



School of Applied Psychology

Department of Psychology

PSY 451 Health & Stress Psychology

MWF 10:30am-11:20am | Credits: 3 | Section: 451-01-1 | Term: Fall 2026

Instructor Information

Instructor	Sheena Galutira
Email	sheena.galutira@chaminade.edu
Phone	808-739-8557
Office Location	Behavioral Science Building 106
Office Hours	Tuesdays 11am to 2pm or by appointment
Virtual Office	https://calendar.app.google/UYFhNAW1fPWjxrXa9
Virtual Office Hours	Tuesdays 11am to 2pm or by appointment

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 weekdays.

School & Department

School	School of Applied Psychology
Location	Behavioral Science Building
Phone	(808) 739-8340
Questions?	Contact your instructor or the School of Applied Psychology

Course Description & Materials

Catalog 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.

Prerequisites: EN-102, COM-101, PSY-101

Course Snapshot

Modality	Face-to-Face
Meeting Location	Henry Hall 104
Meeting Days/Times	MWF 10:30am to 11:20am
Time Commitment	Minimum 45 hours of engagement per hour ~135 clock hours. 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	Course materials, announcements, and grades are posted to Canvas (chaminade.instructure.com).

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of psychology courses, 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 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).

Marianist Values

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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 central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. 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 (‘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 (Aina):** ‘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

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

Attendance & In-Class Participation

Attendance Policy

Please inform the instructor if you will be late, absent, or need to leave class early. Informing the instructor ahead of time can help with any necessary accommodations for assignments.

Quick Reference — Absence Thresholds:

Excused Absence	e.g., illness with documentation, family emergency, University-sponsored activity
Unexcused Absence	e.g., any absence not pre-approved or documented
Warning Threshold	e.g., More than 2 unexcused absences — instructor may notify student

Grade Penalty	e.g., More than 4 unexcused absences — final grade lowered by one letter
Course Failure	e.g., More than 6 unexcused absences — student may receive a failing grade
Late Arrival / Early Departure	Please inform the instructor

In-Class Participation Expectations

Active, respectful engagement is essential. Students are expected to come prepared and contribute meaningfully to discussions, activities, and collaborative work.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

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.

Course Activities

In-Class Activities	In-class discussions
Homework / Assignments	Papers and class participation
Quizzes / Exams	Multiple-choice midterm and final exams
Projects	Papers and 21 day challenge

Assignments, Presentations, and Papers	Description	Points
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

PSMP Analysis 1	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. The PSMP Analysis should include: • Log • Sleep • Nutrition • Water • Exercise ○ Aerobic ○ Anerobic ○ Stretching ○ Neuromotor/Neuromuscular • Meditation ○ 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 ○ Provide an Integral/Excellent Education (Educate the Whole Person) Educate for Adaptation and Change	30 points
PSMP Analysis 2	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. 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.	50 points
Five Animal Frolics Paper	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: • Daily stress levels including if there was a difference	30 pts

	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 The journal should include the day, behavior, physical, cognitive, emotional, and overall reflection for each day of the 21 days. Check Canvas for formatting.	
Analysis of Buddhist, Daoist, and Confucian Quotes and Experiential Mindfulness Presentation + Paper	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. The presentation should include: • 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

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 from your earned grade for the assignment. Presentations cannot be made up.
Make-Up Work	Contact instructor. Make-up work will be determined based on attendance and late work policy.
Extra Credit	None or TBD
Incomplete Grade	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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.

Final Grades

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

<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
<u>Final Exam</u>	<u>200</u>
Total Points = 530	

Grade	Range
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, 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 for academic dishonesty will be determined by the instructor, Director, and the Dean of Academic College and 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 dealt with 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 — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. 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, 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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), 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, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found [HERE](#). *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](#).

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 and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

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

Resource	Description	Contact / Website
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	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. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeWords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week	Focus & Learning Objectives	Readings	Due
Week 1:	Welcome, Review Course Syllabus, Class Introductions Personal Stress Management Program (PSMP) And Five Animal Frolics Mindfulness	Chapter 12	
Week 2:	Lifestyle Medicine; Therapeutic Lifestyle Changes; Evolutionary Theory Mindfulness	Chapter 1	

Week	Focus & Learning Objectives	Readings	Due
Week 3:	Stress Response, Relaxation Response, and Neuroscience Start PSMP Implementation	Chapter 2	PSMP Plan Due
Week 4:	9/7 Labor Day Holiday NO CLASS Daoism, Confucianism, and Buddhism, and Stress Management Meditation	Chapter 3, 4	PSMP Analysis 1 Due
Week 5:	Daoism, Confucianism, and Buddhism, and Stress Management Meditation Memory	Chapter 3, 4	PSMP Analysis 2 Due
Week 6:	Cognitive Restructuring, Reframing. 8 Principles of Social Psychology Five Animal Frolics	Chapter 5	
Week 7:	Cognitive bias/distortions; Reframing; Moon Colony	Chapter 5	Five Animal Frolics Paper Due
Week 8:	Midterm Review Midterm Exam		
Week 9:	10/12 Indigenous People's Day NO CLASS Wellness Week		
Week 10	Time Management	Chapter 10	
Week 11	Quotes Presentation		Quotes Presentation
Week 12	Sleep, Exercise	Chapter 6, 7	
Week 13	Sleep, Exercise	Chapter 6, 7	
Week 14	Interpersonal Relationships	Chapter 11	
Week 15	11/26-11/27 Thanksgiving Holiday NO CLASS Immune System Nutrition	Chapter 8, 9	
Week 16	Immune System Nutrition	Chapter 8, 9	

Week	Focus & Learning Objectives	Readings	Due
	Final Exam Review		
Week 17	Final Exam Week		Final Exam