I. Course Description

This course provides an introduction and critical review of contemporary theory and research in models of holistic wellness including consideration of evidence based interventions that address theories of change as applied to lifestyle variables. The course is also focused on the role of the professional counselor as interventionist in a variety of applied settings in assisting clientele in moving toward optimal holistic healthiness (not just absence of physical illness) through an integration of physical, psychological, social, spiritual, and personal choice components of physical health and lifestyle management. This course is intended for students enrolled in Masters level coursework. There are no specific prerequisites. This course is required for TAMUCC counseling students on the Addictions specialization.

II. Rationale

This course is designed to provide the learner with an in-depth knowledge of contemporary research in Wellness Counseling and Research including principles of program design for clients in a variety of clinical/counseling settings. Contemporary research in wellness and developmental counseling approaches to lifestyle management will be drawn from a broad theoretical spectrum including work in Counseling, behavioral medicine, and health and positive psychology.

III. State Adopted Proficiencies

School Counselor Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examination required to obtain the School Counselor Certificate. The standards also serve as the foundation for the professional growth plan and continuing professional education activities required by §239.25 of this title (relating to Requirements to Renew the Standard School Counselor Certificate).
(13) Counseling-related research techniques and practices

(c) Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

(3) Counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs

(g) Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity.

The certified school counselor must:
   (1) Use reflection, self-assessment, and interactions with colleagues to promote personal professional development
   (2) Use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth

IV. TExES Competencies

N/A

V. Course Objectives and Specific Learning Outcomes

The course objectives are designed to address the needs of Masters Level Counseling Students in our CACREP accredited program. Accordingly, the course will emphasize practice in the application of knowledge gained from research on wellness and counseling for wellness intervention strategies. Participants will be exposed to the latest research on best practices in both lecture and experiential formats designed to build their skill capacity for application in their personal lives as well as in a variety of professional counseling settings. This emphasis is based on the following 2009 CACREP standards:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE – Studies that provide an understanding of all of the following aspects of professional functioning:
   d. Self-care strategies appropriate to the counselor role

2. SOCIAL AND CULTURAL DIVERSITY – Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
a. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients

3. HUMAN GROWTH AND DEVELOPMENT - Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

h. Theories for facilitating optimal development and wellness over the life span

5. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in multicultural society, including all of the following:

a. An orientation to wellness and prevention as desired counseling goals; evaluation instruments and techniques in counseling

8. RESEARCH AND PROGRAM EVALUATION – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following.

e. The use of research to inform evidence-based practice

Specialized Standards for Addiction Counseling Program

FOUNDATIONS
A. Knowledge
A.6. Knows the behavioral, psychological, physical health, and social effects of psychoactive substances and addictive disorders on the user and significant others.
COUNSELING, PREVENTION, AND INTERVENTION
C4. Understands the role of spirituality in the addiction recovery process.

Specific Learning Outcomes

a. Students will demonstrate an understanding of the contemporary research based models of personal wellness.

b. Students will demonstrate and practice assessment of their own level of wellness.

c. Students will demonstrate ability to conduct a wellness interview and facilitate the development of a wellness plan.

d. Students will demonstrate an understanding of wellness and prevention as desired counseling goals particularly related to lifestyle adjustments; and professional
counseling practice by conducting an independent research exploration of a contemporary issue and application of counseling for wellness.

e. Students will demonstrate ability to conduct a single subject needs assessment protocol design to assess wellness and response to wellness intervention of a volunteer client.

f. Students will demonstrate ability to customize tools and interviewing tools for assessment of self and clients’ wellness.

g. Students will demonstrate knowledge of the effects of psychoactive substances and addictive disorders on users

h. Students will demonstrate understanding of the role of spirituality in etiology and treatment of psychoactive and addictive disorders.

VI. Course Topic

The course will focus on evaluation of a variety of Holistic Wellness models and how they can be used to enhance personal and professional counseling practice to facilitate valued changes in lifestyle. This course is highl

Special emphasis will focus on counseling techniques and strategies for Counselor Self Care. (See IX)

VII. Instructional Methods and Activities

Traditional lecture modeling, group experiential practices, participation, online electronic media, research presentations.

Each Classroom session will include:

a. Experiential Wellness & Stress Management Practice (10-20 minutes).
b. Processing of the experience (10-20 minutes)
c. Lecture/Presentation focused on the theoretical foundation (40 minutes)
d. Applicable Research/Evaluation and Design Principles (50 minutes)
e. Closing and Wrap-up (10-20 minutes)

In addition, activities in the three domains of knowledge base, personal reflection and growth, and professional growth and counseling skill practice are designed to help students meet expected learning outcomes for this course.

Each student will be required to participate and demonstrate competency on activities/assessments from each of the domains: Knowledge base, Personal Reflection and Growth, Professional Growth and Skill Practice.
Knowledge Base of Wellness and Counseling for Holistic Wellness

a. “Getting informed of the Facts” Students will be asked to complete 2 on-line quizzes (comprehension checks). These are probes to assess student comprehension from independent reading assignments and lecture material. These will each consist of a number of objective items as well as short answers designed to assess student understanding of course material. Performance on these three assessments will be scored according to the accuracy of objective responses. Points will be assigned as to the percentage of correct responses and multiplied by the total (10 points available for each quiz (10 points each X 2) = 20 Points total.

b. “Spreading the Word” Content based presentation and 7-10 page APA write-up in the form of a Annotated bibliography of a contemporary issue or application of wellness concepts in a counseling setting (see example format below; 20 points)

c. Article summary presentation and discussion (Topical Bootcamp) Students will also be asked to present and facilitate a discussion of at least one supplemental article assigned by professor (10 points for discussion facilitation). Students will be required to present a 15-20 minutes article summary and lead on a classroom discussion related to implications for counseling for holistic wellness. These presentations will be in the form of a professional meeting designed as a Wellness Fair (topic to be approved by instructor and format TBA)

Personal Reflection and Growth

d “Personal Check up” Design a Personal Wellness Plan based on self-assessed goals developed from classroom activities and discussion. The plan should be based on an “authentic self assessment” and designed to increase your wellness over the time of enrollment in the course. Each student will be required to monitor and document their personal progress on a personal log. Each student will be encouraged to “buddy-up” with another person (not the volunteer described below) with someone interested in working together on specific wellness goals. Performance on this assignment will be evaluated on student participation and not strictly on any specific progress on the plan. Student earn participation points by demonstrating regular monitoring at least 1 weekly log entries each week (minimum of 12), and a final written summary of progress (15 points for a completed wellness plan)

e “Our Space Blog” Each student will be responsible for participating in an on-line holistic wellness community forum (E-Wellness) facilitated through the university supported Blackboard platform. Students will be required to complete personal blog/discussion board entry on line based on instructor generated prompts and responses to contemporary issues in wellness theory and practice. These will be posted for student reflection from all class members. The students will be required to comment specifically to at least 5 blog entries of their classmates during the tenure of the course (5 points for active participation by commenting on at least 5 blog entries of others during the tenure of the course)

Professional Growth and Holistic Counseling Skill Practice
“Reaching Out” Students will be required to recruit at least one person (not enrolled in the classroom) to work with on development and monitoring of a wellness plan. This can be a family member, friend or acquaintance or coworker, or classmate not enrolled in this class.

- Students will utilize holistic wellness counseling tools and templates designed and customized in class. The wellness plan must demonstrate an understanding contemporary model of wellness to collect information from their volunteer.
- Each student will be expected to conduct and document at least once weekly check in and document in snapshot format the progress of their volunteer (25 points).

“Working in a small group” This course involves a substantial experiential component. Students will be asked to be WILLING and OPEN to Participation in classroom based exercises including physical, contemplative and roleplay activities designed to teach best practices in wellness counseling. Students will earn full participation points for attendance and engaging in activities in class (5 Points)

VIII. Evaluation and Grading Assignments

   Student grade will be based upon their diligence in completing assignments, projects, participating in experiential activities.

   Student grades will be assigned based on the total points earned on course assignments.

   A=90-100
   B=80-89
   C=70-79
   D=60-69

IX. Course Schedule and Class Policies

A. Tentative Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>PART I: Issues in Wellness Counseling</td>
<td>Granello 1-3 other TBA&lt;br&gt;Flourishing Article (Keyes)&lt;br&gt;Lenz &amp; Roscoe (2011) card sort</td>
<td>Identify your top 5 Core character Strengths&lt;br&gt;Assess Your Overall Wellness in Life Domains&lt;br&gt;Build Card Sort Set&lt;br&gt;Collecting Baselines</td>
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<tr>
<td></td>
<td>What’s &amp; Whys of Holistic Wellness</td>
<td><strong>Course Overview and Organization</strong>&lt;br&gt;Introduction; Definitions; Description of Assignments.&lt;br&gt;Adopting Wellness Values &amp; Cultivating a Wellness Life Style&lt;br&gt;Historical and Contemporary perspectives on Stress, Stress management, Wellness and Psychological Flourishing. Flourishing through lifestyle Self management&lt;br&gt;Authentic Self Reflection Exercise “Johari's Window of Awareness”&lt;br&gt;Skills for encouraging clients to adopt “A wellness mindset” which includes: An expectation of enjoyment; resiliency and balance</td>
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<td></td>
<td>Change Science and Informal and Formal Assessments</td>
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<td></td>
<td>Intervention Templates and Tools</td>
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<td></td>
<td>Targets &amp; Barriers for change: Stressors, Values, Habits, Addictions and Passions?</td>
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<tr>
<td>2/2</td>
<td>Managing Stress and Managing Self</td>
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<td>2/9</td>
<td>Theoretical Models of Wellness and Evidence Base for Holistic Wellness Counseling Approaches I</td>
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<td>MBSR &amp; Third Wave Approaches (Life worth Living)</td>
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<td>ACT (Hayes); DBT (Linehan)</td>
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<td>Positive Psychology (Seligman)</td>
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<td>Motivational Interviewing (Miller &amp; Rollnick)</td>
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<td>Self Determination Theory (Ryan &amp; Deci)</td>
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<td>Wellness Coaching (Hettler)</td>
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<tr>
<td>2/16</td>
<td>Best practices for the Professional Counseling: Self Care &amp; Personal/professional expectations of helpers. Wellness related issues for the Professional Counseling Practitioner: Burnout, Compassion fatigue and Self Care Practices;</td>
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<td>Counselor Cognitions, Expectations and Beliefs</td>
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<td></td>
<td>Cultivating Self Acceptance &amp; Compassion for Change</td>
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<td></td>
<td>Wellness Interviews Granello 6; 7</td>
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<td>Gremer &amp; Neff TBA</td>
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<td></td>
<td>MBSR Curriculum (Stahl)</td>
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<td>Stahl 8; Neff Self compassion Exercises; Loving Kindness</td>
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<td>Brene Brown (TBA)</td>
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<td></td>
<td>Counselor Self Care Exercises: circle time</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td>Activities</td>
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<tr>
<td>2/23</td>
<td>Evidence based insights in Mind/Body perspectives on Physical Wellness: Nutrition, Stress management, psychoneuroimmunology, &amp; Behavioral &amp; Addiction medicine.</td>
<td>Granello 5; 9; 10; 11</td>
<td>TBA Yoga Form stretching; Physical Training Progressive Muscle Relaxation</td>
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<td></td>
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<td>Smith (TBA)</td>
<td>Building your own 30 minute workout</td>
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<td>Science of Stress</td>
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<td>Wellness Coaching</td>
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<td>3/2</td>
<td>Emotional Regulation, Contemplation, &amp; Meaning making Meditation, Prayer and other contemplative practices</td>
<td>Granello 8</td>
<td>Mindfulness Meditation (Kabat Zinn)</td>
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<td>Resistance and Spiritual Bypass</td>
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<tr>
<td>3/16</td>
<td>Spring Break</td>
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<tr>
<td>3/23</td>
<td>Social Wellbeing and Connectedness I</td>
<td>Granello 14; 15;</td>
<td>DBT Skills Practice Student Presentation (1-2)</td>
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<tr>
<td>3/30</td>
<td>Social Wellbeing and Connectedness II (Blackboard Mediated)</td>
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<tr>
<td>4/6</td>
<td>Curiosity and The human Spirit of Creative Spirit</td>
<td>Granello 16</td>
<td>Student Presentation (1-2)</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Presenter</td>
<td>Notes</td>
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<td>4/13</td>
<td>Theoretical Perspectives revisited: Happiness, wellbeing and Life Satisfaction</td>
<td>Granello 12 TBA;</td>
<td>Student Presentation (1-2) Self Determination theory</td>
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<tr>
<td>4/20</td>
<td>Student volunteer case presentations</td>
<td>TBA</td>
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<tr>
<td>4/27</td>
<td>Student volunteer case Presentations</td>
<td>TBA</td>
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<tr>
<td>5/4</td>
<td>Student volunteer case presentations (Final Exam)</td>
<td>TBA</td>
<td>Due: Documentation of Personal and professional wellness log posted online</td>
</tr>
</tbody>
</table>
B. Class Policies

Attendance/tardiness
Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Absences for university approved reasons will be accepted and considered when arranging for make-up credit. Unexcused absences will have a direct impact on grades as normally these absences result in the forfeiture of points available for earning on the day of absence. Students will be responsible for make-up of all the missed work on days of their absence. Experiential exercises are an important component of the class some of which will require an alternate assignment to substitute for experiences missed. The alternative assignment will involve an activity/assignment commensurate in time and learning objectives to the one missed. All make ups must be arranged individually with the instructor.

Late work and Make-up Exams
Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy. No late work will be accepted beyond the last class day for the semester. Make-up exams must be scheduled within one week unless exceptional and verified circumstances apply.

Cell Phone/Electronic Device Usage
Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency call are to notify the instructor.

Academic Integrity
University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the Student Handbook. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.

Required method of scholarly citations
Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.

Classroom/professional behavior
The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.

X. Required Texts


Additional reference Materials TBA:

Current research and contemporary readings in wellness and Stress management will be drawn from a broad theoretical spectrum including work in Counseling, behavioral medicine, and health psychology.

**XI. Bibliography**

**General Sources on Wellness Counseling**


**Evidence Based Mindfulness Based Interventions**


**Evidence Base Stress Management**


Developmental Counseling Theory and interviewing strategies


Positive Psychology and subjective wellbeing


Evidence Base Transpersonal and Spirituality


Motivational Interviewing and Addiction


Counselor Self Care and Cultivating Self Compassion


Evidence base: Exercise & Nutrition


XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to
first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Each Student will be expected to participate in each of the following assignments:

Design a Personal Wellness Plan based on self-developed goals in consultation with the Instructor. The plan should be designed to address or modify some behavior that is conducive to a desired improved health, wellness issue in their lives. (15%). Students will be evaluated on this assignment according to the total number of points they earn for adequate completion of each component of the assignment. Content Points (0-5) will be earned for each of the following elements of the Personal Wellness Plan.

- Maintaining a Personal Practice/Reflection Journal
- Completion of Lab assignments and on line portfolio Report
- A strategy to monitor the progress of the plan built around course content
  - Develop a Wellness Intervention

  Monitor and Present the results of a wellness intervention plan. The plan and reporting should be written in appropriate APA format. Your report should describe the plan along with documentation of your process and work with a volunteer counselee. (40%). Students will be evaluated on this assignment according to the total number of points they earn for adequate completion of each component of the assignment. Conform to APA format and Style (0-5 points). Content: Adequacy of Literature Review (0-10 points); Description of intervention is clear and content valid (0-15 points); An Appropriate evaluation method is described (0-10).

Annotated Bibliography. In addition to the protocol, each student will be expected to compile an annotated bibliography on the empirical basis of the intervention. The bibliography should consist of at least 10 empirical sources that are less than 5 calendar years old. The emphasis should
be on empirical articles (but inclusion of some review articles is acceptable). Please provide copies (electronic/or paper) of each source. (10%) Your annotated bibliography should include:

Overview and Introduction to your selected topic.

This is a mini literature review (does not have to contain information from all the bibliographic sources, but certainly may).

II. A short summary of the contribution of each source cited. The summary must include:

- Full APA bibliographic reference
- Detail key argument/hypothesis/ and or purpose of the article
- Describe results or other evidence the authors use to support their argument.
- Describe conclusions and any recommendations or implications for counselors directly stated and some you come up with.

EXAMPLE of Annotated bibliography

Meditation and Health: An Annotated Bibliography

Overview and Introduction of Topic


Meditation is clearly moving into the mainstream. Evidence of this is the August 4, 2003 cover story in Time magazine which explored the research on the physiological and psychological aspects of meditation. Since then, numerous stories have been published on the scientific findings relating to the benefits of meditation. Recent research conducted by scientists at the Laboratory for Affective Neuroscience at the University of Wisconsin at Madison demonstrated that meditation activates the part of the brain that is associated with positive emotions. A study released in March 2004 by the Medical College of Georgia found that two fifteen minute meditation sessions daily (one at school, one at home) helped teenagers lower their blood pressure. This study also reported other favorable outcomes for the teens who meditated, including decreased absenteeism and a reduction in behavioral problems. Meditation is becoming more common in American classrooms. Some middle schools in Detroit have practiced meditation for more than six years. A recent article in Barron’s highlighted a plan by parents to propose that transcendental meditation be offered in New York City public schools.

Interest in this topic is likely to grow as meditation increases in popularity. The number of adults in the United States who meditate on a regular basis has doubled in the past ten years, and is estimated to total 10 million. This column focuses on meditation research, specifically on studies that have been done linking meditation with improved physical health and increased mental well being. There is growing evidence that meditation, used as a mind-body medicine, is effective alone and as a complement to allopathic medicine in relieving stress, pain, and other physical and mental conditions. The scope of the article includes spiritual and secular meditation, including
breathing practices, mantra meditation, Buddhist mindfulness, Qigong, and other forms of meditation. Researchers in medicine, psychology, and sociology became interested in meditation during the twentieth century, and research has flourished especially in the past three decades. As meditation research has evolved, the standard of research has become more rigorous. The author has focused on scholarly rather than popular works on the topic. Among the resources included are books, review articles, Web sites, and organizations. Haynes’ column will assist public, academic, medical, and seminary libraries interested in meditation.

"Meditation is a state of heightened mental awareness and inner peace that brings mental, physical, and spiritual benefits. It is a useful self-help technique and can be practiced without adherence to any religion or philosophy."  

Meditation has almost as many definitions as there are writers, scholars, and practitioners in the field. For many of us, the term conjures up images of people in loose robes sitting for hours in lotus position, eyes closed, in silence. Meditation can also be practiced while walking, engaging in exercises, chanting, working in the garden, or sitting at one’s desk. It can be solitary or accomplished in a room full of fellow practitioners. Time spent in meditation can be a few minutes a day to hours a week, but is usually somewhere in between. Meditation has its roots in spirituality, and for most people in the world who practice some form of it, that is its purpose.

Meditation is defined by Shapiro and Walsh as "...a family of practices that train attention and awareness, usually with the aim of fostering psychological and spiritual well being and maturity." Meditation can take many forms and can be used for either sacred or secular purposes - often both - and a number of these forms have been, and continue to be, investigated for their roles in improvement of both physical and psychological health. Rubin defines two main types of meditation as: "... concentrative and insight. In concentrative meditation we focus on a single object ... with wholehearted attentiveness ... In insight meditation, we attend without attachment or aversion to whatever thoughts, feelings, fantasies, or somatic sensations are being experienced." Yet another definition separates meditation into the two types, focused and unfocused.

Western medicine has traditionally separated the mind from the body, while in traditional cultures the mind, spirit, and body have long been recognized to be integrally connected. In the last half-century many mind-body interventions, including meditation, have been demonstrated to have positive effects on various aspects of health and emotional well-being. The introduction to the United States and Europe in the 1950’s and 1960’s of certain forms of meditation practiced mainly in India and East Asia marked the beginning of the popularization of meditation in the Western world. This popularization brought with it a surge in interest in research linking meditation with positive health effects. In a much-publicized study, Richard Davidson and Jon Kabat-Zinn recently collaborated in the first study that linked brain and immune function changes produced by Mindfulness-Based Stress Reduction (MBSR). Meditation is practiced widely in India, China and other Asian countries for spiritual reasons; but it is also practiced worldwide by athletes, secretaries, students, corporate executives and truck drivers to promote better concentration and higher performance levels, and by individuals seeking improved health. It has been successfully taught to prison inmates, for example in India and New York State, to quell violent behavior and promote peaceful states of mind. Meditation rooms can even be found in airports. The National Center for Complementary and Alternative Medicine (NCCAM) of the National Institutes of Health (NIH) (U.S.) and other health organizations around the world have been supporting research to investigate the link between meditation and mental and physical health.

Criteria for inclusion in this survey were an emphasis on the scientific research on meditation in the article in the PAST 5 YEARS Review Articles


Sandlund and Norlander present an overview of the research published between 1996 and 1999 (located through PsycLit and Medline) on tai chi chuan and its relationship to stress management. Tai chi chuan, or tai chi, originated in China as long as nine hundred years ago and is practiced worldwide. The practice incorporates five principles:
relaxation, separating yin and yang, turning the waist, keeping the back erect, and total body involvement. Some of the findings of this article are that tai chi research is very new; that more is known about tai chi’s benefits for senior adults than other age groups; and that there is great promise in studying tai chi further in relation to other forms of stress management techniques, gender differences, length of experience in practice, and effects on the immune system.


This article reviews the recent literature (approximately the past 5-6 years) of meditation research, including the most well-designed (in their view) studies on meditation. The authors discuss the psychological, physiological, and transpersonal aspects, dividing meditation into two basic types: concentration and awareness. They discuss the limitations present in pioneering meditation studies, how these first studies laid a foundation for later research, and include a significant section on suggestions for future research.


This review is a summary of the literature of mindfulness meditation as a clinical treatment from the 1970’s on. The author acknowledges the increasing popularity of mindfulness meditation as an intervention and discusses both its success as an intervention and the ways in which empirical research methodology could be improved. Readers of Baer’s article should also read Jon Kabat-Zinn’s commentary on this article in the same issue of this journal, p. 144-156, "Mindfulness-Based Interventions in Context: Past, Present, and Future."