Syllabus

Psych. 3330-001: Stress Management  
Fall, 2013  
TuTh 10:45 am-12:05 pm  
Beh S 104

TA: Daniel Bride  
Email: daniel.bride@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>
<th>Reading</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Introduction &amp; Course Overview</td>
<td>Ch. 1</td>
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<tr>
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<td>Stress psychophysiology</td>
<td>Ch. 3</td>
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<td>Stress, health, &amp; illness</td>
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<td>9/12</td>
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<tr>
<td>9/17</td>
<td>Model of Stress Management</td>
<td>Ch. 5</td>
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<td>9/19</td>
<td>EXAM I [Ch. 1-3, 5]</td>
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<tr>
<td>9/24</td>
<td>Application: Stress Assessment / Personality</td>
<td>Ch. 8 pp.185-192, 199-200</td>
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<td>9/26</td>
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<tr>
<td>10/1</td>
<td>Principles of Behavior Change &amp; Life Situation Intervention-Intrapersonal</td>
<td>Ch. 6 [excluding 127-137]</td>
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<tr>
<td>10/3</td>
<td>Application: Reducing stress exposure</td>
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<td>10/8</td>
<td>Life Situation Intervention-Interpersonal</td>
<td>Ch. 7</td>
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<td>Application: Assertiveness &amp; Time Management</td>
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<td>10/22</td>
<td>Cognitive Intervention</td>
<td>Ch. 8 [all but those on 9/24]</td>
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<td>[Assignment 1 due]</td>
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<td>[start Assignment 2]</td>
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<tr>
<td>10/24</td>
<td>Application: Managing emotional reactivity</td>
<td>Ch. 10, Ch. 12 pp. 288-290, 292-293</td>
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<td>10/29</td>
<td>Meditation / Mindfulness / Yoga</td>
<td>Ch. 11, Ch. 12 [all but those on 10/29]</td>
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<td>10/31</td>
<td>Relaxation techniques</td>
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<tr>
<td>11/5</td>
<td>EXAM II [Ch. 6-8, 10-12]</td>
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</table>
Enhancing recovery & restoration

Exercise

Health Behavior Change

Application: Changing health behaviors

Buffering Stress: Positive activities, social support

[Assignment 2 due]

11/26
Spirituality

Ch. 9

11/28
THANKSGIVING BREAK

12/3
Relapse Prevention

Larimer et al. (1999) [on Canvas]

12/5
Specific stress issues: Diversity, Occupation

Ch. 15, 16

12/10
Specific stress issues: Family

Ch. 17

12/12
EXAM III [Ch. 6 pp. 127-137, Ch. 9, 13-17]

12/16
Assignment 3 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 & Stress Exposure reduction plan

Assignment 2: Reducing reactivity, enhancing recovery, improving restoration

Assignment 3: Putting it all together: Health behavior, Re-assessment, future stress management plan, relapse prevention

Evaluation. Course grade will be based on 3 multiple-choice exams (50 points each) 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.

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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.

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Academic Misconduct. The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. Definitions can be found in the Student Code at http://www.regulations.utah.edu/academics/6-400.html.

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This syllabus describes the **Honors section** of a course that 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). 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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Pretzer & Beck (2007)

[Assignment 1 due]

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Kristeller (2007);  
Kiecolt-Glaser et al. (2010)

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10/29 Meditation / Mindfulness / Yoga

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[Final Paper topics due]

11/7 Enhancing recovery & restoration

11/12 Exercise  
Ch. 13; Sime (2007)

11/14 Health Behavior Change

11/19 Application: Changing health behaviors

11/21 Buffering Stress: Positive activities, social support

11/26 Spirituality

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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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Additional Reading:


