

**HDHL 410
HUMAN RESPONSE TO STRESS
SUMMER 2006**

Time: MTWR F 7:00 am - 8:35
Credit: 3 hours
Location: Herrick

Instructor: Tim Dunnagan & Amanda Cyr

Office: Herrick 205

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Office Hr: Wednesday and Thursday 8:35-11 or by appointment

REQUIRED TEXT: Girdano, D., Everly, G., and Dusk, D. (2001). Controlling Stress and Tension: A Holistic Approach (6th ed.). Boston: Allyn and Bacon.

REQUIRED ARTICLES: Theory articles are available on E-reserve

Academic Integrity and Scholastic Dishonesty (Taken from the MSU publication "Student Academic and Conduct Guidelines and Grievance Procedures").

All students in this class will be given credit where credit is due. Accordingly, it is a breach of academic integrity to present as one's own work the ideas, presentations, or works of another or to permit another to present one's own work without customary and proper acknowledgment of authorship.

Some of the more common breaches of academic integrity are: cheating, plagiarism, forgery, fabrication, facilitation or aiding in academic dishonesty; theft of instructional materials or tests; unauthorized access to or otherwise manipulating equipment, computer programs, or livestock without proper authorization; alterations of grade books or files; misuse of research data in reporting results, use of personal relationships to gain grades or favors, or otherwise attempting to obtain grades or credit through fraudulent means.

These breaches of academic integrity are unacceptable and can result in failure of the class in addition to other disciplinary actions.

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 four (4) distinct parts. The first portion will evaluate the student's knowledge of basic stress related concepts. The information for this "knowledge" will come primarily from the text and class lectures.

The second portion of the evaluation process will assess the student's understanding of theoretical concepts associated with the human stress response. The evaluation will be assessed through class participation in discussions and short, typed analyses/outline papers (2). The discussions and written porting will be largely based on book chapters and journal readings.

The third portion of the class will evaluate the student's ability 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 final portion of the class will evaluate the student's ability to investigate a stress topic and present his/her findings to the class through a professional presentation. The weightings of three evaluation components are outlined below:

1. Knowledge

-Mid-term- Monday, July 10th 85 points

-Final Exam - Thursday, July 27th 94 points

2. Theory

-2 Discussions/**Short** Papers (40 pts. each) 80 points

-6 outlines (10 pts each) 60 points

-book critique 20 points

3. Practical Application

-Practical Application 12 times (13 pts. Each) 156 points

4. Presentation

-Class presentation on stress topic 50 points

Final week of class.

Overall Class Grading Scale:

A= 545-517 A-= 516-490 B+= 489-474 B= 473-458 B-= 457-436

C+=435-419 C= 418-403 C-=402-381 D+=380-365 D=364-337 F=below 336

Note- Alternative grading schemes can be negotiated by the instructor and student during the first week of the 6 week session.

NOTE- THE GRADES WILL BE REPORTED BACK TO STUDENTS BY POSTING THEIR STUDENT BANNER IDENTIFICATION NUMBER NEXT TO THEIR GRADES. IF YOU HAVE ANY CONCERNS WITH THIS PROCESS PLEASE CONTACT THE INSTRUCTOR. IT IS THE STUDENTS RESPONSIBILITY TO CHECK AND MAKE SURE THAT THE GRADES HAVE BEEN ACCURATELY RECORDED.

YOU MUST SIGN THIS AGREEMENT DURING THE FIRST WEEK OF CLASS.

I have read the class requirements, guidelines and grading procedures for HDHL 410 and I agree to follow and work within these requirements, guidelines and procedures.

Student ID# (Print) _____

Student Name (Print) _____

Student Signature (Sign) _____

COURSE OUTLINE SUMMER 2006:

WEEK 1

Monday, June 19th

Theory Reading- None

Lecture Reading/Topic- Introduction and Theories of Stress Management

Practical Application- Attitude adjustment hour (Humor)

Tuesday, June 20th

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

Lecture Reading/Topic- Chapter 1, Stress and holistic stress management

Practical Application- None

Wednesday, June 21st

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

-Thompson, Suzanne. (1981). *Will it hurt less if I can control it? A complex answer to a simple question. Psychological Bulletin*, 90(7), 89-101.

Lecture Reading/Topic- Chapter 2, Systems that control stress arousal (CNS & endocrine systems).

Practical Application- None

Thursday, June 22nd

Theory Reading- The Coronary/Artery Disease-Prone Personality. B. Hafen, K. Karen, K. Frandsen and N. Smith. Chapter in *Mind/Body Health: The Effect of Attitudes, Emotions, and Relations*. Boston: Allyn & Bacon, 1996.

Lecture Reading/Topic- None

Practical Application- Progressive relaxation/visualization.

WEEK 2

Monday, June 26th

Theory Reading- None

Lecture Reading/Topic- Chapter 3, Body's response to stress

Practical Application- Speak Up

Tuesday, June 27th

Theory Reading- Some Thoughts on the Transduction of Experience from a Developmental Perspective. M.A. Hofer. *Psychosomatic Medicine* 44, 1982, pp.19-28.

Lecture Reading/Topic- None

Practical Application- Evaluating stress levels... stress spice or arsenic?

Wednesday, June 28th

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

Lecture Reading/Topic- Chapter 4, Stressful thoughts and emotions.

Practical Application- None

Thursday, June 29th

Theory Reading- Native American Healing and Purification Rituals for War Stress. Steven M. Silver and John P. Wilson. Chapter in *Psychological Trauma*. APA Press, 1987, pp.337-355.

Lecture Reading/Topic- None

Practical Application- Visual Imagery

WEEK 3

Monday, July 3rd

Theory Reading- None

Lecture Reading/Topic- Chapters 6 & 7, psychosocial demands and stress

Practical Application- TBA

Tuesday, July 4th

No Class

Wednesday, July 5th

Theory Readings- Social Relationships and Health. S. Cohen., L.G. Underwood and B.H. Gottlieb. New. Chapter 1 in Social Support Measurement and Intervention: A Guide for Social and Health Sciences. S. Cohen., L.G. Underwood and B.H. Gottlieb. New York: Oxford Press, 2000, pp. 3-25.

-Social Support and Arterial Pressure in a Central Mexican Community. W.W. Dressler, et al. Psychosomatic Medicine, 48(5), 1986, pp.338-349.

Lecture Reading/Topic- None

Practical Application- Time Management

Thursday, July 6th

Theory Reading- Social Class, Skin Color, and Arterial Blood Pressure in Two Societies. William W. Dressler. Ethnicity Dis. 1991, pp.60-77.

Lecture Reading/Topic- Exercise adherence

Practical Application- None

WEEK 4

Monday, July 10th

Mid term

Tuesday, July 11th

Theory Reading- None

Lecture Reading/Topic- Chapter 11, Occupational Stress

Practical Application- Conflict Management

Wednesday July, 12th

Theory Reading- Optimal Experience in Work and Leisure. M. Csikszentmihalyi and J. Lefevre. Journal of Personality and Social Psychology, 1989, pp.815-822.

The Measurement of Flow in Everyday Life: Toward a Theory of Emergent Motivation. M. Csikszentmihalyi, and K. Rathunde. Nebraska Symposium on Motivation, 1992, 40, pp. 57-97.

Lecture Reading/Topic-

Practical Application- None

Thursday, July 13th

Theory Reading- *Pick an article dealing with the human stress response from a refereed journal and give a short presentation to the class. Please make a copy of the abstract for each class member.*

Lecture Reading/Topic- None

Practical Application- TBA

WEEK 5

Monday, July 17th

Theory Reading- None

Lecture Reading/Topic- Chapter 9, Relationships and stress

Practical Application- Hooked on Helping

Tuesday, July 18th

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

Lecture Reading/Topic- None

Practical Application- Progressive relaxation

Wednesday, July 19th

Theory Reading -Laughter, Tears, Nightmares, and Fairy Tales Sociological Approaches to the Study of Humor. G.A. Fine. Chapter 8 in Handbook of Humor Research, Vol.1, Basic Issues, P. McGhee and J. Goldstein (Eds.). New York: Springer-Verlag, 1983, pp.159-181.

-The healing Power of Humor and Laughter. B. Hafen, K. Karren, K. Frandsen and N. Smith. Chapter in Mind/Body Health: The Effect of Attitudes, Emotions, and Relations. Boston: Allyn & Bacon, 1996.

Lecture Reading/Topic- None

Practical Application- Obligation overload

Thursday, July 20th

Critique a book that deals with stress/self-help and review the insights you gained from this reading with the students. 2-3 page critique, grading will be the same as a discussion paper.

Lecture Reading/Topic- Select stress management interventions

Practical Application- None

WEEK 6

Monday, July 24th

Student presentations

Tuesday, July 25th

*Student presentations

Wednesday, July 26th

Student presentations

Thursday, July 27th

Final Exam

Student will need to complete 6 OUTLINES (1 page) and 2 Papers (3 pages) from the options below: *both outlines and papers must be typed with name, date, assignment number and question number on upper left hand side of first page.

Human Response to Stress HDHL 410
Assignment #1 is due June 20th
Late assignments are not accepted
Answer only one of the following

1. Hobfoll reviews previous models of stress. Take the position of one of these models (Cannon Style, Stimulus definition, etc..) and critically review Hobfoll's Conservation of Resource Model.
2. Several models are reviewed in Hobfoll's article... which model has the best application for you as an instructor, trainer, business person, nurse, or user (personal stress management)?
3. Which elements seem to be common in the 5 theories that are reviewed in Hobfoll's article?
4. Support or refute Hobfoll's contention that change does not cause stress unless something of value is lost, i.e. can a positive experience be stress producing or act as a prophylaxis?
5. Discuss the practical implications of the article from this week for you in your profession.
6. Develop and answer your own question.

Human Response to Stress HDHL 410
Assignment #2 is due June 21st
Late assignments are not accepted
Answer only one of the following

1. Discuss how writing about stress could be used as an intervention technique for maladaptive stress and strain for the orientation of your choice (by orientation I mean as a coach, personal trainer, counselor, social worker, to help yourself, etc.).
2. Discuss how other non-verbal forms of communication could be used as a therapeutic intervention.
3. Thompson categorizes mechanisms of control into four areas (behavioral control, cognitive control, information, and retrospective control). Please define these categories and provide concrete examples of each to demonstrate your understanding of these concepts.
4. Predictability and choice are typically associated with stress reduction. Discuss instances in which these two factors might be stress producing and suggest why this might be so.
5. Thompson discusses the minimax hypothesis, suggesting that people act to minimize maximum pain. Discuss alternative to this hypothesis.
6. Extend the concepts discussed in Thompson's article (control, divisions of control, meaning of the event, etc..) and outline a teaching module designed for the clientele of your choice (students, workers, etc..). The teaching strategies can be diverse and are left up to your discretion.

Human Response to Stress HDHL 410

Assignment #3 is due June 22nd

Late assignments are not accepted

Answer only one of the following

1. The authors for this week's readings discuss bio behavioral risks for cardiovascular heart disease. Type A is but one example of a coronary-prone behavior pattern. Try to apply concepts like Type A to other levels of organization. That is, can one think of families, societies, and organizations as Type A? At the conclusion, discuss any implications for pathology or health at these other levels.
2. You are a management consultant and your firm (Stress Busters) is hired to give advice about whether Type A individuals should be a job requirement for hiring new employees. Use concepts from this week's articles to inform your report to this client.
3. Having been fired by your boss for waffling too much on the previous question (#2), you go into private practice focusing your efforts on programs to convert Type A individuals to Type B individuals. How would you go about this and would you expect to have any bad side effects if you succeed.
4. You use funds from your successful practice to invest in campaign contributions. In your new job as state director of health program planning you are asked to design a behavioral risk reduction program to decrease coronary heart disease. Describe the multiple intervention aspects your program might take.
5. Thanks to cuts in the funding of higher education programs at the state level, you have the resources to investigate the relationship between job strain and cardiovascular disease. Based on your reading, how might you (the state director) design this study?
6. Develop and answer your own question

Human Response to Stress HDHL 410
Assignment #4 is due June 27th
Late assignments are not accepted
Answer only one of the following

1. What practical conclusions can be drawn from Hofer's article, e.g., application to stress management intervention strategies?
2. What is the difference between an integrated response and separate and independent neural response as described by Hofer? Please provide specific examples in your explanation.
3. Hofer discusses multiple transduction process using an animal model for early mother-infant interactions that emphasizes the multiple biological channels of the attachment process. Discuss the implications this concept has in specifically understanding the human response to stress in general.
4. Develop and answer your own question.

Human Response to Stress HDHL 410
Assignment #5 is due June 28th
Late assignments are not accepted
Answer only one of the following

1. Palmer discusses the Vietnam War Veterans Memorial and the ripples of stress emanating from the war. Social and cultural factors play a role in forming how we think about PTSD symptoms and treatment. Discuss the extent to which post-traumatic stress disorder can be considered a societal rather than an individual phenomenon.
2. Palmer states that "never before have people unburdened themselves on paper and left their intimate thoughts on paper"... what application does this process and other rituals have in dealing with maladaptive stress and strain?
3. Provide examples from Palmer's reading (and other readings if you like) of human response to stress as a multi-level phenomena (individual, society, culture, global community, etc). What applications does this have in our understanding and study of human response to stress?
4. What responsibility do we have as individuals, communities, and a nation to victims of war and post-traumatic stress?
5. Palmer states that "it is surprising, perhaps, to some people, but most, who have served in Vietnam, despite the hideous aspect of their experience, do not regret that it happened and would go back." Can you explain this very consistent response?

Human Response to Stress HDHL 410
Assignment #6 is due June 29th
Late assignments are not accepted
Answer only one of the following

1. Compare the Native American healing rituals to mainstream and holistic therapies for PTSD.
2. Use information provided in Silver and Wilson's chapter to develop techniques which would minimize the detrimental consequences of PTSD in the predominate culture of the U.S.
3. Develop your own question.

Human Response to Stress HDHL 410
Assignment #7 is due July 5th
Late assignments are not accepted
Answer only one of the following

1. Theories of social support are reviewed in your social support reading. Can you think of instances where social support can be stress producing instead of stress reducing (please provide examples)?
2. Are people who lack social support unlucky or have they done something to be in this situation?
3. Cohen et. al. Discuss theories of social support and their relationship to health. Which theory has the strongest application to health? Support your position.
4. What elements need to be captured in the measurement of social support? Support your answer.
5. What is Dressler's point? What applications does this have for understanding and managing stress?
6. Discuss the practical implications of the articles from this week for you in your profession.
7. Develop your own question.

Human Response to Stress HDHL 410
Assignment #8 is due July 6th
Late assignments are not accepted
Answer only one of the following

1. What is a functionalist strategy as described by Dressler? What alternatives does he provide for this orientation? Is his alternative convincing? Please explain?
2. Summarize and discuss some of the problems that have developed in the area of research in relation to skin color/race. Include thoughts on how to address these issues.
3. How can information from Hobfoll's Conservation of Resources model (our first article) help explain Dressler's results on lifestyle incongruity findings.
4. Summarize and discuss some of the problems that have developed in the area of research in relation to skin color/race. Include thoughts on how to address these issues.
5. Discuss the practical implications of the articles from this week for you in your profession.

Human Response to Stress HDHL 410
Assignment #9 is due July 12th
Late assignments are not accepted
Answer only one of the following

1. Consider steps, actions, enhancements or modifications that could be put into place to increase flow experiences in the setting of your choice (worksite, schools, family, etc.) What are the possible positive/negative outcomes of these interventions?
2. Why do flow activities occur at almost three times the rate during work than in leisure time activities? Please describe your reaction to these results.
3. What is necessary for flow or optimal experiences? Given the information found in your readings, should we encourage people to participate in traditional recreational activities or enjoy their work?
4. If teens enjoy leisure time activities more than watching T.V., why do they spend three times as much time watching T.V.?
5. Discuss the concept of flow experiences and management of the human response to stress at an individual, group, or societal level.

Human Response to Stress HDHL 410
Assignment #10 is due July 13th
Late assignments are not accepted
Answer only one of the following

Pick an article dealing with the human stress response from a refereed journal and give a short presentation. Please be sure and make a copy of the abstract for the instructor and class members.

Human Response to Stress HDHL 410
Assignment #11 is due July 18th
Late assignments are not accepted
Answer only one of the following

1. Describe the psychosocial problems that are often experienced by cancer patients and how this could alter the stress associated with this disease. Relate this discussion to other stressors that could have psychosocial implications in the human response to stress.
2. Is there anything positive that can be derived from the patient's fight with cancer... how can their stories apply to your life and/or people you may work with professionally (teacher, trainer, clients, etc.)?
3. Several times Spiegel mentions the impact loss of control had in the stress experienced by the cancer patients. Discuss these implications in relation to individuals who are terminally ill, your life, and/or workplace settings.
4. Is it advisable to use alternative healing methods (visualization, support groups etc...) in the treatment of cancer patients? Please support your position.
5. Develop your own question.

Human Response to Stress HDHL 410
Assignment #12 is due July 19th
Late assignments are not accepted
Answer only one of the following

1. Discuss how humor can be used to deal with maladaptive stress and strain at a variety of levels (individual, workplace, and/or sport teams).
2. Is humor an appropriate way to express emotions?
3. What is gallows humor and how can this be used to deal with maladaptive stress and strain.
4. Critically review the chapter on "The Healing Power of Humor and Laughter" and explain why health professionals don't use humor more regularly as a therapeutic adjunct for their clients?
5. Humor is not actively promoted within a variety of settings (work, health, families, etc.). Why is this, the case? What could be done to actively promote this behavior within the setting of your choice?
6. Develop your own question.

10 MINUTE PRESENTATIONS 50 POINTS

At the end of the six week session each student will be expected to give a presentation on a topic which deals with the human response to stress. Consequently, the possible topics are diverse and could relate to a variety of biopsychosocial factors and the human stress response. Possible topics could include:

- Culture and stress
- Cancer and stress
- Nutrition and stress
- Job performance and stress
- Coping techniques and stress
- Theories of human stress response
- Support systems and stress
- Stress as a lucrative market
- Humor and stress
- Migraines/chronic headaches
- C.V. disease and stress
- Hypertension and stress
- Organizational effectiveness and stress
- Immune system and stress
- Adaptation to stress
- Stress and care givers
- Roles and rituals and stress
- Stress interventions

It is necessary that you clear your topic with the instructor and have an **abstract (100-200 words)** describing your presentation submitted to the instructor by Monday, July 3rd.

Grading

Content- 30 points

- The information in the presentation should include the following **(20 pts.)**:
 1. The presentation should describe an area that has not been presented in class or significantly **expands** upon what was covered in class.
 2. A presentation that is conceptually sound and based upon good science, i.e., information based on scholarly work.
 3. Mastery of the subject area.

-Handouts need to be developed for your audience. The handouts should provide a concise overview of your presentation. As part of the presentation the instructor will expect that you provide at least five citations from scholarly sources. **(10 pts.)**

2. Presentation/Facilitation (20 pts.)

This portion of the evaluation will focus upon your presentation capabilities. Specifically, you will be evaluated on:

- Quality of visual aids (overheads, videos, slides, flip charts, pictures, diagrams, etc.) **(3 pts.)**
- Organization (did the talk have an introduction, middle, end?) **(4 pts.)**
- Creativity (how do you get the audiences attention? did you use a novel and unique method to get your point(s) across?) **(3 pts.)**
- Clarity of your instructions, interactive session, and/or discussion **(2 pts.)**
- Voice, tone, volume, diction, grammar, speed, projection **(2 pts.)**
- Ability to develop a positive atmosphere, i.e. enthusiasm, encouraging feedback, etc. **(2 pts.)**
- Overall effectiveness of the presentation **(4 pts.)**

Day	Activity Practical Portion (Stress Intervention)	Activity Discussion Theoretical Portion	Activity Lecture Basic Knowledge Portion
6/19	Attitude Adjustment hour (Humor)	Theory and Stress	Introduction
6/20	None	Conservation of Resources: Hobfoll	Chapter 1 Stress and Holistic Stress Management
6/21		Journal Writing Putting Stress into words Francis & Thompson	Chapter 2 System Analysis of Stress
6/22	Progressive relaxation/visualization	Cardiovascular Disease & Stress Hafen	
6/26	Speak Up		Chapter 3 Response to Stress
6/27	ABC's of Stress and Spice or Arsenic	M.A. Hofer. <u>Psychosomatic Medicine</u>	
6/28		Shrapnel in the heart Palmer	Chapter 4 Stressful Emotions, Thoughts and Beliefs
6/29	Visual Imagery	Native American Healing Wilson and Silver	Chapter 4 Continue
7/3	TBA		Chapter 6 and 7 Psychosocial demands and stress
7/4	No Class	No Class	No Class
7/5	Time Management	Social Relationship and Health; Social Support and Arterial Pressure Cohen and Dressler	
7/6		Social Class, Skin Color, and Arterial Blood Pressure in Two Societies Dressler	Exercise Adherence
7/10	Exam	Exam	Exam
7/11	Conflict Management		Chapter 11 Occupational Stress
7/12		Optimal Experience in Work and Leisure	

		Csikszentmihalyi	
7/13	TBA	Referred Journal	
7/17	Hooked on Help		Relationships and Stress Chapter 9
7/18	Progressive Relaxation	A psychosocial Intervention Spiegel	
7/19	Obligation Overload	Humor McGhee and Hafen	
7/20		Book on Stress/Self Help	Work on Presentations
7/24	Student Presentations		
7/25	Student Presentations		
7/26	Student Presentation		
7/27	Final Exam		