

SCHOOL FOR NEW LEARNING
" HC 243 STRESS MANAGEMENT AND BEYOND; WELLNESS AS A WAY OF LIFE"
WINTER 2010

CAROL FRIEDMAN
2328 ISBELLA ST.
EVANSTON, IL 60201-1234
(847) 866-9692 FAX (847) 866-9674
EMAIL info@happyhealthywhole.com

DATES/TIME: 9:00 AM – 4:00 P.M. Saturdays 1/9, 1/23, 2/6, 2/20, and 3/6.

LOCATION: Naperville

COURSE DESCRIPTION

This course begins with an examination of the role stress plays in our lives, but is primarily focused on creating wellness in human systems. In addition to exploring causes and effects of stress, students will study the connection between wellness and breathing, sensing, eating, moving, feeling, thinking, playing, working, communicating, finding meaning, and creative expression. The course provides students with the opportunity to assess their placement on the stress-wellness continuum and to investigate the beliefs, and habits that prevent them from expressing their highest potential and realizing optimal health. Classes are highly experiential and designed for students to utilize and evaluate a variety of practices and techniques for enhancing their awareness and increasing their overall health and wellness.

FACULTY:

Carol Friedman is a member of the visiting faculty at SNL. She has an MA from the Institute for Transpersonal Psychology and is the founder of Happy, Healthy and Whole. She has applied transpersonal approaches as an Employee Assistance Counselor, consultant and trainer in corporate and health care organizations, and in her private psychotherapy and wellness coaching business. In addition, she is a Certified by the American Council on exercise and the American College of Sports Medicine as a Personal Trainer and Fitness Instructor and received her training as a mindfulness meditation instructor from Jon Kabat-Zinn founder of the University of Massachusetts Center for Mindfulness in Medicine, Healthcare, and Society.

COMPETENCIES AND OUTCOMES

H-3-F Can understand the interrelationship among intellectual, psychological, spiritual, and physical health in one's own life.

You will achieve this competence by studying how intellectual, psychological, spiritual, and physiological development informs the degree of stress or wellness one experiences in life and by completing a self-scoring test.

S-2-A Can describe, differentiate, and explain form, function, and variation within biological systems.

You will achieve this competence by studying the effects of stress on the biological systems of the human body and compare the form and function of stress-affected bodies with healthy ones.

S-3-B Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

You will achieve this competence by learning how various models of health and healing differ in their definitions of health, the practices they employ, and the underlying biological, social, and environmental factors contributing to their differences.

S-4 Can describe and explain connections among diverse aspects of nature.

There is an intimate connection between energy systems in the natural world and the human energy system that exists within it. Energy emanating from food, sound, climate, air quality, population density, movement, plants, and other life forms produces symptoms of stress or enhances wellness, depending on the quality of the energy exchanged in the connection.

You will achieve this competency by using course readings, exercises, and self-assessment to explore and experience this connection, observe the quality of the connection and articulate why some connections stimulate an increased stress response while some contribute to enhanced wellness.

FX Can articulate an understanding of the impact of biological, psychological, and social systems on factors contributing to stress and recommend intervention practices to move individuals into the healthier dimension of the stress-wellness continuum.

You will achieve this competency by using course materials, existing literature and self-observation to demonstrate an understanding of the stress-wellness continuum and formulate a specific evidence-based intervention plan.

LEARNING EXPERIENCES:

Didactic lectures, large and small group exercises, selected readings in text and supplementary handouts, exercises in meditation, guided imagery, movement, relaxation techniques, sensory awareness, and other transpersonal practices. Homework will require practice of techniques introduced in class and completion of reflection worksheets. Due to the highly experiential nature of this class, it is not recommended for students who anticipate numerous absences.

REQUIRED READING:

WELLNESS WORKBOOK 3rd Edition; Sara Ryan and John Travis
Supplementary handouts to be distributed in class and through the Blackboard website.
Supplementary readings on reserve through the DePaul Library.

ATTENDANCE POLICY:

When it is necessary to miss a class, it is the student's responsibility to:

- Notify me by phone or Email to make arrangements for completing missed assignments.
- Obtain lecture notes, handouts, and assignments from another student or the Blackboard website.

**Class attendance and participation is an integral part of this course, comprising 30% of overall grade.
Students who anticipate missing class should reconsider registration.**

CRITERIA FOR ASSESSMENT:

CLASSROOM PARTICIPATION: Since 30% of the overall assessment is based on classroom-based activities, students are expected to be present and to participate in lectures, large and small group discussions, group exercises, and experiential practices. Students who fail to participate will earn fewer points in this area of overall assessment.

WRITTEN WORK: Written work will be evaluated as follows:

A= designates work of high quality; reflects thorough and comprehensive understanding of the assignment and issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B= designates work of good quality; reflects clearly organized and comprehensive understanding of the assignment and issues at hand; presents substantive thesis and argument with evident development and support of ideas.

C= designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D= designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

REQUIRED ASSIGNMENTS: All students in this course will be assessed on the basis of the following assignments:

- 1.) Participation in classroom activities as indicated above. (30%)
- 2.) Quiz on readings in text and supplemental handouts. (10%)
A brief quiz to determine that students have an adequate understanding of basic stress dynamics will be administered and reviewed on the afternoon of Class #2.
- 3.) Completion of field assignment and short reflection paper. (20%)
All students are required to attend an open 12 Step meeting and submit a brief 3-5 page reflection

paper articulating how the 12 Step philosophy can be viewed as a stress management intervention that promotes bio-psycho-social wellness.

- 4.) Completion of two reflection worksheets. (20%)
These worksheets provide students with the opportunity to reflect on and record their experience with course assignments and activities. They are submitted as evidence of core learning that contributes to mastery of competencies. To be submitted at the start of class on weeks 2 and 3.
- 5.) Completion of a final paper articulating increased competence in specific competence area(s). (20%)
This seven to ten page paper provides students with the opportunity to reflect on their entire course experience and demonstrate how specific activities informed their understanding and assisted in mastering the competence objectives articulated in this syllabus. The length of this paper varies dependent on the number of competencies students are registered for. This paper is due at the final class.
- 6.) Students pursuing the FX competence will be required to submit assignments 1-4 above. In addition, a final ten page paper is due the last class. This paper will outline a specific program for intervening on unhealthy stress responses and facilitating movement toward the wellness dimension of the Illness/Wellness continuum. This paper will include the following sections: A brief articulation of the stress and wellness theory that informed the intervention program, a review of the evidence used in the selection of intervention methods, including a brief literature review, results of field studies, research, and the students own self-observation of practicing interventions assigned in class, a thorough explanation of at least three intervention tools including specific instruction for administration and or completion, a review of the results of implementing these interventions and recommendations for utilizing these interventions including possible limitations or other factors that could render them invalid.

ALL ASSIGNMENTS WILL BE THOROUGHLY EXPLAINED, REVIEWED, AND DISCUSSED IN CLASS AND WILL BE ACCOMPANIED BY WRITTEN GUIDELINES AND INSTRUCTIONS THAT WILL ALSO BE AVAILABLE ON THE BLACKBOARD WEBSITE FOR THIS COURSE.

All assignments are to be submitted in class or via email unless other special arrangements have been made with the instructor. Student's who would like assignments and/or final papers returned via U.S. Mail are asked to provide a self-addressed stamped envelope at the time of submission. Every attempt will be made to return assignments as soon as possible. The two reflection worksheet assignments due the 2nd and 3rd class will be returned the same day.

COMPETENCE ASSIGNMENTS: While all students will benefit from every class and all course activities, the following activities have been designed to specifically address the various competencies assigned to this course.

- H-3-F: Wellness Index and Wellness Wheel
Biodots
Holmes "Social Readjustment Scale"
Walking Meditation
Relaxation Response Exercise
Cognitive Distortions Exercise

- S-2-A: Effects of Stress Lecture/Readings
Cannon's "Fight or Flight Syndrome"
Selye's "General Adaptation Syndrome"
Wellness and Breathing Assessment and Exercises
Wellness and Sensing Assessment and Exercises
Wellness and Moving Assessment and Exercises
Wellness and Eating Assessment and Exercises
Wellness and Thinking Assessment and Exercise

- S-3-B: Transpersonal Model of Psychology
Illness/Wellness Continuum
Energy System Model
Mindfulness-based Stress relief
Healing and the Mind Video

S-4: Biodots
Heart Rate Monitoring
Walking Meditation
Movement Exercises
Breathing Exercises
Energy System Model
Supplementary Readings

COURSE OUTLINE:

WEEK #1:

Introductions
Review Syllabus
Administrative Tasks: Students complete face sheets and other forms. Resolve competence issues, etc.
Introduction to Transpersonal Theory
Introduction Basic Stress Theory, Illness/Wellness Continuum, and Wellness Index and Wheel
Definition of Stress
Cannon's "Fight or Flight" Syndrome

WEEK #2:

Review Reading Assignment
Illness/Wellness Continuum
Energy System Model
Iceberg Model
Introduce Biodots
Holmes "Social Readjustment Scale" Exercise
Quiz and Review
Bensen's "Relaxation Response" Exercise
Review Field Assignment

WEEK #3:

Review Wellness Index and Wellness Wheel
Lecture/Discussion:
Wellness, Self-Responsibility and Love
Wellness and Breathing
Wellness and Sensing
Wellness and Eating
Practice Exercises for Lecture Topics
Review Walking Meditation Exercise Homework Assignment.

WEEK #4:

Review/Discussion of Field Assignment Due Today
Healing and the Mind Video
Lecture/Discussion:
Wellness and Feeling
Wellness and Thinking
Wellness and Communicating
Practice Exercises for Lecture Topics
Review of Final Paper and Course Activities by Competence

WEEK #5:

Lecture/Discussion:

Wellness and Working

Wellness and Playing

Wellness and Finding Meaning

Wellness and Creative Expression

Presentation of pre/post Wellness Wheels

Administrative tasks: Completing Course Evaluation, etc.

Closing Exercise

PASS/FAIL OPTION: Students have the option of taking this class on a PASS/FAIL basis. This choice must be communicated to the instructor no later than the second week of class. Once a student selects the PASS/FAIL option, students will not be able to switch back to receiving a letter grade.

This course will be conducted in accordance with the Academic Integrity Policy of DePaul University.

