

HPW 320 - STRESS MANAGEMENT
Fall 2020
Monday and Wednesday, 2:00-3:15 p.m.
Room 228 CPS

Instructor: Terry Aittama
Office: 240C CPS
Office Phone: 715-346-3701
E-mail: taittama@uwsp.edu

COURSE DESCRIPTION : In HPW 320, students develop a thorough understanding of stress and the stress response and participate in a variety of stress management techniques and coping strategies. In addition, students develop programming and facilitation skills by designing and presenting a stress management workshop in class.

TEXTBOOK:

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

COURSE CALENDAR: There is a course calendar attached to this syllabus. There is also important course information in the Syllabus section of Canvas. It is your responsibility to check the course calendar/syllabus regularly, so you are aware of due dates, readings for class, alternate class locations, workshop presentation dates, etc.

COURSE MATERIALS AND CANVAS: Canvas is used as a course management tool in HPW 320. Assignment descriptions and grading rubrics are posted in the “Graded Assignments” module. All reading assignments (text and article) as well as instructions for class preparation are posted in the “Readings and Class Prep” module. Grades are posted in the Gradebook. Power Point slides, handouts and course materials are posted in modules that correspond to topics listed on the course calendar.

BOOK CLUB: Each student is required to read the book *Daring Greatly* by Brene Brown, as a member of a book club group. Books can be loaned from the library or purchased new or used but are not available in the bookstore.

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 worksite.

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 at the worksite?
- How do personal biases potentially affect the stress levels of other people?

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 relationship between vulnerability, compassion and stress
- Explain the costs related to stress at the worksite
- Recognize personal biases and how they may influence the stress levels of others

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 a stress management workshop and deliver it to the class
- Create a stress management newsletter

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, emotions and perception by utilizing a journal

Professionalism: As students in the College of Professional Studies, you are earning a degree that prepares you to enter the workforce as a professional. The classroom can and should be a training ground for learning and practicing professional behaviors. The values and attitudes that make you a successful student transfer to the workplace and are highly valued by employers. These values and attitudes include:

1. Commitment to excellence
2. Honesty and integrity
3. Respect
4. Accountability
5. Compassion

Attendance: Attending class is an expectation of the HPW program. For learning to occur in this course, you need to attend class and participate. Therefore, please come to class prepared. Ask questions, contribute to discussion, participate with an open mind and challenge yourself. Be sure to communicate with Terry regarding absence from class.

Late Work: Assignments need to be turned in on time to earn full credit. If extenuating circumstances arise, communicate with Terry to arrange an extension on the due date.

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and other messages is unprofessional and disrespectful to our class community, whether we are virtual or in the classroom. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Covid -19 Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. Dean of Students: <https://www.uwsp.edu/DOS/sexualassault> Title IX page: <https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx>

Disability and Accommodations

In accordance with [federal law and UW System policies](#), UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion. **DATC contact info:** datctr@uwsp.edu; 715/346-3365; 609 Albertson Hall, 900 Reserve Street

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit: <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Copyright Infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of serious consequences. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Reporting Incidents of Bias/Hate

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it: <https://www.uwsp.edu/dos/Pages/Anonymous-Report.aspx>. You may also contact the Office of the Dean of Students directly at dos@uwsp.edu. Diversity and College Access is available for resources and support of all students: <https://www.uwsp.edu/dca/Pages/default.aspx>

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

The **Drug Free Schools and Communities Act** (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

HPW 320 ASSIGNMENTS - All assignment details are in Canvas

Newsletter (100 points – 75 points for article(s) written by individual students; 25 points for group newsletter) –In groups, create a 2-3 page (one side is one page) stress management newsletter. Each student writes a minimum of one article. Newsletters are evaluated on content, design, format, and professionalism (writing skills, use of appropriate graphics, etc.)

Journal (100 points) – Students are assigned both choice and specific journal entries designed to explore the relationship between stress, emotion, and perception.

Workshop Presentation (125 points)– In groups students present a workshop for their peers on a specific stress management topic, strategy or coping technique.

Book Group Participation and Book Review (75 points) - Students read the book *Daring Greatly* by Brene Brown, write a two-page summary of the book, and participate in a book group discussion in class. The book group discussion is held on the day the book review is due, which is indicated on the course calendar. Guide questions for discussion will be provided in class. The two-page book summary must be typed, 11pt. font, 1-1/2 spacing.

Diversity and Inclusivity Conversation and Summary - (25 points) The purpose of this assignment is to better understand individual uniqueness and how it may contribute to a person's stress level. Students also explore their own biases and inclusivity.

Stress Management Relaxation and Coping Techniques Paper (75 points) - Participate in four healthy stress management/coping/relaxation techniques independent of this class and write a three-page paper summarizing your experiences.

Writing Resources

UWSP has a Writing Lab in Room 018 ALB (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/>

		<u>GRADING SCALE</u>
<u>GRADING</u>		473-500 (95-100%) A
		448-472 (90-94%) A-
NEWSLETTER	100	433-447 (87-89%) B+
JOURNAL	100	418-432 (84-86%) B
WORKSHOP	125	398-417 (80-83%) B-
DIVERSITY CONVERSATION /SUMMARY	25	383-397 (77-79%) C+
DARING GREATLY BOOK REVIEW AND BOOK GROUP	75	368-382 (74-76%) C
RELAXATION/COPING TECHNIQUES PAPER	75	348-367 (70-73%) C-
TOTAL	500	