



## School of Applied Psychology

Master of Science in Counseling Psychology

### PSY 751 Health, Stress Management, & Counseling

Thursday 5:30pm-9:20pm | Credits: 3 | Section: 751-01-3 | 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       | <a href="https://calendar.app.google/UYFhNAW1fPWjxrXa9">https://calendar.app.google/UYFhNAW1fPWjxrXa9</a> |
| 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](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 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

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.

### Course Snapshot

|                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Modality</b>           | Face-to-Face                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Meeting Location</b>   | Behavioral Science Building 101                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Meeting Days/Times</b> | Thursday 5:30pm to 9:20pm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Time Commitment</b>    | <p>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:</p> <ul style="list-style-type: none"><li>• 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)</li><li>• 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</li><li>• 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</li><li>• 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)</li><li>• 10 hours researching and writing the Cellular to Clinical Paper</li><li>• 15 hours reading, reviewing, selecting, analyzing 12 quotes from course text, and writing (4000 words minimal = 16 pages double space) paper</li><li>• 4.5 hours studying and taking mid-term exam</li><li>• 4.5 hours studying and taking final exam</li><li>• 66 hours of work beyond what is listed here (course readings, viewing videos, reading PPPs, etc.), averaging 2 hours each week.</li></ul> <p>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.</p> |
| <b>Required Materials</b> | Santee, R.G. (2020). <i>It's Time For A Change: A Therapeutic Lifestyle Approach to Health and Well-Being</i> . (1st edition). San Diego: CA. (Cognella, Inc.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Canvas</b>             | Course materials, announcements, and grades are posted to Canvas ( <a href="https://chaminade.instructure.com">chaminade.instructure.com</a> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

### Learning Outcomes

## Program Learning Outcomes (PLOs)

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

1. Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. Graduates will apply culturally-sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

## 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).

## American Counseling Association (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

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 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:

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

Through the course work, the attributes 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               | 2, 5    | 2, 5    |
| PLOs                           | 1, 2, 3 | 1, 2, 3 |
| Native Hawaiian Values         | 2, 5    | 2, 5    |
| Gen Ed Outcomes(if applicable) |         |         |

## 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:**

|                                       |                                                                                                                                                                                                                        |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Excused Absence</b>                | e.g., illness with documentation, family emergency, University-sponsored activity                                                                                                                                      |
| <b>Unexcused Absence</b>              | If you miss more than one class, without an excused documented absence, you will be given a “C” and you must retake the class. (This is graduate programs policy.)<br>e.g., any absence not pre-approved or documented |
| <b>Warning Threshold</b>              | e.g., 1 unexcused absence — instructor may notify student                                                                                                                                                              |
| <b>Grade Penalty</b>                  | If you miss more than one class, without an excused documented absence, you will be given a “C” and you must retake the class. (This is graduate programs policy.)                                                     |
| <b>Course Failure</b>                 | e.g., More than 1 unexcused absences — student may receive a failing grade                                                                                                                                             |
| <b>Late Arrival / Early Departure</b> | 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 format of this course is similar to a seminar that uses the Socratic method of teaching to practice critical thinking and critical analysis of 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.

## Course Activities

|                               |                                         |
|-------------------------------|-----------------------------------------|
| <b>In-Class Activities</b>    | In-class discussions and activities     |
| <b>Homework / Assignments</b> | Papers and class participation          |
| <b>Quizzes / Exams</b>        | Multiple-choice midterm and final exams |
| <b>Projects</b>               | Five Animal Frolics, Quotes             |

| <b>Assignments, Presentations, and Papers</b>                | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Points</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) |
| <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                        |
| <b>PSMP Analysis 1</b>                                       | Students will write an analysis of their experiences implementing the PSMP. See Canvas for format and structure.                                                                                                                                                                                                                                                                                                                                                                                                                 | 25 pts                        |
| <b>PSMP Analysis 2</b>                                       | Students will write an analysis of their experiences implementing the PSMP. See Canvas for format and structure.                                                                                                                                                                                                                                                                                                                                                                                                                 | 50 pts                        |
| <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                        |

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|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Cellular to Clinical Paper</b>                         | <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:<br/> <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:<br/> <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<br/> <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>Psychological Stress and Mitochondria: A Conceptual Framework<br/> <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC5901651/">https://pmc.ncbi.nlm.nih.gov/articles/PMC5901651/</a></p> | 125 pts                                                                     |
| <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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 166 pts<br>(Written – 100pts<br>Presentation – 50pts<br>Case study – 15pts) |

|                     |                                                                                                                                                                                                                                                                                                                                                    |         |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                     | <p>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> |         |
| <b>Midterm Exam</b> | The midterm exam is a timed multiple-choice exam covering chapters 1-7. LockDown Browser software is required to take the exam. Please install the LockDown Browser before attempting to take the exam. Allow yourself some time to set this up. See instructions on Canvas.                                                                       | 100 pts |
| <b>Final Exam</b>   | The final exam is a comprehensive timed multiple-choice exam. LockDown Browser software is required to take the exam. See instructions on Canvas.                                                                                                                                                                                                  | 100 pts |

## Course Policies

|                         |                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Late Work</b>        | 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.                                                                                                                              |
| <b>Make-Up Work</b>     | Contact instructor. Make-up work will be determined based on attendance and late work policy.                                                                                                                                                                                                                                                          |
| <b>Extra Credit</b>     | None                                                                                                                                                                                                                                                                                                                                                   |
| <b>Incomplete Grade</b> | 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. |
| <b>Syllabus Changes</b> | 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](http://selfservice.chaminade.edu)):

| <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                       |
| Final Exam                                     | 100                       |
| Total Points = 535                             |                           |

| 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/](https://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                                                                                                                                   |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Accessibility Services (Kōkua 'Ike)</b>           | Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.                                                                                                                                                                                                                 | <a href="mailto:ada@chaminade.edu">ada@chaminade.edu</a><br><a href="https://chaminade.edu/ada-accommodations">chaminade.edu/ada-accommodations</a> |
| <b>Tutoring &amp; Academic Coaching (Kōkua 'Ike)</b> | 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. | <a href="https://chaminade.edu/tutoring-academic-coaching-services">chaminade.edu/tutoring-academic-coaching-services</a>                           |
| <b>Career Services</b>                               | 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.                                                                                       | <a href="https://chaminade.edu/career-services">chaminade.edu/career-services</a>                                                                   |
| <b>Basic Needs Resources</b>                         | Support for food insecurity, housing instability, and other basic needs.                                                                                                                                                                                                                                                  | <a href="https://chaminade.edu/basic-needs/">chaminade.edu/basic-needs/</a>                                                                         |
| <b>Title IX / Nondiscrimination</b>                  | Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.                                                                                                                                                                                                     | <a href="https://chaminade.edu/titleix/resources-and-support/">chaminade.edu/titleix/resources-and-support/</a>                                     |
| <b>Hazing Prevention</b>                             | Confidential support, crisis intervention, and reporting for any type of abuse including hazing.                                                                                                                                                                                                                          | <a href="https://hazingpreventionnetwork.org/athlete-helpline/">hazingpreventionnetwork.org/athlete-helpline/</a>                                   |
| <b>Campus Safety / SafeSwords</b>                    | 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.                                                                                                                                                     | <a href="https://chaminade.edu/student-life/security/campus-safeswords-program/">chaminade.edu/student-life/security/campus-safeswords-program/</a> |
| <b>CUH Alert Emergency Notification</b>              | Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.                                                                                                                                                                                                    | <a href="https://chaminade.edu">chaminade.edu</a>                                                                                                   |

## 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  | <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> </ul> | Chapter 12           |                                                              |
| Week 2  | <ul style="list-style-type: none"> <li>Personal Stress Management Program (PSMP)</li> </ul>                                                                                                                                                                                                                                                                                       |                      | Personal Stress Management Program (PSMP) Plan Due           |
| Week 3  | <ul style="list-style-type: none"> <li>Evolutionary Theory</li> <li>Neuroscience and Stress Response</li> <li><b>Begin PSMP</b></li> <li><b>Begin 5 Animal Frolics by Saturday</b></li> </ul>                                                                                                                                                                                     | Chapters 1-2         |                                                              |
| Week 4  | <ul style="list-style-type: none"> <li>Daoism, Buddhism, and Confucianism</li> <li>Meditation</li> </ul>                                                                                                                                                                                                                                                                          | Chapters 3-4         | PSMP Analysis 1                                              |
| Week 5  | <ul style="list-style-type: none"> <li>Cognitive Restructuring</li> <li>CBT applications</li> </ul>                                                                                                                                                                                                                                                                               | Chapters 5           | PSMP Analysis 2                                              |
| Week 6  | <ul style="list-style-type: none"> <li><b>Midterm Examination</b> (Chapters 1 – 5)</li> </ul>                                                                                                                                                                                                                                                                                     |                      | Midterm Examination                                          |
| Week 7  | <ul style="list-style-type: none"> <li>Exercise</li> <li>Time Management</li> <li>Interpersonal Relationships</li> </ul>                                                                                                                                                                                                                                                          | Chapters 6, 10, 11   | Five Animal Frolics Paper Due                                |
| Week 8  | <ul style="list-style-type: none"> <li>Cellular to Clinical Paper</li> </ul>                                                                                                                                                                                                                                                                                                      |                      | Cellular to Clinical Paper Due                               |
| Week 9  | <ul style="list-style-type: none"> <li>Sleep</li> <li>Nutrition</li> <li>Immune System</li> <li>Applications of Stress Management to Counseling</li> </ul>                                                                                                                                                                                                                        | Chapters 7, 8, 9, 13 | Analysis of Buddhist, Confucian, and Daoist Quotes Paper Due |
| Week 10 | <ul style="list-style-type: none"> <li><b>Final Examination (Chapters 1 – 13)</b></li> </ul>                                                                                                                                                                                                                                                                                      |                      | <b>Final Exam</b>                                            |