

**Oakland University School of Health Sciences**  
**Wellness, Health Promotion, and Injury Prevention Program**  
**WHP 3150 (Formerly WHP 315): Laughter as Therapeutic Modality (4 credits)**  
**Winter 2018 (CRN 10834)**

**Course:** WHP3150 (Formerly WHP 315)  
**Course Title:** Laughter as a Therapeutic Modality  
**Credits:** 4 Credit Hours  
**Location:** HHB 2085  
**Time:** **Monday/Wednesday 3:30-5:17pm**  
**Professor:** Terry Dibble, MS  
**Office:** 3135 Human Health building  
**Office Hours:** Monday/ Wednesday 1:00-3:00pm  
Tuesday/Thursday 10:00am-12:30pm  
Before or after class or by appointment  
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**Catalog Course Description:** An exploration of the health benefits of laughter therapy including its mediatory effects on immune system functioning, pain reduction, and its utility in stress management. Students will investigate the extant research relating to humor as a healing modality, while having opportunities to add to that knowledge through a laboratory component. *Satisfies the university general education requirement for a writing intensive course in general education.* Prerequisite: Completion of the university writing foundation requirement, RHT 160. Course also *satisfies the university general education requirement in the knowledge applications integration area.* Prerequisite: **Completion of the university general education requirement in either the natural science and technology or the social science knowledge exploration area. PSY 100 or HS 201 are recommended.**

**Required text:**

McGhee, Paul. Humor: The Lighter Path to Resilience and Health. 2010.  
McGhee, Paul. Humor: As Survival Training for a Stressed-Out World. 2010.

In addition a substantial number of selected readings may be assigned from the extant peer reviewed literature. This material will be regularly referenced in class discussions in order to keep students abreast of current developments in the field.

**Learning Objectives (*those pertaining to General Education are in italics*):**

Course objectives relate to three areas of emphasis:

- A. A didactic understanding of the field of laughter as a healing modality and the extant research which supports therapeutic humor as a wellness enhancing vehicle.
- B. Laboratory exercises that will enable students to develop improved coping abilities built around optimism and therapeutic humor skills.
- C. Additional laboratory experiments that will measure emotional and physiological changes which may occur due to the utilization of various humor modalities.

During this course, students will:

1. *Develop, evaluate, and apply practical knowledge, skills and strategies outside of the major to solve problems across a range of topics related to humor as a therapeutic modality.*
2. *Through the completion of several written projects, the student will demonstrate knowledge of the elements, writing processes, and organizing strategies for creating analytical and expository prose.*
3. *Through various written assignments students will demonstrate effective rhetorical strategies appropriate to the topic, audience, context, and purpose in satisfying the requirements for completion of a writing intensive course in general education.*
4. *Via the above, and during laboratories, develop and enhance information literacy and critical thinking skills (become a critical consumer and user of the literature); develop effective communication skills (written and oral presentation of assignments); and, develop social awareness of the efficacy of humor as a therapeutic modality.*
5. Explore research and critically evaluate literature pertaining to therapeutic humor and its efficacy in such settings as the workplace, hospitals, educational environments as well as its role in pain management, immune system functioning, and as an adjunct in the treatment of chronic disease.
6. Achieve understanding of the biochemical/physiological mechanisms of psychoneuroimmunology.
7. Be exposed to the etiology of learned helplessness, pessimism, and depression.
8. Develop understanding of what therapeutic humor is and its role in such diverse subjects as pain management, enhanced immune system functionality, alleviation of symptoms of chronic diseases, and coping with everyday pressures.
9. Undertake a 7-step approach for learning the skills necessary to make therapeutic humor a part of one's own coping repertoire.
10. Participate in several exercises and experiments to measure the effects of therapeutic humor on their own emotional and physical health.
11. Finally, by the end of the course, students will have developed the skills necessary to more effectively manage both emotional and physical stressors in their personal lives.
12. *Develop critical thinking during the laboratory experience, via testing of hypotheses, analyzing data, and interpreting results.*
13. *Develop social awareness through learning appropriate applications for humor in the workplace, in clinical settings, as an adjunct to grief therapy, in conflict management and as a part of interpersonal communication skills.*

### **Course Procedures and Expectations of Students:**

As can be seen from the course schedule the course meets twice per week with one day devoted to theory and another to an applied thematic area. To meet the course objectives, several theoretical, conceptual, historical and analytical constructs related to illness, health and health promotion interventions will be utilized. Students should note that while the lecture presentations address pertinent issues in some depth, the presentations alone, are no substitute for the required readings. Regular class attendance and active participation in class discussions and laboratory exercises will be important. The exchange of ideas as they relate to professional experiences will be encouraged.

It is highly recommended that students remain up to date with course readings. A further student responsibility is to integrate readings with presentation material and to generate class discussion, questions and debate.

**All assignments submitted (except the Humor Habits) must include a cover page.**

**SWOT ANALYSIS:** Each student will be required to complete this analysis. The format is posted on Moodle. I would like you to use this to analyze your success in this course. This is worth 100 points. This will be submitted on Moodle. Students must complete the SWOT assignment. This is an opportunity for each of you to evaluate your strengths, weaknesses, opportunities and threats to complete this course. There should be no excuses for turning in an assignment late. If you have computer issues, then you need to make sure you have a “Plan B”.

**LEARNING THROUGH DISCUSSION:** LTD is a teaching method design to encourage class participation, reading, and deeper thought about the issues discussed in class. Students will be responsible for turning in an outline for a combination of videos and articles. An LTD is worth 30 points for each outline turned in. **The book assigned LTDs are due on the Sunday by 11:55pm of the week they are scheduled to be turned in. The video LTDs will be completed in class. These will include a quiz pertaining to the video. This can only be completed in class the day of the quiz.**

**CLASS PARTICIPATION POINTS:** Periodically and randomly there will be assignments given in class that students will earn points. These assignments are completed in class only and there are no make ups. **YOU MUST BE IN CLASS THE DAY OF THE ASSIGNMENT TO GET CREDIT.** Each assignment will be worth 5 points. Depending on the number of assignments will determine the total points for the semester.

**PUBLIC SERVICE ANNOUNCEMENT:** Students will work in teams of 4-5 to develop a educational PowerPoint and humorous public service announcement related to one of the Healthy People 2020 target health issues. This will be a video public service announcement, a PowerPoint presentation and a class activity. This project will be worth 200 points. This must be an original idea. You will not be allowed to use video from other sources. Presentation dates will be set the second week of class. Periodic updates will be conducted to ensure teams are keeping on task. Although attendance is not taken you will be required to sign in during group meeting times in class. The meetings are for working on your PSA assignment and will be at random times. Presentations will be held on Monday and Wednesday of the scheduled week.

**Exams:** There will be 2 essay style exams, worth 100 points each, throughout the semester. Exam 1 will be posted on Moodle. Exam 2 will be in class.

**BOTH LECTURE MATERIAL AND REQUIRED READINGS ARE EXAMINABLE.**

**Humor Habit Log (HHL):** The HHL is comprised of weekly assignments with introspection to help you develop your sense of humor as a coping mechanism. Each assignment will usually be 1 ½ to 2 pages long. (Double spaced except where you are asked to provide a list.) **All Humor Habit Steps will be submitted on line.** In addition, once the 7-Step program is completed you will submit a clean copy of your HHL. Your final diary will contain the following components:

1. Standard cover page (Do not need to make a cover page for weekly assignments.)
2. Seven weekly reports that have been edited and corrected including your personal perceptions. These assignments will be submitted to Moodle, for credit, on the indicated due dates.
3. A total of 10 cartoons or jokes will be collected.
6. A copy of the Humor Habit Log assignments will be turned in in class. Points for the HHL will be 200 for the final project handed in in class. In order to earn the 200 points, students must submit the weekly HHLs as scheduled.

### **Class Attendance and Missed Exams**

This is a writing intensive course and as such most of the grade will be based on a variety of written assignments. There will be two exams based on lectures and reading assignments. It is imperative that you avoid missing classes, especially the weekly laboratory component. Learning Through Discussion (LTD) assignments must be turned in on time. Late assignments will be penalized by 50%. All sections of the HHL must be completed. Assignments turned in later than 48-hours past the due date will receive a score of zero.

### **Evaluation:**

Course grade will be based upon your performance in submitting quizzes, LTDs, and laboratory reports consolidated into a “Humor Habit Log”. The format for the quizzes will be essay questions. **There will be no final exam for this course.**

The schedule for assessment is as follows:

<b>FORMAT</b>	<b>DUE DATE</b>	<b>Points</b>
SWOT analysis	January 10 <sup>th</sup>	100
Public Service Announcement	See Schedule	200
2 Exams	Feb. 14 <sup>th</sup> /April 11 <sup>th</sup>	200
7 LTDs	See schedule	210
<u>Humor Habit Log</u>	<u>April 11<sup>th</sup></u>	<u>200</u>
<b>Total - 910</b>		

**Accommodations for disabilities:** If you need accommodation because of a disability, or if you need to share any important information, please inform me as soon as possible. Please see me privately after class or in my office.

### **GRADING SCALE**

A	100%	4.0	B	89%	3.8	C	79%	3.1	D	69%	2.1
	99%	4.0		88%	3.8		78%	3.0		68%	2.0
	98%	4.0		87%	3.7		77%	2.9		67%	1.9
	97%	4.0		86%	3.7		76%	2.9		66%	1.8
	96%	4.0		85%	3.6		75%	2.8		65%	1.7
	95%	4.0		84%	3.5		74%	2.7		64%	1.7
	94%	4.0		83%	3.4		73%	2.6		63%	1.5
	93%	3.9		82%	3.3		72%	2.5		62%	1.4
	92%	3.9		81%	3.2		71%	2.3		61%	1.3
	91%	3.9		80%	3.1		70%	2.2		60%	1.0
	90%	3.8									
									F	□59%	0.0

**\*Probation-level grade for WHP majors**

**Schedule Format:**

Wednesdays will be the lab days. This means we will be doing activities or discussions. Students are expected to participate in all activities and discussions. Mondays are lecture days.

<b>CLASS SCHEDULE:</b> The professor reserves the right to alter this schedule as necessary. It should be seen as a guide only.			
<b>Wk</b>	<b>Date</b>	<b>Lecture Topic</b>	<b>Course Assignments/Activities</b>
	WEEK OF		
1	January 1 <sup>st</sup>	Course Introduction	<b>Pre-course baseline questionnaire on attitudes, moods, and sense of humor.</b> <b>Pre-course questionnaire on optimism</b>
2	January 8 <sup>th</sup>	Ice Breaker	<b>SWOT Analysis completed.</b>
3	January 15 <sup>th</sup>	Humor and Resilience	<b>LTD #1 Chapter 1 in LPRH due</b>
4	January 22 <sup>nd</sup>	Humor and Loss	<b>LTD # 2 Chapter 2 in LPRH due.</b> <b>Comedy Link Assignment in class.</b>
5	January 29 <sup>th</sup>	Humor and Physical Health	<b>Watch LTD video #3.</b> <b>Begin Humor Habit Log assignments</b>
6	February 5 <sup>th</sup>	Humor and the Workplace	<b>Step One HHL due in class.</b> <b>LTD # 3 video completed in class.</b>
7	February 12 <sup>th</sup>	<b>Quiz 1 opens on line February 9<sup>th</sup> , closes February 14<sup>th</sup> at 11:55pm</b>	<b>PhotoHumor Assignment.</b> <b>Step Two HHL due in class.</b>
8	February 19 <sup>th</sup>	<b>Winter Break! Practice Excessive happiness!!!</b>	
9	February 26 <sup>th</sup>	Humor and the Brain	<b>LTD # 4 Ch. 3 in LPRH.</b> <b>Step Three HHL due in class</b> <b>Watch LTD video #5</b>
10	March 5 <sup>th</sup>	Humor in the Clinical Settings.	<b>Step Four HHL due in class.</b> <b>LTD #5 Video completed in class.</b>
11	March 12 <sup>th</sup>	Humor and Different Cultures. <b>2 Presentations</b>	<b>Step Five HHL due in class.</b> <b>Watch LTD video #6</b>
12	March 19 <sup>th</sup>	Humor and Older Adults <b>Work on Satire paper.</b> <b>2 Presentations</b>	<b>Step Six HHL Due in class.</b> <b>LTD #6 completed in class.</b>
13	March 26 <sup>th</sup>	<b>2 Presentations</b>	<b>Step Seven HHL due in class.</b>
14	April 2 <sup>nd</sup>	<b>2 Presentations</b>	<b>LTD #7 Satire Paper completed in class.</b>
15	April 9 <sup>th</sup>	<b>Quiz 2 in class April 11<sup>th</sup></b>	<b>Humor Habit Log Due April 11<sup>th</sup></b> <b>Attendance is required for all students to receive credit for the course.</b> <b>Post-course questionnaire on attitudes, moods, and sense of humor.</b>