



Chaminade University

School of Education and Behavioral Sciences

Master of Science in Counseling Psychology

PSY 451 Health & Stress Psychology

Behavioral Science Building 102 MWF 11:30am-11:20am

Credits: 3 Section: 451-01-1 Term: Fall 2025

Instructor Information

Instructor: Sheena Galutira, LMHC, NCC, CSAC

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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. 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

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.

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 about 37.5 hours in class, 40 hours writing and revising papers, 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.

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 PSY 451, the student will be able to:

- Identify key concepts, principles, and overarching themes in psychology.
- Exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
- Exhibit effective writing and oral communication skills within the context of the field of psychology.
- 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 (GLOs)

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.

Course Learning Outcomes (CLOs)

Upon completion of PSY 451, the student will be able to:

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).

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 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.

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'ēau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 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'ēau 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'ēau 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'ēau ('Ōlelo No'ēau 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'ēau 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

	CLO 1	CLO 2	CLO 3
Marianist Values	2, 3, 4, 5	2, 4, 5	2
PLOs	1, 3, 4	1, 3	1, 3
Native Hawaiian Values	2, 3, 4, 5	2, 4, 5	2
Gen Ed Learning Outcomes (if applicable)			

Course Activities

Assignments, Presentations, and Papers	Description	Points

Personal Stress Management Program (PSMP) Plan	<p>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.</p>	20 pts
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) <p>Educate for Adaptation and Change</p>	30 points

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
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>	30 pts

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
Midterm Exam	The midterm will cover chapters 1, 2, 3, 4, 5, 12 in the textbook, videos, discussions, and other handouts on Canvas.	100 pts
Final Exam	The final exam will be a comprehensive exam covering the entire text, videos, discussions, and other handouts on Canvas.	200 pts

Course Policies

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 calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). 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.

Class Structure

The PSY 451 Health and Stress Psychology course incorporates experiential learning, discussions, and class activities. This course will include mindfulness and meditation to apply the course content to practical applications.

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>
Personal Stress Management Program (PSMP) Plan	20
PSMP Analysis 1	30
PSMP Analysis 2	50
Five Animal Frolics	30

Analysis of Buddhist, Daoist, and Confucian Quotes	100
Midterm Exam	100
Final Exam	200
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Total Points = 530	

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 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 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
- Phone: 808-735-4845.

Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1: 8/25	Welcome		

Monday	Review Course Syllabus Class Introductions		
Week 1: 8/27 Wednesday	Personal Stress Management Program (PSMP)	Chapter 12	
Week 1: 8/29 Friday	Personal Stress Management Program (PSMP) And Five Animal Frolics Mindfulness	Chapter 12	
Week 2: 9/1 Monday	Labor Day Holiday NO CLASS		
Week 2: 9/3 Wednesday	Lifestyle Medicine; Therapeutic Lifestyle Changes; Evolutionary Theory	Chapter 1	PSMP Plan Due
Week 2: 9/5 Friday	Lifestyle Medicine; Therapeutic Lifestyle Changes; Evolutionary Theory Mindfulness	Chapter 1	
Week 3: 9/8 Monday	Stress Response, Relaxation Response, and Neuroscience	Chapter 2	
Week 3: 9/10 Wednesday	Stress Response, Relaxation Response, and Neuroscience	Chapter 2	
Week 3: 9/12 Friday	Stress Response, Relaxation Response, and Neuroscience	Chapter 2	
Week 4: 9/15 Monday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	PSMP Analysis 1 Due
Week 4: 9/17 Wednesday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation Memory	Chapter 3, 4	
Week 4: 9/19 Friday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	

Week 5: 9/22 Monday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	
Week 5: 9/24 Wednesday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	
Week 5: 9/26 Friday	Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	PSMP Analysis 2 Due
Week 6: 9/29 Monday	Five Animal Frolics		
Week 6: 10/1 Wednesday	Five Animal Frolics		
Week 6: 10/3 Friday	Five Animal Frolics		Five Animal Frolics Paper Due
Week 7: 10/6 Monday	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology	Chapter 5	
Week 7: 10/8 Wednesday	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology	Chapter 5	
Week 7: 10/10 Friday	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology	Chapter 5	
Week 8: 10/13 Monday	Indigenous People's Day NO CLASS		
Week 8: 10/15 Wednesday	Cognitive bias/distortions; Reframing; Moon Colony	Chapter 5	
Week 8: 10/17 Friday	Cognitive bias/distortions; Reframing; Moon Colony	Chapter 5	
Week 9: 10/20 Monday	Midterm Review		
Week 9: 10/22 Wednesday	Midterm Review		

Week 9: 10/24 Friday	Midterm Exam		
Week 10: 10/27 Monday	Time Management	Chapter 10	
Week 10: 10/29 Wednesday	Time Management	Chapter 10	
Week 10: 10/31 Friday	Time Management	Chapter 10	
Week 11: 11/3 Monday	Quotes Presentation		
Week 11: 11/5 Wednesday	Quotes Presentation		
Week 11: 11/7 Friday	Quotes Presentation		
Week 12: 11/10 Monday	Sleep, Exercise	Chapter 6, 7	
Week 12: 11/12 Wednesday	Sleep, Exercise	Chapter 6, 7	
Week 12: 11/14 Friday	Sleep, Exercise	Chapter 6, 7	
Week 13: 11/17 Monday	Interpersonal Relationships	Chapter 9	
Week 13: 11/19 Wednesday	Interpersonal Relationships	Chapter 9	
Week 13: 11/21 Friday	Interpersonal Relationships	Chapter 9	
Week 14: 11/24	Immune System, Nutrition	Chapter 8, 9	

Monday			
Week 14: 11/26 Wednesday	Thanksgiving Holiday NO CLASS		
Week 14: 11/28 Friday	Thanksgiving Holiday NO CLASS		
Week 15 12/1 Monday	Immune System, Nutrition	Chapter 8, 9	
Week 15 12/3 Wednesday	Final Exam Review		
Week 15 12/5 Friday	Final Exam Review		
Week 16 12/8 Monday	Final Exam Week		
Week 16 12/10 Wednesday	Final Exam Week		Final Exam Due