



ARIZONA STATE UNIVERSITY

ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE June 11, 2009

- 1. ACADEMIC UNIT: College Of Public Programs, School of Social Work
2. COURSE PROPOSED: SWU 250 Stress Management Tools 3
3. CONTACT PERSON: Name: Maria Napoli Phone: 602-496-0097
Mail Code: 3920 E-Mail: Maria.Napoli@asu.edu

- 4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number.
5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area.

Core Areas

Awareness Areas

- Literacy and Critical Inquiry-L
Mathematical Studies-MA CS
Humanities, Fine Arts and Design-HU
Social and Behavioral Sciences-SB
Natural Sciences-SQ SG

- Global Awareness-G
Historical Awareness-H
Cultural Diversity in the United States-C

- 6. DOCUMENTATION REQUIRED. (1) Course Description (2) Course Syllabus (3) Criteria Checklist for the area (4) Table of Contents from the textbook used, if available
7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: No Yes; Please identify courses:

Is this a multisection course? No Yes; Is it governed by a common syllabus? yes

Mary Gillmore Chair/Director (Print or Type)

Chair/Director (Signature)



ARIZONA STATE UNIVERSITY

**Arizona State University Criteria Checklist for**

**SOCIAL AND BEHAVIORAL SCIENCES [SB]**

**Rationale and Objectives**

The importance of the social and behavioral sciences is evident in both the increasing number of scientific inquiries into human behavior and the amount of attention paid to those inquiries. In both private and public sectors people rely on social scientific findings to assess the social consequences of large-scale economic, technological, scientific, and cultural changes.

Social scientists' observations about human behavior and their unique perspectives on human events make an important contribution to civic dialogue. Today, those insights are particularly crucial due to the growing economic and political interdependence among nations.

Courses proposed for General Study's designation in the Social and Behavioral Sciences area must demonstrate emphases on: **(1)** social scientific theories and principles, **(2)** the methods used to acquire knowledge about cultural or social events and processes, and **(3)** the impact of social scientific understanding on the world.



**Propose: Please complete the following section and attach appropriate documentation.**

<b>ASU--[SB] CRITERIA</b>			
<b>A SOCIAL AND BEHAVIORAL SCIENCE [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.</b>			
<b>YES</b>	<b>NO</b>		<b>Identify Documentation Submitted</b>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and Knowledge about human interaction.	See attached
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: PSYCHOLOGY SOCIOLOGY ANTHROPOLOGY ECOPSYCHOLOGY	See attached
<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).	See attached
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	See attached
		<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 fine arts, humanities, literary, or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training	



ARIZONA STATE UNIVERSITY

## ASU--[SB] CRITERIA

- Courses emphasizing primarily oral, quantitative, or written skills.



ARIZONA STATE UNIVERSITY

<b>Course Prefix</b>	<b>Number</b>	<b>Title</b>	<b>Designation</b>
SWU	250	Stress Management Tools	SB

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.

<b>Criteria (from checksheet)</b>	<b>How course meets spirit (contextualize specific examples in next column)</b>	<b>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</b>
See attached		



**Stress Management Tools SWU 250**

Stress Management has been studied in various schools of psychology, sociology and cultural anthropology. Man is hardwired to deal with stress in times of danger yet in our modern society the stress response is triggered even when there is no danger or harm evident. How one deals with life stressors whether they be small or traumatic is essential to sustain quality of life. Understanding the effects of stress upon performance in school, workplace and relationship can be examined through self examination in laboratory activities, evidenced based research and group interaction.

- 1) Attached materials include a sample course syllabus, Critical Thinking Readings and a copy of the Table of Contents of the two required textbooks, Napoli, M. (2007). *Tools for Balanced Living Workbook and CD*.
- 2) Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*

(note abbreviation of book titles in below text (TBL=Tools for Balanced Living)  
(LPD= Life by Personal Design)

Course prefix	Number	Title	Designation
SWU	250	Stress Management Tools	SB

Explain in detail which student activities correspond to the specific designation criteria.

Criteria (from checklist)	How course meets spirit	Detailed evidence and examples
<b>SB – Criteria 1: Advance basic understanding and knowledge about human interaction</b>	As indicated by the course description and objectives SWU 250 is designed to facilitate students’ ability to deal with stress and enhance quality of life. Study of theoretical frameworks of stress from psychology and sociology through cutting edge research combined with examination of lifestyle habits that increase the risk of stress inhibiting optimal personal functioning are discussed. These behavioral science theories and methods will increase knowledge of the current models of stress management and how they fit into the individual, cultural and community perspectives.	<i>See course description on page 1 and course objectives on page 7 of the attached syllabus</i>



<p><b>SB – Criteria 2: Emphasize the study of social behavior such as that found in psychology, political science, and sociology</b></p>	<p>SWU 250 relies on theories and methods primarily from the fields of psychology and sociology.</p>	<p>For example, the course includes a study of (see attached syllabus):</p> <ul style="list-style-type: none"> <li>• The Nature of Stress (Week 2)</li> <li>• Stress emotions: Fear and Anger (week 2)</li> <li>• Being Mindful: Positive Psychology(Week 3)</li> <li>• Restoring Balance: Rest, Relaxation and Recreation (Week 9)</li> <li>• Building Rewarding Relationships:Maslow’s Heirarchy of Needs: Humanistic Model ( Week 10 )</li> </ul> <p>Additionally, the examination of the research articles assigned in mindfulness; relationships; personal vision; communication and stress combined with the Tools for Balanced Living (table of contents attached), draw directly from and are based on fields of psychology and sociology.</p> <p>The nature of stress management exists in all cultures. Examination of various methods and social behaviors used particularly in populations of the southwest are discussed.</p>
<p><b>SB – Criteria 3a: Emphasize distinct knowledge based of social and behavioral sciences</b></p>	<p>SWU 250 relies and theories and methods primarily from the fields of social psychology, and sociology. Required readings in:</p> <ul style="list-style-type: none"> <li>• Journal of Rational-Emotive &amp; Cognitive Behavior Therapy</li> <li>• Health Education research: Theory and Practice</li> <li>• Journal of Happiness Studies (Positive Psychology based journal)</li> <li>• Journal of Psychological Science</li> <li>• Journal of EcoPsychology</li> <li>• Journal of Motivation and Emotion</li> </ul>	<p>Examples of social science-based theories and concepts covered in the course include:</p> <ul style="list-style-type: none"> <li>• Understanding the Nature of Stress and related emotions (Seward chap 1 and 2)</li> <li>• Environmental Awareness (LBD, chap 2 and EcoPsychology)</li> <li>• Examination of Personal Vision: Positive Psychology (LPD chap. 8 ) and Journal of Happiness Studies</li> <li>• Humanistic Model of Personal Growth (Witness Your Thoughts TBL chap 8)</li> <li>• Personal Self Reflection TBL chap ch.7)</li> <li>• Maslow’s Hierarchy of Needs (Communication Theory, Griffin)</li> </ul>



<p><b>3b: Emphasize the distinct methods of inquiry of social and behavioral sciences</b></p>	<p>SWU 250 explores concepts of stress management that have been developed using quantitative and qualitative methods to study various topics of stress management</p>	<p>Such methods include quantitative approaches as lab activities, student research in various issues that enhance quality of life and reduce stress; field studies and experiments in the community that offer services to reduce stress, and qualitative approaches to group interaction.</p> <p>For example, presentation of research addressing the incidence of stress (TBL chap 2) group discussion of quality of life issues that impact individuals and diverse groups based on culture through examination of the various research that has been done offering opportunities to create change through knowledge gained. (LPD)</p> <p>Additionally, an evaluation of methods that lead to change in major areas of life that contribute to stress such as nutrition and exercise are explored (LPD, chap 3 &amp; 4; TBL chap 5)</p>
<p><b>SB – Criteria 4: Illustrate use of social and behavioral science perspective and data</b></p>	<p>SWU 250 reviews various theories of mindfulness a proponent of Positive Psychology, Humanistic Model of Personal Growth, The Theory of Multiple Intelligence’s and Learning Styles and Social Interdependence, Experiential Learning and Action Theory all contribute to exploring the impact of stress and solutions to managing stress.</p>	<p>1) For example, weekly mindfulness activities that direct one to explore from multiple perspectives lifestyle habits that impair functioning while practicing new methods to increase the ability to self regulate emotions and behavior. Mindfulness is a proponent of Positive Psychology a model currently used for creating change.</p> <p>2) The course is a combination of the study of the science of stress management with the focus on developing quality of life strategies by exploring the core issues inherent in optimal human functioning. (TBL and LPD). Readings and discussions on Maslow’s hierarchy of needs and the Humanistic Model of Personal Growth incorporated into the course. The” science” and “practice” components are based on behavioral science.</p> <p>3) The Theory of Multiple Intelligence’s and Learning Styles is integrated into the classroom format through mindfulness activities by teaching effective listening, taking risks through participation in group activities that challenge personal</p>





ARIZONA STATE UNIVERSITY

		<p>boundaries including stress and fear, and self disclosure through exploration of life habits contributing to stress.</p> <p>4) Lewin's theory of Social Interdependence, Experiential Learning and Action Theory is the model demonstrated in the ongoing group activities where students discuss the roles that emerge within the group process such as leadership, competition, cooperation and dependence vs. interdependence. Roles that are challenging are explored taking students outside of their comfort zone.</p>
--	--	---



**SWU: 250 STRESS MANAGEMENT TOOLS**  
**Fall 2009**

**Course Days and Time:** Tuesday and Thursday

**Course Location:** Coors Building

**Instructor:** Maria Napoli, Ph.D.

**Phone:** 602-496-0097

**Email:** maria.napoli @ asu.edu

**Office Hours:** tba

**Course Description:**

This course aims to expose students to the theory and research behind stress. The course will introduce students to the core elements of maintaining a healthy lifestyle through stress management by incorporating evidence based research on nutrition, mindfulness, communication, positive thinking, exercise, environmental factors contributing to wellness and disease; immune system support, activity management and developing practices that facilitate maintaining living in balance. This course combines experiential class activities, evidenced based readings and research so students can conceptualize and track their quality of health through activities such as monitoring heart rate, and mindfulness practice activities. Professionals with expertise in wellness will participate in class instruction.

**Rationale for the Course:**

The course combines the bio/psycho/social aspects of wellness to fully address stress reduction and stress management. This course is designed to help students reduce and manage stress by developing an understanding of how their behaviors can facilitate healthy balance in their lives. Because all students are confronted with stress how one manages and deals with their stress impact's all areas of their lives. Life stressors can impact one's physical and psychological health negatively, impairing their ability to perform tasks and maintain a high level of quality of life. Often students' inability to cope with stress leads to an increased risk of failing classes, withdrawing from school, establishing reasonable goals and time lines for school assignments, prioritizing personal and academic life and overall wellbeing and health. Students will have various opportunities to reflect on their own coping skills and be exposed to wellness through a variety of topics covered in both lecture and readings.

**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 or yourself, avoiding 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 used 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 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*

EcoPsychology is the study of the relationship between humans and their environment. Understanding the issues that affect our environment are 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.

### **Course Objectives**

Upon completion of this course, students will be able to:

1. Understand how stress is manifested through class exercises and readings.
2. Understand and experience effective communication skills.
3. Develop awareness of personal lifestyle patterns through journaling, class discussions and assignments.
4. Develop time-management skills.
5. Have an in-depth knowledge of literature related to managing stress and enhance wellness.
6. Identify changes in lifestyle patterns throughout the course.
7. Learn and utilize stress reduction techniques.
8. Utilize the basic tenets of mindfulness.
9. Develop awareness of environment factors that influence lifestyle patterns.
10. Understand the immune system.
11. Develop core knowledge base of the tenets of balanced living.
12. Explore the impact of culture on lifestyle habits and behaviors that affect levels of stress.

### **Course Content:**

1. Research on relevant and evidence based health literature
2. Participate in discussions with leaders in the health community
3. Develop a mindfulness practice using tapes, workbook and tools learned in class
4. Personal and group critique of readings and class exercises
5. Develop healthy relationships through effective communication with self and others.
6. Explore environmental factors that impact wellness
7. Understand the etiology of nutrition by gaining information on organic foods, diet lifestyle choices such as vegetarianism and food combining, foods that heal and the dangers of non-foods.
8. Explore the benefits of positive thinking theories

### **Key Course Concepts**

Stress reduction

Immune power personality

Nutrition

Self-actualization

Body scan

Rest and relaxation

Guided imagery

Multi-tasking

Mindfulness

Environment

Autonomic nervous system

Balanced living

Indigenous cultures

Time-management

Goal setting

Effective communication

Humor

Spirituality

Experiential learning

Recreation

Wellness

Living in the “zone

Power of the breath

Cell development

EcoPsychology

Positive Psychology



### **Course Units:**

Unit 1: Understanding and Evaluating the Impact of Stress

Unit 2: Developing Life Strategies for creating a quality life

Unit 3: Understanding the elements of effective communication in relationships

Unit 4: Exploration of Passion and Personal Vision in school, work and personal Life.

### **Required Text and Readings:**

Required readings consist of articles selected from professional journals, and selected book chapters.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC.

## **Required Course Assignments**

### **1. Class attendance and participation (10 points) earned on-going**

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. Consistent class attendance along with all of the above mentioned details are how you can acquire participation points.

If you have any special learning needs please speak to me about this within the first few weeks of class.

### **2. Tools for Balanced Living Workbook/Journal/CD and Life by Personal Design Assignments ( 20 points)**

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. Here are your tools to develop a mindfulness practice. Enjoy the moment!

- a. CD - You will have the opportunity to develop personal mindfulness practice listening to the Tools for Balanced Living CD once a week. You may wish to develop a daily practice and listen to the CD more often.
- b. Workbook- you will read and do the exercises in the workbook. To follow your process in both the CD and workbook students will complete ten self reflection journals.

### **3. Critical Thinking Reading Logs (10 logs worth 3 points each for log worth (30 points)**

You will critique 10 readings assigned from the journals, book chapters and books. All readings are available on blackboard. Each critical thinking reading log is worth 3 points. Discuss your opinions and thoughts as well as what you have learned from reading selected articles. Reference sections from each chapter and article from the evidence based research. Here is the format I want you to use:

#### **Criteria for Critical Thinking Reading Logs**

- 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)

### **4. The Peaceful Warrior Film (worth 10 points)**

This is a formal written assignment that requires minimally two pages, doubled space. Self-reflect on the film and discuss major themes explored. (Keep in mind Theories of Mindfulness, Positive Psychology and the Humanistic model of Growth and communication). Include in your discussion and feedback: what were the lessons learned and highlight experiences of the characters and significant roles they played. How has the film impacted you?

### **5. Midterm Group Presentation: Fast Fact Research (worth 30 points)**

Using the model of social interdependence and experiential learning students will choose a topic based on the assigned readings, book chapters and class discussions.

1. Each student will research a specific area of that topic and create a “fast facts” page of three or four sentences for each reference on a minimum 15 -20 facts on the topic while working together to develop a group presentation.
2. Students will gather into groups of three or four. The presenting group will be in an inner circle discussing their topic while the rest of the class on the outer circles listens, forming questions and feedback being presented. Each group will have 30 minutes to discuss their topic and facts amongst themselves.
3. A 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. A grading matrix for this assignment is attached.

4. This is a team effort and I will be grading on how well the team integrates and shares responsibilities in the presentation. This means your peers have the ability to impact total points earned based on how well you shared responsibility, work, cooperated, and organized your presentation.

### Specific details that require your attention

This class requires preparation and involvement. It is important that you keep up with the readings. We have no exams, but a lot of writing. Your papers must be typed 12 font with 1 to 1½ inch margins, double spaced. You must use APA style in citations and references. Please seek assistance as needed to review your papers to assure that you turn in your best possible work free of typos and grammatical errors. The clarity of your writing will be a criteria in grading all your work. In addition:

1. All assignments must be completed to pass the course.
2. Assignments dates may be changed. If you miss class it is your responsibility to check with me or other students concerning any changes announced in class or any material missed.
3. Should you have an emergency and have to miss an assignment, please contact me as soon as possible, preferably within 24 hours afterwards.
4. Regular attendance is essential to learning
5. You are expected to come to class prepared.

Plagiarism (using other people's work without including proper citation or credit) is a violation of university policy and will not be tolerated in this class. For more specific information, please review the following: Any work that you do for this class MUST be your own. Students are responsible for reviewing and complying with all ASU policies including the following:

Academic Integrity Policy (<http://www.asu.edu/studentlife/judicial/integrity.html>)  
Student Code of Conduct ([http://www.asu.edu/aad/manuals/sta/sta\\_104-01.html](http://www.asu.edu/aad/manuals/sta/sta_104-01.html))  
Computer, Internet and Electronic Communications Policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>)

- Always make a copy, for yourself, of any written assignment you hand in. Although it happens infrequently, written assignments do sometimes get lost. To avoid any problems make and keep a copy.
- Please be considerate and respectful of others: turn your cell phones on vibrate/mute, no cross-talking, text messaging, surfing the internet, sleeping, eating, or reading.
- In grading papers I take the following into consideration:
  - Organization and clarity of ideas presented, including an introduction and summary section. Economy of words count!
  - Adequacy and thoroughness of responses to all the instructions in the assignment.
  - Ability to use class and reading material to do critical analysis
  - Use of and integration of supportive data and ideas from the literature properly cited
  - Writing quality (e.g., proper use of punctuation, correct grammar, spelling and sentence



structure), proper use of non-sexist/non-racist language.

SUMMARY AND TIMELINE OF ASSIGNMENTS

<b>Assignment</b>	<b>Points</b>	<b><u>Due date</u></b>	<b>Assignments as they refer to course objectives</b>
<i>Participation and class attendance</i>	10 points	Ongoing	All
<i>Tools for Balance Living Workbook and CD. Life by Personal Design</i>	20 points	Weekly	1,2,3,4,5,7,8,9, 10,11,12
<i>Critical Thinking logs</i>	30 points	Weekly	1,2,3,4,5,6,7, 9, 10,11, 12
<i>Peaceful Warrior paper</i>	10 points	November 12	6, 8, 9, 11,12
<i>Fast Facts</i>	30 points	October 13 and 15th	1, 2, 5, 7,9, 11, 12

100 points total

**Grading Scale**

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



## COURSE OUTLINE, LEARNING OBJECTIVES, AND READINGS ASSIGNMENTS

### **Week 1 (August 26 and August 28): Understanding and Evaluating the Impact of Stress**

#### **Introduction to Course:**

Review of course objectives, content, assignments, expectations, and grading criteria

Introduction to framework of Stress Management and Quality of Life

Pre-test: Explore the elements of personal balance, QOL Index and KIMS Questionnaire

LABORATORY: Analyze individual balance and quality of life

#### **Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 1 and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Introduction Chapter 1.

Critical Thinking reading 1. Seward, B.L. (2008) *Managing Stress Principles and Strategies for Health and Well -Being*. Sudbury, Massachusetts: Jones and Bartlett Publishers. Part 1, The Nature of Stress, pp 1-52.

### **Week 2 (September 1 & September 3) The Nature and Theory of Stress**

Core knowledge base of the tenets of balanced living

Experiential Learning and Action Theory

Impact of culture on lifestyle habits

#### **Required reading:**

Critical Thinking reading 2. Seward, B.L. (2008) *Managing Stress Principles and Strategies for Health and Well -Being*. Sudbury, Massachusetts: Jones and Bartlett Publishers. Part 1, Stress Emotions: Anger and Fear. 114-132.

### **Week 3 (September 8 and September 10) Being Mindful It's Magic. Tools For Dealing with Stress**

Positive Thinking Theories

Explore mindfulness, its theoretical framework and application in a variety of settings.

Explore how mindfulness can be used in your work and personal lives

Developing personal time-management

Class dialogue on Logs

LABORATORY: Practice Mindfulness in small group activities

#### **Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 2 and Mindfulness CD.



ARIZONA STATE UNIVERSITY

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 1.

Critical Thinking reading 3 Oman, D; Shapiro, SH; Thoreses, CE; Plante, TG and Flinders, T (2008). Meditation lowers stress and supports forgiveness among college students: a randomized controlled trial. *Journal of American College Health* 56 (5) 569-578)

Mindfulness Journal Entry # 1 due

**Week 4. (September 15 and September 17) Protecting my Space:  
Becoming Environmentally Aware**

EcoPsychology

Become aware of how the environment affects life space and well being

Discuss the variety of ways that becoming “green” is an imperative

Explore strategies for your own changes in your home and work settings

Class dialogue on Logs

**Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 3 and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 2.

Critical Thinking reading 4 Amel, EL., Manning, CM., & Scott, A. (2009). Mindfulness and sustainable behavior; pondering attention and awareness as means for increasing green behavior. *EcoPsychology*, March. 14-25

Mindfulness Journal Entry # 2 due

**Week 5 (September 22 and September 24) Nourishing My Being**

Examine strategies to understand the impact food has on your body

Etiology of nutrition

Discuss ways in which different diets work

Explore body image

Dialogue on functional and dysfunctional eating

Class dialogue on Logs

LABORATORY: Explore bacteria on hands after washing; nutrition assessment

**Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 10 and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 3.



ARIZONA STATE UNIVERSITY

Critical Thinking reading # 5. Richer, S. (2001). Nutrition Facts: Diet, Science *Review of Optometry* September 76-82.

Mindfulness Journal Entry # 3 due

**Week 6 (September 29 and October 1)**

**Strengthening My Body**

Discuss goals and barriers to exercise

Body types

Understanding the immune system

Impact of exercise on well being

Calibrate own body fat, blood pressure and pulse (resting and activity based)

Class dialogue on Logs

LABORATORY: Blood Pressure and Pulse; Stretching and Strengthening Exercises

**Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 4 and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 4.

Critical Thinking reading #6. Allender. Cowburn & Foster. (2006). Understanding participation in sport and physical activity among children and adults: a review of qualitative studies. *Health Education research: Theory and Practice*. 21(6) July. 826-835.

Mindfulness Journal Entry # 4 due

**Week 7 (October 6 and October 9)**

**Restoring My Balance**

**Rest, Relaxation, and Recreation**

Dialogue on functional and dysfunctional rest patterns

Integrating relaxation and recreation into the balance of life

Class dialogue on Logs

LABORATORY: Yoga, Laughter Therapy; relaxation and guided imagery

**Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 5 and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 5.

Critical Thinking reading # 7 Pagano, IS; Barkhoff, H; Heiby, EM (2006) Dynamical modeling of the relations between leisure activities and health indicators *Journal of Leisure Research* 38. 61-77.

Mindfulness Journal Entry # 5 due



## **Week 8 (October 13 and October 15) Student Mid-Term Presentations**

### **Required reading:**

Fast Facts Research Presentations  
Social Interdependence, Experiential Learning

## **Week 9 (October 20 and October 22) Building Rewarding Relationships**

Examine relationships with significant others  
Explore ways to improve relationships  
Class dialogue on logs

LABORATORY: Effective Communication :Silent and non verbal

### **Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 8 & 9, and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 6.

Critical Thinking reading #8 Demir, M (2008) Sweetheart, you really make me happy: romantic relationship quality and personality as predictors of happiness among emerging adults. *Journal of Happiness Studies* 9. 257-277.

Mindfulness Journal Entry # 6 due

## **Week 10 (October 27 and October 29) Discovering My Passion**

Humanistic Model of Personal Growth  
Explore personal passions and strategies to identify oasis of happiness  
Learn how to realize passions  
Class dialogue on Logs

LABORATORY: Creating Boxes of Happiness coupled with intentions for personal growth

### **Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 7 and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 7.

Critical Thinking reading #9 Griffin, E. (1999). *A First Look at Communication Theory*. (4<sup>th</sup> Edition). In Hierarchy of Needs of Abraham Maslow. McGraw-Hill.

Mindfulness Journal Entry # 7 due



ARIZONA STATE UNIVERSITY

**Week 11 (November 3 and November 5)**

**My Personal Vision**

Theory of Motivation  
Theory of Multiple Intelligence's and Learning Styles  
Develop a personal vision  
Explore how a personal vision becomes a reality  
Declare your intentions  
Class Dialogue

LABORATORY: Declaring Personal Visions

**Required reading:**

Napoli, M. (2007). *Tools for balanced living workbook and CD*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 8 and Mindfulness CD.

Napoli, M. & Roe, S. (2008). *Life by Personal Design: Choice or Consequences*. Phoenix, AZ: Performance Dimensions Press, LLC. Chapter 8.

Critical Thinking reading #10 Larsen, J.T., & McKibban, A. R. (2008) Is Happiness having what you want, wanting what you have or both? *Psychological Science* 19 (4) 371-377.

Mindfulness Journal Entry # 8 due

**Week 12 (November 10 and November 12) Peaceful Warrior Film**

Two page write-up due  
Discussion of Peaceful Warrior

**Required readings:**

Mindfulness Journal Entry # 9 due

**Week 13 (November 17 and November 19)**

Mindfulness Journal Entry # 10 due  
Mindfulness process and exercise based on readings and practice and how experience as a student in academia and personal life have changed.

**Week 14 (November 23 and November 26 (Thanksgiving no class))**

**Class critique**

**Required Reading:**

Reading log due  
Prologue for the Future

**Week 15 (December 1 and December 3) Overview of Experience**

Post Test  
Teacher evaluations

**Week 16 (December 8)**

**Last day of class**

Silent Meal  
Closure  
LABORATORY: Silent meal



- Allender, S., Cowburn, G., & Foster, C. (2006). Understanding participation in sport and physical activity among children and adults: a review of qualitative studies. *Health Education research: Theory and Practice*. 21(6) July. 826-835.
- Amel, E.,L., Manning, C,M., & Scott, A. (2009).Mindfulness and sustainable behavior; pondering attention and aware ness as means for increasing green behavior. *EcoPsychology*, March. 14-25
- Carlson, L.E; Speca, M; Patel, K.,D; Goodey, E. (2003). Mindfulness-Based Stress Reduction in relation to quality of life, mood, symptoms of stress, and immune parameters in breast and prostate cancer outpatients. *Psychosomatic Medicine* 65 (4) July/August 571-581.
- Demir, M. (2008) Sweetheart, you really make me happy: romantic relationship quality and personality as predictors of happiness among emerging adults. *Journal of Happiness Studies* 9. 257-277.
- Griffin, E (1999) Hierarchy of Needs of Abraham Maslow Chap 10 in a First Look at Communication Theory Fourth Edition McGraw-Hill.
- Larsen, J.T., & McKibban, A. R. (2008) Is Happiness having what you want, wanting what you have or both? *Psychological Science* 19 (4) 371-377.
- Pagano, I.S; Barkhoff, H; Heiby, E,M.(2006) Dynamical modeling of the relations between leisure activities and health indicators *Journal of Leisure Research* 38. 61-77.
- Richer, S. (2001) Nutrition Facts: Diet, Science *Review of Optometry* September 76-82.
- Seward, B.L. (2008) The Nature of Stress in Managing Stress Principles and Strategies for Health and Well being Jones and Bartlett Publishers, MA
- Seward, B.L. (2008) The Stress Emotions: Anger and Fear *Managing Stress Principles and Strategies for Health and Well being* Jones and Bartlett Publishers, MA

**GRADING RUBRIC MID TERM PRESENTATION – Fast Facts**

**1. How clear and well organized was the presentation?**

5	4	3	2	1
Presentation demonstrated an exceptionally clear, focused, and coherent organization	Presentation was clear and well organized	Some of the concepts within the presentation were vague or confusing, but overall the presentation was coherent.	most of the concepts within the presentation were vague or confusing which limited my understanding of the presentation.	I don't get it.

**2. To what extent did the presentation demonstrate depth, fullness, and complexity of thought?**

5	4	3	2	1
The presentation demonstrated substantial depth, fullness, and complexity of thought.	Concepts in the presentation are developed, but lack complexity.	The presenter understood the topic but it was incomplete	Concepts in the presentation lack development or are simplistic in thought.	What was the point?

**3. How well was the literature used to support the arguments in the presentation?**

5	4	3	2	1
The presenter fully described The topic and effectively draws upon the empirical or theoretical literature to defend or refute arguments.	The presenter adequately described the topic and draws upon some empirical or theoretical literature, but does not use it very effectively.	The presenter described the topic somewhat And minimally Draws upon empirical or theoretical literature.	The presenter's description of the topic was incomplete, vague, or brief.	The presenter did not draw upon the empirical or theoretical literature.



**4. How well did the student describe and critique the issues of oppression and diversity?**

5	4	3	2	1
The student fully describes the influence of oppression and diversity and thoughtfully explores the issues related to it.	The student adequately describes the influence of oppression and diversity and explores the issues related to it.	The student addresses some aspects of oppression and diversity and explores the issues related to it.	The student doesn't really address oppression and diversity and may or may not discuss some of the issues related to it.	Were there any issues of oppression and diversity?

**5. How well did the group stimulate class discussion related to the presentation?**

5	4	3	2	1
The presentation stimulated a critical and thoughtful class discussion.	The presentation stimulated a thoughtful class discussion.	The presentation stimulated some class discussion.	The presentation generated a few questions or comments.	Did you see Friends last night?

Comments

---



---



---



---



---





## Mindful Awareness Practice Feedback Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Chapter \_\_\_\_\_

1) Describe your experience and feedback:

2) Describe what you noticed during your practice.

BREATH

BODY

EMOTIONS

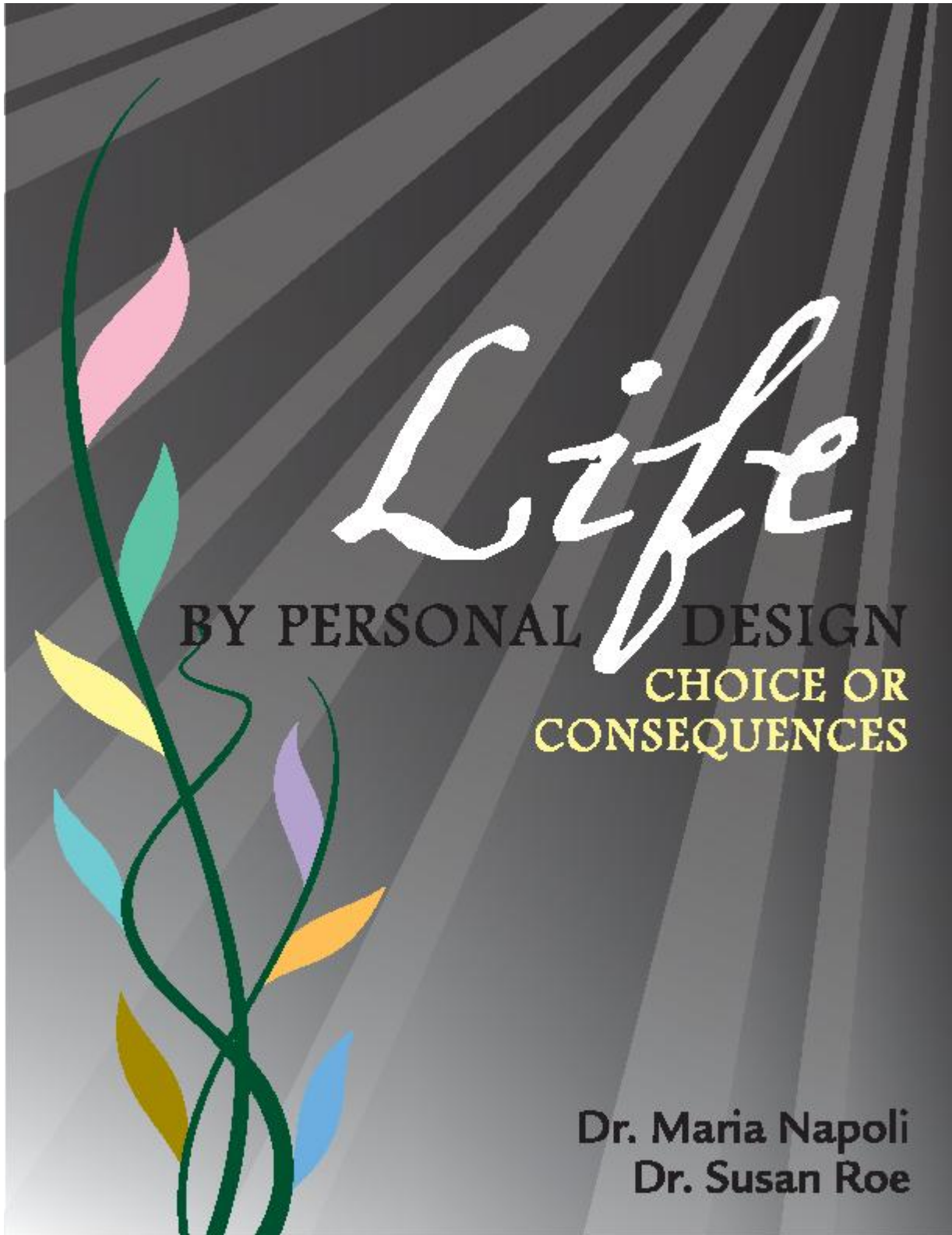
THOUGHTS

SENSES

3) Following your Mindfulness Practice today what intention have you set as a result of your awareness?



ARIZONA STATE UNIVERSITY





Life by Personal Design: Choice or Consequences  
by Dr. Maria Napoli and Dr. Sue Roe

ISBN: 978-0-9793007-5-2

About the Book: Life by Personal Design: Choice or Consequences is a journey; your journey. One that offers you an opportunity to transform your life. The key to maximizing your personal experience with Life by Personal Design is becoming aware that you have choices...and then exploring those choices to direct you to a more fulfilling life. Your personal mission will be to actively engage in specially designed activities to help you live your Life by Personal Design.

Table of Contents:

1. Being Mindful: It's Magic
2. Protecting My LifeSpace: Becoming Environmentally Aware
3. Nourishing My Being
4. Strengthening My Body
5. Restoring My Balance: Rest, Relaxation and Recreation
6. Building Rewarding Relationships
7. Discovering My Passions
8. Realizing My Personal Vision
9. Prologue: For Your Future



ARIZONA STATE UNIVERSITY

Maria Napoli



A Mindfulness Practice  
Workbook

Tools for Balanced Living

## TABLE OF CONTENTS

CHAPTER ONE	
Simply Be As You Are	5
CHAPTER TWO	
Reframing Stress: Less _____	17
CHAPTER THREE	
Are You Boredom? _____	24
CHAPTER FOUR	
Notice Your Body _____	31
CHAPTER FIVE	
Stretch Your Body to Your Personal Best _____	36
CHAPTER SIX	
Stay Tuned - Your Senses Are Calling _____	50
CHAPTER SEVEN	
Turning Inward _____	59
CHAPTER EIGHT	
Emotions Run Deep _____	62
CHAPTER NINE	
Witness Your Thoughts _____	65
CHAPTER TEN	
Concrete Mindfully _____	69
CHAPTER ELEVEN	
You Are What You Eat _____	76
CHAPTER TWELVE	
What The Experts Are Saying _____	85
REFERENCES	88



