**PHED 151**

**Stress and Wellness**

**Course Syllabus**

**Instructor: Paul Haas**

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**Room: MCCH 138**

**Office hours: Tue/Thur: 2pm-3pm**

Course Description:

This course is designed to enable the student to develop an understanding of stress and stress management, the physiology of stress, the psychology of stress, the relationship between stress and disease, and the 7 Dimensions of Wellness. Methods of relieving and preventing distress and creating eustress will be discussed and explored.

Course Learning Outcomes:

Upon completion of this course, students will be able to…

* Assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being. In particular, students will…
  + Describe the interconnectedness of the 7 dimensions of wellness and how stress can affect each of them.
  + Assess their own level of wellness in each of the 7 dimensions of wellness.
  + Recognize the overall impact of stress on their lives.
* Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness. In particular, students will…
  + Describe and apply stress management methods.
  + Create and present an original relaxation script.

Attendance:

You are expected to show up and actively participate in class discussions on a regular basis. Rather than taking attendance regularly, there will be short in-class assignments given on random days throughout the semester (see the “Course Assignments” section of this syllabus for further information). **There will be NO make-ups allowed on course assignments and exams.** The instructor must be notified in writing (email or hand written notes are acceptable) of any potential problems **BEFORE** the scheduled due date or exam time.

Academic Integrity:

Academic dishonesty of any sort will not be tolerated in this course. Examples of dishonesty include giving or receiving aid during examinations, using any type of crib sheet, copying from or looking at another exam, or submitting another’s work as your own. Students who engage in scholastic dishonesty will be referred to the Dean of Students for appropriate disciplinary action and will receive no credit for academic work related to the incident of academic dishonesty.

**Student Academic Disciplinary Procedures**

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

(a) Seeks to claim credit for the work or efforts of another without authorization or citation;

(b) Uses unauthorized materials or fabricated data in any academic exercise;

(c) Forges or falsifies academic documents or records;

(d) Intentionally impedes or damages the academic work of others;

(e) Engages in conduct aimed at making false representation of a student's academic performance; or

(f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Classroom Behavior:

Participation in class activities is expected. Your course relevant opinions, thoughts, etc. are valuable and will be treated as such. Likewise, your absent state of mind will also be noted and felt by your learning community. Socializing, sleeping, cell phones, etc., all indicate an absent state of mind and will result in a five-point deduction from your final grade for each distraction.

Inappropriate classroom behaviors include behaviors that disrupt instruction by the professor and/or leaning of classmates and behaviors that threaten, harass, or discriminate against others. Students who engage in inappropriate classroom behavior will be asked to leave the classroom, will receive no credit for attendance and in-class activities for that day, and must meet with the instructor prior to returning to the next class meeting. Severe cases of inappropriate behavior will be referred to the Dean of Students for appropriate disciplinary action.

Course Requirements:

**Journal Project:** (75 points)

Students are required to keep a journal, describing stressful situations encountered in their lives. For each entry due at the end of each week, the answers should be described in detail. As the semester progresses, students are encouraged to begin reference the different techniques discussed in class lectures. With this progression, students should begin to explain why they chose a specific technique as well as whether it worked, and why. It is encouraged to read the journal prompts at the start of the week, so you may plan n how to approach your questions. Please read each journal assignment carefully, as questions may differentiate from week to week.

**Relaxation Script:** (50 points)

Students will create a relaxation script. The script can be completely original, or modified from other sources, so long as all borrowed information is properly documented. Students will type the script, including places to pause, change in reading speed, increased or decreased volume, etc. Students will present their script with accompanying music as a video assignment to the appropriate folder in CANVAS. If a student fails to submit by the appropriate submission date, they will not receive credit for this assignment. Further detail will be provided in class on evaluation of this project.

**In-Class Assignments:** (100 points)

Throughout the semester, there will be in-class assignments that are designed to allow you to apply the concepts that are being taught in the class lectures. The dates of these in-class assignments will not be announced and these assignments cannot be made up. These can range from in class pop-quizzes to participation credit in activity.

**Out of Class Assignments:** (100 points)

You will be required to attend a total of 4 out of class wellness sessions provided on campus or in your community. As you will learn, wellness can be described in many ways. The goal of this assignment is to get out of the dorm/campus house and enjoy something new that may be of interest to you. You may choose a combination of the following to fill your 4 experiences. Please submit the provided reflection assignment material to the appropriate folder in CANVAS upon completion by the designated due dates. As you know, COVID does limit the comfortability to enjoy these potential experiences in a social setting. There are opportunities to fill this requirement via online workshops, and offerings. Examples of opportunities to participate in are listed but are also not limited to:

* UWSP Group Exercise
  + [https://www.uwsp.edu/centers/healthwellness/Pages/groupexercise/about.aspx](https://www3.uwsp.edu/centers/healthwellness/Pages/groupexercise/about.aspx)
* YMCA Group Wellness Classes/Sessions
  + Please google YMCA Stevens Point. Select Programs (drop down tab) – locate health and wellness to explore options
* Online variations and offerings of wellness
  + This can be anything from yoga to spin class to meditation and everything in between. You may be creative in this category.
* UWSP Campus Activities
  + https://www.uwsp.edu/centers/campusactivities/Pages/campus\_activities-and-recreation.aspx
  + Sundays with Seniors, Event Volunteering, etc.
  + [https://www.uwsp.edu/centers/campusactivities/Pages/campus\_activities-and-recreation.aspx](https://www3.uwsp.edu/centers/campusactivities/Pages/campus_activities-and-recreation.aspx)

\*\*\*If you are unsure of the event/opportunity to participate with, please contact me to discuss whether this would qualify for assignment completion. \*\*\*

**Final:** (100 points)

Your Final for this class will entail the performance presentation of leading the rest of class through a 10–15-minute overview and demonstration of a coping/relaxation method of your choice in correlation with the book the topics. The 7 dimensions of health must be tied into the completed project to earn full credit. A sign-up sheet will be made available so there is limited to no overlap of topics. This presentation will reflect the Parts 3 and 4 of the book. Further evaluation criteria will be provided on the scheduled assignment introduction date.

Course Evaluation:

Journal Project 75 Points

Relaxation Script 50 Points

In-Class Assignments 100 Points

Out-of-Class Assignments 100 Points

Presentation 100 Points

**TOTAL AVAILABLE POINTS: 425 POINTS**

**Grading Scale**

A 93-100% C+ 77-79%

A- 90-92% C 73-76%

B+ 87-89% C- 70-72%

B 83-86% D+ 67-69%

B- 80-82% D 60-66%