

PSY 451 Health and Stress Psychology

Instructor: Katrina Moss, Psy D
Contact Number:
Email: katrina.moss@chaminade.edu

Room: Schofield Education Center
Time: 5:30 - 9 pm
Office Hours: by appointment only

Catalog Course Description

This field of psychology deals with the relationship between psychological states, social contexts, and physical reactions. The course will examine the relationship between psychology and health exploring such topics as stress, illness, exercise, nutrition, sleep, coping skills, relaxation, social support, and life-style changes. The focus of the course will be on stress management, adaptation to change, and preventative psychology.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcome of Applied Psychology. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The scientific method and its application to the field of health and stress psychology.
2. Developing and applying your own preventative stress management program (PSMP), and collecting, analyzing, and interpreting data relative to addressing and resolving physical, psychological, and interpersonal concerns.
3. Cognitive, affective, behavioral, and biological aspects of health and stress.
4. Preventative/applied psychology, and a focused holistic approach to managing stress and health.
5. The relationship between evolutionary theory, health, stress, and psychology.
6. Cross-cultural perspectives and issues in stress management.
7. The practice of mindfulness, and the relaxation response.
8. How the Five Marianist Educational Values are integrated into the course.

Assessment

The grade will be based on attendance, weekly quizzes, mid-term exam, final exam, a journal, and 2 papers.

Journal entries	(9) 5 points each =	45 points
Quizzes	(9) 5 points each =	45 points
Midterm		50 points
Final		75 points
Papers	(2) 10 points each =	20 points
Attendance		15 points
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		250 points

Each journal entry will be at least a half page single spaced in length and show reflexive thinking. These entries are ways in which to think about the readings and how they may apply to your life.

Each paper will be at least 5 pages in length double spaced and may be no longer than 7 pages. They will include a bibliography that clearly identifies your resources and a title page which are not included in page count.

Grading

A = 250 - 225

B = 224 - 200

C = 199 - 175

D = 174- 150

F = 149 and below

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational

technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule

Date	Topic	Readings
Week 1	Introduction/ Review Syllabus	Chapters 1 and 2
	Nature of Stress and the Body	
Week 2		

Holistic Stress Management	Chapters 3, 4, and 5 Journal Entry based on exercise 5.11 The Hero's Journey
Week 3 Effective Coping Skills	Chapters 6, 7, and 8 Brain Storm Paper Topics Journal Entry based on exercise 8.3 Value Assessment and Clarification
Week 4 Resources Management/ Creative Coping skills	Chapters 9, 10, and 11 Journal Entry based on 11.1 The roles of creativity
Week 5	Midterm
Week 6 Additional Coping Skills Relaxation Techniques	First Paper Due Chapters 12,13, 14, and 15 Journal Entry based on 13.1 The Seed
Week 7 Meditation/ Imagery/ Sounds	Chapters 16, 17, and 18 Journal Entry based on your experience of attempting a meditation, guided imagery, or listening to mediative music
Week 8 Massage therapy/ yoga/ nutrition	Chapters 19, 20, 21, and 22 Journal Entry based on 19.2 Self Assessment
Week 9 Physical exercise/ ecotherapy/ additional techniques/ designing personal relaxation program	Chapters 23, 24, 25, and 26 Paper 2 - designing personal relaxation program Journal Entry based on experience of the class and how to use in your own life
Week 10	Final Exam