or vague	Missing or extremely weak replies
<i>Language</i>	Proper use of academic language, clear prose, and appropriate, professional communication	Language could have been clearer or more polished at some points.	Communication may be weak, unclear, or inappropriate in an academic audience.	Broke basic rules of appropriate communication in an academic environment OR post was not made.
<i>Evidence</i>	Clear connections made to supporting evidence	Good evidence but may be lacking in specificity	Evidence presented but may have been weak	Misunderstood nature of evidence or lacked evidence entirely
<i>Timeliness</i>	Post and any required replies met deadlines	One deadline or one component may have been missed.	Deadlines were missed or did not include all requirements.	Post(s) extremely late or missed entirely.