

# PDEV 0070 - STRESS AND WELL BEING

## Catalog Description

Hours: 54 lecture

Description: Emphasis on analyzing theories, research methods, and empirical evidence regarding the relationship between stress and well-being. Overview of psychological theories of stress, including types, causes and effects. Explores solutions to mitigate its negative impacts. Explores the relationship between psychological and socio-cultural theories and factors in creating stress and affecting ones ability to manage it. Introduces research in coping techniques including meditation, cognitive strategies and the practice of wellness. (CSU, UC)

## Course Student Learning Outcomes

- CSLO #1: Apply theories of psychology in stress and well-being that are relevant to life success.
- CSLO #2: Create a personal wellness plan.

## Effective Term

Fall 2024

## Course Type

Credit - Degree-applicable

## Contact Hours

54

## Outside of Class Hours

108

## Total Student Learning Hours

162

## Course Objectives

1. Identify and explain the major theories, research methods, and findings in the field of psychology and stress.
2. Define the concept of stress from a sociocultural perspective
3. Describe how sociocultural perspectives including ethnic, gender, historical, contemporary, western and nonwestern societies impact stress management and well being
4. Compare and contrast major theories of stress
5. Name and define different types of stress
6. Identify common cognitive thinking styles and how they may influence the stress response
7. Apply appraisal method to assess cognitive response to stress
8. Describe how locus of control and self esteem contribute to stress development
9. Explain and demonstrate the following stress management techniques: deep breathing, guided imagery, progressive muscle relaxation, and meditation

10. Describe how basic time management principles can be used to address chronic daily lifestyle problems
11. Create a personal approach to stress management by developing a stress and wellness plan using strategies learned in class.

## General Education Information

- Approved College Associate Degree GE Applicability
  - AA/AS - Health Ed/Physical Ed
- CSU GE Applicability (Recommended-requires CSU approval)
  - CSUGE - E1 Lifelong Learning and Self-Development
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

## Articulation Information

- CSU Transferable
- UC Transferable

## Methods of Evaluation

- Classroom Discussions
  - Example: The class will collaborate on compiling a list of the types of stress and personal examples of each kind. This list is used in a later class session where the groups will select appropriate stress management or coping techniques for each type and talk through how it could have been used in their personal situations. Grading is based on participation and journal entry reflecting on which coping/management technique they will be working on.
- Essay Examinations
  - Example: Write four one-page journal entries throughout the semester discussing personal application of stress management techniques. Assessed based upon development of concepts.
- Reports
  - Example: Student will develop a Self- Improvement Project in which they will identify a behavior(s) to change, examine behaviors that contribute and impair the process of change, assess their personal stage of change, identify and implement appropriate change strategies and evaluate their results. It will be a typed report, minimum 5 pages with a rubric based on meeting assignment parameters, college-level writing, application of course objectives and overall thoroughness.
- Skill Demonstrations
  - Example: Students will be tasked with leading the class in one example of a stress reduction or management technique. Grading rubric includes providing effective step-by-step instructions, answering questions/supporting students while they attempt the exercise, possible variations or applications and submission of a detailed write-up including all of the above details.

## Repeatable

No

## Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Instructor will lead the class in a discussion about their understanding of a reading from Thich Nhat Hanh. Hanh gave an example of mindfulness as being similar to washing dishes and another example about riding a roller coaster. The class will be divided into two groups. The objectives of this exercise will require students to define mindfulness, the qualities of mindfulness and their personal experience. One group will critique the advantage of 'living for the moment', while the other will examine 'living in the moment'. Students will write a one page paper summarizing their learning exercise, which will be due at the next class.
2. Lecture on types of stress, accompanied by a slide deck, will introduce definitions and examples of the different types of stress. The class will then break into small groups to discuss personal experiences with each kind. The groups will then collaborate together to compile a list of examples of each type to be used in a following class session on coping techniques for each.

- Author: Brian Luke Seaward
- Publisher: Jones & Bartlett
- Publication Date: 2020
- Text Edition: 10th
- Classic Textbook?: No
- OER Link:
- OER:

## **Other materials and-or supplies required of students that contribute to the cost of the course.**

### Distance Learning

1. Instructor will introduce different types of stress and the various contexts that stress can be experienced while providing students a opportunity to self assess their own stress experiences.
2. Instructor will introduce coping techniques and the art of mindfulness while engaging students through discussion forums to identify the effects of the coping techniques and strategies.

## **Typical Out of Class Assignments**

### **Reading Assignments**

1. Read Chapters on "The Relaxation and Stress Reduction Workbook. Take the stress self assessment questionnaire and practice the deep breathing exercises.
2. Read and critique the following article: Abbe, A.; Tkach, C & Lyubormirsky, S. (2003). The Art of Living by Dispositionally Happy People. Journal of Happiness Studies, 4, p385,20.

### **Writing, Problem Solving or Performance**

1. Journal assignments are due every other week and must be one typed page that demonstrates your experience in applying a stress management principle in your life.
2. Article Review: Find and critique a current article on stress management. List the major points of the article and describe how they relate to the contents of this course (should be two to three paragraphs).
3. Evaluate your value strengths using the Values in Action questionnaire at [www.authentic happiness.org](http://www.authentic happiness.org). Choose an unavoidable or stressful task to address or solve using one of your signature value strengths.
4. Write a letter of gratitude to someone who has contributed greatly to your well-being, but whom you have never thanked.

### **Other (Term projects, research papers, portfolios, etc.)**

1. Students will submit a research paper which examines a stress management strategy, explore a health and wellness issue, or examine sociocultural perspectives that influence stress management and well being

### **Required Materials**

- Managing Stress: Skills for Self-Care, Personal Resiliency and Work-Life Balance in a Rapidly Changing World