

PSY 300
PM

FE 99
PSY 30000

TEACHING PHILOSOPHY

I feel it important that I explain how I see and interpret my role as your professor. By explaining my perception - at the beginning of the course - I am hopefully allowing you the freedom to select this course and go along the path of your learning - aware of my style and expectations. Learning is an interplay - a "dance" so to speak. We both learn from each other and from all others in this class. Therefore, if you have not experienced this framework before - in my personal learning environment - you may feel uncomfortable with my class. That's fine. Don't despair! Being uncomfortable isn't a bad thing - its simply a message to you saying "this isn't something I am familiar with and I feel uneasy about it! To me - that's called growth.

I do not "lecture" to you in the "traditional" sense of the professor being the "giver of all information." That is not my perception of the professor role. I do what I consider to be "lecture-discuss" which, to me, means - we talk and discuss, and we "dialogue" together about the readings, videos, etc. I see myself as a person who facilitates your learning experience - as to me - learning is an experience - that takes place not only in class - but at "breaks" at work, on the freeway, with life!!

Students sometimes say "Mitzi is not clear - she doesn't tell me exactly what I am to know." I understand their comment. I feel I am unable to "tell you what you need to know" because if I would to that - it would only be my "assumption" - as we are all different and are taking courses for different reasons, and will use the material from this specific class in different ways. Plus, we all know that to "assume" something makes an "ass out of you and me." I will, however, give you guidelines as to what I consider to be important aspects within the framework of this course. I will give you criteria to follow in relation to your reading, projects or discussions. But the actual "learning" and what you choose to learn - comes from you.

I, hopefully, create an environment that allows you to learn in your best "style" - whether you are a visual or auditory learning - or a person who best "unfolds" while doing a hands-on activity.

Your comments, suggestions, expectations are always welcome. Together we all grow - and "unfold" - and learn.

Description:

Only recently modern science has taken steps to unite Descartes concept of the dichotomy of the mind and body. Since the late 20th century however, research has emerged that shows the physical, mental, emotional, and spiritual aspects of the human condition are all intimately connected. No matter what vantage point - split-brain research, Jungian psychology, beta endorphins, parayama - all approach the same unity and support the ancient axiom that 'all points connect' when we discuss the stress of life concept.

Objectives:

The student will learn:

- how to distinguish normal stress from distress or positive stress
- how to establish personal goals in managing stress
- how attitudes and ways of thinking create health or illness
- how culture plays a role in managing, perceiving and living with stress
- the physiological and psychological connection in managing stress
- how to make stress work for you
- to develop an understanding of choice and control
- how to create personal goals, manage time and gain understanding of relationships for wellness
- how Eastern and Western perspectives can be integrated in the stress management concept.
- How spirituality relates to wellness or lack of wellness

COURSE: PSY 300 *Psychology of Stress*

TEXTS: Transitions by Bridges

Managing Stress by Seward

Creative of Journal by Seward

INSTRUCTOR: Mitzi Simonelli, Ph.D.

TERM: Fall Evening 1999 – Saturday, 8 a.m. – 12 p.m

FAX NUMBER – 739-8328

SYLLABUS TO CHANGE WITH NOTICE. SESSIONS INCLUDE A COMBINATION OF LECTURE/DISCUSSION, SMALL GROUPS, VIDEOS, IN-CLASS WRITINGS, EXPERIENTIAL WORK AND QUESTIONS/ANSWERS.

		<u>TOPICS</u>
Oct. 9	Introduction to course/overview Pre-test	Overview of change, stress, transition
16	Discuss Part I (Ch. 1-3) <u>Transitions</u> Relaxation technique	Being in transition
23	Discuss Part II (p.83-end) <u>Transitions</u> Discuss interview Relaxation	The process
30	Discuss Ch. 1-2, text Discuss interview Relaxation <i>* Take Home Quiz Due</i>	Nature of stress
Nov. 6	Discuss Ch. 1-2, text Check journal writing (6) Relaxation	Stress & Disease
13	Discuss Ch. 5-7, text <u>Video</u> Relaxation	Mind & Soul
20	Check journal writing (6) <u>QUIZ</u> , Ch. 1-7, text Discuss Ch. 13,15, text	Coping

Nov. 27	Alternative Assignment Ch. 13-15, text/ Stress Management Plan	Coping
Dec. 4	Discuss alternative assignment/ Stress Management Plan Discuss Ch. 8-9, text Relaxation	Coping
11	Presentations Post test Check journal writing (8) Evaluation of course	

NO LATE PAPERS ACCEPTED

ASSIGNMENTS

1. Interview due Oct. 23. Discuss the transition process with someone who is going through the process. Two pages, typed, double spaced paper will compare the individual's transition process with the book Transitions. Discussion small group.
2. Take Home Quiz over Transitions. Due Oct. 30.
3. Quiz over text, Ch. 1-7, Nov. 20. This will be essay and short answer. A review for the quiz will be given
4. Alternate Assignment for the class period of Nov. 27 (Thanksgiving weekend). A personal stress management plan which will include material from Ch. 13-15 plus the whole text. You will need to have a visual component in this plan (graph, chart, pictures). Your plan will discuss what you have learned and how you will carry this out in your life. Writing will be typed 3-5 pages in length (one page may be visual), Discussed in small group.
5. Presentations taken from part IV of text – Relaxation Techniques. These will be presented in small group and a typed outline will be turned in. You will be required to be the “expert” on your chapter/technique and teach/demonstrate this technique to your group. You find that you need

to “get assistance” from someone who has a background in your (chapters) specific area. (such as attending a yoga class or talking to someone who works with nutrition.

6. Journal writings checked on Nov. 6, 20 and Dec. 11.

GRADING (% of your grade)

Interview	5
Journal writings	10
Take home quiz	20
Quiz	30
Personal stress management plan	15
Presentation	10
Attendance, participation, attitude, interest	10