

MENTAL HEALTH & WELLNESS

Email: UAP.wellnessminor@du.edu

Web Site: <https://du.digication.com/mental-health-and-wellness-minor/home>

The Mental Health and Wellness Minor is open to all students at DU.

Mental health and wellness are essential to overall health, particularly coping with life stress, learning and working, engaging in relationships, and contributing to our communities, according to the World Health Organization. Both mental health and wellness are multi-dimensional. For example, wellness research and theory point to multiple dimensions that affect well-being, from emotion and community to physical, spiritual, financial, and environmental wellness – among others. At DU, the Mental Health and Wellness Minor draws on the University's multidisciplinary strength in mental health to explore individual, relationship, and community wellness. The Mental Health and Wellness Minor offers students pathways to explore related concepts from diverse perspectives through a focus on inter-professional education. For example, students reflect on and connect their learning from courses taken across departments in a required course that prepares students for signature work on health equity. The Minor focuses on applications of mental health and wellness concepts across settings, from workplaces and schools to social and medical services.

Mental Health and Wellness

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Minor Requirements

20 credits, including the following:

Code	Title	Credits
Required Courses for Students in selected Living and Learning Communities (LLCs)		4-6
Health Promotion LLC students		
WELL 2050 & WELL 2051 & WELL 2052	Foundations of Health Promotion# and Applications in Health Promotion and Future Directions in Health Promotion	
or		
Global Mental Health LLC students		
WELL 2053 & WELL 2054 & WELL 2055	Foundations of Global Mental Health and Applications in Global Mental Health and Future Directions in Global Mental Health	
Required course for students not in selected Living and Learning Communities		
WELL 2070	Introduction to Mental Health and Wellness Studies ¹	4
Required course for all students		
WELL 3020	Mental Health and Wellness for the Public Good ²	2
Electives		12-14
Students may select any courses with the WELL attribute ³		
Total		20

¹ This course does not have to be taken first to begin the minor.

² This course can be paired with 1-2 internship credits.

³ Relevant coursework may be substituted with approval from Minor Advisor. Please email the syllabus for the course you would like to substitute and a rationale for how the course meets the goals of the Minor described in the Bulletin to UAP.wellnessminor@du.edu for consideration.

The courses below include those with a WELL attribute at the time of publication. The inventory of courses with the WELL attribute will change throughout a student's career pursuing the Mental Health and Wellness Minor. Students can search the schedule using the WELL attribute for the most up-to-date courses in this area.

ANTH 2323 Global Health (4 Credits)

This course is an introduction to global health. As one of the world's faster growing fields, global health presents itself with complex opportunities and challenges, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, health care and their manifestations around the world. This course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to respond to global health challenges. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, visual arts, and performing arts. We will explore ideas and behaviors related to health and health care in different societies and social groups. Topics include the evolution of primary health care and alternative strategies in global health, maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies and funding sources, and human resources development. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of global health in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Analytical Inquiry: Society and Culture requirement.

ANTH 2424 The Social Determination of Health (4 Credits)

This course is an introduction to sociocultural epidemiology. As the scientific basis of public health, epidemiology is the discipline that aims to describe the distribution and causes of health problems in a society, which require interdisciplinary conceptual and analytical tools for a comprehensive understanding of health, disease and health care and their manifestations around the world. This course presents an overview of epidemiology's history and methods, to then concentrate on the social and cultural aspects of health. The course offers an in-depth exploration of the notion of disease causation, with historical and current examples. Disciplines included in the course include history, philosophy, bioethics, public health, anthropology, and sociology. We will explore ideas and behaviors related to disease causation in different societies and social groups. Topics include the history of epidemiology and theories of disease causation, research methods in epidemiology, social determinants of health, and the notions of disease causation and determination. Course material combines introductory readings, academic articles and films with the analysis of journalistic pieces addressing currently important issues. It also combines the study of cases in the United States with that of other countries. Class meetings will consist of lectures to introduce topics and concepts, and group discussions to apply the concepts and examine them critically. Students will also work on individual and group projects. This course counts toward the Scientific Inquiry: Society and Culture requirement.

ANTH 3320 Medical Anthropology (4 Credits)

This course is an introduction to medical anthropology. As a professional and academic field, medical anthropology provides conceptual and analytical tools for a comprehensive understanding of health, illness and healing. It is concerned with the ways in which individual experience is inserted in social and historical contexts and it explores ideas and behaviors related to health in different societies and social groups, as well as the ways in which different groups organize their resources to face health-related needs in the context of their social and economic realities.

CNP 1250 Peer Counseling (2 Credits)

Are you interested in learning about how to help others? Interested in being a counselor? This course will provide an introduction to the profession of counseling. Learn more about the variety of roles and responsibilities of mental health professionals and how you can learn how to help others.

CNP 1650 Unlearning to Learn: A Journey in Self Discovery (1-2 Credits)

Introduction for students to gain self-awareness and broadening viewpoints to aid in their success as a new student at the University of Denver. This course will focus on interactive and experiential learning around topics such as personality, learning styles, emotional intelligence, strengths and virtues, and learning across difference. This interactive and experiential learning community will engage in critical thinking, challenging dialogues, and praxis (i.e. reflection and action) through a holistic approach of understanding personality, learning styles, emotional intelligence, strengths and virtues, and learning across difference. The aim of this course is to cultivate a sense of belonging through self-discovery. This course provides foundational skill-building to prepare students to actively engage in their learning experience at the University of Denver.

CNP 2550 Psychology of Men and Masculinities (4 Credits)

This course is designed to focus on men, and how their lived experiences impact the daily lives and experiences of all gendered individuals in the U.S. This course focuses on the psychological process of men and masculinity.

CNP 3249 Counseling Psychology: Health and Positive Psychology (4 Credits)

This course will provide an overview of the topic of health psychology. Health psychology is the study of the bi-directional relationship between psychology and health. Topics in this course will include psychological factors that lead people to act in unhealthy ways, how people adjust and cope with pain and illness, the impact of stress and social support on health, and cultural considerations in health and well-being. Enforced Prerequisites: Psych 101.

CNP 3263 Counseling Psychology: The Psychology of Sex and Intimate Relationships (4 Credits)

This course will examine theoretical perspectives and current research in the study of sex and intimate relationships. Topics will include the development of sexual attraction, theories of intimate relationship development, communication, common problems in relationships (jealousy, infidelity, conflict, attachment, etc.), individual and gender differences in sexual behaviors and intimate relationships.

COMN 1100 Communication in Personal Relationships (4 Credits)

Relationships have a direct and lasting impact on us: they shape who we are, and the paths we take toward who we will become. The purpose of this course is to analyze and apply theories and research relevant to communication processes in a variety of personal relationships. Discussion of issues such as attachment, identity, hetero- and homosexual relationships, family communication, conflict, and intrapersonal discourses will provide students a foundation on which to build skills useful in a variety of personal relationships. In Communication in Personal Relationships, students will: sensitively express attitudes and discuss research about different issues pertinent to the study of personal relationships; develop the skills to critically analyze their own relationships and the relationships of others; reflect on and challenge their and others' ideas in a critically constructive manner so that we arrive at a new level of understanding together; and demonstrate the ability to apply communication and interpersonal theories and research outside of this classroom upon completion of the course.

COMN 2270 Intro to Health Communication (4 Credits)

This course is designed to be an introduction to the field of health communication. Through readings, case studies, and discussions, this class is designed to provide an overview of health communication in a variety of health contexts, ranging from public health campaigns to interpersonal communication to community-based health interventions. In this class, we aim to understand how communication can play a vital role in achieving personal and public health objectives. Throughout the quarter, we will examine theoretical and conceptual backgrounds in health communication and evaluate examples of health communication practices. This course counts toward the Scientific Inquiry: Society and Culture requirement.

COMN 3270 Health Communication (4 Credits)

This course examines the role of health communication in our everyday lives. We will focus on communication strategies that inform and influence individuals, families and communities in decisions that enhance health. We will also explore the dynamics and impact of health communication between individuals and the health care system such as doctor-patient communication, dissemination of health related information, and the role of mediated communication in examining health communication.

COMN 3280 Family Communication (4 Credits)

The purpose of this course is to enhance understanding about communication patterns within families. In this course, we will examine theory/research on the role of communication in creating and maintaining healthy marriages and families. Specifically, we will study communication and the family life cycle, different family forms, family race/ethnicity, power in families, conflict in families, communication and stress in families, and communication in the aging family. The course format includes lectures, discussions, analysis of case studies, and in class applications.

ECON 1740 Political Economy of Health and Health Care (4 Credits)

This is an interdisciplinary and introductory level course on health, health care, medical care, and medical care systems with a special emphasis on the U.S. The course is built on a knowledge base drawing from various disciplines such as medical sciences, public health, sociology, political science, economics, anthropology, history and philosophy. It begins with a conceptual clarification regarding health, disease, health care, medical care, and biomedical and social determinants of health through an interdisciplinary perspective. This is followed by the introduction of the emergence and development of the medical profession and the US medical care system from a historical standpoint. Based on these two frameworks, we examine the financing and provision of medical care in the US medical care system. Finally, we introduce policy and reform topics in the US medical care system that have been mainly framed and shaped by the discussion on cost control and associated reform proposals and actions by highlighting their moral and ethical foundations. This course is designed specifically for Culture, Health and Society (CHeS) minor. It is not required and cannot be used as an elective for those who major in economics. This course counts toward the Scientific Inquiry: Society and Culture requirement.

ECON 3740 Health Economics (4 Credits)

This course is designed to study the nature of the organization of health care production, delivery and utilization according to economic theory. It introduces the up-to-date problems and issues in the U.S. health care system by studying demand for and supply of health care services, health care production and costs, and market analysis of health care industry. Important parties playing roles in health care industry such as private health insurance firms, physicians, pharmaceutical industry, and hospital services will be studied in detail. In addition, the course deals with the role of government in health care industry and various health care reforms proposed in the U.S. Restriction: junior standing. Prerequisite: ECON 2020 or 2030.

EVM 3431 Emotionally Effective Leader (1 Credit)

Did you know emotional and social skills are four times more important than IQ when considering success and prestige in professional settings? Emotional Intelligence (EI) can be confusing. What does it mean? Is it fluffy stuff or something really tangible? Now more than ever, employers and clients are seeking leaders who display emotionally intelligent thinking, decision making and actions. How do you know if you meet those requirements? Up until recently, EI was a "gut assessment" of someone's ability to control their emotions or care about someone or something. Now, we have a valid and reliable way of understanding our emotional intelligence and that of others. We can even measure the EI of teams! It turns out EI is quite complex. Research has distinguished 12 components of EI including: self regard, self actualization, self awareness, emotional expression, assertiveness, independence, interpersonal relationships, empathy, social responsibility, problem solving, reality testing, impulse control, flexibility, stress tolerance and optimism. Want to know how you score in these areas? EI is a "talent" that, unlike IQ, can be learned and improved throughout one's life. In the Emotionally Effective Leader Grind, you will have the opportunity to assess your own EI through a valid and reliable EI talent assessment. Revealing your strengths and weaknesses, you will learn how to build your own EI and maximize the magnitude of your impact within the organizations or teams you lead.

GWST 2730 Gender in Society (4 Credits)

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with SOCI 2730. Prerequisite: SOCI 1810.

GWST 3710 Putting Feminism to Work (4 Credits)

In this class students will explore the various ways people are putting feminism “to work” outside the classroom. The first part of the quarter we will examine how liberal arts degrees are translating into “work” for students (and feminists!) after college. Next, we will examine some contemporary issues and trends facing women and other minorities in the workplace (e.g., paid leave; equal pay; sexual harassment and racial discrimination; trends in 21st century jobs). Finally, we will explore organizations and careers where people have translated their feminist knowledge into action, including: local and global NGOs dedicated to gender equity and women’s well-being; organizations that aim to advance public policy and political participation; initiatives that focus on racial justice, women’s education and leadership; and possible career paths in science, technology, healthcare, and more. By the end of the quarter, GWST students should have a better understanding of current trends that feminists in the workplace face, as well as have some insight about how to harness the exciting opportunities and challenges that await them after college.

HLTH 2000 Science of Human Health (4 Credits)

This keystone course focuses on individual, community and population health. Students will be introduced to topics including health & wellness through the lifespan, population and public health, health promotion and education, and social determinants of health and health equity. This course will provide students not only the insight about the scientific basis, but also the social and cultural contexts of human health and health care. Students will gain an understanding about how behavioral health and social factors affect human biology and health. In addition, students will learn to effectively employ the critical skills and competencies necessary for understanding and evaluating human health and health care, as well as to effectively identify and learn to contribute to evidence-based health care.

HLTH 2010 Health Systems Science (4 Credits)

This keystone course will provide knowledge about how education, policy and healthcare delivery function within health care systems. Students will be introduced to topics including healthcare delivery systems and management, health policy and economics, and health informatics and technology. Students will gain an understanding about the healthcare delivery organizations and systems in the United States, contributions of government and public policy to health care, and the economics that drive healthcare systems. These content areas will be presented within the themes of the 3 pillars of health equity: access to health care, quality of care, and health outcomes. Students will gain an appreciation of a perspective from the patient experience in the healthcare system. Furthermore, this course will challenge students to effectively identify and critically consider the interactions and conflicts between these entities.

HLTH 2210 Health Education and Promotion (4 Credits)

This course will provide students foundational knowledge about how to deliver health education and promote healthy behaviors to community. Students will focus on integrating evidence-based research into instructional strategies including preparing culturally sensitive presentations, leading difficult conversations, and activities to reinforce healthy behaviors. This course includes a weekly service-learning activity, where students will present approved workshops to youth on topics such as: mental health, sexual health, healthy behaviors and harm prevention, and accessing health care. The content delivered to youth aligns with the National Health Education Standards.

INTS 2490 Introduction to Global Health (4 Credits)

This class is an introduction to the field of global health and explores relationships between social, political, cultural, and economic conditions of mostly low and middle-income countries and their impact on health and health services. We will spend some time covering health issues in high-income countries as well. A major focus of the course is the evolution of primary health care and alternative strategies in global health. Topics addressed include: maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies, and funding sources. The course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to global health challenges.

KINE 2010 Motor Learning for Skill Acquisition (4 Credits)

This course will provide students with an understanding of how individuals (e.g., athletes, performers, recreationists) learn, perform, and retain motor skills. The course will explore how individual psychology, dynamic environments, and varying group and cultural practices affect skill acquisition. Students will develop foundational skills to develop and implement instructional strategies (e.g., practice plans, activities, feedback, affordances) to facilitate skill learning and performance enhancement, skill modifications for injury prevention, and rehabilitation of injury. This course will cover a variety of theoretical and scientific concepts pertaining to skill acquisition and learning across a variety of settings. Prerequisite: KINE 2000.

KINE 2040 Athletic Nutrition (4 Credits)

From the youth to high-performing athletes on to master’s athletes and weekend warriors, nutrition effects recovery, performance, and a host of other processes. This course provides students with an understanding of the physiological, psychological, and cultural aspects of athletic and fitness nutrition. Students will learn how to prepare athletes and clients for practice, competition, transitions, and everyday life. Additional course topics include disordered eating, ergogenic aids and supplements, professional nutrition organizations and career development, and sport-specific nutrition strategies.

KINE 2050 Sport Psychology (4 Credits)

Sports psychology aims to improve athlete well-being and performance. In this class, students learn about the key concepts and theories from sport psychology such as motivation, anxiety, goal setting, imagery, and team cohesion. A key component of the course requires students to not only apply these concepts through cornhole tournaments throughout the semester, but to also interrogate taken-for-granted assumptions embedded in the field of sport psychology.

MFJS 3207 Justice Equity Diversity and Inclusion in Health Communication (4 Credits)

The course will begin with an overview of Health Communication in the United States and the ways in which health and illness are defined through communication, including media. We will discuss existing health disparities and social determinants of health as we examine health communication in multicultural settings in the U.S. We will further examine multicultural audiences and perspectives about health and illness, including diverse meaning systems and their influences on health attitudes and behaviors. Students will learn about cross-cultural conceptions of health and disease and how those conceptions are represented in communication about health and illness. As students learn about what it means to develop culturally grounded health communication campaigns, they will examine culture centric messaging in health promotion. We will also discuss the ways in which health care systems are promoting patient-centered health care that takes intersectionality and identity into consideration.

PSYC 1001 Foundations of Psychological Science (4 Credits)

The goal of this course is to provide a general introduction to psychology examining the biological basis of behavior, perception, learning, memory, developmental transitions, personality, psychopathology, treatment, and social contexts for behavior. After completing this course, students will be able to (1) demonstrate an understanding of the defining principles and perspectives central to the inquiry of psychological science, (2) understand appropriate methods, technologies, and data that social and behavioral scientists use to investigate human functioning and conduct, and (3) develop and communicate alternative explanations or solutions for social issues considering cultural and social contexts. This course has a required recitation/discussion meeting each week. This course counts toward the Scientific Inquiry: Society and Culture requirement.

PSYC 2500 Adult Psychopathology (4 Credits)

Nature, causes, treatment and prevention of patterns of psychopathology (clinical disorders), primarily in adults. Prerequisite: PSYC 1001.

SOCI 2240 Sociology of Health (4 Credits)

This course explores questions of how individuals experience health and illness, how they interact with institutions and providers, and how these experiences are filtered through social structures that lead to inequality. Using a sociological perspective, we analyze how individuals' experiences of health and illness, medical institutions, and work in the health professions are influenced by racial/ethnic background, gender, social class, sexual identity, and age. We analyze these concepts by looking at who gets to define health and illness as well as how medical decisions are made, including who has the right to make decisions, what are the limits on the kinds of decisions that can be made, and how are decisions enforced and challenged by law. Prerequisite: SOCI 1810 or permission of instructor.

SOCI 2565 Men and Masculinities (4 Credits)

Many of us believe that anatomy is what determines our behavior and that our bodies dictate our social and psychological temperament. Looking specifically at men and masculinities, this course tests that general notion, investigates the various ways male behavior is gendered and critically explores the meanings of masculinity in contemporary institutions. Throughout the course, we look at the multidimensional and multicultural ways masculinity is produced, constructed, enacted, and resisted; how masculinities structure power and resources; and how masculinities benefit, regulate, and hurt men's lives. Cross listed with GWST 2565. Prerequisite: SOCI 1810 or permission of instructor.

SOCI 2730 Gender in Society (4 Credits)

How the biological fact of sex is transformed into socially created gender roles. How individuals learn they are male and female, and how their behaviors are learned. A look at gender distinctions built into language, education, mass media, religion, law, health systems and the workplace. Cross listed with GWST 2730. Prerequisite: SOCI 1810 or permission of instructor.

SOCI 2751 Masculinities and Sexualities (4 Credits)

This course takes an interdisciplinary approach to explore the intersections of masculinities and sexualities in our culture. Through scholarly works in the studies of media, gender, sexualities, sociology, anthropology, and history, we will examine personal narratives, art, film, media, and literature to uncover power and inequality as they are complicated by a hierarchy of multiple masculine and sexual identities. Beyond gender and sexuality, we will also consider the significance of race, class, and disabilities as they also impact the lived experiences of people who claim masculine and sexual identities. This course will employ a variety of methods for uncovering what it means to be masculine and a sexual person in our contemporary culture. Prerequisite: SOCI 1810.

WELL 2050 Foundations of Health Promotion (1-2 Credits)

Health promotion starts with understanding all that goes into wellness and wellbeing. Wellness is a unifying concept that weaves together many disciplines, curricula, and facets of experience. This class will explore multiple dimensions of wellness, such as emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social. Students will learn about each dimension along with examples of behaviors that promote each dimension of wellness and demonstrate how they are interconnected. The course is designed to help students critically analyze concepts and theories of wellness and draw connections to wellness in their everyday lives. An emphasis will be placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness and quality of life.

WELL 2051 Applications in Health Promotion (1-2 Credits)

This course provides an understanding and broad overview of the practice of health promotion. Health promotion is the development of individual, group, institutional, community and systemic strategies to improve health knowledge, attitudes, skills and behavior. The course will consider the practicalities of designing, delivering, and evaluating health promotion interventions as well as how health promotion practices intersect with issues of health equity and the social determinants of health. Students will learn about key behavioral theories and models that support program planning as well as understanding the ability to impact health behavior. Students will have opportunities to explore applications of health promotion concepts.

WELL 2052 Future Directions in Health Promotion (1-2 Credits)

Motivating a society to actively encourage good health is no small task – made even more difficult by inequities that constrain people's choices in ways that affect health, from food to leisure to work. Improving public health takes legions of professional health educators working in every possible venue, from schools and mass media to workplaces and legislative offices. This course will explore how professionals from different disciplines approach health promotion, such as in social service, corporate wellness, healthcare, school, and public health systems as well as Injury Prevention, Research, Health Technology, and even Entrepreneurship. The class will also explore emerging trends in health promotion, including as relates to health equity and well-being.

WELL 2053 Foundations of Global Mental Health (1-2 Credits)

This course introduces students to foundational concepts of mental health from a global and interprofessional perspective. Students will explore cultural concepts of distress and wellbeing through a decolonization framework, from Indigenous understandings and practices to modern diagnostic and intervention models grounded in a variety of disciplines. Students will be invited to bring their passion, values, and lived experience to think critically through the challenges and opportunities presented by this diverse, essential, and rapidly-evolving field.

WELL 2054 Applications in Global Mental Health (1-2 Credits)

This course provides students with an opportunity to integrate the theoretical and conceptual underpinnings of global mental health with meaningful community-engaged experiences. Students will be challenged to collaborate across professional disciplines to research and incorporate best practices grounded in principles of equity, diversity, and inclusion, centering the needs and voices of community stakeholders.

WELL 2055 Future Directions in Global Mental Health (1-2 Credits)

This course challenges students to look beyond here and now, to the future of global mental health, and prepares students for the next phases of their training and careers. Building on both didactic and experiential learning, this course will address the needs and obstacles facing global mental health fields today—ranging from inequities in health care access to identity-based violence to ecological injustice—and will create a space for curiosity about what tomorrow may hold, and what role each student may play in addressing some of the most pressing concerns of their time. Themes include cultural awareness and humility, global majority dynamics, and systemic bias, as well as the importance of self assessment around personal worldviews, gaps in learning, and areas of ongoing growth.

WELL 2070 Introduction to Mental Health and Wellness Studies (4 Credits)

This course introduces students to foundational concepts of mental health and wellness through a framework that emphasizes diversity, equity, and inclusion as well as interprofessional perspectives. Students will explore concepts of mental health, wellness, and distress drawing on perspectives that range from Indigenous understandings and practices to modern diagnostic and intervention models grounded. For example, students will explore multiple dimensions of wellness as well as diverse professional approaches to mental health and wellness. Students will be invited to explore their passion, values, and lived experiences to think critically through the challenges and opportunities available in the diverse field of mental health and wellness.

WELL 2700 Leveraging Eco-Distress to Create a Regenerative Future (4 Credits)

This course looks at wellness and mental health through the lens of addressing global environmental change through imagining and co-creating a future that is equitable, just, joyful, and based on thriving, mutually beneficial relationships with other humans, all other species, and the natural world. Emphasis will be placed on building resilience to climate grief, solastalgia, eco-anxiety, and climate trauma utilizing a strengths-based perspective and frameworks such as social permaculture, regenerative design, and futures thinking. Students will develop knowledge and awareness of how global environmental change and the polycrisis impact our thoughts, emotions, and behavior, and will learn skills and mindsets to support them in feeling empowered in their ability to take hopeful and intentional action in the creation of a regenerative future for all beings and the Earth.

WELL 3020 Mental Health and Wellness for the Public Good (2 Credits)

This capstone course of the Mental Health and Wellness Minor requires students to integrate knowledge related to diverse understandings of wellness and origins of mental health inequities learned in prior Minor courses. Through structured, critical reflections and discussions, students will identify community-relevant ways in which mental health and wellness promotion could be enhanced. They will use the interdisciplinary perspectives gleaned from earlier courses to create and execute an applied project or experiential learning activity with the objective of promoting mental health, wellness, and equity for the public good.

WELL 3028 Internship (1-2 Credits)

This internship is designed to help you develop interprofessional skills to address mental health and wellness issues. During the internship, you will have opportunities to transfer learning from classes to projects that address complex problems of importance to the student and the public good; have agency and play a key role in defining and carrying out collaborative projects; and receive individualized mentoring.

WRIT 2120 Writing for Wellness (4 Credits)

Mental health problems among college students have increased significantly in recent years, and student depression rates have doubled since 2009. However, a growing body of research suggests that many individuals can improve feelings of wellbeing through a variety of writing practices, including journaling, critical reflection, and expressive writing. Inspired, in part, by Yale University's most popular course, "The Science of Wellbeing," this wellness course explores current research on wellbeing, and engages students in the role writing can play in personal, academic, and professional wellness. In this course, students explore academic research on writing for wellness, experiment with wellness writing approaches themselves, and design a wellness writing self-study. Cross-listed with WELL 2100.