

STRESS MANAGEMENT, PSYCHOLOGY 1430-01, SPRING SEMESTER 2006,

CLASS ID (PSY 1430 01), CRN (40242)

TUESDAY AND THURSDAY, 1430-1545 HRS, MAC 103

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OFFICE HOURS:: 0730-0830 and 1400-1500 Monday, Wednesday and Friday. All morning Tuesday (by appointment only), and 1300-1400 on Tuesday and Thursday. You may also contact your instructor before or after class time and schedule an agreeable time if none of these times will fit your schedule..

PURPOSE OF THE COURSE

This is a three semester hour elective course in psychology. It is designed to acquaint psychology, criminal justice, and other social science majors with the essential condition of stress and impact it has on human behavior. It has particular significance to education majors and adults, in general. It is transferable to other post-secondary schools in the state of Utah as elective credit (lower division). This course can usually be substituted for similar courses in psychology at the upper division level. The intent of the course is to provide the student with insight into the various sources of stressors, to encourage changes in behavior which could lead to alternative strategies known to be effective in alleviating and coping with stress, and to assess personal strengths and weaknesses through self discovery surveys. To achieve the first intention, information will be offered which describes the physiological response to stress-significant demands. Further, psychological reactions to stress will be studied and will include several brief assessments designed to provided a stress condition profile. This becomes part of the self assessment process.

This course will provide the student with a number of management procedures; including relaxation techniques, assertiveness training, biofeedback, exercise, nutrition, and self-hypnosis. Finally, the course will allow the student to use the aforementioned assessments as the basis for modifying lifestyles which may be stress prone.

Finally, an optional track has been made available to those who wish to pursue teaching or leadership roles which provide stress management programs for others. Below you will find an outline of requirements for this option. Be aware that this will require an in-class

presentation of the area of stress management you choose to emphasize and will reflect preparation in either replication of procedures or ideas or a creative alternative to one of the areas already available to those involved in stress management programs.

SOCIAL SCIENCE PROGRAM OBJECTIVES:

As an outcome of taking courses in the Social Sciences at Dixie State college, students shall:

1. Demonstrate an ability to examine human behaviors as a way of understanding the human condition.
2. Demonstrate an ability to identify the ideas, people and events that are generally thought to be important by social scientists.
3. Develop points of view based on social scientific knowledge
4. Exhibit elements of critical thinking and scientific methodology in examining human behavior.

I. COURSE OBJECTIVES: STRESS MANAGEMENT

1. Identify at least three general sources of stress.
2. Identify at least three personal sources of stress.
3. Recognize the psychophysiologic symptoms occurring in four or more major organ systems..
4. Describe the effects of stress, both acute and chronic, on psychological processes
5. Experience at least four in-class stress reduction strategies, to include passive and active relaxation, self-hypnosis, and exercise, and to demonstrate competency in at least two of the management strategies as measured by reduction of HR, BP, subjective sense of relaxation, and/or increase in surface skin temperature.
6. Compose written documentation and provide evidence of implementation of self assessment measures and a stress awareness/stress management strategies to follow completion of the course.
7. Create or replicate an exercise in relaxation, exercising (including but not limited to: muscle toning, flexibility, strengthening), stress controlling dieting or dieting in general
to reduce body mass, exercises which reflect increased self awareness and sensitivity to self in relationship to others, or assessments and/or evaluations of personal characteristics
which would reflect on the individual's ability to develop and utilize coping strategies.

The disabilities resource center, located in the Student Services Center, provides evaluations of
If you believe that you may be in need of such services or have been diagnosed with
a medical, psychological, or learning condition that would be ameliorated by special
accomodations, contact SHERRI DIAL(X 7516) at the Disability Resource Center.
She can provide you with information to determine your eligibility to receive special
accomodations.

II. TEXT AND ACCOMPANYING WORKBOOK

STRESS MANAGEMENT FOR WELLNESS, 4th EDITION, Walter Schafer, 2000, Thomson-Wa
STUDENT WORKBOOK to accompany STRESS MANAGEMENT FOR WELLNESS,

Both the textbook and workbook(*) are required for the course. Price of the text is estimated at \$65 (new) and the workbook at \$35. The participating student will also be required to provide for this course, a looseleaf binder or something similar to be used for a course journal. This does not have to be new and, as such, is not included in total cost for the course.

(*) A workbook is NOT required for those students selecting the teacher/leader option. The instructor strongly encourages you to complete the workbook exercises even with this option, however. The exercises offer an abundance of options for you to use as a teacher or leader.

III. LECTURES:

Lectures have been developed entirely independent of the course text, but will interface with the text's chapter topics as much as is reasonably possible. The instructor accepts the responsibility for providing basic concepts underlying the research and information available on the subject of stress, and will typically follow this format: two class periods (or equivalent) of instruction followed by one period of demonstration. The student will follow the outline presented below and will prepare for the lectures by textbook reading and by preparing any additional outside reading chosen to be represented in the student's journal for the course.

IV. READING ASSIGNMENTS:

THE TEXTBOOK IS REQUIRED READING; YOU WILL COMPLETE THREE TAKE-HOME EXAMINATIONS DURING THE SEMESTER. In addition, you will complete a quiz (**) for each chapter (two chapters combined in some instances), and will complete each of the activities provided in the JOURNALING WORKBOOK(*) which will reported through a written a summary of the self discoveries made and new personal information gained as a result of completing those activities. Take-home examinations will consist of multiple-choice questions from each of the 18 chapters of your textbook. Results of the examinations will be reviewed in class the same day the examination is due. Answers will be recorded on scantrons unless otherwise specified, and will be handed in on the dates listed below.

(*) If you do not choose the teacher/educator option, you do not have to complete the activities in the handbook. However, the completion of these activities will prove invaluable if you wish to develop and present your own stress management programs or workshops.

QUIZZES FROM THE TEXTBOOK

(**) Weekly quizzes from each chapter or combination of chapters.

Ten True and False and ten fill-in-the-blank questions will be drawn from each chapter. Quizzes will be created using this question pool. Quizzes may be T & F only, Fill-in-the-blank only, or a combination of both. The questions will be relatively simple and will reflect the students reading of each chapter.. Note that near the end of the semester this

will result in chapters being combined for a total of thirteen quizzes.

Quizzes will be given during the first 15 minutes of each Tuesday schedule and cannot be made up. If you should miss a quiz you will have an opportunity to complete extra credit points to compensate up for it.(see below for further information) The reading and preparation schedule below provides dates for each quiz.

TAKE HOME EXAMINATION # 1 (70 Questions)

PART I - STRESS AND WELLNESS: AN OVERVIEW

Chap 1, The Stress experience: myths and reality

Chap 2, Passing the test of college stress

Chap 3, Wellness: beyond normal health

PART II - MORE ABOUT STRESS

Chap 4, The dynamics of stress and relaxation

Chap 5, How the stress experience varies

Chap 6, Distress symptoms: monitoring early signs

Chap 7, Distress-promoting and distress-preventing social influences

TAKE HOME EXAMINATION # 2 (40 Questions)

Chap 8, Distress-prone personality patterns: type A behavior and hostility

Chap 9, Other distress-prone personality patterns

Chap 10, Distress resistant personality patterns

Chap 11, Distress-promoting and distress-preventing social influences

TAKE HOME EXAMINATION # 3 (70 Questions)

Chap 12, Your coping response

Chap 13, Health buffers; exercise, nutrition, sleep, and healthy pleasures

Chap 14, Its how you see it: self-talk, beliefs, meaning

Chap 15, Quieting the mind and body: relaxation methods

Chap 16, Pacing and balance; managing time

Chap 17, Social support: giving and receiving

Chap 18, Personal wellness and social commitment

WEEKLY QUIZZES

Noting from the **TAKE HOME EXAMINATIONS 1,2, &3 ABOVE**, weekly ten question quizzes will be given. There will be a total of thirteen quizzes over fifteen weeks for the eighteen chapters. The total number of points for quizzes is 130 points. Double chapters quizzes of ten questions per quiz are: 9-10, 11-12, 13-14, 15-16, and 17-18.

The total number of points for reading the textbook is 310; 180 points are realized from the multiple choice questions and 130 points from the class quizzes. Remember, quizzes cannot be made up after they have been presented in class but provisions for extra credit to compensate for missed quizzes are given below.

As mentioned above, take home examinations will be graded in class on the date they are due in class. Answers will be submitted on scantrons on that date. You are encouraged to mark your answers to the test questions in the test booklet, as well as on the scantron. In this way the examination can be reviewed in class with immediate feedback knowledge of your performance on the exam. Scores will be recorded for each examination and will be accumulated for the term. These scores can be found on the bulletin board at the front of the classroom after completion of each take-home exam.

Required assignments for the course do not reach the number of points necessary for any grade higher than a “C+”, thus additional reading and/or elective credit assignments beyond the minimum required

MAY be necessary in order to obtain a higher grade. You should select the grade you will be comfortable with early on in the semester, note the number of points necessary to reach that grade and then pace yourself on a weekly basis to achieve the grade goal you have set. You can then determine the number of credit points necessary to achieve the aspired grade. Selections might be made from the menu of categories listed in the course outline, and, upon request of the student, other areas of interest, not listed in the outline, may be awarded extra or elective credit

V. **AUTOBIOGRAPHY:** An autobiography is due from each class participant. It will be 10 pages hand written or 8 pages typed and double-spaced. It will be due no later than 1700 hrs 28 SEPTEMBER, 2006. Assignments turned in after this date will be penalized by 10% unless later than two weeks at which time a total of 50% will be penalized.

VI. **ATTENDANCE:**

Attendance policy will be consistent with the that of the college office of the vice-president of instruction and the office of the dean of the division of humanities and social sciences. In essence, the policy will be that of mandatory attendance. The present instructor does not

support mandatory attendance and will not require forced seating for the purpose of roll-taking. Do not misunderstand the fact, however, that attendance is essential in learning the various skills which are demonstrated each class period. A roll will be unnecessary since you are to record your classroom notes in your personal course binder/ledger. You will receive points for attendance as indicated below. This roll will then become the official document of attendance/absence.

GRADES BASED ON ATTENDANCE POLICY: **BE ADVISED:** No grade of "A" will be given for attendance less than 90 %, 80 % for "B", 70 % for "C", regardless of the number of points accumulated by the student during the course. Points will be awarded for attendance and will count toward the total number of points accumulated for the semester. The instructor will award FIVE points per class period or a total of 150 points. Noting the percentages above and with fifteen weeks in the semester, a student could miss two class periods without penalty and still receive the "A" grade. It is recognized that there may be absences which are beyond the control of the participant. Should this occur you will need to discuss it with the teacher.

and will be used to determine the attendance points to be added to your total points.

VII. **GRADING: "PERFORMANCE BASED LEARNER OUTCOMES"**

"Performance based learning" is used as a means of measuring your performance in achieving a criteria of mastery which has been established by your instructor. Each student will be graded on the amount and quality of work that is accomplished during the semester. This could result in every student receiving an A grade, or, conversely, an F.

Grades will be awarded for points accumulated for this course. For this reason, you may elect to keep a folder (often referred to as a "journal" in this course) or looseleaf binder which would house ALL of the information you plan to use in the determination of your final grade for the course. Points are awarded

1000 PTS + = A	800-849 = B	650-699 = C	450-499 = D
900-999 = A-	750-799 = B-	600-649 = C-	350-440 = D-
850-899 = B+	700-749 = C+	550-599 = D+	BELOW 349 = F

GRADING PROCEDURES:

1. Points are awarded for the completion of the take-home examinations and quizzes derived from the text book. The instructor may require the completion of a final in-class examination. If so, the questions will be taken from the take-home exams and quizzes. Maximum possible; **310**.
2. **EXTRA CREDIT OPTION:** Maximum points allowable in this section will be **300**. The extra credit points will be accumulated by completing assignments in any or all of the following choices:
 - A. **TEN POINTS** per outside article of elective reading will be awarded for those placed in the student's course folder (journal).
 - B. **TWENTY POINTS**, per hour, will be awarded for audio/visual programs which are educational in nature. These will be placed in your binder (journal).
 - C. **TEN POINTS**, per hour for TV programs or movies which can be shown to represent some aspect of stress in the content, which demonstrates the human ability to adapt or adjust to the excessive demands and which is properly filed in your binder (journal).

D. THIRTY points, per hour, will be awarded for attendance at lectures or special presentations on stress, again, properly submitted in the student's binder.

3. **THREE HUNDRED** points will be awarded for the completion of all inventories and assessments included in the "JOURNALING WORKBOOK" together with a write-up which explains the results of the self scoring exercises and their relevance to you. You will receive 150 points for completing the assessments without the write up of the results.

4. **FIFTY** points will be awarded for the completion of the course summary AND fifty points for completion of your personal stress plan.

5. **ONE HUNDRED** points will be awarded for the completion of the ten page autobiography.

6. **THREE HUNDRED** points will be awarded to those who choose the teacher/presenter option in this course. This option is available to those students who wish to advance their role as a stress educator. Greater detail is offered at the end of this syllabus. The following options have been approved for your consideration:

1. Demonstration of a technique which can create an environment of pleasantness or relaxation. (This might be include carefully organized CDs or

audio

experiences using various styles of music). The presentation should be

expected

to show a measurable reduction in stress of the individual(s) used in the demonstration. And can use any form of active or passive meditation, hypnosis, autogenics, visual imagery, hatha or kundilini yoga, EMDR techniques, or any

other approach, with permission of the instructor.

2. Presentation of the basics of nutrition and a nutritional program which

would

assist in the control or reduction of stress

3. Methods of stress prevention. Proactive techniques which can be adopted by The participant to decrease or reduce the risk of stress or the presence of Stressors.

4. Assessment of personality characteristics which may promote proactive measures or which may be identified as vulnerabilities to stress.

5. Alternative forms of stress management or prevention; herbal healing, aroma therapy, color healing, massage techniques, meditation walks, spiritual stimulation-awakening-creation approaches.(see page 9 for further information)

REVIEW OF COURSE REQUIREMENTS FOR BINDER/FOLDER PREPARATION

A review of the requirements is mentioned below. The participant in this course should be aware of each contributing section of the grading sheet labeled: (**TABLE OF CONTENTS**). This represents the final grading sheet to be used in the determination of your grade and includes every point earning option.

Each class participant will maintain a method of storing information in a binder or folder which will be used specifically for this course and will include the following information:

3. **CLASSROOM NOTES:**Each week you are to post your handwritten notes from the lecture and discussion. These notes will be placed in a conspicuously identified section labeled “classroom notes”.These will be recognized as the weekly attendance roll call.

3. **TAKE-HOME EXAMINATIONS and QUIZZES:** You will place the three take home exams in a section which will separated from other sections by a tab or other device

4. ***WORKBOOK AND WORKBOOK WRITE UP:** Your accompanying student work book is to be completed and a writeup presented which will indicate the knowledge you have gained in recognizing stress strengths and vulnerabilities in your self as well as other people. The writeup can be composed of individual statements for each exercise in the workbook or can be written in a summary/conclusion format which would indicate to the reader that you have identified and recognized evidences of stressful sources, stressors, and have determined certain strengths or coping strategies. With this writeup, the workbook does not have to be included in the journal.
(* Optional: Does not have to be completed if Teacher/leader option is chosen.
5. **YOUR PERSONAL STRESS PROGRAM:** This is a brief statement of your own personalized stress program which has resulted from your experience and exposure during the semester and which you have created and intend to follow after this course has concluded.

6. **YOUR PERSONAL SUMMARY OF THE COURSE:** This is a critique of the course and a chance of offer suggestions to improve the quality and strength of the course for those who follow in the coming years.

7. **YOUR AUTOBIOGRAPHY:** This is required on the date mentioned above but will NOT be placed in your journal because of the potential for private, personal information.
Because of the sensitive potential of autobiographies they will be handled confidentially
and will be afforded the same privilege as a therapist/patient would have.

8. **ELECTIVE CREDIT:** This section will include all extra-credit or elective credit

to be added to your total numerical score for the semester. Points will be awarded based on the amount of work necessary to complete the elective assignments as follows:

Movies: 10 points per hour of actual time

TV programs: 10 points per hour of entertainment type

20 points per hour for educational or episodic type

Lectures: 30 points per hour

Books: 10 points per chapter, must be written up in your journal by chapter and not by book in its entirety.

Outside articles: 10 points per article regardless of length

Bonus points: as awarded by the instructor during the semester

8. **TEACHER/LEADER IN-CLASS PRESENTATION:** This requirement will be fulfilled through an in-class presentation of scholarly research into a subject which has been chosen by the participant and which enhances information found in your textbook or which adds to the subject of stress, outside of the textbook. (See more below.)
9. **TABLE OF CONTENTS:** Each journal will be presented with the “table of contents” page being placed at the very front of the journal. The TOC (table of contents) page is found on the next page and will be used as instructed. You will attempt to determine your grade by filling out the table of contents page with that information you have been given during the semester. The journals will be submitted the last week or two of the semester and will be returned to you during the final examination period. The only information you will not have available to you by then will be the last two weeks of attendance.
10. **DEMONSTRATION OF ABILITY TO USE STRESS REDUCING TECHNIQUES:** Each student will be required to demonstrate the ability to relax members of the class by using one of the techniques presented by the instructor, by a variation of one of the techniques as demonstrated by the instructor, or by presenting a new, or unique, or novel method of relaxing and thus reducing stressful symptoms. This will take approximately 10-15 minutes of actual presenting time in front of the class. Your instructor will give adequate forewarning of these in-class presentations.

TEACHER-EDUCATOR-PRESENTER OPTION

A student who is enrolled in Psychology 1430 may choose to complete the teacher/educator/presenter option in lieu of the self-awareness exploration option offered by the student workbook (see above under TEXTBOOK). This option can be satisfied by completing one or a combination of one or more of the following choices. You are invited to offer other options not shown here by discussing them with the course instructor. Total points offered for this option is **300**.

1. **RELAXATION/MEDITATION PRESENTATION (PASSIVE, NON-PHYSICAL FORMAT)**

The student will demonstrate one or more relaxation techniques to the class in an actual exercise. This demonstration may be a duplication of an already established relaxation technique or a variation of an already established relaxation technique. It may also be by demonstration of a new or novel relaxation technique not taught as a routine part of the course or as one which has been created by the student for this particular occasion. In addition to this, the presenter will be required to present a written handout which explains the purpose and the intended outcomes of the exercise. Finally, the presenter will offer a device for measuring successful application of the format being used. Estimated time of completion of project: five hours; estimated time taken to complete the exercise, 30-45 minutes.

2. NUTRITION, DIETING

The student will present oral and written information which will explain the role of nutrition in maintaining physical and mental health. Further, the student will provide ways or recognizing harmful foods, healthy foods, and will include statements concerning the intake of vitamins and minerals which are used in the human body. Such topics as LDL, HDL, transfat, sugars in their various forms, source of essential vitamins and minerals, and artificial ingredients which been shown to have deleterious effects on the human organism.

The presenter will provide ample handout information which the student may maintain in journals required for the course.

3. RELAXATION/MEDITATION PRESENTATION (ACTIVE, EXERCISE FORMAT)

The student will demonstrate one or more relaxation techniques to the class. In the presentation, the student will present an established physical technique (example: Tai Chi) which is designed to relax or cause an improvement in the respiratory and cardiovascular processes. An option might be to demonstrate a variation of an already established format or by presenting a new or novel technique which has been created by the student for this particular occasion.

In addition to this, the presenter will be required to present a written handout which explains the purpose and intended outcomes of the exercise. The presenter will establish a theoretical basis for this new approach.

Estimated time of completion of project; five to six hours; estimated time to complete the exercise in class, 30-45 minutes.

4. EXERCISE IN SELF-AWARENESS

The student will demonstrate an understanding of human behavior and the dynamics of human behavior as an influence on perception, self-awareness, self-understanding, self-esteem, and/or self-growth. This understanding may come from theories which are already available to the general public in the form of self-help books, or may come from a creative attempt to interpret a theory or theories in a varied, novel way. The presenter

will offer written documents which will be handed out to members of the class and which they may house in their course journal, for future use Unless the presenter has intentions of copyrighting ideas presented here, it is understood that the presentation becomes an idea which can be used by all members of the class, with proper recognition of the originator.

Estimated time of completion; five hours. Estimated time to complete the exercise in class; 30-45 minutes.

5. **PERSONAL EVALUATION AND AWARENESS IN AUDIO OR AUDIO/VISUAL FORMAT**

The presenter may wish to develop a 10-15 minute demonstration of formatted music which they have discovered to be relevant to a healthy, positive perception of self and which they may feel has adequate use in helping others develop the same. The presumption will be based on the idea that music has made influences upon their lives which resulted in a healthy life style which is exhibited in moderation of mood, and maturity in need satisfaction. This option would require an audio presentation along with a prepared narration of the influence of musical form on emotions, aspirations, inspirations, or other motivations and emotions which the presenter wishes to emphasize. It would require that a script of musical selections be prepared in advance and made available to members of the course with directions on what to listen to or look for in the music presented. Song titles, album titles, names of performers, or composers (or both), and style, where it becomes important, would be made available to the listener. The presenter would also be obligated to offer some form of evaluation of movement of participants toward intended outcomes. It may be possible fo the presenter to offer conclusions on the nature of music and results of investigations into the significant role music plays in the treatment and/or management of stress. The script would also provide one-line statements of explanation that the presenter would use to support statements of progress towards intended outcomes. In the event that a visual presentation is offered, the student should have created an audio/visual disc or appropriate connector which is compatible with the equipment available in the classroom. Visual presentations will follow the same requirements as for audio presentations offered under this paragraph heading.

6. **NONTRADITIONAL CONTRIBUTIONS TO STRESS REDUCTION AND MANAGEMENT**

Unique approaches to stress reduction and/or stressor awareness. Such possibilities as EDMR, Ley Magnetic Forces of Earth, Color Therapy, Aroma Therapy, or similar such non-traditional approaches to stress management.

7. **OTHER SOURCES OR OPTIONS NOT IDENTIFIED ABOVE**

Other possibilities which have been discovered by you in your reading or experiences.

You

may wish to contact the instructor to verify acceptance of such choices.

TABLE OF CONTENTS
PERSONAL FOLDERS
PSYCHOLOGY 1430, STRESS MANAGEMENT

ATTENDANCE: Check each week in attendance x 10 points per week for total points

Week one	___ Quiz ___	Week six	___ Quiz ___	Week eleven	___ Quiz ___
Week two	___ Quiz ___	Week seven	___ Quiz ___	Week twelve	___ Quiz ___
Week three	___ Quiz ___	Week eight	___ Quiz ___	Week thirteen	___ Quiz ___
Week four	___ Quiz ___	Week nine	___ Quiz ___	Week fourteen	___ Quiz ___

Week five ___ Quiz ___ Week ten ___ Quiz ___ Week fifteen ___ Quiz ___

TOTAL ATTENDANCE POINTS (150) _____
TOTAL QUIZ POINTS (130) _____

II. TAKE HOME EXAMINATION SCORES:

Exam #1 ___ (70)

Exam #2 ___ (40)

Exam #3 ___ (70)

TOTAL EXAMINATION POINTS (180) _____

III. YOUR JOURNALING WORKBOOK:

Completed (150 pts) ___ Writeup (150 pts) ___

TOTAL WORKBOOK POINTS _____

IV AUTOBIOGRAPHY (100 pts) TOTAL _____

V PERSONAL STRESS PROGRAM (50pts) TOTAL _____

VI COURSE SUMMARY (50pts) TOTAL _____

VII ELECTIVE CREDIT:

Movies (10 pts per hour) # of movies x hours = _____

TV programs (20 pts per hour) # of programs x hours = _____

Lectures (30 pts per hour) # of lectures x hours = _____

Books, by chapter (10 pts per chapter) # of chapters = _____

Outside reading by article (10pts per article) x articles = _____

Bonus points (list by date) _____ = _____

TOTAL OF ELECTIVE CREDIT _____

VIII TEACHER/LEADER/EDUCATOR (IN-CLASS PRESENTATION) (300)

TOTAL POINTS _____

YOUR COMPUTED TOTAL POINTS _____

YOUR ESTIMATED GRADE _____

GRADED POINTS FOR COURSE _____

GRADE AWARDED ___ HONORS ___ HIGH HONORS _____

**STRESS MANAGEMENT 1430
SPRING SEMESTER 2006
CALENDAR OF EVENTS, DUE DATES**

**AUG 22 FIRST DAY OF CLASS; SYLLABUS PRESENTED AND EXPLAINED,
COURSE OVERVIEW PRESENTED, EXPLANATION OF COURSE
FOLDER/BINDER , AND EXPLANATION OF REQUIREMENTS
OF TEACHER/EDUCATOR/PRESENTER OPTION**

- AUG 24** **DEMONSTRATION OF RELAXATION: BREATHING EXERCISE AND IMAGERY INTRODUCED, MUSIC AND RELAXATION EXPLORED**
- AUG 29** **LECTURE ON PHYSIOLOGICAL RESPONSES TO STRESS: HANS SELYE'S THEORY, GENERAL ADAPTION SYNDROME, ASHMAN'S COROLLARY TO SELYE'S THEORY, BEHAVIORAL COGNITIVE THEORY DIFFERENT DEFINITIONS OF STRESS PRESENTED CHAPTER ONE QUIZ; STRESS EXPERIENCES - MYTHS**
- AUG 31** **FIRST DEMONSTRATION OF HYPNOSIS PRESENTED, LECTURE ON HYPNOSIS AND RELAXATION, AUDIO STIMULATION AND RELAXATION, IMAGERY TRAINING CONTINUED**
- SEP 5** **LECTURE ON PHYSIOLOGICAL RESPONSES TO STRESS CONCLUDED; HYPAC HYPOTHESIS PRESENTED; "WHY ZEBRA'S DON'T HAVE ULCERS, Sapolsky, 3rd ed., 2004., DISCUSSED. CHAPTER TWO QUIZ; COLLEGE STRESS**
- SEP 7** **DEMONSTRATION OF RELAXATION USING HYPNOSIS, FIRST EXERCISE IN SELF-HYPNOSIS, IMAGERY TRAINING CONTINUED**
- SEP 12** **TAKE-HOME EXAMINATION # 1 GIVEN; EXPLANATION AND DUE DATE OF TAKE-HOME OFFERED; EXPLANATION OF PSYCHOSOMATIC/PSYCHOPHYSIOLOGIC DISORDERS CHAPTER THREE; WELLNESS**
- SEP 14** **DEMONSTRATION OF ACTIVE RELAXATION AND COMPARISON WITH PASSIVE RELAXATION, MUSIC AND RELAXATION**
- SEP 19** **LECTURE OF RELATIONSHIP OF PSYCHOPHYSIOLOGIC DISORDERS AND SOMATOFORM DISORDERS DISCUSSED CHAPTER FOUR; DYNAMICS OF STRESS AND RELAXATION**
- SEP 21** **DEMONSTRATION OF HYPNOSIS IN TREATMENT OF PAIN. SELF-HYPNOSIS SESSION # 1**
- SEP 26** **LECTURE ON PSYCHOLOGICAL DISORDERS AND STRESS; NEUROSIS (ANXIETY BASED DISORDERS), PSYCHOSIS, AND PERSONALITY DISORDERS**

CHAPTER FIVE; VARIATIONS IN THE STRESS EXPERIENCE

- SEP 28 TAKE-HOME #1 DUE TODAY, TAKE-HOME SCORED, AND TAKE-HOME #2 PRESENTED, DEMONSTRATION OF “PROGRESSIVE MUSCLE RELAXATION”
AUTOBIOGRAPHIES ARE DUE TODAY!!!**
- OCT 3 APPLGATE’S THEORY OF HAPPINESS AND OTHER COGNITIVE THEORIES EXAMINED, INTERFACE WITH CHAPTERS 4,5,& 6 FROM TEXT
CHAPTER SIX; SYMPTOMS OF DISTRESS**
- OCT 5 DEMONSTRATION OF HYPNOSIS IN THE TREATMENT OF PAIN
2ND PHASE OF SELF-HYPNOSIS IN THE CONTROL OF PAIN**
- OCT 10 ASSERTIVENESS, ANGER CONTROL, CONFLICT RESOLUTION: ISSUES OF DISTRESS-PRONE AND DISTRESS RELATED INFLUENCES;
CHAPTER SEVEN; DISTRESS-RELATED ILLNESS**
- OCT 12 SEMESTER BREAK NO CLASS TODAY**
- OCT 17 PRESENTATION OF RELAXATION AND MUSIC INFLUENCES
TAKE-HOME #2 DUE TODAY, #2 SCORED AND TAKE-HOME #3 PRESENTED
CHAPTER EIGHT; DISTRESS PRONE PERSONALITY
DEMONSTRATION OF RELAXATION TECHNIQUES - STUDENTS**
- OCT 19 VARIATIONS ON AUTOGENICS OFFERED, “CHI-GONG”, “AN DUN” AND EASTERN MEDITATIVE TECHNIQUES (FALUN GONG AND FENG SHUI)
DEMONSTRATION OF RELAXATION TECHNIQUES - STUDENTS**
- OCT 24 LECTURE ON DRUGS, ALCOHOL AND ADJUSTMENT PROBLEMS, STYLES WHICH CONFLICT WITH WELLNESS CONCEPTS, ALCOHOL QUIZ COMPLETED AND SCORED.
CHAPTER NINE; OTHER DISTRESS PRONE PATTERNS
CHAPTER TEN; DISTRESS RESISTANT PATTERNS**
- OCT 26 LAST DEMONSTRATION OF SELF-HYPNOSIS AND PAIN AND PRESENTATION OF HYPNOSIS IN SPORTS AND ACTIVITIES ENHANCEMENT**

DEMONSTRATION OF RELAXATION TECHNIQUES - STUDENTS

- OCT 31 LECTURE ON COGNITIVE/BEHAVIORAL CONCEPTS OF
AWARENESS AND SELF DISCOVERY
CHAPTER ELEVEN; DISTRESS PROMOTING AND DISTRESS
PREVENTING SOCIAL INFLUENCES
CHAPTER TWELVE; COPING RESPONSES
DEMONSTRATION OF RELAXATION TECHNIQUES - STUDENTS
- NOV 2 LECTURE ON PSYCHOANALYTIC AND PSYCHODYNAMIC
CONCEPTS OF AWARENESS AND SELF DISCOVERY
DEMONSTRATION OF RELAXATION TECHNIQUES - STUDENTS
- NOV 7 SIGN-UP DAY FOR TEACHER/PRESENTER SCHEDULE
CHAPTER THIRTEEN; HEALTH BUFFERS AND NUTRITION
CHAPTER FOURTEEN; SELF-TALK, BELIEFS AND MEANING
HUMANISTIC CONCEPTS OF AWARENESS AND SELF
DISCOVERY
DEMONSTRATION OF RELAXATION TECHNIQUES - STUDENTS
- NOV 9 LECTURE ON EFFECTS OF DRUGS AND ALCOHOL AND STRESS
RELATED PROBLEMS
DEMONSTRATION OF RELAXATION TECHNIQUES - STUDENTS
- NOV 14 **CAREER DAY, NO CLASS TODAY**
- NOV 16 CLASS PRESENTATIONS
- NOV 21 CLASS PRESENTATIONS
CHAPTER FIFTEEN; QUIETING THE MIND
CHAPTER SIXTEEN; PACING AND BALANCE
- NOV 28 CLASS PRESENTATIONS
CHAPTER SEVENTEEN; SOCIAL SUPPORT
CHAPTER EIGHTEEN; PERSONAL WELLNESS & SOCIAL
SUPPORT
- NOV 30 CLASS PRESENTATIONS
- DEC 5 CLASS PRESENTATIONS
- DEC 7 **CLASS PRESENTATIONS**
LAST DAY OF CLASS: JOURNALS RETURNED, FINAL
EXAMINATION GIVEN, GRADES AWARDED