



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Public Programs Department Social Work

Subject SWU Number 294 Title Stress Management Tool II Units: 3

Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Course description:
Developing mindful strategies toward managing stress, developing instinct awareness; healthy decisions in nutrition, relationship with self, others and decreasing student's carbon footprint.

Requested designation: (Choose One)

Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name Maria Napoli Phone 602-496-0097

Mail code 3920 E-mail: maria.napoli.asu@gmail.com

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Michelle M. Carney Date: August 3, 2014



ARIZONA STATE UNIVERSITY

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Chair/Director (Signature):

*Michelle H. Carney*

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**Arizona State University Criteria Checklist for**  
**SOCIAL-BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[SB] CRITERIA</b>					
<b>A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul> </td> <td style="width: 50%; vertical-align: top;">                     psychology  sociology                 </td> </tr> </table>	<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	psychology  sociology	syllabus
<ul style="list-style-type: none"> <li>• ANTHROPOLOGY</li> <li>• ECONOMICS</li> <li>• CULTURAL GEOGRAPHY</li> <li>• HISTORY</li> </ul>	psychology  sociology				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <b>OR</b> b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).	syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus		
		<b>THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:</b>			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
SWU	294	Stress Management Tools II	

Explain in detail which student activities correspond to the **specific** designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1 Understanding and knowledge about human interaction	Students will explore social and psychological development in relation to their environment, family dynamics and socialization. The impact of nature upon human development will also be integrated into understanding the development of healthy relationships.	<p>Page 6 in syllabus</p> <p>Students will write a 1-2 page critical thinking chapter reflection and complete activities from the chapter "Connection to all living things: the Beauty of Relationships"</p> <p>Students will answer quizz questions at the end of the chapter.</p> <p>Students will read three peer reviewed articles (see reading list)</p> <p>Students will participate in weekly socratic discussions related to the topic covered in the books and critical thinking chapter reflections and peer reviewed articles</p> <p>Students will engage in weekly mindfulness practice completing weekly Mindful Awareness Journals related to their experiences offering skill in pay attention to emotions, attitudes in the present moment. (see Mindful Awareness Journal attached)</p> <p>Page 9</p> <p>Students will answer and discuss vision board question related to their relationships</p>
2 Study of social behavior found in history,	Students will learn the historical timeline of food consumption beginning with farming and ending with buying food in supermarkets. Organic farming, non-foods, cultural considerations of how the food	<p>Page 7 in Syllabus</p> <p>Students will write a 1-2 page critical thinking chapter reflection and complete activities from the chapter "Sustainable Living and Conscious Eating."</p> <p>Students will answer quizz questions at the end of</p>

<p>sociology and psychology</p>	<p>industry has impacted human health. Quality control of air, water and land pollution are discussed in depth contributing to the problems we face today. Understanding the changes in environment and the food industry and how students can make changes will be addressed.</p>	<p>the chapter.</p> <p>Students will read three peer reviewed articles (see reading list)</p> <p>Students will participate in weekly socratic discussions related to the topic covered in the books and critical thinking chapter reflections and peer reviewed articles)</p> <p>Students will engage in weekly mindfulness practice completing weekly Mindful Awareness Journals related to their experiences offering skill in pay attention to emotions, attitudes in the present moment. (Mindful Awareness Journal attached)</p> <p>Students will answer and discuss vision board question related to their nutrition.</p> <p>Students will practice mindful eating and engage in healthy nutrition selections as well as gaining knowledge how to buy food in today's market.</p> <p>Page 11 in syllabus</p> <p>Students will participate in wellness activities offered by ASU Wellness Programs.</p> <p>Page 9</p> <p>Students will answer and discuss vision board question related to their nutrition</p>
<p>3. distinct knowledge base of social</p>	<p>Students will learn healthy human development from pregnancy to older adulthood through course material related to nutrition, parenting and personality</p>	<p>Page 5 in Syllabus</p> <p>Students will write a 1-2 page critical thinking chapter reflection and complete activities from the chapter "Whole Person Health Across the Lifespan."</p> <p>Students will answer quizz questions at the end of</p>

<p>and behavioral sciences</p>	<p>development across the lifespan. Exploring the research on happiness and how one can sustain living a joyful life will be integrated into the course.</p>	<p>the chapter.</p> <p>Students will read three peer reviewed articles (see reading list)</p> <p>Students will participate in weekly socratic discussions related to the topic covered in the books and critical thinking chapter reflections.</p> <p>Students will engage in weekly mindfulness practice completing weekly Mindful Awareness Journals related to their experiences offering skill in pay attention to emotions, attitudes in the present moment. (Mindful Awareness Journal attached)</p> <p>Page 9</p> <p>Students will answer and discuss vision board question related to healthy development from infancy through older adulthood.</p> <p>Page 9</p> <p>Students will create a vision board reflecting their quality of life focusing on changes made over the semester and goals toward the future.</p>
<p>4. Use of social and behavioral sciences perspectives and data.</p>	<p>Students will learn the impact of how the nervous system either creates stress through the sympathetic nervous system or healing through the parasympathetic nervous system. Understanding how technology has changed lives moving humans away from instinctual awareness and sensory acuity will be explored via the new research related to quantum physics and human behavior</p>	<p>Page 6 in syllabus</p> <p>Students will write a 1-2 page critical thinking chapter reflection and complete activities from the chapter "the Joy of Living in the Parasympathetic Nervous System."</p> <p>Students will answer quizz questions at the end of the chapter.</p> <p>Students will read three per reviewed article (see reading list)</p> <p>Students will participate in weekly socratic discussions related to the topic covered in the books and critical thinking chapter reflections.</p> <p>Students will engage in weekly mindfulness practice completing weekly Mindful Awareness Journals related to their experiences offering skill in pay attention to emotions, attitudes in the present moment. (Mindful Awareness Journal</p>

		<p>attached)</p> <p>Page 9</p> <p>Students will answer and discuss vision board question related to how they manage stress.</p> <p>Page 9</p> <p>Mid Term Fast Fact Research Assignment: students will research relevant topics in peer reviewed journals in a group presentation demonstrating their research.</p> <p>Page 11</p> <p>Students will participate in wellness activities offered by ASU Wellness Programs.</p>
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## Catalogue Description

Developing mindful strategies toward managing stress, developing instinct awareness; healthy decisions in nutrition, relationship with self, others and decreasing student's carbon footprint.



**COLLEGE OF PUBLIC PROGRAMS  
SCHOOL OF SOCIAL WORK  
SWU: 294 STRESS MANAGEMENT TOOLS II**

Course Days and Time:

Course Location:

Instructor:

Phone:

Email:

Office Hours:

**I. Name of Course:** SWU 251 Stress Management Tools II

**II. Program Level:** Undergraduate:

**III. Course Requirements:**

Credits 3

Elective

Pre Requisite: none

\*\*Applying for Social and Behavioral Science Credit

\*\*Required for undergraduate certificate

**IV. Course Description:**

Developing mindful strategies toward managing stress, developing instinct awareness; healthy decisions in nutrition, relationship with self, others and decreasing student's carbon footprint.

**V. Rationale for Course**

Students move beyond awareness and beginning mindfulness practice toward deepening their practice while integrating new behaviors that support academic, personal and work life.

Guiding students to develop strategies that impact their life in a broader perspective beyond their personal life to include work and community reinforce the concept of whole person health.

Developing strategies of mindful engagement by paying attention to instincts, understanding how food is grown, the digestive system, GMO's and environmental stress will be the cornerstones of moving students toward healthy management of stress.

Theoretical Frameworks and Course Themes

*1. Humanistic Model of Personal Growth and Theory of Motivation*

The basis of the model focuses on self-actualization and moving toward optimal growth potential. Four key professionals, Alfred Adler, Carl Jung, Carl Rogers and Abraham Maslow pioneered humanistic psychology. Their research on the process of self-actualizing individuals lead to the concepts of social interest, an individual's attitude in dealing with other people in

the world, nonjudgmental listening and acceptance, becoming a fully functioning person, and self-actualization. Through the mindfulness practice students will develop tools to sharpen their ability to pay attention and develop an attitude of non-judgment toward self and others.

## 2. *Theory of Multiple Intelligence's and Learning Styles*

The ten tools of effective learning are: preparing, dealing with fears, taking risks, establishing trust, practicing self-disclosure, being direct, listening, thinking for yourself, avoiding negative self-fulfilling prophecies and practicing outside of the classroom. The safety created in this course offers students various opportunities to have partner experience, group experience and multiple learning activities that will facilitate student learning in a non-threatening manner.

3. *Social Interdependence, Experiential Learning and Action Theory* The Social Interdependence theory, developed by Lewin and expanded upon by Deutsch, state the type of interdependence use in a situation, such as cooperation and competition, will determine how people interact with each other guiding the outcome. Through group assignments students will be able to identify the roles that feel most comfortable for them and those which are challenging. The goal of experiential learning is to impact the learner in three ways 1) offer students various learning opportunities with multiple mediums of teaching and assignments 2) stimulate student attitudes in a positive direction creating an atmosphere that enhances the individual.

4. *Theory of Positive Psychology* Developed by Martin Seligman Positive Psychology is "the scientific pursuit of optimal human functioning and the building of a field focusing on human strength and virtue. It builds on the bench science and research methods that shed light on the "dark side" of human functioning, and it opens the door to understanding prevention and health promotion. Dr. Seligman (1998) noted: researchers have discovered that there is a set of human strengths: courage, optimism, interpersonal skill, work ethic, hope, honesty and perseverance that can help promote well-being and prevent illness and strife. Positive Psychology is based on building upon human strengths and focuses on prevention. (*Summer 2000 Edition of the APAGS Newsletter, Vol. 12(2)*).

5. *EcoPsychology* is the study of the relationship between humans and their environment. Understanding the issues that affect our environment is explored by identifying problems in human psychology and society. EcoPsychology focuses on learning and exploring how people can engage with their environment in ways that serve the growth and maintenance of both the planet and human population.

## VI: **Course Competencies**

1. Core Competency EP 2.1.1 Student identifies as a professional social worker and conducts oneself accordingly

### **Practice behaviors 2a and 2b**

- a. Incorporate a mindfulness practice into daily living
- b) Master personal strategies to manage stress at work, school and home (practice mindfulness, chapter activities and journal reflections)

2. Core Competency EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- b. Demonstrate effective oral and written communication in assignments and classroom discussions (critical thinking chapter journals and quizzes)

**Practice behaviors 2a, b**

- a. Complete a comprehensive synthesis of the literature associated with a specific topic and sub-topic related Quality of Life (fast fact research and chapter critical thinking assignment)
- b. Thoughtfully responds to quiz questions at the end of each chapter

3. Core Competency EP 2.1.9 - Respond to contexts that shape practice

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. (Be the Solution community assignment; vision board questions)

**Practice behavior 2 a, b, c, d**

- a. Creating change through the science of nutrition and practicing new habits
- b. Develop strategies for community and global change and environmental factors that influence unproductive lifestyle patterns.
- c. Explore the impact of culture on personal lifestyle habits and behaviors that affect individual and community stress levels.
- d. Integrate lifestyle choices that support a the parasympathetic nervous system

4. Core Competency EP 2.1.7 - Apply knowledge of human behavior and the social environment (Be the Solution)

- a. Critique and apply knowledge to understand person and environment.

**Practice behavior a, b, c**

- a. Creating change through the science of nutrition and practicing new habits
- b. Develop strategies for personal carbon footprint
- c. Exploring stress patterns across the life span

**VII. Course Units**

1. Stress Across the Life-Span
2. Science of Instinct and Intuition
3. Being Connected: Healthy Relationships
4. Living in the Parasympathetic Nervous system
5. Impact of Global Environmental Stress
6. Sustainable Living and Conscious Eating

**VIII. Key Course Concepts**

Mindfulness	stress	non-judgment	happiness
Intention	instinct	environment	relationships
Poverty	abundance	carbon footprint	parasympathetic nervous system
Community	nutrition	global health	lifespan

## **IX. ASU and Related Professional Policies**

Students are responsible for reviewing and complying with all ASU policies, including the following:

### **Academic Integrity Policy:**

<http://provost.asu.edu/academicintegrity/policy>

### **Student Code of Conduct:**

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct) **Computer,**

### **Internet, and Electronic Communications Policy:**

<http://www.asu.edu/aad/manuals/acd/acd125.html>

### **Missed Classes Due to University Sanctioned Activities:**

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

### **Accommodations for Religious Practices:**

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

### **Commercial Note Taking Services:**

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

### **Handling Disruptive, Threatening, or Violent Individuals on Campus:**

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

### **School of Social Work Student Academic Integrity Policy:**

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

### **Social work students are responsible for reviewing and complying with the**

### **National Association of Social Workers Code of Ethics:**

<http://www.socialworkers.org/pubs/code/code.asp>

## **X. Accommodations for Students with Disabilities**

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy:

<http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

## **XI Health Insurance Portability and Accountability Act (HIPAA) Policy Statement:**

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

COURSE OUTLINE - to be attached to the syllabus

**XII. Required Textbook and Readings** Napoli, M. (2014). Beyond Stress: Strategies for Blissful Living. Kendall Hunt Publishing, IO. 2014.

- Fast Fact Journal Articles
- Chapter Critical Thinking Entries

**XIII. Course Schedule –Plan of Instruction**

Plan of Instruction Evaluative Procedures (including policy regarding the use of plus/minus grades and at least two forms of assessment)

**XIII: Course Schedule- Plan of Instruction**

<p><b>Week 1, 2, 3</b></p>	<p>Review of course objectives, content, assignments, expectations, and grading criteria</p> <p>Pre-test: Explore the elements of personal balance, QOL Index and KIMS Questionnaire</p> <p>Analyze individual balance and quality of life: Life Balance Wheel</p> <p>Read and Discuss Stress Related to Infancy through Older Adulthood</p> <p><b><u>Required reading:</u></b></p> <p>Napoli, M. (2014). Beyond Stress: Strategies for Blissful Living. Kendall Hunt Publishing, IO. Chapt Whole Person Health Across the Lifespan</p> <p>Morris, Amanda Sheffield, Silk, Jennifer S, Steinberg, Laurence, Myers, Sonya S., &amp; Robinson, Lara Rachel. (2007). The role of the family context in the development of emotion regulation. <i>Social Development, 16</i>, 361-388.</p> <p>Mulder, E.J., Robles de Medina, P. G., Huizink, A. C., Van den Bergh, B. R., Buitelaar, J. K., &amp; Visser, G. H. (2002) Prenatal maternal stress: effects on pregnancy and the unborn child. <i>Early Human Development, December: 70 (1-1): 3-14</i></p>
<p><b>Week 4</b></p>	<p>Strategies to access intuition and instinct. Activities and Chapter Readings in Intuitive Smartness: The Science of Instinct and Intuition</p> <p><b><u>Required Readings:</u></b></p> <p>Napoli, M. (2014). Beyond Stress: Strategies for Blissful Living. Kendall Hunt Publishing, IO. Chapt Intuitive Smartness: Instinct and Intuition</p> <p>Bradley, R.T., Gillin, M., McCraty, R. &amp; Atkinson, M. (2010). <i>Nonlocal intuition in entrepreneurs and non-entrepreneurs: Results of two experiments using electrophysiological</i></p>

	<p><i>measures</i>. International Journal of Entrepreneurship and Small Business, 10:324-348.</p> <p>Cohen, S. and Janicki-Deverts, D. (2012). <i>Who's Stressed? Distributions of Psychological Stress in the United States in Probability Samples from 2006, and 2009</i>. Journal of Applied Social Psychology Volume 42, Issue 6, pages 1320–1334, June 2012</p>
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<p><b>Week 5 &amp; 6</b></p>	<p>Explore how healthy relationships develop through the lens of mindfulness and ego psychology</p> <p><b>Required Reading:</b></p> <p>Napoli, M. (2014). <i>Beyond Stress: Strategies for Blissful Living</i>. Kendall Hunt Publishing, IO. Chapt Connection to all living things: the Beauty of Relationships</p> <p>Brown, K.W., &amp; Kasser, T. (2005). Are psychological and ecological well-being compatible? The role of values, mindfulness, and lifestyle. <i>Social Indicators Research, 74</i>(2), 349-368. Doi:10.1007/s11205-004-8207-8</p> <p>Graham, J. E., Glaser, R., Loving, T. J., Malarkey, W. B., Stowell, J. R., &amp; Kiecolt-Glaser, J. K. (2009). Cognitive word use during marital conflict attenuates increases in inflammatory cytokines. <i>Health Psychology, 28</i>, 621– 630. doi:10.1037/a0015208</p> <p>Kuyken, W., Dalgleish, T., Watkins, E., Holden, E., White, K., Taylor, R.S., Teasdale, J.D. (2010). How does mindfulness-based cognitive therapy work? <i>Behaviour Research and Therapy, 48</i>(11), 1105-1112. doi:10.1016/j.brat.2010.08.003</p>
<p><b>Week 7</b></p>	<p>Review the neurology of the brain, how information is processed, while creating strategies related to rest, healing and digest by eliciting the parasympathetic nervous system</p> <p><b>Required Reading:</b></p> <p>Napoli, M. (2014). <i>Beyond Stress: Strategies for Blissful Living</i>. Kendall Hunt Publishing, IO. Chapt The Joy of living in the parasympathetic nervous system</p> <p>Kuramoto, A. (2006) Therapeutic Benefits of Tai Chi Exercise: Research Review. <i>Wisconsin Medical Journal Vol. 105</i>, No. 7.</p>

	<p>Taylor, Goehler, &amp; Galper, (2010, January). Top-Down and Bottom-Up Mechanisms in Mind-Body Medicine: Development of an Integrative Framework for Psychophysiological Research. <i>Explore</i></p>
<p><b>Week 8</b></p>	<p>Exploring the historical patterns of accessing food through hunting, farming and the changes that have occurred in processed and foods laced with preservatives. Identifying our water sources and the impact of death among impoverished nations due to pollution. Identifying air pollution and alternative sources of supporting the planet and our personal lifestyles and finding solutions globally and individually.</p> <p><b>Required Reading</b> Napoli, M. (2014). Beyond Stress: Strategies for Blissful Living. Kendall Hunt Publishing, IO. Chapt Impact of Global Environmental Stress: Be the Change</p> <p>Basingstoke. (2008). Achieving the millennium development goals. Ed. Mark McGillivray. Palgrave Macmillan in association with the United Nations University - World Institute for Development Economics Research.</p> <p>Friedrich MJ. (2011). Reducing indoor air pollution. <i>Journal of American Medical Association</i>. 306(23):2553. doi:10.1001/jama.2011.1807.</p>
<p><b>Week 9, 10</b></p>	<p>Exploring how food is grown and distributed while making conscious choices in purchasing and eating patterns. Understanding the science of digestion, metabolism and excretion</p> <p><b>Required Readings:</b> Napoli, M. (2014). Beyond Stress: Strategies for Blissful Living. Kendall Hunt Publishing, IO. Chapt Sustainable living and conscious eating.</p> <p>Dani, J., Burrill, C., Demmig-Adams, B. (2005). The remarkable role of nutrition in learning and behavior. <i>Nutrition and Food Science</i>, 35 (4), 258-263</p> <p>Schab, D.W., Trinh, N. T. (2004). Do Artificial Food Colors Promote Hyperactivity in children with hyperactive syndromes? A Meta-analysis of double-blind placebo-controlled trials. <i>Journal of Developmental and Behavioral</i></p>



	<i>Pediatrics, 25 (6), 423-434</i>
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<b>Week 11, 12, 13,</b>	<b>FAST FACT RESEARCH PRESENTATIONS</b>

<b>Week 14 &amp; 15</b>	<b>VISION BOARD ASSIGNMENT</b>
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<b>Week 16</b>	<b>SEMESTER REFLECTIONS</b>
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**XIV: Evaluative Procedures**

**A. Assignments:**

**1. Beyond Stress: Strategies for Blissful Living**

Stress is unavoidable, yet how we manage stress will impact the quality of our lives.

Experiencing severe trauma, vicarious trauma and crises can be devastating.

A mindfulness practice is the key to fully living and experiencing the events in your life. When we are mindful, the simplest experience becomes more meaningful, thus, savoring every moment. We live in a society that places much emphasis on language and the cognitive process hence; we often repress our sensory experiences. In addition, paying attention to “what’s happening now without judgment” increases our ability to have healthy relationships as our ability to communicate effectively is enhanced.

- a) **Mindful Awareness Reflection Entries:** reflections on how mindfulness is applied during exercises, and daily living. In writing your journal entries there are many opportunities to include personal experiences related to critical incidents and in your daily living.
- b) **Beyond Stress Chapter Journal** Following each chapter of Beyond Stress: Strategies for Blissful Living, write down your feedback from the chapter content using the critical thinking format. Discuss your experience following the chapter activities.
- c) **Mindful Breathing** Listening to the Mindfulness MAC Breathing DVD will help you to develop personal mindfulness practice and feedback will be included in your Mindful Awareness Reflection journal.

**Criteria for Chapter Critical Thinking Entries**

- The main purpose of this article or chapter is:
- The most important information in this article, or chapter is:
- The main inferences/conclusion in this article or chapter is:
- The key concepts we need to understand in this article, or chapter are:
- The main point(s) of view presented in this article is (are)
- My thoughts and feedback

### **3. Format for Fast Fact Presentation**

Each student in the group will develop and research a “fast facts” page with 15 facts on the topic being presented covered in critical incident stress. Each group will post their facts online. Small group class discussion will follow the presentation to answer questions, give opinions and share knowledge and thoughts. Understanding the implications for diversity should be included in your presentation. You will be graded on delivery, organization, content, and literature review. .

Fight or flight Mindfulness Autonomic Nervous System Indigenous Cultures Happiness Parasympathetic nervous system Post traumatic Stress	Sleep/insomnia Ecopsychology Positive Psychology Meditation Vicarious trauma Instinct Intuition	Homeostasis Exercise Nutrition Relaxation Techniques Disaster Crisis intervention Neurology Body scan Body-centered therapies
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1. Students will research a specific area in their selected topic and list “15 evidenced based fast facts” about that topic-using peer reviewed journals and book chapters. This must be a word-processed and no more than two page.
2. On or before the due date, students will post their Fast Facts on the Blackboard designated course site.
3. Students will review all of their classmate’s Fast Facts and select four topics that resonate with them.
4. See below for the Fast Facts Application format.

**VISION BOARD POSTER** This is a culmination of several shorter assignments conducted throughout the class that are designed to help students clarify their goals, develop a plan toward achieving them, and simultaneously discover their individual codes of conduct, life observations and passions that will help students successfully overcome current and future stress obstacles.

- a. The intention of this assignment is for each student to create a VISION that can be continually referenced and updated throughout this course as well as into the future. Students are to complete and submit the 7 class assignments as they are requested to develop their individual VISION BOARDS. These assignments will be short self-assessment questions that will require thought. They should be submitted as written responses to the question posed via the Blackboard Drop Box.
- b. Each presentation is to include not only the student’s composed answers to the seven (7) VISION BOARD assignments but also include relevant pictures, family/friend photos, images of places, people, and other materials that students feel best represents their complete vision for their goals and future life dreams. Students will be asked to review each other’s VISION BOARD’s as preparation for a final in-class activity.

### **BE THE SOLUTION: Wellness beyond the Classroom (6 points)**

In this assignment, you have several options to choose from (choose only one of the four options):

#### **BE THE SOLUTION Option #1: Paper Assignment.**

This option is for those of you that like to write and self reflect. This formal written assignment requires a minimum of 3 pages double-spaced. In this formal paper you will focus on the following question: "Discuss how you are applying at least 5 concepts learned in SWU250 and how you are applying or using them in your personal life". The expectation is for you to reference and *cite specific examples* that demonstrate *how you are applying the concept(s) of choice to your life*. Use research (class readings, and or research articles) to cite and underscore your examples reflecting how and why these concepts are important and support personal wellness.

#### **BE THE SOLUTION Option #2: Join and actively participate on the ASU Sun Devil**

**Wellness** <https://eoss.asu.edu/welldevils/council> or contact: [Tamra.Garstka@asu.edu](mailto:Tamra.Garstka@asu.edu) or 480-965-9879.

This option is for those of you interested in student life and involvement in spreading what you are learning about in wellness and SWU 250 to a larger audience. You will be expected to join and participate on one of the Well Devil Core membership committees. You will be attending Devil Council meetings and actively promote Wellness depending on the Well Devil Core group you join. The Well Devil Council is a University-wide volunteer student wellness group that recommends and provides leadership for initiatives, programs and services in support of a healthy lifestyle for all ASU students. The ASU Well Devil Initiative and the student-led [Well Devil Council](#) promote a well mind, body and community to help students achieve their academic, personal and professional potential. You will be invited to take part in education, communication and involvement opportunities provided throughout the year to support a healthy lifestyle. Join the wider vision President Crow has in making ASU one of the healthiest universities in the nation. You will need to submit documentation of your participation and have a representative on the Sun Devil Wellness Council sign in for your efforts and time.

#### **BE THE SOLUTION Option #3: Create a Video**

This option is for those of you who like technology and creating engaging, educational videos. The video needs to address a specific "theme" that you select from one of the subjects we cover in SWU250. In this video you need to discuss the concept (explored in class) and educate your identified target audience as to why the concept you are exploring is important to them. There needs to be a "strong message" that draws your audience into the subject matter. At the conclusion of your video the audience should be able to identify the subject matter you addressed, be able to discuss why the subject matter is important, and what the purpose or "message" is of your video. It could also conclude with action steps or "next steps" your target audience can initiate. Music, professionalism, organization and credibility are all factored into the grade as well as being able to execute the above criteria.

#### **BE THE SOLUTION Option #4: Community project**

This option is for those of you who like to take on advocacy on a more global/community level. The community project is of your choice. The idea is to experience your idea or project in "real-time" which means coordinating or organizing an activity or event that targets a larger market. Many options and a variety of these activities are listed on the ASU Sun Devil Wellness

Council site. For example, maybe you select nutrition (a classroom topic) and decide to create flyers on nutrition and get involved in coordinating and educating students at a round table discussion in your dorm, at the MU or in a public forum of your choice. Another example of a community project involving nutrition is locating a community garden project and working alongside the organization in harvesting or planting nutritional foods in your community. Or maybe you sign up and participate in a 5K run for Breast Cancer Awareness. You have to document your activity in writing (or submit another form of documentation such as a video) that demonstrates your efforts and supports your advocacy of your project or idea.

*All of the above BE THE SOLUTION assignments will need an Authorization to Release and will not be given back to you (so make sure you keep a personal copy for yourself) as they will become the property of ASU and could be used to promote this class or be available on our webpage.*

**What’s Good Wellness Event (Total of 4 points).**

You are required in this class to participate in one approved Wellness event. Events that are approved will be broadcasted throughout the semester on Blackboard. It is your responsibility to locate one approved Wellness event and attend it. You will need to complete an evaluation form along with a signature demonstrating your participation in the event in order to receive a grade.

**Optional what are Good extra Credit points: (2 points each/maximum 10 points)**

Some of you may want to earn extra credit—so here is your chance! You can earn extra credit by attending additional What’s Good Wellness events. These activities cannot also count for credit earned under the Be the Solution assignment. You can attend 5 up to 5 more What’s Good events (worth 2 points each) for a maximum of 10 extra credit points. In order to receive credit you will need to complete an “Evaluation form” and have an appropriate signature that demonstrates you actively participated in and completed the activity. Your instructor will post the evaluation forms on Blackboard.

**Evaluation Criteria**

The course grade will be determined through the evaluation of five (5) assignments:

<u>ASSIGNMENT</u>	<u>POINTS</u>	<u>DUE DATE</u>
<i>Mindful Awareness Reflection and Meditation</i>	20	<i>Weeks 1, 2, 3, 4, 5, 6,7,8,9,10,</i>
<i>Beyond Stress Chapter Entries</i>	25	<i>Weeks 1, 2, 3, 4,5,6,7,8,9,10,</i>
<i>Fast Facts</i>	25	<i>Weeks 11,12, 13</i>
<i>Vision Board</i>	20	<i>Weeks 3,4,5,6,7,8,9,10, 15</i>

<b>Be the Solution</b>	<b>10</b>	<b>3,4,5,6,7,8,9,10,11,12,</b>
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**Grading Criteria**

Grading Scale

- 100 – 95 A
- 94 – 90 A-
- 89 – 87 B+
- 86 – 83 B
- 82 – 80 B-
- 79 – 77 C+
- 76 – 73 C
- 72 – 70 C-
- 69 – 67 D+
- 66 – 63 D
- 62 – 60 D-
- 59 and below E

**GRADING GUIDELINES FOR UNDERGRADUATE COURSES**

An “A” grade at the undergraduate level means that a student is doing **outstanding** or **excellent** work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. All written assignments must be in correct APA format, well organized and Master’s level. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the undergraduate level means that a student is doing **at least satisfactory** work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “C” grade at the undergraduate level means that a student is doing **inconsistent** work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A “D” or “E” at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

**XV. Other expectations** (absence policies and the conditions under which assigned work and /or tests can be made up which should include the instructor’s general policy and excused absences related to religious observances/practices that are in accord with [ACD 304–04](#), “Accommodation for Religious Practices” and excused absences related to university sanctioned events/activities that are in accord with [ACD 304–02](#), “Missed Classes Due to University- Sanctioned Activities”, late assignment policy, student responsibilities, appropriate classroom behavior (e.g., use of pagers, cell phones, recording devices, etc.).

Class attendance and participation

This class is based on a cooperative adult learning model. Participation in class discussions, group exercises, and written activities enables you to learn from one another as well as from the instructor and other course resources and materials. Participation of all students is expected and your responsibility. Students are expected to attend all regularly scheduled class sessions.

You will be asked to discuss the material assigned; offer thoughtful questions related to your experience and contribute in a respectful manner. Knowing the “right” answers is not nearly as important as being willing to risk exploring your ideas and being open to new information and additional ideas. I take class attendance and participation very seriously since most of your learning will occur during participation in class exercises and discussions.

Class participation will be evaluated by the following: 1) your participation in group exercises and classroom discussions, 2) evidence of having read the required materials, 3) evidence of your ability to apply the assigned course reading to all class assignments, 4) on-going contributions to classroom discussions. Attendance will be taken and you are responsible for getting all material (including assignments and/or schedule changes) you miss when you are absent or late.

# Mindful Awareness Reflection Journal

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## 1. Acknowledge

*Describe your experience*

## 2. Intentional Attention

*Describe what you noticed*

<b>BREATH:</b>
<b>BODY:</b>
<b>EMOTIONS:</b>
<b>THOUGHTS:</b>
<b>SENSES:</b>

## 3. Accept Without Judgment

*Describe judgment; acceptance*

## 4. Action Toward Change

*Intention/willingness; new perspective*

## 5. Mindful Meditation Experience (Mindful Practice)

*What did you notice about your meditation experience this week?*

*Beyond Stress: Strategies for Blissful Living*  
Page ix

CHAPTER 1

Mindful Reflections of Blissful Living 1

*By Maria Napoli*

CHAPTER 2

The Joy of Living in the Parasympathetic System 9

*By David Berceci*

CHAPTER 3

Whole Person Health Across the Life Span 29

*By Steven Peterson*

CHAPTER 4

Sustainable Living and Conscious Eating 53

*By Lisa Schmidt*

CHAPTER 5

Impact of Global Environmental Stress on Universal Well-Being: Be the Solution 81

*By Patricia Duryea*

CHAPTER 6

The Science of Instincts and Intuition: Intuitive Smartness in Times of Information  
Overload 101

CHAPTER 7

*By Jonas Nordstrom*

Connection to All Living Things: The Beauty of Relationships 133

*By Sam Chates and Bhupin Butaney*

CHAPTER 8

Happiness is Bliss: Paying It Forward 159

*By Maria Napoli*



**Course Reading List**  
**Stress Management Tools 2**  
**SWU 294**

**Weeks 1-3**

**Required reading:**

Napoli, M. (2014). *Beyond Stress: Strategies for Blissful Living*. Kendall Hunt Publishing, IO. Chap Whole Person Health Across the Lifespan

Morris, Amanda Sheffield, Silk, Jennifer S, Steinberg, Laurence, Myers, Sonya S., & Robinson, Lara Rachel. (2007). The role of the family context in the development of emotion regulation. *Social Development, 16*, 361-388.

Mulder, E.J., Robles de Medina, P. G., Huizink, A. C., Van den Bergh, B. R., Buitelaar, J. K., & Visser, G. H. (2002) Prenatal maternal stress: effects on pregnancy and the unborn child. *Early Human Development, December*

**Week 4**

**Required Readings:**

Napoli, M. (2014). *Beyond Stress: Strategies for Blissful Living*. Kendall Hunt Publishing, IO. Chapt Intuitive Smartness: Instinct And Intuition

Bradley, R.T., Gillin, M., McCraty, R. & Atkinson, M. (2010). *Nonlocal intuition in entrepreneurs and non-entrepreneurs: Results of two experiments using electrophysiological measures*. *International Journal of Entrepreneurship and Small Business, 10*:324-348.

Cohen, S. and Janicki-Deverts, D. (2012). *Who's Stressed? Distributions of Psychological Stress in the United States in Probability Samples from 2006, and 2009*. *Journal of Applied Social Psychology* Volume 42, Issue 6, pages 1320–1334, June 2012.

**Weeks 5 &6**

**Required Reading:**

Napoli, M. (2014). *Beyond Stress: Strategies for Blissful Living*. Kendall Hunt Publishing, IO. Chapt Connection to all living things: the Beauty of Relationships

Brown, K.W., & Kasser, T. (2005). Are psychological and ecological well-being compatible? The role of values, mindfulness, and lifestyle. *Social Indicators Research, 74*(2), 349-368. Doi: 10.1007/s11205-004-8207-8

Graham, J. E., Glaser, R., Loving, T. J., Malarkey, W. B., Stowell, J. R., & Kiecolt-Glaser, J. K. (2009). Cognitive word use during marital conflict attenuates increases in inflammatory cytokines. *Health Psychology, 28*, 621– 630. doi:10.1037/a0015208

Kuyken, W., Dalgleish, T., Watkins, E., Holden, E., White, K., Taylor, R.S., Teasdale, J.D. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research and Therapy, 48*(11), 1105-1112. doi:10.1016/j.brat.2010.08.003

### **Week 7**

#### **Required Reading:**

Napoli, M. (2014). *Beyond Stress: Strategies for Blissful Living*. Kendall Hunt Publishing, IO. Chapt The Joy of living in the parasympathetic nervous system

Kuramoto, A. (2006) Therapeutic Benefits of Tai Chi Exercise: Research Review. *Wisconsin Medical Journal Vol. 105, No. 7.*

Taylor, Goehler, & Galper, (2010, January). Top-Down and Bottom-Up Mechanisms in Mind-Body Medicine: Development of an Integrative Framework for Psychophysiological Research.

### **Week 8**

#### **Required Reading**

Napoli, M. (2014). *Beyond Stress: Strategies for Blissful Living*. Kendall Hunt Publishing, IO. Chapt Impact of Global Environmental Stress: Be the Change

Basingstoke. (2008). *Achieving the millennium development goals*. Ed. Mark McGillivray. Palgrave Macmillan in association with the United Nations University - World Institute for Development Economics Research.

Friedrich MJ. (2011). Reducing indoor air pollution. *Journal of American Medical Association. 306*(23):2553. doi:10.1001/jama.2011.1807.

### **Week 9 & 10**

Napoli, M. (2014). *Beyond Stress: Strategies for Blissful Living*. Kendall Hunt Publishing, IO. Chapt Sustainable living and conscious eating.

Dani, J., Burrill, C., Demmig-Adams, B. (2005). The remarkable role of nutrition in learning and behavior. *Nutrition and Food Science, 35* (4), 258-263

Schab, D.W., Trinh, N. T. (2004). Do Artificial Food Colors Promote Hyperactivity in children with hyperactive syndromes? A Meta-analysis of double-blind placebo-controlled trials. *Journal of Developmental and Behavioral*  
**Weeks 11, 12, 13**

Each student reads 10 Peer Reviewed Journal Articles and/or Book Chapters related to a topic selected by their group and documents 10 facts related to that topic. Each group of 10 then posts 100 facts for the class to read before the formal class presentation and discussion.

**Weeks 14 & 15**

Each student reads material related to the creation of their vision board, which will then be presented to the class both individually and in groups.