This 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).

**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:**

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<tr>
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<td>Model of Stress Management</td>
<td>Ch. 5</td>
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<tr>
<td>1/30</td>
<td>EXAM I [Ch. 1-3, 5]</td>
<td>Ch. 8 pp.185-192, 199-200</td>
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<tr>
<td>2/4</td>
<td>Application: Stress Assessment / Personality</td>
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<tr>
<td>2/11</td>
<td>Principles of Behavior Change &amp; Life Situation Intervention-Intrapersonal</td>
<td>Ch. 6 [excluding 127-137]</td>
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<tr>
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<td>Application: Reducing stress exposure</td>
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<td>Application: Assertiveness &amp; Time Management</td>
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<td>Cognitive Intervention</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>3/4</td>
<td>Application: Managing emotional reactivity</td>
<td>Ch. 10, Ch. 12 pp. 288-290, 292-293</td>
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<tr>
<td>3/6</td>
<td>Meditation / Mindfulness / Yoga</td>
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</table>
3/11 & 3/13  SPRING BREAK
3/18  Relaxation techniques  Ch. 11, Ch. 12 [all but those on 3/6]
3/20  EXAM II [Ch. 6-8, 10-12]
3/25  Enhancing recovery & restoration
3/27  Exercise  Ch. 13;
4/1  Health Behavior Change  Ch. 14, Ch. 6 pp. 127-137
4/3  Application: Changing health behaviors
4/8  Buffering Stress: Positive activities, social support  Ch. 7 pp. 163-166
4/10  Spirituality  Ch. 9
4/15  Relapse Prevention  Larimer et al. (1999) [on Canvas]
[Assignment 2 due]
4/17  Specific stress issues: Diversity, Occupation  Ch. 15, 16, 17
Family
4/22  EXAM III [Ch. 6 pp. 127-137, Ch. 9, 13-17]
4/25  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.

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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.

If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program, consistent with both University and Psychology Department Policy.
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; 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).

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


