

Chaminade University - Honolulu
PSY 751 Health, Stress Management and Counseling
Fall 2023 Online

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Pain and unpleasantness in life is inevitable, becoming chronically stressed about it and suffering is optional. It is a choice!

Sallatha Sutra or Arrow Sutra/Jian Jing

Is it not pleasurable to have the opportunity to put into practice what one has learned?

Analects of Confucius, Book 1

I have three treasures that I maintain and protect. The first is compassion. The second is simplicity. The third is patience.

Daodejing, Chapter 67

*Life is largely a process of adaptation to the circumstances in which we exist. A perennial give-and-take that has been going between living matter and its inanimate surroundings, between one living being and another, ever since the dawn of life in the prehistoric oceans. The secret to health and happiness lies in successful adjustment to the ever-changing conditions on this globe; the penalties for failure in this great process of adaptation are disease and unhappiness. But there is another type of evolution which takes place in every person during his own lifetime from birth to death: this is adaptation to the stresses and strains of everyday existence. . . . We are just beginning to see that many common diseases are largely due to errors in our adaptive responses to stress, rather than to direct damage by germs, poisons, or life experience. In this sense, many nervous and emotional disturbances, high blood pressure, gastric and duodenal ulcers, and certain types of sexual, allergic, cardiovascular, and renal derangements appear to be essentially **diseases of adaptation**.*

The Stress of Life
Hans Selye

It is a remarkable thing about psychotherapy: You cannot learn any recipes by heart and then apply them more or less suitably, but can cure only from one central point; and that consists in understanding the patient as a psychological whole and approaching him as a human being, leaving aside all theory and listening attentively to whatever he has to say.

Even a thorough discussion can work wonders. It is of course essential for the psychotherapist to have a fair knowledge of himself, for anyone who does not understand himself cannot understand others and can never be psychotherapeutically effective unless he has first treated himself with the same medicine. Otherwise he never knows what he is doing. You don't get anywhere with such facile, general doctrines as that neurosis consists of repressed sexuality and the like.

The psychotherapist must be a philosopher in the old sense of the word. Classical philosophy was a certain view of the world as well as of conduct. For the oldest authorities of the Church even Christianity was a sort of philosophical system with a code of conduct to match. There were philosophical systems for a satisfying or happy way of living. Psychotherapy means something of the sort too. It must always deal with the whole man and not merely with organs. So it must also proceed from the whole of the doctor.

Carl Jung's letter (April 21, 1947) to his cousin Richard Otto Preiswerk

Adler, G. (Ed.), Jaffé, A. (Ed.), Jung, C. (1973, 456). Letters of C. G. Jung. London: Routledge,

<https://doi.org/10.4324/9781315723945>

Whistling to keep up courage is no mere figure of speech. On the other hand, sit all day in a moping posture, sigh, and reply to everything with a dismal voice, and your melancholy lingers. There is no more valuable precept in moral education than this, as all who have experience know: if we wish to conquer undesirable emotional tendencies in ourselves, we must assiduously, and in the first instance cold-bloodedly, go through the outward motions of those contrary dispositions we prefer to cultivate. The reward of persistency will infallibly come, in the fading out of the sullenness or depression, and the advent of real cheerfulness and kindness in their stead. Smooth the brow, brighten the eye, contract the dorsal rather than the ventral aspect of the frame, and speak in a major key, pass the genial compliment, and your heart must be frigid indeed if it do not gradually thaw!

What is an Emotion?

William James (1884)

<http://psychclassics.yorku.ca/James/emotion.htm>

Online

Psy 751 is an online asynchronous format course via canvas. There will be no zoom. There will be no pre-recorded lectures. After reading this syllabus, please go to and review the canvas home page and the week 1 module.

The entire course is structured through the module format on Canvas where all your assignments, requirements, PowerPoint presentations to review (links to the PowerPoint presentations are found in the weekly modules), articles to read, videos to watch (links to the videos are in the weekly modules), discussion questions, and Book Chapter readings are indicated. The Files link also contains the syllabus, all the PowerPoint Presentations, exercises, samples for assignments, and articles to read. In addition to the modules, the syllabus also lists chapter readings. The sample Personal Stress Management Program (PSMP) is found in the syllabus. The sample PSMP analysis is found in the syllabus and week 2 module (PSMP analysis 1) on canvas. **The week 3 module on canvas contains additional material for PSMP analysis 2.**

All graded papers, the PSMP, the weekly PSMP analyses, discussion questions and participation responses will be posted on a Monday. **They are all submitted through canvas.** The graded papers, the PSMP, and the weekly PSMP analyses are all always due, for their respective week Sunday **before** midnight. **Late assignments** will only be accepted in this course with a 10% deduction on the first day (which would be a Monday) it is due, 20% deduction on second day, 30% on the third day, 40% on the fourth day and 50% on the fifth day (which would be a Friday). Papers turned in after the fifth day will not be accepted. Grade will be zero. **No extra credit** is given in this course. **Incompletes are not given** in this course.

Regarding the discussion questions and participation responses (which have the same due date), no late submissions will be accepted. Your score will be zero. This is due to the fact that late submissions do not allow your classmates to see your response and do not allow them to respond to it if they so choose.

Both the mid-term and final exam both are 25 item multiple choice exams for which you have 30 minutes for each to complete. **The mid-term is taken**, during its assigned week (Monday through Sunday) through canvas any day with the due date before 11pm on **Sunday 11/12**. **The final exam is taken the during the final assigned week on Sunday 12/3, Monday 12/4, or Tuesday 12/5 with the due date before 11pm Tuesday 12/5.**

All papers are submitted through canvas, discussion questions and participation responses are submitted through canvas, and both the mid-term and final exam are taken through canvas.

Please note there is no extra credit given for this course. There are no incompletes given for this course.

ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Course Description

The scope of this course is a psycho-educational, integrative, holistic, self-care approach to counseling, for both counselor and client, relative to generating and implementing adaptive solutions for adaptive problems in various ever-changing environmental contexts. The general focus of the course is the relationship between mind, body, and environment. The specific focus of this course is the exploration of the relationship between, health, psychological moods, and personal/social contexts. This course will examine such areas as: a personal stress management program (PSMP), evolutionary theory, neuroscience, the stress response, stress management, nutrition, exercise, sleep, sedentary behavior, inter-personal relationships, humor, personal responsibility, immune system, time management, cognitive restructuring/re-framing, and meditation.

In addition, Daoist, Buddhist, and Confucian approaches are integrated with the western approach to provide cross-cultural perspectives and practices regarding generating and implementing adaptive solutions for adaptive problems within the context of health, stress management and counseling. Course emphasis will be on preventive/self-care counseling for both the counselor and the client.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

MSCP Core Program Learning Outcomes (PLOs)

1. Identify core-counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in Mental Health, Marriage/Family or School Counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Student/Course Learning Outcomes

1. **Declarative Knowledge:** Students will identify core counseling theories, principles, concepts, techniques and facts in the field of health, stress management, and counseling via a multiple-choice midterm and final exam. This outcome links directly to the MSCP Core **PLO #1**.
2. **Procedural/Performance Knowledge:** Students will identify the relationship between adaptation and change and the counseling process in the field of health, stress management, and counseling **via writing a paper on 1) Your own Personal Stress Management Program (PSMP), 2) your weekly PSMP analyses, 3) your ACA Ethical Guidelines Self-Care and Self-Monitoring analysis, 4) analyzing Buddhist, Daoist, and/or Confucian quotes and how they are relevant to/beneficial to the field of Health, Stress Management, and Counseling for both the counselor's and client's health and well-being, and 5) 5 Animals Frolic Journal/Analysis.** This outcome links directly to the MSCP Program Core **PLO #4**.

Use the Modules in Canvas for PPP, videos, specific course requirements, instructions, and assignments. Essentially you navigate your way through this course using Canvas. All assignments are submitted via Canvas.

Assignments

1. **Five Animals Frolic Paper.** See Canvas Week 1 Module for instructions, requirements, and format. 40
 2. **Personal Stress Management Program (PSMP).** See Canvas Week 1 Module for instructions, requirements, and format. 20
 3. **Two weekly PSMP Analyses.** See Canvas Week 2 and 3 Modules respectively for instructions, requirements, and format PSMP Analysis 1 =30 PSMP Analysis 2= 50 80
 4. **Analysis of ACA Ethical Guidelines of 1) Section C: Professional Responsibility Introduction and 2) C.2.g: Impairment paper.** See Canvas Week 5 Module for instructions, requirements, and format. 40
 5. **2 (Mid-Term and Final) 25 item Multiple Choice exams taken via Canvas.** You will have 30 minutes for each exam. 2 x 100 =200
 6. **Analysis of Buddhist, Confucian and Daoist Quotes Paper.** See Canvas Week 5 Module for instructions, requirements, and format. 100
 7. **Discussion Questions and Participation Responses.** See Canvas Week 1 Module for instructions, requirements, and format. 15 x 6 = 90
- Total Points = 570**

Grades

A = 513 and above

B = 456-512

C = 455 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. *Chaminade University Graduate Catalog 2019/2020, pg. 30-31*

Scientific Methods 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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

Methods In Behavioral Research
Cozby

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. It is your responsibility to send your accommodation letter to your instructor in a timely manner. In other words, the accommodations are not retroactive. Given that this course is online, the primary area that you will be using it, assuming you have an accommodation for a specific amount of extra time, is on exams. So make sure your accommodation letter is sent to your instructor at the start of the term if you plan on requesting the extra time. For more information contact <https://chaminade.edu/student-life/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.

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.

See end of this Syllabus and Home Page for implementation of this policy for this course.

Marianist Educational Values/Characteristics

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.

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

Use the Modules in Canvas for book chapter and additional readings, PPP, videos, course requirements, instructions, and assignments. Essentially you navigate your way through this course using Canvas.

<u>Week</u>	<u>Topic</u>
10/2	<p>The Paradigm Shift; Life-Style Medicine; Therapeutic Life-Style Changes; Psycho-Educational, Holistic, Integrative Approach to Counseling; Evolutionary Theory Approach: Adapting to Change; Personal Stress Management Program (PSMP) and Weekly PSMP Analysis.</p> <p>Discussion Question Response/Participation Responses (DQ) 1 and PSMP due before midnight on 10/8. Begin 5 Animals Frolic Assignment 10/6 and finish on 10/26.</p>
10/9	<p>Evolutionary Theory, Neuroscience, Stress Response Begin PSMP program on 10/9 PSMP Analysis 1 and DQ 2 due before midnight on 10/15</p>
10/16	<p>Daoism, Buddhism, and Confucianism, Meditation PSMP Analysis 2 and DQ 3 due before midnight on 10/22</p>
10/23	<p>Cognitive Restructuring, Time Management Both DQ 4 and Five Animals Frolic Paper due before midnight on 10/29</p>
10/30	<p>Interpersonal Relationships, mid-term review</p>

- 11/6 **The mid-term exam**, a 25-item multiple choice exam for which you have 30 minutes to complete, is taken, this week (Monday through Sunday) through canvas any day with the **due date before 11pm on Sunday 11/12**
- 11/13 Sleep, Exercise
ACA Self-Care and Self-Monitor Analysis Paper and DQ 5 due 11/19 before midnight
- 11/20 Nutrition, Immune system,
Analysis of Buddhist/Daoist/Confucian quotes paper and DQ 6 due 11/26 before midnight.
- 11/27 Stress Management and Counseling, final exam review
- 12/4 **Final Exam**
The Final Exam, a 25-item multiple choice exam for which you have 30 minutes to complete, is taken this week **on Sunday 12/3, Monday 12/4, or Tuesday 12/5. The due date is before 11pm on 12/5.**

Credit Hour Policy

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

- **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)**
- **25 hours on Discussion Question, reading, answering DQ, reviewing and selection of 2 other student's responses to Discussion Question, and writing 6 weekly Discussion Questions responses, each consisting of minimal 200 word responses, and 2 each minimal 150 word participation responses (minimal 300 words). Total words each week = 500)**
- **10 hours reading and writing Structured ACA Ethical Guidelines Paper for Self-Care and Self-Monitoring (minimal 1800 words = 7.2 pages)**
- **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**
- **4.5 hours studying and taking final exam**
- **41 hours of work beyond what is listed here (course readings, viewing videos, reading PPPs, etc.), averaging 2 hours each week.**