

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

DSPS 656D

**COURSE TITLE**

WELLNESS MANAGEMENT - DSPS

**TYPE COURSE**

NON-FEE

DSPS

**CATALOG COURSE DESCRIPTION**

This course is designed to teach students with disabilities evidence-based wellness and stress management strategies for academic, personal and workplace success. Topics will include identifying stress, the human stress response system, resiliency, perseverance, and stress management techniques. The course will include activities to enhance strategies to manage stress with specific regard to disability. (FT)

**LECTURE/LABORATORY HOURS**

54

**ADVISORIES**

NONE

**RECOMMENDED SKILL LEVEL**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication  
SDCE students demonstrate effective communication skills.
3. Critical Thinking

# ADAPTIVE WELLNESS MANAGEMENT

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SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

### 4. Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

## COURSE GOALS

1. Learn about how stress affects the human body, the brain, and learning.
2. Learn about stress management techniques.
3. Understand how nutrition, exercise and sleep impact stress levels.
4. Understand how different types of disabilities can affect stress levels.
5. Learn techniques to develop resiliency and perseverance.
6. Understand how wellness and stress management techniques can lower feelings of stress at school, work, and home.

## COURSE OBJECTIVES

1. Identify types of stress, including disability related, and the body's stress response system.
2. Describe how stress affects the brain, learning, workplace performance and personal wellness.
3. Explain how nutrition, exercise and sleep impact stress levels.
4. Identify strategies to interrupt the stress response.
5. Name one technique to develop resiliency and define it.
6. Define Specific, Measurable, Achievable, Relevant, Time Limited (S.M.A.R.T.) goals.
7. Explain wellness and stress management techniques and apply techniques in daily life.

## **SECTION II**

### COURSE CONTENT AND SCOPE

1. Types of Stress
  - 1.1. Acute
  - 1.2. Episodic
  - 1.3. Chronic
  - 1.4. Mental and emotional
  - 1.5. Dietary and lifestyle
  - 1.6. Pain and inflammation
2. Stress Response
  - 2.1. The body
    - 2.1.1. Hyperarousal
    - 2.1.2. Parasympathetic nervous system
    - 2.1.3. Sympathetic nervous system
    - 2.1.4. Cortisol
  - 2.2. The brain
    - 2.2.1. Amygdala
    - 2.2.2. Lower brain

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.2.3. Upper brain
- 3. Effects of Stress on School, Work, and Personal Success
  - 3.1. Self-control
  - 3.2. Impulse control
  - 3.3. Reasoning
  - 3.4. Memory
  - 3.5. Poor time management
  - 3.6. Strained relationships
  - 3.7. Lack of focus
  - 3.8. Increased absences from school or work
  - 3.9. Drop out
  - 3.10. Termination or resignation
- 4. Disabilities and Stress
  - 4.1. Marginalization
  - 4.2. Isolation and social barriers
  - 4.3. Medical and physical health
  - 4.4. Mental health and access to care
  - 4.5. Trauma
  - 4.6. Financial
  - 4.7. Transportation and community access
- 5. Nutrition, Exercise and Sleep
  - 5.1. Nutrition
    - 5.1.1. Diets that promote stress
      - 5.1.1.1. Caffeine
      - 5.1.1.2. Alcohol
      - 5.1.1.3. Tobacco
      - 5.1.1.4. Illegal drugs
      - 5.1.1.5. Sugars, sodium, fats
    - 5.1.2. Diets that decrease stress
      - 5.1.2.1. Fruits
      - 5.1.2.2. Vegetables
      - 5.1.2.3. Whole grains
      - 5.1.2.4. Low-fat dairy
      - 5.1.2.5. Varied proteins
      - 5.1.2.6. Water
    - 5.1.3. Exercise
      - 5.1.3.1. Understanding cortisol
      - 5.1.3.2. Aerobic activity and cortisol levels
      - 5.1.3.3. Types of activity and frequency
    - 5.1.4. Sleep
      - 5.1.4.1. Insomnia and hypersomnia
      - 5.1.4.2. Proper sleep hygiene
      - 5.1.4.3. Sleep routine
      - 5.1.4.4. Frequency and duration
- 6. Interrupting the Stress Response
  - 6.1. Understanding emotions
    - 6.1.1. Fear

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.1.2. Anger
- 6.1.3. Sadness
- 6.1.4. Joy
- 6.1.5. Disgust
- 6.1.6. Surprise
- 6.1.7. Love/Trust
- 6.1.8. Anticipation
- 6.2. Resiliency
  - 6.2.1. Developing resiliency
  - 6.2.2. Tracking emotions
  - 6.2.3. Resourcing
  - 6.2.4. Grounding
- 6.3. Perseverance
  - 6.3.1. Identifying purpose
  - 6.3.2. Using S.M.A.R.T. goals
  - 6.3.3. Overcoming barriers
  - 6.3.4. Celebrating success
- 6.4. Stress Management Techniques
  - 6.4.1. Meditation
  - 6.4.2. Walking meditation
  - 6.4.3. Mindful eating
  - 6.4.4. Mindful yoga
- 7. Wellness
  - 7.1. Definition of wellness
  - 7.2. Dimensions of wellness
    - 7.2.1. Physical
    - 7.2.2. Emotional
    - 7.2.3. Spiritual
    - 7.2.4. Occupational
    - 7.2.5. Intellectual/academic
    - 7.2.6. Social
  - 7.3. Making choices that enhance wellness
  - 7.4. Creating wellness goals
  - 7.5. Integrating daily resiliency, perseverance and stress management techniques
  - 7.6. Maintaining lifelong wellness

APPROPRIATE READINGS

Appropriate reading may include, but are not limited to, instructor written materials and materials designed for students with disabilities, instructor selected websites, and publications related to stress management, resiliency, perseverance and mindfulness techniques.

WRITING ASSIGNMENTS

Typical writing assignments may include, but are not limited to, individual worksheets or workbooks; S.M.A.R.T. goals form completion, journal entries, preparing text for assigned projects.

