

BUDDHIST CHAPLAINCY DIPLOMA COURSE DRAFT EXPANDED
SYLLABUS FOR PART (3) AND PART (4) (edited on 8 January 2017)

MANAGEMENT OF STRESS

SESSION (1) Incidence and sources of stress

LECTURER: *Venerable Dr. B. Pannasobhana*

- 1 Buddhist idea of stress
 - 1.1 Mental objects that caused disturbance of mind in the past that get recollected in the present with no purpose
 - 1.2 Creating mental objects for the future with no real aim
 - 1.3 Moving the mind back and forth with no decision making
 - 1.4 Getting stuck in the same mind cycles over and over again
 - 1.5 Experiencing the pain resulting from these cycles with no exit visible

- 2 Nature of stress by age group
 - 2.1 Very young children unable to communicate, devoid of power add to their stress
 - 2.2 In older children problems of adolescence add to the stress
 - 2.3 For youth ungratified biological desires and related mental states complicate stress
 - 2.4 Those in their early twenties become restless due to a mass of future prospects and possibilities
 - 2.5 In mature age relative power and competition add to the stress

- 3 Nature of stress by environment
 - 3.1 Problems in single parent or foster parent situations

- 3.2 Problems in regard to lodging houses and job transfers
- 3.3 Problems in regard to travel
- 3.4 Problems in work, supervisors and company environment
- 3.5 Change of neighbours and suburbs
- 3.6 Problems in false mental environments
- 4 Factors that cause stress
 - 4.1 Expectations
 - 4.2 Relative weights placed on different factors
 - 4.3 Over emphasis of specific past experiences or their types
 - 4.4 Obligation to follow traditions
 - 4.5 Imaginary social standards
 - 4.6 Assumed intellect
- 5 Stress and physical health
 - 5.1 Exhaustion
 - 5.2 Airway disorders
 - 5.3 Rejection of food
 - 5.4 Migraines
 - 5.5 Agitation
- 6 Stress and mental health
 - 6.1 Post-Traumatic Stress Disorder
 - 6.2 Acute Stress Disorder
 - 6.3 Other common mental disorders

SESSION (2) Techniques to reduce stress

- 7 Reduction of stress using engagement as a technique
 - 7.1 Stress depends on one or more stress causing factors
 - 7.2 An interesting new object can distract from attention to such factors
 - 7.3 Investigating the object prompts engagement in it
 - 7.4 Time and intensity enhances engagement
 - 7.5 Before staleness results move to another object
- 8 Reduction of stress using expansion of the mind
 - 8.1 A stressed mind moves in a narrow span
 - 8.2 Take the mind to a far-away object
 - 8.3 Interest in the new object dis-engages the mind
 - 8.4 Investigations of the object consolidates the dis-engagement
 - 8.5 The sky affords an opportunity to expand the mind
 - 8.6 Scientific discoveries provides an expanding vista
- 9 Reduction of stress by understanding the vicissitudes of life
 - 9.1 Statement of the 8 vicissitudes (profit, fame, praise, happiness)
 - 9.2 They keep alternating often for their own reasons
 - 9.3 Those who get elated too much also despair too much
 - 9.4 Understanding helps to reduce the movement up or down
 - 9.5 Balance of mind leads to subtle happiness
- 10 Reduction of stress by understanding death
 - 10.1 Clinging to something results in stress
 - 10.2 At death we cannot hold on to any thing

- 10.3 Loved ones and friends die and so do adversaries
- 10.4 Death can occur to anyone any time
- 10.5 There is a kind of freedom experienced at death
- 11 Reduction of stress by observing others
 - 11.1 Observe how some people seem to be free from stress
 - 11.2 Note the sort of qualities they have
 - 11.3 Do they have a smile on their face?
 - 11.4 Can you also manufacture a smile when it is worth having
 - 11.5 Note their levels of greed, hatred and stupidity
 - 11.6 Are they un-selfish?
- 12 Reduction of stress by practising loving kindness (Metta), Compassion, Appreciative Joy and Equanimity
 - 12.1 Identify someone in difficulty and show compassion to him/her
 - 12.2 Check whether you can smile seeing another who is happy
 - 12.3 Can you stay unmoved in the face of good/bad results?
 - 12.4 Do you have limitless genuine goodwill towards other?
 - 12.5 Try meditating on these four qualities
 - 12.6 Observe how stress reduces
 - 12.7 Ask others about these qualities

SESSION (3) Discourse on Establishment in Mindfulness

- 13 Reduction of stress by understanding the concepts of mindfulness
 - 13.1 What is meditation?
 - 13.2 What is mindfulness
 - 13.3 Mindfulness as a universal mental state always present

- 13.4 Mindfulness as a watching mechanism
- 13.5 Observing thoughts, stress producing thoughts
- 13.6 That observation itself can eliminate stress
- 14 The discourse on the establishment of mindfulness
 - 14.1 Considered as the exposition of mindfulness meditation
 - 14.2 Energising mindfulness in different ways
 - 14.3 Worldly success through development of mindfulness
 - 14.4 Spiritual success through development of mindfulness
 - 14/5 Development of behaviour through mindfulness
- 15 Types of body contemplation (to develop mindfulness)
 - 15.1 Respiration
 - 15.2 Four standard postures and possible other postures
 - 15.3 Movement of body parts (wisdom coupled with mindfulness)
 - 15.4 Loathesomeness of the body
 - 15.5 The body after death
 - 15.6 Matter as the four great elements
- 16 Types of Feelings contemplation
 - 16.1 Feelings can be pleasant
 - 16.2 Feelings can be unpleasant
 - 16.3 Feelings can be neutral
 - 16.4 Feelings can be physical
 - 16.5 Feelings can be mental

- 17 Types of mind contemplations
 - 17.1 The mind might be fast or slow
 - 17.2 It can be wholesome or unwholesome
 - 17.3 It can be prompted or unprompted
 - 17.4 Examples of wholesome mental states
 - 17.5 Examples of unwholesome mental states
- 18 Types of contemplation of recommended mental objects and the extension of this method to cover other mental objects
 - 18.1 Five Hindrances
 - 18.2 Five aggregates of Clinging
 - 18.3 Thirty seven Factors of Enlightenment
 - 18.4 Four Noble Truths
 - 18.5 The noble eight-fold path is a possible extension

SESSION (4) MANAGEMENT OF DEPRESSION

- 1 Buddhist idea of depression
- 2 The idea of normal depression
- 3 The idea of clinical depression
- 4 Types of depression that require help from medical practitioners and psychologists
- 5 Connection between stress and depression in Buddhist terms
- 6 Does the Buddhist idea of suffering lead to depression?
- 7 The idea of depression in relation to personality

SESSION (5) LIFE EXPERIENCE AND THE CONCEPT OF SUFFERING

- 1 The idea of suffering in the context of the four noble truths
 - 1.1 Recognition of the existence of suffering or lack of satisfaction
 In the form of physical and mental pain, pain of change, pain of mental formations
 - 1.2 The position of sceptics
 - 1.3 The cause of suffering
 - 1.4 Cessation of suffering
 - 1.5 The way to cessation

- 2 The Buddhist definition of suffering and the different types of suffering
 - 2.1 Birth is suffering
 - 2.2 Decay or getting old
 - 2.3 Disease
 - 2.4 Death
 - 2.5 Getting associated with the unpleasant
 - 2.6 Getting separated from the pleasant
 - 2.7 Difficulty of getting things that one wants
 - 2.8 The five aggregates of grasping (physical and mental)

- 3 Does modern psychology have different concepts of suffering and if so are there contradictions or other problems to resolve?
 - 3.1 Suffering in the Buddhist context is partly based on Kamma
 - 3.2 However will power can change the course of experience

SESSION (6) OTHER RELATED IDEAS AND TERMS BRIEFLY

- 1 Anxiety
- 2 Panic
- 3 Melancholy
- 4 Tension
- 5 Shame and fear
- 6 Worry
- 7 Restlessness
- 8 Mental taints
- 9 Mental tendencies
- 10 Causation and conditioning
- 11 Implications of the self- idea, impermanence and suffering

CLASS TIME ALLOWED: 20 Minutes per topic on average

SELF STUDY TIME REQUIRED: One hour per topic on average

DELIVERY TECHNIQUE: Face to face class plus simultaneous tele-conference. Distance learning using the internet and other methods.

CAMPUS SELECTION: Sri Lanka Temple at 114 Considine Street, Ellen Grove, Q 4077 **OR** the Thai Temple at 1 Paradise Road, Forestdale, Q 4118

LIKELY HOURS: 9.00 a.m. to 11.00 a.m. **OR** 2.00 p.m. to 4.00 p.m. on the first Saturday of the month from February 2017. The second Saturday can be chosen depending on participants and lecturers

INDICATION OF BASIS OF ALTERNATIVE SKILLS OF TEACHING STAFF:

A Buddhist Chaplain familiar with psychology or a counsellor

A qualified medical practitioner familiar with Buddhism

A qualified psychologist or psycho-therapist familiar with Buddhism

RECOMMENDED READING MATERIAL:

- 1 Stress Reduction by Venerable M. Dhammika (ISBN 955-8129-94-1)
- 2 Dealing with Depression by Gordon Parker (ISBN 1 74114 214 8)
- 3 Buddhist Psycho-Therapy by H.S.S. Nissanka (ISBN 955-8540-62-5)
- 4 The Buddha's Techniques of Counselling by Jenny Quek (ISBN 978-981-05-9228-8)

DRAFT SYLLABUS FOR PART (4) OF THE COURSE

For part 4) of the course a trainee needs to get practical experience working with a senior engaged in active practice. A period of six months is recommended. Time spent is not the most important element. The supervising chaplain must be satisfied that the trainee is capable of handling interviews without external help.

It is considered sensible to be associated with interviews related to Community Chaplaincy either on a one to one basis or on a group basis with several chaplains talking to several clients on the same matter or related matters.

SECTION (A)

PRACTICAL EXPERIENCE RELATING TO DHAMMA DISCUSSIONS AND INTERVIEWING

Discussions ought to be related to the Dhamma connected to life experience rather than theory.

Section (B)

MEDITATION EXPERIENCE

Different types of mediation will be covered. Examples are spot meditations, preparatory meditation, walking meditation, calming meditation, insight meditation and contemplation meditations such as loving kindness.

SECTION ©

MEDITATION WORKSHOPS

Experiments will be simple and practical but will lead to a point to understand.

Section (D)

APPROACHES TO REFERRALS

The points at which a referral is necessary need to be discussed. Types of referral agencies need to be noted. Sample referrals must be prepared.

[The end of syllabus for Parts 3 and 4 BC Course-expanded version]