

# MENTAL HEALTH & WELLNESS

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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
<b>Required Courses for WELLNESS LLC Students ONLY</b>		
WELL 2100	Writing for Wellness	4-6
<b>Required for students not in selected Living and Learning Communities</b>		
<b>Required</b>		
WELL 3020	Mental Health and Wellness for the Public Good	
<b>Electives</b>		
ANTH 2323	Global Health	12-14
ANTH 2424	The Social Determination of Health	
ANTH 3320	Medical Anthropology	
CNP 1650	Unlearning to Learn: A Journey in Self Discovery	
COMN 1100	Communication in Personal Relationships	
COMN 2270	Intro to Health Communication	
COMN 3270	Health Communication	
COMN 3280	Family Communication	
CNP 1250	Peer Counseling	
CNP 2550	Psychology of Men and Masculinities	
CNP 3249	Counseling Psychology: Health and Positive Psychology	
CNP 3263	Counseling Psychology: The Psychology of Sex and Intimate Relationships	
ECON 3740	Health Economics	
EVM 3413	Design Thinking	
GWST 2730	Gender in Society	

<sup>1</sup> Relevant coursework may be substituted with approval from minor coordinator. Please have the syllabus for the course you would like to substitute and find a course description from the electives list on the undergraduate course bulletin (above) that parallels the syllabus. Please email your syllabus and the parallel DU course name, number and description to UAPwellnessminor@du.edu.

#### **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.

#### **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 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 3413 Design Thinking (1 Credit)**

Design Thinking is a creative problem solving process that builds your ability to first see and then solve human-centered opportunities. It starts with empathically looking at frustrations inside and around your organization, then moves through a variety of brainstorming sessions to build customer centric solutions. Design Thinking is a wonderful tool to help you monetize the human capital in your organization. Once we know the process, we will ask students to bring real challenges into the classroom where we will use Design Thinking to build potential new products, services and solutions.

**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.

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**WELL 1013 Introduction to Wellness Studies (4 Credits)**

This course is designed to help students critically analyze concepts and theories of wellness and to promote 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 2013 WLLC: Introduction to Wellness (1,2 Credit)**

This course is designed to help students critically analyze the determinants of wellness and to promote wellness in the everyday lives we lead, both personally and as members of a community. An emphasis is placed on the research and application of knowledge and skills to increase personal awareness of health and to promote wellness in the quality of life in a community. Restricted to Wellness LLC students.

**WELL 2014 WLLC: Community and Social Wellness (1,2 Credit)**

This course helps students explore their own perspectives and identities in terms of community and social wellness. Students explore different facets of the community from a development approach to analyze critically what determines the relationship between community wellness and social wellness across time, the life cycle, socio-economic boundaries, cultures and communities. An emphasis is placed on informed discussion, working together, sensitivity to others' perspectives, and creating greater awareness of our power to effect change in our community and our world. Restricted to Wellness LLC students.

**WELL 2015 WLLC: Spiritual and Emotional Wellness (1,2 Credit)**

This course helps students explore their own perspectives and identities in terms of spirituality as it relates to personal wellness. The course creates opportunities for students to explore different spiritual experiences to analyze critically the relationship between spirituality and wellness across time, the life cycle, various socio-economic levels, cultures and communities. An emphasis is placed on informed discussion, sensitivity to others' perspectives, and creating great awareness in our community. Restricted to Wellness LLC students.

**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 2100 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.

**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.