

**HDHL 410-01: Human Response to Stress
Spring 2008**

Instructor: Dawn S. Tarabochia
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Office Hours:
Monday 11:00 a.m. - 1:00 p.m.
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And by Appointment

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Course Information

Time: MWF 10:00-10:50 a.m.
Location: Herrick Hall 117
Credit: 3 hours

Required Text

Girdano, D., Dusk, D., & Everly, G. (2005). Controlling Stress and Tension (7th Ed.). San Francisco: Benjamin Cummings.

Required Articles

Theory articles may be obtained through the MSU Web Page through the university library links for E-reserves for HDHL 410, Human Response to Stress.

Course Goals

1. To facilitate student comprehension of the relationship between stress and health, as well as a variety of biopsychosocial factors which are related to the human stress response.
2. Through the use of select journal articles and discussions, the student will comprehend and analyze the complexities associated with the human stress response.
3. To have the student learn how to apply a variety of stress management techniques so that he/she can better deal with maladaptive stress and strain.

Grading

The course evaluation is divided into three distinct parts: knowledge, theory and practical.

Knowledge: To evaluate the student's knowledge of basic stress related concepts. The information for this "knowledge" will come from the text and class lectures. "Knowledge" assessment will occur in the form of two exams: Mid-term (10/8) and Final (12/14).

Theory: To assess the student's understanding of theoretical concepts associated with the human stress response. The evaluation will occur through class participation in discussions, outlines and analyses papers. The discussions and written assignments will be largely based on select journal readings as noted in the course outline listed below.

Practical: to utilize stress management techniques which are designed to minimize maladaptive stress and strain. This practical portion will be evaluated on attendance and participation. The weightings of three evaluation components are outlined below:

Summary of Grading

Knowledge

Midterm Exam	100 pts
Final Exam	150 pts

Theory

3 Analyses Papers	120 pts	(40 pts each)
3 Outlines	45 pts	(15 pts each)
6 Theory Attendance	60 pts	(10 pts each)

Practical Application

12 Sessions	120 pts	(10 pts each)
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Total Points

595 pts

Overall Grading Scale

93-100	556-595	A	77-79.9	458-475	C+
90-92.9	536-555	A-	73-76.9	434-457	C
87-89.9	518-535	B+	70-72.9	417-433	C-
83-86.9	494-517	B	67-69.9	399-416	D+
80-82.9	476-493	B-	60-66.9	375-398	D
			< 60	≤ 356	F

Student Conduct Code (according to MSU policy)

Behavioral Expectations

Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference www2.montana.edu/policy/student_conduct/cg600.html

Collaboration

University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Plagiarism

Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Academic Misconduct

Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university. Any form of cheating on quizzes or exams in this course will result in a score of 0 on the quiz or exam for the first offense a grade of F in the course if an additional offense occurs.

Academic Expectations

Section 310.00 in the MSU Conduct Guidelines states that students must:

- A. be prompt and regular in attending classes;
- B. be well prepared for classes;
- C. submit required assignments in a timely manner;
- D. take exams when scheduled;
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

Students with Disabilities

If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

Student Educational Records

All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

Cell Phones

Do not use your cell phone in class. This meaning talking, listening to music, texting, etc... Please be sure that your phone or ringer is turned off.

Contract of Agreement

Please understand that your enrollment and attendance in this course throughout the 2008 spring semester acts as a contract. It is understood that you agree to comply with all policies and responsibilities outlined in this syllabus.

Email

I will be using the course email list to provide you with assignments and scheduling changes. It is your responsibility to ensure through the campus system that your email address is up-to-date. Furthermore, it is your responsibility to check your email regularly.

Important Dates to Remember

Monday, January 21	No Classes
Wednesday, January 23	Last Day to Add
Wednesday, January 30	Last Day to Drop Online
Wednesday, February 6	Last Day to Drop Without a Grade
Monday, February 18	No Classes
March 10 – 14	Spring Break
Friday, March 21	No Classes
Friday, April 18	Last Day to Drop Classes
Monday, May 5	Final Exam 4:00-5:50 p.m.

Tentative Course Outline

'08	Monday Practical Application		Wednesday Discussion Theoretical		Friday Lecture Basic Knowledge
		1/16	Introduction Course Overview	1/18	GDE: Chapter 1 Introduction to Stress Theories Related to Stress
1/21	No Classes	1/23	MP: Chapter 2 Theories Related to Stress	1/25	Stress & Disease
1/28	GDE: Chapter 2 Systems That Control Stress Arousal	1/30	<u>Theory Assignment # 1</u> <i>Group A: Overview of Stress</i> Hobfoll's Article	2/1	Relaxation I
2/4	GDE: Chapter 3 Body's Response to Stress	2/6	<i>Group B: Overview of Stress</i> Hobfoll's Article	2/8	GDE: Chapter 3 Response to Stress (con't)
2/11	Evaluating Stress Levels	2/13	<u>Theory Assignment # 2</u> <i>Group A: Journal Writing</i> Francis & Pennebaker Article Thompson Article	2/15	GDE: Chapter 4 Stressful Emotions, Thoughts, & Beliefs
2/18	No Classes	2/20	<i>Group B: Journal Writing</i> Francis & Pennebaker Article Thompson Article	2/22	GDE: Chapter 6 & 7 Patterns of Behaviors / Demands Expectations
2/25	Perceptions & Stress	2/27	<u>Theory Assignment #3</u> <i>Group A: Stress Coping Mechanisms</i> <i>Social Support:</i> Cohen, Underwood & Gottlieb and MacGeorge, Samter & Gillihan <i>Humor:</i> Hafen, Karren, Frandsen & Smith ⁶ Chapter	2/29	Relaxation II

3/3	GDE: Chapter 11 Stress in the Workplace	3/5	Group B: Stress Coping Mechanisms <i>Social Support:</i> Cohen, Underwood & Gottlieb and MacGeorge, Samter & Gillihan <i>Humor:</i> Hafen, Karren, Frandsen & Smith ⁶ Chapter	3/7	MID-TERM EXAM Material through 2/29/08
3/10	SPRING BREAK	3/12	SPRING BREAK	3/14	SPRING BREAK
3/17	Yoga	3/19	<u>Theory Assignment # 4</u> Group A: Catastrophe, Post-Traumatic Stress & Military Deployment <i>Catastrophe:</i> Adams & Boscarino Article <i>PTSD:</i> Palmer's Chapter <i>Deployment:</i> Pittman, Kerpelmann & McFadyen Article	3/21	No Classes
3/24	Conflict Resolution	3/26	Group B: Catastrophe, Post-Traumatic Stress & Military Deployment <i>Catastrophe:</i> Adams & Boscarino Article <i>PTSD:</i> Palmer's Chapter <i>Deployment:</i> Pittman, Kerpelmann & McFadyen Article	3/27	MP: Chapter 15 (Helms) Hassles
3/31	Resolving Stress	4/2	<u>Theory Assignment # 5</u> Group A: Stress & Disease <i>Cancer:</i> Speigel's Article <i>CVD:</i> Hafen, Karren, Fransen & Smith ²⁷ Chapter	4/4	MP: Chapter 9 (Bartholomae) Economic Stress Joo, Grable & Bagwell Article
4/7	Values & Beliefs ABC's of Stress		Group B: Stress & Disease <i>Cancer:</i> Speigel's Article <i>CVD:</i> Hafen, Karren, Fransen & Smith ²⁷ Chapter		GDE: Chapter 9 MP: Chapter 14 (Day) Relationships

4/14	"Swapping Sweat for Serenity"		<u>Theory Assignment # 6</u> Group A: Aging & Bereavement Issues Aging: Moos, Brennan, Schutte & Moos Article Bereavement: Reif, Patton & Gold Article		MP: Chapter 10 & 11 Divorce / Recoupling
4/21	Meditation/Visual Imagery		Group B: Aging & Bereavement Issues Aging: Moos, Brennan, Schutte & Moos Article Bereavement: Reif, Patton & Gold Article		MP: Chapter 3 (Price) Aging Issues
4/28	MP: Chapter 4 (Murray, Toth & Clinkinbeard) Death & Dying	4/30	TBA	4/2	Final Exam Review
	FINAL EXAM MONDAY MAY 5 4:00 – 5:50 p.m Herrick Hall 117				

HDHL 410 Theory Section: Bibliography, Fall 2007

Theory Assignment #1

Hobfoll, S. (1989). Conservation of Resources: A New Attempt at Conceptualizing Stress. *American Psychologist*, 44(33), 513-524.

Theory Assignment #2

Francis, M. & Pennebaker, J. (1992). Putting Stress Into Words: The Impact of Writing on Physiological, Absentee and Self-Reported Emotional Well-Being Measures. *American Journal of Health Promotion*, 6(4), 1992, 280-287.

Thompson, S.C. (1981). Will It Hurt Less If I Can Control It: A Complex Answer to a Simple Question. *Psychological Bulletin*, 90, 89-101.

Theory Assignment #3

Cohen, S. (2000). Social Relationships and Health (pp. 3-25). In *Social Support Measurement and Intervention: A Guide for Social Health Sciences*. New York: Oxford Press.

Hafen, B., Karren, K., Frandsen, K & Smith N. (1996). The Healing Power of Humor and Laughter. In *Mind/Body Health: The Effects of Attitudes, Emotions and Relations* (pp. 541-561). Boston: Allyn & Bacon.

MacGeorge, E.L., Samter, W., & Gillihan, S.J. (2005). Academic stress, supportive communication and health. *Communication Education*, 54(4), 365-372.

Theory Assignment #4

Adams, R.E., & Boscarino, J.A. (2005). Stress and well-being in the aftermath of the world trade center attack: The continuing effects of a communitywide disaster. *Journal of Community Psychology*, 33(2), 175-190.

Palmer, L. (1987). Excerpts from *Shrapnel in the Heart: Letters and Remembrances from the Vietnam Veterans Memorial* (pp. xi-xx, 25, 27, 29-32, 51, 124-131). New York: Random House.

Pittman, J.F., Kerpelmann, J.L., McFadyen, J.M. (2004). Internal and external adaptation in Army families: Lessons from operations Desert Shield and Desert Storm. *Family Relations*, 53, 249-260.

Theory Assignment #5

Spiegel, D. (1991). A Psychosocial Intervention and Survival Time of Patients with Metastatic Breast Cancer. David Spiegel. *ADVANCES, The Journal of Mind-Body Health*, 7(3), pp. 10-19.

Hafen, B., Karren, K., Frandsen, K & Smith N. (1996). The Coronary/Artery Disease Prone Personality. In *Mind/Body Health: The Effects of Attitudes, Emotions and Relations* (pp. 125-168). Boston: Allyn & Bacon.

Theory Assignment #6

Moos, R.H., Brennan, P.L., Schutte, K.K., Moos, B.S. (2006). Older adults coping with negative life events: common processes of managing health, interpersonal and financial/work stressors. *International Journal of Aging and Human Development*, 62(1), 39-59.

Reif, L.V., Patton, M.J., & Gold, P.B. (1995). Bereavement, Stress and Social Support in members of a Self-Help Group. *Journal of Community Psychology*, 23, 292-306.

Reading Week of October 29

Joo, S., Grable, J.E., & Bagwell, D.C. (2003). Credit card attitudes and behaviors of college students. *College Student Journal*, 37(3), e1-e12.