HPW 320 - STRESS MANAGEMENT

Fall 2016

**Monday and Wednesday, 12:00-1:15 p.m.**

**Room 228 CPS**

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**TEXTBOOK**:

*Managing Stress: Principles and Strategies for Health and Well-being*, 8th Edition, Brian Luke Seaward. Jones and Bartlett Publishers, 2015.

**COURSE MATERIALS AND D2L:** D2l is used as a course management tool only in this course. On days designated on the course calendar there are handouts that need to be printed for use in class. **Check your course calendar prior to each class to see if there are handouts that need to be printed. If so, you will find the handouts in D2L, in the module titled the same as the topic for the day in the course calendar.** Each module in D2L aligns with a topic on the course calendar. A more efficient way to organize course materials is to print them all at the beginning of the semester, insert them into a binder and bring it to class each day.

Many of the modules in D2L also contain supplemental handouts that are for your reference. You can choose to print these if you wish to bring them to class and add them to your binder but they are not required for class.

Grades are posted in D2L.

Each student is required to purchase and read a book related to a stress management topic. Books may be purchased new or used.

**ENDURING UNDERSTANDINGS:**

*HPW 320 students will understand that….*

* Personality influences an individual’s stress level and how they manage their stress
* An individual’s stress level is largely determined by their perception of their circumstances, relationships and experiences
* There are numerous ways to manage and cope with stress; every individual must discover what works for them
* Preventing or effectively managing stress can reduce risk for disease and illness
* Preventing or effectively managing stress can reduce costs related to healthcare, absenteeism and productivity at the workplace.

**ESSENTIAL QUESTIONS:**

* How does the body respond to stress?
* How does personality affect an individual’s stress level and the way they manage their stress?
* How is perception related to the stress response and stress management? What influences perception?
* What relaxation techniques and coping methods help people deal with stress and which are best?
* What are the financial costs of stress for U.S. business and industry?

**LEARNING OUTCOMES**

**Knowledge (Know):**

*HPW 320 students will be able to…*

* Explain the physiological stress response
* Describe the relationship between stress and risk for disease/illness
* Describe the relationship between stress, perception, and personality
* Explain the costs related to stress for U.S. business and industry

**Skills (Be able to):**

*HPW 320 students will be able to…*

* Utilize a variety of stress management techniques and coping methods to determine effectiveness for personal stress management and implications for professional use
* Develop and present an experiential learning exercise in stress management for a defined target audience

**Dispositions (Value/Appreciate):**

*HPW 320 students will be able to…*

* Reflect on the effectiveness of new experiences in stress management and coping and what this means on a personal and professional level
* Consider the relationship between stress and perception for themselves and others
* Recognize how their personality influences their stress level and how they manage their stress

**UWSP COMMUNITY BILL OF RIGHTS AND RESPONSIBILITIES**

**Academic Conduct:** This course is part of the UW-Stevens Point academic community that is bound together by the traditions and practice of scholarship. Therefore, academic integrity is important and honest intellectual work on all assignments is essential to the success of every student. Using classmates’ work or disguising words written by others as your own undermines the trust and respect on which our course depends. Doing your own work will enhance your sense of accomplishment and satisfaction throughout the semester.

Additionally, UWSP values a safe, honest, respectful, and inviting learning environment. As each student is entitled and encouraged to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, and keeping cell phones silenced or turned off and put away. Behaviors such as excessive side conversations, hurtful language, or any other behavior that may be disruptive to the instructor or other students are considered unacceptable. For additional information, please refer to the statements on Academic Standards as outlined by the Office of Student Rights and Responsibilities. You can read the full text of Chapter 14 on “Student Academic Standards & Disciplinary Procedures” at <http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>

**AMERICANS WITH DISABILITIES ACT**

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

**RELIGIOUS BELIEFS**

Religious beliefs will be accommodated according to UWS 22.03 as long as you notify me within the first week of class of the specific date(s) you request relief from an academic requirement.

**ATTENDANCE and PARTICIPATION** - For learning to occur in this course you will need to attend class and be prepared, having done the assigned readings and with the required handouts, and participate. Therefore, please be prepared to ask questions, share experiences, contribute to discussion, participate with an open mind and challenge yourself. For every class missed beyond two, you will lose 10 points of your total at the end of the semester.

**ASSIGNMENTS:**

**Content Experts on Chapter Readings - (50 points**)- Each student is assigned a chapter from the Brian Luke Seaward text and is considered the content expert for that chapter. The complete assignment includes the following:

1. A written summary of the assigned reading that includes a brief paragraph describing the main concepts in the chapter and a “top 10 list” of significant facts/ideas/insights (approximately one page).
2. A 5-point “quiz” for the class from your reading and the answer key to the quiz. Quiz is used to describe a method for assessing learning. However, be creative with the design of your quizzes!
3. Administration of your quiz, followed by peer grading and discussion of the quiz answers.

**Important Note:** **This assignment is due in the D2L Dropbox by 8:00 a.m. on the due date of your chapter review, as designated on the course calendar. Submit the entire assignment to the Dropbox labeled with your assigned chapter. This is so the instructor can make copies of your quiz for class and you do not have to be responsible for making copies. If there is more than one student assigned to a chapter, the class will be divided such that some students take each of the content expert’s quizzes.**

**Quizzes** – (**25 points**) -There are quizzes on 10 chapter readings throughout the semester. Each student takes 9 quizzes. Graded quizzes will be kept by the instructor. At the end of the semester, the five highest quiz grades will be recorded into the grade book so each student can earn up to 25 quiz points. If a student is absent the day of the quiz, there is no make-up.

**Workplace Stress Assignment (50 points) -**  Assignment details and instructions are posted in the D2L Assignment module. **Assignment is due in class on the due date designated on the course calendar.**

**Anger and Fear Assignments (10 points each)** – Assignments details and instructions are posted in the D2L Assignment module. **Each assignment is due in class on the due date designated on the course calendar.**

**Diversity Conversation and Summary** - (**30 points**) Conduct an in-depth discussion with a person of diversity regarding stressors specific to their uniqueness. The written assignment includes an introductory paragraph explaining the unique characteristics of the person, a top 10 list of insights gained and a paragraph reflection on the most important ideas/lessons learned from the conversation. Be prepared to summarize your findings during a classroom discussion. *There is no additional assignment description or rubric for this assignment.* **Assignment is due in class on the due date designated on the course calendar.**

**Authentic Project -** (**250 points**) – This semester long project is the application of student skills and knowledge to create a 60-minute workshop on a stress related topic for a specific audience. Each workshop focuses on a stress management strategy or coping technique and has perception as an underlying theme. Students work individually and in groups of 3-4 to complete the following components of the project:

* **Book Review (75 points**) – Each student in each designated group reads the same book related to the topic chosen by that group and writes a 1-2 page summary of the book. **Book assignments and guidelines for the book review are provided in the D2L Assignment module. The book review is due in class on the due date designated on the course calendar.**
* **Newsletter (50 points total: Article = 30 individual points; Newsletter=20 group points; all group members receive the same number of points**) – Each group creates a two page (one sheet, double sided) information sheet or newsletter about the topic chosen by that group. Each student writes one article for the newsletter. Students use information from their book reviews as well as research from two articles from professional, valid sources to write their article. **Each student turns in their original article with a reference page (3 sources that include the assigned book and two reference articles – 30 points**). Using the articles written by group members, each group creates a two-page newsletter that would be given to participants in their workshop. Newsletters will be evaluated on content, design, format, and professionalism (writing skills, use of appropriate graphics, etc.) Microsoft Publisher as well as other programs offers newsletter templates that can be used for this assignment. **The newsletter is due in class on the due date designated on the course calendar (20 points).**
* **Experiential Learning Exercise (ELE) (50 points**) – Each student develops an ELE for the topic assigned to their group. Each group decides which ELEs are incorporated into their workshop.

**Guidelines for developing ELEs and a grading rubric are provided in the D2L Assignment module. ELEs are due in class on the due date designated on the course calendar.**

* **Workshop Presentation (75 points per student)** – Each group facilitates a 60-minute workshop for the class on their assigned topic. The group decides the target audience for their workshop and the class takes on the role of that audience. This workshop includes:
* an overview and explanation of the topic
* a summary of the book and research articles read by the group
* why the topic is important in stress management
* how the topic applies specifically to the target audience
* ELEs designed to engage the audience in learning about the topic and how it applies to them.

Students incorporate a variety of learning methods and facilitation techniques such as Power Point or Prezi, video clips, discussion, assessments, role plays, debates, worksheets and ELE activities. Student presentations are evaluated for content, creativity, variety of teaching methods, presentation skills and equal participation. The instructor and two students evaluate each workshop. Students are randomly chosen to evaluate and peer evaluations are provided in class. **A grading rubric for the presentation is provided in the D2L Assignment module.**

**Stress Management Coping and Relaxation Techniques Paper (75 points) -** Participate in four healthy stress management/coping/relaxation techniques independent of this class that are *new* experiences for you. You may choose coping methods or relaxation techniques introduced in this class that you decide to continue on your own (e.g., yoga, progressive muscle relaxation, mindfulness, forgiveness, gratitude, etc.) Most techniques/activities will require ongoing participation to determine if they are effective. Write a brief but thorough reflection on each experience, describing what you did, why you chose each technique, your associated thoughts and feelings, what you learned from your experience, and how you believe it relates to your personal stress management. Compare and contrast the four different techniques as to their effectiveness and relevance and discuss the implications of this awareness for your professional development. This 3-4 page paper must be typed, 11pt., 1-1/2 spacing, stapled (no cover page). **A grading rubric is provided for this paper in the D2L Assignment module. Assignment is due in class on the due date designated on the course calendar.**

**LATE WORK-** Ten percent of total points are deducted for each day that an assignment is turned in past the due date.

**WRITING RESOURCES**

* UWSP has a Writing Lab in Room 018 LRC (ext. 3568). They have a substantial library of resources and you can also set up appointments for assistance and editing from trained peer tutors.
* APA Style Website: http://www.apastyle.org/apa-style-help.asp
* The Online Writing Lab (OWL) at Purdue University is very extensive and reliable. <http://owl.english.purdue.edu/owl/>

**This syllabus is tentative and subject to change at the discretion of the instructor. Students will be notified of changes if they occur**.

GRADIng Grading Scale

CHAPTER CONTENT EXPERT WITH QUIZ 50 473-500 (95-100%) A

QUIZZES 25 448-472 (90-94%) A-Workplace STress assignmenT 50 433-447 (87-89%) B+

Anger Assignment 10 418-432 (84-86%) B

FEAR ASSIGNMEnt 10 398-417 (80-83%) B- Diversity CONVERSATION /SUMMARY 30 383-397 (77-79%) C+

Book review 75 368-382 (74-76%) C newsletter Article 30 348-367 (70-73%) C-

Newsletter 20

Experiential learning exercise (ELE) 50

WORKSHOP Presentation 75

stress/relaxation techniques paper 75

total 500

**HPW 320 Tentative Course Calendar**

**Fall 2016**

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| --- | --- | --- |
| **Date** | **Topic** | **Assignments/Chapter Reviews/Readings Due** |
| **The Nature of Stress – What is stress? Stress and its relationship to the workplace, health, personality and emotions** | | |
| W 9/7 | Introductions/ Course Overview |  |
| M 9/12 | Introduction to Stress  Identifying Stress and Stressors | Chapter 1, *The Nature of Stress* |
| W 9/14 | Introduce Relaxation Paper and Authentic  Project – form groups, choose topics and books |  |
| M 9/19 | Stress: Portrait of a Killer – Video |  |
| W 9/21 | Physiology of Stress | Chapter 3, *Physiology of Stress*  **Content Expert: Haley Ahlberg and Ella Wood** |
| M 9/26 | Stress and Health Models  The Mind Body Connection | Chapter 4, *Stress and Disease –* **Read your assigned model in the**  **textbook prior to class and bring your textbook to class – Reading**  **assignment is posted in D2L in *Stress and Health Models* module*.*** |
| W 9/28 | Workplace Stress: Case Study | **Print the case study in the D2L Workplace Stress module**  **and bring to class** |
| M 10/3 | Why is Stress a Health Concern for US Business  and Industry? | **Workplace stress assignment due in class** |
| W 10/5 | Stress Prone and Stress Resistant  Personalities | Chapter 7*, Stress Prone and Stress Resistant Personalities*  **Content Expert: Nick DAvolio and Cheyenne Woepse** |
| M 10/10 | Stress Emotions – Anger  Introduce Anger Assignment | Chapter 6, *The Stress Emotions: Anger, Fear and Joy*  **Content Expert: Jake Damask and Patrick Wiesmuehler**  **Print the Anger handout in D2L and bring to class** |
| W 10/12 | Stress Emotions – Fear  Introduce Fear Assignment | **Book Review due in class**  **Print the Fear handout in D2L and bring to class** |
| **Stress Management, Coping and Relaxation Techniques** | | |
| M 10/17 | Mindfulness and Ecotherapy  **Dress to be outside and wear walking shoes** | Chapter 28*, Ecotherapy-Healing Power of Nature*  **Content Expert: Kalyn Dempsey and Katie Uhlenbrauck**  **Anger Assignment due in class** |
| W 10/19 | Stress and Perception: Self-Talk  and Cognitive Restructuring | Chapter 9, *Cognitive Restructuring*  **Content Expert: Cody Demuth and Bailie Sheahan**  **Fear Assignment due in class**  **Two handouts to be printed and brought to class** |
| M 10/24 | Values and Purpose |  |
| W 10/26 | Experiential Learning: Intro to Meditation  and Mindfulness, Sitting, Breathing  **Location: Studio B, Allen Center** | Chapter 19, *Meditation and Mindfulness*  **Content Expert: Julia Farley and Alannah Schmitz**  **Individual newsletter articles with reference page due in class** |
| M 10/31 | Art and Creativity | Chapter 11, *Journal Writing*  **Content Expert: Logan Feldt and Brittany Peterson** |
| **Date** | **Topic** | **Assignments/Chapter Reviews/Readings Due** |
| W 11/2 | Yoga  Guest Facilitator  **Location: Studio B, Allen Center** | **Dress to participate in yoga** |
| M 11/7 | Experiential Learning: Progressive Muscle  Relaxation and Visualization  **Location: Studio B, Allen Center** | **Wear comfortable clothing.**  Chapter 21, *Mental Imagery and Visualization*  **Content Expert: Elizabeth Fischer and Christopher Matz** |
| W 11/9 | Music Therapy  Guest Presenter - Bill Kehl  **Location: 378 DUC** | **Wear comfortable clothing – no dresses/skirts, ladies!**  **Newsletter due in class** |
| M 11/14 | Communication and Connection | Chapter 15, *Communication Skills in the Information Age*  **Content Expert: Brianna Genett and Zach Lindberg** |
| W 11/16 | Stress and Diversity | **Stress and Diversity Assignment Due** |
| M 11/21 | Stress and Diversity |  |
| W 11/23 | **No Class – project work day** |  |
| M 11/28 | Managing Resources: Money | Chapter 16, *Resource Management: Time and Money*  **Content Expert: Lexi Grzanna and Bryton Guckenberg**  **ELEs due in class**  **Print Money Management handout and bring to class** |
| W 11/30 | Managing Resources: Time | **Print Time Management handout and bring to class** |
| M 12/5 | Workshop Presentation |  |
| W 12/7 | Workshop Presentation |  |
| M 12/12 | Workshop Presentation |  |
| W 12/14 | Workshop Presentation | **Stress and Relaxation Techniques Paper due in class** |

Final Exam: Tuesday, December 20th 2:45-4:45 – Workshop Presentation, course evaluations, and wrap up

Attendance at final exam meeting is mandatory.