



# Chaminade University

School of Education and Behavioral Sciences

Master of Science in Counseling Psychology

## PSY 751 Health, Stress Management, & Counseling

Behavioral Science Building 102 Thursdays 5:30pm – 9:20pm

Credits: 3      Section: 751-01-3      Term: Summer 2025

### Instructor Information

**Instructor:** Sheena Galutira, LMHC, NCC, CSAC

**Email:** [sheena.galutira@chaminade.edu](mailto:sheena.galutira@chaminade.edu)

**Phone:** 808-739-8557

**Office Location:** Behavioral Science Building 106

**Office Hours:** By Appointment Only

**Virtual Office:** By Appointment Only

**Virtual Office Hours:** By Appointment Only

### Communication

Questions or concerns for this course can be emailed to the instructor at [sheena.galutira@chaminade.edu](mailto: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.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

If you have questions regarding the School of Education and Behavioral Sciences, reach out to your Instructor or the School of Education and Behavioral Sciences.

### Course Description & Materials

#### 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.

### Time Allocation

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 researching and writing the Cellular to Clinical Paper
- 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.

### Required Materials

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.)

### Canvas (<https://chaminade.instructure.com>)

Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Demonstrate the ability to facilitate the counseling process with clients.
3. Identify the relationship between adaptation and change and the counseling process.

### Course Learning Outcomes (CLOs)

Upon completion of PSY 751, the student will be able to:

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>

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

PSY 751 Health, Stress Management, and Counseling is guided by the Marianist educational value of Educate for Adaptation to Change and provide an integral, quality education. Through this course students apply counseling theories and modalities to individuals for health and stress management through a holistic framework. 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 course work, the attributes above will be demonstrated.

## 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 lapa kū o ka no'eau ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

## 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>

## Alignment of Course Learning Outcomes

	<b>CLO 1</b>	<b>CLO 2</b>
<b>Marianist Values</b>	2, 5	2, 5
<b>PLOs</b>	1, 2, 3	1, 2, 3
<b>Native Hawaiian Values</b>	2, 5	2, 5
<b>Gen Ed Learning Outcomes (if applicable)</b>		

## Course Activities

<b>Assignments, Presentations, and Papers</b>	<b>Description</b>	<b>Points</b>	<b>Applicable CLO</b>
<b>Five Animal Frolics Paper</b>	<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 paper, 20 journal)	1, 2

<b>Personal Stress Management Program (PSMP)</b>	<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 type font, size 12, with an APA format cover page that includes:</p> <ul style="list-style-type: none"> <li>• Title of paper</li> <li>• Student's name</li> <li>• Program and University name</li> <li>• Name of the course</li> <li>• Student's name</li> <li>• Instructor</li> <li>• Date</li> </ul>	20 pts	2
<b>PSMP Analysis 1</b>	Students will write an analysis of their experiences implementing the PSMP. See Canvas for format and structure.	25 pts	1, 2
<b>PSMP Analysis 2</b>	Students will write an analysis of their experiences implementing the PSMP. See Canvas for format and structure.	50 pts	1, 2
<b>Chapter and Stress Management Discussion Facilitation</b>	<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> <p>Facilitation should be about 45-60 minutes in length</p>	50 pts	1, 2
<b>Participation</b>	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.	50 pts	1, 2

<p><b>Cellular to Clinical Paper</b></p>	<p>More research is being done on mitochondria and their role in the stress response system, our bodies, and mental health. Students will research and write a paper about mitochondria's role in stress, and mental health. Students will address key themes, similarities, differences, and connections between course content, the PSMP, tai chi, and Eastern perspective practices.</p> <p>For this paper, students will:</p> <ul style="list-style-type: none"> <li>• Review the mitochondria, the stress response, and its impact on physical and mental health.</li> <li>• Examine how chronic stress affects mitochondrial function and contributes to disorders like anxiety and depression.</li> <li>• Connect psychological stress to physiological changes, including the role of the hypothalamic-pituitary-adrenal (HPA) axis.</li> <li>• Develop a treatment plan incorporating Eastern perspectives for someone with depression and/or anxiety that addresses the biopsychological-spiritual aspects of stress</li> <li>• Create a 1-page handout or brochure that you would give to a client to provide psychoeducation about mitochondria, the stress response, mental health, and Eastern perspectives in counseling. Attach this at the end of your paper before the References page.</li> </ul> <p>The paper will be at least 8 pages in length in APA format with a minimum of 10 credible sources.</p> <p>APA formatting tutorial:  <a href="http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx">http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</a></p> <p>The Purdue Owl:  <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</a></p> <p>An Energetic View of Stress: Focus on Mitochondria  <a href="https://doi.org/10.1016/j.yfrne.2018.01.001">https://doi.org/10.1016/j.yfrne.2018.01.001</a></p>	<p>125 pts</p>	<p>1, 2</p>
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	<p>Psychological Stress and Mitochondria: A Conceptual Framework</p> <p><a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC5901651/">https://pmc.ncbi.nlm.nih.gov/articles/PMC5901651/</a></p>		
<b>Analysis of Buddhist, Daoist, and Confucian Quotes</b>	<p>Students will select Buddhist, Daoist, and/or Confucian 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, analyze the relationship between the cover of the book (the butterfly on the water) the Zhuangzi butterfly quote, 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>Since not all clients are familiar with mindfulness, meditation, and its benefits, include how you plan to get the client's "buy in" for a PSMP, mindfulness, and meditation.</p> <p>The paper will be a minimum of 4,000 words, 12 points font, 1 inch margins with a cover page.</p>	75 pts	1, 2
<b>Midterm Exam</b>	The midterm exam is a timed multiple-choice exam covering chapters 1-7.	100 pts	
<b>Final Exam</b>	The final exam is a comprehensive timed multiple-choice exam.	100 pts	

## Course Policies

### 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.)

### 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 and 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 is 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:

- Acknowledge that people in our culture have different experiences based on race, class, sex, age, sexuality, etc.
- Think sociologically about the issues we tackle and be prepared to critically analyze your own opinions and beliefs.
- Agree that this course should be a place where no one is made to feel embarrassed or ashamed. 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.

### Late Work

All assignments are due on the date and time specified on the syllabus and/or Canvas. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. Presentations cannot be made up.

### Extra Credit

None.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### Grades of Incomplete

Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade.

Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.

### Final Grades

Final grades will be determined based on the following percentages:

<u>Assignment</u>	<u>Points</u>
Five Animal Frolics Paper	40 (20 paper, 20 Journal)
Personal Stress Management Program (PSMP)	20
PSMP Analysis 1	25
PSMP Analysis 2	50
Cellular to Clinical Paper	125
Analysis of Buddhist, Confucian, Daoist Quotes	75
Mid-term	100
<u>Final Exam</u>	<u>100</u>
Total Points = 535	

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### Important Information

## 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, in addition to more obvious dishonesty.

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 Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

## 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.

### [Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### [Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled 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).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### Kōkua 'Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### 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](mailto:counselingcenter@chaminade.edu)
- Phone: 808-735-4845.

### Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none"><li>▪ Welcome, Introductions, Course Syllabus review</li><li>▪ The Paradigm Shift; Life-Style Medicine; Therapeutic Life-Style Changes; Psycho-Educational, Holistic, Integrative Approach to Counseling; Evolutionary Theory Approach: Adapting to Change</li><li>▪ Personal Stress Management Program (PSMP) and Weekly PSMP Analysis</li><li>▪ Begin 5 Animal Frolics Assignment by Saturday, Jan. 18.</li></ul>	Chapter 12	

Week 2	<ul style="list-style-type: none"> <li>▪ Evolutionary Theory</li> <li>▪ Neuroscience and Stress Response</li> <li>▪ <b>Begin PSMP Program</b></li> </ul>	Chapters 1, 2	<b>Personal Stress Management Program (PSMP) Plan Due</b>
Week 3	<ul style="list-style-type: none"> <li>▪ PSMP Analysis 1</li> <li>▪ <b>Begin 5 Animal Frolics</b></li> </ul>		
Week 4	<ul style="list-style-type: none"> <li>▪ Daoism, Buddhism, and Confucianism</li> <li>▪ Meditation</li> </ul>	Chapters 3, 4	<b>PSMP Analysis 1</b>
Week 5	<ul style="list-style-type: none"> <li>▪ Cognitive Restructuring</li> <li>▪ CBT applications</li> </ul>	Chapters 5	<b>PSMP Analysis 2</b>
Week 6	<ul style="list-style-type: none"> <li>● <b>Midterm Examination</b> (Chapters 1 – 7)</li> </ul>		<b>Midterm Examination</b>
Week 7	<ul style="list-style-type: none"> <li>● Time Management</li> <li>● Interpersonal Relationships</li> </ul>	Chapters 10, 11	<b>Five Animal Frolics Paper Due</b>
Week 8	<ul style="list-style-type: none"> <li>● Exercise</li> <li>● Sleep</li> </ul>	Chapters 6, 7	<b>Analysis of Buddhist, Confucian, and Daoist Quotes Paper</b>
Week 9	<ul style="list-style-type: none"> <li>● Immune System</li> <li>● Nutrition</li> </ul>	Chapters 8, 9	<b>Cellular to Clinical Paper</b>
Week 10	<ul style="list-style-type: none"> <li>● <b>Final Examination</b> (Chapters 1 – 13)</li> </ul>		<b>Final Examination</b>