

Department of Public and Community Health

HLTH 285: Controlling Stress and Tension

Instructor: Dr. David H. Hyde	Office Hours
Office/Phone: HHP 2374 301-405-2523	Tuesday - 12:00 - 1:00
Email: dhyde1@umd.edu	Wednesday - 9:00 - 11:00
Semester: Fall 2005	Thursday - 12:00 - 1:00
Classroom/Time: HHP 1302 TuTh: 2:00-3:15	And by appointment

Textbooks Investigations in Stress Control (4th Edition). Hyde, D. and Allen, R.

ISBN: 0-8087-0161-4 (DO NOT purchase used copies - this is a workbook)

Course Packet: Includes lecture outlines and content, objectives, study guides for each quiz, and miscellaneous course materials.

(Can be purchased at Design & Duplicating Center, HHP Bldg., Rm 2125 --About \$20 - cash only)

Course
Description

"Exactly what is stress, and why don't I feel very good whenever I get 'stressed out'?"

"If I worry so much that I don't feel well, can I think myself well and feel better?"

"How does stress contribute to ulcers, headaches, and even heart attacks?"

"Are there specific parts of my personality that contribute to my stress?"

"What are some things I can do to handle stress better?"

If you have ever asked yourself any of these questions, or similar ones, then perhaps this course can provide you with some insights into the interaction between you and stress. The purpose of the course is to provide you with a variety of opportunities to understand the dynamics of human stress... the impact it can have upon your health and well-being and how it may interfere with your goals and aspirations. More importantly, we will also explore 'stress management' -- specific things you can do to reduce or control the feelings of stress in your life. However, there are no 'magic potions' for stress management... no simple or quick fixes. Stress management is an active on-going process involving the acquisition of specific skills and behaviors, coupled with learning how and when to apply those skills/behaviors.

Course
Objectives

There are two very general objectives for this course. First, and in a very general sense, is to provide you with basic information regarding the nature of stress... what it is, where it comes from, its role in the disease process and other ways it can affect you on both a short and long term basis. Second, to provide you with some 'tools' that might be helpful in managing your stress... ways to become more pro-active as opposed to re-active, to feel more 'in control' as opposed to feeling out of control and overwhelmed. Since stress will always be a part of our lives, (exams, interviews, jobs, deadlines, relationships, arguments, finances, traffic, people, etc., etc., etc.) it is imperative that we learn to manage it in an effective and constructive manner. As you probably know managing stress constructively and effectively, is not a simple task. Moreover, it is an on-going process that you will be dealing with for the remainder of your life. Hopefully, by the end of the semester you will know a lot more about stress but more importantly you will have a variety of new strategies that you will find useful. Specific content and behavioral objectives for every class are in the course packet. These objectives can also be used as a 'study guide' for each quiz. At the conclusion of this semester each student should be able to:

- recognize his/her specific stressors and apply appropriate intervention strategies.
- understand the human stress response and the impact it can have on our health and well-being.

Course
Policies

Attendance...

In most courses there is a direct relationship between class attendance and grades. If one of your goals is to get an "A" in this course; come to class. The dates on the syllabus are "tentative" and subject to change. **If you miss class it is your responsibility to contact a fellow student to catch up on any material you have missed.** If you are missing a significant number of classes due to an illness, or for some personal difficulties, please contact me during the 'situation' so we can work something out. Do not 'disappear' for 2 or 3 or more weeks; suddenly reappear with the excuse that you have been caring for a sick grandmother in Hawaii, and expect to hand in late work or makeup exams. It won't happen!

Participation...

You are encouraged to participate in class discussions and ask questions. This is *your* class. Students should feel free to share information, ask questions and express personal opinions related to the course or the discussion. Please respect the comments and opinions of others.

Quizzes...

There will be five 'intellectual inventories' (quizzes/tests/exams). Each will include true-false, multiple choice, fill-in-the-blank, short answer questions. **The fifth, and final quiz, will be during exam week - Thursday, December 16th, 10:30am to 11:30pm.** Everyone must take the final quiz at the designated time so please do not make travel reservations or vacation plans that will conflict with this date. Make-up tests are given only if the instructor is notified (phone or email) of the absence before the time of the exam. The student must provide a medical excuse from a physician in order to take a make-up exam which will be primarily essay.

Assignments...

None of the assignments are particularly difficult and there is certainly not a great volume of reading. ***Please take a few minutes prior to each class to read the material in the course packet that we will be discussing that day.*** There will be number of written assignments, designed to help you gain insight into the interaction between you (your personality) and stress.

- **Stress Paper:** A one page paper about you and stress.
- **Analysis Reports:** Introspective activities from the ISC (blue cover) workbook. Late assignments - 10% deduction for each day late. Due dates are indicated on the class schedule.
- **In-Class Assignments:** Somewhat random assignments completed in class *or* for the next class meeting. Each is worth a maximum of 5 or 10 points, depending on the assignment. Four or five will involve web searches. Student must be in class to receive credit. **Missed assignments can not be made up.**

Accommodations for students with disabilities...

If you have a documented disability and wish to discuss academic accommodations for test taking or other needs, please talk to me as soon as possible. You will need documentation from Disability Support Service (314-7682.) If you intend to take any or all exams at DSS it is your responsibility to notify me as soon as possible.

Academic Integrity...

The University's code of academic integrity is designed to ensure that the principle of academic honesty is upheld. Any of the following acts, when committed by a student, shall

constitute academic dishonesty:

- ✓ CHEATING : intentionally using or attempting to use unauthorized materials, information, or study aids in an academic exercise.
- ✓ FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- ✓ FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this code.
- ✓ PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

For additional information see:

<http://www.inform.umd.edu/CampusInfo/Departments/PRES/policies/iii100a.html>

Religious Observances..

The University System of Maryland policy provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor in advance of any intended absences for religious observance.*

Evaluation

Grades will be based upon total points earned throughout the semester as follows:

5 quizzes @ 50 points each	250 pts
12 In-Class Assignments	120 pts
ISC Assignments	135 pts.
<u>Stress Paper</u>	<u>25 pts.</u>
Total	530 pts.

Grading

530 - 514 points	A+
513 - 497 points	A
496 - 477 points	A-
476 - 463 points	B+
462 - 446 points	B
445 - 429 points	B-
428 - 412 points	C+
411 - 395 points	C
394 - 378 points	C-
377 - 361 points	D+
360 - 344 points	D
343 - 327 points	D-
326 & below	F+

Tentative Class Schedule

Reading assignments...

ISC = Investigation in Stress Control

CP = Course Packet

PART I

9/1

Introduction to Course: Overview of the course (syllabus), class activity, and general discussion of health and well being.

The 'Course Packet' can be purchase (about \$12, cash only) at D & D Center, HHP 2125. You may want to bring this packet everyday to class. It includes lecture outlines to which you can add notes; inventories; and miscellaneous class sheets.

9/6

Introduction to Stress: General discussion of the interaction between stress and our health and well being.

For Class: Read: CP - pgs. 1-7 and ISC - Ch. 1

9/8

Stress - What Is It? Explanation and discussion of stress developed by Hans Selye (General Adaptation Syndrome) and Walter Cannon (the Fight-or-Flight Response).

For Class: Read: CP - pgs. 8-10

Bring ISC (blue workbook) & 'Course Packet' (CP)

After Class: Answer: ISC - Analysis Report (AR) 1; pg. 75 - answer question # 1 only

9/13

Time Management

Selective Awareness

Social Engineering

Developing effective time management skills is one of the most effective ways to manage stress, especially for the goal oriented person. Discussion of basic time management principles helpful in reducing feelings of anxiety and frustration associated with the feelings of having too much to do.

For Class: Read: ISC pgs. 139-142, Ch. 7 & 9; CP - pgs. 11-16

Due: Stress Paper [25 points.]

After Class: Answer: ISC: AR 7 & 9; pg. 175, question 1 - 'Social Engineering' and 'Time Management'

9/15

Introduction to Stress Management

Coping Theory

Basic Coping Strategies: Avoidance, Denial, and Patience

Introduction to the general concept of 'stress management' which can be divided into two broad categories: 'relaxation techniques' and 'coping skills'. Discussion of coping theory and the very basics of coping - avoidance, denial, and patience.

For Class: Read: CP - pgs. 17-22

9/20

Coping Effectiveness: The Good vs. The Bad & Ugly

Discussion and comparison of the characteristics of people who effectively cope with stress to those who have a more difficult time coping with stress. Explanation of two theories (models) of effective coping styles (Psychological Hardiness & Sense of Coherence). Discussion: Strategies to improve coping skills.

For Class: Read: CP - pgs. 23-30

Complete: Inventories - CP - pgs. 25-28

[Self score "How Hardy Are You?" -- "Orientation to Life" will be scored in class]

(Quiz next class -- hint... each quiz is developed from the objectives for each class.)

9/22

2:00 - 2:30: Quiz 1

Due: ARs: 1, 7, 9 [15 points]

9/22 **Part II**

Psychosomatic Concept

Lecture/discussion of the "psychosomatic concept" - the interaction between the mind and the body.

For Class: Read: ISC - Introduction , pgs. ix-xv; CP - pgs. 32-34

9/27 Personality and Stress

Discussion about 'personality' and the role it can play in *creating* our stress

For Class: Read: CP - pgs. 34-35

9/29 Cognitive Appraisal

Explanation and discussion of the concept of 'cognitive appraisal'. Discussion will include 'cognitive distortions' - the root of our stress.

For Class: Read: CP - pgs. 36-41

10/4 What Do You Tell Yourself When Things Go Wrong?

Review of the concept of 'cognitive appraisal' and 'cognitive distortions'. Explanation and discussion 'explanatory style', 'trigger words', and 'automatic thoughts' which, when mixed together produce stress.

For Class: Read: CP - pgs. 42-47

10/6 Cognitive Re-Appraisal - Learning to 'Don't Sweat The Small Stuff Self Esteem

Discussion of cognitive reappraisal as a coping strategy. General discussion of self esteem - what it is and how it is associated with stress.

For Class: Read: CP - pgs. 48-53 & ISC - Ch. 10 & 11

After Class: Answer: ISC - AR 10 & 11; pg. 175, question 1 - 'cognitive reappraisal'; pg. 177, question 2

10/11 Communication Styles - The Cause of Some of Our Stress

& 13 The next two classes will include lecture and discussion of the relationship between stress and the manner in which we communicate, which is usually dominated by one of four styles. Stress can develop from not only 'what' is said but also from the 'way' it is said... the 'tone'. Brief discussion of conflict resolution, negotiating, and problem-solving.

For Class: Read: CP - 54-67, Complete chart page 64; ISC - Ch. 12 (Complete inventories)

After Class: Answer: ISC - AR 12

10/18 2:00 - 2:30: Quiz 2 Due: ARs 10, 11, & 12 (15 points)

Part III

Symptoms of Distress

Lecture/discussion - what happens to the body when we experience too much stress and move into the area of "distress."

For Class: Read: ISC - Ch. 6; CP - pgs 69-73, Complete Checklist on pgs. 72 & 73.

After Class: Answer: ISC - AR 6 and pg. 78, questions 6, 7, 8

10/20 What's Goin' On Inside When Things Get Crazy Outside?

Location and function of structures in the body responsible for altering our biochemistry whenever we experience stress. Explanation and discussion of the human stress response.

For Class: Read: CP - pgs. 74-79.

10/25 Stress and Disease

Review of stress response. Explanation and discussion of the role that stress can play in contributing to specific disorders.

For Class: Read: CP - pgs. 80-83.

10/27 Stress and Disease Explanation and discussion of the relationship between stress and coronary heart disease, and immune function.

For Class: Read: CP - pgs. 84-87.

11/1 "Stressed-Out???" ... Workout!!!

Explanation and discussion the beneficial aspects (physical and psychological) of using exercise to cope with stress.

For Class: Read: CP - pgs. 88-91 & ISC - Ch. 14

After Class: Answer: ISC - AR 14; pg. 175, - 'Exercise'

NOTE: You do NOT have to do the "Activity Recall"; just answer the questions

11/3 2:00 - 2:30: Quiz 3 Due: ARs 6 & 14 (10 points)

Part IV

Relaxation Theory & Calming Response

Discussion and basic explanation of stress management as it is related 'physiological relaxation'. Discussion of the 'calming response' -- a simple way to settle down after a stressful event (like a quiz!!!)

For Class: Read: ISC - pgs. 93 and Ch. 8.

After Class: Answer: ISC - AR 8; pg. 175, 'Calming Down'; pg. 207 - question 1

11/8 Meditation & The Faith Factor

Discussion/lecture regarding meditation - what it is and is not; historical perspectives; and how to do it. Students will learn (and practice) a simple meditation technique. We will also discuss Herbert Benson's notions regarding the 'Faith Factor'.

For Class: Read: CP - pgs. 93-94 ISC - Ch. 16

After Class: Answer: ISC - AR 16 (Complete meditation log for 4 days and include with AR 16)

11/10 Social Stress-The Stress of Life: Life Events, Daily Hassles, & Overload

Lecture and discussion of the stress associated with living in a modern, high tech society. Discussion of the concepts of 'life events', 'daily hassles' and 'overload'.

For Class: Read: CP - pgs. 95-99; ISC - Ch. 2 and 3

After Class: Answer: ISC - ARs 2 & 3 and pg. 76 - questions 2 and 3

11/15 Type A Behavior Pattern

During the next 2 classes we will be discussing the role specific aspects of one's personality can play in increasing or decreasing the feelings of stress. During these classes we will be discussing the interaction Type "A" behavior pattern locus of control.

For Class: Read: CP - pgs. 100-102; ISC - Ch. 4

After Class: Answer: ISC - AR 4; pg. 77 - question 4.

11/17 Locus of Control

Do you generally feel 'in control' of things or do you feel that the control of your life is a matter of luck, timing or fate? Do you feel there are specific things you can do to be successful (whatever that might be!) or is it just a matter of luck that determines your destiny? In class we will discuss the Locus of Control (LOC) construct, its relationship to stress, and possible implications .

For Class: Complete: Inventory - CP - pgs. 103-106; complete inventory and self score

11/22 2:00 - 2:30: Quiz 4 Due: ARs 2, 3, 4, 8, & 16
(with meditation logs for 3 days) (25 points)

Part V

Social Support

Lecture and discussion of social support to manage stress.

For Class: Read: CP - pgs. 108-110; ISC - Ch. 15

After Class: Answer: ISC - AR 15; pg. 176, - 'Social Support'

11/24 Lab Practical: De-Stressing and Over-Eating

Class: This class is very important to your health and well being, and will be conducted at your home or the place you are visiting for Thanksgiving. Your 'assignment' for the next few days, should you choose to accept it, is to simply overeat, relax, chill and get lots of sleep - not necessarily in that order. You are to consume food with reckless abandon, eating as you watching tv, when you are bored, and especially when you are not hungry. Above all, enjoy yourself, even if you feel you do not deserve it!!!

11/29 Anxiety - The Modern Day Plague

Discussion of anxiety and anxiety disorders. Will also discuss 'test anxiety' -- causes and what you can do about it.

For Class: Read: CP - pgs. 111-120 & complete inventories on pages 112 & 113.

12/1 Learning to Relax The Muscles... PNMR

Discussion of the principles of Progressive Neuromuscular Relaxation (PNMR). Many of us experience muscular discomfort (tension headaches, low back aches, and neck aches) caused by too much stress. This happens because we 'hold' our stress in the muscular system which eventually causes pain. Are you one of these "poor souls" and what can you do about it?

For Class: Read: CP - pg. 121-122; ISC - Ch. 17

After Class: Answer: ISC - AR 17 and pg. 208 - question 2

12/6 Occupational Stress

Can a job have so much stress associated with it that you can become ill? Lecture and discussion of 'occupational stress' and the characteristics separating high stress jobs from low stress jobs. Will also explore the notions of 'burnout' and 'work-a-holic'.

For Class: Read: CP - pgs. 123-129.

12/8 *The Stress-Nutrition Connection*

Some of us cope with stress by eating food... sometimes a lot of food!!! Others are unable to eat anything when the first signs of stress appear. Some of us cope with stress by eating ice cream or Big Macs... others cope by eating carrot sticks or an apple ?!?! (But not very many!!!) Discussion the interaction between the food(s) we eat and stress, and why most of the food we eat when we are stressed-out ultimately adds to our stress.

For Class: Read: ISC - Ch. 5 & Complete 'Nutrition IQ', CP - pg. 130.

After Class: Answer: ISC - AR 5 & pg. 77 - question 5

12/3 *Biofeedback -- Course Wrap-up*

Lecture/discussion of biofeedback -- what it is; how it is used; and it's effectiveness in treating stress related disorders.

For Class: Read: ISC - Ch. 18

Due: AR: 5, 15 & 17 (15 pts.)

Progress Reports 1, 2, & 3 (30 pts)

Synthesis Summary (25 pts)

Quiz 5 (Final Exam)

Monday, December 19, 10:30am - 11:30pm