

DePaul University  
School for New Learning

**SW152 STRESS REDUCTION USING SPIRITUALITY & HUMOR**  
**WINTER MINI-TERM, 2017 LOOP *WELCOME!***

**FACULTY:**

**Gina Orlando, MA, CH**

Holistic Health Educator, Coach and Consultant

915 Pleasant Street

Oak Park, 1L 60302

Home Office (the best number): **708-524-9103** or Home: 708-524-9139

I will have my cell phone on before class to catch *emergency calls only*: 708-973-4531.

**E-MAIL** (please use **both** email addresses if you want a quick response):

[gorlando@depaul.edu](mailto:gorlando@depaul.edu) [ginaorlando8@gmail.com](mailto:ginaorlando8@gmail.com) (I'm on this personal email address throughout the day)

**DATES/TIMES:** 5 SESSIONS ON **MONDAYS AND WEDNESDAYS, Nov. 27, Nov. 29, Dec. 4, Dec. 6, Dec. 11, 2017 5:45 pm – 9:00 pm** **Attendance at all class sessions is required.**

**COURSE LOCATION:** Loop Campus, TBD

**CREDIT HOURS:** 2 Hours; 1 Competence

**Additional edits to this Syllabus with a reduction in work may occur during the class.**  
**One thing at a time and all the important things get done is the motto of this course (and life).**

**COURSE DESCRIPTION**

This is a cutting-edge science and spirit course where we explore the new scientific paradigm of energetic connection through a heart-centered stress management technique, we delve into and expound upon the personal spiritual search for truth and meaning, and experience the sharing of humor in community for stress relief and to engage with the mind-body connection.

Stress affects the body in dramatic ways, and is a major contributing factor in creating inflammation and chronic, degenerative diseases. We will understand and describe the physiology and biochemistry of stress and its impact on the body, mind, emotions, energy and spirit. Yet, more importantly, we experience and apply effective methods, tools, techniques and strategies to reduce, manage and transform stress, and our thoughts, beliefs and reactions to stress. Class goals include better whole vital health and work-life balance with more ease, flow, calm, humor and joy.

Effective stress reduction and burnout prevention then become important health, wellness, productivity and disease prevention strategies for individuals, schools, businesses, the medical industry and the culture. Stress reduction is the principal objective of this course. The effective stress reduction techniques include breathing, energy flow, endorphin-creating humor and movement, as well as spiritual exploration, connection and inspiration. The holistic paradigm of body, mind and spirit supports our informed search for meaning, deep connection, calm productivity, joy and enhanced health.

This course is designed to provide an environment to reduce stress, to connect more deeply to something greater and deeper, to discuss issues of spirituality, and to enjoy the endorphin-creating and community-creating activity of laughter. The sharing of joy, spirit and calm within a

community can be a deeply helpful and healthful activity. And we celebrate the cutting-edge science that supports this exploration and these practical and helpful activities.

## LEARNING OUTCOMES AND COMPETENCIES

### COMPETENCIES: 1

**A3X-** Can explore and compare various perspectives of spiritual thought and expression for personal development and health.

**S2X-** Can describe, apply and evaluate healthful changes within physical and biological systems.

**FX** - Student writes a competence statement based on the content of this class.

**A-3-X:** Can explore and compare various perspectives of spiritual thought and expression for personal development and health.

1. Discusses the key assumptions and implications of various spiritual, religious, philosophical and psychological perspectives.
2. Articulates key ideas as they apply to personal spiritual growth, stress reduction, joy and health enhancement.
3. Applies one or more of these spiritual ideas for enhanced health of body, mind and spirit.

Students fulfill this competence by discussing and applying various models of spiritual thought and practice. Such models always imply assumptions about the meaning of the spiritual aspect of being, as well as the value and purpose of spiritual development. Models of spiritual development might include timeless wisdom from the world's religions, spiritual practices, philosophical ideas, modern psychology, cutting-edge scientific research, humor, inspirational poetry, music, art and quotes. These perspectives have implications for how we can choose to live well.

**S-2-X:** Can describe, apply and evaluate healthful changes within physical and biological systems.

1. Describes the process by which healthful changes occur in one or more physical and biological systems with various stress reduction techniques.
2. Applies various stress reduction techniques.
3. Evaluates these approaches for optimal healthful changes in physical or biological systems.

Students fulfill this competence by describing the patterns and processes of stress and its health impact on physical and biological systems. Various personal and professional stress management theories and techniques will be explored and applied. These include breathing techniques, positive emotions, heart-based living, exercise, energy balancing techniques, spiritual inspiration and humor. Strategies for preventing burnout will also be explored and applied to empower work-life balance. Students will evaluate which of the approaches support healthful changes in their personal and professional lives.

**FX** - Student writes a competence statement incorporating facets of this course that highlight their focus area. It needs to be approved by the professor and their faculty advisor.

### OUTCOMES:

Students who successfully complete the course will:

- Define stress and its impact on body, mind, energy and spirit.
- Understand the new scientific energy paradigm where we are all connected.
- Explore the stress reducing and health enhancing aspects of humor.
- Understand biological systems and how they are affected by stress, energy, beliefs, genetics, food, technology and lifestyle choices.
- Experience various stress reduction techniques, humor styles and spiritual perspectives.
- Understand scientific concepts such as heart-rate variability, the mind-body connection, the biology of belief, the biochemistry of joy and stress relief.
- Become aware of strategies to support body, mind, energy and spirit for whole health.
- Assess aspects of adrenal fatigue and burnout prevention.
- Compare various spiritual perspectives to help assess personal beliefs.
- Explore and track the Quick Coherence Technique™ for the Stress Management Project (S2X or for some extra credit for A3X or possibly for FX) and any changes in the body, mind, spirit, energy, lifestyle or in the ways you cope with personal, professional or cultural stress.
- Choose an array of personally important spiritual readings, excerpts, quotes, stories for the Spiritual Gems/Finding Meaning Project (for A3X or as some extra credit for S2X or FX) and explain how and why these selections are important.
- Create a personal Creed (for A3X or as some extra credit for S2X or possibly for FX).
- Create a Humor Project and share aspects of it with the class.
- Understand biochemical individuality, and that one size does not fit all for stress reduction techniques, food choices, exercise strategies and work-life balance.
- Experience how energy physics allows science and spirit to come together once again.
- Evaluate stress and burnout levels and improve a sense of relaxed focus and work-life balance.
- Practice stress reduction and stress management methods, breathing techniques, body movement, and energy balancing as tools for a healthier, happier life.
- Assess and evaluate multiple viewpoints on stress reduction, spirituality, humor and paths toward whole, vibrant health.

## LEARNING STRATEGIES & RESOURCES

Students will have the opportunity to experience a safe place in which to explore the new scientific energy paradigm of interconnectedness as they experience new ways to reduce stress, connect more creatively and deeply to that which is greater (which some call God) and to enjoy laughter and connection in community.

All learning styles will be honored; visual, auditory and kinesthetic. Professor Gina Orlando will share her wealth of experience in stress reduction and spiritual exploration. Students will have access to a biofeedback device to track their stress reduction by tracking their heart rate variability through a heart-based stress reduction technique called Quick Coherence™ Technique, the main technique in their text book, *Transforming Stress: The HeartMath Solution for Relieving Worry, Fatigue and Tension*.

In every class, students will be offered a combination of inspirational readings, quotes, poems or songs. Modalities will include silent reflection, written reflection, small and large group discussion. There will also be a guided meditation and stress reduction techniques to experience. Each class will include time to experience humor through watching, reading, creating, listening to various styles of humor. The texture of the class is varied and interesting. Students will help create the safe and creative timbre. Respect for others spiritual thoughts and paths will always be honored.

Every week the student will be asked to submit their Reflection Journal. This Journal will contain questions for reflection from the class content and the readings and will be posted each week on D2L, and students will submit it on D2L. It will always have space for personal reflection. There will also be questions to ponder and respond to from the week's readings and class experience. These Reflection Journals will be Pass-Fail, yet comprise an important part of the class. They are due Sunday before the Monday classes, so Professor Orlando has some time to read them before class.

Each student will have two very approachable projects to submit, one on humor and the other on spirituality (for A3X) or on stress management (for S2X). A portion of the one on humor will be presented to the class as part of our shared enjoyment and connection starting in Session Two.

**REQUIRED READINGS:** Please note: These books can be purchased at DePaul. We read all chapters of these two books. It's very important to have the books **before** the first class and read the Foreward and Introduction chapters before the first class. Please check D2L each week for the additional readings, handouts and/or video clips.

- 1). ***Transforming Stress: The HeartMath Solution for Relieving Worry, Fatigue and Tension***  
Doc Childre, Deborah Rozman, PhD, 2005, New Harbinger Publications, Oakland, CA. \$14.95
- 2). ***Love Is Letting Go Of Fear*** Gerald G. Jampolsky, MD, 1979 and 2011, Celestial Arts, Berkeley, CA. \$11.95

Please go to <http://depaul-loop.bncollege.com> for your books.

## LEARNING DELIVERABLES

- 5 classes
- Selected reading in 2 small books, plus some additional assigned readings
- 3 Reflection Journals/Open-book Quizzes which contain questions to track the concepts in the readings and the class experience
- Assignments, readings, handouts and videos are posted in D2L
- One Humor Project with commentary (in Word) due the 4<sup>th</sup> session of this class
- Several bits of this humor shared as a class presentation for our mutual enjoyment, up to 10 clock minutes in classes 2- 5; share why this is funny to you (if you need tech assistance to present this material please work that out with Prof. Gina before the class)
- A Stress Reduction Project (if you are taking this course for S2X) or Spiritual Gems/Finding Meaning Project with Creed (if you are taking this course for A3X) handed in the 5<sup>th</sup> session of class
- Tracking Quick Coherence Technique with biofeedback
- Class participation
- Online discussions
- Deadlines are somewhat negotiable with communication and follow through as we model stress reduction, burnout prevention and healthy boundaries.

## GRADING CRITERIA AND SCALE

**Most students want an A grade. You are graded on excellence in the quality of your work, your assignments posted on time (or communicating about your two assignments that can be late up to one week), your excellent attendance, and the total points accumulated.**

**50% (50 points) Class Attendance** and class participation throughout course is vitally important. **Note:** Missing class cannot be made up by extra credit.

**21% (21 points) Weekly Reflection Journals** are handed in every week, posted on D2L. There are 3 journals, thus each one represents 7 points. The journal documents contain questions on the homework and class experience. It gives the student time to reflect and gives the teacher an opportunity to see if students are doing the reading, what is important to students and how it helps inspire them to a more full, healthy, happy life. You are encouraged to answer succinctly and thoughtfully. Longer is not better. Short and deep is the goal. They are due by SUNDAY evening, posted on D2L.

**14% (14 points) Humor Project:**

Gather several examples (about 30 minutes of material) of a *variety* of the best humor that totally delights you and explain why you chose these selections and why they are funny to you. The length of explanation is not important, but be thoughtful in your commentary. Also explain how humor helps you in your life and in dealing with stress and difficulties.

These humor bits can be in any form that can be conveyed easily: written, video, story, cartoon or audio clip, etc. Use variety; don't share only one type of humor or comedian for your project. Put any video YouTube links in a Word document along with the commentary, rather than posting video clips on D2L. The format of this project is creative and will vary widely. This is a university setting, so choose those with a minimum of expletives.

**From this project, each student is asked to share several bits of this humor in class which is not more than 10 minutes of clock time, starting in the second class session. Clear these with Prof. Gina before you present.** You are asked to be responsible for the tech aspect of sharing this in class. If you need Prof. Gina's assistance, that needs to be done well before the start of class.

You don't have to finish your Humor Project before presenting your humor example in class. Most students choose to show YouTube videos. Some also share a comic strip, audio clip or a written story that they read. The class presentation could be the student performing humor, if that is comfortable to do; sharing a funny personal or family story, doing a standup routine, reading a funny skit, etc. **Submit your selections to your teacher before presenting, to make sure they are appropriate.** Since this is a university setting, use your best judgment to avoid offending any race, sexual orientation (etc), and minimize swear words (some are OK). Much of dark humor doesn't translate well in a diverse group. **The goal here is to share something that is hysterically funny to you, so we can all enjoy it together. And comment verbally in writing why this is funny to you.** Humor styles vary widely, but with a large class, we are in for some laughs, joy and heightened endorphins!

We are talking about 2 things in this project: the **Humor Project** which everyone is asked to do and submit by the deadline of **Dec. 4**, posted to D2L, regardless of when their humor bit is scheduled in class. The student is ALSO asked to **pick one to three of these selections**

(from 8 to 10 minutes) and share it as a presentation with classmates during class, which may be before or after the Humor Project is due. Think through your selections to make sure you are not offending anyone. Clear your selections with Prof. Gina first. She reserves the right to edit for the class presentation. **Written project is due December 4.**

**15% (15 points)** This project depends on the competence you signed up for, either the **Spiritual Gems/Finding Meaning Project (A3X)** or the **Stress Reduction Project (S2X)**. FX students will choose the project that reflects their FX (stress reduction will do the S2X project or spirituality will do the A3X project). Confirm this with the professor the first week of class.

### **Spiritual Gems/ Finding Meaning Project for A3X or FX:**

The purpose of this project is for you to spend time gathering what deeply informs your spirituality. ***It has three parts:***

1). Carefully gather several of your best, most inspiring spiritual (or religious, philosophical, psychological, self-help) quotes from religious texts, prayers, song lyrics, video clips from favorite spiritually-inspiring movies, poems, sermons, rituals, church services, inspiring radio or TV shows, literature, theater, art etc. Write some commentary on why and how these inspire you. You get the opportunity to share some of your best stuff with the professor.

Also, share at least one thing from class or elsewhere that confronted or challenged the way you frame your spirituality, religion, philosophy, psychology, ethics, etc. Explain why and how this challenged you, what it stirred up in you, and what you learned about yourself.

The format of this project is open to your creativity. **The number of pages is not as important as the quality.** Prof. Orlando is looking for depth and clear explanation of how and why you are inspired by these. Minimum of 2 pages, maximum – 6 pages, doubled spaced, 12 point type.

2). Create your Creed. “I believe...” Take some time to creatively express your spiritual beliefs and values. Longer is not better. Again, feel free to be creative in the format of this important project. It can be written, visual, audio, an art project, a community project, etc. Express what your core beliefs are. Maximum 2 pages. Your teacher feels honored to read this important project. If you feel comfortable, you may wish to share a statement or two of it in class.

3). Share your Spiritual Symbol and explain why this symbolizes you and/or your spiritual search for truth and meaning. **This project is due Dec. 11.**

### **Stress Reduction Project for S2X or FX:**

The purpose of this project is for you to experience and track the heart-centered stress reduction technique called Quick Coherence Technique™ daily. You will create a daily chart (there is an Excel spreadsheet posted in D2L). Attempt to track the technique three times a day (even though some days you may not meet that goal), and the amount of time you use it (in minutes). You track and write down your stress level(s) when you start the technique and end the technique, on a scale of 0 – 10. Write down any and all changes you experience in using the Quick Coherence Technique™ in your body systems, health issues, your thoughts, emotions, spirit, energy, personal interactions, professional interactions or changes in your lifestyle.

Please don't be concerned if you are doing this project right. It's about using the Quick Coherence Technique™ several times/3x daily and tracking any changes in your stress levels, as well as sharing specific changes you are experiencing. You are also asked to share the bad days or the relapses. This is a very human project. It's for you to learn and gain more awareness about your stress levels and track a practical and powerful heart-based stress reduction technique to change your responses to stress and improve your whole health and life.

Also, at the end of the 12 days of tracking of your data, you will draw a conclusion to this project in several paragraphs. Write this short conclusion in Word and also post it in D2L. Some issues you will address in this conclusion: how well you liked the QCT; how effective it was; what times or situations the QCT seemed most effective; the length of QCT that worked the best for you; what didn't work well with this stress reduction tool. Then list one or more of your favorite stress reduction techniques, how they work for you and when you use them. Compare them to the Quick Coherence Technique™ and comment on which stress reduction techniques work the best for you, and which ones you will continue to use.

You may have an opportunity to use a biofeedback monitor on heart rate variability (HRV) to track the QCT and get some feedback on coherence. You are asked to add these numbers to your project, and comment on seeing this biofeedback information. **This project is due Dec.11.**

**EXTRA CREDIT: You can do part of the other project to gain 5 extra points. Examples: if you are doing the Stress Reduction Project for S2X, you can write a personal Creed or share some of your spiritual gems for an extra 5 points. If you are doing the Spiritual Gems Project, you can track the Quick Coherence Technique™ for two weeks for an extra 5 points. Please check in with Gina if you are choosing to do Extra Credit.**

**Either of these projects are due Dec. 11 - 13.** If you can't meet this deadline, you must communicate about this with the teacher.

All late work and projects are due **Saturday, December 16 by 8 pm** and may incur lost points, unless the student uses their available late passes. Prof. Orlando will submit grades **on Sunday, December 17.**

## **WORK WILL BE EVALUATED AS FOLLOWS:**

**You are graded on excellence in the quality of your work, your assignments posted on time (or communicating about your two assignments that can be late up to one week), and your excellent attendance.**

**A= 90-100% (90-100 points)** designates work of **excellent quality**; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and

argument that demonstrates cogent and creative development and support of ideas. The student goes deeply into many of the concepts, ideas and questions posed in class. At the lower end of this point scale would be an A-.

**B = 80- 89% (80 – 89 points)** designates work of good quality; reflects clearly organized and comprehensive understanding of the issues at hand; presents substantive thesis and argument with evident development and support of ideas. The student engages with the material, but does not necessarily delve deeply in the material but does all assignments well. At the higher end of this points scale it would be a B+ and lower end of this point scale would be an B-.

**C = 70- 79% (70- 70 points)** designates work which minimally meets requirements set forward in assignment; reflects some organization and development of ideas but develops argument in superficial or simplistic manner; may only address part of the assignment or otherwise is incomplete. At the higher end of this points scale it would be a C+ and lower end of this point scale would be an C-.

**D = below 70% (under 70 points)** designates work of poor quality which does not meet minimum requirement set forth in the assignment; demonstrates poor organization of ideas and/or inattention to the development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly. The grade of D is not a passing grade at DePaul.

## COURSE SCHEDULE

A note on the readings and assignments: the complete and amended Syllabus will be posted by the first day of the quarter. During the course, there may be some slight changes (reductions, not additions) to the weekly course assignments due to the organic nature of this class and material. Class reading assignments, including class handouts and exercises, must be completed in a timely fashion. Thank you.

### **PLEASE NOTE:**

Professor Gina Orlando keeps the homework assignments within the hours of work per week that is expected by DePaul 'to break an intellectual sweat.' SNL courses are relevant, cutting-edge and academically rigorous. You are asked to work smart in your SNL program and in SW152. Always know that you can skim any of the readings for main points if you are in overload. Skimming for content is a better strategy than getting behind or overwhelmed. *One thing at a time and all the important things get done* is a helpful suggestion to manage course load and stress. We are modeling stress management, self-care, burnout prevention and quality work in this course. We hold up the vision of high quality and a win-win.

To help reduce your workload towards the end of the quarter, you have two important, yet manageable projects to submit; one on humor and the other either on spirituality or stress reduction, depending on your competency. You will share a portion of your humor project (video, story, audio, poem, professional comedian clip, your own performance, standup) at anytime during class sessions 2 – 5. Your written Spiritual Gems or Stress Reduction Project is due **Dec. 11**. **There is some flexibility with the deadlines with two assignments which**

can be up to a week late IF you communicate with the professor in advance and honor the later deadline. You'll do great!

**Homework Due For The First Class: (Please do it BEFORE THE FIRST Session):**

- **PLEASE get your text books early.** It's VERY important to have your two books before the first day of class. They are very reasonably priced. This is a five-week course with two books, so you won't have time to get them after the class starts. Remember, sometimes the bookstore runs out of books.
- Look through each of the books to get a sense of the content and flow in material. **Please read the Forward and Introduction in each book before the first class.**
- The first class is vital to attend. If you know you will be absent, please register for this class in another quarter.
- **Go to D2L. Read the Syllabus through the first week. Review the Spiritual Gems (A3X) and Stress Reduction (S2X) projects.**
- **In D2L under the DROPBOX heading, fill out the Questionnaire and post it by Saturday, Nov. 25.**
- Begin to think about a favorite source(s) of spiritual inspiration.
- Begin to find a favorite bit(s) of humor to share in class.

**SESSION ONE: Intro, reducing stress through sharing humor and experiencing the Quick Coherence Technique, exploring The Golden Rule and gratitude**

- Gina Orlando introduction and welcome
- Setting the tone of the class as creative exploration in safe, sacred space, free of judgment, with deep respect for others' choices of spiritual beliefs and humor choices
  - Assess your stress level on a SUDS (Subjective Units of Distress Scale 0-10)
  - Watch an inspiring video from nature
  - Understand and practice HeartMath's Quick Coherence Technique.™ Discuss reduced stress levels. Read the Quick Coherence Technique™ handout. Check SUDS level.
  - Experience a selection of spiritual quotes, prayers and poems; notice the effect they have on your stress level. Check SUDS level.
  - Listen to a classic standup comedy routine with a spiritual theme. Why is this funny? How does it inspire or help you?
  - Student introductions
  - Break
  - Class Objectives, Syllabus, Weekly Assignments, Reflection Journals, Final Projects, how D2L is set up
- Get acquainted with your class books and concepts:
  - *Transforming Stress* by Doc Childre and Deborah Rozman, PhD; discuss some concepts from Forward and Introduction

- *Love Is Letting Go Of Fear* by Gerry Jampolsky, MD; discuss some concepts from Author's Notes, Forward and Introduction
  - Explore and discuss a spiritual lesson from all traditions: The Golden Rule
  - Review an article in D2L on the biological and biochemical impact of stress; discussion question will be part of Reflection Journal
    - Understand the biochemistry and role of humor in health to generate endorphins for stress reduction. Explore the adage, "Laughter is the best medicine."
    - Review a video on gratitude.
    - Check your SUDS level; share your gem from this class session.
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### **Homework Due for Session Two:**

- Practice Quick Coherence Technique at least three times per day for 1- 3 minutes (or longer if you wish)
- Read or skim for main points Chapters 1, 2, 3 of *Transforming Stress*, pgs. 11-42
- Read or skim for main points Chapters Part1 (Preparation for Personal Transformation), Part 2 (Ingredients for Personal Transformation), Part 3 (Lessons for Personal Transformation) Lesson 1 through pg. 62 of *Love Is Letting Go Of Fear* (allow at least one day per chapter, to give time to practice the spiritual lesson)
- Read the article in D2L in Handouts, on the biological and biochemical impact of stress; discussion question will be part of Reflection Journal
- Begin to think of your Humor Project and start picking your favorite humor bits. These can be a mixture of video clips, cartoons, stories, family stories, family videos, standup, you performing, etc. They can be on any topic, but we also are sensitive to not offend and to choose those with a minimum of swear words.
- A3X or FX (if dealing with spirituality) - Begin to think of your selections for your Spiritual Gems/Finding Meaning Project. This can be excerpts from a sacred text, book, a poem, song, etc. Read the Creeds in D2L, Wk 2 Readings. Begin to think about what your Creed is. Jot down ideas in a Word document and/or computer folder.
- S2X or FX (if dealing with stress reduction) – Begin your Stress Reduction Project. Graph it with an Excel spreadsheet which is posted in D2L. Comment on changes you experience using the Quick Coherence Technique.™
- D2L Discussion Board posting on The Golden Rule.

### **SESSION TWO: Transforming stress, sharing humor, understanding the projects, exploring the spiritual issue of dealing with suffering**

- Use biofeedback with the Quick Coherence Technique™ to assess coherence.
- Experience humor selections by fellow students
- Hear a funny family story. Think of your funny family stories. Share them

- Watch video of HeartMath's Heart-Based Living
  - Practice HeartMath's Quick Coherence Technique™ . Discuss reduced stress levels
  - Spiritual exploration: How does your spirituality help you deal with suffering?
  - View a video on present moment living and discuss
  - Briefly discuss chapters in *Transforming Stress* (questions will be in the Journal)
  - Experience one example of the Excel spreadsheet data of the Stress Reduction Project and the commentary in Word
  - Clarify the Spiritual Gems, Creed and Spiritual Symbol Project
  - Experience some journal excerpts of fellow students; discuss
  - Experience some Creeds: the profound, the profane, the heartfelt, the radical
  - Discuss chapters in *Love Is Letting Go Of Fear* (questions will be in the Journal)
  - Share a class gem.
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#### Homework Due for Session Three:

- Reflection Journal Assignment from Sessions 1 and 2 – due Sunday afternoon, Nov. 26, posted to SUBMISSIONS in D2L.
- Complete your Humor Project and post it to D2L by December 4.
- Practice Quick Coherence Technique™ at least three times per day for 1- 3 minutes (or longer if you wish)
- Read or skim for main points Chapters 4, 5, 6 of *Transforming Stress*, pgs. 43-82.
- Read Lessons 2, 3 4, 5 of *Love Is Letting Go Of Fear*, pgs. 63 - 88 (allow at least one day per chapter, to give time to practice the spiritual lesson). Read the handout on forgiveness which was distributed in class (and posted on D2L). Be open for a miracle, or more.
- Reading on burnout prevention posted to D2L
- Optional Discussion Board Question in D2L on dealing with life's difficulties.
- All students need to be scheduled at this time to share their humor bit.
- A3X, select additional excerpts for your Spiritual Gems/Finding Meaning Project. Add to your Creed. Please note that your Creed is an ongoing life project! Put some honest effort into getting your core beliefs down on paper, or in whatever creative form you choose. Let your soul sing. Start thinking about what your spiritual symbol is.
- S2X, continue with tracking your Stress Reduction/ Quick Coherence Technique™ Project.

### **SESSION THREE: Transforming stress, engaging in self-care to prevent burnout, sharing humor, understanding forgiveness, exploring social justice and peacemaking issues**

- Complete and submit your Humor Project to D2L by this evening. If you need extra time, that is available with communication and follow-through.
- Review HeartMath's Quick Coherence Technique™ with heart breathing.
- Experience and compare this technique with other breathing techniques (handout posted in D2L)
- Experience humor selections of fellow students; a funny family story
- Use biofeedback to track coherence of heart and brain with this technique. Review concepts from the new poster on the Mysteries of the Heart (posted to D2L)
- Discuss chapters in Transforming Stress
- Students will experience some cutting edge approaches to exercise
- Spiritual exploration: How does your spiritual/religious/philosophical/ethical tradition help you engage in social justice and peacemaking issues to make the world a better place? Which ones do you choose?
- Explore the warning signs of burnout; discuss burnout prevention; assess aspects of adrenal fatigue and its impact on physiology and biochemistry
- Experience a guided meditation on self-care and healthy boundaries
- Discuss chapters in Love Is Letting Go Of Fear, especially Lesson 2 on Forgiveness
- Time permitting, watch parts of *The Path of The Peacemaker* with Lynne Hybels to understand the 10 keys to peacemaking  
<https://www.youtube.com/watch?v=z8lfYaLXeJc> (starting at 17 minutes)
- More humor sharing, time permitting.

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**Homework Due for Session Four:** As always, if you are crunched for time, skim for main points.

- Practice Quick Coherence Technique at least three times per day for 1- 3 minutes (or longer if you wish)
- Read or **skim** for main points Chapters 7, 8 of *Transforming Stress*, pgs. 83 - 112
- **Read Lessons 6, 7** for class and then continue with lessons 8, 9 of *Love Is Letting Go Of Fear* pgs. 89 - 114 (allow at least one day per chapter, to give time to practice the spiritual lesson)
- A3X- add to your Spiritual Gems Project. Continue creating your Creed. Think of your spiritual symbol (due to Submissions in D2L on Dec. 11).
- S2X continue adding to your Stress Reduction project (due to Submissions in D2L on Dec. 11, Excel file plus description of your process and biofeedback data).
- **Optional** Discussion Board Questions on social justice issues.

### **SESSION FOUR: Continue to transform stress and prevent adrenal fatigue, share humor, process feelings, engage in environmental issues and actions to care for our common home**

- Review important concepts; time for questions

- Experience humor bits shared by students
  - Discuss chapters in course texts; additional questions will be in the Journal
  - Spiritual exploration: how does your spirituality help you engage in environmental issues, appropriate actions and strategies to help the planet, our common home? Explore some quotes from the papal encyclical on the environment and integral ecology by Pope Francis, *Laudato Si'*.
  - Learn a new way to process feelings (EFT - Emotional Freedom Techniques)
  - Discussion about mindful eating and food choices for vibrant health and stress reduction
  - Explore adrenal fatigue
  - Class sharing of one important thing learned or experienced in this class session.
  - Optional Discussion Board Question on the environmental issues raised in class
  - Your Spiritual Gems/Finding Meaning or Stress Reduction Project is due to D2L from Dec. 11 – 13.
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#### **Homework Due for Session Five:**

- Reflection Journal Assignment from Sessions 3 and 4 – **due Sunday afternoon, Dec. 10, to D2L.**
- Read Chapters 9, 10, pgs. 113 - 143 and Learn More About HeartMath and References of *Transforming Stress*
- Read Chapters 10, 11, 12 and Epilogue of *Love Is Letting Go Of Fear*, pgs. 115 – 131
- Reading on ego and moving from darkness to light by Richard Rohr
- Submit your Humor Project or Spiritual Gems Project, if you haven't done that yet.
- Optional Discussion Board Question on ecological actions.

#### **SESSION FIVE: Experiencing additional stress release techniques, sharing humor, experiencing a range of interfaith issues and traditions, class wrap-up**

- Experience remaining student's humor from their projects
- Catch up and wrap up
- Gina may share some political humor and a personal funny story
- Discuss favorite stress reduction techniques
- Discuss class readings in *Love Is Letting Go Of Fear* and *Stress Reduction*
- Review and exploration of spiritual concepts through an experiential hour: review the Golden Rule; experience an inspiring story and compare it with your own reactions and principles explored in class; understand the roles of letting go/forgiveness, self-forgiveness, owning our shadow self, and having the courage to be imperfect on spiritual growth; witness a sacred dance; understand some prayer research, sing and explore prayer; living more fully in the present moment; understanding some basics of Islam; witness the experience of someone who had a near-death experience and share your beliefs on what happens when you die;

experience a cosmic perspective about our human drama; understanding how increasing self-esteem and self-love is a spiritual exercise

- Possible small group discussion: each student will choose one of these spiritual themes and discuss in a mixed-theme small group.
- Electropollution from your technology. Are you getting zapped?
- Post-test, Journal 5 and Evaluation (will be posted the night after class and due on D2L by Saturday evening, December 16).
- Optional Discussion Board on any topic discussed in class.
- Sharing your favorite class pearl: an inspiration, new learning, humor bit, sharing from a classmate, a spiritual insight, stress reduction technique, other gem.

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**Grades will be posted by the end of this term, by the deadline.**

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## **COURSE POLICIES**

**ATTENDANCE:** Attendance and participation are essential. In the event of an absence it is imperative that you (1) let Prof. Orlando know ahead of time by phone or email by **4:00 pm**, and (2) do all of the readings and assignments and (3) choose a classmate ahead of time to be your “buddy” for the missed session. Since each class is organic, Prof. Orlando does not send out class notes, so if you miss a class, you will miss some information. Yet the readings, handouts and videos posted on D2L, as well as the week’s Wellness Journal, will give you adequate information for that week. Any assignments due for the week you are absent must be submitted via D2L by the date of that session. **If you know an assignment will be late, please communicate with the teacher.** COMMUNICATION IS IMPORTANT.

**EVALUATION:** Students will be evaluated on their ability to examine various concepts and strategies presented during class exercises, weekly readings and journals, their Humor Project, and Stress Reduction or Spiritual Gems Project. Through these they will show an understanding of how stress reduction, humor, critical thinking, new coping skills and spiritual exploration can help improve the quality of their personal and professional life.

### **LATE ASSIGNMENTS**

Deadlines are somewhat negotiable **with your communication and follow through** as we model a win-win regarding health, stress reduction, burnout prevention and healthy habits. We balance all of this with excellent work and getting things done.

**You are allowed two late assignments in this class, up to one week, with your communication by email (no apologies necessary) and follow through.** One of these assignments can be up to a week late. If class work is late without communication, the student will lose some points, depending on the assignment and how late the work is. All assignments need to be in by **the absolute class deadline of December 16.**

## CLASS ETIQUETTE

**As adult learners, respect for the professor, the material and your fellow classmates is presumed.** You are supported to take what you need and leave the rest regarding the content in this class. Disrespect will not be tolerated in any way. This includes shouting out a differing opinion.

You are asked to not use your cell phone in class in any way. The break is a time to catch up on your calls and texts. Please refrain from using all electromagnetic technology devices (cell phones, tablets, pagers, laptops, etc.) except those used for taking notes.

Students are encouraged to eat dinner before they come to class, but if you can't, then you are encouraged to eat during class, since waiting until the break is too late and you need food to have your brain work well. We support brains that work well. Please choose foods that are reasonable for a class situation (not too aromatic, noisy, messy). You are encouraged to bring healthy foods from home to eat. Please don't eat anything with peanuts or other food allergens that can be transmitted by air, as some students have a sensitivity.

## COMMUNICATION

Good communication is key in healthy relationships. Please call or email Gina Orlando with any questions or concerns you have. She is excellent at getting back to students by phone or email within 24 hours. **She expects you to respond within 24 hours, too.**

**This course includes and adheres to the college and university policies described in the links below:**

[Academic Integrity Policy \(UGRAD\)](#)

[Academic Integrity Policy \(GRAD\)](#)

[Incomplete Policy](#)

[Course Withdrawal Timelines and Grade/Fee Consequences](#)

[Accommodations Based on the Impact of a Disability](#)

[Protection of Human Research Participants](#)

[APA citation format \(GRAD\)](#)

## SCHOOL OF NEW LEARNING ATTENDANCE POLICY:

Attendance is important! DePaul University requires certification of the attendance of students in classes to fulfill requirements established by several governmental agencies. To satisfy these requirements it is University policy that attendance will be monitored in all classes. Promptness is expected of a student for all regular class sessions. Tardiness of more than 10 minutes can be considered by the instructor as an absence. Missing more than 20% of scheduled class meetings within SNL is considered unacceptable, and the instructor may award a reduced or failing grade.

## DEPAUL POLICY ON PLAGIARISM:

Students are expected to observe the University's established guidelines regarding academic integrity, including the following statement regarding plagiarism, as quoted from the University's "Handbook for Undergraduate Studies":

Plagiarism is a major form of academic dishonesty invoking the presentation of the work of another's as one's own. Plagiarism includes, but is not limited to the following:  
The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. Copying of any source in whole or in part with only minor changes in wording or syntax without proper acknowledgement. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment, which has been prepared by someone else. This includes research papers purchased from any other person or agency. The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College or University taking further punitive action, including dismissal from the University.

## COURSE RESOURCES

[University Center for Writing-based Learning](#)  
[SNL Writing Guide](#)  
[Dean of Students Office](#)

## INSTRUCTOR BIOGRAPHICAL SKETCH

**Gina Orlando, MA, CH** has a passion for health in body, mind, emotions and spirit and has worked for 34 years as an educator, consultant, writer and practitioner in the holistic health, natural foods and prevention fields, helping people of all ages to make positive changes in their lives and health. She earned her Master of Arts degree from DePaul University in the School for New Learning in 1998 as an educator and consultant in holistic health promotion and complementary medical approaches to health. Her Master's thesis dealt with the power of prayer and positive intention in healing as well as disease prevention. Having found that positive change can be more easily facilitated by accessing the subconscious mind through self-hypnosis, relaxation, guided imagery, Emotional Freedom Techniques and other mind-body techniques, Ms. Orlando was certified as a hypnotherapist in 2001. She is also a Reiki Master and is trained in Quantum Touch, the Transformational Healing Method and The Wise Mind Process. She is intrigued with the role of spirituality in health and wellness and is delighted that science and spirit are coming together again as part of the energy paradigm at this time in our culture and world.

Ms. Orlando conducts a private consulting and coaching practice in Oak Park, IL and facilitates hospital, community and corporate health, wellness and self-hypnosis groups for stress reduction, wellness strategies, sports improvement, smoking cessation and sleep improvement. Also trained and certified in Complementary Medical Hypnosis, she works with clients to reduce symptoms of anxiety, performance issues, fears, phobias, pain, IBS, trauma and insomnia. She teaches another science elective at DePaul SNL called *Energy and Health*. She also has taught an online course at the University of Illinois at Chicago called *Self-Care for the Nonprofit Leader* for adult professionals to help them prevent burnout. As a Certified Wellness and Health Coach, she understands how to support people to adopt new healthy behaviors. She has a strong passion for the U.S. health care system

to incorporate holistic and true prevention modalities to create the new Integrative Healthcare System. The focus and support can then be on self-responsibility, empowerment, creating vibrant health, addressing disease conditions at their root causes, and preventing chronic diseases. The current medical-cultural system indoctrinates people to believe that someone else is responsible for their health, that there's a magic pill, and someone else should and will pay for it. This course helps the student explore if the current disease-management-for-profit system is effective, efficient or sustainable. As we explore a new healthcare system in *Energy and Health*, students get to assess if it is sustainable and enlivening for the individual, the family, community, businesses, culture, economy and the planet.

This course description and biographical sketch can also be located in the school's registration materials.

Revised October 9, 2017 go