HPW 320 - STRESS MANAGEMENT

 Spring 2018

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

**Room 228 CPS**

***Instructor:*** Terry Aittama

***Office:*** 240C CPS

***Office Phone:*** *715-*346-3701

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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 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 and checkpoints 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.*

**UWSP Community Bill Of Rights And Responsibilities**

**Academic Conduct:** This course is part of the UW-Stevens Point academic community, bound together by the traditions and practice of scholarship. Therefore, academic integrity is important and honest intellectual work on all assignments is essential to your success. The work in this course is challenging and I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment 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.  |

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**Religious Beliefs**

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

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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 (50 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 1-2 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 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 how they may contribute to the stress level of individuals or communities of people who are different than you. The assignment is to have a discussion 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, a top 10 list of insights gained through your conversation 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.* **Stress Management Relaxation and Coping 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, 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 3 page paper must be typed, 11pt., 1-1/2 spacing, stapled (no cover page). A grading rubric for this paper is posted in D2L Content, Assignment module. **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 ScaleGRADIng 473-500 (95-100%) A 448-472 (90-94%) A-NEWSLETTEr 100 433-447 (87-89%) B+ JOURNAL 100 418-432 (84-86%) BWORKSHOP presentation/OBJECTIVES/OUTLINE 125 398-417 (80-83%) B- Diversity CONVERSATION /SUMMARY 25 383-397 (77-79%) C+ DARING GREATLY BOOK review 50 368-382 (74-76%) C relaxation/coping techniques paper 75 348-367 (70-73%) Final activity 25total 500   |  |
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**HPW 320 Tentative Course Calendar**

**SPRING 2018**

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| **Date** | **Topic** | **Assignments/Chapter Readings/Due Dates/Reminders** |
| **The Nature of Stress – What is stress? Stress and its relationship to health, personality and emotions**  |
| M 1/22 | Introductions/Syllabus Review/Professionalism  |  |
| W 1/24 | \* Introduction to Stress\* Form newsletter groups and review newsletter assignment | Chapter 1, *The Nature of Stress* and *Stress by Generation* article in D2L Intro module  |
| M 1/ 29 | \*Introduce *Daring Greatly* for book group discussion and book review\*Newsletter Group Work in class  | **Bring laptops, if available, to class**  |
| W 1/31 | Stress: Portrait of a Killer – Video Physiology of Stress  | Chapter 3, *Physiology of Stress* |
| M 2/5 | Stress and Disease ModelsThe 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*.***  |
| W 2/7  | Stress Prone and Stress Resistant Personalities | Chapter 7*, Stress Prone and Stress Resistant Personalities* |
| M 2/12 | Stress and Emotional Health – Anger  | Chapter 6, *The Stress Emotions: Anger, Fear and Joy* |
| W 2/14 | Stress Emotional Health – Fear |  |
| **Stress Management Skills, Coping and Relaxation Techniques** |
| M 2/19 | *Introduce Group Workshop Assignment and* *Work Day in Class*  | **Newsletter due in Dropbox before class** **Bring textbook and laptops, if available, to class**  |
| W 2/21 | Stress and Perception: Self-Talkand Cognitive Restructuring | Chapter 9, *Cognitive Restructuring* |
| M 2/26 | Values and Purpose *Introduce Journal Assignment* |  |
| W 2/28 | Max Fuller, Guest PresenterMovement, Yoga, Meditation  | **Dress for yoga participation** **Meet in Studio B, Allen Center** |
| M 3/5 | Positivity *Introduce Diversity Assignment* |  |
| W 3/7 | Book Group Discussion, *Daring Greatly*  | **Book Review due in class** |
| M 3/12 | Managing Resources: Time and Money *Introduce Coping and Relaxation Paper* | **Workshop Goal, Objectives, Outline and Reference Page due in****Dropbox before class** Chapter 16, *Resource Management: Time and Money* |
| **Date**  | **Topic** | **Assignments/Chapter Readings/Due Dates/Reminders** |
| W 3/14 | Managing Resources: Time and Money |  |
| M 3/19 | Communication, Relationships and Stress | *Chapter 15, Communication Skills in the Information Age*  |
| W 3/21 | **In Class Work Day - Workshop Preparation**  |  **Bring all materials needed for workshop planning and** **development**  |
| M 3/26 and W 3/28  | Spring BreakHave fun and be safe!  |  |
| M 4/2 | Stress, Inclusivity and Diversity | **Stress and Diversity Assignment due in Dropbox before class**  |
| W 4/4 | Stress, Inclusivity and Diversity | **Mid-point journal due in class** |
| M 4/9 | Music Therapy Guest Facilitator - Bill Kehl  | **Meet in Room 374 DUC****Wear comfortable clothing – no dresses/skirts, ladies!** |
| W 4/11 | *Introduce Worksite Stress readings and questions* **Workshop Check-In and Work Day**  | **Bring all materials needed to work on workshop presentation**  |
| M 4/16 | **Workshop: Diaphragmatic Breathing and** **Progressive Muscle Relaxation** | **Meet in Studio B, Allen Center** |
| W 4/18 | **Workshop: Intro to Meditation** **and Mindfulness**  | **Meet in Studio B, Allen Center** |
| M 4/23 |  **Workshop: Visualization and Mental Imagery**  | **Meet in Studio B, Allen Center** |
| W 4/25 | **Workshop: Happiness and Gratitude**  |  |
| M 4/30  | **Workshop: Forgiveness and Compassion** |  |
| W 5/2 | **Workshop: Ecotherapy**  | **Final Journal due in class** |
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| M 5/7 | Worksite Stress | **Come to class prepared with a Word document that contains****answers to the questions about worksite****stress that are posted in D2L, Worksite Stress module.**  |
| W 5/9  | Worksite Stress  | **Relaxation and Coping Techniques Paper due in Dropbox before** **class** |

Final Exam: Thursday, May 17, 12:30 p.m. – 2:30 p.m., Participate in Stress and The Seven Dimensions of Wellness Activity (25 points)