

COURSE: PSY 451 Psychology of Stress and Health
TEXTS: *Managing Stress*, 2nd ed., by Seward
Creative Journal by Seward
Timeless Healing by Benson
INSTRUCTOR: Mitzi Simonelli, Ph.D.
TERM: Fall Day 2000, TR
OFFICE HOURS: By appointment, phone 735-4714
FAX: 739-8328

Revised
PM FD:00

SYLLABUS MAY CHANGE WITH NOTICE. SESSIONS CONTAIN A MIXTURE OF LECTURE/DISCUSSION, QUESTIONS/ANSWERS, SMALL/LARGE GROUPS, IN-CLASS WRITINGS, VIDEOS, AND EXPERIENTIAL WORK.

DESCRIPTION

"After Ecstasy, the Laundry." This ancient can be applied to our current understanding of stress, health, illness, and wellness. Over the past fifty years we have discovered the enormous impact that the mind has on the body. This course will explore the relationship of mind and body and soul - how can we understand harmony in these 3 aspects; how can we learn to alleviate stressful events; how can we "grow" from change and challenge; how can we become healthier in this process? Dr. Seward (author) takes us through this territory while Dr. Benson (author) shows us a more specific path.

EXPECTATIONS

My expectations are as follows:

- For students to come to class on time and to attend all classes. (3 absences per semester seems "fair" - beyond that (unless hospitalized) is unexcused. I do not recognize doctor excuses, personal excuses, etc. You are either in class or absent. (Certainly, a family death or emergency on the mainland or neighbor island will always be considered if it is truly an emergency in health).
- To read, think about, understand the assignments and to be "ready" to discuss these assignments in class.
- You are responsible for your own learning. I am simply a "guide."
- To be "engaged" in your process of learning.
- For you to have FUN learning how to become more relaxed, more focused, more healthy, and less stressed in living your life.

METHODOLOGY

This course will be composed of small/large group discussions, lectures/discussions, videos, writings, experiential work, relaxation/stress management exercises, and creative arts work. Relaxation techniques will be taught daily.

00-03-09

GOALS AND OBJECTIVES

By the end of the semester the student will:

- Understand the fundamental theories and applications of the mind-body phenomenon.
- Understand a variety of coping strategies.
- Be able to demonstrate effective stress management skills.
- Understand how to create a life style which is suited for personal health, growth, and well being.
- Be able to integrate physical, mental, emotional, and spiritual well being.
- Understand the relationship between stress and high level wellness.

GRADING

93 - 100 = A

85 - 92 = B

75 - 84 = C

CRITERIA FOR GRADING

Grading will be determined by:

- Knowledge of material
- Writing/presenting ability
- Creativity
- Critical thinking

Grade Breakdown %

Papers (2)	20
Quizzes (2)	30
Paper (Benson Book)	15
Journal writings (3 sets of 10)	10
Presentation	5
Participation, involvement, exercises, attendance	10
Final	10

			<u>TOPIC</u>
Aug.	29	Introduction to course Pre-test	
	31	Discuss Ch. 1, text	Nature of Stress
Sept.	5	Discuss Ch. 2, text	Physiology
	7	<u>Video</u>	
	12	Discuss Ch. 3, text	Disease
	14	Paper due, Ch. 3	
	19	Discuss Ch. 4, Text	Psychology
	21	Discuss Ch. 5, Text	Anger & Fear
	26	Discuss Ch. 6, text	Stress prone & stress resistant
	28	Discuss Ch. 7, text	Spirituality
Oct.	3	<u>QUIZ</u> , Ch. 1-7, text	
	5	Discuss Ch. 1-2, Healing	Remembered wellness
	10	Discuss Ch. 3-4, Healing	Belief
	12	Discuss Ch. 5-6, Healing	Relaxation & Spiritual Crisis
	17	Discuss Ch. 7-9, Healing	Faith
	19	Discuss Ch. 10-11	Instincts
	24	<u>Video</u>	
	26	<u>Video</u>	
	31	Discuss Ch. 12-13, Healing Paper due	Timeless healing
Nov.	2	Discuss Ch. 8-10, text	Cognitive Restructuring & Behavior Modification & Journaling
	7	Project due/discuss	

1st journal writings due

2nd journal writings due

relaxation
Breathing

3rd journal Nov. 9
writing due

9	Discuss Ch. 11-13, text	Coping styles
14	Discuss Ch. 14-16	Coping styles
16	QUIZ , Ch. 8-16, text	
21	Relaxation techniques presentations	
23	THANKSGIVING	
Dec. 5	Relaxation techniques presentations	
7	Collage/writing Post test Evaluation	
FINAL:	Tuesday, December 12, 2000 8:00 - 10:00 a.m.	

ASSIGNMENTS - NO LATE ASSIGNMENTS ACCEPTED

1. Paper due Sept. 14. Select one of the models of stress and disease from Ch. 3 (text) and discuss what the model says, why it is important, and how does it relate to you. You will need to use one outside research source (such as a journal, another text, etc.). Your typed double spaced paper will be 3-4 pages in length. Discussed in small groups.
2. Quizzes will be essay and short answer. I will give a review before the quiz.
3. Paper due Oct. 31: This typed, double spaced paper will be 4-5 pages in length. It will analyze the book Timeless Healing by Benson. An analysis is different than a summary. You may have a brief summary statement in your paper but an analysis goes into depth as to what the writing attempted to prove, if you agree with it, why/why not, comparing and contrasting of this book with our text, and the purpose of the book (why written). Discussed in small groups.
4. Paper due Nov. 7: This will be a personal exploration of cognitive restructuring or behavior modification. You will explain/discuss a way in which you can change some part of your behavior or thought. How will you measure this, what will you gain from doing this, how will you know if you have achieved your goal, etc. A "visual" component is required (such as a chart, graph or diagram). Typed, double spaced paper and visual will be approx. 3 pages in length. Discussed in small groups.
5. Relaxation Techniques Presentations, Nov. 21 and Dec. 5. These presentations will be based on Ch. 17-28 of the text. Outline required only - no paper. Your selection of topic will be discussed and demonstrated in small groups.
6. Collage and writing, Dec. 7, done in class. Explained at that time.
7. Relaxation techniques will be taught at each class session. This is a part of the course and must be experienced by every student.
8. Participation (outside of this course) in relaxation techniques is required.

9. journal writings due Sept. 21,
Oct. 12, Nov. 9 - 10 of your choice
at each date

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.