



PSY 451 Health & Stress Psychology

Fall 2024

Class Time: MWF 10:30a – 11:20a

Location: Henry Hall 104

Instructor: Sheena Galutira

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Office Telephone: 808-739-8557

Office: BS 106

Office Hours: By appointment

Required 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.

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.**

General Education Learning Outcomes (GLO):

1. Critical Thinking
 - Students will systematically acknowledge and challenge diverse evidence, concepts, assumptions, and viewpoints.
2. Information Literacy
 - Students will define, identify, locate, evaluate, synthesize and present or demonstrate relevant information.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in psychology (PLO 1), 2) Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research (PLO 2), 3) Students will exhibit effective writing and oral communication skills within the context of the field of psychology (PLO 3), and 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 (PLO 4).

This course develops and assesses the skills and competencies for the General Education Core requirement of 1) critical thinking and 2) information literacy.

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.

Articulation of Characteristics and Values:

PSY 451 Health and Stress Psychology is guided by the Marianist educational value of Educate for Adaptation to Change and Provide an Excellent Education. Through psychology we understand why we do what we do and think what we think. Marianist universities readily adapt and change their methods. PSY 451 Health and Stress Psychology focuses on the development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

Through course activities and assignments, the above will be demonstrated.

Course Learning Outcomes (CLO):

Upon completion of this course, students will:

1. Identify key concepts, principles, and overarching themes in the field of health and stress psychology via a multiple-choice midterm and final exam (PLO 1).
2. 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 (PLO 4).

Course Approach:

The PSY 154 Health and Stress Psychology course incorporates experiential learning, discussions, and class activities. This course will include physical activity and students are encouraged to dress comfortably and appropriately for a light workout. Water and towels are recommended. Taijiquan will be taught on Fridays to practice the mind/body connection.

This course will be comprised of physical and mental applications of mindfulness, and discussions to demonstrate knowledge expertise in the subject.

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

Hardware Requirements: 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 in the Doc Sharing section. You should have access to speakers or headphones that allow you to hear audio. It is not recommended that you take this class if you will not have reliable internet access.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format (via Real Player, Media Player, or similar) as well as Acrobat Reader in order to read .pdf files. These can be downloaded without additional costs.

Assessment

Assignments	Points	CLO
Personal Stress Management Program (PSMP) Plan	20 points	N/A
PSMP Analysis 1	30 points	1, 3
PSMP Analysis 2	50 points	1, 3
Five Animals Frolic	30 points	2
Analysis of Buddhist, Daoist, and Confucian Quotes	100 points	1, 2, 3

Midterm Exam	100 points	1, 2, 3
Final Exam	200 points	1, 2, 3
Total Possible Points	530 points	

Grading Scale

- A = 90 - 100%
- B = 80 - 89%
- C = 70 - 79%
- D = 60 - 69%
- F = 59% and below

The instructor will determine the final grade for all students based on the above Grading Scale. The instructor will enforce the following class policies:

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.

Description of the Assessments:

Assessment	Description	Points	CLO, PLO, Values
Personal Stress Management Program (PSMP) Plan	Students will develop a PSMP using the PSMP template attached to the end of this syllabus and on Canvas. The PSMP should be detailed and include SMART (specific, measurable, attainable, realistic, timely) goals. The plan is meant to be realistic for the student and not impossible.	20 pts	GLO: 1, 2 CLO: 1, 2 PLO: 1, 2, 3, 4 Marianist Values: 2, 5 Native Hawaiian Values: 2, 5
PSMP Analysis 1	<p>Students will follow their PSMP and maintain a weekly log. After the first week of the PSMP students will write an analysis paper. The analysis paper will include a summary and rating for each PSMP criteria.</p> <p>The PSMP Analysis should include:</p> <ul style="list-style-type: none"> • Log • Sleep • Nutrition • Water • Exercise <ul style="list-style-type: none"> ○ Aerobic ○ Anerobic ○ Stretching ○ Neuromotor/Neuromuscular • Meditation <ul style="list-style-type: none"> ○ Counting Breaths ○ Mindfulness ○ Relaxation Response ○ Safe Space Visualization ○ Loving Kindness Meditation • Social • Time Management • Reducing Sedentary Behavior • Cognitive Restructuring • Physical/Mental Symptoms • Conclusion • Marianist Educational Characteristics/Values <ul style="list-style-type: none"> ○ Provide an Integral/Excellent Education (Educate the Whole Person) ○ Educate for Adaptation and Change 	30 points	GLO: 1, 2 CLO: 1, 2 PLO: 1, 2, 3, 4 Marianist Values: 2, 5 Native Hawaiian Values: 2, 5

PSMP Analysis 2	<p>After the second week of the PSMP students will write an analysis paper. Students will include a summary and rating for Week 2 and include a reflection comparing Week 1 and Week 2.</p> <p>The format for PSMP Analysis 2 will be similar to the PSMP Analysis 1 and it will include a comparison of Week 1 and Week 2 for each topic. Check Canvas for formatting.</p>	50 points	GLO: 1, 2 CLO: 1, 2 PLO: 1, 2, 3, 4 Marianist Values: 2, 5 Native Hawaiian Values: 2, 5
Five Animal Frolics Paper	<p>Each student will do a 21 day challenge doing the Five Animal Frolics Qigong. Students will keep a journal documenting each day of the 21 day challenge. After the 21 days the student will write an analysis paper on how the Five Animal Frolics Qigong affected your:</p> <ul style="list-style-type: none"> • Daily stress levels including if there was a difference depending on what time you practiced • Overall stress levels and ability to relax by comparing day 1 with day 21 • Overall physical, cognitive, behavioral and emotional health and wellbeing, and • Awareness and personal experiences with the mind/body connection • How the practice of the 5 Animal Frolics, the Marianist Educational Characteristics/Values of Educate for Adaptation and Change and Provide an Excellent Education, relate to preventing, managing, and reducing chronic stress <p>The journal should include the day, behavior, physical, cognitive, emotional, and overall reflection for each day of the 21 days. Check Canvas for formatting.</p>	10 pts	GLO: 1, 2 CLO: 1, 2 PLO: 1, 2, 3, 4 Marianist Values: 2, 5 Native Hawaiian Values: 2, 5
Analysis of Buddhist, Daoist, and Confucian Quotes and Experiential Mindfulness Presentation + Paper	<p>Students will work in a group to analyze a Buddhist, Daoist, and Confucian quote that resonates with them. Students will present the quotes and their interpretation of the quotes relating them to health and stress psychology. With the presentation, students will conduct an experiential mindfulness activity for the class. Students will choose a mindfulness activity based on the quote analysis and guide/teach the class through mindfulness.</p> <p>The presentation should include:</p> <ul style="list-style-type: none"> • Analysis of Buddhist, Daoist, and Confucian quotes • Interpretation of quotes and how it is related to health and stress psychology • Guided mindfulness activity • Debrief of how the guided mindfulness activity relates to the mind/body connection 	100 points	GLO: 1, 2 CLO: 1, 2 PLO: 1, 2, 3, 4 Marianist Values: 2, 5 Native Hawaiian Values: 2, 5
Midterm Exam	<p>The midterm will cover chapters 1, 2, 3, 4, 5, 12 in the textbook, videos, discussions, and other handouts on Canvas.</p>	100 pts	GLO: 2 CLO: 1 PLO: 1, 2 Marianist Values: 2, 5 Native Hawaiian Values: 2, 5
Final Exam	<p>The final exam will be a comprehensive exam covering the entire text, videos, discussions, and other handouts on Canvas..</p>	200 pts	GLO: 2 CLO: 1 PLO: 1, 2 Marianist Values: 2, 5 Native Hawaiian Values: 2, 5

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Course resources

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Lynette Teruya, Librarian Lynette.teruya@chaminade.edu 808-739-4680	Available to assist with literature searches as well as answer questions regarding research
The Purdue Owl https://owl.purdue.edu/owl/purdue_owl.html	Online resource for writing, structuring your paper, and citing research using APA formatting.
Grammar Girl https://plus.google.com/u/0/+MignonFogartyGrammarGirl?rel=author	Grammar Girl provides short, friendly tips to improve your writing. Named one of Writer's Digest's 101 best websites for writers multiple times.

Citations and References

Any assignments that includes cited research should include a Reference page, listing your full source/references. Examples of references in APA format:

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else’s words. If you use someone’s words verbatim, you will have to use quotation marks and in parenthesis note the author’s last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote: “Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Doe, 2020, p. 121).
- If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition. The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor or calling the instructor’s office (808-739-8557). It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

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

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

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.

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, pre the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 37.5 hours in class, 40 hours writing and revising the research paper, 8 hours studying for the midterm exam, and 10.5 hours studying for the final exam. There will be an additional 39 hours of work required beyond what is listed here (course readings, discussions and participation, etc.). This additional work will average about 2.5 hours per 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](#).

Tutoring and 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:

- Student Services Building, Monday-Friday, 8:30am-4:30pm
- Email: ada@chaminade.edu
- Phone: 808-739-7305

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

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

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 in Counseling
Heppner, Kivlighan, and Wampold

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

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

Research Method In Social Relations
Kidder

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

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

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.
<http://allpsych.com/researchmethods/replication.html>

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

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

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

****Tentative Course Schedule**

Date	Class Activity	Readings Due:	Assignments Due:
Week 1: Monday	Welcome Review Course Syllabus		

Week 1: Wednesday	Personal Stress Management Program (PSMP)	Chapter 12	
Week 1: Friday	Personal Stress Management Program (PSMP) And Five Animal Frolics		
Week 2: Monday	Lifestyle Medicine; Therapeutic Lifestyle Changes; Evolutionary Theory	Chapter 1	PSMP Due
Week 2: Wednesday	Lifestyle Medicine; Therapeutic Lifestyle Changes; Evolutionary Theory		
Week 2: Friday	Lifestyle Medicine; Therapeutic Lifestyle Changes; Evolutionary Theory		
Week 3: Monday	Labor Day Holiday NO CLASS	Chapter 2	
Week 3: Wednesday	Stress Response, Relaxation Response, and Neuroscience		
Week 3: Friday	Stress Response, Relaxation Response, and Neuroscience		PSMP Analysis 1 Due
Week 4: Monday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	
Week 4: Wednesday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation		
Week 4: Friday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation		PSMP Analysis 2 Due
Week 5: Monday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	
Week 5: Wednesday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation		

Week 5: Friday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation		
Week 6: Monday	Five Animal Frolics		
Week 6: Wednesday	Five Animal Frolics		
Week 6: Friday	Five Animal Frolics		Five Animal Frolics Paper Due
Week 7: Monday	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology	Chapter 5	
Week 7: Wednesday	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology		
Week 7: Friday	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology		
Week 8: Monday	Cognitive bias/distortions; Reframing; Moon Colony	Chapter 5	
Week 8: Wednesday	Cognitive bias/distortions; Reframing; Moon Colony		
Week 8: Friday	Cognitive bias/distortions; Reframing; Moon Colony		
Week 9: Monday	Indigenous People's/Discoverers' Day Holiday NO CLASS		
Week 9: Wednesday	Midterm Review		
Week 9: Friday	Midterm Exam		Midterm Exam
Week 10: Monday	Time Management	Chapter 10	

Week 10: Wednesday	Time Management		
Week 10: Friday	Time Management		
Week 11: Monday	Quotes Presentation	Chapter 11	
Week 11: Wednesday	Quotes Presentation		
Week 11: Friday	Quotes Presentation		Analysis of Buddhist, Daoist, and Confucian Quotes and Experiential Mindfulness Presentation + Paper Due
Week 12: Monday	Sleep, Exercise	Chapter 6, 7	
Week 12: Wednesday	Sleep, Exercise		
Week 12: Friday	Sleep, Exercise		
Week 13: Monday	Veteran's Day Holiday NO CLASS	Chapter 9	
Week 13: Wednesday	Interpersonal Relationships		
Week 13: Friday	Interpersonal Relationships		
Week 14: Monday	Immune System, Nutrition	Chapter 8, 9	

Week 14: Wednesday	Immune System, Nutrition		
Week 14: Friday	Immune System, Nutrition		
Week 15: Monday	Final Exam Review		
Week 15: Wednesday	Final Exam Review		
Week 15: Friday	Final Exam Review		
Week 16:	Final Exam		