HPW 320 - STRESS MANAGEMENT

Fall 2017

**Monday and Wednesday, 2:00-3:15 p.m.**

**Room 317 CPS**

***Instructor:*** Terry Aittama

***Office:*** 240C 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 AN D D2L:** D2L is a course management tool in this course. Grades are posted in D2L and specific assignments are submitted to the Dropbox. Course materials are posted in the Content modules that correspond to topics listed on the course calendar.

**BOOK CLUB**: Each student is required to read a book related to a stress management topic as a member of a book club group. Books can be loaned from the library or 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 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?

**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 at the worksite

**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 activity for employees to address a specific worksite stressor
* 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, personality and perception for themselves and others by utilizing a journal

**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 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>

**STUDENTS WITH DISABILITIES OR TEMPORARY IMPAIRMENTS**

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| |  | | --- | | UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments.  If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible.  DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). | |  |
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**RELIGIOUS BELIEFS**

Religious beliefs are 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 need to attend class, be prepared, having done the assigned readings, 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 (all due dates are posted on the course calendar that is part of this syllabus)**

**Workplace Stress Experiential Learning Exercise (ELE) Assignment (100 points) -**  Students research sources of stress at the worksite and effective stress management techniques for employees at the worksite. Each student chooses one worksite stressor and develops an activity (experiential learning exercise) to address the identified stressor. Assignment details and instructions are posted in the D2L Worksite Stress module.

**Book Review (50 points) -**  Students form book club groups and read a book related to a stress management topic. Each group chooses their reading from a book list provided. Each student writes a 1-2 page summary of the book. Specific requirements of the summary are explained in the book review assignment description in the D2L Assignment module.

**Book Group Presentation (50 points – each book group member can earn different point totals) –** Each book club group does a creative presentation for the class that includes a summary of the book and an activity that engages students in learning more about the topic. A complete assignment description is provided in the D2L Assignmentmodule.

**Diversity Conversation and Summary** - (**25 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.*

**Newsletter (100 points - all group members receive the same number of points**) – Each group creates a 2-3 page (one sided) stress management newsletter. Each student writes a minimum of one article for the newsletter. Newsletters are evaluated on content, design, format, and professionalism (writing skills, use of appropriate graphics, etc.) A complete assignment description is provided in the D2L Assignmentmodule. Microsoft Publisher as well as other programs offers newsletter templates that can be used for this assignment.

**Journal (100 points) –** Students are assigned specific journal entries designed to explore the relationship between stress, emotion, personality and perception. A complete assignment description is provided in the D2L Assignmentmodule.

**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.

**LATE WORK-** Ten percent of total points deducted for each day 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 Scale

GRADIng 473-500 (95-100%) A

448-472 (90-94%) A-Worksite STress ELE Assignment 100 433-447 (87-89%) B+

BOok review 50 418-432 (84-86%) B

BOOk Group presentation 50 398-417 (80-83%) B- Diversity CONVERSATION /SUMMARY 25 383-397 (77-79%) C+

Newsletter 100 368-382 (74-76%) C

journal 100 348-367 (70-73%) C- relaxation/coping techniques paper 75

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total 500

**HPW 320 Tentative Course Calendar**

**Fall 2017**

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| **Date** | **Topic** | **Assignments/Chapter Readings/Due Dates** |
| **The Nature of Stress – What is stress? Stress and its relationship to the worksite, health, personality and emotions** | | |
| W 9/6 | Introductions/ Course Overview |  |
| M 9/11 | Introduction to Stress  Identifying Stress and Stressors | Chapter 1, *The Nature of Stress*  and *Stress by Generation* article in D2L Intro module |
| W 9/13 | Introduce Worksite Stress readings and  questions  Form book club groups - review book review assignment and book group presentations  Form newsletter groups and review assignment |  |
| M 9/18 | Stress: Portrait of a Killer – Video  Physiology of Stress | Chapter 3, *Physiology of Stress* |
| W 9/20 | Stress and Disease 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 Disease Models* module*.*** |
| M 9/25 | Worksite Stress  *Introduce Worksite stress ELE assignment* | **Come to class with typed answers to the questions about worksite**  **stress that are posted in D2L, Worksite Stress module.** |
| W 9/27 | Worksite Stress |  |
| M 10/2 | Newsletter group work | **See assignment description for details on what is due in class.** |
| W 10/4 | Stress Prone and Stress Resistant  Personalities | Chapter 7*, Stress Prone and Stress Resistant Personalities* |
| M 10/9 | Stress and Emotional Health – Anger  *Introduce Journaling Assignment* | Chapter 6, *The Stress Emotions: Anger, Fear and Joy* |
| W 10/11 | Stress Emotional Health – Fear |  |
| **Stress Management, Coping and Relaxation Techniques** | | |
| M 10/16 | Stress and Perception: Self-Talk  and Cognitive Restructuring  *Introduce Coping and Relaxation Paper* | Chapter 9, *Cognitive Restructuring*  **Worksite Stress ELE Assignment Due** |
| W 10/18 | Ecotherapy  **Dress to be outside and wear walking shoes** | Chapter 28*, Ecotherapy-Healing Power of Nature* |
| M 10/23 | Happiness, Positivity and Gratitude  *Introduce Diversity Assignment* |  |
| W 10/25 | Values and Purpose |  |
| **HPW 320 Revised Course Calendar** | | |
| **Date** | **Topic** | **Assignments/Chapter Readings/Due Dates** |
| M 10/30 | Diversity Activity  Poverty Simulation – CCC 101 |  |
| W 11/1 | Experiential Learning: Intro to Meditation  and Mindfulness, Sitting, Breathing  **Location: 154 HEC**  **Wear comfortable clothing and bring yoga mat**  **or a towel**  **\*Note: Class starts at 2:15** | Chapter 19, *Meditation and Mindfulness*  **Newsletter due in class** |
| M 11/6 | Experiential Learning: Progressive Muscle  Relaxation and Visualization  **Location: 154 HEC**  **Wear comfortable clothing and bring yoga mat**  **or a towel**  **\*Note: Class starts at 2:15** | Chapter 21, *Mental Imagery and Visualization* |
| W 11/8 | Yoga  Guest Facilitator, Hailey Hoepner, HPW Student  **Location: 154 HEC**  **Dress to participate in yoga and bring yoga mat**  **or a towel**  **\*Note: Class starts at 2:15** | **Mid-point journal due** |
| M 11/13 | Music Therapy  Guest Facilitator - Bill Kehl  **Location: Encore Room, DUC** | **Wear comfortable clothing – no dresses/skirts, ladies!** |
| W 11/15 | Communication and Connection | Chapter 15, *Communication Skills in the Information Age*  **Book Review Due** |
| M 11/20 | **Book Group work day in class** |  |
| W 11/22 | **No Class**  **Out of class work day on book group**  **presentations** |  |
| M 11/27 | Managing Resources: Money | Chapter 16, *Resource Management: Time and Money* |
| W 11/29 | Managing Resources: Time |  |
| M 12/4 | Forgiveness and Compassion | **Stress and Diversity Assignment Due** |
| W 12/6 | Stress and Diversity |  |
| M 12/11 | Book Group Presentation |  |
| W 12/13 | Book Group Presentation | **Stress and Relaxation Techniques Paper due in class**  **Final Journal due** |

Final Exam: Wednesday, December 20, 10:15 a.m. - 12: 15 p.m. – Book group presentations and wrap up

Attendance at final exam meeting is mandatory.