

CHAMINADE UNIVERSITY OF HONOLULU
Health and Stress Psychology
PSY 451
Fall 2023

Instructor: Robert Santee, PhD

E-Mail: rsantee@chaminade.edu

Phone: 735-4720

Office: BS 105

Office Hours: M/W 12:30-1:20

By appointment
Behavioral Science Building
105A

Appointment: Pam – 808-735-4751 or email: pamela.silva-patrinosa@chaminade.edu

Location: Henry Hall 104

Time: M-W-F 10:30-11:20

Text: Santee, R.G. (2020). *It's Time for a Change: A Therapeutic Lifestyle Approach to Health and Well-Being* (1st edition). San Diego: CA. (Cognella, Inc.)

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.

Course Description

The scope of this course is an examination of the relationship between psychology (cognitive, affective, behavioral), health, stress, and the environment (social and physical). The focus of the course is to explore the individual (psycho-social/biological) from a holistic perspective as he/she interacts with the demands (self, others, internal and external environment) in his/her world. The context of this approach integrates a Daoist approach to stress management with a western approach (evolutionary theory, Neuroscience, Social Psychology) to health stress management and is supplemented by a Buddhist approach and Confucian approach to stress management. The course will allow the student to develop, *proactively*, coping skills so that their approach to stress and health is preventative rather than reactive. The course will investigate stress, health, lifestyle, communication skills, coping strategies, time management, nutrition, sleep, exercise (aerobic and anaerobic), relaxation, meditation, cognitive styles, perception, support groups, visualization, and the relationship between evolutionary theory, Neuroscience, Social Psychology, stress response, stress management and Chinese thought from a scientific perspective. To assist the exploration of the psychological approach to stress and health, Taijiquan and Qigong will be taught at the beginning of each class.

Class Structure

1) Taught Outside: Taijiquan and Qigong will be taught at the beginning of class under the tent in the Henry Hall Courtyard.

2) Taught Inside: The primary modality is group discussions thus creating a collaborative environment.

Psychology Program Learning Outcomes (PLO)

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

Student Learning Outcomes

1. Declarative Knowledge: Students will identify key concepts, principles, and overarching themes in the field of health and stress psychology **via** a multiple-choice midterm and final exam. This outcome links directly to **PLO 1**.

2. Procedural/Performance Knowledge: Students will demonstrate the relationship between adaptation and change, a holistic, integrative approach, and stress management, in the field of health and stress psychology **via** writing a paper on **1)** Your own Personal Stress Management Program (PSMP), **2)** your weekly PSMP analyses, **3)** analyzing Buddhist, Daoist, and/or Confucian quotes and indicating how they are relevant to/beneficial to your own, physical and psychological health and well-being, and **4)** your experiences performing the Five Animals Frolic qigong as expressed in your journal and . This outcome links directly to **PLO 4**.

Assessment

Mid-Term Exam: 25 item multiple-choice exam	100 points
Final Exam: 50 item cumulative multiple-choice exam	200 points
Personal Stress Management Program (PSMP)	20 points
2 Weekly PSMP Analyses (1=30, 2=50)	80 points
Paper 1: Five Animals Frolic	30 points
Paper 2: Analysis of Buddhist, Daoist, and Confucian quotes	100 points
Total	430 points

There is a total of 430 points for the course. Grades will be based on exam scores, and the meeting the content, format, structure, word requirements, and the overall requirements of the typed papers provided in Canvas and will be assigned based on total points earned using the following chart:

- A** = 387 and above
- B** = 344-386
- C** = 301-343
- D** = 258-300
- F** = 257 and below

Assignments

Content, Instructions, Requirements, Format and Structure for the PSMP assignment, the Five Animals Frolic assignment, the PSMP Analysis 1 assignment, the PSMP analysis 2 assignment, and the Buddhist, Daoist, and Confucian quotes assignment can be found in the modules on Canvas for this course. The specific requirements, content, format and structure for the PSMP is found at the end of this syllabus and in the files link on Canvas for this course. The Basic content, format and structure for the PSMP analysis Week 1 and 2 can be found at the end of this syllabus with additional requirements found on the Canvas module for this course. The PSMP Week 2 Analysis has additional requirements, content, structure and format which can be found on the Canvas module for this course.

Both exams will be taken online via Canvas during their assigned times and dates as noted in Canvas and the syllabus.

The PSMP assignment, the Five Animals Frolic assignment, the PSMP Analysis 1 assignment, the PSMP Analysis 2 assignment, and the Buddhist, Daoist, and Confucian quotes assignment are due before noon on the listed due date in your syllabus and on Canvas. Submit via canvas.

Late assignments will only be accepted in this course with a 10% deduction that is past the time deadline on the day it is due, 20% deduction on second day, 30% on the third day, 40% on the fourth day and 50% on the fifth day. Papers turned in after the fifth day will not be accepted. **No extra credit** is given in this course. **Incompletes are not given** in this course.

Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students should notify their instructors, via email, when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

While notification to the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused. Not meeting the attendance requirements may result in lowering the final grade, withdrawal from the course, or failing the course. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Excused Absences

Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal from the course).

Unexcused Absences

Chaminade University student policy states that in cases where unexcused absences are equivalent to more than a week of classes, the instructor has the option of lowering the final grade. Any unexcused absence of two consecutive weeks or more may result in being administratively withdrawn from the course by the instructor. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. In addition, if you are absent from class or not present when role is taken, you will be deducted **2** points. You are allowed **2** unexcused absences or **2** missing role call or a combination of **1** missing role call and **1** absence. After that all will be counted. See Canvas Home page for additional specifics. *see addendum at end of this syllabus.

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.

<https://catalog.chaminade.edu/generalinformation/academicaffairs/policies/attendance>

Classroom Rules

- No sleeping in class.
- No reading outside materials in class.
- No doing homework for other classes during class.*
- No eating in class.
- No behavior that is viewed as inconsiderate and disrespectful to your classmates who are here to learn.
- No behavior that is viewed as inconsiderate and disrespectful to your instructor who is here to teach.
- If you bring a computer to class to take notes, it can only be used to take class notes or record the lecture. No other computer use is acceptable.

Computer use, tablets, ipads, cell phones, etc. are only for class work, such as taking notes or recording the lecture. They cannot be used for anything else during class time.

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 University by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or University official. Academic dishonesty may include theft of records or examinations, alteration of grades and plagiarism.

Questions of academic honesty 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 and may range from an "F" grade for the work in question to an "F" in 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/she may need accommodations in this class must contact the **Kokua Ike Coordinator** at (808) 739-8305 to make an appointment 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. For more information contact <https://chaminade.edu/student-life/counseling-center/ada-accommodations/>

Title IX Statement

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have

been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Chaminade Counseling Center

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. Information regarding the counseling center can be found at [Counseling Center – FAQs – Chaminade University of Honolulu](#). The counseling center can be contacted at counselingcenter@chaminade.edu and 808-735-4845.

Tutoring Center

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/>. They can be contacted at 808-739-8305.

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

Marianist Educational Values

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

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.**

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.

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.

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.

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*

The PSMP assignment, the Five Animals Frolic assignment, the PSMP Analysis 1 assignment, the PSMP Analysis 2 assignment, and the Buddhist, Daoist, and Confucian quotes assignment are due before noon on the listed due date in your syllabus and on Canvas. Submit via canvas. Both exams will be taken online via Canvas during their assigned times and dates as noted in Canvas and the syllabus.

Use Canvas weekly modules to navigate (assignments, readings, instructions, requirements, format, structure) your way through this course

Tentative Schedule

Week	Topic	Readings from Santee
8/21	Syllabus; Scientific Method; Three Concerns about Health Care; Personal Stress Management Program (PSMP); Marianist Educational Values. Begin 5 Animals Frolic Exercise 8/21 (Paper 1). PSMP Due 8/28.	Introduction, Chapter 1, 12
8/28	Begin PSMP program 8/28. Lifestyle Medicine; Therapeutic Lifestyle Changes; Evolutionary Theory;	Chapter 1, 2
9/04	Holiday Labor Day 9/4. Stress Response, Relaxation Response, and Neuroscience Weekly PSMP Analysis 1 Due 9/4	Chapter 2
9/11	Stress Management in the context of Daoism, Buddhism, and Confucianism; Meditation. Paper 1 (5 Animals) Due 9/13; Weekly PSMP Analysis 2 Due 9/11	Chapter 3, 4
9/18	Stress Management in the context of Daoism, Buddhism, and Confucianism; Meditation.	Chapter 3, 4,
9/25	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology	Chapter 5
10/2	Cognitive bias/distortions; Reframing; Moon Colony Exam Review questions uploaded.	Chapter 5
10/9	Midterm Exam 10/13 Friday Holiday 10/9 Discoverers' Day	
10/16	Time Management;	Chapter 10
10/23	Exercise; Interpersonal Relationships	Chapter 6, 11
10/30	Sleep 10/30 Paper 2 (Quotes Paper) Due	Chapter 7
11/6	Immune System Holiday Veterans' Day 11/10 Friday	Chapter 9
11/13	Immune System, Nutrition	Chapter 8-9
11/20	Nutrition Thanksgiving Holiday 11/23-11/24	Chapter 8
11/27	Review. Areas for Final Exam on Canvas available 12/2	
12/6	Final Exam Wednesday 11-12pm	

Sample

Personal Stress Management Program (PSMP)

1. Keep daily log
2. Sleep: Get 8 hours of restful sleep per day
3. Diet: Watch diet: eliminate soda, candy and chips from diet
4. Water: While there are no hard and fast rules for how much an individual needs per day (temperature, activity level, gender, age, weather, etc., has a direct impact on daily water requirements), one guideline to estimate the amount of water is, there are others, to drink half your weight expressed in ounces of water each day. As I weigh 180 lbs, an adequate amount of water per day is 90 ounces, 1/2 my weight expressed in ounces.
5. Aerobic exercise: Swim 2 days a week (t-th) for 30 minutes each session
Walk 3 days a week (M-W-F) for 30 minutes each session (American College of Sports Medicine [ACSM] recommends 150 minutes per week)
6. Anaerobic: Weight machines (T-Th-Sat)
5 exercises upper body (1 set each 10 reps)
5 exercises lower body (1 set each 10 reps)
(ACSM recommends 2-3 days per week)
7. Flexibility: Stretching 10 minutes before and 10 minutes after aerobic and anaerobic exercises (ACSM recommends 2-3 days per week)
8. Neuromotor/Neuromuscular: These exercises train skills like balance, coordination, gait, and agility
Daily 15 minutes – Taijiquan and Qigong (ACSM recommends 2-3 days per week)
9. Counting Breaths: Sitting: focus on breathing 3 days per week (T-Th-Sat) 10 minutes each session
10. Mindfulness: Daily at each meal for at least 10 minutes
11. Safe Space Visualization: 3 days a week (M-W-F) for 5 minutes a day
12. Relaxation Response: Each day, for 10 minutes, I practice saying my ‘word’ or short phrase while I exhale
13. Loving Kindness Meditation: 5 minutes each morning saying “may my day be peaceful, may my day be joyful and may my heart be happy
14. Social: 1 hour each day with kids
1 hour each day with spouse
2 hours a week with friends
Go out to eat with family at least once a month
15. Cognitive Re-Structuring: Monitoring and addressing inappropriate threat-based thinking (negative, absolute (must, should, never, etc.) awfulizing, catastrophizing, whining, complaining, criticizing, etc., cognitive distortions
16. Time Management: Daily assess how I am utilizing and managing my time
17. Reduce Sedentary Behavior: Daily Walk 250 steps for each hour between 6 am and 5 pm
18. Moderation is the Key

DAILY STUDENT LOG

Rating of Feelings: 1 = Terrible
10 = Great

		SUN	MON	TUE	WED	THUR	FRI	SAT
SLEEP	No. of Hours:							
Upon Waking	Rating:							
MEALS	Breakfast							
	Lunch							
	Dinner							
	Snacks							
WATER CONSUMPTION	How much:							
	Rating:							
EXERCISE								
Aerobic Exercise	Type:							
	Hours:							
	Rating:							
Stretching	Hours:							
	Rating:							
Neuromotor	Type:							
	Hours:							
	Rating:							
Anaerobic Exercise	Type:							
	Hours:							
	Rating:							
MEDITATION								
Counting Breaths	Hours:							
	Rating:							
Mindfulness	Hours:							
	Rating:							
Relaxation Response	Hours:							

	Rating:							
		SUN	MON	TUE	WED	THUR	FRI	SAT
Loving Kindness Meditation	Hours							
	Rating:							
Safe Space Visualization	Hours:							
	Rating:							
SOCIAL	Type:							
	Hours:							
	Rating:							
RECREATION	Type:							
	Hours:							
	Rating:							
DAILY LOGGING	Hours:							
	Rating:							
COGNITIVE RESTRUCTURING/ REFRAMING	Type:							
	Hours:							
	Rating:							
TIME MANAGMENT	Type:							
	Hours:							
	Rating:							
SEDENTARY BEHAVIOR	Total Hours							
	Hours Met Movement Goal							
	Rating							
COMMENTS:								

BASIC PSMP ANALYSIS FORMAT

This is the first week of my pattern analysis. It took two days to get used to logging my life on the form that was provided for the class. It certainly is requiring me to be organized. At this point it is fairly routine and quite informative. I do need a lot of work. (6)

I averaged 6 hours of sleep a night. I don't think it was very restful (4). I did notice that I sleep more on the weekends than during the week. I had one day during the week where I got only 4 hours of sleep and I sure felt it the next day. Problems with energy (3), attention (4), focus (4), and impatience (2) were noted. Truth of the matter, I was kind of nasty to those around me. It is clear to me that inadequate sleep is quite problematic. I will be examining my sleeping patterns so that I get adequate rest.

My eating habits are a mess (3). I don't eat breakfast (I have no time) and pretty much survive on fast food and soda. Weekends are not much different. I suspect my eating habits also contribute to my lack of energy (3). I will start to eat breakfast on a regular basis beginning tomorrow. I will monitor how this meal impacts on my energy and attention levels.

I did not drink much water (2). I am sure the lack of water is also linked to my problems with energy (3), attention (4), and with being impatient (2). As noted in my PSMP I will begin to drink 90 ounces of water (body weight =180 and $\frac{1}{2}$ of 180=90) per day.

As far as exercise is concerned, this is pretty new to me. My personal stress management program indicated I would 1) stretch (flexibility) for 10 minutes before and after my aerobic and anaerobic exercise, 2) walk 25 minutes three days a week, and swim 25 minutes three days a week (aerobic), 3) do a weight workout (anaerobic) with machines three days a week incorporating both upper and lower body, and 4) neuromotor/neuromuscular exercises daily for 30 minutes incorporating Tai Chi and Qigong. I did not meet my goal of stretching before and after each aerobic and anaerobic session as I missed two anaerobic sessions (7). I was able to meet my aerobic requirement as I walked three days for 25 minutes (8) and swam three days for 25 minutes (8). I did not meet my anaerobic requirement (3) of working out with the weight machines for three days as I was only able to work out one day for 30 minutes. I did exercises for both my upper body and lower body. I know. I know. I need to follow my schedule and incorporate two more weight workouts each week. Just so tired and my days are so long. I will include the push-ups, squats and abdominal crunches regime that we discussed in class for the second and third anaerobic exercise. This way I can do the second and third anaerobic component at home. I met my neuromotor/neuromuscular requirement (10) as I was able to perform my Taijiquan and Qigong for a total of 30 minutes each day.

I liked the simple breathing exercise of counting breaths we did in the class. I did that for five minutes three times during the week. I felt rested (8). I met my goal here. I also liked the mindfulness exercise although it was really hard to stay focused and nonjudgmental in the present (5). I practiced mindfulness during my meals. My mind really raced around. I was able to practice the safe space visualization exercise three times during the week (8). I am able to forget my troubles in my visualized safe space by the mountains and ocean. I was successful in practicing the relaxation response daily for 10 minutes each day. My word 'still' kept me focused, centered, and relaxed (8). For me, the loving kindness meditation worked the best! I performed it for both myself and for my family members. I really noticed not only how good I felt after doing it in the morning, but also how this positive feeling carried throughout the day (10). Overall, I am really enjoying these meditative techniques and clearly see their benefit for my well-being.

School is going fine so far. I am taking two classes and I am enjoying them. I work full time for Longs and the job is fine. I was able to meet with my friends during the weekend and I did talk to two of them during the week (8). I spend 60 minutes each night watching the SciFi station. It is great for my relaxation (8). I played tennis once over the weekend. Need to do this more often. I did find myself, in spite of everything else, laughing and smiling each day. This seems to have an impact on my energy.

Managing my time has been quite an eye opener. I did not realize how much time during the day I waste complaining and whining (3). I know I need to get better organized (4), and put some structure into my day.

I was stunned regarding how much time during the day I spent being sedentary (2). Sitting at my desk at work (about 7 hours), watching TV (about 3 hours), and using my mobile phone/computer/tablet (about 5 hours). Mind you most of this is straight time without even getting out of my chair. This does not include eating or driving my car. On the weekends, it is even worse. I will start stretching and walking each day for 250 steps, for each hour, between 6 am and 5 pm. In addition, I need to cut down the amount of time I spend on my digital devices. I will start by reducing my time on my digital devices by 30 minutes each day during the week, and by 1 hour each day on the weekends.

Regarding my negative thinking and cognitive distortions I noticed they were greater at the start (3) of the week than at the end of the week (5). I spent a lot of time complaining about customers and my fellow workers. I noticed I tended to have absolute expectations about how people must behave. When they didn't behave as I felt they should I got angry (3). In a lot of these instances I noticed that my lack of restful sleep appeared to contribute to my negative thinking and cognitive distortions. Through the process of cognitive restructuring I began reducing/eliminating negative thinking, removing problematic threat based thinking, examined and addressed my cognitive distortions, and developed preferences to replace my absolute problematic thoughts.

I had a headache for two days (3). I wonder if it was connected to my sleep and diet. I found myself engaging in a lot of awfulizing, catastrophizing, and complaining almost every day. It was especially noticeable the day after my 4 hours of sleep. I also noticed that I was quite angry (2) on that day.

In summary, I am able to notice links or patterns in how I feel, my energy level and my behavior relative to my diet, sleep, meditation, exercise, and social interaction. For example, I am sure diet and sleep contribute to my energy problems and my low motivation for doing my anaerobic exercises. When I do not get enough sleep or it is not restful, the next day I lack energy, I am unable to stay focused very long, and I am quite irritable. On the other hand, when I get restful sleep, I am energized, focused, engage in less negative thinking/complaining, and I am happy. I also noticed that when I meditate, my energy increases and my concentration and attending skills are quite good. I find when I am not well organized, I waste time, and I am stressed. It is important to discover and address the various patterns and relationships, such as those I have described, between the components of my PSMP. This analysis assists me in taking control of my health and overall well-being. I am slowly learning the necessity of being pro-active rather than re-active regarding my interactions with my environment. I suspect as I become more pro-active I will better be able to manage my time and thus eliminate my excuse of not having enough time to do certain activities. I will continue to monitor myself and address the problems noted in my above analysis.

Regarding the Marianist Educational Characteristics of Provide an Excellent Education/Educate the Whole Person, my PSMP program and its analysis is clearly holistic as it covers physical, psychological, behavioral, interpersonal, and spiritual domains. I can clearly see how my overall health and well-being in each of these areas is intertwined and necessary for me to understand myself as a whole. Regarding Educate for Adaptation to Change it is quite apparent from this PSMP program and my analysis that my overall physical, psychological, behavioral, interpersonal, and spiritual health and well-being is directly linked to my ability to adapt to this ever-changing world. This has become quite obvious in the Post Covid 19 environment given all the changes previously imposed on all of us in order to address the pandemic.

Chaminade Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Credit Hour Policy Psy 451

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend

- **37.5** hours in class
- **2 hours** reading Chapter 12 of course text and instructions for assignment on Canvas module and creating and writing a 1-page structured **Personal Stress Management Program (PSMP)**
- **8 hours** reading Chapter 12 of course text and detailed instructions for assignment on Canvas module, implementing and tracking 18 component PSMP over 7 straight days, and writing (**1800 words minimal = 7.2 pages double spaced**) **PSMP Analysis 1**
- **10 hours** reading detailed instructions for assignment on Canvas module, implementing and tracking 18 component PSMP over 7 straight days, and writing (**2500 words minimal = 10 pages double spaced**) **PSMP Analysis 2** with comparison between weeks 1 and 2

- **15 hours** preparing, implementing, cooling down, and reflecting upon their practice for 21 straight days of the **Five Animals Frolic Qigong** and writing of structured journal (1500 words minimal = 6 pages double spaced), and structured analysis (1500 words minimal = 6 pages double spaced)
- **15 hours** reading, reviewing, selecting, analyzing 12 quotes from course text, and writing (4000 words minimal = **16 pages double space**) paper
- **4.5 hours** studying and taking mid-term exam
- **11 hours** studying and taking cumulative final exam
- **32 hours** of work beyond what is listed here (studying, course readings including text, viewing videos, reading PPPs, etc.).

Addendum to Attendance and Class participation

In addition, if you are present when role call is taken and then disappear for an extended period of time and return you will be deducted 2 points. If you do not return back to class you will be deducted 2 points. Obviously bathroom breaks and emergencies (see excused absences above) will not be counted but if you are present for role and then disappear on a regular basis, then this pattern of behavior you will result in being deducted 2 points.

You are required to participate in both the Qigong and Taijiquan at the start of the class under the tent in Henry Hall courtyard, and in classroom when we are finished with the Qigong and Taijiquan. Regarding the Qigong and Taijiquan, if you have an acute injury that temporarily prevents or compromises your standing, then you can perform the moves sitting down at one of the tables in the courtyard and follow along. If one of your arms is compromised then you can follow along using one arm. Other types of injuries will be addressed on a case-by-case basis. If your excuse is that you do not feel well/are sick you should not be in class and need to go home. You will need a doctor's note if you want to be excused. In addition, while sitting down during the Qigong and Taijiquan you are still part of the class so no talking to other students/people, playing with your phone, computer, etc. Regarding the above, failure to do so will result in a deduction of 2 points per class. If your injury prevents you from participating for an extensive time period (more than 20% of on-ground course meetings, during the semester, then you need to drop the class. Other situations will be addressed on a case-by-case basis.