

## Appendix H

# College of Mind-Body Medicine Course Descriptions

A number of the College of Mind-Body Medicine courses are being developed and refined as this catalog goes to press. Please visit the Saybrook website for the current descriptions of these courses.

The College of Mind-Body Medicine utilizes an accelerated schedule for all coursework. Each course follows an eight week format with online activity and monthly videoconferences. Many courses include a residential component. Course offerings vary by term. A listing of courses by term is available on the website.

*Course #*                      *Course Name*

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### **RES 1007 (MBM) Information Competence and Library Use–PhD**

This course meets the following Learning Objectives. Each student: a) becomes oriented to use of the Saybrook library databases, b) develops research questions in a form suitable for a database search, c) learns strategies for and conduct a literature review using a database search, d) learns to identify a peer-reviewed and credible published material or online source, and distinguish such sources from less credible sources, e) compiles an annotated bibliography following the APA Publication Manual (sixth edition), f) recognize and follow the criteria for authentic writing (avoiding plagiarism), and g) present a review of the published literature in a suitable format, including each element of a research paper (abstract, key words, introduction, literature review, discussion, and references). Students utilize a topic for a research paper in a current MBM course, and submit the paper for that course, after review by the instructor in the Information Competence Course. 2.0 credits.

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### **RES 1027 (MBM) Information Competence and Library Use–MS**

This course meets the following Learning Objectives. Each student: a) becomes oriented to use of the Saybrook library databases, b) develops research questions in a form suitable for a database search, c) learns strategies for and conduct a literature review using a database search, d) learns to identify a peer-reviewed and credible published material or online source, and

distinguish such sources from less credible sources, e) compiles an annotated bibliography following the APA Publication Manual (sixth edition), f) recognizes and follows the criteria for authentic writing (avoiding plagiarism), and g) presents a review of the published literature in a suitable format, including each element of a research paper (abstract, key words, introduction, literature review, discussion, and references). Students utilize a topic for a research paper in a current MBM course, and submit the paper for that course, after review by the instructor in the Information Competence Course. 2.0 credits.

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**MBM 5500**

**Ethics in Health Care**

This course introduces ethical principles and practice standards for mind-body medicine, complementary and alternative therapies, and integrative health care. The course reviews the current ethical practice guidelines in mainstream medicine and psychology, and identifies the special ethical challenges presented within the practice of integrative health. The cross-disciplinary model, the emphasis on therapies that may still lack scientific evidence and the combinations of therapies usually practiced independently all raise special ethical issues. Students examine emerging concepts, principles, regulations, and practices in the field of integrative health, and will be challenged to develop and implement critical and informed ethical judgments toward a variety of case examples from current integrative health care. 3.0 credits

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**MBM 5501**

**M.S. Graduate Colloquium and Program Planning I**

The Graduate Colloquium I course consists of program planning with a faculty advisor at or before the residential orientation, and then participation in regularly scheduled online discussions. The Colloquium assists the student in developing, reviewing and revising a Program Plan, and meeting personal learning goals and the learning objectives of the degree program. 1.0 credit

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**MBM 5502**

**M.S. Graduate Colloquium and Program Planning II**

The Graduate Colloquium II course consists of continued program planning with a faculty advisor, and participation in regularly scheduled online discussions. The Colloquium assists the student in developing, reviewing and revising a final Program Plan, meeting challenges that arise during the graduate degree process, identifying support and resources for academic success, and meeting personal learning goals and the learning objectives

of the degree program. 1.0 credit

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**MBM 5503**     **Ph.D. Graduate Colloquium and Program Planning I**  
The Graduate Colloquium I course consists of initial program planning with a faculty advisor at or before the residential orientation, and then participation in regularly scheduled online discussions. The Colloquium assists the student in developing, reviewing and revising a Program Plan, and meeting personal learning goals and the learning objectives of the degree program. 1.0 credit.

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**MBM 5504**     **Ph.D. Graduate Colloquium and Program Planning II**  
The Graduate Colloquium II course consists of continued program planning with a faculty advisor, and participation in regularly scheduled online discussions. The Colloquium assists the student in developing, reviewing and revising a final Program Plan, meeting challenges that arise during the graduate degree process, identifying support and resources for academic success, and meeting personal learning goals and the learning objectives of the degree program. 1.0 credit.

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**MBM 5506**     **Certificate Capstone Seminar**  
Students in the Certificate in Mind-Body Medicine will participate in the Capstone Seminar following the conclusion of their coursework. They engage in a dialogue about their academic and professional learning through the Certificate process, and develop an integrative capstone essay, based on completed coursework and research on a specialized application of mind-body medicine. 1.0 credit.

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**MBM 5507**     **Graduate Level Academic Writing**  
Students increase their awareness of basic and professional writing and American Psychological Association (6th edition) formatting standards. They create familiarity of practices, organization, styling, and be able to apply these standards through the concise and succinct execution of scholarly writing. Students will learn to formulate ideas, search, evaluate, and accurately document resources, and critically analyze and thoughtfully synthesize research findings in an academically, APA organized document. Students will also become familiar with various writing and professional presentation formats, such as papers, posters, lectures, and workshops. 3.0 credits.

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**MBM 5510****Imagery for Health**

This course will review the place of imagery and the imagination in traditional healing practices, and the contemporary applications of imagery in health care. Students will review the experimental evidence for the impact of imagery on immune function, neurochemistry, and medical illness. Students learn to utilize imagery as a diagnostic tool, as a mental rehearsal for coping, and as a therapeutic tool for medical illness and emotional disorders. Students will learn applications of imagery for common medical problems, such as preparation for medical procedures.

3.0 credits.

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**MBM 5520****Relationship, Commmcredity, and Social Supports in Health and Wellness**

Research shows that both relationships and social supports are critical variables for health and wellness. Conversely, both loneliness and relationship loss increase health risk. This course introduces a humanistic model for relationships and commcredity, a bio-psycho-social-spiritual model for health, and Alfred Adler's concept of social interest. The students review the empirical evidence for relationship and social supports as buffers against stress, and examine intervention models for improving relationships, increasing social supports, and improving wellness. In addition, students examine the potential impact of social networking and other forms of electronic communication on health and wellness. 3.0 credits.

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**MBM 5522****Health Psychology: The Application of Psychological Concepts and Tools to Health**

This course introduces health psychology as an application of psychological principles and skills to health care. It presents the framework, methodology, and applications of mainstream health psychology, and reviews common applications of health psychology, such as increasing patient compliance with well-lifestyle changes, and mind-body interventions to reduce irritable bowel or asthma symptoms. The course introduces basic "skill-sets" in health psychology, such as brief dynamic psychotherapy, humanistic psychotherapy, cognitive-behavioral therapy, health coaching, relaxation and meditation techniques, imagery therapy, biofeedback and applied psychophysiology, and hypnosis. Finally, it introduces divergent approaches to health psychology includ-

ing optimal health and wellness programs, humanistic and existential psychology, energy psychology, and transpersonal/spiritual approaches. 3.0 credits.

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**MBM 5524**

**Contemporary Neuroscience–Psychology and the Brain**

Contemporary neuroscience is an overview of the fundamentals of contemporary cognitive neuroscience. This course leads the student to a basic understanding of the nervous system and particularly the brain. It begins with the basic facts and principles of nerve cells and the functional organization of the nervous system, and proceeds to examine the role of the nervous system in such functions as emotion, cognition, and other aspects of consciousness. Students review the role of the autonomic nervous system in the human stress response and stress related disorders, and the role of the brain in higher-level mental processes. The course emphasizes the impact of brain injury or dysfunction on a variety of medical and behavioral problems. The course examines the contributions which a neuroscience perspective can bring to developing therapeutic interventions for many behavioral, mental status, and medical problems. Students will also examine the emerging areas of neuroeducation and neuroethics. 3.0 credits.

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**MBM 5525**

**Grant Writing**

This course provides an overview of the strategies, politics, and required format of successfully competing for human subject research funding from the National Institutes of Health (NIH). Although this course is modeled on NIH requirements, the information contained in this course prepares the professional to successfully write grants for non-profit and other grant-funding organizations as well. Guidelines differ slightly between funding organizations, and grant-writers must be careful to follow those guidelines of each funding agency to the letter. However, the principles and format for human participant research are essentially the same. NIH sets the highest 'bar' to jump when it comes to funding, so meeting this criteria will prepare you with a long-term strategy for being a successful grant writer. 3.0 credits

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**MBM 5533**

**Health Informatics: The Science of Health Care Information**

Informatics is the newly emerging science of information and the practice of information processing. One branch of this new disci-

pline is the field of Health Informatics. Health Informatics is a concept that synthesizes the science and art of healthcare with the precision of technology. This course provides information from a healthcare professional perspective as well as from the consumer's. The course presents discussion into topics relative to the student's professional organization, such as information technology infrastructure and hardware, system selection, software applications and information reporting. The course also provides insight into empowering patients to care for themselves and actualizing their human potential through information technology media. 3.0 credits.

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**MBM 5538**

**Quantitative Research Design for Healthcare I**

This course guides the student in understanding and developing a quantitative research design. Each student: a) chooses a research question, b) develops an overall quantitative research design to address the question, c) specifies participants and recruitment strategies, and d) specifies methods for analyzing data. 2.0 credits.

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**MBM 5539**

**Quantitative Research Design for Healthcare II**

This course provides a continuation of the pre-requisite course, MBM 5538. The student implements a pilot study, using the quantitative research design developed in MBM 5538, and formulate a research report based on the pilot study. 1.0 credit.

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**MBM 5540**

**Fundamentals of Research**

This course provides an overview of research methods for both quantitative and qualitative research. Quantitative methods are valuable for measuring the impact or effectiveness of an intervention on a health condition or behavioral problem. Qualitative methods provide insight and understanding into the human lived experience of a health problem or situation. Each student adopts a single methodology, pose a research question, and formulate a research design, applying the selected method. 3.0 credits.

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**MBM 5544**

**Statistical Methods for Health Care Research**

This course provides an overview on the use of statistical methods in health care research. Each student a) becomes familiar with bio-statistics, b) understands the most commonly used statistics for graduate research, c) comprehends the relationship

between statistical techniques, sample size, and statistical significance, and d) demonstrates an ability to develop a research questions, and select statistical strategies suitable to the question. 3.0 credits

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**MBM 5545**      **Assessing Systems and Processes in Health Care**  
This course introduces the student to a systems oriented approach to assessing health care systems and processes. The vision of integrative health care promises a seamless integration of elements from mainstream medicine and alternative therapies, in one continuum of care. Transforming health care requires the development of new delivery systems and processes, and re-structuring existing health care systems. This course provide methods for healthcare consultants, administrators, and researchers to evaluate care systems, processes, and outcomes in more holistic and humanistic ways than traditional methods used by accrediting bodies, through the use of systems-oriented approaches. The students learn to adapt a systems and organizational perspective, identify problems in care systems, and assess the outcomes of systemic changes. 3.0 credits.

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**MBM 5548**      **Qualitative Research Design for Healthcare I**  
This course guides the student in understanding and developing a qualitative research design. Each student will: a) review and understand three or more methodologies for qualitative research, b) choose a research question, c) develop an overall qualitative research design to address the question, d) specify participants and recruitment strategies, and e) specify methods for analyzing data. 2.0 credits.

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**MBM 5549**      **Qualitative Research Design for Healthcare II**  
This course provides a continuation of the pre-requisite course, MBM 5548. The student implements a pilot study, using the qualitative research design developed in MBM 5548, and formulate a research report based on the pilot study. 1.0 credit.

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**MBM 5551**      **Research Practicum I**  
This course guides the student in developing either a quantitative or qualitative research design, serving as a pilot study for dissertation research. The course will meet the following objectives: Each student: a) Proposes and refines a research question, b) Develops a research design, addressing recruitment, interven-

tions, any measurements, and data collection methods, c) specifies methods for data analysis, and d) submits a SIRB application, assuring the protection of human participants. 1.0 credit.

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**MBM 5552**

**Research Practicum II**

This course serves as a continuation of the pre-requisite course MBM 5552. Students a) implement the research design, b) recruit participants, c) conduct the research, and d) Prepare a written research report, including all of the elements in a research report. 3.0 credits.

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**MBM 5560**

**Challenges of Middle Life and Later Adulthood**

This course provides an overview of the various stages of individual and family life, with particular attention to the stages of middle and later life. It will focus on how to conduct a life review and help an individual reflect on the meaning and challenges they face at each stage of growth and development. The concept of adult life stages and the growth and development process forms the context in which an individual understands and responds to the particular challenges of health and illness. There is a focus on the models of Erikson, Levinson, Jung, Hollis, Armstrong, who have helped us understand the particular way that a person grows and changes throughout the life cycle, and the nature of the particular challenges that take place as a person has experienced a career and raised a family. Models of development focus on how the individual integrates, experiences deep change, and moves from acceptance to formulate a mission and set of life tasks that occupy their later life. 3.0 credits.

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**MBM 5563**

**Self and Organization: Cultivating the Spirit in Organizations**

This course develops an understanding of self and organization through a process of dialog and reflection on current relationships and organizations with which the student is engaged. The student also explores the meanings that relationships and organizations bring to one's life and work. The readings and assignments are chosen to represent a diversity of perspectives on organization and systems, including philosophy, poetry and literature, personal stories, films, and experiential exercises. The choice of readings and assignments require deep reflection and critical thinking and provide an opportunity for transformative learning. 3.0 credits.

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**MBM 5565**

**Engaging with Complexity:  
Foundations in Systems Thinking**

This course provides students with an introduction to a systems thinking approach in the complex field of health care and wellness. The course facilitates the student's shift from an individual motivational paradigm to an adaptive systemic paradigm, in understanding and engaging in complexity and change. Through both theory and practice, students will learn to recognize systems phenomena and consider adaptation in a way that informs enhanced communication, more effective and responsive intervention strategies. This perspective offers a valuable foundation for designing or engaging with complex systems such as medical centers, hospital and clinic systems, networks, supply chains, health insurance organizations, and community wellness centers. 3.0 credits.

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**MBM 5567**

**Leadership in Health Care**

This course takes the perspective that leadership in health care systems involves individuals, roles, culture, and systems. All need to be included to comprehend the nature of, the development of, and the practice of leadership. Furthermore, leadership is not about compulsion, coercion or manipulation. It is not about management, but includes the notion of management as a factor in leadership. Leadership represents a holistic view of the relationships among individuals, cultures and systems. It proposes three distinctions that will assist in clarifying thinking about leadership, its development and practices. It recognizes how individuals of any type of organization can bring an organization together with limited formal power, and can help an organization move in a new direction. It also explores the moral and ethical challenge that engagement of people by a leader must be voluntary and free. It introduces leadership theory and practice, concerning how individuals influence and work within organizations, as well as are influenced by others and context in fulfilling leadership requirements. 3.0 credits.

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**MBM 5569**

**Consulting Skills: Helping Human Systems**

The Professional Consultant in Health Care exercises a form of leadership without direct authority or control over an organization. Yet, consultants can play a critical role in mobilizing organizational resources, and inspiring a process of transformational change. Health consultants may work in major university med-

ical centers and hospital systems, corporate medical clinics and health systems, corporate wellness credits, health insurance organizations, and small community or privately based clinics and group practices. Consultants work closely with other people who are responsible for the outcomes. Consulting can be part of any professional role such as that of a teacher, therapist, counselor, coach, or leader. A key skill is the ability to use influence and persuasion to help others get things done. A second key skill is to recognize the critical moment when a human system is ready for a change process. In effect, whenever a professional can't or doesn't want to force people into action, yet needs to suggest or advocate a plan of action, the skills developed in this course will be useful. 3.0 credits.

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**MBM 5575**

### **Leadership and Organizational Transformation**

This course investigates how leadership, whether exercised by an individual or group, can initiate and engage incremental and systemic organizational shifts that mobilize, focus, and generate commitment and inquiry around new directions in an organization. The course focuses on the key actions, tasks, skills, and adaptive maps that organizations have used as they learn to anticipate, initiate, and lead in times of change and transformation. Students consider current and emergent models and theories of change. Students completing this course understand how transformational change impacts how organizations identify resources and create environments in which all people are ready to engage change; how leaders can guide this development; how to analyze organization complexity; and how to engage resistance for generative and responsive changes. 3.0 credits.

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**MBM 5580**

### **Mind-Body Skills Group: Supervision**

The Mind-Body Medicine Supervision course guides students to conduct small groups using the Center for Mind Body Medicine model, for the implementation of mind-body coping skills. Supervisors from the CMBM network provide weekly group supervision for students, as they organize and lead groups. This supervision enables students to implement the principles and skills presented in the beginning and advanced Mind-Body Medicine courses. 3.0 credits.

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**MBM 5583     Master's Level Professional-Seminar in Mind-Body Medicine**

This course provides students with a forum and guidance for reviewing and formulating their personal approach to mind-body medicine and integrative health care. This approach includes a personal lifestyle for wellness, a philosophy of health and healing, and a core set of mind-body skills that each student will emphasize in research and clinical practice. Students in the professional seminar review and critically evaluate their master's coursework, their experiences in the initial practicum, and their professional applications of mind-body medicine to date. Students are challenged to identify their achievements and remaining challenges in their personal and professional learning, and set goals for their remaining months in their degree program, and for the years beyond. 3.0 credits.

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**MBM 5584     Doctoral Level Professional-Seminar in Mind-Body Medicine**

This course provides students with a forum for formulating their personal philosophy of mind-body medicine and integrative health care, and preparing for doctoral candidacy. Students in the professional seminar review and critically evaluate core texts in mind-body medicine, and prepare a comprehensive written formulation of their approach to the field. Students will be challenged to identify their achievements and remaining challenges in their personal and professional learning, and set goals for the remaining months in their degree program. In addition, they write a preliminary formulation of their doctoral research question, describing the intended approach, method, and timetable. Successful completion of this class qualifies the student to advance to doctoral candidacy. 3.0 credits.

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**MBM 5590     Doctoral Level Practicum**

This course is intended for students seeking a clinical, applied, or research oriented practicum at the Doctoral Level. For students in a specialization such as Research or Health Care Systems, the practicum may provide experience related to the specialization. Students are responsible for arranging the practicum site, and obtaining a written contract with the practicum site administration. Students should consult in advance with the Practicum Coordinator who serves as liaison to the practicum site and

supervisor of the Practicum process. 3.0 credits.

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**MBM 5600**

**Mind-Body Medicine: Overview**

The Mind-Body Medicine: An Overview course provides a foundational introduction to mind-body medicine and integrative health. The course reviews paradigms for health and healing implicit in mainstream medicine, humanistic psychology, complementary and alternative therapies, and traditional healing systems in non-Western cultures. The course examines scientific advances in psychoneuroimmunology, the neurosciences, and consciousness studies, with implications for mind-body healing. The course focuses on the nature of the healing process, including a review of health care practices within various cultural systems and historical eras. The course assists students to recognize the relationships among conceptual paradigms, research approaches, explanatory models for disease, and specific therapeutic interventions. Students are challenged to develop a personal vision of health and health care which emphasizes higher level wellness for self and patient, the credity of mind-body-spirit, and the active role of the patient in the healing process. Students in this course also take The Center for Mind-Body Medicine's Professional Training Program in Mind-Body Medicine. 3.0 credits.

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**MBM 5605**

**Advanced Mind-Body Medicine**

The Advanced Mind-Body Medicine course reviews paradigms and approaches to healing, ranging from mainstream medicine to naturopathy, homeopathy, chiropractic, and contemporary integrative medicine. The course reviews the history and philosophy of the various healing systems, and the known mechanisms or underlying pathways that explain how and why beneficial outcomes are possible. The student reads and critically evaluates clinical trials that demonstrate or suggest efficacy as well as trials that find the alternative methods ineffective for certain medical conditions. Upon completion of this course each student will be able to describe the benefits, limitations, indications, and contraindications for the use of these therapeutic approaches. Students in this course also take The Center for Mind-Body Medicine's Advanced Professional Training Program in Mind-Body Medicine. 3.0 credits.

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**MBM 5610****Nutrition and Health**

This course provides an overview of the practical and scientific approaches to understanding the impact that food has on personal and global health. Topics in this course will include learning about the quality and variety of food that is available to us, its impact on health, food politics and policies, commercial food production, organic and sustainable food production, and community action projects. Attendance at the Food as Medicine Conference (FAM), sponsored by the Center for Mind-Body Medicine, is the residential requirement for this course. FAM provides a window into strategies for applying these principles in clinical and community settings. 3.0 credits.

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**MBM 5615****Movement, Exercise, and Health**

This course reviews the critical place of physical movement and exercise in the maintenance and restoration of health. Sedentary lifestyle has been identified as a factor in the onset of many chronic diseases and conditions. Conversely, physical activity positively impacts brain chemistry, mood, and general well-being. The course explores the use of movement and exercise as a key aspect in developing self-awareness and examines the overall impact of various modalities on healthy physiology and chronic illness. Students learn strategies for using a variety of forms of movement for mental, emotional and physical renewal. The course will include an experiential component and will examine yoga, tai chi or chi gong, dance, dynamic movement meditations, martial arts, and aerobic exercise as interventions for optimal health. 3.0 Credits.

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**MBM 5620****Basic Training in Applied Hypnosis**

This course provides students with a basic skill-set to conduct simple hypnotic interventions, along with knowledge about hypnotic concepts and approaches, and a familiarity with research-based applications of hypnosis to common medical and behavioral disorders. This course provides students with an introductory level of understanding helpful for engaging in hypnosis-based clinical practice and hypnosis oriented research in integrative health. This course introduces simple trance induction protocols, trance deepening techniques, the use of post-hypnotic suggestion, and techniques to re-alert the subject and close the trance phase. In addition, the course overviews current scientific

approaches to explaining hypnotic phenomena, introduces the measurement and significance of hypnotic susceptibility, and discusses several of the widely used and effective approaches for utilizing hypnosis in psychotherapy and personal transformation. Students completing this basic training sequence are equipped to begin the intermediate level training. The course is designed to follow the Standards of Training in Clinical Hypnosis of the American Society of Clinical Hypnosis- Education and Research Foundation (2005). 3.0 Credits.

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**MBM 5622**

**Basic Training and Education in Biofeedback**

Biofeedback uses electronic instruments to measure physiological processes, and feeds this information back, to empower the human being to gain greater awareness and control over the body and health. This course provides students with skills to conduct general biofeedback interventions, and an overview of concepts and protocols for clinical biofeedback therapy. Students gain knowledge of anatomy and physiology relevant for biofeedback, and a familiarity with biofeedback instruments and the procedures for applying sensors and monitoring physiological processes. This course provides students with an introductory level of understanding sufficient for engaging in biofeedback training, clinical practice, and using physiological monitoring for health research. Students completing this basic training sequence are equipped to begin the intermediate level training. The course is designed to follow the required Blueprint of Knowledge established by the Biofeedback Certification Institute of America. In this course, students complete 24 hours of basic didactic education and 6 hours of clinical mentoring qualifying toward eventual certification in general biofeedback by the Biofeedback Certification International Alliance. 3.0 credits.

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**MBM 5625**

**Intermediate Training and Education in Hypnosis**

This course provides students with a skill-set to conduct more advanced hypnotic techniques and interventions. The student develops an ability to learn and assess new applications of hypnosis for common medical and behavioral disorders. This course provides an intermediate level of understanding for hypnosis-based clinical practice and hypnosis-oriented research in integrative health. The student learns approaches and techniques for a number of advanced application areas, including: 1. pain man-

agement, 2. treatment of anxiety disorders, 3. habit change protocols, 4. weight management, and 5. ego strengthening hypnotic interventions. 3.0 credits.

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**MBM 5627****Intermediate Training and Education in Biofeedback**

This course provides students with the skills and knowledge to conduct more advanced biofeedback techniques and interventions. This course provides an intermediate level of understanding for general biofeedback practice, and an introduction to the use of EEG biofeedback. The student learns adjunctive techniques useful in the process of biofeedback therapy, including progressive muscle relaxation, autogenic training, and diaphragmatic breathing. Students learn and apply ethical principles for the use of biofeedback in treatment and in research. Students review empirical research on the use of biofeedback for common medical and behavioral disorders, and develop an ability to read and critically assess research on biofeedback and psychophysiology. In this course, students complete an additional 24 hours of didactic education and 6 hours of clinical mentoring toward certification in general biofeedback by the Biofeedback Certification International Alliance. 3.0 Credits.

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**MBM 5630****Coaching for Health and Wellness**

This course provides students with an overview of the field of health and wellness, a comprehensive understanding of the principles of health and wellness coaching, an introduction to the science of lasting behavior change and mentored practice in all of the core coaching skills and competencies defined by the International Coach Federation. In addition this course reviews current research studies documenting the effectiveness of health and wellness coaching in corporate wellness programs, hospitals, clinical practices, and through independent wellness coaching partnerships. This is a highly interactive and experiential class. Students who complete this course attain a basic level of competence in health and wellness coaching and are prepared to integrate these skills into their current careers. This course also provides those individuals interested in deepening their coaching skill set with a solid foundation to prepare them for more advanced courses in health and wellness coaching. 3.0 credits.

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**MBM 5635****Spirituality and Health**

This course explores the relationship among spiritual practices, religious participation, transpersonal experiences, and health and wellness. Current research shows that church attendance, religious beliefs, spiritual practices, and a sense of meaning in life all can impact on longevity, health, and well-being. Humanistic and transpersonal psychology supports the importance of spirituality, altruism, and self-transcendence in human development. Research also shows at least moderate support for the effects of prayer and “distant intentionality” on health and healing. This course includes a residential intensive which introduces principles of healing, shamanic practices, and ceremony drawn from indigenous healing systems. 3.0 credits.

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**MBM 5640****Psychophysiology: Scientific Approaches to the Mind-Body Connection**

This course introduces scientific and experiential approaches to understanding the interaction of mind and body in health. The course surveys scientific principles of psychophysiology, and introduces clinical practices relevant to mind/body (psychophysiological) healing. The student learns to monitor physiological processes via biofeedback instrumentation and through serum and salivary testing, for clinical practice and research. The course offers an opportunity to explore mind-body relationships through an overview of theory, review of empirical findings, and experiential learning. 3.0 credits.

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**MBM 5645****The Human Energy Field and Energy Medicine**

This course explores health and healing according to an energetic perspective that has roots in ancient healing practices. Today this field, known as energy medicine, is experiencing rapid growth, including a proliferation of energetic therapies, and an accumulation of research. An overview of the human energy field and a presentation of some of the key energy medicine modalities, both diagnostic and therapeutic, will constitute most of the course. The course reviews the main systems of energy medicine from indigenous medicine, including hands-on and distant healing, the energetics of Oriental medicine and Ayurveda, homeopathy, healing with light and color, and sound therapy, as well as historical and philosophical concepts of life energy. The course also examines contemporary modalities and their scientific

ic foundations including electromagnetic field applications, phototherapy, energy psychology, and measurement of subtle energies and bioenergetic effects. The biofield, the role of emotions and conscious intent, and living systems theory are developed as scientific explanatory concepts underlying energy medicine. 3.0 credits.

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**MBM 5650      Psychotherapy for Health and Disease**

This course introduces psychotherapeutic approaches and their applications to individuals suffering with significant illness or disability. It explores person-centered and other psychotherapeutic approaches, which have proven useful with medically ill human beings. Person-centered therapy, with its emphasis on an empathic understanding of the individual's experience, provides a central approach for being-present with the human being isolated by illness. Finally, the course defines basic therapeutic skills and strategies for psychotherapy, including therapeutic presence, empathic listening, and affirmation. 3.0 credits.

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**MBM 5655      Mindfulness and Meditation in Health**

This course introduces the applications of mindfulness and meditation practices in well-being, mental health, and medical health. The course reviews current evidence-based mindfulness approaches, including Jon Kabat-Zinn's Mindfulness-Based Stress Reduction, Zindel Siegel's Mindfulness-Based Cognitive therapy, and Steven Hayes' Acceptance and Commitment Therapy. The course examines the neuroscience-based mindfulness approach of Daniel Siegel. Meditation practices relevant to mental health and medical disorders -- and general wellness -- will also be reviewed. The course includes a residential component, during which students practice both general mindfulness and meditation techniques. 3.0 Credits.

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**RES 9011 (MBM)      Essay One: Critique Essay**

In this course, the doctoral student identifies a past dissertation, which researches a topic closely related to that topic the student intends to research in his/her dissertation, and which also utilizes a research design close to that which the student intends to adopt. The student then conducts a critical reading of the selected dissertation, and identifies strengths and weaknesses in the author's execution of the doctoral research. This critique essay assists students in sharpening their understanding of

research method, and enable students to identify principles and practices they wish to utilize in their own future dissertation research. 3.0 credits.

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**RES 9021 (MBM) Essay Two: Literature Review**

This course provides the MBM student who will complete a dissertation with the opportunity to conduct a comprehensive literature search to investigate the student's intended dissertation topic, explore past research, identify gaps in the published literature, and create an integrative conceptual framework for understanding the topic, supported by the best documented research. This literature review also sharpens the students' research skills, and allow him/her to refine the formulation of a credible research question. 3.0 credits

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**MBM 9201 MS Project Research**

The student forms an MS project committee, consisting of a chair and one committee member. The student develops a proposal for an action project or demonstration project in the field of mind-body medicine, integrative health, or related field. The student presents the proposal to the MS Committee for approval, submits an application to the Saybrook Institutional Review Board assuring that any human participants will be safeguarded, implement the project, and present a project summary to the MS Committee. 3.0 credits.

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**MBM 9401 MS Thesis Research**

The student forms an MS thesis committee, consisting of a chair and one committee member. The student develops a proposal for a research-based thesis in the field of mind-body medicine, integrative health, or related field. The student presents the proposal to the MS Committee for approval, submit an application to the Saybrook Institutional Review Board assuring that any human participants are safeguarded, implement the research, and present a written Thesis document to the MS Committee, summarizing the research design, implementation process, and research results. 3.0 credits.

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**MBM 9501 PhD Dissertation Proposal**

The student forms a doctoral dissertation committee, composed of a chair and two committee members, including faculty members with relevant area knowledge or research knowledge.

Working closely with the dissertation chair, the student develops a dissertation proposal, which is reviewed and approved by the committee. 3.0 credits

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## **RES 9601**

### **Dissertation Research**

(This course will be repeated as needed until the student completes his/her doctoral dissertation). The student obtains approval of the Saybrook Institutional Review Board to conduct the research, following guidelines to protect any human participants in the research. The student works closely with the chair and the committee to execute the research, analyze any resulting data, and formulate a written dissertation document. The dissertation process culminates with a dissertation conference and approval of the final document. 3.0 credits