Syllabus

Psych. 3330-001: Stress Management
Fall, 2012
TuTh 10:45-12:05 pm
SW 133
TA: Mona Dryjski
Email: mona.dryjski@psych.utah.edu

Instructor: Paula Williams, Ph.D.
Office: Beh S 1301A
Phone: 585-6271
Email: paula.williams@psych.utah.edu
Office Hours: by appt.

This course provides an overview of stress psychophysiology, sources of stress, and stress management intervention. In addition to lecture material, students will engage in a variety of experiential activities involving self-monitoring of stressors and stress responses, as well as learning stress management techniques such as stress exposure reduction, relaxation training, assertiveness, time management, and health behavior change (Prerequisite: Psy 1010).

Course Objectives:
After completion of this course, students will:
- Have an understanding of stress psychophysiology
- Have an understanding of assessment strategies in stress management
- Have an understanding of basic behavior change and self-management principles relevant to stress management
- Be able to engage in a variety of stress- and self-management strategies

Required texts:

Tentative class schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/20</td>
<td>Introduction &amp; Course Overview</td>
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<td>What is stress?</td>
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<td>9/4</td>
<td>Model of Stress Management</td>
<td>Ch. 4</td>
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<tr>
<td>9/11</td>
<td>Exam 1 [Ch. 1-4]</td>
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<tr>
<td>9/13</td>
<td>Application: Stress Assessment / Personality</td>
<td>Ch. 7 pp.137-144, 151-152</td>
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<td>Principles of Behavior Change &amp;</td>
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<tr>
<td>9/27</td>
<td>Life Situation Intervention-Intrapersonal</td>
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<tr>
<td>10/2</td>
<td>Application: Reducing stress exposure</td>
<td>Ch. 6</td>
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<td>10/4</td>
<td>Assignment 1 due</td>
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<tr>
<td>10/9-10-11</td>
<td>NO CLASS-Fall Break</td>
<td>Ch. 7 [all but those on 9/18]</td>
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<tr>
<td>10/16</td>
<td>Application: Assertiveness</td>
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<td>Application: Managing emotional reactivity</td>
<td>Ch. 9, Ch. 11 pp. 235-237, 239-240</td>
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10/30  Relaxation techniques  Ch. 10
11/1  Application: Using Relaxation strategies
11/6  Other Relaxation Techniques  Ch. 11 [all but those listed on 10/25]
Enhancing recovery & restoration
11/8  Exercise  Ch. 12
11/13  Health Behavior Change  Ch. 13, Ch. 5 pp. 85-92
[Assignment 3 due]
11/15  Application: Changing health behaviors
11/20  Buffering Stress: Positive activities, social support
11/22  NO CLASS- Thanksgiving Break
11/27  Spirituality  Ch. 8
[Assignment 4 due]
11/29  Relapse Prevention
12/4  Specific stress issues: Diversity, Occupation  Ch. 14, 15
12/6  Specific stress issues: Family, Elderly
12/11  Assignment 5 due

Stress Management Assignments: [due by midnight on dates listed above; details for each assignment will be posted on the Canvas course page]

Assignment 1: Stress Self-Assessment

Assignment 2: Stress Exposure reduction plan

Assignment 3: Reducing reactivity, enhancing recovery, improving restoration

Assignment 4: Health Behavior assessment & behavior change plan

Assignment 5: Putting it all together: Re-assessment, future stress management plan, relapse prevention

Evaluation. Course grade will be based upon 1 multiple-choice exam (50 points) and class assignments. Make-up exams will be given only under emergency circumstances and with appropriate documentation (instructor must be notified prior to scheduled exam time). Grades will be calculated using the highest total points obtained as 100%. Grades will be assigned approximately as follows:

A = 93%+
A- = 89-92%
B+ = 86-88%
B = 83-85%
B- = 79-82%
C+ = 76-78%
C = 73-75%
C- = 69-72%
D+ = 66-68%
D = 63-65%
D- = 59-62%
F = <59%

Policy on late assignments. One point will be deducted for each day late on written assignments.

Extra credit. Up to 6 points extra credit may be obtained by participating in psychology research via the participant pool (described below). One hour of research participation corresponds to 1 point extra credit. Please see the handout posted on the class webpage for instructions.

Research/Clinical Practice Experience. The field of psychology has been established through scientific research examining how people
learn, think, and feel, and through standardized assessment of learning, thinking, and feeling. Only by verifying our intuitions with empirical data can science advance. Your grasp of the nature of psychology’s methods and claims is greatly enhanced by participating in the actual process of research and/or assessment.

To enhance students’ awareness and understanding of this empirical process, the Department of Psychology provides the opportunity for students enrolled in psychology courses to participate in psychology research/assessment experiences during the semester. To accomplish this, the Department has established the Psychology Participant Pool. This Pool allows students to participate as participants in psychology research projects that have been approved by the University’s Institutional Review Board, or to participate in practice assessments being administered by graduate students in clinical psychology. It is also possible to satisfy the research requirement by reading published psychology research articles and answering questions.

Note: Although the activities of this class can be a useful adjunct to psychotherapy, it is not a replacement for psychotherapy for individuals suffering from significant psychological distress. If you feel you need additional assistance, the University Counseling Center (426 SSB; ph: 581-6826; webpage: http://www.sa.utah.edu/counsel/index.htm) is an excellent resource. The instructor and/or TA would be happy to assist you in seeking appropriate support services. Additionally, if you suffer from any physical problems please consult your physician before making lifestyle changes (e.g., exercise, health behavior change).

Accommodations. The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.
This syllabus describes the **Honors section** of a course that provides an overview of stress psychophysiology, sources of stress, and stress management intervention [Honors section additions are highlighted]. In addition to lecture material, students will engage in a variety of experiential activities involving self-monitoring of stressors and stress responses, as well as learning stress management techniques such as stress exposure reduction, relaxation training, assertiveness, time management, and health behavior change (Prerequisite: Psy 1010). In addition to the basic requirements, Honors students will also 1) do advanced readings for each assignment; 2) write a final paper focused on review of the empirical literature on a topic focused on stress or stress management intervention (to be approved by the instructor).

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**Final Paper:** 12-15 page (not including references) review of the empirical literature on a topic of your choice focused on stress or stress management (e.g., the efficacy of a specific component of stress management, the role of stress in a particular disorder) (topic to be approved by instructor).
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