



**CCA 154 and SW 152: STRESS REDUCTION USING SPIRITUALITY & HUMOR is an In-Person Undergraduate course for 2 credit hours**  
**SUMMER 2021 LATE START LOOP WELCOME!**

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Oak Park/Forest Park (we are in the process of moving)  
Home Office: **708-524-9103** This is my office landline. To reduce my stress and for health reasons, I choose not to be connected to a cell phone, so **I won't be able to receive texts**. Thanks. I return all calls and emails within 24 hours. **OFFICE APPOINTMENTS** can be scheduled at your convenience by phone or Zoom. Let's communicate and problem solve together.

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**DATES/TIMES** for In-Person LOOP classes: **WEDNESDAYS JULY 21 – AUGUST 18 FROM 5:45 pm – 9:00 pm** Classroom TBD

**COURSE LOCATION:** LOOP, Classroom TBD. The books are required. You have a small assignment before the first class, explained in this Syllabus and posted on the course homepage and by email. Welcome!

**CREDIT HOURS:** 2 Hours or 1 Competence (some SCPS programs are competence-based)

The workload is manageable in this elective in order for you to excel. The syllabus has detail for your clarity. It's best to read through this document **and keep it as an e-file**, rather than printing it. Let's save trees. The Professor has the right to amend this syllabus to clarify, to correct any mistakes, to shift an assignment from one week to the next, or to reduce an assignment. Professors can't add work. To reduce stress, students are given two late passes for assignments (up to a week late and the late pass needs to be requested before the deadline) to reduce stress. *One thing at a time and all the important things get done* is the motto of this course (and life).

<b>TABLE OF CONTENTS</b>	<b>Pages</b>
Course Description; Learning Competencies & Outcomes	2-3
Learning Strategies & Resources; Required Readings	4
Learning Deliverables, Grading Criteria & Scale	4-6, 8-10
Projects = either Spiritual Gems, Stress Reduction (QCT) Projects	6-8
Course Schedule, Assignments, Pre-Assignment	10-11
Week/Session 1	12
Week/Session 2	13-14
Week/Session 3	15
Week/Session 4	16
Week/Session 5	17
Course Policies	18-20
Resources and Professor Biography	20-21

*The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.* Martin Luther King, Jr.

## COURSE DESCRIPTION

This is a cutting-edge holistic health/science and spirituality course where we explore a mind-body-spirit approach to stress reduction. 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 change our thoughts, beliefs and reactions to stress. The effective stress reduction techniques include various breathing techniques, changing thoughts, improving energy flow, using endorphin-creating humor and movement. You will delve deeper into your spirituality for deep stress relief, 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 relevant course appeals to a wide range of students, ages and majors. It is designed to provide an environment to reduce and transform 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, calm and connection within a community is a helpful and healthful activity. And we celebrate the cutting-edge science that supports this exploration and these practical, helpful activities.

## LEARNING OUTCOMES AND COMPETENCIES

**COMPETENCIES:** Some students are taking this course for a competency. CCS and CCA students take this course for two credit hours. They follow the Syllabus, share the Learning Outcomes and also have a project (a choice between two) chosen by the second week of the class. The choice of competency is either A-3-X or FX.

**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 and traditions, spiritual practices, philosophical ideas, modern psychology, cutting-edge scientific research, humor, inspirational poetry, music, art, quotes and connection with nature (without a cell phone!) These perspectives have implications for how we can choose to live well and whole.

**FX** - Student writes a competence statement based on the content of this class for one of their focused electives. It needs to be approved by the professor and their faculty advisor by the second week of class.

### **LEARNING OUTCOMES:**

Students who successfully complete the course will:

- Define stress and its impact on body (anatomy, biochemistry), mind, energy and spirit.
- Understand the new scientific energy paradigm where we are all connected.
- Explore and name the stress reducing and health enhancing aspects of humor.
- Explore the Quick Coherence Technique™ and also learn to track it for stress reduction or to use in the Stress Reduction Project (one of the two options for the required project).
- Understand some 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.
- Share three humor excerpts on the Discussion Board and/or in class for class enjoyment.
- Choose on array of personally important spiritual readings, excerpts, quotes, stories for the Spiritual Gems/Finding Meaning Project (for A3X, FX or as some extra credit; can also be chosen for CCA students instead of the Stress Reduction Project if the student is taking this as a free elective) and explain how and why these selections are important.
- Become aware of strategies to support body, mind, energy and spirit for whole health and are able to incorporate them into their life.
- Assess aspects of adrenal fatigue and strategies to prevent burnout.
- Evaluate stress and burnout levels and learn tools to improve a sense of relaxed focus and work-life balance.
- Compare various spiritual perspectives to help assess, refine or expand personal beliefs.
- Create a personal Creed for the Spiritual Gems project (can be chosen for A3X, FX or CCA or can be done for some extra credit).
- Understand biochemical individuality, and that one size does *not* fit all for stress reduction techniques, food choices, exercise strategies and work-life balance.
- Comprehend how energy physics allows science and spirit to come together once again.
- Practice stress reduction and stress management methods, breathing techniques, body movement, and energy balancing as tools for a healthier, happier more relaxed life.
- Assess and evaluate multiple viewpoints on stress reduction, spirituality, humor and paths toward whole, vibrant health to choose some proactive and practical approaches for personal wellbeing, better inner balance and to build resilience.



### **LEARNING STRATEGIES & RESOURCES**

Students will have the opportunity to experience a safe place in which to experience many new stress reduction techniques and approaches. We will explore the new scientific energy paradigm of interconnectedness 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. Our main stress reduction technique will be the heart-based stress reduction technique called Quick Coherence™ Technique in their textbook, *Transforming Stress: The HeartMath Solution for Relieving Worry, Fatigue and Tension*.

Each class will include time to experience humor through watching, reading, creating, listening to various styles of humor. Students will also be offered a combination of inspirational readings, quotes, poems or songs. Modalities will include silent reflection, written reflection and breakout group discussion. There will be a guided meditation and stress reduction techniques to experience. 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 which is an open book quiz. This Journal will contain questions for reflection 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 comprise an important part of the class and your grade. They are due MONDAY evening or by TUESDAY noon,** so Professor Orlando has some time to read them before class.

Each student will have one project to submit: **either** The Spiritual Gems Project (for A3X, or FX) **or** the Stress Reduction Project (for CCA or FX).

**REQUIRED READINGS:** Please note: These books can be purchased at DePaul. We read all chapters of these two small, important and inexpensive books. It's very important to have the books **BEFORE** the first class and read the Forward and Introduction chapters before the first class. Check D2L and the Syllabus 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

## LEARNING DELIVERABLES

- 5 classes
- 2 small books, plus some additional assigned readings
- 5 Reflection Journals/Open-book Quizzes which contain about 30 questions each to track the concepts in the readings and the class experience
- Tracking Quick Coherence Technique
- Assignments, readings, handouts and videos are posted in D2L

- 3 favorite humor bits shared for our mutual enjoyment, posted on D2L and can be shared in class; share why this is funny to you. The goal is to choose humor that will have a wide acceptance.
- 1 non-researched Project: Spiritual Gems/Finding Meaning Project with Creed and Spiritual Symbol (A3X, FX, CCA) or a Stress Reduction Project (CCS, FX) due the 4<sup>th</sup> session of class
- Class participation
- Online discussions, one per week
- You have two late passes to help with deadlines as we model stress reduction, burnout prevention and healthy boundaries.



## ASSESSMENT OF STUDENT LEARNING; GRADING CRITERIA AND SCALE

**You are graded on excellence in the quality of your work, your assignments posted on time (or using your two late passes that can be late up to 1 week) and your excellent engagement and attendance.**

**2% (2 points) Questionnaire with questions about the Syllabus and class structure** - due before first class, a **mandatory** assignment.

**40% (40 points) Class attendance, class participation and Discussion Board posts** throughout the course are vitally important. This is 7 points for each attended class and 1 point for the Discussion Board post. Even if you miss class you are expected to do the work of that week and hand the work in on time. The weekly (Reflection) Journals (open book quizzes) are written so even absent students can get caught up and understand the material.

**40% (40 points) Weekly Reflection Journals/Open Book Quizzes, called Journals**, are handed in every week, posted on D2L. **There are 5 Journals; thus each one represents 8 points.** The Journals contain about 30 questions each on the homework readings and class experience. They give the student time to review and reflect, and gives the teacher an opportunity to see if students are doing the reading and understanding the main concepts, what is important to students and how it helps inspire them to a more full, healthy, happy life. It helps your teacher grade you accurately. Each Journal takes 2 ½ to 3 ½ hours. Work smart. You are encouraged to answer in a concise, engaged and deep way, about 2-4 sentences with substance. Prof. Gina can assess if an absent student reviewed the class material by the quality of their Journal answers. **Journals are due by MONDAY evening through TUESDAY noon each week, posted on D2L.** Prof. Gina will review each one, write a brief comment in D2L and send those comments and the point total via your DePaul email.

**3% (3 points) Humor posting in D2L Discussion section and to share in class (this is optional)**- share your name, three funny humor bits, explain briefly why they are funny to you. These bits can be video YouTube clips, personal stories, memes, cartoons, audio, standup, or a recording of you performing. Our class goal is to laugh together and gather some new humor. Please avoid all offensive and excessively dark humor. **1 extra credit point for writing out a funny personal story.**

**15% (15 points) This non-researched project depends on the credit hours or competency you signed up for, either the Spiritual Gems/Finding Meaning Project (CCA, A3X, FX) or the Stress Reduction Project (CCA, FX). FX students will choose the project that reflects their FX (stress reduction or spirituality). Please confirm this with the professor via your questionnaire or by July 23. Due WEDNESDAY, August 11 through SATURDAY, August 14.**

Extra credit point options exist from 1 – 5 points, explained in the Syllabus.

**PROJECT: Spiritual Gems/ Finding Meaning Project for CCA, 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 (religious, philosophical, psychological, self-help, humorous) 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 Prof. Gina.

**Also**, share at least one thing from class or life 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. Strive for depth, creativity and quality. Have some courage with this. Prof. Gina is looking for depth of engagement and clear explanation of how and why you are inspired in these ways. This project will be about 4 pages, maximum 6 pages, double-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. Prof. Gina 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 WEDNESDAY, August 11 through SATURDAY, August 14.**

**PROJECT: Stress Reduction QCT Project, another option for CCA, A3X, FX or CCS:**

The purpose of this project is for you to experience and track the heart-centered stress reduction technique called Quick Coherence Technique (QCT) daily. It can also work with other feeling states. You will create a daily chart in the Excel spreadsheet posted in D2L.

- Attempt to track the technique three times a day (even though some days you may not meet that goal),
- State if you are using it for stress or other feeling states, emotions,
- Assess the subjective units of distress level (suds level 0-10),
- The amount of time you use it (in minutes),
- **The positive emotion you are using with the QCT** and the results.
- You track and write down your stress level (or other emotion) 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 QCT in your body systems, health issues, your thoughts, emotions, spirit, energy, personal interactions, professional interactions or changes in your lifestyle.

This is a project that is very 'human.' This isn't about perfection or changing your data to impress. You are also asked to share the bad days or the relapses, too. It's for you to learn and gain more awareness about your stress and emotional 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 10 days of tracking your data AND THE POSITIVE EMOTION YOU FELT, you will draw a conclusion to this project in several paragraphs. Write this brief conclusion/summary in Word and also post this Word doc in D2L. Some issues you will address in this conclusion:**

- how well you liked the Quick Coherence Technique/QCT;
- how effective QCT was;
- what times or situations the QCT seemed most effective;
- the length of QCT that worked the best for you;
- what positive emotion seemed to have the best results;
- what didn't work well for you with this stress reduction tool.
- Then list one or more of your *other* 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.

Your project will be incomplete without this Word document and containing these points.

**This Quick Coherence Technique/QCT Stress Reduction Project is due WEDNESDAY, August 11 through SATURDAY, August 14.**

**EXTRA CREDIT:** You can do part of the other project to gain up to 5 extra points. Examples: if you are doing the Stress Reduction Project, you can write a personal Creed and/or share some of your spiritual gems for up to an extra 5 points.

If you are doing the Spiritual Gems Project, you can track the Quick Coherence Technique for 5 days and write your summary/conclusion for up to an extra 5 points. Please check in with Prof. Gina if you are choosing to do Extra Credit.

**Either of these projects is due WEDNESDAY, August 11 through SATURDAY, August 14.** If you can't meet this deadline, you must communicate about this with the teacher and use one of your late passes or lose some points on the project.

**THE LAST DATE THAT ALL WORK AND PROJECTS WILL BE ACCEPTED IS WEDNESDAY, August 25.** If work is late and not on a late pass, there will be some lost points, of course.

**STUDENT WORK WILL BE EVALUATED WITH QUALITY OF WORK AND POINTS:** Most students want an “A” grade. You can achieve that with your hard work. You are graded on excellence in the quality of your work and engagement in the concepts, 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. **Late work is accepted, but points will be lost if you didn't communicate that the assignment will be late and it's not on one of your late passes. The later the work is submitted, more points will be lost.**

**A is 95-100% (95-100 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.  
**A- is 91- 93% (91 – 93 points)**

**B+ is 88- 90% (88 – 90 points)** designates work of **very 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. Points may have been lost due to late assignment submission.

**B is 85- 87% (85 – 87 points)**

**B- is 81- 84% (81 – 84 points)**

**C+ is 77- 80% (77- 80 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.

**C is 73- 76% (73 – 76 points)**

**C- is 69- 72% (69 – 72 points)**

**D+ is 65 – 68% (65 – 68 points)**

**D is 61 – 64% (61 – 64 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.

**F is 60% or below (60 points or below). This is a failing grade.**

### Minimum SCPS Grade Policy

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

A **Pass/Fail Grade** is available to students. See the following explanation. You must get 69 points to pass by the course deadline.

### DePaul Temporary Pass/D/F policy

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university [COVID 19 Update](#) website.

Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID-19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
- Contact your advisor for more information.

This policy is temporarily overridden by the COVID-19 P/D/F policy and will resume when the temporary policy has ended.

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

**Incomplete grade process follows University policy.**



## 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 to the weekly course assignments due to the organic nature of this class and material, but no additional work will be required. Class reading assignments, including class handouts and exercises, must be completed in a timely fashion. Thank you.

### **PLEASE NOTE:**

DePaul encourages students to work hard and engage deeply in course material and critical thinking. A general guideline to achieve a satisfactory grade is 2 hours of homework for every hour in class. That would be about 6 hours of homework per week for a C or maybe a B grade. For an A grade the formula can be approximately 3 hours of homework for every hour of class time. That would be about 9 hours of homework per week. Professor Gina Orlando keeps the assignments for this course well within the 9 hours of homework per week for you to achieve an excellent grade.

SCPS courses are relevant, cutting-edge, interdisciplinary and academically rigorous. Professor Gina asks you to work smart in your program and in this stress reduction course. To save time, pay attention in class and engage in the concepts. Take notes of important concepts. Always know that you can skim any of the readings for main points if you are in overload. Skimming for content is fine and 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.

Another way to take off pressure is that you can take this course for Pass-Fail if your program allows that. You have two late passes that can be used on any assignment. *When*

communicated to the professor, you get up to an extra week to complete the assignment with these passes. We are adults with busy lives and this class is modeling stress management, self-care, burnout prevention *and* supporting quality work. We hold up the vision of engagement in this personally relevant and meaningful course to achieve a win-win.

To help reduce your workload towards the end of the quarter, you have an important, yet manageable project to submit either on spirituality or stress reduction, depending on your competency or program. **Your written Spiritual Gems or Stress Reduction Project is due WEDNESDAY, August 11 through SATURDAY, August 14.**

There is this flexibility with the due date to work in your schedule. You'll do great!

➤ **Homework Due BEFORE THE FIRST CLASS:**

HOMWORK

- **PLEASE get your textbooks 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, you will have to view the recorded class.
- **Go to D2L. Read the Syllabus through the first week.** Review the Spiritual Gems and Stress Reduction projects. Choose the one that fits your program and intent for taking this course. For an SCPS FX choose the project that most closely aligns with your competence statement. Feel free to call or email Prof. Gina
- **In D2L under the SUBMISSIONS heading, fill out the Questionnaire with Syllabus questions and post it by SATURDAY, July 17. This is mandatory (2 points), takes about an hour. Other assignments won't be accepted until this assignment is completed and posted. Thank you.**
- Begin to think about a favorite source(s) of spiritual inspiration.
- Begin to find three favorite bits of humor to post on Discussion Board.



**SESSION ONE, WEDNESDAY, July 21:** Introduction, create a safe space as a group, reduce stress through a variety of ways including sharing humor, experience the Quick Coherence Technique, understand the impact of stress on the body, explore The Golden Rule and gratitude

IN-CLASS

- Prof. 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 as you share humor choices
- Assess your stress level on a SUDS scale (Subjective Units of Distress 0-10)
- Watch an inspiring video from nature. Note SUDS level.
- Understand and practice HeartMath's Quick Coherence Technique with the feeling of gratitude. You have a handout and it's our main stress reduction technique in class and in your *Transforming Stress* book. Note SUDS level. Discuss reduced stress levels.
  - Experience several spiritual quotes, prayers and poems; notice the effect they have on your stress level. Note SUDS level.
  - Listen to some comedy. Note SUDS level.
  - Exercise, movement to move some energy. Note SUDS level.
  - Student introductions: name, DePaul college and year, favorite humor.
- Class Objectives, Syllabus, Weekly Assignments, Reflection Journals, how D2L is set up. Since students already read the Syllabus, this is review and time for questions.
- 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
- Review an article in D2L on the biological and biochemical impact of stress; discussion question will be part of Reflection Journal Week 1/Open Book Quiz.
  - Understand the two branches of the autonomic nervous system.
  - Understand the biochemistry and role of humor in health to generate endorphins for stress reduction. Explore the adage, "Laughter is the best medicine."
    - Explore and discuss a spiritual lesson from all traditions: The Golden Rule
    - Listen to The Rabbi and the KKK to lift up The Golden Rule.
    - Check your SUDS level; share a gem from this class session

## Homework Due for Session Two:



- Reflection Journal (which is an open book quiz) Assignment from Wk 1 - **due before class, MONDAY evening July 26 through TUESDAY July 27 at noon**, posted to D2L (so Prof. Gina can read them **before class on WEDNESDAY**). The varying deadline times is to help accommodate various student schedules.
- Practice Quick Coherence Technique at least three times per day for 1- 2 minutes (or longer if you wish). Comment on changes you experience using the Quick Coherence Technique (QCT) in the Journal.
- Read Chapters 1, 2, 3 of *Transforming Stress*, pgs. 11-42
- Read 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)
- Start choosing three favorite humor bits to share with class by posting on the Discussion Board in the Humor Section. These can be a mixture of video clips, cartoons, stories, family stories, family videos, standup, memes, Facebook clips, you performing, etc. They can be on any topic, but **we avoid excessive swearing and dark humor with murder, torture, sexual abuse, disability or any content that could offend or traumatize a group of people**. Our goal is to laugh, not to shock, offend or stress our classmates! Prof. Gina has posted some humor clips as examples.
- Post to the D2L Discussion Board regarding The Golden Rule. Each week you are to answer one of the Discussion Board questions and respond to one of your classmates to get the 1 point.



**SESSION TWO, WEDNESDAY, July 28:** Transforming stress, sharing humor, understanding the projects, exploring the spiritual issue of living more in the present moment and understanding ways to deal with suffering

- Review and practice the Quick Coherence Technique to assess coherence. Discuss reduced stress levels.
- Watch video of HeartMath's Heart-Based Living.
- Experience humor selections from fellow students.
- Explore some affirmations to help you reduce your suffering.
- Spiritual exploration: How does your spirituality help you deal with life's inevitable difficulties and suffering?
- Begin to understand and explore the stress effects of electropollution and tech devices.
- Experience short movement exercises since "sitting is the new smoking."
- View a video on present moment living and discuss.
- Take a humor break. Students share some humor.
- Briefly discuss chapters in *Transforming Stress* (questions in the Journal).
- Clarify the Spiritual Gems, Creed and Spiritual Symbol Project.
- Experience one example of the Stress Reduction Project. If you chose the QCT Stress Reduction Project (CCA, CCS or FX) begin your project.
- Every student needs to choose which of these projects they will do by tonight.
- Experience some Creeds: the profound, the profane, the heartfelt, radical
- If time, experience some journal excerpts of fellow students; discuss
- Discuss chapters in *Love Is Letting Go Of Fear* (questions will be in the Journal)
- Share a class gem, if time.

### Homework for Session Three:

- Reflection Journal **Assignment from Wk 2 - due by MONDAY evening August 2 through TUESDAY, August 3 at noon**, to D2L.
- Practice Quick Coherence Technique at least three times per day for 1- 3 minutes (or longer if you wish)
- Read or skim 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). Focus extra time on Lesson 3, Forgiveness. Be open for a miracle.
- Our main meditation technique in this course is the HeartMath Quick Coherence Technique. In your Journal you will be asked to list any other meditation techniques you have learned and are currently using, and name one or more meditation sites or apps that you have found helpful.
- Reading on burnout prevention posted to D2L.
- If you chose the QCT Stress Reduction Project (CCA, CCS or FX) you have to begin your Stress Reduction Project. Track it/graph it an the Excel spreadsheet posted in D2L. You choose 3x a day for 10 days. You must note the positive feeling you are using.
- Discussion Board Question in D2L on dealing with life's difficulties and living in the present moment.
- All students need to post their three humor bits.



**SESSION THREE, WEDNESDAY, August 4: Transforming stress, engaging in self-care to prevent burnout, sharing humor, understanding forgiveness, exploring social justice and peacemaking issues**

IN-CLASS

- Review HeartMath's Quick Coherence Technique with heart breathing. Explore new positive feelings such as joy, love and states like peace, hope, forgiveness.
- Experience and compare this technique with other breathing techniques (handout posted in D2L)
- Experience humor selections of fellow students
- Review concepts from the Mysteries of the Heart (posted to D2L)
- Discuss chapters in Transforming Stress
- Students will experience some cutting-edge approaches to exercise
- Discuss some meditation techniques that are helpful to you.
- 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
- If time, experience a guided meditation on self-care and healthy boundaries
- Discuss chapters in Love Is Letting Go Of Fear, especially Lesson 2 on Forgiveness
- More humor sharing, time permitting.

HOMEWORK

**Homework Due for Session Four:** As always, if you are crunched for time, skim for main points. **Reflection Journal Assignment from Wk 3 – due by MONDAY, August 9 evening or TUESDAY, August 10 at noon (Gina's birthday).**

- Practice Quick Coherence Technique at least three times per day for 1- 2 minutes (or longer if you wish).
- **Students post finished Stress Reduction QCT Project from WEDNESDAY, August 11 through SATURDAY, August 14.** (Excel file plus Word description of your process and assessment).
- For those with the Spiritual Gems Project, finish up your project with quotes, your Creed and spiritual symbol. **Post your finished Spiritual Gems project from WEDNESDAY, August 11 through SATURDAY, August 14.**
- Read Chapters 7, 8 of *Transforming Stress*, pgs. 83 - 112
- Read Lessons 6, 7, 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)
- Read handout with quotes on the environmental papal encyclical *Laudato Si'*
- Read about adrenal fatigue: three easy tests you can do at home (D2L post)
- Discussion Board Questions on social justice issues.



**SESSION FOUR, WEDNESDAY, August 11: Continue to transform stress and prevent adrenal fatigue, share humor, process feelings, engage in environmental issues and actions to care for our common home**

IN-CLASS

- 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 care for our common home and address the climate crisis? We learn more about climate change and the role of food and agriculture practices which impact the environment.
- Learn a new way to process feelings and issues (EFT - Emotional Freedom Techniques)
- Discussion about mindful eating and food choices for vibrant health and stress reduction
- Discussion Board Question on the environmental issues raised in class

**Homework Due for Session Five:**

HOMEWORK

- Reflection Journal Assignment from Wk 4 - due **MONDAY evening, August 16 through WEDNESDAY, August 18 at noon** to give you some extra time.
- Your project is due.
- 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, Finding Meaning (D2L, Readings Wk 5)
- Reading, *There Isn't Enough Time!* (D2L, Readings Wk 5)
- Submit your Stress Reduction Project or Spiritual Gems Project, if you haven't done that yet. Humor postings are past due, but still accepted with point loss.
- Discussion Board Question on ecological issues and actions



**SESSION FIVE, WEDNESDAY, August 18** Experiencing additional stress release techniques, sharing humor, experiencing a range of interfaith issues and traditions, class wrap-up

IN-CLASS

- Experience remaining student's humor; Gina may share.
- Catch up and wrap up
- Movement exercise to reduce stress and improve health
- Discuss favorite stress reduction techniques
- Discuss class readings in *Love Is Letting Go Of Fear* and *Stress Reduction*
- Review and exploration of spiritual concepts and traditions through an experiential time that may include:
  - A review of 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; witness a sacred dance; understand some prayer research, sing and explore the research on effective prayers; tips on living more fully in the present moment; understanding some basics of Islam; explore 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 worthy and approachable spiritual exercise. Students will have resources to read to answer questions in this week's Journal.
- Small group discussion: each student will choose one of these spiritual themes and discuss in a mixed-theme small group.
- **Journal 5 with Post-test and Evaluation (will be posted the day after class) and due on D2L by MONDAY midnight, August 23.**
- Sharing your favorite class pearl: an inspiration, new learning, humor bit, sharing from a classmate, a spiritual insight, stress reduction technique, other gem. **Our goal was building resilience in this stress-filled world. Share how you did that.**
- Discussion Board on one of the topics discussed in this class.

**Journal 5 is due by MONDAY, August 23 at midnight. All late work needs to be posted by WEDNESDAY midnight, August 25. This implies point loss. Grades will be posted by the date suggested by DePaul at the end of the quarter.**



## 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**. Since each class is organic, if you miss a class, you simply watch the Zoom recording to get all of the information. Also 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. If you are in distress and feel unable to get your assignments in, PLEASE COMMUNICATE rather than disappearing.** 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 Discussion Board postings, 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

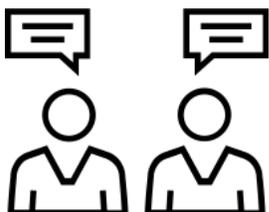
Deadlines for assignments are clearly posted in this Syllabus and on D2L. Students can request up to two late passes for assignments. Thus we model a win-win regarding health, stress reduction, burnout prevention and healthy habits and we balance all of this with excellent work and getting things done.

**To get the two late passes you need to communicate this request to your teacher by email (no apologies necessary) BEFORE the assignment deadline, and then follow through. 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, the quality of the assignment and how late the work is. **All late assignments need to be in by the absolute class deadline of WEDNESDAY, August 25 at midnight.**

### CLASS ETIQUETTE

**As adult learners you are expected to have respect for the professor, the material and your fellow classmates. This is the foundation of safety and support that allows each of us to delve deeply into these important issues.** You are asked to engage in all of the material but the choices you make for your life of these techniques and concepts you choose, you are supported to take what you need and leave the rest. Disrespect will not be

tolerated in any way. This includes shouting out a differing opinion to the teacher or fellow student.



## **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, when you are called or emailed with a question. Please be proactive if you have an issue.** Communication is vital and we can work out a solution together.

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 \(GRAD\)](#)

## **DEPAUL 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 DePaul University policy that attendance will be monitored in all classes. Promptness is encouraged of a student for all regular class sessions. Missing more than 20% of scheduled class meetings within our school is considered unacceptable. Each remote class is worth 8 points. Prof. Gina can tell if absent students have watched the class recording because of the quality of their answers in that week's Journal.

## **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 professionally since 1981 as an educator, consultant, writer, coach and practitioner in the holistic health, integrative healthcare, natural foods and disease prevention fields, helping people of all ages to make positive changes in their lives, health and “wellth.” With a strong Biology background 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 and disease prevention. Her Master's thesis dealt with the power of prayer and positive intention for healing as well as disease prevention. Having found that positive change can be more easily facilitated by accessing the fascinating science of the mind-body connection

and subconscious mind she was certified as a hypnotherapist in 2001. She is trained in self-hypnosis, relaxation techniques, guided imagery, Emotional Freedom Techniques and other mind-body-energy techniques. Fascinated with energy medicine, which is the science of biophysics, she is trained and certified in various modalities. Feel free to explore those on her site, [www.ginaorlando.com](http://www.ginaorlando.com). She is intrigued with the role of spirituality in health and wellness and is delighted that science and spirituality are coming together again as part of the wellness/whole health paradigm at this time in our culture and world.

Gina Orlando teaches another science elective at DePaul SCPS called *Energy and Health*. She has co-created and 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 overwhelm and burnout.

This course *Stress Reduction Using Spirituality and Humor* helps the student explore effective and efficient ways to reduce their stress using a variety of evidence-based techniques including diving more deeply into their spirituality (whatever that may mean or be defined by the student) and the amazing role that humor can play. **Our goal is resilience in this stress-filled world.**

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

end

Revised 4/26/21 go mb