HPW 320 - STRESS MANAGEMENT

Fall 2018

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

**Room 228 CPS**

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**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 MATERIALS AND D2L:** D2L is used as a course management tool in HPW 320. Assignment descriptions are posted in the Content section, Assignment module, and grades are posted in the gradebook. Power Point slides, handouts and course materials are posted in Content modules that correspond to topics listed on the course calendar. Specific assignments are submitted to the Dropbox as indicated 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, personality and perception for themselves and others 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*. For every class missed beyond two, you will lose 10 points of your total at the end of the semester.*

**Late Work:** Assignments need to be turned in on time to earn full credit. *Ten percent of total points are deducted for each day that an assignment is turned in past the due date as indicated on the course calendar.*

**Cell phone usage**: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. 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.

# 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 individually 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 federal prosecution. 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](https://www3.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**

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| **ASSIGNMENTS (all due dates are posted on the course calendar that is part of this syllabus)**  **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 for the newsletter. Newsletters are evaluated on content, design, format, and professionalism (writing skills, use of appropriate graphics, etc.) A complete assignment description and grading rubric is posted in D2L Content, Assignment module. Microsoft Publisher and other software programs offer newsletter templates that can be used for this assignment.  **Journal (100 points) –** Students are assigned both choice and specific journal entries designed to explore the relationship between stress, emotion, personality and perception. A complete assignment description is posted in D2L Content, Assignmentmodule.  **Workshop Presentation (125 points)–** In groups students present a workshop for their peers on a specific stress management strategy or coping technique (100 points). Prior to the presentation, workshop goals and objectives, a content outline and reference page are required as the written components of the assignment (25 points). A complete assignment description is posted in D2L Content, Assignmentmodule.  **Book Group Participation and Book Review (75 points) -** Students form book club groups and read the book *Daring Greatly* by Brene Brown. There is a book group discussion on the day the book review is due, which is indicated on the course calendar. Guide questions for discussion will be provided in class. In addition, each student writes a two-page summary of the book. The summary must be typed, 11pt. font, 1-1/2 spacing. Specific requirements of the summary are explained in the book review assignment description posted in D2L Content, Assignment module.  **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 and to explore your own biases and learn to become more inclusive. Better understanding comes from curiosity, listening and understanding. Your assignment is to have a conversation with a person of diversity regarding their uniqueness and how it may contribute to their stress level. The written assignment includes an introductory paragraph explaining the unique characteristics of the person and their perceived stress from that uniqueness, a top 10 list of insights gained from your conversation and a paragraph reflection on the most important ideas/lessons that you 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.*  **Stress Management Relaxation and Coping Techniques Paper (75 points) -** Participate in four healthy stress management/coping/relaxation techniques independent of this class. One of the techniques must be some form of mindfulness and the other three must be *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, gratitude, positivity, etc.) You are also encouraged to engage in other methods/strategies/activities not experienced in this class. 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 three-page paper must be typed, 11pt., 1-1/2 spacing, stapled (no cover page). A grading rubric with the assignment description is posted in D2L Content, Assignment module.  **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/>   **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-  NEWSLETTEr 100 433-447 (87-89%) B+  JOURNAL 100 418-432 (84-86%) B  WORKSHOP presentation/OBJECTIVES/OUTLINE 125 398-417 (80-83%) B- Diversity CONVERSATION /SUMMARY 25 383-397 (77-79%) C+  DARING GREATLY BOOK review 75 368-382 (74-76%) C  relaxation/coping techniques paper 75 348-367 (70-73%) C- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  total 500      **HPW 320 Tentative Course Calendar**  **Fall 2018**   |  |  |  | | --- | --- | --- | | **Date** | **Topic** | **Assignments/Readings/Due Dates/Reminders** | | **The Nature of Stress – What is stress? Stress and its relationship to health, personality and emotions** | | | | W 9/5 | Introductions/Syllabus Review/  Professionalism |  | | M 9/10 | \* Introduction to Stress, Emotional  Wellbeing and Mental Health  \* Form newsletter groups and review newsletter assignment | Chapter 1, *The Nature of Stress,*  *Stress by Generation* article in D2L Intro to Stress module | | W 9/12 | \*Introduce *Daring Greatly* for book group  discussion and book review  \*Newsletter Group Work in class | **Bring laptops, if available, to class** | | M 9/17 | Physiology of Stress | Chapter 3, *Physiology of Stress* | | W 9/19 | 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 9/24 | Stress Prone and Stress Resistant  Personalities | Chapter 7*, Stress Prone and Stress Resistant Personalities* | | W 9/26 | Stress and Emotional Health – Anger  *Introduce Journal Assignment* | Chapter 6, *The Stress Emotions: Anger, Fear and Joy* | | M 10/1 | Stress Emotional Health – Fear | **Newsletter due in Dropbox before class** | | **Stress Management Skills, Coping and Relaxation Techniques** | | | | W 10/3 | *Introduce Diversity Assignment*  *Introduce Group Workshop Assignment and Work Day in Class* | **Bring textbook and laptops, if available, to class** | | M 10/8 | Intro to Mindfulness and Meditation | **Links to mindfulness readings and/or videos in D2L Content,**  **Mindfulness Module** | | W 10/10 | Mindfulness Application | **Dress to be outside with comfortable shoes** | | M 10/15 | Poverty Simulation |  | | W 10/17 | Yoga  *Introduce Coping and Relaxation Paper* | **Dress for yoga participation**  **Meet in Studio B, Allen Center** | | M 10/22 | Book Group Discussion, *Daring Greatly* | **Book Review due in class** | | W 10/24 | Stress and Perception – Self-Talk and  Cognitive Restructuring  *Introduce Worksite Stress readings and questions* | Chapter 9, *Cognitive Restructuring*  **Workshop Goal, Objectives, Outline and Reference Page due in**  **Dropbox before class** | | **Date** | **Topic** | **Assignments/Chapter Readings/Due Dates/Reminders** | | M 10/29 | Forgiveness and Compassion | **Links to readings and/or videos in D2L Content, Forgiveness**  **And Compassion Module** | | W 10/31 | Values and Purpose |  | | M 11/5 | In Class Work Day - Workshop Preparation | **Bring all materials needed for workshop planning and**  **development**  **Mid-point journal due in class** | | W 11/7 | Communication, Relationships and Stress | *Chapter 15, Communication Skills in the Information Age*  **Stress and Diversity Assignment due in Dropbox before class** | | M 11/12 | Stress, Inclusivity and Diversity |  | | W 11/14 | Music Therapy  Guest Facilitator - Bill Kehl | **Meet in Room 374 DUC**  **Wear comfortable clothing – no dresses/skirts, ladies!** | | **Implications for Future HPW Professionals – Worksite Stress** | | | | M 11/19 | Worksite Stress | **Workplace Stress readings and questions are posted in**  **D2L Content, Worksite Stress Module. Come to class**  **prepared with the answers to all questions.** | | W 11/21 | No class – workshop prep day |  | | M 11/26 | Worksite Stress |  | | **Workshops – Stress Management Skills, Coping and Relaxation Techniques, Continued** | | | | W 11/28 | Workshop: Positivity and Gratitude |  | | M 12/3 | Workshop: Visualization and Mental Imagery | **Meet in Studio B, Allen Center** | | W 12/5 | Workshop: Diaphragmatic Breathing and  Progressive Muscle Relaxation | **Meet in Studio B, Allen Center** | | M 12/10 | Workshop: Ecotherapy | **Final Journal due in class** | | W 12/12 | Workshop: Time Management | **Relaxation and Coping Techniques Paper due in Dropbox before**  **class** |   **Final: Monday, December 17, 2:45 – 4:45 p.m., Workshop: Money Management/Financial Wellness** |