HPW 320 - STRESS MANAGEMENT

Spring 2017

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

**Room 229 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. An 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 a stress management workshop on a specific topic for HPW 320 students

**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, be prepared, having done the assigned readings and with the required handouts, and participate. Please 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:**

**Chapter Readings and Assessment of Learning - (10 points each; 50 points total**)- There are 10 chapter readings from the text that need to be read in advance of the date that the chapter is listed on the course calendar. For example, read Chapter 1 before class on Wednesday, January 25. On five of the days that chapter readings are designated in the course calendar there will be an assessment of learning activity at the beginning of class. You will not be notified in advance of the assessments so please do all readings and come to class prepared to respond in some way to the information in the chapter. Although quizzes are a standard form of assessment, other examples of assessment activities include a one-minute paper where you are given one minute to respond to a question about the chapter content. Another example might be to apply the information that you read to a specific situation or scenario. Each learning assessment is worth 10 points.

**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 -** (**275 points**) – This semester long project is the application of student skills and knowledge to create a 60-minute workshop for HPW 320 students on a stress related topic. Each workshop focuses on a stress management strategy or coping technique and has perception as an underlying theme. Students work individually and in groups 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 (75 points total: Article = 25 individual points; Newsletter = 50 group points; all group members receive the same number of points**) – Each group creates a 2-3 page (one sided) 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) – 25 points**. Using the articles written by group members, each group creates a 2-3 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.) Content needs to include “what, why and how”? **Further explanation is provided in the evaluation rubric posted in the Assignment module in D2L.** 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 (50 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. This workshop includes:
* An overview and explanation of the topic – define and explain what it is
* A summary of the book and research articles read by the group – the main ideas and themes
* Why the topic is important in stress management – What is the relationship between stress/stress management and the topic? Is there evidence supporting this relationship?
* How the topic applies specifically to HPW 320 students and other audiences/groups that could benefit from knowledge about the topic
* Activities - ELEs designed to engage the audience in learning about the topic and how it applies to them – facilitate chosen ELEs with the class

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 by all group members. **A grading rubric for the workshop 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

473-500 (95-100%) A

chapter reading assessments 50 448-472 (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 25 348-367 (70-73%) C-

Newsletter 50

Experiential learning exercise (ELE) 50

WORKSHOP Presentation 75

stress/relaxation techniques paper 75

total 500

**HPW 320 Tentative Course Calendar**

**Spring 2017**

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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** | | |
| M 1/23 | Introductions/ Course Overview  Form Topic/Book Groups |  |
| W 1/25 | Introduction to Stress  Identifying Stress and Stressors | Chapter 1, *The Nature of Stress* |
| M 1/30 | Introduce Relaxation Paper and Authentic  Project |  |
| W 2/1 | Stress: Portrait of a Killer – Video |  |
| M 2/6 | Physiology of Stress | Chapter 3, *Physiology of Stress* |
| W 2/8 | 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*.*** |
| M 2/13 | Workplace Stress – **Bring laptops to class** |  |
| W 2/15 | Workplace Stress – **Bring laptops to class** |  |
| M 2/20 | Stress Prone and Stress Resistant  Personalities | **Workplace stress assignment due in class**  Chapter 7*, Stress Prone and Stress Resistant Personalities* |
| W 2/22 | Stress Emotions – Anger  Introduce Anger Assignment | Chapter 6, *The Stress Emotions: Anger, Fear and Joy*  **Print the Anger handout in D2L and bring to class** |
| M 2/27 | Stress Emotions – Fear  Introduce Fear Assignment | **Print the Fear handout in D2L and bring to class** |
| **Stress Management, Coping and Relaxation Techniques** | | |
| W 3/1 | Stress and Perception: Self-Talk  and Cognitive Restructuring | **Anger Assignment due in class**  Chapter 9, *Cognitive Restructuring*  **Print the Cognitive Restructuring Handout and bring to class** |
| M 3/6 | Values and Purpose | **Fear Assignment due in class**  **Print the Values and Purpose Handout and bring to class** |
| W 3/8 | Experiential Learning: Intro to Meditation  and Mindfulness, Sitting, Breathing  **Location: Studio B, Allen Center** | Chapter 19, *Meditation and Mindfulness*  **Book Review Due in Class** |
| M 3/13 | Yoga  Guest Facilitator  **Location: Studio B, Allen Center** | **Dress to participate in yoga** |
| W 3/15 | Experiential Learning: Progressive Muscle  Relaxation and Visualization  **Location: Studio B, Allen Center** | **Wear comfortable clothing.**  Chapter 21, *Mental Imagery and Visualization* |
| **Date** | **Topic** | **Assignments/Chapter Reviews/Readings Due** |
| 3/20-24 | SPRING BREAK | HAVE FUN, BE SAFE! |
| M 3/27 | Art and Creativity | **Individual newsletter articles with reference page due in class** |
| W 3/29 | Music Therapy  Guest Presenter - Bill Kehl  **Location: 378 DUC** | **Wear comfortable clothing – no dresses/skirts, ladies!** |
| M 4/3 | Communication and Connection | Chapter 15, *Communication Skills in the Information Age*  **ELEs due in class** |
| W 4/5 | Managing Resources: Money | Chapter 16, *Resource Management: Time and Money*  **Print Money Management handout and bring to class** |
| M 4/10 | Managing Resources: Time | **Print Time Management handout and bring to class** |
| W 4/12 | Stress and Diversity | **Stress and Diversity Assignment Due** |
| M 4/17 | Stress and Diversity | **Newsletter due in class** |
| W 4/19 | Authentic Project In-Class Work Day |  |
| M 4/24 | Mindfulness and Ecotherapy  **Dress to be outside and wear walking shoes** | Chapter 28*, Ecotherapy-Healing Power of Nature* |
| W 4/26 | Workshop Presentation |  |
| M 5/1 | Workshop Presentation |  |
| W 5/3 | Workshop Presentation |  |
| M 5/8 | Workshop Presentation | **Stress and Relaxation Techniques Paper due in class** |
| W 5/10 | Workshop Presentation |  |

Final Exam: Thursday, May 18, 8:00 – 10:00 a.m. – Workshop Presentation, course evaluations, and wrap up

Attendance at final exam meeting is mandatory.