

<b>Course</b>	Using Mind-Body Techniques to Increase Performance and Promote Wellness
<b>Program, semester, year</b>	International Studies Program, Spring 2022
<b>Credits ECTS</b>	3 USA
<b>Instructor's full name and email</b>	Mark F Lepore mlepore@pennwest.edu
<b>Block dates</b> (days and time)	Monday-Thursday, 9am-12pm
<b>Classroom</b>	TBA
<b>Class hours</b>	45
<b>Office Hours</b>	
<b>Requirements</b>	
<b>Language of instruction</b>	English
<b>Type of teaching</b>	In person (with online sections in Blackboard)

## INTRODUCTION (Font Arial 12)

This course will cover several aspects surrounding the role of psychology and emotional competencies as they relate to the enhancement of performance and wellness. The course will explore physical, cognitive, emotional, and spiritual aspects of our ourselves and how we react to stress. Through lectures, experiential exercises, readings, and discussions this class will provide a balance between practice and theory.

## COMPETENCES

**KNOWLEDGE:** The student will:

1. Understand the definition and history of performance psychology and its current practice.
2. Understand the concept of emotional intelligence and its role in successful performance.
3. Evaluate self-esteem and self-concept as it relates to progression of skilled performance.  
Describe self-confidence and its effects on performance.
4. Understand the role of resilience and optimism in enhancing performance and wellness.
5. Evaluate motivation and define techniques for building motivation.
6. Understand the role of resilience and optimism in reaching goals.
7. Understand achievement motivation and techniques for building motivation.
8. Group dynamics and the role of belonging, mastery, and altruism
9. Personal responsibility, goal setting, concentration

**SKILL:** The student will:

1. Utilize emotional intelligence practices to enhance skill development and wellness.
2. Analyze assessment procedures, program goals, and strategies, for performance and wellness enhancement.
3. Evaluate self-esteem and self-concept as it relates to progression of skills.
4. Use effective approaches to enhance motivation, stress reduction, team building skills.
5. Identifying and managing stress and anxiety
6. Become familiar with psychological skills training programs.
7. The connection between character development and physical activity
8. Be able to create effective teams.

**ATTITUDES:** The student will be able to:

1. Develop a greater appreciation for the complexity of human behavior.
2. Develop a better understanding of your own personal values and how they relate to performance and wellness.

3. Develop a greater sensitivity as to how participation in stress management techniques and mind-body practices facilitate psychological development and physical well-being
4. Develop an increased awareness of motivation, psychophysiology, personality, cognition, and emotion in settings requiring peak performance.

## METHODOLOGY

Through lectures, experiential exercises, readings, and discussions this class will provide a balance between practice and theory.

## PREPARATION FOR CLASS

A text like this can be included:

- *Students will need to read all the articles and book chapters related to the topic before coming to class. While in class, student should show preparation of the readings by asking relevant questions and making comments related to the topic.*
- *Student should think about questions and relations of the texts with other previous knowledge. Write comments and reflections related to the readings, which can be shared in class to start debates and discussions.*
- *Student takes notes during class presentation and discussions.*

## EVALUATION

**Attendance:** Attendance at all classes is expected. Due to the large amount of information covered in the first phase and the experiential nature of the course, attendance is required.

**Readings.** It is assumed that all assigned readings will be completed prior to class. The success of the class depends on your cognitive understanding of the skills and concepts to be discussed and demonstrated. It is also important to realize that reading assignments will not always directly parallel the experiential portion of the course.

**Participation in Class Activities:** There is no substitute for a strong theoretical foundation and the practice of that knowledge, thus it is important that you attend every class and that you take part in the activities planned for each period.

**Quizzes:** Competency quizzes will be given at the end of each week. The quizzes will cover the topics of the material presented.

ATTENDANCE	25 %
IN-CLASS ACTIVITIES	25 %
QUIZZES	25 %
PERSONAL PERFORMANCE PLAN	25 %

### **Plagiarism:**

Plagiarism is a violation of academic norms and as such it can result in a failed course. In extreme cases it can include the expulsion from the program. In order to avoid this, it is recommended to remind students of how to cite and rephrase the works of authors when writing papers.

### **ATTENDANCE (Instituto Franklin-UAH Policy)**

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

### **STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)**

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es) Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

### **USE OF TECHNOLOGY IN CLASS**

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

### **USE OF BLACKBOARD**

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also teachers can have materials, forums, etc in the virtual classroom even if they don't teach the class virtually. For more information about using it contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es)

## CLASS SCHEDULE

Monday-Thursday	MARCH 2024 BLOCK 3	ASSIGNMENTS
Week 1	Understanding Neuropsychology of stress	Readings: Lectures Class Activities Quiz #1
Week 2	Development of emotional competencies	Readings Lectures Class Activities Quiz #2
Week 3	Understanding positive psychology including increasing self esteem	Readings Lectures Class Activities Quiz #3
Week 4	Mind-Body Techniques for enhanced performance and wellness	Readings: Lectures Class Activities Quiz #4 <b>DUE:</b> Performance Plan

## BIBLIOGRAPHY

Rotella, B. (1999). *Life is not a game of perfect: Finding your real talent and making it work for you*. Simon and Schuster.

## INSTRUCTOR



Mark Lepore has earned a doctorate in Counselor Education and Supervision from Duquesne University. He holds an MA from Duquesne University and an MSW from West Virginia University. He also has a Clinical Social Work license, Professional Counselor license, and five education certifications. Dr. Lepore is currently the Director of the Clinical Mental Health Counseling Graduate Program at Pennsylvania Western University – Clarion Campus. He has worked as a School Counselor where he had extensive experience in helping refugee students and families with acculturation and mental health needs and has shared his expertise in supporting the Refugee Support program at Jewish Family & Children Services in Pittsburgh, Pennsylvania, and has written about this

work and insights gained in journal articles in the Journal of the Pennsylvania Counseling Association, in Making Connections: Interdisciplinary Approaches to Cultural Diversity, and in the Journal of Psychology and Brain Studies. Dr. Lepore's areas of specialty include crisis and trauma, grief and loss counseling, and school counseling and consultation. He is a mental health trainer for the American Red Cross and volunteer partner director for Service to the Armed Forces serving both in the United States and internationally to assist service members and their families with transitions and has volunteered for assignments after the terrorist attack of September 11th, hurricane Katrina, California wildfires, and many others. His team of mental health professionals wrote curriculum that is used extensively by the United States Department of Defense both nationally and internationally to assist service members and their families as they reintegrate back into the community. He was appointed by the governor of Pennsylvania to the Mine Families First Response and Communication Advisory Committee, to assist miners and family members experiencing crisis. Dr. Lepore also provides consultation to agencies, schools, and corporations when disruptive events occur within those organizations.