

College of Education and Human Development

Department of Psychology

PSY 451: Health & Stress Psychology

Online Asynchronous (Flex) | Credits: 3 | Section: #451-90-2 | Term: Fall 2026 | 8/17/2026 – 12/11/2026

Instructor Information

Instructor	Dr. Abby Halston, Ed.D, NCC, LMFT-S
Brief Intro	Dr. Halston is an Associate Professor and Undergraduate Chair of Psychology at Chaminade University of Honolulu, where she also serves as Clinical Director of the MSCP Marriage and Family Therapy Emphasis. She is a licensed marriage and family therapist supervisor with extensive experience in behavioral health, health psychology, and educational psychology.
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Phone	808-739-4641
Office Location	Behavioral Sciences 111A
Virtual Office Hours	Mondays 8am-10am

Communication

I will respond to Canvas Inbox messages and emails within 24 hours Monday through Friday. If you leave a question in an assignment comment in Canvas, please allow up to 48 hours for a response, as Canvas sends me a notification once per day. For urgent matters, email is best.

School & Department

School	College of Education and Human Development
Location	Behavioral Sciences Building
Phone	(808) 739-4641
Questions?	Contact Dr. Halston or the College of Education and Human Development

Course Description & Materials

Catalog Description

This course examines the relationship among psychological states, social contexts, and physical reactions, with emphasis on stress, illness, exercise, nutrition, sleep, coping skills, relaxation, social support, and lifestyle change. Students explore Eastern approaches, including Daoist, Buddhist, and Confucian perspectives, alongside Western approaches such as evolutionary theory. Experiential learning includes Tai Chi and Qigong.

Prerequisites: None.

Course Snapshot

Modality	Online Asynchronous (Flex)
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Time Commitment	This three-credit course requires a minimum of 135 hours of student engagement, including online learning activities, assigned readings, discussions, written assignments, reflective work, examination preparation, and completion of the Personal Stress Management Program.
Required Materials	Santee, Robert G. It's Time for a Change (21st ed.). Cognella. ISBN-13: 978-1-5165-9054-4
Canvas	This course is delivered through Canvas (chaminade.instructure.com). All assignments, announcements, discussions, course materials, and grades are accessible through Canvas. Log in regularly and check announcements each week.
Technology	Reliable internet access; ability to stream video, play audio, and open PDF files. For technical assistance contact helpdesk@chaminade.edu or 808-735-4855.

Credit Hour and Time Allocation

Course Activity	Estimated Hours
Online instruction and course activities	37.5
Assignments and projects	48
Reflections	15
Examination preparation	10.5
Readings and preparation	24
Total	135

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the Psychology program, the student will be able to:

1. Identify key concepts, principles, and overarching themes in psychology.
2. Exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Exhibit effective writing and oral communication skills within the context of the field of psychology.
4. 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.

Course Learning Outcomes (CLOs)

Upon successful completion of PSY 451, students will be able to:

1. Use the scientific method to examine questions in health and stress psychology. (PLO 1)
2. Develop, implement, and evaluate a Personal Stress Management Program. (PLO 4)
3. Explain the role of Tai Chi and Qigong in health promotion and stress prevention. (PLO 4)
4. Identify the cognitive, affective, behavioral, and biological dimensions of stress. (PLO 1)
5. Apply holistic approaches to stress management from multiple cultural and theoretical perspectives. (PLO 4)

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 emphasizes Educate for Adaptation and Change by promoting flexible and open-minded thinking, integrating Eastern and Western perspectives on stress, and helping students develop proactive, personalized approaches to health and well-being. The course recognizes that sustainable wellness requires adapting to the dynamic demands of life — a principle deeply rooted in both Marianist tradition and the Hawaiian value of ‘Āina.

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the whole person. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

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; pēlā iho lā ka nohona ‘ohana (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
4. Educate for Service, Justice and Peace (Aloha): Ka lama kū o ka no‘eau (‘Ōlelo No‘eau 1430) — Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (‘Āina): ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

Alignment	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	5	5	5	5	5
PLOs	1	4	4	1	4
Native Hawaiian Values	5	5	5	5	5

Assessment and Grading

Assessment Summary

Assessment	Quantity / Value	Points
Discussion Responses	Six responses × 5 points each	30
Yoga, Tai Chi, or Qigong Critical Evaluation Paper	1 × 25 points	25
Exercise Reflection Paper	1 × 25 points	25
PSMP Logs	Three weekly logs × 5 points each	15
PSMP Weekly Reflections	Three weekly reflections × 5 points each	15
PSMP Overall Analysis and Reflection	1 × 10 points	10
Midterm Examination	1 × 100 points	100

Final Examination	1 × 200 points	200
Total Possible Points		420

Grading Scale

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Assignment Descriptions

Milestone One: Welcome — Let's Get Acquainted

Complete the introductory milestone during Week 1 to establish your presence in the course and become familiar with course expectations. Completion within the first seven days of the course is required to remain enrolled — see Course Policies below.

Discussion Responses (30 points — 6 × 5 points)

Complete six discussion responses across the course. Each response should be thoughtful and substantive (at least 250 words) and demonstrate critical engagement with course concepts. Responses should refer to assigned readings or other scholarly sources.

Yoga, Tai Chi, or Qigong Critical Evaluation Paper (25 points)

Research and critically evaluate the history, principles, and health benefits of one selected practice (yoga, Tai Chi, or Qigong). The paper should integrate scholarly sources and connect the practice to course concepts related to stress management and health promotion.

Exercise Reflection Paper (25 points)

Complete a one-week exercise regimen and reflect on its physical, mental, and emotional effects. The paper should connect your personal experience to research on exercise, stress, and well-being addressed in the course readings.

Personal Stress Management Program (PSMP) (40 points)

Develop and implement a personalized stress-management plan across Weeks 6–9. The PSMP consists of four components:

- PSMP Planning Activity — submitted in Week 6 (ungraded; sets up the program)
- Three Weekly Logs (15 points) — submitted in Weeks 6, 7, and 8; document implementation of stress-management techniques
- Three Weekly Reflections (15 points) — submitted in Weeks 6, 7, and 8; analyze your PSMP experience each week
- PSMP Overall Analysis and Reflection (10 points) — submitted in Week 9; comprehensive evaluation of the effectiveness of your personalized strategies

Midterm Examination (100 points)

Assessment of material from the first half of the course (Weeks 1–5). The examination may include multiple-choice, short-answer, and essay questions. A study guide will be provided in advance.

Final Examination (200 points)

Comprehensive assessment with emphasis on the second half of the course (Weeks 6–10). The examination may include multiple-choice, short-answer, and essay questions. A study guide will be provided in advance. Students must begin the exam with sufficient time to finish before Canvas closes it at the published deadline.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This asynchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Complete assigned readings, lectures, and activities within designated timeframes.
- Log in regularly — at least three times per week — to review module instructions, announcements, deadlines, feedback, and grades.
- Contribute substantively to discussions — post original responses and engage thoughtfully with peers within the required window.
- Demonstrate preparation, reflection, and critical thinking in all interactive components.
- Meet established deadlines to support collaborative learning and remain on track with the weekly sequence.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- Weekly Communication: Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- Substantive Engagement: Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, and summarizing takeaways.
- Timely Feedback: Clear grading criteria and substantive feedback on all graded work. Email inquiries: within 24 hours (M–F). Weekly graded work: within 5 school days of the due date. Major assessments/projects: within 7 school days of the due date.
- Monitoring & Outreach: Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Policies

Late Work	Because of the flexibility of the Flex online course design, all assignments are accepted through the last day of the course — no late penalty applies. That said, staying on top of weekly work is essential in this course. If you are falling behind or have a concern, reach out to Dr. Halston as early as possible.
Milestone #1	Milestone One must be completed within the first seven days of the course. Failure to complete Milestone One by this deadline will result in disenrollment from the course in accordance with Flex attendance policy. This is a non-negotiable registration requirement — please complete it as soon as the course opens.
Extra Credit	No extra credit is available in this course. Please plan accordingly and reach out early if you are struggling.
Incomplete Grade	An Incomplete may be granted only when a documented emergency prevents course completion and the student has completed at least 75% of the coursework

	with a passing grade. A written agreement identifying remaining work and a completion deadline is required.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range
A	90% and above
B	80–89%
C	70–79%
D	60–69%
F	59% and below

Total possible points = 420 points

Weekly Course Schedule

Specific due dates for all assignments are posted in Canvas. The schedule below summarizes weekly themes, readings, and major assignments. Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Week	Theme	Required Reading	Assignments Due
1	Course Introduction, Scientific Method & Stress	Introduction and Chapter 1: Evolutionary Theory	Milestone One: Welcome — Let's Get Acquainted; Discussion 1
2	The Stress Response, Relaxation Response & Neuroscience	Chapter 2: The Stress Response, the Relaxation Response, and Neuroscience	Exercise Reflection Paper
3	Eastern Perspectives on Stress Management	Chapter 3: Daoism, Confucianism, Buddhism, and Stress Management	Discussion 2
4	Meditation, Mindfulness, Spirituality & Relaxation	Chapter 4: Meditation	Yoga, Tai Chi, or Qigong Critical Evaluation Paper
5	Cognitive Restructuring & Positive Psychology	Chapter 5: Cognitive Restructuring; review Chapters 1–5	Midterm Examination
6	Exercise, Physical Activity & Sedentary Behavior	Chapter 6: Exercise	PSMP Planning Activity; PSMP Week 1 Log and Reflection
7	Sleep, Nutrition & Health	Chapter 7: Sleep and Chapter 8: Nutrition	Discussion 3; PSMP Week 2 Log and Reflection
8	Stress, Immunity & Mind-Body Health	Chapter 9: The Immune System	Discussion 4; PSMP Week 3 Log and Reflection
9	Self-Management, Time Management &	Chapter 10: Time Management and Chapter 11: Interpersonal Relationships	Discussion 5; Milestone 2; PSMP Overall Analysis and Reflection

	Interpersonal Relationships		
10	Integrated Stress Management Lifestyle	Chapter 12: A Personal Stress Management Program; selected sections of Chapter 13: Applications of Stress Management to Counseling	Discussion 6; Final Examination

Required textbook: Santee, Robert G. It's Time for a Change (21st ed.). Cognella. ISBN-13: 978-1-5165-9054-4

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 University official. Academic dishonesty may include theft of records or examinations, alteration of grades, plagiarism, and unauthorized and/or undisclosed AI usage, in addition to more obvious dishonesty. See catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Director of the Academic College. Punishment may include an "F" grade for the work in question, an "F" grade for the course, academic notice, or dismissal from the University.

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams, or other academic tasks — defined as use that substitutes for or substantially replaces a student's own analysis, reasoning, or written expression — without explicit instructor approval is considered academic misconduct and will be handled according to the University's Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material, the instructor may require additional or alternative evidence of authorship and content mastery. A student's refusal or inability to provide such evidence may be considered in evaluating whether the work meets course requirements. See the catalog section Student Use of Artificial Intelligence in Academic Work for further information.

Title IX and Nondiscrimination

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, 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.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the Campus Incident Report Form at cm.maxient.com/reportingform.php?ChaminadeUniv&layout_id=0.

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns may be referred to the University's Title IX Coordinator or the U.S. Department of Education's Office for Civil Rights. The University's Nondiscrimination Policy and Grievance Procedures can be found at: chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/.

Student with Disabilities Statement

Kōkua 'Ike Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (as amended), and the principles of the Association on Higher Education and Disability.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible. Appointments are available through Stellic at chaminade.stellic.com and may be held virtually or in person. Drop-in appointments are also welcome. Learn more at chaminade.edu/ada-accommodations. Students are responsible for notifying Kōkua 'Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Individualized support in English, writing, and social sciences; goal-setting and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Job search coaching, resume reviews, interview coaching, and career resources.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence.	chaminade.edu/titleix/resources-and-support/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal.	chaminade.edu

Sullivan Family Library	Tools to efficiently identify and access literature about research topics of your choosing.	chaminade.edu/library
Chaminade IT Help Desk	Technical assistance for Canvas and course technology.	helpdesk@chaminade.edu 808-735-4855