



Chaminade University - Honolulu
PSY 751 Health, Stress Management, and Counseling
Summer Masters: July 1, 2024 to September 9, 2024

Instructor: Sheena Galutira, LMHC, NCC **Time:** 5:30pm to 9:20pm
Phone: 808-739-8557 **Room:** Behavioral Science Building 101
Office Hours: Behavioral Sciences #106 **Email:** sheena.galutira@chaminade.edu
By Appointment Only

Texts:

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.)

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 applications, etc.

Instructor Availability

Questions for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

Catalog 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.

Articulation of Characteristics and Values

PSY 751 Health, Stress Management, and Counseling is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to individuals. Each individual is different and students gains knowledge in understanding peer behavior. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the individual counseling process, the attributes above will be demonstrated.

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 counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

Upon completion of the course students will:

1. Declarative Knowledge: 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 (PLO 1).
2. Procedural/Performance Knowledge: 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 (PLO 4).

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

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>

Students With Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. Effective August 1, 2020, Kōkua 'Ike: Center for Student Learning (Kōkua 'Ike), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of a disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:

- Email: ada@chaminade.edu
- Phone: 808-739-8305

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. 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, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

Personal Counseling Center: 808-735-4845

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. For more information regarding the Counseling Center services, please visit:

<https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

Kokua Ike: Tutoring & Learning Services

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/student-success/kokua-ike/>

- Email: tutoring@chaminade.edu
- Phone: 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.

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 expected 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)
- 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
- 66 hours of work beyond what is listed here (course readings, viewing videos, reading PPPs, etc.), averaging 2 hours each week.

Note: There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the [Rice University Center for Teaching Excellence](#).

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.

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

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.

The above quotes were taken directly from:

<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, 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, 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.

Attendance

If you miss more than one class, regardless of reason, you will be given a "C" and you must retake the class. (This is graduate programs policy.) Arriving to class consistently 20+ minutes late will be counted as an absence.

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.

Class structure

The format of this course is similar to a seminar that uses the Socratic method of teaching to practice critical thinking and critical analysis on ethics. The course will also include physical activity and students are encouraged to dress comfortably and appropriately for a light workout. Water and towels are recommended.

This course will be comprised of physical and mental applications of mindfulness, discussions, and role-plays to demonstrate knowledge expertise in the subject. Throughout the course, students will complete exercises, reflections, and dyads to stimulate discussion and critical thinking and engage in self-reflection and self-awareness practices to encourage mindfulness.

In order to have informed weekly discussions, students must complete the readings prior to any discussions. There are likely to be lively discussions which may include disagreement on issues due to the nature of the class material. Some people may feel uncomfortable or upset by some of the material so we want to make sure to follow these ground rules:

1. Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.

2. Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
3. Agree that this course should be a place where no one is made to feel embarrassed or ashamed. Disrespectful behavior will not be tolerated. No attacks that might be deemed personal should be made on the discussion boards. However, healthy discussion and debate is welcome and encouraged. We do not have to agree with one another, but we must be able to discuss our differences in a respectful manner.

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Hardware Requirements: A video and audio enabled device (laptop, desktop, camera phone) is required. Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access video from some external websites or files posted within this course.

Software Requirements: You will need to have some ability play videos or audio (RealPlayer, Windows Media Player, Quicktime, etc.). You will also need to be able to read .pdf files (via Acrobat Reader or similar). These can be downloaded without additional costs.

Grading Scale

Final grades will be determined based on the following:

<u>Assignment</u>	<u>Points</u>
Five Animals Frolic Paper	40 (20 paper, 20 journal)
Personal Stress Management Program (PSMP)	20
PSMP Analysis 1	30
PSMP Analysis 2	50
ACA Self-Care and Self-Monitor Analysis Paper	40
Analysis of Buddhist, Confucian, and Daoist Quotes Paper	100
Chapter and Stress Management Facilitation	50
Participation	50
Midterm Exam	100
Final Exam	100
Total Points =	580

- A = 90-100%
- B = 80-89%
- C = 60-79%
- F = 0-59%

All assignments are due on the date and time specified on the syllabus and/or Canvas. Late submissions will have a 10% deduction from the earned assignment score each week it is late.

Assessment

Assignments, Presentations, and Papers	Description	Points	Applicable CLO

Five Animals Frolic Paper	<p>Students will complete a 21 day challenge performing the Five Animals Frolic. Students will journal their experiences and write an analysis paper.</p> <p>See Canvas for journal formatting.</p> <p>The analysis paper should be a minimum of 1500 words, 12 point font, and 1 inch margins.</p>	40 pts (20 pts paper, 20 pts journal)	
Personal Stress Management Program (PSMP)	<p>Students will develop and implement a Personal Stress Management Program (PSMP) for two weeks. An example of the format and structure of the PSMP can be found on Canvas.</p> <p>The PSMP should be in Times New Roman size 12 font with a cover page that includes:</p> <ul style="list-style-type: none"> • Name of the course • Student's name • Semester • Due date 	20 pts	
PSMP Analysis 1	<p>Students will write an analysis of their experiences implementing the PSMP. See Canvas for format and structure.</p>	30 pts	1, 2, 4, 5, 6
PSMP Analysis 2	<p>Students will write an analysis of their experiences implementing the PSMP. See Canvas for format and structure.</p>	50 pts	
ACA Self-Care and Self-Monitor Analysis Paper	<p>Students will use the evidence from the 2 weekly PSMP analyses and any additional evidence to indicate how the student has met the ACA Ethical Guidelines of 1) Section C: Professional Responsibility Introduction and 2) C.2.g: Impairment.</p>	40 pts	
Analysis of Buddhist, Daoist, and Confucian Quotes	<p>Students will select Buddhist, Daoist, and/or Confucian quotes (do not quote Dr. Santee's analysis of quotes), minimal two, from each of the following Chapters from the book for this course: 3 (Daoism, Confucianism, Buddhism and Stress Management), 4 (Meditation), 5 (Cognitive Restructuring), 6 (Exercise), 7 (Sleep), and 11 (Interpersonal Relationships).</p> <p>Students will then analyze each of the quotes and indicate how they are relevant to/beneficial for self-care (for both the counselor and the client). Finally, indicate what you learned about Buddhist, Daoist, and/or Confucian approaches to managing your stress/adapting to change and how it would be beneficial to teaching it to your clients. Upon finishing your analysis of all the quotes and before your conclusion, you would then analyze the relationship between the cover of the book (the butterfly on the water) the Zhuangzi butterfly quote,</p>	100 pts	

	<p>and the Li Bai butterfly poem indicating what is being said and how it is relevant/beneficial for self-care and managing chronic stress for you, you as a counselor, and for your client.</p> <p>The paper will be a minimum of 4,000 words, 12 points font, 1 inch margins with a cover page.</p>		
Chapter and Stress Management Discussion Facilitation	<p>Students will sign up for a chapter and facilitate a discussion based on Eastern perspectives (Buddhism, Daoism, Confucianism), stress management, and counseling. Students will focus on analyzing Eastern perspectives and how they relate to counseling to stimulate discussion and learning.</p> <p>Students will also include an activity to have their peers demonstrate their knowledge of stress management, counseling, and Eastern perspectives.</p>	50 pts	
Participation	<p>Participation (responses to your peers) is essential as it contributes positively to the overall learning of the class. Students will engage in class discussions and activities as necessary.</p>	50 pts	

Tentative Course Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none"> • Welcome, Introductions, Course Syllabus • 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 • Begin 5 Animals Frolic Assignment on Saturday 	Ch. 12	
Week 2	<ul style="list-style-type: none"> • Evolutionary Theory • Neuroscience and Stress Response • Begin PSMP Program 	Ch. 1, 2	Personal Stress Management Plan (PSMP)
Week 3	<ul style="list-style-type: none"> • Daoism, Buddhism, and Confucianism • Meditation 	Ch. 3, 4	PSMP Analysis 1
Week 4	<ul style="list-style-type: none"> • PSMP and Five Animal Frolic 		PSMP Analysis 2
Week 5	<ul style="list-style-type: none"> • Cognitive Restructuring • Time Management 	Ch. 5, 10	Five Animals Frolic Paper
Week 6	<ul style="list-style-type: none"> • Interpersonal Relationships • Sleep 	Ch. 7, 11	
Week 7	<ul style="list-style-type: none"> • Midterm Exam 		Midterm Exam
Week 8	<ul style="list-style-type: none"> • Exercise • Nutrition 	Ch. 6, 8	ACA Self-Care and Self-Monitor Analysis Paper
Week 9	<ul style="list-style-type: none"> • Immune System • Stress Management and Counseling 	Ch. 9, 13	Analysis of Buddhist, Confucian, and Daoist Quotes Paper

Week 10	<ul style="list-style-type: none">• Final Exam		Final Exam