

**UNIVERSITY OF PITTSBURGH
HONORS COLLEGE**

HONORS 1510 – WELLNESS AND RESILIENCE FOR COLLEGE AND BEYOND

3 credits

Fall/2019

Wednesdays 6:00PM - 8:30PM

304 Cathedral of Learning

COURSE INTRODUCTION:

Instructor: Carla D. Chugani, PhD, LPC

Email: Carla.chugani@chp.edu

Office: 120 Lytton Avenue, #302.18

Telephone: (248) 910-2771

*Phone only to be used in case of emergencies.

Teaching Assistant:

Sean Moundas, PsyD

Sem202@pitt.edu

Dr. Chugani's Office Hours: 3:00 pm – 5:30 pm Wednesdays

COURSE DESCRIPTION:

College is an exciting and stressful time for everyone. The increased freedom and independence is both exciting and daunting, leading many students to struggle in new ways or with emotions that seem to have increased in intensity. Conversely, research has shown that individuals who develop and use resilience strategies and emotion regulation skills (such as opposite action, relaxation strategies, mindfulness, and practicing gratitude) as well as build positive routines (for example, good eating and sleep habits, daily exercising, scheduling fun activities) are more likely to be effective in their job roles, involved in strong relationships, physically and mentally healthy, and satisfied with their lives overall.

The purpose of this course is to teach undergraduate students skills for having resilience in the face of commonly experienced stressors and difficulties. Stated simply, resilience is the ability to both survive and thrive. Resilience is not only about your ability to positively adapt in the face of adverse or challenging circumstances (that is, *survive*), but it is also about learning the positive skills, strategies and routines that enable you to live a happy, fulfilling, and successful life (in other words, *thrive*). This course will provide you with a personalized set of strategies and skills for self-care and optimize your academic and social experiences while at the University of Pittsburgh and beyond.

By the end of this course, you will have knowledge and skills that you can apply to your life now and in the future. This course will use lectures, readings, videos, discussion forums, practice exercises, and coaching to assist and encourage you in meeting the course objectives while developing your more resilient and skillful self.

OBJECTIVES:

- Directly practice a variety of resilience **skills, habits, and routines** in different areas of your life to minimize stress and optimize well-being.
- Describe why intentionally ‘practicing’ resilience skills is critical to developing the fluency to use and reap the benefits from them.
- Develop a resilience toolbox of skills and strategies that serves as the vehicle on your roadmap for your future.

COURSE OVERVIEW:

LESSON 1: Introduction to Resilience

This lesson provides an overview of key concepts that are pivotal for the remainder of the course. We will discuss and define such topics as stress, resilience, and wellbeing. Ultimately, you will learn how stress can compromise your effectiveness in your work and your life as a whole.

LESSON 2: Awareness and empowerment through mindfulness-based practices

This lesson will discuss the benefits of specific mindfulness-based practices and how they enable you to become more aware of yourself, others, and your surroundings, which, in turn, empowers you to be more effective even during stressful or challenging situations.

LESSON 3: Values clarification and commitment

This lesson will cover the importance of clarifying your values (that is, identifying what matters most) and committing to living consistent with your values (that is, doing what matters most).

LESSON 4: Habits, willpower, and distress tolerance

This lesson discusses the importance of willpower and how to exercise it. We will also cover different ways you can withstand difficult and/or painful experiences, feelings, and moments while being healthy and kind to yourself.

LESSON 5: Reality Acceptance Skills

This lesson will discuss the benefits of specific mindfulness-based practices and how they enable you to become more aware of yourself, others, and your surroundings, which, in turn, empowers you to be more effective even during stressful or challenging situations.

LESSON 6: Choosing your attention and practicing gratitude

This lesson will discuss the research and practices that have demonstrated that people have the ability to purposefully choose what they devote their attention to rather than only focusing on the negative or stressful aspects of life. When people intentionally choose to attend to the positive aspects of their lives, then they are more likely to feel better mentally and physically.

LESSON 7: Model of Emotion: Identifying targets for interventions and cultivating positive emotions

This lesson will review how our emotional responses work and why they differ from one day to another when exposed to the same stimuli. We will also cover specific interventions for each part of the model of emotions, spending particular time reviewing how to cultivate positive emotions to reduce vulnerability factors.

LESSON 8: Identifying unhelpful thoughts and altering them to be helpful

This lesson will cover the basics of cognitive restructuring within the area of psychology called cognitive behavior therapy. Specifically, we will cover the benefits and specific practices of how to identify, dispute, and restructure unhelpful thoughts to develop more helpful ways of thinking about work and life.

LESSON 9: Managing intense negative emotions

This lesson will discuss how everyone experiences emotions and how we can manage intense emotions in a healthy, productive way that determines whether we are likely to engage in regrettable behaviors or not. We will also discuss research-based strategies to use to manage emotions before they get too intense.

LESSON 10: Developing Interpersonal Effectiveness Skills

This lesson will teach three specific skills for effective communication in relationships. Each skill is useful for different types of situations: asking for something you need, building and maintaining relationships, and maintaining self-respect.

LESSON 11: Balancing Options and Intensity in IE Skills

This lesson expands on the content from the previous lesson by discussing how to know when to use each skill and what you can do to increase the likelihood of that skill working.

LESSON 12: Connecting with others in meaningful ways

This lesson will discuss the link between being connected to others in meaningful ways (in other words, having good role models and seeking social support from the right people) and mental health and professional effectiveness.

LESSON 13: Therapeutic lifestyle changes (TLCs)

This lesson will cover ways of promoting low levels of stress and overall mental health by engaging in specific therapeutic lifestyle changes (TLCs), such as spending time in nature, scheduling time for relaxing (i.e., calming) and recreational (i.e., fun) activities throughout the week, and engaging in religious or spiritual activities.

LESSON 14: Summing it all up: Developing a resilience plan for the future

This lesson will tie everything together and provide you with a template for developing a roadmap to living your life with resilience.

SCHEDULE OF CLASS ACTIVITIES AND ASSIGNMENT DUE DATES:

Date	Topic	Assignments and Due Dates
<p>Week 1 (January 8th)</p>	<p>Introduction to Class</p> <ul style="list-style-type: none"> • <i>Course Goals</i> • <i>Class Requirements</i> • <i>What is resilience and why does it matter?</i> 	<p><u>Due: Monday, January 13 by 11:00 pm</u></p> <ul style="list-style-type: none"> • HW Post on Introduction to Resilience • Readings for Upcoming Lecture: <ul style="list-style-type: none"> • The Road to Resilience https://www.apa.org/helpcenter/road-resilience • John Kabat-Zinn: Defining Mindfulness (Read article AND watch video) https://www.mindful.org/jon-kabat-zinn-defining-mindfulness/ • Bernard, T. (2011). Six benefits of practicing mindfulness outside of meditation. <i>Psychology Today</i>, https://www.psychologytoday.com/blog/turning-straw-gold/201106/6-benefits-practicing-mindfulness-outside-meditation • Required Viewings <ul style="list-style-type: none"> ○ What is Positive Psychology https://www.youtube.com/watch?v=1qJvS8v0TTI ○ How to make Stress your Friend https://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend ○ What is Mindfulness https://vimeo.com/60073474 ○ Mindfulness Buzzwords https://vimeo.com/98495761 ○ Mindfulness Teaching https://vimeo.com/58671964 ○ All it Takes is 10 Minutes of Mindfulness https://www.ted.com/talks/andy_puddicombe_all_it_takes_is_10_mindful_minutes/up-next

<p>Week 2 (January 15th)</p>	<p>Mindfulness</p>	<p><u>Due: Tuesday, January 21</u></p> <p><u>Note: Assignment not due on Monday, January 20 due to Dr. Martin Luther King Junior Day observance.</u></p> <ul style="list-style-type: none"> • HW Post on Mindfulness • Readings for Upcoming Lecture: What are values and why you need them for a fulfilling life. <u>https://www.lifehack.org/569422/what-are-values-and-why-need-them-for-fulfilling-life</u> <ul style="list-style-type: none"> • Required Viewings <ul style="list-style-type: none"> ○ WOOP There it is <u>https://player.fm/series/hidden-brain-1324366/episode-30-woop-there-it-is</u> ○ Passenger on the Bus <u>https://www.youtube.com/watch?v=eJyHBifSZb8</u> <p>**NOTE: Don't forget to start your first diary card! Diary cards are due no later than 30 minutes before class each week.</p>
<p>Week 3 (January 22nd)</p>	<p>Values and Goals</p>	<p>Week 3 Diary Card DUE January 22nd by 5:30 pm</p> <p><u>Due: Monday, January 27</u></p> <ul style="list-style-type: none"> • HW Post on Values and Goals • Reading for Upcoming Lecture: Weir, K. (2012). What you need to know about willpower: The psychological science of self-control. <i>American Psychological Association</i>, 1-17. <u>https://www.apa.org/helpcenter/willpower</u> <ul style="list-style-type: none"> • Required Viewings <ul style="list-style-type: none"> ○ Four Surprising Ways to Increase Your Willpower <u>https://www.youtube.com/watch?v=AaXLpZYbs3M</u>

<p>Week 4 (January 29th)</p>	<p>Willpower Distress Tolerance</p>	<p>Week 4 Diary Card DUE January 29 by 5:30 pm</p> <p><u>Due: Monday, February 3</u></p> <ul style="list-style-type: none">• HW Post on Willpower and Distress Tolerance• Readings for Upcoming Lecture:<ul style="list-style-type: none">• Hall (2012). Radical Acceptance: Sometimes problems can't be solved. <i>Psychology Today</i>, https://www.psychologytoday.com/us/blog/pieces-mind/201207/radical-acceptance• If Your Goal in Therapy is to “Be Happy” You might Want to Rethink That. Here’s Why. https://everydayfeminism.com/2018/11/if-your-goal-in-therapy-is-to-be-happy-you-might-want-to-rethink-that-heres-why/• Required Viewings<ul style="list-style-type: none">○ How Marsha Linehan Learned Radical Acceptance https://www.youtube.com/watch?v=OTG7YEWkJFI
----------------------------------	---	--

<p>Week 5 (February 5th)</p>	<p>Reality Acceptance Skills</p>	<p>Week 5 Diary Card DUE February 5 by 5:30 pm</p> <p><u>Due: Monday, February 10</u></p> <ul style="list-style-type: none">• HW Post on Reality Acceptance• Reading for Upcoming Lecture:<ul style="list-style-type: none">• Emmons, R. (2010). Why gratitude is good. <i>Greater Good Magazine</i>, https://greatergood.berkeley.edu/article/item/why_gratitude_is_good• Morin, A. (2014). 7 Scientifically proven benefits of gratitude that will motivate you to give thanks year-round. <i>Forbes Magazine</i>, https://www.forbes.com/sites/amymorin/2014/11/23/7-scientifically-proven-benefits-of-gratitude-that-will-motivate-you-to-give-thanks-year-round/-5912c22183c0• Healthbeat (2017). Giving thanks can make you happier. <i>Harvard Health Publishing</i>, https://www.health.harvard.edu/healthbeat/giving-thanks-can-make-you-happier• Required Viewings<ul style="list-style-type: none">○ How to Take in the Good https://greatergood.berkeley.edu/video/item/how_to_take_in_the_good○ What Good is Gratitude https://greatergood.berkeley.edu/video/item/what_good_is_gratitude○ The Power of Gratitude https://greatergood.berkeley.edu/video/item/the_power_of_gratitude
----------------------------------	----------------------------------	--

<p>Week 6 (February 12th)</p>	<p>Choosing Attention Gratitude</p>	<p>Week 6 Diary Card DUE February 12 by 5:30 pm</p> <p><u>Due: Monday, February 17</u></p> <ul style="list-style-type: none"> • HW Post on Choosing Attention & Gratitude • Readings for Upcoming Lecture: <ul style="list-style-type: none"> • Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 422, 457 • Required Viewings <ul style="list-style-type: none"> ○ Positive Emotions Open Our Mind https://www.youtube.com/watch?v=Z7dFDHzV36g
<p>Week 7 (February 19th)</p>	<p>Model of Emotion: Identification of intervention targets</p>	<p>Week 7 Diary Card DUE February 19 by 5:30 pm</p> <p><u>Due: Monday, February 24</u></p> <ul style="list-style-type: none"> • HW Post on Model of Emotion • Reading for Upcoming Lecture <ul style="list-style-type: none"> • Tsipursky G. (2016). How to manage your thoughts, feelings, and behaviors. <i>Psychology Today</i>, https://www.psychologytoday.com/blog/intentional-insights/201604/how-manage-your-thoughts-feelings-and-behaviors. • Boyes, A. (2013). Cognitive restructuring. <i>Psychology Today</i>, https://www.psychologytoday.com/blog/in-practice/201301/cognitive-restructuring. • Required Viewings <ul style="list-style-type: none"> ○ Cognitive Behavioral Therapy Techniques https://www.youtube.com/watch?v=HoFNs-3r0Go ○ Cognitive Behavioral Therapy Explained https://www.youtube.com/watch?v=WhMmZJ3H1E8 ○ Automatic Thoughts https://www.youtube.com/watch?v=m2zRA5zCA6M

<p>Week 8 (February 26th)</p>	<p>Identifying Unhelpful Thoughts Changing them to Helpful Thoughts</p>	<p>Week 8 Diary Card DUE February 26 by 5:30 pm</p> <p><u>Due: Monday, March 2</u></p> <ul style="list-style-type: none"> • HW Post on Identifying Unhelpful Thoughts • Reading for Upcoming Lecture <ul style="list-style-type: none"> • Wachter, A. (2013). Emotions 101: How to reveal and heal what you feel. <i>Huffington Post</i>, http://www.huffingtonpost.com/andrea-wachter/managing-emotions_b_2717206.html. • Required Viewings <ul style="list-style-type: none"> o Getting Stuck in the Negatives https://www.youtube.com/watch?v=7XFLTDQ4JMk
<p>Week 9 (March 4th)</p>	<p>Managing Negative Emotions</p>	<p>Week 9 Diary Card DUE March 4 by 5:30 pm</p> <p>Please note: Homework is due on March 16 and not March 9 due to Spring Break.</p> <p><u>Due: Monday, March 16</u></p> <ul style="list-style-type: none"> • HW Post on Managing Negative Emotions • Reading for Upcoming Lecture: <ul style="list-style-type: none"> • Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 466-474 • Required Viewings <ul style="list-style-type: none"> o Interpersonal Effectiveness https://www.youtube.com/watch?v=3NzjE0ATaws
<p>No Class for March 11th for Spring Break – Enjoy!!</p>		

<p>Week 10 (March 18th)</p>	<p>Developing Interpersonal Effectiveness Skills</p>	<p>Week 10 Diary Card DUE March 18 by 5:30 pm</p> <p><u>Due: Monday, March 23</u></p> <ul style="list-style-type: none"> • HW Post on Developing Interpersonal Effectiveness Skills • Group Activity Post • Readings for Upcoming Lecture: <ul style="list-style-type: none"> • Mazza et al., 2016. DBT Skills in Schools: STEPS-A, 475-479.
<p>Week 11 (March 25th)</p>	<p>Balancing Options and Intensity in IE Skills</p>	<p>Week 11 Diary Card DUE March 25 by 5:30 pm</p> <p><u>Due: Monday, March 30</u></p> <ul style="list-style-type: none"> • HW Post on Balancing Options and Intensity in IE Skills • Readings for Upcoming Lecture: • Du, Feng, & Chi (2017). Self-esteem and subjective well-being revisited: The roles of personal, relational, and collective self-esteem. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0183958 • Social support: Tap this tool to beat stress. <i>Mayo Clinic</i>, www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/social-support/art-20044445. • Required Viewings <ul style="list-style-type: none"> o The Power of Vulnerability https://www.ted.com/talks/brene_brown_on_vulnerability?language=en
<p>Week 12 (April 1)</p>	<p>Relationships Connecting with Others in Meaningful Ways</p>	<p>Week 12 Diary Card DUE April 1 by 5:30 pm</p> <p><u>Due: Monday, April 6</u></p> <ul style="list-style-type: none"> • HW Post on Connecting with Others in Meaningful Ways • Readings for Upcoming Lecture: <ul style="list-style-type: none"> • Beyond Tender Loving Care: TLCs' Promise Health and Happiness.

		<p>https://www.apa.org/news/press/releases/2011/02/beyond-tlc (Read summary and then click the “Related Journal Article” Link on the top left of the page and read the journal article.)</p> <ul style="list-style-type: none"> The link between sleep and mood. <i>Harvard Medical School,</i> http://healthysleep.med.harvard.edu/need-sleep/whats-in-it-for-you/health. Required Viewings <ul style="list-style-type: none"> Sleep is your superpower https://www.youtube.com/watch?v=5MuIMqhT8DM
Week 13 (April 8th)	Therapeutic Lifestyle Changes + Sleep	<p>Week 13 Diary Card DUE April 8 by 5:30 pm</p> <p><u>Due: Monday, April 13</u></p> <ul style="list-style-type: none"> HW Post on Therapeutic Lifestyle Changes + Sleep <i>No readings for upcoming lecture</i>
Week 14 (April 15th)	Putting it all together Review of Content	<p>Week 14 Diary Card DUE April 15 by 5:30 pm</p> <p><u>Due: Monday, April 20</u></p> <ul style="list-style-type: none"> Final HW post due on Summing It All Up
Week 15 – April 22		Final Exam

DESCRIPTION OF REQUIREMENTS AND ASSIGNMENTS:

1. ATTENDANCE

25% (10 points per class session) of your grade is based on your attendance in class meetings – please arrive on time for class.

a. *You are allowed one excused absence per semester. After that, missed classes will result in loss of points toward your final grade. In the event of an emergency or other urgent matter requiring you to miss class, please communicate with us as soon as possible to make alternate arrangements.*

Remember, we are free to make choices in life and we do not necessarily get to choose what the outcomes of those choices are.

5. FINAL EXAM

25% (50 points) – There will be a comprehensive, final quiz for this course during finals week. The comprehensive quiz will include multiple-choice and true/false questions that cover all the topics discussed throughout the quarter. The final will take roughly one to two hours to complete. The purpose of this exam is for you to review previously learned material and demonstrate competency.

LATE ASSIGNMENTS POLICY: Homework Posts and Diary Cards turned in after their due date and time are subject to being marked down. Assignments turned in within 24 hours of the due date and time will be marked down two points. For every day after the initial 24 hours of being due, assignments are marked down an additional 1 point. So, for example, an assignment turned in 50 hours after the due date and time would be marked down 4 points, 2 points for the first 24 hours late and then 1 point for each following day late.

CONTACTING COURSE INSTRUCTOR or TA: Please only contact us through email, NOT Blackboard, as the Blackboard email system is less reliable. Do not email us during class time. If you read this part of the syllabus, email the course TAs and copy and paste this section in the email to receive an extra credit point towards your grade. If emails are sent during class, we reserve the right not to respond. If assignments are submitted during class, we reserve the right to dock up to 2 points per assignment beyond any late points.

LETTER GRADES:

Percent	Grade
98-100%	A+
93-97%	A
90-92%	A-
88-89%	B+
83-87%	B
80-82%	B-
78-79%	C+
73-77%	C
70-72%	C-
68-69%	D+
63-67%	D
60-62%	D-
<60%	F

UNIVERSITY POLICIES:

NOTE TO ALL STUDENTS:

ALTHOUGH THIS CLASS IS FOCUSED ON HELPING YOU LEARN SKILLS FOR MENTAL HEALTH, WELLNESS, AND RESILIENCE, PARTICIPATING IN THIS CLASS IS NOT THERAPY AND SHOULD NOT BE CONSIDERED TO BE “TREATMENT” FOR ANY TYPE OF MENTAL HEALTH ISSUE. IF YOU ARE EXPERIENCING MENTAL HEALTH RELATED SYMPTOMS, PLEASE CONTACT THE PITT COUNSELING CENTER AT (412) 648-7930 OR VISIT THEIR WEBSITE FOR MORE INFORMATION AT <https://www.studentaffairs.pitt.edu/cc/>.

ACADEMIC INTEGRITY:

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to the confiscation of the examination of any individual suspected of violating the University Policy.

DISABILITY SERVICES

Disability Statement - If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648-7890, drsrecep@pitt.edu, (412)228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

STATEMENT ON CLASSROOM RECORDING

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.