



MEMORANDUM

To: Julio Frenk
University President

From: Linda L. Neider
Chair, Faculty Senate

A handwritten signature in blue ink, appearing to read 'L. Neider', is placed over the 'From:' field.

Date: March 26, 2021

Subject: Faculty Senate Legislation #2020-76(B) – Creation of a Master of Science (MS) in Integrative Happiness and Well-Being, the Graduate School

The Faculty Senate, at its March 24, 2021 meeting, had no objections to the proposal to the creation of a Master of Science (MS) in Integrative Happiness and Well-Being to be housed in the Graduate School. This new interdisciplinary MS degree is a 30- credit executive/ hybrid program that combines 12 on-campus visits with online instruction. Courses will be taught by current faculty across the University from the schools and colleges of Arts and Sciences, Herbert Business, Communication, Education and Human Development, Law, Miller School of Medicine, Frost Music, and Nursing and Health Studies.

The proposal is enclosed for your reference.


This legislation is now forwarded to you for your action.

LLN/rh

cc: Jeffrey Duerk, Executive Vice President and Provost
Isaac Prilleltensky, Vice Provost, Institutional Culture; Professor, Erwin and Barbara Mautner Chair, Education and Human Development
Guillermo Prado, Dean, Graduate School; Professor; and Vice Provost, Faculty Affairs

CAPSULE: Faculty Senate Legislation #2020-76(B) – Creation of a Master of Science (MS)
in Integrative Happiness and Well-Being, the Graduate School

PRESIDENT’S RESPONSE

APPROVED: _____ DATE: 4/16/21

(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: Guillermo Prado, Dean,
Graduate School _____

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY

NOT APPROVED AND REFERRED TO: (pending any additional approval by the Board of Trustees)

REMARKS (IF NOT APPROVED): _____

NEW: M.S. IN INTEGRATIVE HAPPINESS AND WELL-BEING

In Workflow

1. PG University Accreditation (pxm491@miami.edu)
2. PG FS Office for GWC (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
3. PG FS GWC (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
4. PG Faculty Senate (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
5. PG FS for President (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
6. PG FS President Approved (rhardeman@miami.edu; yvaldes1@miami.edu; leslie.leonard@miami.edu)
7. PG Registrar (j.zwanziger@miami.edu)

Approval Path

1. Thu, 10 Sep 2020 14:19:38 GMT
Patty Murphy (pxm491): Approved for PG University Accreditation
2. Fri, 02 Oct 2020 17:21:58 GMT
Robyn Hardeman (rhardeman): Rollback to PG University Accreditation for PG FS Office for GWC
3. Fri, 30 Oct 2020 16:49:06 GMT
Patty Murphy (pxm491): Approved for PG University Accreditation
4. Mon, 01 Mar 2021 23:23:16 GMT
Robyn Hardeman (rhardeman): Approved for PG FS Office for GWC

New Program Proposal

Date Submitted: Mon, 06 Apr 2020 14:27:46 GMT

Viewing: M.S. in Integrative Happiness and Well-Being : NEW

Last edit: Fri, 05 Mar 2021 22:21:58 GMT

Changes proposed by: Patty Murphy (pxm491)

Date Entered in CaneLink

Date Entered in CaneLink

Please list the authors of this proposal including name, rank/title, program/department, and school.

Proposer(s) Name

Guillermo ("Willy") Prado, Ph.D
Dean, Graduate School
Leonard M. Miller Professor of Public Health Sciences
Director, Division of Prevention Science and Community Health
University of Miami Miller School of Medicine

Isaac Prilleltensky, Ph.D.
Professor
Vice Provost for Institutional Culture
Erwin and Barbara Mautner Chair in Community Well-Being
Department of Educational and Psychological Studies
School of Education and Human Development

EXECUTIVE SUMMARY:

This is a proposal for a new interdisciplinary Master of Science degree in Integrative Well-Being. This 30-credit executive/hybrid program will combine 12 on-campus visits with online instruction. The program will be housed in the Graduate School but will be taught by current faculty across the University from the schools of Architecture, Arts and Sciences, Business, Communication, Education, Law, Medicine, Music, and Nursing.

Career

Graduate

Academic Structure

School/ College	Department
Graduate School	Graduate School

Plan Type

Major and/or Degree

Degree Type

Master's

Degree Name

Master of Science

Proposed Plan Code

IWB_MS

Plan Name

M.S. in Integrative Happiness and Well-Being

Will there be any subcomponents within the program such as concentrations, specializations, thesis/non-thesis options, or tracks?

No

Effective Term

Fall 2022

First Term Valid

Spring 2022

Program Instruction Mode

Hybrid

Where is the program offered?

Location	Please provide the % of instruction at each location.
Coral Gables Campus	90%
Online	10%

Program Length (Years)

1

Total Credits

30

To Be Published in the Academic Bulletin

Program Overview

Well-being is a positive state of affairs in various domains of life, including interpersonal, psychological, physical, occupational and communal. The scientific approach to the study of this degree is through the science of well-being. Although the science of well-being has made tremendous progress, and we know a great deal about how to promote it, its application to practice lags behind. We must translate the science into practice to combat epidemic levels of depression, disengagement at work, and aggression in the community. Existing programs in happiness and well-being are based on single disciplines, usually positive psychology. Our program will draw from architecture, kinesiology, business, psychology, communication, art, law, sociology, music, nursing, and various programs and departments within the Miller School of Medicine. This program is unique in its exploration of well-being through coordinated study with interdisciplinary faculty. Students will learn how to apply leading research on the science of well-being in all aspects of their lives. Application of scientific principles can lead to higher levels of happiness, lower health care costs, and more effective business practices. This hybrid, thirty-credit, twelve-month program requires students to come to the University of Miami once a month for three days. Students are expected to participate in online lessons and activities.

Program Mission Statement

Mission

The mission of the Integrative Happiness and Well-Being program is to foster well-being in individuals, relationships, organizations and communities through an understanding of integrative well-being and the application of evidence-based interventions. We define integrative well-being as a positive state of affairs built on the synergy of (1) various domains of well-being, such as psychological, physical, environmental, and occupational; (2) various domains of knowledge, such as theory, research, and practice; and (3) various spheres of life, such as personal, interpersonal, family, work, and community.

Program Goals

Student Learning Outcomes

Student Learning Outcomes

Upon completion of the program students should be able to:

1. explain in written and verbal form what is integrative well-being and the main theories and bodies of evidence associated with it;
2. explain in written and verbal form how the various dimensions of integrative well-being, such as physical, psychological, relational, and occupational interact with one another; and
3. apply the material covered in the program to improve the well-being of individuals, relationships, organizations, and communities.

Curriculum Requirements

Curriculum Requirements

Code	Title	Credit Hours
IWB 601	Course IWB 601 Not Found (Introduction to well-being and change)	3
IWB 602	Course IWB 602 Not Found (Introduction to complementary and integrative medicine)	3
IWB 603	Course IWB 603 Not Found (The science of well-being)	3
IWB 604	Course IWB 604 Not Found (Integrating and practicing well-being)	3
IWB 605	Course IWB 605 Not Found (Mindfulness, listening, and knowing thyself)	3
IWB 606	Course IWB 606 Not Found (Physical well-being)	3
IWB 608	Course IWB 608 Not Found (Family well-being)	2
IWB 609	Course IWB 609 Not Found (Workplace well-being)	2
IWB 610	Course IWB 610 Not Found (Community well-being)	2
IWB 611	Course IWB 611 Not Found (Happiness and Place : Exploring the domains of design as they contribute to happiness & well-being)	2
IWB 612	Course IWB 612 Not Found (Adversity and resilience in well-being)	2
IWB 607	Course IWB 607 Not Found (Capstone Project)	2
Total Credit Hours		30

Plan of Study

Sample Plan of Study

Year One		Credit Hours
Fall		
IWB 601	Course IWB 601 Not Found (Introduction to well-being and change)	3
IWB 602	Course IWB 602 Not Found (Introduction to complementary and integrative medicine))	3
IWB 603	Course IWB 603 Not Found (The science of well-being)	3
IWB 604	Course IWB 604 Not Found (Integrating and practicing well-being)	3
Credit Hours		12
Spring		
IWB 605	Course IWB 605 Not Found (Mindfulness, listening, and knowing thyself)	3
IWB 606	Course IWB 606 Not Found (Physical well-being)	3
IWB 608	Course IWB 608 Not Found (Family well-being)	2
IWB 609	Course IWB 609 Not Found (Workplace well-being)	2
Credit Hours		10
Summer		
IWB 610	Course IWB 610 Not Found (Community well-being))	2
IWB 611	Course IWB 611 Not Found (Happiness and Place: Exploring the domains of design as they contribute to happiness & well-being)	2
IWB 612	Course IWB 612 Not Found (Adversity and resilience in well-being)	2

IWB 607	Course IWB 607 Not Found (Capstone Project)	2
	Credit Hours	8
	Total Credit Hours	30

Admission Requirements

Admission Requirements

- A completed Bachelor's degree in an appropriate field from an accredited institution
- A minimum overall undergraduate grade point average of 3.0 on a 4.0 scale
- A score of at least 80 on the TOEFL for international students
- Three letters of recommendation
- A 700-word statement of academic and professional goals
- In lieu of the GRE, students will be required to submit a sample of writing demonstrating the ability to analyze an issue using data and prior research (2000 words). This can be a piece of writing submitted to a prior higher education institution or a new piece of writing demonstrating the ability to integrate quantitative or qualitative data in making an argument. Applicants will be given specific instructions. We believe that this requirement is sufficient to demonstrate command of verbal and quantitative skills required for the program. Other programs at UM have already requested a waiver from the GRE, and there is also a national trend to have other requirements instead. The plan to waive the GRE requirement was discussed with the Dean of the Graduate School and he is supportive of this plan.
- An interview either in person, via Skype or phone.

Students admitted into the program must maintain a minimum GPA of 3.0. Failure to achieve the minimum GPA in the program will result in academic probation. A student on probation who fails to achieve a minimum GPA of 3.0 by the end of the probationary period will be dismissed.

Rationale

Rationale

Well-being is a positive state of affairs in various domains of life, including interpersonal, psychological, physical, occupational and communal. The scientific approach to the study of this degree is through the science of well-being. Happiness and well-being are closely related since happiness is usually defined as subjective well-being. Subjective well-being, in turn, is often defined as the presence of positive emotions, the absence of negative emotions, and favorable evaluations of life satisfaction.

We seek happiness and well-being for ourselves and our loved ones. This is what parents want most for their children. Yet, many people lack scientific knowledge on how to promote happiness and well-being in their lives, families, organizations, and communities. This program will provide a strong knowledge base and help people translate science into action.

Although the science of well-being has made tremendous progress, and we know a great deal about how to promote it, its application to practice lags behind. We must translate the science into practice to combat epidemic levels of depression, disengagement at work, and aggression in the community. There is evidence that happiness improves physical, psychological, and occupational well-being. Happier people are healthier and more productive.

Existing programs in happiness and well-being are based on single disciplines, usually positive psychology. Our program will draw from architecture, kinesiology, business, psychology, communication, art, law, sociology, music, nursing, and various programs and departments within the Miller School of Medicine, including public health and the Osher Center for Integrative Medicine. The program will include 20 faculty members from 9 schools and colleges.

An interdisciplinary approach extends beyond the boundaries of any single discipline because well-being is an interdisciplinary construct, including a positive state of affairs in interpersonal, occupational, communal, physical and psychological aspects of life. This program is unique in its exploration of happiness and well-being through coordinated study with interdisciplinary faculty.

Students will learn how to apply leading research on the science of happiness and well-being in all aspects of their lives. Application of scientific principles can lead to higher levels of happiness, lower health care costs, more effective organizations, and healthier families and communities.

We see a great need for a program that will teach students how to proactively create a life of meaning and purpose for themselves and others. We expect students to come from all professional backgrounds, since all industries can benefit from agents of change who can spread a culture of health, happiness and well-being. Our goal is to prepare agents of happiness and well-being who can improve the human condition through efforts at the personal, interpersonal, occupational, and social levels.

This executive program aligns closely with roadmap initiatives at the University of Miami and capitalizes on the expertise of faculty teaching content in similar areas. First, in its philosophy, structure and implementation, it is interdisciplinary, which is a priority for the university. Second, it is highly relevant to the lives of people from all walks of life, in various professions and occupations. Third, it is in line with the goal to make education for life a priority at the university. Fourth, addressing the hemispheric university objectives, the executive education model enables international student participation. Finally, it is in line with a request from Provost Duerk to begin building a well-being institute at UM.

Market Demand

In response to epidemic levels of depression, addictions, narcissism, and disengagement at work, academic, governmental, and non-governmental bodies have proposed new ways to deal with personal, family, workplace and community problems. Instead of reacting

to crises and trying to fix problems after the fact, they are trying to create happiness and well-being proactively, thereby preventing many of these problems in the first place.

In the last couple of decades, universities and nations have begun creating programs to foster well-being. There are multiple signs of increasing interest in the fields of happiness and well-being. For example, for the last few years the United Nations has been publishing an annual report on the state of happiness and well-being in the world (<http://worldhappiness.report/ed/2019/>). The reports have tackled diverse issues such as mental health, disengagement at work, well-being of migrants, addictions, and policy changes to increase happiness around the world. Around the world, some prestigious universities like the University of Pennsylvania and the University of Melbourne have started programs in positive psychology to prepare people in many professions to improve well-being in their respective sectors. At the University of Pennsylvania, for example, they receive 180 applicants for 50 spots every year, and they charge over \$ 66,000.

Some countries, like the UK and France, have official measures of happiness. Here at UM, we have partnered with the World Happiness Summit to bring together academics and policy makers in three successful conferences attracting over one thousand people each (<https://worldhappiness.com/>). The last conference brought close to 2000 people to our university. UM has been the official host of the event for the last two years. At the most recent conference here in March 2019, people showed great interest in the proposed program.

While our program will join others such as the ones at UPenn, The University of Melbourne, and the University of East London in teaching happiness and well-being, ours will be unique in its interdisciplinary and applied approach (see comparable programs below in item #8). Ours will be a truly integrative program, showing students the links between mental and physical well-being, among interpersonal, occupational, and communal well-being, and between theory and practice.

In short, the field of happiness and well-being is growing in academic, policy, and practice circles, and now there is a need to offer an integrative approach. Our team of instructors from architecture, business, communication, music, art, law, educational and psychological studies, nursing, public health, kinesiology, sociology, psychology and medicine is uniquely positioned to deliver a high quality and successful program. Based on experience from similar programs around the world, students come from diverse industries, including law, teaching, counseling, medicine, student affairs, not for profits, finance, HR, and the military.

Relationship to Other Programs

Our program is built on the strength of the synergy of many programs at UM. For example, Instructors Joanna Lombard from Architecture and José Szapocznik from Public Health Sciences have a long standing collaboration on the role of the environment on physical, psychological, and community well-being. Instructor Scott Rogers has been integrating mindfulness into the Law School curriculum for over a decade and collaborates with Instructor Amishi Jha from psychology in the UMindfulness program. Instructor Prilleltensky from the community well-being doctoral program in the School of Education and Human Development teaches students from the prevention science and community health program in the department of Public Health Sciences. Also, recently, a delegation of instructors including Isaac Prilleltensky from the school of Education and Human Development, Vicki Behar-Zusman (formerly Mitrani) from Nursing and Health Studies, José Szapocznik from the Miller School of Medicine and others went to Tel Aviv University to explore collaborations around the topic of well-being. This new program brings together many of the strengths of these programs of research and intervention. As can be seen below, we have a stellar team of instructors participating in this interdisciplinary program.

We will be open to establishing dual graduate programs with degrees in all schools and colleges at UM. At present, the program does not require a thesis but a capstone project which will be overseen by instructors who contract with students within the existing program faculty.

Relationship to Undergraduate and Professional Programs

This interdisciplinary program will draw from undergraduate programs from all schools and colleges. We believe that this degree will help our graduates achieve a competitive advantage in the marketplace. We can envision undergraduates from education, psychology, human and social development, public health, business, music, art, exercise physiology and communication to show great interest in the program. At the graduate level, we can envision students enrolling in dual degree programs with community and social change, law, management, sport administration, public health, and others.

Library Resources Available and Needed to Support the Program

The University of Miami Richter Library actively supports learning, research, and teaching in the areas of happiness and well-being through its services, collections, and spaces. Librarians Kelly Miller and Lauren Fralinger were consulted about the availability of library resources. Further, all instructors ensured that library materials students will need for their respective courses are available at Richter and through the online Richter portal.

Services: A team of librarians with disciplinary expertise currently offers services for all of the schools participating in this new program, including Arts and Sciences, Architecture, Business, Education and Human Development, Law, Medical, Music, and others. Types of support include: orientations and tours, quick reference help, consultations, workshops, and on-demand instructional sessions for courses. Librarians are also supporting digital scholarship (GIS, digital humanities, and data services) and interdisciplinary research teams through the U-LINK initiative.

Thanks, in part, to partnership with other units on campus, including the College of Arts and Sciences, Academic Technologies, and Undergraduate Education, University of Miami Libraries' (UML) Learning Commons (<https://www.library.miami.edu/learningcommons/>) offers students expert and peer-to-peer tutoring and consultations in writing, research, math, statistics, modern languages, digital scholarship (GIS, digital humanities, etc.), technology, and creativity software and tools. Services also include workshops and special programs.

Collections and Resources: Through its online catalog, UML offers access to print and digital books, journals, and multi-media resources (streaming video, DVDs, etc.) related to the psychology, music, management, sociology, physiology, and the community

aspects of happiness and well-being, and regularly adds to these holdings. If items are not immediately available, faculty and students have the option of using interlibrary loan or requesting items for purchase, as well. In addition, UML offers non-circulating rare and unique materials in these areas that are available in its Distinctive Collections (Special Collections, Cuban Heritage Collection, and University Archives).

Spaces: UML spaces support faculty and student well-being by offering comfortable, quiet, and collaborative options for studying, interacting, and connecting with peers and experts who provide an array of academic support services. Importantly, UML is planning a pilot "Meditation/Reflection Room" that will offer faculty and students a place for respite. Spaces also include flexible programming and event spaces. Programming partners include UMindfulness.

Because the proposed program combines happiness and well-being across a number of disciplines already served by the library, we do not foresee any additional costs needed for the funding of this new program.

Laboratory Facilities, Equipment, and Space Available and Needed to Support the Program

No special laboratories will be required. We will only require classrooms to hold up to 50 students. Since most classes will be taught on weekends (Friday, Saturday, and Sunday), we do not expect having a problem finding adequate classrooms.

Other Resources Available or Needed to Support the Program

General administrative support for the program is proposed to be provided by the Graduate School. The main cost will be staff and faculty time. Instructors will be expected to teach on an overload basis. Based on a survey of overload payments across the various schools and colleges, we estimate that instructors teaching a 3 credit hour course will be paid \$ 9,000 and those teaching a 2 credit hour course will be paid \$ 6,000. All the instructional expenses will amount to \$ 90,000. We expect to fully recover that amount the first year of the program. Further details provided in the budget below.

Curriculum

Program Curriculum

Students must complete all the 30 credits worth of coursework. Please see Table 1 below. In this cohort model, there are no electives. The program will be taught in an executive model. Beginning in the Fall Semester students will attend 12 visits. All on-site classes will be held on the Coral Gables campus. Each visit will last three days. In total, the program will consist of 12 courses for a total of 450 hours of instruction: 292 hours will be taught face-to-face during campus visits. The balance of 158 hours of coursework will be taught online. The courses are organized into three semesters.

The entire program will be 450 hours of instruction. The instruction delivered on campus will consist of lectures, discussions, exercises, and small-group work. Online instruction will consist of pre-recorded lectures and exercises students can access anytime (asynchronous) and live webinars (synchronous). The webinars also will be recorded to enable convenient access. In addition, students will conduct independent research for the capstone project.

The program will have an academic coordinator who will work with students on scheduling and special needs. Instructors who contract with students for their capstone project will be expected to supervise those individual students. A course coordinator will work closely with a group of graduate assistants to grade papers.

Students will be encouraged to volunteer and attend the World Happiness Summit, which takes place at the University of Miami every year during March break. This conference brings world leaders in the field of happiness and well-being, including Lord Richard Layard, Tal Ben Shahar, Fred Luskin, James Pawelski, and Sonya Lyubomirsky.

Below is a list of IWB course material that is already being used or presented in current courses or programs at the University of Miami.

IWB 601-Introduction to Well-Being and Change: The materials for this course are also presented in EPS 420 Introduction to Counseling and Psychotherapy, EPS 622: Community Well-Being and Change, EPS 201: Psychosocial change and well-being, and EPS 678: Counseling theories and practice, and EPS 676: Counseling process and practice.

IWB 602- Introduction to Complementary and Integrative Medicine: Some of the materials covered in this course are also covered in KIN 677: Advanced nutrition, and KIN 645 Therapeutic lifestyle for chronic disease.

IWB 603-The Science of Well-Being: Material for IWB 603 overlaps 25% with EPS 291: Community and Character Development, and 40% with EPS 781: The Social Bases of Human Activity and Flourishing

IWB 604- Integrating and Practicing Well-Being: The materials for this course are covered in EPS 440: Listening and Helping Skills; EPS 462: Community Consultation and Leadership; EPS 622: Community Well-Being and Change, and in EPS 725: Seminar in Community Well-Being

IWB 605- Mindfulness, listening, and knowing thyself: Some materials for this course are covered by Instructor Rogers in the course named Law 513AW: Mindfulness in Law in the School of Law.

IWB 606- Physical Well-Being: The materials for this course are covered by Instructor Smith in the following four courses in the School of Education and Human Development:

- KIN 677 Advanced Nutrition
- KIN 645 Therapeutic Lifestyle for Chronic Disease
- KIN 669 Graduate Exercise Programming
- KIN 699 Advanced Endurance Coaching

Instructor Gail Ironson will be teaching "Positive Psychology and Health" for several hours (2-4) as part of the IWB 606 course. The material Instructor Ironson will cover is also part of the PSY 471 "Positive Psychology" course that Instructor Ironson teaches at UM for advanced undergraduates in the Department of Psychology.

IWB 608- Family Well-Being: Instructor Szapocznik has been a pioneer in the field of family therapy and published the first ever randomized clinical trial on family therapy with troubled adolescents. Approximately a one fourth of his 280+ scholarly publications are in the field of family therapy.

He established a family therapy institute in his department fifteen years ago. He now functions as the clinical director of the institute.

He gives 3-5 days workshops, and has supervised therapists and clinical supervisors. Now he just supervises the trainers who in turn supervise clinical supervisors at agencies around the country. At any time the institute has ~2000 families under their care.

He just completed under contract from the American Psychological Association a book on Brief Strategic Family Therapy® to be published 1/28/20 based on a program of research on family therapy with troubled youth that he has led for the last 40 years.

Instructor Szapocznik will share with students, materials that he uses in his workshops.

Families' protective factors and family level interventions are included in a couple of lectures in EPH614: Intro to Disease Prevention and Health Promotion.

IWB 609- Workplace Well-being: All of the material to be covered in this course is currently discussed in the following Miami Herbert Business School courses:

- MGT 304 Organizational Behavior
- MGT 307 Advanced Organizational Behavior
- MGT 667 Leadership for Sustainable Organizations

There are also 2 new classes that Instructor Dasborough has recently developed for the Miami Herbert Business School that will cover emotional intelligence material included in the IWB 609 course if they are approved. These courses are:

- MGT 423 - Leading with Emotional Intelligence
- MGT 631 - Leading with Emotional Intelligence

IWB 610- Community Well-Being: Some of the material to be covered in this course builds on the course named SOC 652: Theories of Race and Ethnic Relations, which Instructor Dawkins teaches in the Department of Sociology. Additionally, some material for this IWB 610 course will come from two existing courses that Instructor Evans teaches in the School of Education and Human Development, named EPS 623- Organizational Development and Change: Theory and Practice, and EPS 628 - Social Change Praxis. Lastly, material about community well-being and community level interventions are included in a couple of lectures in the course named EPH 614: Intro to Disease Prevention and Health Promotion which is taught in Epidemiology and Public Health in the Miller School of Medicine.

IWB 611- Happiness and Place: Exploring the domains of design as they contribute to happiness & well-being: The proposed course *Happiness and Place: Exploring the domains of design as they contribute to happiness & well-being* draws on material that is offered in two current School of Architecture courses and one interdisciplinary course in the School of Law. In ARC 223, *Architecture and the Natural Environment*, we address the nature-based aspects of the built environment that research identifies as significantly contributing to health and well-being. In ARC 602, Urban Design Studio we integrate these findings into design projects. The Law School course *Hospitals, Health Care Services and Access* unit on *The Environment of Healthcare: Economic, Social and Built* applies this body of work more specifically to happiness and well-being in a healthcare setting as well as the relationship of healthcare institutions to the larger community.

IWB 612- Adversity and Resilience in Well-Being: Topics of resilience are covered in the course EPH614: Intro to Disease Prevention and Health Promotion. Resilience is a core concept taught in the course EPH 623: Determinants of Health and Health Disparities.

Upload Syllabi for Any New Courses

IWB Syllabi.pdf

Proposed Schedule of Course Offerings for the First Three Years

See curriculum requirements.

Faculty

Program Directors

Dr. Isaac Prilleltensky will be the program director. As noted in the attached CV, he has expertise in the area of well-being, having taught and conducted research on the topic. Dr. Prilleltensky will work closely with the Faculty Advisory Committee to make academic decisions pertaining to curriculum, admissions, and academic standards. In fact, this is how the current proposal was formulated. A large group of faculty scheduled to teach in the program worked together with Dr. Prilleltensky and the Faculty Advisory Committee to come up with the current structure.

The program will be overseen by academic director, Isaac Prilleltensky from the School of Education and Human Development and a faculty advisory committee consisting of five individuals: Dean Guillermo "Willy" Prado from the Graduate School and of Public Health Sciences, Marie Dasborough from the Miami Herbert Business School, Joanna Lombard from the School of Architecture, Scott Rogers from the School of Law, and Profess Jos Szapocznik from the Miller School of Medicine.

Program Faculty

The program is proposed to be housed *in the Graduate School* with participation from faculty members in the following units: School of Architecture; School of Communication, School of Education and Human Development (Educational and Psychological Studies; Kinesiology and Sport Science); Miami Herbert Business School; School of Nursing and Health Studies; Miller School of Medicine

(Osher Center for Integrative Medicine; Health Services Research & Policy; Public Health Sciences); School of Law; Department of Sociology; Department of Psychology, Frost School of Music.

The program builds on the strengths of faculty across many departments and faculties. The courses will be new, but faculty members participating in the program are well known for their expertise in their respective fields, as noted in the list of courses below.

We do not anticipate at this stage the need for additional faculty. We may from time to time invite guest lecturers but we do not see the need for new faculty. Our budget below accounts for this expense.

Upload CV(s) Grad

MS IWB CVs.pdf

Students

Applicant Pool

There are multiple sources of recruitment.

First, we will advertise at national and international conferences dealing with happiness and well-being. Here at UM, we have partnered with the World Happiness Summit. UM has hosted the last two gatherings in 2018 and 2019, and each one of them attracted over a thousand people. See <https://www.happinesssummit.world/>. In addition, there are other international conferences such as the Happy Conference in Portugal <https://winworld.pt/2018/11/14/happy-conference-2019/>; Happiness and its Causes in Australia, <https://happinessanditscauses.com.au/> (<https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhappinessanditscauses.com.au%2F&data=02%7C01%7Cisaacp%40miami.edu%7C01322b5b2ce741664a4a08d6b204d2da%7C2a144b72f23942d48c0e6f0f17c48e33%7C0%7C0%7C636892131127277476&sdata=7mb2WopSRU45X4A5t80N092Hf7VyqzmnxDjpp01nfb%3D&reserved=0>), and various International Positive Psychology Association conferences in <https://www.ippanetwork.org/> (<https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.ippanetwork.org%2F&data=02%7C01%7Cisaacp%40miami.edu%7C01322b5b2ce741664a4a08d6b204d2da%7C2a144b72f23942d48c0e6f0f17c48e33%7C0%7C0%7C636892131127287485&sdata=1D5desH03bdJXlaSEZskLyUXymZbCUo9rDnZxhBAm%3D&reserved=0>).

There are many more conferences around the world dealing with happiness and well-being, listed here <https://worlddatabaseofhappiness.eur.nl/conferences.htm> (<https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fworlddatabaseofhappiness.eur.nl%2Fconferences.htm&data=02%7C01%7Cisaacp%40miami.edu%7C01322b5b2ce741664a4a08d6b204d2da%7C2a144b72f23942d48c0e6f0f17c48e33%7C0%7C0%7C636892131127287485&sdata=WkZjpHe8bnfQWJCfcTIUKXBm3aOfDFv5xxIXTWA2fv%3D&reserved=0>).

Second, we will recruit from programs offering professional certificates, such as the one in coaching, offered by the Division of International and Continuing Education at UM (<http://continue.miami.edu/en/subcategory.aspx?sc=89>).

Third, we will recruit from our own undergraduate population at UM. We believe that many undergraduates who are currently studying psychology, sociology, human and social development, business, education, exercise physiology, nursing and health studies, and music, among others, will show interest in the program.

Fourth, all our instructors have extensive professional and community networks that will help us in recruiting prospective students. We will also appoint a community advisory board headed by the Executive Director of the Melissa Institute, Dr. Etiony Aldarondo, who will help with recruitment and advice on curricular issues.

Fifth, we will collaborate with the Office of the Provost in reaching out to university partners in the hemisphere and across the globe. Many instructors in the program have connections with governmental, non-governmental, higher education, and for profit institutions.

Enrollment Projections

Our goal is to reach 30 students by the fifth year of the program. We aim to recruit 12 students in the first year, 15 in the second, 20 in the third, 25 in the fourth and, 30 in the fifth.

Teaching or Research Assistants

The program will require hiring a few teaching assistants to help with administrative support. These teaching assistants may come from a variety of doctoral programs, such as the Prevention and Community Science in Public Health, the doctoral program in Sociology, the Community Well-Being or the Counseling Psychology Program in the School of Education and Human Development. We expect the need to hire 3 teaching assistants for Y1, Y2, Y3 and 4 teaching assistants in Y5. The anticipated salary for these students will be \$32,500 for 13 months each, based on a stipend of \$2,500 per month. Our budget below accounts for this expense.

Administration

Program Administration

The new program does not require new positions. It will require, however, a marketing budget for the first two years (see budget).

This program is a partnership across many schools, colleges, and centers at the University of Miami. To make sure the program runs efficiently the Graduate School will oversee day-to-day operation of the program and will process admissions, clear graduate students for graduation and grant the degrees. The program will have a director, Dr. Isaac Prilleltensky, who is a full-time faculty member. There will be an academic advisory committee consisting of five instructors. The academic advisory committee will review the curriculum periodically, make adjustments, and evaluate the program. The academic advisory committee will meet at least twice per semester and supervise the process of admissions.

Budget

Program Budget

In order to make the program financially viable in Year 1 we will need to recruit at least 12 students paying \$ 43,000 each. We expect to recruit more students after Year 1, but on the basis of 12 we will generate \$ 72,200 in income.

Comparison

Peer Comparisons

The best known programs are the top three in the following list: University of Pennsylvania, University of Melbourne, and the University of East London. These are programs in positive psychology. While very successful, these programs are based on the single discipline of positive psychology. Our program is truly integrative and interdisciplinary.

1. University of Pennsylvania:

<https://www.sas.upenn.edu/lps/graduate/mapp> (<https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sas.upenn.edu%2F%2Flps%2Fgraduate%2Fmapp&data=02%7C01%7Csdietz%40miami.edu%7C4bb514c903eb4ffa063208d705539a8e%7C2a144b72f23942d48c0e6f0f17c48e33%7C0%7C636983728946178257&sdata=H53xiuTUkvu%2B70J8%2BDiAaxpyPGL1SMedWDzb%2FAopLQ8%3D&reserved=0>)

Program Summary

The Master of Applied Positive Psychology (MAPP) program at the University of Pennsylvania program offers both on-site and off-site classes where students fly into town for intensive week-long and weekend classes so they may continue working full-time while they earn their degree. Students take nine full-time courses, during one year of consecutive fall, spring and summer semesters which includes the completion of a capstone project to help integrate and apply program concepts in professional or research areas of interest. All MAPP faculty specialize in Positive Psychology, teaching theories and concepts that apply to the ecological level of the individual. Students make 11 on-site visits, including graduation. According to the MAPP Program manager, Aaron Boczkowski, the MAPP program operates on a course unit system as opposed to a credit system, where one MAPP course is equivalent to one course unit. In terms of credit hours, this translates to approximately 27 credit hours for the entire program (Aaron Boczkowski, personal communication). Each MAPP course provides 42 contact hours, where two-thirds of these hours are face-to-face and one-third are online.

Comparative Analysis

IWB faculty are interdisciplinary, teaching coursework that cuts across ecological levels of the individual, organizations, community, and society, whereas MAPP faculty are psychologists. The IWB program is comparable to the MAPP program with the structure of intensive weekend classes to accommodate full-time working students, coupled with online learning platforms for students to engage with faculty and course concepts in-between face-to-face meeting times. The number of courses offered by the IWB program in 2-3 consecutive semesters toward program completion is similar to the MAPP program. The IWB program offers four more courses, totaling 13 courses, compared to the nine MAPP courses. MAPP students complete nine course units equivalent to approximately 27 credit hours compared to IWB students who will complete 30 credit hours.

2. University of Melbourne, Australia:

<https://study.unimelb.edu.au/find/courses/graduate/master-of-applied-positive-psychology/>

Program Summary

University of Melbourne, Australia's Master of Applied Positive Psychology program covers four core courses on subjects of: principles of positive psychology, positive interventions and programs, positive psychology and organizations, and a culminating capstone project. The curriculum's focus is on individual-level factors (e.g. positive emotions, engagement, meaning, accomplishment and relationships) and how these factors interact within the context of professional work environments to impact individual well-being. Curriculum is delivered face-to-face through intensive weekend experiences in a cohort model to accommodate full-time working professionals. The full curriculum consists of 4 courses worth 25 credit points for a total of 100 credit points for the entire program. This credit point total is equivalent to 30 United States (US) credits. Students may complete their program full-time in one year, or in two years through a part-time model.

Comparative Analysis

Like the University of Melbourne program, the M.S. in IWB program includes positive psychology foundations, however the IWB program adds to this foundation by integrating science-based research about interactive risk and resiliency factors across multiple ecological levels (individual, organizational, community, society) that influence behavioral and psychological outcomes in individuals and systems (i.e. families, schools, businesses, municipalities, etc.). Compared to the Melbourne program whose faculty are primarily trained in psychology and business, IWB faculty from more varied specialties such as psychology, exercise physiology, nursing, public health, integrative medicine, communication, business, sociology, education, art, music, architecture, and law, will teach collaboratively to help students integrate and apply research-based knowledge and practices to improve the well-being of individuals and systems. The IWB offers students eight more courses than University of Melbourne's program. Compared to University of Melbourne's program, the IWB program has the same number of credits (i.e. 30) and requires students to complete 8 more courses (i.e. 12) for approximately the same number of months (i.e. 13 months) through a full-time model.

3. University of East London:

<https://www.uel.ac.uk/postgraduate/courses/msc-applied-positive-psychology-and-coaching-psychology> (<https://www.uel.ac.uk/postgraduate/courses/msc-applied-positive-psychology-and-coaching-psychology/>)

Program Summary

University of East London's MSc in Applied Positive Psychology and Coaching Psychology program offers two curriculum delivery modes for two separate cohort types of students (on-site or distance learning). The curriculum consists of six courses that combine the fields of Applied Positive Psychology and Coaching Psychology. Students are trained to become consultants and practitioners by learning skills including facilitation, intervention, and research to promote achievement, well-being, and optimal functioning in applied settings. The full curriculum consists of 8 courses for a total of 180 European Credit Transfer System (ECTS) credits which is the equivalent of 45 United States (US) credits. One ECTS credit is equal to 10 hours of directed study time (includes lecture, seminar, and private study). Full-time students may complete the program in one academic year by taking two modules (courses) across three consecutive semesters (terms). Part-time students may complete the program in a year-and-a-half by taking one module (course) across six terms.

Comparative Analysis

Unlike the East London program, the IWB program will not teach coaching specific skills (e.g. facilitation). However, using scientific principles of behavior change, the IWB curriculum will teach students tools for goal-setting and achievement using evidence-based strategies. The practice of well-being promotion will be taught through skill training to modify cognitive, affective, and behavioral practices in interpersonal, community, occupational, physical, psychological, economic, and overall life domains. All students in the IWB cohort will learn together during each course and throughout the program as opposed to East London's structure where the two cohorts (on-site only or online only) interact on a few occasions throughout the tenure of their respective programs. East London's program faculty are psychologists, whereas as the IWB program faculty teach collaboratively across their respective disciplines to integrate course concepts in a holistic manner. The IWB program offers 4 more courses than East London's program for a total of 15 credits less (i.e. 30 credits). The IWB program is completed full-time in 13 months, whereas East London's full-time program is completed in one 9-month academic year.

Documents

Attach Supporting Documentation

Supporting Documentation.pdf
Faculty Overload Letters of Support.pdf

For Administrative Use Only

Plan Code

NEW

Reviewer Comments

Patty Murphy (pxm491) (Wed, 09 Sep 2020 20:37:36 GMT): Since this program will be housed in the Graduate School, academic department approval is not required. The Graduate Council voted to approve this on 11/19/2019 (see attached documentation).

Patty Murphy (pxm491) (Wed, 09 Sep 2020 20:38:33 GMT): The ADPC approved this proposal on May 6, 2020.

Patty Murphy (pxm491) (Thu, 10 Sep 2020 14:19:30 GMT): This proposal will require approval from SACSCOC prior to implementation because it represents a substantive change.

Robyn Hardeman (rhardeman) (Fri, 02 Oct 2020 17:21:02 GMT): As noted in emails to the proponents, the Senate Officers asked for additional information with this proposal before it is submitted to the GWC.

Robyn Hardeman (rhardeman) (Fri, 02 Oct 2020 17:21:58 GMT): Rollback: As we discussed, this is being rolled back.

Patty Murphy (pxm491) (Fri, 30 Oct 2020 16:49:02 GMT): A correction was made to the Program Faculty section of the proposal to state that the program will be housed in the Graduate School (not the School of Education and Human Development). Additional supporting documentation is also being submitted to the Faculty Senate Office as requested.

Patty Murphy (pxm491) (Fri, 19 Feb 2021 20:44:16 GMT): Additional support letters have been attached as a separate document

Robyn Hardeman (rhardeman) (Mon, 01 Mar 2021 22:49:02 GMT): This proposal will be added to the GWC Agenda for the virtual 3/10/21 meeting. Information and instructions will be sent a few days prior to the meeting.

Key: 527

Below is a list of the courses, credit hours, instructors, and balance between onsite and online instruction.

I. Foundations

IWB 601 – Introduction to Well-Being and Change

- Instructors Isaac and Ora Prilleltensky
- Onsite course (45 hours of instruction; 90 hours homework)
- 3 credit hours

The course introduces a multidimensional model of well-being and a framework for change. The multidimensional model of well-being is called I COPPE, and stands for interpersonal, community, occupational, physical, psychological, and economic well-being. Students will learn how the various domains of well-being interact with one another and come together to facilitate happiness and overall well-being. Pleasure and purpose in each of the I COPPE domains is the key to a flourishing life. Research demonstrates the positive effects of interpersonal and community well-being, as manifested in supportive relationships in one's immediate family, friends, and community. Occupational well-being is highly correlated to overall well-being and consists of meaningful engagement and belonging at work. Psychological well-being consists of positive emotions, life satisfaction, and infrequent negative emotions. In addition, emotional well-being is derived from a sense of mattering, which consists of two elements: feeling valued by self and others, and adding value to self and others. Physical well-being, in turn, consists of proper nutrition, physical activity, and sleep, among others. Students will learn how to use the I COPPE well-being scale in their personal lives to guide their efforts towards better integrative well-being.

In the second half of the course students will be introduced to the evidence-based BET I CAN model, consisting of seven drives of change: behaviors, emotions, thoughts, interactions, context, awareness, and next steps. Each driver of change consists of two specific skills. Students will learn how leverage each driver of change to improve their own well-being and the well-being of others. In the behavior segment, students will be taught how to set goals and create positive habits. Under emotions, students will learn how to cultivate positive emotions and how to manage negative ones. In the case of thoughts, students will be taught how to challenge negative assumptions and how to write a new story about their lives based on assets and strengths. Healthy interactions are predicated on effective communication and emotional connections. To manage the impact of context, students will learn how to read cues and change cues in the environment. This is very important in light of the fact that people tend to undermine the influence of the environment and overemphasize the effect of willpower. Course participants will also learn about two key dimensions of awareness: know yourself and know the issue. Knowing ourselves is about learning what makes us happy and vulnerable; what triggers angry responses and what is conducive to peace and calm. Finally, to make sure that participants engage in sustainable change efforts, they will learn how to make a plan, and how to make it stick. Overall, students will learn how to apply the BET I CAN skills to all the I COPPE domains of life.

Since one of the instructors is an award winning humor writer, an innovative comedic lens will be used throughout the course. The instructors follow the motto “happier, healthier, and smarter through laughter.” Humor stories and materials developed by the instructors will help students internalize the materials.

Key Assignments

1. **Readings**: Students will spend approximately 35 hours reading key texts and other assigned readings.
2. **Group work**: Students will spend approximately 15 hours preparing group assignments for presentation in class. Assignments will consist of choosing a topic related to one of the I COPPE domains of life and preparing an interactive presentation in class
3. **Writing**: Students will spend approximately 30 hours writing two short reflective pieces (4 pages each) and one long paper (12 pages) developing a personal framework of well-being that resonates with their lived experience.
4. **Chat rooms**: Students will spend approximately 10 hours posting reflections and reacting to comments by peers.

Library resources:

- Biglan, A. (2015). *The nurture effect: How the science of human behaviour can improve our lives and the world*. Oakland, CA: New Harbinger.
- Flett, G. (2018). *The psychology of mattering: Understanding the human need for significance*. Cambridge, MA: Academic Press.
- Frankl, V. (2002). *Man’s search for meaning*. Boston, MA: Beacon Press.
- Lyubomirsky, S. (2007). *The how of happiness: The new approach to getting the life you want*. New York, NY: Penguin.
- Pinker, S. (2014). *The village effect: How face-to-face contact can make us healthier and happier*. Toronto: Random House.
- Prilleltensky, I., & Prilleltensky, O. (2019). *The laughing guide to a better life: Using humor and science to improve yourself, your relationships, and your surroundings*. Lanham, MD: Rowman and Littlefield.
- Prilleltensky, O., & Prilleltensky, I. (2019). *The laughing guide to change: Using humor and science to master your behaviors, emotions, and thoughts*. Lanham, MD: Rowman and Littlefield.
- Prilleltensky, I. (2016). *The laughing guide to well-being: Using humor and science to become happier and healthier*. Lanham, MD: Rowman and Littlefield.
- Prilleltensky, I., & Prilleltensky, O. (2006). *Promoting well-being: Linking personal, organizational, and community change*. Wiley
- Seligman, M. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York, NY: Free Press.
- Wilkinson, R., & Pickett, K. (2018). *The inner level: How more equal societies reduce stress, restore sanity and improve everyone’s well-being*. London, UK: Penguin.

IWB 602- Introduction to Complementary and Integrative Medicine

- Instructors John Lewis and Ali Habashi
- Online course (45 hours of instruction; 90 hours homework)
- 3 credit hours

This course introduces students to the field of Complementary and Integrative Medicine. Using cinematic media in a documentary film format created by Instructor Habashi, this course brings the student the most fascinating minds in integrative medicine from around the United States. Students will view conversations between Instructor Lewis and the experts while learning through hands-on demonstrations teaching them about acupuncture; dietary supplements; exercise and physical activity; functional medicine; medicinal plants; meditation; movement therapy; plant-based nutrition; and touch therapy.

Students will learn how the various disciplines of complementary and integrative medicine are synergistic in facilitating overall health and well-being. Acupuncture focuses on the clinician perspective from the tenets of Traditional Chinese Medicine and Eastern philosophy to specific strategies for treating chronic pain, cancer, and other challenging disorders. Dietary supplements delves into the usefulness of these products, the research around demonstrating efficacy and product claims, and how to understand the findings related to the research. Exercise and physical activity is a practical approach to creating a comprehensive exercise training program, including the how to's of strength and aerobic exercise and information about the overall benefits of physical activity at the individual and societal levels. Functional medicine includes a breakdown of the steps involved in assessing, diagnosing, and treating a patient with a chronic condition, e.g., a middle-aged woman with hormonal imbalance, to discussions about chemicals, contaminants, and whole-body considerations for health promotion. Medicinal plants takes the students on a journey from the forest where a plant is identified for its potential health benefits all the way to the laboratory where studies are conducted to determine if it has potential commercial value. Meditation is a very practical guide to help students learn how to meditate and what its benefits are. Movement therapy demonstrates in detail the practices of Yoga, Tai Chi, and Pilates and how these activities are beneficial for health in several health challenges. Plant-based nutrition broadly discusses why the adoption of a whole-food, plant-based diet is significant for improving personal health. Touch therapy discusses the fascinating research behind why touch and massage help everyone from prematurely born infants to military veterans with combat-induced head injury. Thus, the combination of these modules will provide students with an evidence-based scientific perspective for their efficacy and why they are growing in awareness and popularity among the general population. Students will learn how to incorporate the information from all of these modules into their personal lives to be healthy.

Students will spend approximately 45 hours learning various objectives of this online course by watching more than 250 originally produced educational video clips (approximately 25 hours) and also virtually attending an online weekly webinar (approximately 20 hours).

Course Assignments

1. Selected readings: Students will spend approximately 2 hours reading the assigned research articles for each module that are housed online in the course repository (18 total hours).
2. Summary of a peer-reviewed journal article: Students will choose one favorite research article from the reading list for each module and write a complete summary of that article. The specific guidelines and format instructions for the summary will be provided. This exercise will take approximately 2 hours of writing per module (18 total hours).
3. Self-assessment for a health challenge: Students will select a significant personal or familial health challenge and present a comprehensive assessment for how the topic of each module could have been used to help treat the issue. The health challenge will be described, science will be cited to back up the choice of treatment, and other information will be presented to demonstrate how the treatment could be practically applied for a health challenge or medical condition. This exercise will take approximately 2 hours of writing and 2 hours of reading and/or participating in practical assessments per module (36 total hours).
4. Application of course material to an organizational or community issue: Students will choose an existing workplace or community issue that could be improved by the course information. Examples of issues that need improvement include bad food choices, stress management, chronic pain conditions, and poor physical fitness. This exercise will take approximately 2 hours of writing and 2 hours of reading (4 total hours).
5. Group work: Students will spend approximately 5 hours preparing one in-class group presentation. The presentation will consist of choosing a topic of interest from the modules and preparing an interactive presentation that describes the practical application of the information to a real-life situation (5 total hours).
6. Chat rooms: Students will spend approximately 1 hour per module posting ideas and reacting to comments by peers (9 total hours).

Sample Library Resources (Out of 150+ Selected References for the Course Repository found on online journal databases):

Lewis, J. E., Atlas, S., Abbas, M., Rasul, A., Farooqi, A., Lantigua, L., Lages, L., Michaud, F., Gobbo, L., Higuera, O., Fiallo, A., Tiozzo, E., Woolger, J. M., Ciraula, S., Sneij, R., Goldberg, S., Mendez, A., Rodriguez, A., & Konefal, J. (2018). The novel effects of a hydrolyzed polysaccharide dietary supplement on immune, hepatic, and renal function in adults with HIV in a randomized, double-blind placebo-control trial. *Journal of Dietary Supplements*. doi: 10.1080/19390211.2018.1494661.

- Lewis, J. E., Atlas, S., Higuera, O., Fiallo, A., Rasul, A., Farooqi, A., Kromo, O., Lantigua, L., Tiozzo, E., Woolger, J. M., Goldberg, S., Mendez, A., Rodriguez, A., & Konefal, J. (2018). The effect of a hydrolyzed polysaccharide dietary supplement on biomarkers in adults with non-alcoholic fatty liver disease. *Evidence-Based Complementary and Alternative Medicine*, 1751583, 1-10. doi: 10.1155/2018/1751583.
- Lewis, J. E., McDaniel, H. R., Agronin, M., Loewenstein, D., Riveros, J., Mestre, R., Martinez, M., Colina, N., Abreu, D., Konefal, J., Woolger, J. M., & Ali, K. H. (2013). The effect of an aloe polymannose multinutrient complex on cognitive and immune functioning in Alzheimer's disease. *The Journal of Alzheimer's Disease*, 33, 393-406. doi: 10.3233/JAD-2012-121381. PMID: 22976077.
- McDaniel, H.R., LaGanke, C., Bloom, L., Goldberg, S., Lages, L. C., Lantigua, L. A., Atlas, S. E., Woolger, J.M., & Lewis, J. E. (2018). The effect of a polysaccharide-based multinutrient dietary supplementation regimen on infections and immune functioning in multiple sclerosis. *Journal of Dietary Supplements*. doi: 10.1080/19390211.2018.1495675.

IWB 603 – The Science of Well-Being

- Instructor Blaine Fowers
- Hybrid course (45 hours of instruction; 90 hours homework)
- 3 credit hours

The aims of this course are to critically examine the theory and research on well-being and to link this emerging science with relevant applications. Various theories will be considered, such as psychological happiness, welfare accounts, and conceptions of flourishing, along with the research relevant to each perspective. The discussion of the rapidly growing knowledge about well-being will be tempered by consideration of the important unasked and unanswered questions about how to live well. This examination will result in an understanding of how biological elements, psychological attributes, behaviors, and the social context influence well-being and how well-being affects these elements of the human experience. A central theme of the course will focus on how the values associated with well-being inform the science and how the science helps us to reformulate well-being values.

Key Assignments

1. Readings: Students are expected to complete all scheduled readings and be prepared to discuss the readings in-depth in class meetings. The readings will require approximately 40 hours.
2. Group work: Students will spend approximately 10 hours preparing group assignments for presentation in class. Assignments will consist of choosing one of the key readings for an interactive presentation in class.

3. Writing: Students will spend at least 30 hours writing two short reflective pieces (3 pages each) and one long paper (12-15 pages) analyzing an important aspect of their well-being in terms of the theory and research discussed in the course.
4. Chat rooms: Students will spend approximately 10 hours posting reflections and reacting to comments by peers.

Key Readings

- Bishop, M. A. *The good life: Unifying the philosophy and psychology of well-being*. Oxford England: Oxford University Press.
- Bleidorn, W., & Denissen, J. J. A. (2015). Virtues in action—The new look of character traits. *British Journal of Psychology, 104*, 700-723. DOI:10.1111/bjop.12117
- Christakis, N. A. (2019). *Blueprint: The evolutionary origins of a good society*. New York: Little Brown.
- Fowers, B. J. (2012). An Aristotelian framework for the human good. *Journal of Theoretical and Philosophical Psychology, 32*, 10-23.
- Fowers, B. J. (2015). *The evolution of ethics: Human sociality and the emergence of ethical mindedness*. London, England: Palgrave/McMillan.
- Fowers, B. J., Carroll, J. S., Leonhardt, N., & Coker, B. (2019). *The emerging science of virtue*. Manuscript in review.
- Fowers, B. J., Mollica, C. O., & Procacci, E. N. (2010). Constitutive and instrumental goal orientations and their relations with eudaimonic and hedonic well-being. *Journal of Positive Psychology, 5*, 139-153.
- Fowers, B. J., Richardson, F. C., & Slife, B. D. (2017). *Frailty, suffering, and vice: Human flourishing in the face of limitations*. Washington, D.C.: APA Books.
- Grinde, B. (2002). *Darwinian happiness: Evolution as a guide for living and understanding human behavior*. Princeton, NJ: Darwin Press.
- Russell, D. C. (2012). *Happiness for humans*. Oxford England: Oxford University Press.
- Tomasello, M. (2019). *Becoming human: A theory of ontogeny*. Cambridge, MA: University of Harvard Press.
- Wong, E., Tschann, F., & Semmer, N. K. (2017). Effort in emotion work and well-being: The role of goal attainment. *Emotion, 17*(1), 67–77.

Library resources:

None. All course readings will be provided to students on Blackboard.

II. Practice

IWB 604 – Integrating and Practicing Well-Being

- Instructors Isaac and Ora Prilleltensky
- Hybrid course (29.5 on campus instruction; 15.5 hours online instruction; 90 hours homework)
- 3 credit hours

This course will help students integrate the materials covered in all the courses and will facilitate application of lessons in their lives, workplaces, and communities. The instructors will accompany the students for the entire experience, participating with them throughout all the courses and activities. Such a course is necessary to make sure that students are able to assimilate the interdisciplinary perspectives into a coherent personal framework that they will develop to make sense of all the theoretical, empirical and practical perspectives. The course will make use of the evidence-based intervention www.funforwellness.com, which incorporates the “I COPPE” model of well-being and the BET I CAN model of change.

Since this is a course designed to integrate material from all the courses, a significant portion of the class will be devoted to making sense of interdisciplinary perspectives and how they operate in concert. To help integration, students will be encouraged to develop their own theory of well-being and their own practices.

Problem-based learning will be used to generate discussions about issues addressed across courses. In addition, there will be an effort to apply concepts to personal, relational, organizational, and community challenges. Role plays, fish bowl, and other active learning modalities will be used.

Key Assignments:

1. Application of course material to personal goal: Students will choose a particular aspect of their lives they wish to improve and develop a specific goal to accomplish throughout the duration of the course. The personal goal may be related to any of the “I COPPE” domains of life (interpersonal, community, occupational, physical, psychological, and economic). This written assignment will be divided into two: a proposal to be submitted during the third onsite visit, and a final report to be submitted the last week of classes. This exercise will take approximately 15 hours of writing and 20 hours of practice.
2. Application of course material to organizational or community goal: Similar to exercise above, students will choose an issue to work on within their own workplace or community setting. This goal may be related to any of the conditions that may affect the well-being of participants in the setting. Examples of conditions include interpersonal climate, opportunities to make a contribution, recognition of peers, improved communication, fair treatment of family or colleagues, respect for diversity, or sense of belonging. This exercise will also take approximately 15 hours of writing and 20 hours of practice.
3. Team work: Students will work in small teams of four to support each other’s goals. The meetings will take place online every other week and will last one hour. There will be a total of 20 meetings for 20 hours of work.

Library resources:

- Duhigg, C. (2016). *Smarter faster better: The transformative power of real productivity*. New York, NY: Random House.
- Hays, P. (2014). *Creating well-being: Four steps to a happier, healthier life*. Washington, DC: American Psychological Association.
- McKnight, J., & Block, P. (2012). *The abundant community: Awakening the power of families and neighborhoods*. San Francisco, CA: Berrett-Koehler.
- Morgan, A. (2000). *What is narrative therapy?* Adelaide, South Australia: Dulwich Center Publications.
- Norcross, J. C. (2012). *Changeology: 5 steps to realizing your goals and resolutions*. New York, NY: Simon & Schuster.
- Schwartz, B. (2015). *Why we work*. New York, NY: Simon & Schuster/TED (Kindle edition).
- Thaler, R., & Sunstein, C. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven, CT: Yale University Press.
- Watson, D. L. & Tharp, R. G. (2014). *Self-directed behavior: self-modification for personal adjustment*. (10th ed.). Belmont, CA: Cengage learning.

IWB 605 – Mindfulness, listening, and knowing thyself

- Instructors Scott Rogers, Teresa Lesiuk, and Tim Conner
- Hybrid course (45 hours of instruction; 90 hours homework)
- 3 credit hours

The course introduces students to mindfulness and a series of contemplative practices to cultivate greater mindfulness awareness. The course will explore mindfulness insights into the nature of attention and the distracted mind, our tendency to resist unpleasant experiences and the lessons we can learn from embracing such moments with compassion and curiosity. Readings and exercises will explore the role of mindfulness practices to help stabilize attention, regulate emotions and deepen interpersonal connections and students will learn ways of cultivating empathy, gratitude and engaging in more authentic communication. This work establishes a foundation for a deeper appreciation of the value of “mindful listening,” the primary focus of the class as a practice and path for improved communication, and a truer knowing of oneself. The class is interactive, readily applicable to real world interactions, and provides insights and tools to last a lifetime, and enrich the journey.

The “listening” aspect of the course is a broad embrace of what it means to be open and receptive to one’s experience. As such, it encompasses typical applications such as listening to music and to other people, along with related domains such as the visual arts, and includes deeper inquiries such as “listening to one’s heart,” “listening to one’s inner voice,” and “listening to nature.” The course material and class discussion will be accompanied by a variety of forms of personal practice such that the conceptual content may reinforce and be reinforced by these experiential components. Included is the development of a daily mindfulness practice and

exploration of the ways mindful awareness may be naturally infused into the many moments of one's life. Explicit discussion and individual and small group exercises will draw upon the visual arts, music, and interpersonal relations to better understand and absorb these insights. As the teaching faculty both connect among themselves through a personal mindfulness practice and have explored ways of integrating mindfulness into the areas of art, music, social interactions, and life, students will be able to deepen their connection to the real world aspects and implications of the material in ways that connect to the work they do, and by student's participating in experiential practices and group discussion at the Lowe Art Museum and Frost School of Music.

Key Assignments

1. **Class:** Students will spend approximately 45 hours in class, which, along with the listening to class content includes learning various mindfulness practices and engaging in interactive discussion and exercises.
2. **Readings:** Students will spend approximately 30 hours reading key texts and other assigned readings.
3. **Individual Practice:** Students will spend approximately 30 hours engaged in various mindfulness practices. They will also spend approximately 10 hours engaged in creative practices that draw upon their senses, including the visual arts, music, cooking, and being outdoors in nature.
4. **Writing:** Students will spend approximately 30 hours writing a series of short reflective pieces (1-3 pages each) and one paper (10 pages) advancing an integrative relationship to mindfulness practices and insights in daily life, drawing upon individual, social, and creative forms of engagement.
5. **Chat rooms and/or related technologies:** Students will spend approximately 5 hours posting reflections and reacting to comments by peers.

Library and outside resources provided to students on Blackboard (excerpts from):

Books:

- Brach, T., "Radical Acceptance," (Bantam, 2004)
Collins, B., "The Trouble with Poetry," (Random House, 2005).
Collins, B., "Sailing Alone Around the World," (Random House, 2001).
Christoph, A., "Looking at Mindfulness" (Blue Rider Press, 2016)
Dewey, J. "Art as experience" (Penguin 1934).
Goleman, D., & Davidson R, "Altered Traits," (Avery, 2017).
Goldstein, J., & Kornfield, J., "Seeking the Heart of Wisdom" (Shambhala, 2001).
Kabat-Zinn, J., "Coming to our Senses" (Hyperion, 2006).
Kabat-Zinn, J., "Mindfulness for Beginners" (Sounds True, 2012).
Kramer, G., "Insight Dialogue: The Interpersonal Path to Freedom" (Shambhala, 2007).
Langer, E., "Mindfulness" (De Capo Press, 1990).
Rogers, S., "The Elements of Mindfulness" (Mindful Living Press 2017).

Salzberg, S., “Real Happiness” (Workman, 2011)

Readings found on UM library online journal databases or posted on Blackboard:

Abuhamdeh, S., & Csikszentmihalyi, M., “Attentional involvement and intrinsic motivation,” *Motivation and Emotion* (2012) 36:257–267 DOI 10.1007/s11031-011-9252-7 .

Csikszentmihalyi, M., “If we are so rich, why aren’t we happy,” *American Psychologist* (Oct. 1999).

Csikszentmihalyi, M. & Hermanson, K., “Intrinsic motivation in museums. Why does one want to learn?” *Intrinsic Motivation in Museums*.

Diaz, F. M. Mindfulness, attention, and flow during music listening: An empirical investigation. *Psychology of Music*, 41(1), 42-58 (2011).

Echarri, F., & Urpi, C., (2018). Mindfulness in Art Contemplation. The Story of a Rothko Experience, *Journal of Museum Education*, 43:1, 35-46, DOI: 10.1080/10598650.2017.1384977.

Gidcumb, B., “Visual Arts Activities for Mindfulness” EducationCloset.com (June 1, 2017).

Janes, R., “The Mindful Museum” (2010).

Maleuvre, D., “Art and Criticism: Must Understanding Be Interpretive?” *SubStance*, Vol. 30, No. 3, Issue 96: Special Section: Jacques Jouet (2001), pp. 120-128.

O'Donnell, M., “Being In The Moment: Art and Mindfulness (Urban Abstractions)” Nan Tien Institute Berkeley Nan Tien Temple Gallery 3 October - 24 November 2013 .

Peterson, C. "Walkabout: Looking in, Looking Out": A Mindfulness-Based Art Therapy Program." *Journal of the American Art Therapy Association* 32, no. 2 (2015): 78-82.

Rogers, S., (2019). “*Mindfulness, Mental Health and Wellness*,” 36(3) ABA GP Solo 12.

Rogers, S., “A Core Component to Effective Communication is Listening,” *Florida Bar News* (May 20, 2019).

Rogers, S., & Rogers, A., “Mindfulness and Medicine: The Healing Capacity of Genuine Listening. *American College of Gastroenterology Magazine* (Spring 2019).

Rubin Museum of Art, “Art as Meditation: A Lesson in Mindfulness” (Aug. 31, 2018).

Stephens, Shannon. (2017) 12 Steps to Turn an Art Museum Visit into Mindfulness Meditation. Yogajournal.com.

Podcasts:

10% Happier with Dan Harris

Youtube:

Ted Talk: “The Power of Meditation,” with Andy Puddicombe and Lewis Howe

Ted Talk: “How to Tame Your Wandering Mind,” with Amishi Jha

Ted Talk: “Why We Draw” with James Prosek

III. Applications

IWB 606 – Physical Well-Being

- Instructors Wes Smith, Gail Ironson, and Karen Koffler
- Hybrid course (45 hours instruction; 90 hours homework)
- 3 credit hours

Based heavily on peer-reviewed research, this course will cover lifestyle-related etiology of chronic disease and evidence-based strategies of prevention, amelioration, and treatment through integrative and complementary medicine. A specific focus will be placed on structuring a wellness assessment with a complementary exercise prescription and nutrition plan. This course delves into the scientific literature to support the use of optimal therapeutic lifestyle strategies to combat, ameliorate, and prevent chronic disease. Attention will be placed on emerging interventions in healthcare with a focus on lifestyle data, especially exercise and nutrition, and the use of artificial intelligence and machine learning to develop novel intervention strategies for disease prevention. This is a research-based course; the aim of the curriculum is to expand upon existing physical activity and nutrition guidelines for chronic diseases using contemporary research.

Key Assignments:

1. Class: Students will spend approximately 45 hours engaging in lecture material
2. Readings: Students will spend approximately 40 hours on assigned readings.
3. Paper Summaries: Students will submit one-page summaries of 5 research papers (30 hours).
4. Personalized Wellness Program: Based on lifestyle goals, activity level, and specific fitness variables, students will construct a personalized program including: functional foods, dietary strategy, caloric need, macronutrient need, a meal plan, exercise target zones, cardiovascular exercise plan, resistance training and flexibility plan. The plan will include 1 summary page on lifestyle assessment and goal, 2 pages on dietary strategies and plan, 1 page on the cardiovascular exercise program, 2 pages on the resistance training and flexibility plan. (20 hours)

Key Readings:

- Weston, K., Wisløff, U., & Coombes, J. (2014). High-intensity interval training in patients with lifestyle-induced cardiometabolic disease: A systematic review and meta-analysis. *British Journal of Sports Medicine*, 48(16), 1227-12234.
- Pedersen, B. (2010). The diseasome of physical inactivity - and the role of myokines. *Endocrine Journal*, 57, S219.
- Chobanian, A. (2009). The Hypertension Paradox — More Uncontrolled Disease despite Improved Therapy. *The New England Journal of Medicine*, 361(9), 878-887.

- Chen, C. C., & Bonham, A. (2010). Postexercise Hypotension: Central Mechanisms. *Exercise and Sport Sciences Reviews*, 38(3), 122-127.
- Mota, M. R., Pardono, E. C., Lima, L. S., Arsa, G. G., Bottaro, M., Campbell, C., & Simões, H. (2009). Effects of Treadmill Running and Resistance Exercises on Lowering Blood Pressure During the Daily Work of Hypertensive Subjects. *Journal of Strength and Conditioning Research*, 23(8), 2331-2338.
- Hemmingsson, E. (2014). A new model of the role of psychological and emotional distress in promoting obesity: Conceptual review with implications for treatment and prevention. *Obesity Reviews*, 15(9), 769-779.
- Pontzer, H., Raichlen, D., Wood, B., Mabulla, A., Racette, S., Marlowe, F., & Chehab, Farid F. (2012). Hunter-Gatherer Energetics and Human Obesity. *PLoS ONE*, 7(7), E40503.
- Cooper, C. (2009). Airflow obstruction and exercise. *Respiratory Medicine*, 103(3), 325-334.
- Sleiman, S., Henry, J., Al-Haddad, R., El Hayek, L., Abou Haidar, E., Stringer, T., . . . Elmquist, J. (2016). Exercise promotes the expression of brain derived neurotrophic factor (BDNF) through the action of the ketone body β -hydroxybutyrate. *ELife*, 5(2016).
- Kobayashi, R., Nakadaira, H., Ishigami, K., Muto, K., Anesaki, S., & Yamamoto, M. (2006). Effects of physical exercise on fall risk factors in elderly at home in intervention trial. *Environmental Health and Preventive Medicine*, 11(5), 250-255.
- Barnard, R., Gonzalez, J., Liva, M., & Ngo, T. (2006). Effects of a low-fat, high-fiber diet and exercise program on breast cancer risk factors in vivo and tumor cell growth and apoptosis in vitro. *Nutrition And Cancer-An International Journal*, 55(1), 28-34.
- Hedlund, M., Padler-Karavani, V., Varki, N. M., & Varki, A. (2008). Evidence for a human-specific mechanism for diet and antibody-mediated inflammation in carcinoma progression. *Proceedings of the National Academy of Sciences*, 105(48), 18936-18941.
- Cignarella, Cantoni, Ghezzi, Salter, Dorsett, Chen, . . . Piccio. (2018). Intermittent Fasting Confers Protection in CNS Autoimmunity by Altering the Gut Microbiota. *Cell Metabolism*, 27(6), 1222-1235.e6.
- Martin, C., Zhang, Y., Tonelli, C., & Petroni, K. (n.d.). Plants, Diet, and Health. *Annual Review of Plant Biology*, 64(1), 19-46.
- Li, Guolin, Xie, Cen, Lu, Siyu, Nichols, Robert G., Tian, Yuan, Li, Licen, . . . Gonzalez, Frank J. (2017). Intermittent Fasting Promotes White Adipose Browning and Decreases Obesity by Shaping the Gut Microbiota. *Cell Metabolism*, 26(5), 801.
- Mark P. Mattson, Keelin Moehl, Nathaniel Ghena, Maggie Schmaedick, & Aiwu Cheng. (2018). Intermittent metabolic switching, neuroplasticity and brain health. *Nature Reviews Neuroscience*, 19(2), 63-80.

Library and Outside Resources:

Nutrition and Cardiovascular Disease:

Dr. Greger :“From the Table to Able” (~60 minutes) <http://nutritionfacts.org/video/from-table-to-able/>

Dr. Caldwell Esselstyn Jr. (120 minutes) <https://youtu.be/J6pLRdawBw0>

Nutrition and Metabolic Dysfunction:

Dr. Robert Lustig: "Sugar the Bitter Truth" (~90 minutes) <https://youtu.be/dBnniua6-oM>

Gary Taubes "Why We Get Fat" (~70 minutes) <https://youtu.be/IDneyrETR2o>

Nutrition and Health (Auto-immune Disease and Cancer)

Dr. Terry Wahls (20 minutes) Minding your mitochondria <https://youtu.be/KLjgBLwH3Wc>

Dr. William Lee (25 minutes) "Eating to Starve Cancer" <https://youtu.be/B9bDZ5-zPtY>

IWB 608 – Family Well-Being

- Instructor José Szapocznik
- Campus course (30 hours instruction; 60 hours homework)
- 2 credit hours

Family wellbeing is a virtuous cycle in which family wellbeing impacts and is impacted by the wellbeing of its members. From a family systems perspective, this course will describe what constitutes wellbeing in families and how to promote and protect it. Family wellbeing arises from family interactional patterns of behaviors that elicit the love that family members have for each other. This requires family members' mastery of interactional skills that are supportive and promote each family members wellbeing. The job of the family is to promote the wellbeing of each of its members. There is a body of research on evidence-based interventions that promote family wellbeing and children's positive developmental trajectories, as well as a body of research on interventions to correct family trajectories that create suffering, unhappiness and social maladjustment. The essential elements of these programs will be reviewed in the course. The course recognizes that families occur in a broader social-physical-spiritual context or ecosystem.

Key Assignments

1. Readings: Students will spend approximately 30 hours completing assigned readings and preparing discussion points for class.
2. Group work: Students will spend approximately 10 hours preparing group assignments for presentation in class. Assignments will consist of choosing a movie or television program that portrays a 2 or 3 generation family with or without an extended family, to

examine and prepare an interactive presentation for class. Students will be asked to apply what they have learned in class about family wellbeing, particularly the nature of systems and interactional patterns, while attending to cultural and social contexts, family composition, and what works and what does not work for that family.

3. Writing: Students will spend approximately 20 hours writing one long paper (12-20 pages) contrasting a systemic, interactional perspective to their personal framework of family well-being that resonates with their lived experience.

Library Resources found on UM library online journal databases or posted on Blackboard:

Lorenzo-Blanco, E.I., Meca, A., Unger, J.B., Szapocznik, J., Cano, M.A., Des Rosiers, S.E., Schwartz, S.J. (2019). Cultural stress, emotional well-being, and health risk behaviors among recent immigrant Latinx families: the moderating role of perceived neighborhood characteristics. *Journal of Youth and Adolescence*. 48, 114–131.
<https://doi.org/10.1007/s10964-018-0907-5>

Lorenzo-Blanco, E.I., Meca, A., Unger, J.B., Romero, A., Szapocznik, J., Piña-Watson, B.,...Schwartz, S.J. (2017). Longitudinal effects of Latino parent cultural stress, depressive symptoms, and family functioning on youth emotional well-being and health risk behaviors. *Family Process*, 56(4), 981-996. doi: 10.1111/famp.12258

Neven, R. S. (2010). Core principles of assessment and therapeutic communication with children and parents and families: towards the promotion of children and family wellbeing. New York, NY: Routledge

Robbins, M. S. & Szapocznik, J. (2000, April). Brief Strategic Family Therapy. *Juvenile Justice Bulletin*. Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.

Szapocznik, J., & Hervis, O.E. (in press (January, 2020) *Brief Strategic Family Therapy in Practice*. Washington, DC: American Psychological Association (selected readings).

Szapocznik, J., Schwartz, S.J, Muir, J.A., & Brown, C.A. (2012). Brief Strategic Family Therapy: an intervention to reduce adolescent risk behavior. *Couple and Family Psychology*, 1(2), 134-145. doi:10.1037/a0029002

Szapocznik, J., & Williams, R. A. (2000). Brief Strategic Family Therapy: twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3(2), 117–134.

IWB 609 – Workplace Well-being

- Instructors Marie Dasborough and Trae Williamson
- Campus course (30 hours instruction; 60 hours homework)
- 2 credit hours

The course will delve into a variety of topics related to workplace well-being and promoting happiness in one's professional life. It will begin with a focus on understanding the self within the workplace context, as well as how to utilize this understanding to promote wellbeing. Topics related to the self will include the following: emotions in the workplace, emotional intelligence, personal growth, purpose, productivity, creativity, person-job fit, and work-life balance. Having explored the understanding and regulation of the self, the course will shift focus to building positive relationships with others in the workplace context. Topics will include leadership and mentoring for wellbeing, inclusive teams and workplace climates, compassionate organizational cultures, and change management to promote wellbeing at work. The course will emphasize experiential learning and "real world" application, promoting engagement and passion at work through growth, learning, and job crafting. Throughout the course, we will also integrate other topics such as mindfulness in a workplace context, music at work to promote productivity, and the physical design of the workspace.

Key Assignments:

1. Readings: Students will spend approximately 35 hours reading key texts and other assigned readings.
2. Group work: Students will spend approximately 15 hours preparing group assignments for presentation in class. Assignments will consist of choosing one of the class topics and preparing an interactive presentation in class that highlights very successful organizations or individuals who are exemplars of wellbeing at work.
3. Writing: Students will spend approximately 30 hours writing two short reflective pieces (4 pages each) and one long paper (12 pages) developing a personal development plan for promoting well-being (self and others) in the workplace.
4. Chat rooms: Students will spend approximately 10 hours posting reflections and reacting to relevant current news articles and comments by peers.

Library Resources found on UM library online journal databases or posted on Blackboard:

- Antonakis, J., Ashkanasy, N. M., & Dasborough, M. T. (2009). Does leadership need emotional intelligence? *The Leadership Quarterly*, 20(2), 247-261.
- David, S., & Congleton, C. (2013). Emotional agility. *Harvard Business Review*, 91(11), 125-131.

- van Dierendonck, D., & Patterson, K. (2015). Compassionate love as a cornerstone of servant leadership: An integration of previous theorizing and research. *Journal of Business Ethics, 128*(1), 119-131.
- Druskat, V. U., & Wolff, S. B. (2001). Building the emotional intelligence of groups. *Harvard business review, 79*(3), 80-91.
- Dunoon, D., & Langer, E. J. (2011). Mindfulness and leadership: Opening up to possibilities.
- Groysberg, B., & Abrahams, R. (2014). Manage your work, manage your life. *Harvard Business Review, 92*(3), 58-66.
- Hanh, T. N. (2008). *Work: How to find joy and meaning in each hour of the day*. Parallax Press.
- Hyland, P., Lee, R., & Mills, M. (2015). Mindfulness at Work: A New Approach to Improving Individual and Organizational Performance. *Industrial and Organizational Psychology, 8*(4), 576-602.
- Marturano, J. (2014). *Finding the space to lead: a practical guide to mindful leadership* (First Edition. ed.). New York: Bloomsbury Press.
- Peticca-Harris, A. (2019). Managing compassionately? Managerial narratives about grief and compassion. *Human Relations, 72*(3), 588-612.
- Tse, H. M., Dasborough, M. T., & Ashkanasy, N. M. (2008). A multi-level analysis of team climate and interpersonal exchange relationships at work. *The Leadership Quarterly, 19*(2), 195-211.
- Weick Karl, E., Sutcliffe, K., & Obstfeld, D. (1999). Organizing for high reliability. *Research in Organizational Behavior, 21*, 81-123.
- Zoghbi-Manrique-de-Lara, P., & Viera-Armas, M. (2019). Does ethical leadership motivate followers to participate in delivering compassion? *Journal of Business Ethics, 154*(1), 195-210.

IWB 610 – Community Well-Being

- Instructors Marvin Dawkins and Scot Evans
- Campus course (30 hours instruction; 60 hours homework)
- 2 credit hours

This course will discuss the relationship between social determinants of health and happiness and well-being. The course will examine the signs, sources, and strategies of community well-being. Signs of community well-being include subjective and objective measures. Report of mattering, happiness and well-being in a community are subjective signs; whereas social mobility, educational attainment, levels of child abuse, and economic inequality are objective measures. Sources include access to power, resources, and skills. Strategies for community well-being include strengths, prevention, empowerment, and community change. This course will discuss also policy changes required to improve happiness and well-being at national levels.

This part of the course introduces students to community well-being as an indicator of community residents' perception of quality-of-life experienced at the community level. Students will identify social determinants of community well-being, with a focus on factors that threaten community well-being among residents of communities marginalized by concentrated poverty, racial segregation and severely distressed housing. Drawing from literature on community well-being, segregation, inequality and housing, students in this course will review and examine ways to reduce existing problems in marginalized communities and explore creative solutions with an eye toward improving community well-being.

Key Assignments

1. Readings and documentary viewing: Students will spend approximately 10 hours completing assigned readings and viewing selected documentaries.
2. Group work: Students will engage in two group assignments (30 hours) that will focus on (1) improving measurement of community well-being among residents of marginalized communities and (2) critiquing and exploring alternatives to programs created by recent public policies designed to reduce isolation among residents of marginalized communities.
3. Discussion forums: Students will participate in three (10 hours each) on-line discussion forums (using Blackboard) by posting answers to questions on issues in community well-being supplied by the instructor and posting responses to answers which their classmates give.

Library resources

- Bramston, Paul, Grace Pretty and Heather Chipuer. 2002. "Unravelling Subjective Quality of Life: An Investigation of Individual and Community Determinants," *Social Indicators Research* 59:261-262.
- Chaskin, R. J. (2001). Building community capacity—A definitional framework and case studies from a comprehensive community initiative. *Urban Affairs Review*, 36(3), 291–323.
- Chaskin, R. J., Brown, P., Venkatesh, S., & Vidal, A. (2001). *Building community capacity*. New York, NY: A. de Gruyter.
- Checkoway, B. (1995). Six strategies of community change. *Community Development Journal*, 30(1), 2–20. <https://doi.org/10.1093/cdj/30.1.2>
- Christens, B. D., & Inzeo, P. T. (2015). Widening the view: Situating collective impact among frameworks for community-led change. *Community Development*, 0(0), 1–16. <https://doi.org/10.1080/15575330.2015.1061680>
- Christens, B. D., & Speer, P. W. (2015). Community organizing: Practice, research, and policy implications. *Social Issues and Policy Review*, 9(1), 193–222. <https://doi.org/10.1111/sipr.12014>
- Christens, B. D., Inzeo, P. T., Meinen, A., Hilgendorf, A. E., Berns, R., Korth, A., Pollard, E. C., McCall, A., Adams, A., & Stedman, J. (2016). Community-led collaborative action to prevent obesity. *Wisconsin Medical Journal*, 115(5), 259-263.

- Dawkins, Marvin P. and Jomills H. Braddock, II. 1994. "The Continuing Significance of Desegregation: School Racial Composition and African American Inclusion in American Society," *Journal of Negro Education* 63:394-405.
- DeFilippis, J. (2008). Paradoxes of community-building: Community control in the global economy. *International Social Science Journal* 59(192): 223–234.
- Emerson, Michael O., Jenifer L. Bratter and Sergio Chavez. 2017. *(Un)Making Race and Ethnicity*. NY: Oxford.
- Evans, S. D., Raymond, C., & Perkins, D. D. (2014). Organizational and community capacity building. In V. C. Scott & S. M. Wolfe (Eds.), *Community Psychology: Foundations for Practice* (pp. 189–219). Thousand Oaks, CA: SAGE Publications, Inc.
- Foster-Fishman, P. G., & Watson, E. R. (2016). Understanding and promoting systems change. In M. A. Bond, I. García de Serrano, & C. Keys (Eds.), *APA handbook of community psychology* (Vol. 2, pp. 255–274). Washington, D.C: American Psychological
- Fulbright-Anderson, K. (2006). Community change: Implications for complex community initiatives. In K. Fulbright-Anderson & P. Auspos (Eds.), *Community Change: Theories, Practice, and Evidence* (pp. 9–17). Washington, D.C.: The Aspen Institute.
- Himmelman, A. T. (1996). On the theory and practice of transformational collaboration: From social service to social justice. In Huxham, C. (Ed.). *Creating collaborative advantage*, (pp. 19-43), London: Sage.
- Kubisch, A. C., Auspos, P., Brown, P., & Dewar, T. (2010). *Voices from the field III: Lessons and challenges from two decades of community change efforts*. Washington, DC: Aspen Institute.
- McClure, Stephanie M., and Cherise A. Harris. 2015 (Editors). *Getting Real About Race*. Thousand Oaks, CA: Sage.
- McNeely, J. (1999). Community building. *Journal of Community Psychology*, 27, 741–50.
- Norris, T. (2001). America's communities movement: Investing in the civic landscape. *American Journal of Community Psychology*, 29, 301–307.
- Prilleltensky, I. (2012). Wellness as fairness. *American Journal of Community Psychology*, 49(1–2), 1–21. <https://doi.org/10.1007/s10464-011-9448-8>
- Redmond, Sonjia Parker. 1900. "An Analysis of the General Well-Being of Blacks and Whites: Results of a National Study," *Journal of Sociology and Social Welfare* 15:57-71.
- Rothenberg, Paula S. 2008. *White Privilege (3rd Edition)*. NY: Worth.
- Sernau, Scott. 2017. *Social Inequality in a Global Age*. Thousand Oaks, CA: Sage.
- Sirgy, M. Joseph, Robin N. Widgery, Dong-Jin Lee and Grace B. Yu. 2009. "Developing a Measure of Community Well-Being Based on Perceptions of Impact in Various Life Domains," *Social Indicators Research* 9:295-311.
- Speer, P. W., & Christens, B. D. (2014). Community organizing. In V. Chien & S. Wolfe (Eds.), *Foundations of community psychology practice* (pp. 220–236). Thousand Oaks, CA: Sage.
- Tovar-Murray, Derrick and Patrick H. Munley. 2007. "Exploring the Relationship Between Race-Related Stress, Identity, and Well-Being Among African Americans," *Journal of Black Studies* 31:58-71.
- Wolff, T., Minkler, M., Wolfe, S. M., Berkowitz, B., Bowen, L., Butterfoos, F. D., ... Lee, K. S. (2017). Collaborating for Equity and Justice: Moving Beyond Collective Impact. *Nonprofit Quarterly*, (January 9). Retrieved from

<https://nonprofitquarterly.org/2017/01/09/collaborating-equity-justice-moving-beyond-collective-impact/>

70 Acres in Chicago: Cabrini Green. 2015. Video Documentary. Kanopy.

The Promised Land. 2000. Video Documentary. Kanopy.

Dorothy Gautreaux et al. v Chicago Housing Authority 1969 (legal document).

IWB 611 – Happiness and Place: Exploring the domains of design as they contribute to happiness & well-being

- Instructor Joanna Lombard
- Campus course (26.6 hours in-class instruction, 2.4 hours online instruction; 60 hours homework)
- 2 credit hours

COURSE DESCRIPTION

Drawing on current research in the growing area of study on the impacts of the built environment on happiness, health and well-being, this course provides a platform for collaborative and individual exploration of student-selected locations. Participants will assess current state impacts and through a collaborative process of design-thinking, analyze each participant's selected location, and develop proposals for interventions to better contribute to happiness and well-being.

METHOD

A foundation of readings, case studies, and discussion informs class collaborations to address the conditions of the selected locations. Each topic opens with an online session to review the material and discuss the outside of class assignment. When the class meets together, participants will present the results of their investigation for class analysis and the introduction of methods. Each participant will emerge with their own unique portfolio of recommendations that focus on a particular place, as well as an understanding of how to assess and discover the potential for happiness latent in the built world.

TOPICS AND SCHEDULE

1: Individual Case Selections

- Zoom: Discuss Foundation materials and course structure
- Outside of Class (OC): Complete selection analysis; identify leading impacts
- In-Person (IP) Session: Student presentations of selected locations
- Zoom: Design Thinking introduction

2: Urban Space

- Zoom: Urban Space Analytical Methods
- IP: Site visit to conduct Urban Space Analysis
- OC: Complete Urban Space Analysis and identify principles relevant to selected location

- Zoom: Review leading urban space principles

3: Buildings

- Zoom: Building Analysis Methods
- IP: Site visit to conduct Building Analysis
- OC: Complete Building Analysis and identify principles relevant to selected location
- Zoom: Review leading building analysis elements

4: Interiors

- Zoom: Interiors & Systems Analysis
- IP: Interiors presentations w/guest speakers
- OC: Apply interior evidence to selected location
- Zoom: Review leading interior elements

5: Design Thinking

- Zoom: Design Thinking Protocol
- OC: Conduct Design Thinking Session with on-site colleagues
- Zoom: On-site Session outcomes
- IP: Design Thinking Collaborative

RESOURCES

Foundation

Burton, Libby. (2015). "Mental Well-being and the Influence of Place," in *The Routledge Handbook of Planning for Health and Well-being*, eds., Hugh Barton, Susan Thompson, Sarah Burgess, Marcus Grant, London and New York: Routledge, 151-161.

Jenkins, Gareth (2014). "Interview with Libby Burton," in *What Makes Us Happy* series, and "Professor Libby Burton's Legacy Lecture: The Pursuit of Happiness," at https://warwick.ac.uk/newsandevents/features/what-makes-us-happy/libbyburton?utm_source=features&utm_medium=website&utm_campaign=happiness

Urban Space

Sachs, Jeffrey D., et al. (2019). "Happy Cities Agenda," *Global Happiness and Wellbeing Policy Report 2019*, Global Council for Happiness and Wellbeing, 163-190.

Buildings

de Botton, Alain. (2008). *The Architecture of Happiness*, New York: Vintage.

Interiors

Petermans, Ann and Eric Nuyts. (2016). Happiness in place and space: Exploring the contribution of architecture and interior architecture to happiness, *Celebration & Contemplation*, 10th International Conference on Design & Emotion, 114-112.

Design Thinking

Ideo. Design Thinking Defined. <https://designthinking.ideo.com>

Liedtka, Jeanne. (2018). Why Design Thinking Works, *Harvard Business Review*, Sept/Oct. <https://hbr.org/2018/09/why-design-thinking-works>

IWB 612 – Adversity and Resilience in Well-Being

- Instructors Guillermo (Willy) Prado, Vicki Behar-Zusman (formerly Mitrani), Tatiana Perrino, and Ora Prilleltensky
- Campus course (30 hours campus instruction, 60 hours homework)
- 2 credit hours

Resilience is a multidimensional construct that describes how some individuals are able to adapt and maintain physical and mental well-being, and even attain growth, in the face of challenging circumstances. This course examines the impact of different forms of adversity on individuals, families and communities, as well as the role of resilience in promoting their well-being. The course provides an in-depth review of the concept of resilience through the life course and through the lens of theoretical frameworks and empirical findings from an interdisciplinary perspective. Specific adversities addressed include socioeconomic disadvantage; adverse childhood experiences; racism and discrimination; aging, illness and disability; and displacement stemming from immigration and disasters. The course explores resilience factors and interventions at different levels that can support individuals, families and communities in adapting within the context of adversity. This is accomplished through examining findings from the peer-reviewed literature, presentations by researchers and community members, and in-depth group discussions of case studies.

Key assignments:

1. Readings: Students will spend approximately 30 hours reading key texts and other assigned readings.
2. Individual and/or Group Presentations: Students will spend approximately 1 hour preparing a group assignment for presentation in class. The assignment will consist of choosing a topic related to one of the theoretical frameworks applied to a specific form of adversity and preparing an interactive presentation in class.
3. Writing: Students will spend approximately 10 hours writing a short reflective piece (4 pages) and a long paper (10 pages). In the short paper, students will write about an individual they consider to be resilient and how they understand that resilience based on class material. The longer paper builds on the group presentations. Students will create an

intervention plan for promoting well-being and enhancing resilience for individuals experiencing a particular form of adversity.

4. **Chat rooms:** Students will spend approximately 5 hours posting reflections on class material and case studies and reacting to comments by peers.

Library resources/readings found on UM library online journal databases or posted on Blackboard:

Possible Readings and References

- Biglan, A., Flay, B. R., Embry, D. D., & Sandler, I. N. (2012). The critical role of nurturing environments for promoting human well-being. *American Psychologist, 67*, 257.
- Dunn, D. S., Uswatte, G., & Elliott, T. R. (2009). Happiness, resilience, and positive growth following physical disability: Issues for understanding, research, and therapeutic intervention. In S. J. Lopez & C. R. Snyder (Eds.), *Oxford handbook of positive psychology*, 2nd ed. (pp. 651–664). New York, NY: Oxford University Press.
- Martz, E., & Livneh, H. (2016). Psychosocial adaptation to disability within the context of positive psychology: Findings from the literature. *Journal of Occupational Rehabilitation, 26*(1), 4–12. <https://doi.org/10.1007/s10926-015-9598-x>
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*, 227.
- Reuman, L. R., Mitamura, C., & Tugade, M. M. (2013). Coping and disability. In M. L., Wehmeyer (Ed.), *The oxford handbook of positive psychology and disability* (pp. 91-104). New York: Oxford University Press.
- Runswick-Cole, K., & Goodley, D. (2013). Resilience: A disability studies and community psychology approach. *Social and Personality Psychology Compass, 7*, 67–78. <http://dx.doi.org/10.1111/spc3.12012>
- Rutter, M. (2012). Resilience as a dynamic concept. *Developmental Psychopathology, 24*, 335-44.
- Sameroff, A. J., & Rosenblum, K. L. (2006). Psychosocial constraints on the development of resilience. *Annals of the New York Academy of Sciences, 1094*, 116-124.
- Sandler, I., Ingram, A., Wolchik, S., Tein, J., & Winslow, E. (2015). Long-term effects of parenting-focused preventive interventions to promote resilience of children and adolescents. *Child Development Perspectives, 9*, 164-171.
- Shonkoff, J. P. (2006). Capitalizing on advances in science to reduce health consequences of early childhood adversity. *JAMA Pediatrics, 170*, 1003-7.
- Shonkoff, J. P., Boyce, W. T., & McEwen, B. S. (2009). Neuroscience, molecular biology, and the childhood roots of health disparities: Building a new framework for health promotion and disease prevention. *JAMA, 301*, 2252-2259.
- Wulff, K., Donato, D., & Lurie, N. (2015). What is health resilience and how can we build it? *Annual Reviews of Public Health, 36*, 361-74.

Other Resources

Lopez, S. J., Pedrotti, J. T., & Snyder, C. R. (2018). *Positive psychology: The scientific and practical explorations of human strengths* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Peterson, C. (2006). *A Primer in Positive Psychology*. New York: Oxford University Press.

National Association of County & City Health Officials (NACCHO). “Community Resilience” Retrieved from <https://www.naccho.org/programs/public-health-preparedness/community-resilience>

University of Pennsylvania. Positive Psychology Center. Retrieved from <https://ppc.sas.upenn.edu>

IV. Capstone

IWB 607 – Capstone project

- Instructor Isaac Prilleltensky
- Campus, phone, online (30 hours instruction; 60 hours homework)
- 2 credit hours

The capstone project will consist of a focused investigation of a topic of interest to the student. Students will be encouraged to apply material covered in the program to a personal, organizational, or community issue of their interest. The capstone is completed during the second semester of the program. During class instruction, students will learn to assess the quality of previous research, create an outline for a literature review, integrate various sources, and formulate recommendations to improve personal, organizational, or community well-being based on evidence from research. The instructor will guide students on the formulation of research questions and the creation of outlines for their papers. In addition, students will be given instructions on successful academic writing. Students will also be provided guidelines for writing a paper formatted according to the American Psychological Association (APA) Publication Manual.

For example, students may wish to tackle the topic of physical activity in their personal lives. These students will be required to review both the benefits of physical activity for the various domains of well-being, and effective interventions they can implement in their lives. A second example is to improve organizational well-being by creating wellness support groups at work. Such student will review the literature to present the key elements of organizational well-being, and proven group-based interventions that result in enhanced well-being for employees. A third student may be interested in fighting loneliness in a disadvantaged community. In that case the student will review the sources of isolation in a particular context, and recommend interventions that have proven effective in the literature.

Based on commonality of interests, students will be paired with a supervisor who will work closely with a student to make sure that pertinent research is incorporated into the paper.

Key assignments:

1. Reading: Students will spend 20 hours reading research literature for the purpose of critiquing and identifying quality academic writing.
2. Writing: Students will spend 40 hours integrating various disciplines and domains of well-being by producing a 25-page research review paper.

Key Readings:

For this course there will be two kinds of readings: content specific to the area of their paper, which will be guided by individual supervisors, and publication guidelines. In order to prepare students to write an APA paper, students will read a variety of resources, including the following key reference materials:

Required reading:

Publication Manual of the American Psychological Association (seventh edition) (2019). Washington, DC: APA.

Mewburn, I., Firth, K., Lehman, S. (2019). *How to fix your academic writing trouble: A practical guide*. Open University Press.

Elective Readings:

Savage, A., & Mayer, P. (2012). *Effective Academic Writing*. Oxford University Press.

Swales, J., & Feak, C. (2012). *Academic writing for graduate students: Essential tasks and skills*. University of Michigan Press.

UNIVERSITY OF MIAMI
GRADUATE SCHOOL




Graduate School
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Coral Gables, FL 33124-3220

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graduateschool@miami.edu

MEMORANDUM

DATE: January 25, 2021

TO: Linda Neider
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado 
Dean, Graduate School

SUBJECT: Proposed Name Change to the Master of Science in Integrative Well-Being Program

I presented a proposal to change the name of the proposed Master of Science in Integrative Well-Being program to Master of Science in Happiness and Well-Being, which is the name originally proposed for the program. The proposal was discussed at the meeting of the Graduate Council on Tuesday, January 19, 2021. No concerns were expressed by Council members.

CC: Isaac Prilleltensky, Professor, School of Education and Human Development, Vice Provost for Institutional Culture
Tiffany Plantan, Director of Education, Graduate School
Patty Murphy, Associate Provost for University Accreditation, Office of Assessment and Accreditation

UNIVERSITY OF MIAMI
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MEMORANDUM

DATE: November 22, 2019

TO: Linda Neider
Chair, Faculty Senate

FROM: Guillermo (Willy) Prado 
Dean, Graduate School

SUBJECT: Proposal – Master of Science degree in Integrative Well-Being

The Graduate School submitted a proposal for a Master of Science degree in Integrative Well-Being. The proposal was discussed at the meeting of the Graduate Council on Tuesday, November 19, 2019. The proposal has been approved.


CC: Isaac Prilleltensky, Professor, Erwin and Barbara Mautner Chair in Community Well-Being, School of Education and Human Development
Tiffany Plantan, Director of Education, Graduate School
Patty Murphy, Associate Provost for University Accreditation, Office of Assessment and Accreditation



MEMORANDUM

DATE: November 13, 2019

TO: Guillermo Prado, Dean of the Graduate School
Isaac Prilleltensky, Vice Provost for Institutional Culture

FROM: Patty Murphy, Associate Provost for University Accreditation
Office of Assessment and Accreditation 

RE: New MS in Integrative Well-Being

On October 24, 2019, the Graduate School notified my office of its intent to offer a new Master of Science (MS) degree program in Integrative Well-Being [proposed plan code: IWB_MS]. It will be offered as an executive education program using a hybrid format involving online courses combined with intensive campus residencies. The new interdisciplinary program is being proposed to as part of the University's Roadmap strategic initiatives.

The proposed MS program will require successful completion of 30 credit hours in required courses, including a capstone project. It will be a cohort-based program. The program will require the creation of all new courses, however some of the material for the new courses is currently covered in other courses in Education and Psychological Studies, Kinesiology, Law, Management, and Epidemiology and Public Health. The full MPS program curriculum is as follows:

- IWB 601 Introduction to well-being and change (3 credits)
- IWB 602 Introduction to complementary and integrative medicine (3 credits)
- IWB 603 The science of well-being (3 credits)
- IWB 604 Integrating and practicing well-being (3 credits)
- IWB 605 Mindfulness, listening, and knowing thyself (3 credits)
- IWB 606 Physical well-being (3 credits)
- IWB 607 Capstone project (2 credits)
- IWB 608 Family well-being (2 credits)
- IWB 609 Workplace well-being (2 credits)
- IWB 610 Community well-being (2 credits)
- IWB 611 Happiness and place: Exploring the domains of design as they contribute to happiness and well-being (2 credits)
- IWB 612 Adversity and resilience in well-being (2 credits)

The program will not require completion of a master's thesis or a comprehensive exam.

The proposed CIP code for the program will be 51.0001: Health and Wellness, General as described below:

A program of study that prepares individuals to assume roles as health/wellness professionals in private business and industry, community organizations, and health care settings. Includes instruction in personal health, community health and welfare, nutrition, epidemiology, disease prevention, fitness and exercise, and health behaviors.

Dr. Issac Prilleltensky, Professor of Psychology and Educational and Psychological Studies, will serve as the program director. He is a full-time faculty member in the School of Education and Human Development and Vice President for Institutional Culture and holds the Erwin and Barbara Mautner Chair in Community Well-Being. He is a fellow of the American Psychological Association and the Society for Community Research and Action. He has published eight books and over 130 articles and chapters on community psychology and mental health. His interests are in the promotion of well-being in individuals, organizations, and communities; and in the integration of wellness and fairness. He has a Ph.D. in Personality Psychology from the University of Manitoba. An academic advisory board with five faculty members from the program will provide additional oversight.

The proposed new program represents a significant departure in content from what we are currently approved by SACSCOC to offer. Consequently, approval from SACSCOC is required prior to implementation. A full prospectus will need to be submitted to SACSCOC for review. The submission deadline is December 15th for Fall implementation or July 1st for Spring/Summer implementation. The effective start date of the program will be determined by these deadlines.

Please contact me if you have any questions at pattymurphy@miami.edu or (305) 284-3276.

cc: Faculty Senate
Karen Beckett, University Registrar
Carrie Glass, Executive Director of Student Financial Assistance and Employment

Appendix A: Letters from UM Departments

April 25, 2019

Dear Isaac,

At my Division faculty meeting today, I discussed your proposed MS program. The Division of Prevention Science and Community Health faculty are very enthusiastic about your proposed MS program in Integrative Well Being. Please count on our full support.

Best of luck,

Willy

Guillermo ("Willy") Prado, Ph.D

Dean, Graduate School
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Coral Gables, FL 33146
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Web: grad.miami.edu

Leonard M. Miller Professor of Public Health Sciences
Director, Division of Prevention Science and Community Health
University of Miami Miller School of Medicine
1120 N.W. 14th St., Suite 1010
Miami, FL 33136
Tel: (305) 243-2748
Web: publichealth.med.miami.edu

May 2, 2019

Dear Isaac,

I'm very pleased to offer my full support for the new and exciting Masters of Science in Integrative Well-Being. The program is very much in line with our own efforts at the Osher Center for Integrative Medicine, and I am very pleased to see that the Medical Director of the Osher Center, Dr. Karen Koffler is part of the faculty teaching in the program.

I look forward to the start of this innovative program and I am happy to participate and support your endeavors in any way that I can.

Best regards,
Bob

E. Robert Schwartz M.D.
Professor and Chair
Department of Family Medicine and Community Health
University of Miami Miller School of Medicine
Director, Osher Center for Integrative Medicine
eschwartz@med.miami.edu

Educational & Psychological Studies
5202 University Drive Merrick Bldg.
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UNIVERSITY OF MIAMI
SCHOOL of EDUCATION
& HUMAN DEVELOPMENT



May 6, 2019

Isaac Prilleltensky, Ph.D.
Vice Provost for Institutional Culture
Professor of Educational and Psychological Studies

Dear Isaac,

As director of the doctoral program in community well-being, I am pleased to support the new Masters of Science Program in Integrative Well-Being. The new program is highly interdisciplinary and will make a great contribution to the university and the community.

I wish you all the best,

A handwritten signature in blue ink that reads "Dina Birman".

Dina Birman, Ph.D.
Professor
Director, Community Well-Being Ph.D. Program
Editor-in-Chief, International Journal of Intercultural Relations
<https://www.journals.elsevier.com/international-journal-of-intercultural-relations/>

UNIVERSITY
OF MIAMI
DEPARTMENT of PSYCHOLOGY



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April 25, 2019

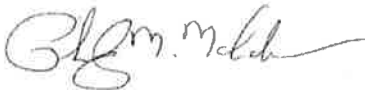
Isaac Prilleltensky, Ph.D.
Professor
Vice Provost for Institutional Culture
Erwin and Barbara Mautner Chair in Community Well-Being
University of Miami
POBox 248065, Coral Gables, FL 33124

Dear Isaac,

On behalf of the Psychology Department, I want to express the faculty's support for the proposed Master of Science in Integrative Well-Being. This program is unique in its exploration of happiness and well-being through coordinated study with interdisciplinary faculty. The Psychology Department is happy to participate in the proposed program, and we feel it does not overlap or duplicate any of the programs already offered by our department.

Please let me know if there is anything that I can do to help with this effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Philip M. McCabe". The signature is fluid and cursive, with the first name being the most prominent.

Philip M. McCabe, Ph.D.
Professor and Chairman Department of Psychology
University of Miami

Appendix B: Letters from Professionals in the Field Expressing Support for the Program

November 21, 2019
Isaac Prilleltensky, Ph.D.
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
isaac@miami.edu

Dear Dr. Prilleltensky:

Thank you for sharing your proposal for a new Master of Science in Integrative Well-Being at the University of Miami. I commend your effort to launch this important program. I am writing to attest to the need and value of such a multidimensional and interdisciplinary approach to equip students to thrive and succeed as change agents in today's complex world.

Based on my professional and academic background, I know that people in various sectors will benefit tremendously from such an integrative program. I've had the diverse experience of working with Human-Centered Design in organizations, new media technology and public diplomacy programs in the federal government, social media marketing and community management at a consulting company, research at academic institutions, and more. A common denominator across these sectors is the importance of how people and systems interact, engage, and relate with one another. Your proposed program's interdisciplinary approach reflects these dynamic interactions and the interplay of how the science of well-being can apply not only to individuals on an intrapersonal level, but can also foster interpersonal well-being within families, workplaces, organizations, communities, and society as a whole.

Furthermore, as a graduate of the University of Pennsylvania's Master of Applied Positive Psychology (MAPP) program, I know firsthand that the field of positive psychology alone does not dive deeply into the many domains and spheres of well-being. Hence, an interdisciplinary approach and integrative understanding of well-being is vital to build students' capacity to translate rigorous science into practical action and to apply positive interventions effectively across various contexts.

Scaling beyond positive psychology, the science of well-being is ripe for a more integrative understanding of how to apply its evidence-based findings in a complex world. I am confident that this new program will succeed under your stewardship and look forward to exploring potential partnerships and service learning opportunities in the future.

Sincerely,

Patricia Joo Segall, MAPP
Advisor, Eudaimonic by Design



November 20th, 2019

To whom it may concern,

It is with great hope that I welcomed Dr. Isaac Prilleltensky's and his colleagues' intention and vision to offer a Master of Science in Integrative Well-Being. Besides the fact that humanity is currently facing economical, technological, medical and educational progress like never before, levels of depression, anxiety and isolation are spreading at epidemic levels. A focus on ameliorating pain and helplessness has been the most popular focus for decades and the need for prevention is imminent. There is a big difference between decreasing depression, anxiety and isolation to increasing hope, self-efficacy and building positive connections.

The need is evident everywhere, in all walks of life, in all professions, in all age segments, and in all countries. I have had the privilege of founding and leading the Instituto de Bienestar Integral (Integrative Well-being Institute) in Mexico City, and have worked with hundreds of people from over 11 countries, and I have seen a tremendous thirst to learn about the best tools and practices, based on scientific evidence, to improve personal, professional, community and national wellbeing.

There is enough evidence that shows the link between positive states of being such as emotional, physical, and relational wellbeing to success in many areas of life and there are not enough programs which teach the pathways to get there. There are some programs which focus only on individual well-being without including in their vision and mission the link to the importance of understanding well-being from a sociological perspective and which sustains a vision to promote public health, community well-being and integrative well-being such as the vision Dr. Prilleltensky and his colleagues hold for this program.

The field of Positive Psychology, following Dr. Martin Seligman's vision, has become an important symbol of a paradigm shift for humanity, where the focus has shifted from solving the past to building the image of the future we long. This is a very powerful difference and there is a great need to have more people join this vision so that collectively we can achieve it. Worldwide organizations have begun to pay attention and to advocate for a positive transformation which stems from individuals' work on all fronts of life.

In addition to this important vision, this field has proven to be a good business. In our despairing world, more and more people find echo in this “new science”. They feel hopeful, purposeful, connected and engaged with themselves and their lives again. I have personally been part of this process as a person who has been part of several certification programs as well as a graduate from the Master in Applied Positive Psychology from the University of Pennsylvania, and then as a leader in the field in Latin America. I reiterate the need for more programs which are offered around the world. I also reiterate that businesswise you will find this field an important source of revenue. Based on my personal and professional experience, I believe that you will be surprised by the interest your program will receive.

It is my hope that more people can find professional programs which allow them to connect with their inner power and with the love of humanity required to transform the world.

If you have any further questions or you would like to learn more about my own experience, please feel free to contact me. Your success is my success and most importantly our world’s success.

I wish you all the best as you explore this wonderful and extremely important initiative.

Sincerely,

A handwritten signature in black ink, appearing to read 'Arlen Solodkin', is written over two horizontal lines.

Arlen Solodkin

www.ibi.mx

November 21, 2019

Dear Professor Prilleltensky,

I am very pleased to support the creation of the new program. In my view it will serve a great need in corporate America. The wellness industry is growing, and it is nowhere as needed as in the workplace. Based on my experience working at Google, I know that many companies would be excited to send their managers and executives to your program. Learning about personal, organizational, and community well-being would benefit individuals, their place of work, and society at large. Well-being is a competitive advantage for organizations in attracting talent.

The program looks wonderful, and I am certain that it will attract students and professional from many sectors. I wish you the best!

Masa Gong, Coach and Program Manager
People Development, Google, Inc.



Isaac Prilleltensky, Ph.D.
Professor
Vice Provost for Institutional Culture
Erwin and Barbara Mautner Chair in Community Well-Being
Department of Educational and Psychological Studies
School of Education and Human Development
Re: Letter of Support, Master of Science in Integrative Well-Being

November 20, 2019

Dear Dr. Prilleltensky,

It is with great enthusiasm that I write this letter of support for the proposal of a Master of Science in Integrative Well-Being. In 2010, I had the privilege of participating in the first co-hort of Dr. Prilleltensky's Master of Science in Community & Social Change. As an active community member and advocate for students, the tools, knowledge and experience not only had a tremendous impact on our organization but our whole community. In fact, since 2010, we have hired over 10 graduates of the Community & Social Change Program and hosted numerous interns. We are certain that students who graduate from the program are highly prepared to take on the challenges of our community in a thoughtful and constructive way. The program is our number one feeder pattern for employees, and we have been able to integrate the concepts into the very fabric of our organization and how we work within the community.

Being such huge supporters of Dr. Prilleltensky's work both benefiting personally and professionally, I am beyond thrilled to see that Dr. Prilleltensky and Dr. Prado have developed the Master of Integrative Well-Being. Unlocking the science of happiness/well-being through a Master's program is not only innovative but pure genius. The concept of bringing in nearly every department and expertise at UM for the integrative approach, will provide students and participants from all disciplines and future careers to be able to apply the knowledge and evidence based practices explored during the program. It is my sincere interest to hire graduates of this program to assist us in applying the knowledge they will accumulate during their studies to assist us in achieving community wide well-being. We thank you for your continued commitment to developing programs that will have long lasting impact on our global community.

Sincerely,

A handwritten signature in black ink, appearing to be "VA", written over a vertical line.

Virginia Emmons McNaught
President & Co-Founder
Educate Tomorrow

1717 North Bayshore Drive, #203, Miami, FL 33132 | (305) 374-3751
www.educatetomorrow.org



November 21, 2019

Isaac Prilleltensky, Ph.D.
Professor
Vice Provost for Institutional Culture
Erwin and Barbara Mautner Chair in Community Well-Being
University of Miami

Dear Dr. Prilleltensky:

As the Co-Founder and Executive Director of the WOHASU Foundation and the World Happiness Summit®, I can attest to the vast possible interest that our audience of professionals would have in participating in a Master's Program in Integrative Well-Being from the University of Miami.

Briefly, the World Happiness Summit, which takes place at the University of Miami, gathers a global community of thousands of individuals coming from over 40 countries and 45 U.S. states to learn practical tools to improve their personal and professional happiness and well-being. These individuals and teams are actively searching for concrete methods to positively transform themselves, organizations, and communities. This innovative Master's Program can provide many of the attendees -- professionals in the coaching arena, HR executives, civic leaders and educators -- with a valuable tool to achieve these goals. A marketable degree from a highly reputable institution such as the University of Miami furthers the scope of the Summit agenda and formalizes the learning in a tangible way. I believe that this program will be very successful.

Please do not hesitate in contacting me for additional information.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karen Guggenheim', written in a cursive style.

Karen Guggenheim
Director, WOHASU Foundation
Co-Founder, World Happiness Summit®
www.worldhappiness.com

November 20, 2019

To whom it may concern:

The legal profession has a well-being problem and would benefit greatly from science-based strategies—like those offered by Prof. Prilleltensky—to transform the profession’s culture. For example, a 2016 study of nearly 13,000 currently-practicing lawyers found that between 21 and 36 percent qualify as problem drinkers, approximately 28 percent experienced some level of depressive symptoms, and 18 percent experienced elevated anxiety. There also is evidence of suicide, work addiction, sleep deprivation, job dissatisfaction, a “diversity crisis” at the top of firms, work-life conflict, incivility, a narrowing of values so that profit predominates, and chronic loneliness. Poor well-being is particularly problematic in a profession like law. While wide-spread lawyer languishing certainly is a moral dilemma, it also threatens lawyers’ ability to represent their clients effectively. All state professional codes of conduct require lawyers to provide competent representation, which suffers when lawyers’ health declines. Troubled lawyers can struggle with even minimum competence.

Because too many lawyers aren’t thriving, multiple initiatives at the national, state, and local levels have been launched to take action. This has included a report by the National Task Force on Lawyer Well-Being, multiple American Bar Association task forces that have created tools and initiatives, and the launch of well-being committees at all levels. While these current initiatives have done a good job raising awareness about the well-being challenges across the profession, the lawyer well-being movement still is quite new, and there is a long way to go in terms of identifying and implementing strategies to bring about the needed transformational change at the individual and organizational level.

I am very familiar with Prof. Prilleltensky’s work. I have heard him lecture multiple times at University of Pennsylvania and elsewhere, have read books and articles that he’s authored, and have met him personally several times. I believe that his proposed program (and his charismatic teaching style) could provide a significant positive contribution to the legal profession, including individual lawyers and law firm managers.

For your information about my connection to the legal profession, my bio is provided below.

Best,
Anne Brafford

Bio

Anne Brafford, JD, MAPP, PhD Candidate. After practicing law for 18 years, Anne left her job as an equity partner in employment litigation at Morgan, Lewis & Bockius LLP to study with worldclass experts in individual and workplace thriving. Her aim is to help the legal profession build engaging workplaces where people and businesses can grow and succeed together.

Anne is the founder of *Aspire*, an educational and consulting firm for the legal profession, and author of the ABA-published book *Positive Professionals: Creating High-Performing, Profitable Firms Through the Science of Engagement*. The Professional Development Consortium (PDC) selected Anne as a Trusted Advisor—an exclusive team of advisors for law firms’ professional development staff. Anne also is the Chairperson of the ABA Law Practice Division’s Attorney Well-Being Committee and is a member of multiple other national and local-level attorney well-being

initiatives. She served as the Editor-in-Chief and co-author of the National Task Force on Lawyer Well-Being's [2017 Report](#), *The Path to Lawyer Well-Being: Practice Recommendations for Positive Change*. She also authored the recent [Well-Being Toolkit for Lawyers and Legal Employers](#), sponsored by the ABA's Working Group to Advance Well-Being in the Legal Profession.

Anne has earned a Master's degree in Applied Positive Psychology (MAPP) from the University of Pennsylvania and has completed all coursework for the doctoral program in Positive Organizational Psychology at Claremont Graduate University. She has served as a teaching assistant to both cofounders of positive psychology, Dr. Martin Seligman and Dr. Mihaly Csikszentmihalyi. She researches, writes, and speaks about lawyer thriving, including topics like positive leadership, resilience, work engagement and burnout, meaningful work, high-quality motivation, work-life balance, political skill, and retention and advancement of women lawyers.



Anne M. Brafford, J.D., MAPP

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www.aspire.legal | ambrafford@gmail.com

PhD Candidate | Positive Organizational Psychology
Claremont Graduate University
Claremont CA

Rabbi Mario Rojzman
הרב משה רויזמן

ב"ה

November 21, 2019
23 Cheshvan 5780

Dr. Isaac Prilleltensky
University of Miami, School of Education and Human Development 5202 University
Drive
Coral Gables, FL 33124


Dear Dr. Prilleltensky,

Thank you for sharing the Proposal for a Master of Science in Integrative Well-Being with me. I was very impressed with the scope of the curriculum and the rationale behind it. As the Rabbi of a diverse and multigenerational congregation, I want to whole-heartedly endorse this new venture. My work allows me to see on a daily basis the need for this type of professional training for clergy, lay leaders and educators. There are many times that we speak about one issue or the other, but there is not much discussion of the "WHOLE" person.

I always hear from our Education Professionals, that we want our children to be happy and live a happy life. From our lay leaders, I hear that we want to foster an environment of happiness within the staff and as a member of the clergy, I want the congregants to be happy. It is nice to want someone to be happy, but many times we lack, as you said the "scientific knowledge" to facilitate this and I am glad that you have recognized this absence and are addressing it, with this new and innovative approach.

This is the wave of the future, whether in business or in the world of academia and I am so glad that you have the foresight and ability to help others tackle the issues that will face the generations to come!

With appreciation and gratitude for all you have done and will continue to do.



Mario Rojzman, Rabbi

Beth Torah Adath Yeshurun Inc
20350 NE 26th Avenue, North Miami Beach, FL 33180
305-932-2828/Fax 786-279-7863
www.btbrc.org
rabbi@btbrc.org

From: Ahn, Soyeon
Sent: Thursday, December 03, 2020 3:57 PM
To: Prilleltensky, Isaac <isaacp@miami.edu>
Cc: Kohn Wood, Laura <l.kohnwood@miami.edu>; Lue-Foung, Shelley Wiles <sluefoung@miami.edu>
Subject: Re: OVERLOAD TEACHING IN NEW MASTER OF INTEGRATIVE WELL-BEING

Dear. Dr. Prilleltensky:

This email is to confirm that I as a department chair of Educational and Psychological Studies am approving Dr. Prilleltensky to be paid for his teaching in the Masters of Integrative Well-being program on an overload basis.

Thank you!

Shelley: Please document this email confirmation in the EPS folder for the future reference (it was confirmed by Dean Kohn-wood on 12/3/2020 as well)

Regards,
Soyeon Ahn

Soyeon Ahn, Ph.D.

Chair, Department of Educational and Psychological Studies;
Professor, Research, Measurement, and Evaluation (RME) Program;
Director, Statistical Supporting Unit (STATS-U);
School of Education and Human Development
University of Miami
P.O. Box 248065
Coral Gables, FL 33124-2040
Tel: 305-284-1316
Fax: 305-284-3003

From: Lane, Christina <clane@miami.edu>
Sent: Thursday, February 4, 2021 3:58 PM
To: Habashi, Ali <ahabashi@miami.edu>
Subject: Re: Approval request

Dear Ali,

This is a wonderful opportunity. Let this email serve as confirmation that I support your contribution to the *Master of Science in Integrative Happiness and Well-Being* program.

I approve the one-course overload involved and I do not foresee interference with your ongoing teaching responsibilities.

Sincerely,
Christina

Christina Lane, Ph.D.
Chair and Associate Professor
Department of Cinematic Arts

UNIVERSITY OF MIAMI
SCHOOL OF COMMUNICATION

From: Ahn, Soyeon <s.ahn@miami.edu>
Sent: Thursday, December 3, 2020 2:28 PM
To: Fowers, Blaine J <bfowers@miami.edu>
Cc: Lue-Foung, Shelley Wiles <sluefoung@miami.edu>; Kohn Wood, Laura <l.kohnwood@miami.edu>; Secada, Walter G <wsecada@miami.edu>
Subject: Re: OVERLOAD TEACHING IN NEW MASTER OF INTEGRATIVE WELL-BEING

Dear. Dr. Fowers:

This email is to confirm that I as a department chair of Educational and Psychological Studies am approving Dr. Fowers to be paid for his teaching in the Masters of Integrative Well-being program on an overload basis.

Thank you!

Shelley: Please document this email confirmation in the EPS folder for the future reference (it was confirmed by Dean Kohn-wood on 12/3/2020 as well).

Regards,
Soyeon Ahn

Soyeon Ahn, Ph.D.

Chair, Department of Educational and Psychological Studies;
Professor, Research, Measurement, and Evaluation (RME) Program;
Director, Statistical Supporting Unit (STATS-U);
School of Education and Human Development
University of Miami
P.O. Box 248065
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Office of the Dean

1311 Miller Drive, C223 o: 305-284-4299
Coral Gables, FL 33146 m: 305-763-9247
avarona@law.miami.edu

Anthony E. Varona
Dean and M. Minnette Massey Professor of Law

December 21, 2020

Office of Institutional Culture
1541 Brescia Avenue, Suite 120
Coral Gables, FL 33124

Re: Professor Scott Rogers Teaching on Overload Basis in New Master of Integrative Well-Being

Dear Willy and Isaac,

I am writing to confirm my approval of Professor Scott Rogers teaching in the proposed Master of Science in Integrative Well-Being program on an overload basis.

If I can be of any further assistance, please feel free to contact me.

Sincerely,

Anthony E. Varona
Dean and M. Minnette Massey Professor of Law

From: "Whisenant, Warren A" <wwhisenant@miami.edu>
Date: February 8, 2021 at 11:34:16 AM EST
To: "Smith, Wesley N" <wes@miami.edu>
Subject: RE: Request

Yes you do.
Hope all is well.

From: Smith, Wesley N <wes@miami.edu>
Sent: Monday, February 8, 2021 9:09 AM
To: Whisenant, Warren A <wwhisenant@miami.edu>
Subject: Request

Hello Warren,

I hope you're doing well. I would like to teach an online course for the integrative wellbeing program for UM's masters of science in integrative happiness and wellbeing. To do so, the institute is requesting that I receive permission from my department chair. This will only be one course and should not take away from what I'm doing with the department. Do I have department permission?

Thanks,

Wes

Be well,

Wesley Smith, PhD

University of Miami

Director of Exercise Physiology Program

Office: MB 315

Phone: 305-284-5756


12/4/2020

Dear University of Miami Faculty Senate,

I have been asked to write a letter in support of **Karen Koffler, M.D.** who is interested in teaching in the Masters of Science in Integrative Well-Being under the auspices of Dr. Prilleltensky. I understand that she will be teaching on an overload basis and that payment for this endeavor will come from the tuition collected by the program, rather than the Department of Family Medicine.

I fully support her involvement in this course, due to start in the fall of 2022.

Sincerely,



E. Robert Schwartz MD
Professor and chair

From: Lee, David J, Ph.D. <DLee@med.miami.edu>
Sent: Wednesday, January 27, 2021 6:22 AM
To: Prilleltensky, Isaac <isaacp@miami.edu>
Cc: Szapocznik, Jose, Ph.D. <JSzapocz@med.miami.edu>; Jimenez, Margie <mjimenez5@med.miami.edu>
Subject: DPHS faculty participation in the Integrative Well-Being MS

Happy new year.

Wanted to confirm that Dr. Szapocznik is approved to participate in as an instructor in this vital new graduate program. Compensation for his participation can be applied to effort coverage or be received in the form of an overload payment, subject to DPHS policies.

I am eager to see our first cohort matriculate into this innovative new program!

David J. Lee, PhD
Professor
Interim Chair, Department of Public Health Sciences
Director of Graduate Programs
University of Miami Miller School of Medicine
305-243-6980
dlee@med.miami.edu

From: Trae Williamson [mailto:trae@wagmiami.com]
Sent: Tuesday, January 26, 2021 11:24 AM
To: Rodriguez, Tania Denisse <tdrodriguez@miami.edu>
Cc: Dasborough, Marie T <mdasborough@bus.miami.edu>; Prado, Guillermo J, Ph.D. <GPrado@med.miami.edu>; Prilleltensky, Isaac <isaacp@miami.edu>; Dietz, Samantha <sdietz@miami.edu>
Subject: [EXTERNAL] Re: Update and reminder regarding master's in happiness and well-being

Here is the email I received from Dr. Linda Neider in the Management Department of the Business School as of 12/07/20. Will this suffice? (You may recall that I am adjunct faculty, and I haven't even taught for a couple years now, due to scheduling and Covid, etc. I may be placed on the schedule for the fall, but it is undetermined so far. In any event, it would be one class.)

All that said, I will be happy to follow up in any way you see fit.

Best,

Trae Williamson

>>> "Neider, Linda L." <lneider@bus.miami.edu> 12/07/20 3:39 PM >>>

Dear Trae,

I'm happy to support both you and Marie teaching in this program (although I suspect given her schedule, you will be doing the bulk of teaching for this one). I'm not sure, though, why Isaac is requesting letters from Department Chairs. I think the Senate Secretary asked him to provide letters of support from his department and the School Council at the School of Ed (because many of the classes are still from Education). I will send her an email asking that she reach out to him to clarify what he actually needs.

We would love to have you teach additional classes for us, in any case. The fall 2021-spring 2022 schedule hasn't been developed yet but I've already asked Susan to keep you in mind for classes in OB and strategy.

I hope you and your family have been staying well (and safe). This is such a crazy time! I can't wait to take the vaccine (never thought I would feel that way about getting a shot).

Take care,

Linda
Linda L. Neider, Ph.D.
Professor and Chair, Department of Management
Professor, Department of Health Management and Policy

Miami Herbert Business School

Chair, UM Faculty Senate
University of Miami

Ahn, Soyeon

Mon 1/25/2021 12:55 PM

To: Rodriguez, Tania Denisse

Cc: Lue-Foung, Shelley Wiles; Kohn Wood, Laura
+1 other

Dear. Ms. Rodriguez:

This email is to confirm that I as a department chair of Educational and Psychological Studies am approving Dr. **Scot Evans** to be paid for his co-teaching in the Masters of Integrative Well-being program on an overload basis.

Thank you!

Shelley: Please document this email confirmation in the EPS folder for the future reference.

Sincerely,
Soyeon Ahn



UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE

February 8, 2021

To whom it may concern,

With this letter, I would like to confirm that Dr. Tatiana Perrino, Professor in the Department of Public Health Sciences, is approved to teach in the Master of Science in Integrative Well-Being. Our department will allow compensation for this teaching to be applied as effort coverage or to be received in the form of overload payment, subject to department policies.

Thank you for your attention.

Sincerely,

David Lee, PhD
Professor and Chair, Public Health Sciences