



Stress, Disease, & Psychophysiological Interventions PSY 202

Dr. Micah Sadigh
Cedar Crest College



Cedar Crest College *Syllabus*

Title: Stress, Disease, and Psychophysiological Interventions (PSY-202)
(3 credit hours)

Class Meeting Times: Tuesdays and Thursdays 1-2:15 PM

Faculty: Dr. Micah R. Sadigh

(Prerequisite: PSY-100)

Office: Curtis 119

Office Hours: Mondays (2-3:30PM; & 5:30-6:15 PM); Tuesdays (3-4); Wednesdays (10-11 AM); Thursdays (4-5 PM); or by appointment (610-606-4666, Ext. 3715)

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Description: The focus of this course is twofold. During the first half of the course, the psychobiology of stress and the deleterious effects of exposure to prolonged stress will be discussed. The second half of the course will focus on specific stress-related conditions and their psychophysiological treatments. In addition to the assigned textbooks, students will be provided with information on the latest scientific studies on stress-related disorders. The final grade for the course will be based on three tests, and two papers.

- Goals:**
1. Students will gain an in depth knowledge of the stress theory and how stress can potentially contribute to illness.
 2. Students will gain knowledge about the psychophysiological mechanisms of the stress response
 3. Students will gain an in depth knowledge about a variety of psychophysiological interventions for the treatment of stress-related disorders.
 4. Students will gain knowledge about the various psychophysiological instruments that are used in clinical practice.

Course Objectives:

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

1. Describe at least two theoretical models that explain the relationship between stress and disease.
2. Describe the psychobiological mechanisms of the stress response.
3. Describe the use of several psychophysiological techniques in the treatment of stress-related disorders.
4. Describe the use of various psychophysiological instruments in the treatment of different disorders.

Course Outline Assigned Readings and Tentative Dates:

Week of:

8-24

- The Story of Stress (Chapt.1)
- Dimensions of Stress
- Understanding the Concept of Disease

8-31

- The Science of Stress (Chapt.2)
- The Organization of the Nervous System
- The Psychobiology of Stress (PART 1)
- The Contributions of Herbert Benson (Begin Reading the Relaxation Response)

9-7

- The Psychobiology of Stress (PART 2) (Chapter 3)
- Stress and Emotions (Chapt.5)

9-15

- Laboratory activities Group 1 on Tuesday and group 2 on Thursday

9-21

- The Discovery of the Relaxation Response
- The Basic Premises of the Relaxation Response
- **Test 1 (9/24)**

9-28

- Demands and Expectations (Chapter 7)
- Stress and Sleep (Handouts and papers);
- Neurophysiology of Sleep

10-5

- **PAPER 1 IS DUE**
- Stress and Relationships (Chapt. 9)
- Stress and Interpersonal Communication

10-12 NO CLASS: FALL BREAK

10-19

- Stress and Time Management (Handout)

10-26

- Multi-tasking and Quadrant Planning
- **Test 2** (10/29)

11-2

- Introduction to Psychophysiology (Handout)

11-9

- Psychophysiological Instruments
- Demonstration of Psychophysiological Instruments
- Psychophysiological Treatment Protocols for Headaches

11-16

- Psychophysiological interventions for Cardiovascular Disorders (Finish Reading the Relaxation Response by Benson)
- Biofeedback and Hypertension (Video)

11-23

- Stress and Spirituality (Chapt.4)
- Exercise for Stress Management (Chapt.17)

11-30

- **PAPER 2 IS DUE**
- Posttraumatic Stress Disorder (Chapt. 10)
- Final Exam (12/30)

Textbooks:

Girdano, D.A., Dusek, D.E., & Everly, G. S. (2009). *Stress management for life: A research-based experiential approach*. Belmont, CA: Wadsworth.

Benson, H. (1975). *The Relaxation Response*. New York: Avon.

Additional Reading: Dr. Sadigh's articles and other papers will be provided

NOTE: ALL STUDENTS ARE **REQUIRED** TO SPEND A MINIMUM OF TWO HOURS IN THE PSYCHOPHYSIOLOGY LABORATORY DURING THE SEMESTER.

Assessment: The objectives of the course will be assessed via the administration of three tests and two brief papers.

Grades: The final grade for the course will be calculated based on the following percentages:

TEST # 1: 30%

TEST # 2: 30%

TEST # 3: 30%

PAPERS: 10%

Instructions for the First Paper: Read one of the following chapters in our textbook on relaxation training, 12-16, and write a concise summary of what you have learned. You may only use these chapters as your source. **Please do not use other sources.** Do not use long quotes as this is a brief paper. Provide examples, and give me a clear sense that you have an accurate understanding of your intervention of choice.

Instructions for the Second Paper: Please provide a concise summary of what you have learned from reading The Relaxation Response by Benson.

Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. Acts of misconduct (e.g., cheating during an examination, copying material on your homework, or allowing someone to use your homework) will not be tolerated. Infringements will be handled according to the college policy.

Special Accommodations: If you require assistance due to a disability, I will be more than happy to help you in any way possible to meet your needs. Please see me after class.

Attendance: Because of the intensive nature of the course, I highly recommend that you do not miss a single class. I will be covering weeks of lectures during each class meeting. Therefore, if you cannot attend a class, you need to make sure to get the notes from one of the students. **To earn credit for attendance, you must be present during the entire class period.**

Teaching Format: The course will consist of lecture, discussion, and laboratory activities. Students should read the assigned chapters, papers and articles before coming to class, so that they can be active participants during the class period.

Student Evaluation: Three, non-cumulative exams will be administered, which will include multiple-choice questions designed to measure students' knowledge, understanding, and application of textbook, lecture, and handout material. Each test is worth 100 points. Make-up exams will be given ONLY with documentation of an excused absence (i.e., sickness, college-sponsored event, legal situation)—there will be NO EXCEPTIONS. Advanced notice should be given whenever feasible. Documentation must be presented and the make-up exam scheduled as soon as possible. Additionally, you will be graded on your papers.

Grades: Grades will be assigned on the basis of the following criteria:
Three tests - (each test counts for 1/3 of your final grade)

A	93.0-100%	C	73.0-76.6%
A-	90.0-92.9%	C-	70.0-72.9%
B+	86.7-89.9%	D+	67.0-69.9%
B	83.4-86.6%	D	60-66.9%
B-	80.0-83.3%	F	below 60%
C+	76.7-79.9%		

ADMINISTRATIVE DETAILS:

1. Deadlines are firm. Extensions will be granted only in cases of extenuating circumstances. All work must be completed by the end of the course or the student will receive an "F" for the course.
2. I do not supply lecture notes. If you have to miss class, arrange for someone to take notes for you. I highly recommend regular attendance, which will aid in comprehending the materials presented in the lectures and in the textbook.
3. Students with documented disabilities who may need academic accommodations should discuss these needs with me during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center. Please let me know if there is anything I can do for you to help you with your needs and concerns.
4. Attendance will be taken but not calculated into your final grade. Students are responsible for all reading assignments and material covered in class. Tests will cover the textbook, the lectures and any additional reading assignments.
4. Final grades are final. If you are a percent or two short of the next letter grade, you are a percent or two short. I will not give away free marks at the end of the term unless I give the same amount to everyone.

Classroom Protocol: All Cedar Crest College students are expected to be familiar with and fully supportive of the college's policy regarding the honor code and academic integrity. See the Student Guide for more information regarding the enforcement of these policies. Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest

College education.

Honor Code: Students are expected to abide by the Cedar Crest College Honor Code. The Honor Code policy can be found in the Customs Book. Any violation will be dealt with according to college procedures.

Plagiarism: If plagiarism is suspected, I am bound to follow academic regulations. Plagiarism is the act of presenting the ideas, words or other intellectual property of another as one's own. The use of other people's work must be properly acknowledged and referenced in all written material. The use of material without acknowledgement is an offense.

Cheating: Bear in mind that allowing another to copy one's work is an academic offense just as is copying from someone. Furthermore, submitting the same paper for two courses without arrangement is also an academic offense.

Extra Credit Opportunities: You may earn up-to two points (per talk) by attending any of the Health and Wellness Lecture Series at Cedar Crest College and by submitting a brief synopsis of the lecture. For the purpose of an extra credit project, you are limited to two talks for this class. Each synopsis is due a week after the lecture. Your paper should include the name of the presenter, the date and title of the talk and some of its highlights. Please do not turn in an outline of the lecture.

Psychology Department Attendance Policy

The Psychology Department is committed to the principle that regular and punctual class attendance is essential to the students' optimum learning and successful academic achievement. Regular class attendance is a student obligation, and students are responsible for all work, tests and written assignments. Therefore, students are expected to be present for all class sessions. The Psychology Department's attendance policy recognizes that there will be times when attendance at class is not possible. You may think of the policy as being similar to the type used in the corporate world where each employee is given a certain number of "personal/sick days." Based on the number of regularly scheduled class meetings, you will be allowed a certain number of absences (see below) with no consequences, no questions asked. In other words, there is no distinction between excused and unexcused absences. You are of course responsible for anything covered during those missed classes, and for submitting assignments on time, regardless of whether or not you attend. Beyond the allowable number of absences, there are consequences that will adversely impact your grade, much as missing too many days of work can adversely impact your employment status. Above all else, you should carefully consider each decision to not attend class, as once your allotted absences have been used, they are gone. *It is important that students arrive for class on time. Late arrivals are very distracting, not only to the instructor, but also to fellow students. Repeated late arrivals are not acceptable and will be addressed on an individual basis.* It is each student's responsibility to understand this policy and to keep track of absences throughout the semester.

Application to this Class: Formal attendance will be taken during all class sessions. This class meets twice per week (28 class meetings). You may miss **3 classes** without penalty. If you miss **4 classes**, your final grade (cumulative percentage of points) will be lowered by 5%. That means that if you have earned 84% of the available points in the class, which is a B grade, you would be lowered to 79%, which is a C+. Likewise, if you have earned 77% of the points available, the penalty would take you down to 72%, which is a C-. As a reminder, a C grade (73%) is required in all Psychology courses. If you miss **5 classes**, you will be docked an additional 5% points off of your final grade (for a total of 10%). If you miss **6 classes**, you will receive a failing grade for the course. If you miss six classes, you have missed approximately 25% of the class meetings.

UNNECESSARY CONVERSATIONS

Unnecessary conversations during the lectures will be distracting to your fellow students as well as your professor. Those who engage in such conversations will be dismissed from class.

TEXT-MESSAGING

Text-messaging is prohibited during the lectures.