

PSY 451 Health & Stress Psychology Spring 2018 – PACE, Online

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Contacting the Professor:

Contact Hours: 8 am – 7 pm Mon-Friday

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Term Dates: April 9 – June 18, 2018

May 29, 2018: Withdrawal with Record Ends

Online format: CANVAS <https://chaminade.instructure.com>

Prerequisites PSY 101

Required Textbook:

Brian Luke Seaward: *Managing Stress (9th ed.)*, 2018; Jones and Bartlett Publishers

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.

Course Description

This course is an examination of the relationship between psychology health, stress, and the environment. This course will examine the cognitive, affective, and behavioral components regarding their effect upon the social and physical world with regard to stress. Focus of this course will be to explore individual interaction with the psycho-social/biological from a holistic perspective as one interacts with demands made on the individual in his or her world. Course requirements will allow students to develop proactive coping skills so their approach to stress and health is preventative versus reactive. This course will investigate stress, health, lifestyle, communication skills, coping strategies, time management, nutrition, sleep, relaxation,

meditation, cognitive styles, perception, support groups, and visualization from a psychological perspective.

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.

Grading

| | | |
|---------------------------------------|--------------|-----------------------------|
| Weekly homework assignments | = 200 | 450-500 points = 90% |
| Weekly topic discussions | = 100 | 400-449 points = 80% |
| Weekly Journals (5) | = 50 | 350-399 points = 70% |
| Personal Relaxation Research | = 50 | 300-349 points = 60% |
| Health & Stress Final Test | = 100 | Below 300 = "F" |

Assignments / Scoring

1. **Weekly homework questions** – Students will use the textbook and other listed sources to gather information in an effort to produce a well-rounded, focused response to weekly questions. Students will form responses, using complete sentences, presenting a full paragraph of appropriate content in response to each question.
Ten weekly homework assignments at 20 points each = 200 points
2. **Weekly topic discussions** – This serves as our weekly conversation and round-table. These discussion questions will come from the text or Health & Stress related assessments.
 - I. Students are required to respond to the initial question (presented by instructor) by forming a well-researched, well-thought response by presenting at least one full paragraph of appropriate content. [Five sentence minimum]
 - II. Students are also required to reply to a fellow classmate in each discussion board. This reply to a fellow classmate must also be at least one clear, content-related paragraph in length. [Five sentence minimum, excluding phrases: "Great job," or "I agree with you."] Students may reply to other students, at any length, once the required (substantive) initial post and reply have been made.

[Note: Post your INITIAL post by Thursday of each week, so classmates will have an opportunity to respond to you in a timely manner by Sunday. If initial posts are not made by Thursday, points will be deducted.]

Ten discussions at 10 points each = 100 points

3. **Your Personal Relaxation Program – Research Paper** – Students will locate instructions in the CANVAS course shell. Students will craft a well-rounded paper describing his or her own personal relaxation program.
Papers must be at least 3 pages in length, not including the Cover Page AND Reference Page. Students will use the 12-point font, double-spacing, and 1 inch margins throughout. Students will cite at least TWO references, with (at least) one peer-reviewed journal article. Sources must be cited in-text and listed on the reference page in the APA writing style. Information on the APA writing style may be found at: <https://owl.english.purdue.edu/owl/resource/560/01/> (Links to an external site.) Links to an external site.

Paper must be submitted by the due date listed in Canvas.
Students will formulate a cover page (Name, Title, Chaminade University, Course number, Date)

Full Instructions and due date are listed in the CANVAS Assignment Menu. 50 Points
4. **JOURNALS** – Students will respond to five separate journal entries during weeks two through six. Journal topics are presented in the Canvas Assignment Menu. 50 Points
5. **Health & Stress Psychology Final test** – Students will complete an online assessment near the end of the semester. Instructions regarding available dates and log-on instructions are listed in the CANVAS course shell. 100 Points

Tentative Course Schedule Spring 2018 Online – Health & Stress Psychology

All assignments are formally due each Sunday evening by 11:59 pm, unless otherwise specified.
Weekly discussions: First posts due on Thursday, response post(s) due by Sunday evening

| WEEK | DATE | Topics | Gradable Items Due |
|------|-------------------|--|---|
| 1 | Apr 9-15 | Read: Chapters 1 & 2 – Managing Stress | Discussion & Homework |
| 2 | Apr 15-22 | Read: Chapters 3 & 4 – Managing Stress | Discussion & Homework Journal Due |
| 3 | Apr 22-29 | Read: Chapters 5 & 6 – Managing Stress | Discussion & Homework Journal Due |
| 4 | Apr 29- May 6 | Read: Chapters 7 & 8 – Managing Stress | Discussion & Homework Journal Due |
| 5 | May 6 -13 | Read: Chapters 9 & 10 – Managing Stress | Discussion & Homework Journal Due |
| 6 | May 13 -20 | Read: Chapters 11, 12, & 13 – Managing Stress | Discussion & Homework Journal Due |
| 7 | May 20-27 | Read: Chapters 14, 15, & 16 – Managing Stress | Discussion & Homework Personal Relaxation Paper Due |
| 8 | May 27- June 3 | Read: Chapters 17, 18, & 19– Managing Stress | Discussion & Homework |
| 9 | June 3-10 | Read: Chapters 20, 21, & 22 – Managing Stress | Discussion & Homework |
| 10 | June 10-17 | Read: Chapters 23,24,25, & 26 – Managing Stress Final test open June 10-15 – log in and complete test | Discussion & Homework Final Test Open June 10-15 |

Regarding Due dates:

1. Do not ask to submit late work / assignments
2. Due dates are clearly defined in the CANVAS assignment Schedule.
3. No extra credit or special arrangements will be arranged.
4. Special circumstances will be evaluated by the instructor and must be legitimately verified via official documentation: (ex: deployment, illness, hospitalization, death in the family, etc.).
5. All work needs to be completed timely, each week, and within the parameters of the semester.

Attendance

Students are expected to utilize the discussion board. Students will have full access to the instructor for assignment verification, guidance, and for anything else that will enhance the students' learning. As there are no class meetings (physically), it will be important for each student to keep up with their own work. Students should allow 6-8 hours a week to read course material and complete assignments.

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.

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.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he or she may need accommodations in this class must contact **Dr. June Yasuhara, 739-4603**, at the Counseling Center (next to Security Office) in order to determine whether the student meets the requirements for documented disability - in accordance with the Americans with Disabilities Act. It is important to contact this office as soon as possible, so accommodations are implemented in a timely fashion.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member,

I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of mandatory reporting responsibilities. If you wish to speak to a confidential source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | 808.735.4845 |

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 glamor, 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 the evidence that establishes/supports the theory.
<http://allpsych.com/researchmethods/replication.html>

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 provides 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 give 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 the Characteristics of Marianist Universities: A Resource Paper, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University, and the University of Dayton, Ohio.

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

Syllabus may be revised at the discretion of instructor. Notification will be given in CANVAS.
Patricia Wallace, Instructor

April 1, 2018