OST: PSC 591 301
Happiness and Emotional Resilience Promotion for Health Care Providers
Spring Semester- 2019
Updated: 10/18/2018

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Notice to Students: Although Elective syllabi at MSUCOM have a consistent format; vitally important
details differ by Elective. For this reason, you must read the syllabus thoroughly at the onset of each
elective to understand what educational activities will be provided and what is expected of you.
Section 1 – Course Information

Elective Description

Happiness and Emotional Resilience Promotion for Health Care Providers is a 1 credit-hour course that provides students with evidenced-based educational modules that were created to address the specific needs of medical students.

Medical student burnout is estimated at 49-51% during the course of medical education, and suicidal ideation is estimated at 11.2%. Burnout continuing into medical residency is directly correlated with a higher incidence of medical errors and decreased compassion in patient care. Mindfulness meditation has been demonstrated to decrease symptoms of anxiety, including when provided in training sessions for medical students. Positive Psychiatry Cognitive Behavioral Therapy exercises have proven effective in decreasing depressive symptoms and improving positive attitude, happiness and outlook on life for the clinically ill as well as for individuals without psychopathology. At MSUCOM, the Department of Psychiatry conducted a pilot research study incorporating elements of Positive Psychiatry and mindfulness. In this study, a 10-week intervention demonstrated efficacy for MSUCOM students in increasing life satisfaction and decreasing their levels of anxiety. This elective class is based on the interventions that were originally tested in our study, and have been modified to fit an 8-week curriculum.

Course Goals

1. Students will be able to identify and name risks of untreated “burnout” in student and physician populations.
2. Students will be able to apply osteopathic principles to utilize wellness interventions for themselves as well as for future patients.
3. Participants will be able to describe basic tenets of positive psychiatry and challenges of changing from a focus on pathology to a strengths-based focus designed to promote joy and resilience.
4. Participants will be able to learn how to incorporate techniques used during these classes in their daily lives, including: life purpose visualizations, mindfulness relaxation exercises, and happiness-focused exercises.

Course Support

(Note - Preferred method of contact is shown in italics)

Name: Miko Rose, D.O.
Phone: 517-353-5035
Email: Miko.Rose@hc.msu.edu (preferred method)
Address: A227 B East Fee Hall, East Lansing, MI 48824

Faculty Coordinator

Name: Miko Rose, D.O.
Phone: 517-353-5035
Email: Miko.Rose@hc.msu.edu (preferred method)
Address: A227 B East Fee Hall, East Lansing, MI 48824
Instructors

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
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<tbody>
<tr>
<td>Miko Rose, D.O.</td>
<td><a href="mailto:Miko.Rose@hc.msu.edu">Miko.Rose@hc.msu.edu</a></td>
<td>517-353-5035</td>
<td>EL</td>
</tr>
<tr>
<td>John Taylor, Psy.D.</td>
<td><a href="mailto:john.taylor@hc.msu.edu">john.taylor@hc.msu.edu</a></td>
<td>517-355-8270</td>
<td>EL</td>
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Lines of Communication

- For administrative aspects of the Course: contact the course support.
- For content questions relating to a specific lecture or topic: contact the faculty presenter for that specific portion of the course or your SE MI on-site instructor.
- For absences/missed exams (see excused absence information below)

Office Hours

Questions concerning course content may be discussed individually by making an appointment with the Faculty Coordinator, Dr. Miko Rose, Department of Psychiatry, by phone at 517-353-5035 or via e-mail: miko.rose@hc.msu.edu. The course coordinator is generally available Thursday afternoons, or by appointment.

Textbooks and Reference Materials

Required

Recommended

Optional
- Mindful Awareness Research Center, at Marc.ucla.edu: mindfulness/visualizations exercises online (and via itunes U podcast)

Elective Schedule

This elective is presented for 8 consecutive weeks. General scheduling for the educational activities of this elective are as follows:

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Times (if applicable)</th>
<th>Required Activities</th>
<th>Specific Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 1/24/2019</td>
<td>5:00pm – 6:30pm</td>
<td>Week 1: Introduction to Positive Psychiatry and Mindfulness</td>
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<tr>
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<td>Homework:</td>
<td>Positive Psychiatry: This will be a general introduction to the weekly topics to be covered and an outline/overview of the class</td>
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<td>Required Activities</td>
<td>Specific Information</td>
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| Thursday 1/31/19 | 5:00pm – 6:30pm | - Write a list of at least 5 positive outcomes you would like to have in your life at the completion of this class.  
- Repeat exercise of mindful eating at least once this week. Start mindfulness practice log (handout and materials distributed during class). | and how it will work, including an overview of positive psychiatry.  
Mindfulness: The introductory topic will be mindfulness, defined as “being fully aware of whatever is happening in the present moment, without filters or the lens of judgment.” This introductory session on the topic will include an explanation of mindfulness, as well as an exercise to demonstrate. Next, there will be an exercise entitled, Mindful Eating. Please see attachments for a copy of the text that will be used for this exercise, taken directly from an introductory mindfulness textbook (pages 18-19). |

Positive Psychiatry/Vision: The focus of this week will be goals and hopes for the future. We will ask students to write down a list of hopes and goals that they have—both for the short and long term. The activity of generating a list of things that give hope is listed in a CBT text (footnoted below), and after explanation and some time to write this list, students will be asked to select one goal (either short or long term) and write down next steps that they can take towards that goal. They will then be given time to write down both things that they can do that will help attain the goal, as well as potential pitfalls and concerns that may be blocking attainment of said goal. Students will be encouraged to write down action steps to help them move towards their chosen goal.

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2 Stahl 18-19
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<tr>
<td>Thursday 2/07/19</td>
<td>5:00pm – 6:30pm</td>
<td>Week 3: Joy list and Mindfulness of the Body</td>
<td>Positive Psychiatry/Joy List: The focus of this session will be to create a list of things that bring joy. Students will be asked to write down things that bring them joy and/or enjoyment. They will have a few minutes to elaborate on this list, and the list will be added to throughout the class with the intention of creating a personalized master list of enjoyable and uplifting activities for future reference. There will be a special emphasis on exercise and role of physical activity in well-being, mood and resilience (Ruger). Mindfulness: Introduction to mindfulness of the body and exercise, mindful walking.</td>
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<td>Homework:</td>
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|               |                       | - "Have a Beautiful Day" 4 (or shorter time frame of student’s own preference, no minimum time requirement) based on instruction from text focused on happiness (and included in attachments).  
- Practice mindful walking at least once on your walk from the parking lot into the classroom. |                                                                                                                                                                                                                       |
| Thursday 2/14/19 | 5:00pm – 6:30pm       | Week 4: Identifying Your Signature Strengths and Mindfulness of Sound                 | Positive Psychiatry/Signature Strengths: Based on an exercise that will be taken from a text entitled Authentic Happiness, students will be given time to complete a questionnaire and evaluate their strengths. After the questionnaire is completed, criterion (also outlined in this text and included in attachments 7) will be described to pare down identified individual key strengths to those that provide individual feelings of mood elevation and inspiration. Mindfulness: Introduction to mindfulness of sound, and mindfulness practice during class |
|               |                       | Homework:                                                                            |                                                                                                                                                                                                                       |
|               |                       | - "Write Down Your Personal Philosophy" 6 After reviewing from this week 1. Your list of signature strengths and focusing in on strengths that provide inspiration, and 2. your visions and goals from week 2, write down your personal philosophy of your life. This could be a few words or sentences, but should incorporate your approach/philosophy/beliefs about life and some overall sense of purpose that you feel as your role, (or that of others) in life.  
- Continue mindfulness practice of your choice. |                                                                                                                                                                                                                       |

5 Wright, et al 4-5  
7 Seligman 134-161.
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<tr>
<td>Thursday 2/28/19</td>
<td>5:00pm – 6:30pm</td>
<td><strong>Week 5: Self-care and Mindfulness of Emotions</strong></td>
<td>Positive Psychiatry/self-care: Introduction to self-care, The Center for Nonviolent Communication exercise, identifying feelings and needs exercise. This will be done individually and then with sharing in small groups.</td>
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<td>Homework:</td>
<td>Mindfulness: Meditation, Mindfulness of Emotions</td>
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<td>• Take at least one action identified from the feelings and needs exercise.</td>
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<td>• Listen to: marc.ucla.edu: “Body Scan for Sleep” on one evening, and write about your experience of this mindfulness practice the following day.</td>
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<td>Thursday 3/14/19</td>
<td>5:00pm – 6:30pm</td>
<td><strong>Week 6: Practicing/integrating Loving-kindness and Mindful Compassion</strong></td>
<td>Positive Psychiatry/Compassion: As author Victor Frankel referenced, making a difference to others/contributing to this world with a sense of purpose can help provide inspiration and strength to survive in the face of adversity. (Spirituality Book DDM p 293-5). Students will be guided through a writing exercise to identify acts of compassion, philanthropic/kind action activities (ie: tutoring a teenager or friend). Auth p 8-9. Students will also watch a video on encouraging acts of kindness/compassion, and conclude with a personal writing exercise (writing a letter of encouragement to themselves).</td>
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<td>Homework:</td>
<td>Mindfulness: Practice, “Loving Kindness Meditation”</td>
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<td>• Practice at least one act of kindness, assistance or charity. (Auth H p 8-9).</td>
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<td>• Continue mindfulness practice of your choice</td>
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<td>• Class coordinators will mail letter of encouragement to students (self-authored at conclusion of class).</td>
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<td>Thursday 3/21/19</td>
<td>5:00pm – 6:30pm</td>
<td><strong>Week 7: Power of Thoughts/Gratitude</strong></td>
<td>Positive Psychiatry/Gratitude: Students will learn about the power of thoughts, and positive focus on identified outcomes, with in-class examples and exercises demonstrating this work. Guided visualization: students will re-visit a prior guided imagery process and select an individual for whom they feel the most gratitude in their lives. At the conclusion of this exercise, students will be asked to write a letter of gratitude.</td>
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<td>Homework (2 parts):</td>
<td>Mindfulness: Mindfulness practice, “Body Scan.”</td>
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<td>• Part one: Write five things you are grateful for every day, ideally at the same time of day. Part 2: “Extra-credit”-optional: send the letter, or ask to meet with that person (without telling them why, just say you’d like to meet), and then read them the letter in person. Exercise taken from text8 (included in attachments).</td>
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<td></td>
<td>• Continue mindfulness practice of your choice</td>
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8 Seligman 74.
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<th>Times (if applicable)</th>
<th>Required Activities</th>
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</table>
| Thursday 3/28/19 | 5:00pm – 6:30pm | Week 8: Your disputation record- Examining the evidence; and Integration/Summary of lessons  
Homework:  
• Pick 1 additional event/adversity and repeat this technique for re-framing an event.  
• Continue mindfulness practice of your choice.  
Conclusion/Group sharing and Mindfulness Integration to daily practice  
Positive Psychiatry and Mindfulness Group Discussion: Discussion will be focused on group sharing from each student identifying the most helpful tools they gained from this class. Students will be asked to make a list of 5 most useful tools that they can now incorporate into their daily/weekly lives. We will then present a summary/highlights from the class. Session will end with students writing themselves a letter of encouragement, and including the list they just wrote into this letter | Positive Psychiatry/Energization of Reframing an adverse event: This session will focus on trouble-shooting existing negative core beliefs that have come up during previous sessions. Identify events that have caused key fears/doubts/beliefs that are “road blocks” keeping you from experiences of happiness in your life? Write about some of these negative experiences and create a list. Then, pick the strongest belief and use for examination (or one that is comfortable to do in class). This thought will be worked through using the ABCDE cognitive restructuring9 by writing about an events and re-framing: Adversity, Beliefs (surrounding the event), Consequences, Disputation (evidence contrary to existing negative thoughts and assumptions surrounding event), and Energization (insights promoting a positive framework/approach in conclusion). *copy of exercise included in attachments (written by Dr. D'Mello).  

**Required Exams/Assessments**

There will be a total of zero exams given in OST: PSC 591 301 this semester. Your score on the final assignments and your attendance will determine your grade in the course. The assessment schedule is as follows:

<table>
<thead>
<tr>
<th>Required (if applicable)</th>
<th>Projected Points</th>
<th>Material to be Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>80</td>
<td>Attendance of at least 5 of 8 lectures (10 points per class attended)</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>10</td>
<td>Write future physician personal mission statement (due at course completion)</td>
</tr>
<tr>
<td>Mindfulness Assessment</td>
<td>10</td>
<td>Turn in mindfulness tracking log (due at course completion)</td>
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</tbody>
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9 Seligman 97-101.
Required Proctoring Arrangements
N/A

Elective Grades
A student’s course grade is determined by the following formula:

\[
\frac{\text{exam 1} + \text{exam 2} + \text{Workshop} + \text{Unit Exam 1}}{\text{total points possible}} \times 100\% = \text{Final Percent Score}
\]

- **P-Pass**—means that credit is granted and that the student achieved a level of performance judged to be satisfactory by the instructor. To obtain a “P” grade for this course, a student must obtain 70% or a total of 70 points.
- **N-No Grade**—means that no credit is granted and that the student did not achieve a level of performance judged to be satisfactory by the instructor. A student who accumulates less than 70 points or an accumulated score below 70% will receive an “N” grade.
- Remediation - Since all of the Electives in the MSUCOM curriculum are optional, Students are not required to remediate the elective if an “N” grade is received.

Student Evaluation of the Course
We want your feedback on how to improve this course.

- **Informal Feedback**: Feel free to approach the Course Coordinator, Dr. Miko Rose, or any of the other course faculty with your reactions and suggestions. Or write out your comments and email them to the Course Coordinator or Faculty. From time to time, we may also convene focus groups of students, as an additional way to elicit your opinions and suggestions.
- **Formal Evaluation (n/a)**: In addition to the above, we ask every student in the class to complete formal on-line Elective evaluation upon conclusion of the Elective. Student Elective evaluations are highly recommended. Student feedback provides Elective Coordinators with valuable information regarding their performance, the performance of their instructors and the quality of the Elective. The information gained from these evaluations is used to continuously improve future offerings of this Elective.
Section 2 – Policies

Academic Honesty and Professionalism

http://www.com.msu.edu/Students/Policies_and_Programs/Med_Student_Rights_Responsibilities.htm


Each individual student is responsible for their behavior and is expected to maintain standards of academic honesty and professionalism. If any instance of academic dishonesty (cheating, plagiarism, etc.) is discovered by an instructor, it is his or her responsibility to take appropriate action. Such action may include giving a failing grade to the student in the Elective and/or referring the student for judicial review and possible disciplinary action, which may include disciplinary suspension or dismissal from the College.

Attendance/Excused Absence

In accordance with the MSU All-University Policy on Attendance, MSUCOM does not have a regulation requiring class attendance. However, the College understands and supports the need and the right of the faculty to expect student attendance and participation in many curricular components with consequences if the student is not attending. In the spirit of professional behavior, MSUCOM students are expected to attend required class sessions (e.g., lectures, laboratories) and take all examinations during their originally scheduled times. If this is not possible, the student must obtain an excused absence. To obtain an excused absence, you need to make the following contact, as appropriate, prior to the scheduled administration of the examination(s).

Personal Emergencies:
(e.g., death in family, serious illness (acute), hospitalization, automobile difficulties).

Elective Coordinator or Instructor:  Dr. Miko Rose  
miko.rose@hc.msu.edu

Where there is advance notice of absence:
For advance notice absences, a student must submit his/her excused absence request at least one week in advance of the scheduled mandatory elective activity. Wedding, family celebrations, vacations, conferences, etc are not considered acceptable excuses. If an examination or other required experience is missed due to medical reasons, an attending physician’s written confirmation will be required in order for the absence to be excused.

Requests for Special Accommodations

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at www.rcpd.msu.edu Once a student’s eligibility for accommodation has been determined he/she may be issued a Verified Individualized Services and Accommodation (“VISA”) form. Please present this VISA form to Cheryl Luick, luick@msu.edu, A-331 East Fee Hall at the start of the semester and/or two weeks
prior to the accommodation date (test, project, labs, etc.). Requests received after this date will be honored whenever possible.

It is the responsibility of the student with accommodations to contact the Elective Coordinator two weeks prior to the start of the term, or two weeks prior to the scheduled assessment event or other planned use of accommodations. Requests received after this date will be honored whenever possible.

It is the responsibility of the student to submit or have submitted an updated version of their accommodations to Cheryl Luick each semester that a student plans to use their accommodations.