

## Towards Well-Being

**Instructor:** Angelique Louie, Professor, Department of Biomedical Engineering, Biomedical Engineering Graduate Group, Chemistry Graduate Group

**Office Hours:** by appointment

**Class meetings:** In person

**Grading:** S/U, where S = B - or better. Participation 50%, term project 50%, there is no final exam.

**Description:** This course introduces students to mental health issues and select coping skills to deal with common graduate school stresses. This is not a psychotherapy class, but a topical exploration that is based on the workplace mental health disability prevention literature, though personal benefit can be derived from use of the principles that will be discussed. We discuss common stressors for graduate student researchers and key elements of team science and their relation to mitigating potential stress. Class meetings are lecture-discussion with extensive small group discussion. Each weekly 110 minute session will begin with a brief physical wellness activity (breathing, stretching, etc). **Please wear comfortable clothing that you can move in, and bring a towel or mat.** Some meetings may also involve walking, and you will need to wear comfortable shoes.

By the end of this course, learners will be able to:

- Have an increased understanding well-being and mental health challenges
- Identify strategies to support mental health wellness
- Implement and develop ways to enhance their own well-being
- Recognize a number of mental health resources on campus

### Creating a Psychological Safe Space

Everyone's opinions are valued. We seek to create a safe environment for everyone to participate and to share their insights (Axtell, P. Make Your Meetings a Safe Space for Honest Conversation. Harvard Business Review. April 11, 2019. <https://hbr.org/2019/04/makeyourmeetings-a-safe-space-for-honest-conversation>).

To create a psychological safe space, we ask that everyone:

- Gives each person who speaks their full attention
- Allows each person to take their time and complete their thoughts
- Focus on listening and clarifying questions
- Uses people's names and refers back to earlier comments they have made
- Invites people into the conversation who have not spoken
- Speaks honestly and respectfully

Learners are encouraged to:

- Ask questions at any time
- Invite colleagues into the conversation if they have not spoken
- Ask to spend extra time on a topic
- Ask other people to say more about where they stand on an issue
- Express concerns that haven't been fully addressed
- Be engaged with the concepts presented and the process

Instructor will:

- Keep the discussion on track when it diverges or gets repetitive
- Call on people who have not yet spoken
- Moderate the discussion to give everyone an opportunity to participate
- Ask clarifying questions
- Drop-in to breakout rooms to answer questions and participate in discussions

**WHAT HAPPENS IN CLASS, STAYS IN CLASS.** Please treat all personal sharing in the breakouts as confidential and do not discuss with others outside of your group.

Week	Topic	What this week is about
1 Zoom       2. <b>ART</b> Manetti Shrem Museum	<b>MODULE 1: UNDERSTANDING MENTAL HEALTH, STRESS AND TYPES OF COPING</b>     WakeUp: breathing     WakeUp: head/neck	<ul style="list-style-type: none"> <li>• Have a working definition of health, illness, and impairment</li> <li>• Explain the role of stress in work life</li> <li>• Discuss the eight dimensions of wellness</li> <li>• Identify stress factors association with graduate school</li> <li>• Explain types of coping</li> <li>• Discuss how to foster resilience</li> <li>• Apply stress reappraisal</li> <li>• Employ diaphragmatic breathing to control stress</li> <li>• Identify situations in which stress reappraisal and diaphragmatic breathing can be effective</li> </ul> <p><b>“PROPOSE A TOPIC AND BOOK CHAPTER”</b></p> <p>KAHOOT ART THERAPY (<b>bring pencil and/or colored pencils</b>)</p>
3. Zoom       4. <b>AIR</b> Arboretum White Flower Garden and Gazebo (comfy shoes!)	<b>MODULE 2: SELF CARE THROUGH PERCEIVED SELF-EFFICACY</b>     WakeUp: standing shoulders     WakeUp: mat shoulders	<ul style="list-style-type: none"> <li>• Discuss the role of perceived self-efficacy in accomplishing goals</li> <li>• Explain what cognitive distortions are</li> <li>• Identify the different types of cognitive distortions</li> <li>• Describe how cognitive distortions can be addressed</li> <li>• Applied mindfulness and how to do it</li> </ul> <p>SOURCES OF STRESS: ORAL PRESENTATION &amp; THE QUALIFYING EXAM</p> <p>COLLABORATION AND TEAM SCIENCE: CH 2 PARTICIPATING, CH 5 TRUST</p> <p><b>“PROPOSE A TOPIC AND BOOK CHAPTER” DUE WEEK 5</b></p>
5 Zoom       6 <b>MUSIC</b> Arboretum Redwood Grove	<b>MODULE 3: COPING USING EFFECTIVE PROBLEM-SOLVING</b>     WakeUp: arms     WakeUp: upper back	<ul style="list-style-type: none"> <li>• Describe and apply the IDEAL problem-solving framework</li> <li>• Discuss the application of resilience</li> <li>• Discuss the importance of problem definition</li> <li>• Explain how to respond to crisis</li> <li>• Identify your strengths and how to improve them</li> </ul> <p>SOURCES OF STRESS: WRITING &amp; CRITIQUES</p> <p>COLLABORATION AND TEAM SCIENCE: CH 10 CONFLICT, CH 9 MANAGING DIFFERENCE</p>

7 Zoom	<p><b>MODULE 4: USING CONFLICT RESOLUTION TO ADDRESS STRESS</b></p> <p>WakeUp: hips (clock, extension)</p>	<ul style="list-style-type: none"> <li>• Discuss the relationship between conflict and work stress</li> <li>• Describe the types of conflict resolution styles</li> <li>• Explain how resilience applies</li> <li>• Identify and explain the contexts in which each conflict resolution style could be effective</li> <li>• Describe and demonstrate an understanding of steps in a problem-solving conflict resolution style</li> </ul>
8 Zoom	<p><b>MODULE 5: THE WORK ENVIRONMENT AND THE ROLE OF PSYCHOSOCIAL FACTORS IN WELLBEING</b></p> <p>WakeUp: lower back (curl), spine (cat/camel, Child's pose)</p>	<ul style="list-style-type: none"> <li>• Discuss characteristics of the work environment that can contribute to stress.</li> <li>• Describe criteria that they might use to evaluate fit with a work environment.</li> <li>• Explain how resilience applies</li> <li>• Explain the importance of recovery from work.</li> </ul>
<p>9</p> <p><b>FOOD</b> Good Life Garden &amp; Mondavi Institute for Food and Wine test kitchen</p> <p>10</p>	<p>WakeUp: legs (stretch), feet (tread, tennis ball) full Body (rolldown)</p>	<p>HOLLABACK: DISRESPECT AND HARASSMENT, 5Ds and DE-ESCALATION</p> <p><b>MEMORIAL DAY HOLIDAY</b></p> <p><b>“STRESSTIMONIAL” ASSIGNMENT DUE WEEK 10</b></p>

RESOURCES WHEN YOU NEED HELP

<https://healthy.ucdavis.edu/campus-resources>

<https://aggiecompass.ucdavis.edu/mental-wellness>

This duo just makes me happy ☺ The scenery is amazing, and their arrangements and harmonies (nothing like sibling harmonies!) are so soothing, I think. And how do they filter out all the background noise?! Sound engineering marvel!

Music Travel Love

<https://www.youtube.com/watch?v=mlBIpwtNxxE>

<https://www.youtube.com/watch?v=T5YLFRA58rc>