

COURSE: PSY 300 The Stress of Life (3 credits)

TEXTS: Transitions by William Bridges

Managing Stress by Brian Seaward

Managing Stress: A Creative Journal by Brian Seaward

INSTRUCTOR: Mitzi Simonelli, Pd.D.

TERM: Summer Session I May-June 1999

Tuesdays and Thursdays

***SYLLABUS TO CHANGE WITHOUT NOTICE. SESSIONS INCLUDE A COMBINATION OF LECTURE/DISCUSSIONS, SMALL GROUPS, VIDEOS, IN-CLASS WRITINGS, EXPERIENTIAL WORK AND QUESTIONS/ANSWERS.**

INSTRUCTOR'S EXPECTATIONS: That the student will:

- A. Come to class
- B. Read all assigned material whether text book or Xeroxes.
- C. Participate in both small and large group discussions.**
- D. Evaluate the materials and the teaching style of the course.
- E. Have FUN learning.

TOPICS

May	18	Introduction/Overview of Course Pre-test Experiential Writing Transitions and Stress Collage/Writing Relaxation <u>Assign:</u> Read p. 1-82, Transitions	Transitions and Stress Relationship
	20	Discuss readings Possible video Reflective writing (in class) Relaxation <u>Assign:</u> Read p. 83-end, Transitions	Being in Transition Life Time of Transitions
	25	Discuss readings Relaxation <u>Assign:</u> Take home quiz, Transitions	Transition as a Process
	27	<u>Quiz due/discuss</u> <u>Video</u> Discuss Stress (Ch. 1 & 10) Relaxation <u>Assign:</u> - 5 journal writing due June 1 (select from #1-25) - Read Ch. 2-4, Stress & do all exercises, each ch. - Project due June 1	The Nature of Stress Process of Journal
June 1		Writing (in-class) on journal selections Discuss readings Relaxation Project due/discuss	Physiology & Psychology of stress

Assign: - Read Ch. 5-7, Stress
- Collage on "The FACE of Stress"

June 3	Discuss readings Discuss collage/do writing <u>Video</u>	Stress Emotions and Spirituality
8	<u>QUIZ</u> <u>Video</u> Relaxation Journal writing (in-class, from selected exercises) Assign: Read Ch. 8-9, 13,15, Stress	
10	Discuss readings Experiential (in-class) groups Relaxation Assign:- Read Ch. 11-12,14,16, Stress - 5 journal writings (select from #51-end)	Coping Strategies
15	Discuss readings <u>Video</u> Journal writings (in-class from selected exercises) Relaxation Assign: - Project due June 17 - Review for Quiz, Ch. 8-16, stress for June 22	Coping Strategies
17	Project due	Stress & Life (Relationships) Personal Plan
22	<u>QUIZ</u> Relaxation <u>Video</u> Assign: Presentations over Ch. 17-28, Stress	
24	Presentation in small groups Evaluating course Post test	Relaxation Techniques

NO LATE ASSIGNMENTS WILL BE ACCEPTED. Please read your syllabus consistently in order to be aware of due dates - especially in a summer session as each session represents several days of a regular semester's class work.

ASSIGNMENTS

1. Journal writings (from Creative Journal); due June 1, 8 and 15. You will select a journal writing of choice, and either write in the journal itself, or write on separate paper. I will check on each of the above dates to see if your writings are complete. In-class, on the 3 due dates, I will pose a reflective writing statement for you to write on in relation to the 5 selections that you made. This writing (from reflective statement) will be handed in (your actual journal will not be handed in). Selections are as follows:

June 1 - from selections #1-25

June 8 - from selections #26-50

June 15 - from selections #51-end

2. Take Home Quiz over Transitions Book, due June 27.

3. Quiz over stress text on June 8 (June 8 (Ch. 1-7) and June 22 (Ch. 8-16) will be essay and short/brief answer.

4. Project June 1: This project will be a brief research project. You must use a psychology journal or an academic article from a magazine such as Psychology Today. You will pose a question to yourself - something that you find especially interesting - in relation to stress and how it affects human life. (Ex. Physical relationship, emotional relationship, interpersonal relationship or work relationship). Your question will be the title of your paper which will be typed, double spaced and 5-7 pages in length. Your research will attempt to answer your question. This writing must also show a relationship to the text/course. (Ex. "Is Anger a Deadly Emotion" or "Is There a Physiological Relationship between Prayer and Healing"). Paper will be discussed in small group.

Project due June 17: This project will be "Creating Your Own Stress Management Program." The epilogue in our "Managing Stress" text gives a brief outline for you to use. You may choose to use this outline as a part of your project, but you would also need to expand on this, taking into account your personality, personal needs, the material we have discussed in relation to the Transitions text and your space in life now. Your project must contain a "visual", in relation to the writing which will discuss why and how this plan will benefit you in your "Managing of Stress." Paper will be typed, double spaced and approximately 5 pages in length.

5. Presentations: June 24. You will select a chapter from the "Managing Stress" text, part IV, "Relaxation Techniques." We will select these in class and each person will have a single chapter to report on (in small group). You will create an outline to hand in - no written paper - outline only. Your presentation will focus on the material from the text, and if you feel that is not sufficient, you may use outside resources. (Internet, texts, interviews, etc.) Plan to discuss your material for 15-20 minutes. You may Xerox an outline for your small group - or any other material you feel would be necessary for them to have in order for your discussion to take place. You will be the "expert" on your chapter.

GRADES

1. Take home quiz
2. Quiz (2)
3. Project (2)
4. Presentation
5. Attendance, participation, engagement in course (subjective grade)

COURSE: PSY 300 - The Stress of Life

RATIONALE

Understanding life, today, can be challenging. Our older concept of the mind and body as separate entities no longer fits our knowledge or our living style. Today our understanding of the stress of life connects all points of energy and matter and values the understanding and interplay of mental, emotional, physical and spiritual components. Dealing with stress is a process, not an outcome. Many individuals' attitudes, influenced by their rushed lifestyles and expectations of immediate gratification, reflect the need to eradicate stress. Because of this conceptual framework, stress never really goes away; it simply reappears with a new face. This course - The Stress of Life - assists us to recognize, manage, reduce or control our perceptions of stress rather than focusing on eliminating it.

GOALS

- To acquaint the student with the fundamental Theories and applications of the mind-body phenomenon.
- To acquaint the student with coping strategies (15) that can be used as tools to deal more effectively with the causes of stress.
- To acquaint the student with relaxation techniques to help reduce or eliminate potential or actual symptoms associated with the stress response.
- To assist the student in a realization of their own optional level of physical, mental, emotional and spiritual well-being.

OBJECTIVES

To have the student demonstrate learning by:

- reflective writings which relate text material with personal life
- essay quizzes which measure the student's ability to integrate theories, concepts and application of this material.
- creation of a personal life management style of living stress
- teaching others relaxation techniques
- research projects that integrate research outside of the text, into the course.
- the practice of relaxation techniques & personal reflection writings
- discussion and writings which integrate physical, mental, emotional and spiritual well being