

Syllabus and Course Outline
PSY 2430
MWF

Stress Management

Dixie State University
Fall 2014

Instructor: Dr. Christine E. Chew

Class Meets on: MWF **Time:** 11:00-11:50am

Room: MCD 206

Telephone: (435) 879-4404

E-Mail: chew@dixie.edu

Office: McDonald Building (MCD) 210

Office Hours: Mon: 12-1:30pm T/Th: 11:45-1pm Weds: 12-1pm

PROGRAM: Psychology

CREDIT HOURS: 3

CONTACT HOURS: Lecture: 3

COURSE DESCRIPTION:

“For students of all disciplines who wish to learn more about the stress response. Sources of stress, physiological and psychological responses to stress and other components of stress will be investigated. Students will be given relaxation training through several alternative approaches. Includes examinations from the text, completion of self-appraisals, and self-exploration through written exercises.” (From DSC Course Catalog)

SOCIAL SCIENCE PROGRAM OBJECTIVES

As an outcome of taking courses in the Social Sciences Program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.
2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral reports.
3. Develop a perceptual frame or reference based on social scientific knowledge. Measured by the presence of an attitudinal frame of reference which would be expressed in written or oral activities.
4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities.
- 5.

MAJOR COURSE LEARNING OBJECTIVES:

Students in Stress Management will develop and demonstrate a basic understanding of the following:

- General sources of stress
- Personal sources of stress
- Psychophysiology of the stress response
- Effects of chronic and acute stress on psychological processes.
- Stress reduction strategies, including relaxation, mindfulness, sitting and moving meditation, nutrition, sleep hygiene, exercise, etc.
- Creation and implementation of a flexible personal stress management program

Note:

This is a college course. It is designed to offer students some personal stress management options, as well as help students understand the nature of stress and how it affects people in general. This course is not designed as a self-help therapy support group. If you think you need this type of support, please see me, and I will refer you to an appropriate type of resource. As this is a college course, expectations of behavior are the same as in any other course

COURSE METHODS:

The course will be as a lecture/ seminar, with each student asked to consider particular questions during class discussions and reading material, and comment in the class on these issues. We will focus on:

1. Readings in relevant texts and articles
2. Lectures which discuss the readings
3. Small group exercises and self reflection exercises
4. Examination of the relevant literature in the field
5. Exams

Email is the preferred method for contacting the professor outside of class.

When emailing the professor the subject line should read **Introduction to Psychology.**

GENERAL CLASS CONDUCT

ALL CELL PHONES <u>OFF</u> WHEN YOU ENTER THE CLASSROOM
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Attendance at all scheduled classes is required.

Students are expected to approach the class as mature adults and to conduct themselves accordingly. While questions and interaction with the instructor are encouraged during the seminar, disruptive remarks, behavior and unnecessary personal conversations between students will not be tolerated. At times a topic or topic matter may contain sensitive issues. It is imperative that we all conduct ourselves with respect for others even should we disagree with someone's view point. Our classroom is a "safe" space, which requires that students agree to keeping sensitive matters confidential, and to respect each other's privacy with regard to personal remarks in classroom.

Please refrain from:

- Coming in late or leaving early. It is imperative that you make the commitment to be in class the entire class length.
- Doing other work or other activities aside from the classwork that is being presented or assigned.
- Sleeping during the class.
- Listening to I-pods or other portable music/audio devices.
- Making jokes or having discussions with others in the class that would be disruptive to others.

For more details, please see the disruptive behavior policy at:
<http://www.dixie.edu/humanres/policy/sec3/334.html>

Referrals:

Many psychology courses, such as this one, often provide students with self reflection oriented readings and activities. At times, this reflection can trigger emotional responses, or other types of reactions that can cause significant personal distress or upset. Sometimes these responses are from past issues, or traumas, or other things happening in a student's life. While I am able to understand this, as a clinician, and have training in the area of therapeutic intervention; as a faculty member, I am unable to engage in a relationship of this nature with my students. It is unethical, according to the field ethics code, and it is also considered a dual role relationship, which is highly discouraged. Should you find yourself in a situation of this sort, I would be happy to make a confidential referral for you, to our college counseling center, and provide any support I can to find you some resources. Again, unfortunately, I cannot serve you in a therapeutic role, but I am very happy we have the counseling center available to students for just such situations.

REQUIRED MATERIALS

Texts:

Title: **Managing Stress**
Authors: Brian Luke Seaward
Edition: 8th Edition
Publisher: Jones and Bartlett Learning

There is also a workbook attached to this textbook package.

CLASS STRUCTURE

In general, the class will follow seminar / discussion format. All text material will not be covered in class. However, students are responsible for all material in the text reading assignments and handouts.

Typically, classes will consist of lecture, discussion, and experiential type of activities. Student participation during class discussions will be graded with a point value; and in borderline grade cases, the quantity and quality of student participation may affect the final grade

EVALUATION:

Grading will be based upon possible points in the course distributed as follows:

1. 5 exams	150	points
2. Final Paper	50	points
3. Final Exam	100	points
4. Attendance/Participation	25	points
5. Journal	<u>25</u>	<u>points</u>
TOTAL	350	points

GRADING SCALE:

A = (95 – 100%)
A- = (90-94%)
B += (87-89%)
B = (83-86%)
B- = (80-82)
C+ = (77-79%)
C+ (73-76%)
C-+ (70-72%)
D = (60 – 69%)
F = (59% and less)

EXAMINATIONS:

Grades will be determined in part based on student performance on exams. Exams will be proctored in the Dixie State Testing Center. (50 pts each).

Final Exam:

The final exam will be announced as the class proceeds, but will be comprehensive and ask students to integrate the course information from the semester.

Final Paper:

Final papers will be due at the end of the class, as per the syllabus. This paper will be a supported reflective essay, on your personal stress management experience project. It will need to be in APA format, with citations and a reference page. 4-5 pages total.

Journal

Each student will be asked to keep a weekly journal, that we will write in, at the end of each class, as a self reflection on our activities during class. The points will count toward your attendance and participation grade. (25 points)

CLASS ASSIGNMENTS & ACTIVITIES

Class assignment points will be based on in-class activities and assignments throughout the semester.

The professor reserves the right to assign activities as is deemed necessary during the semester.

READING ASSIGNMENTS:

You will be expected to complete the required reading assignments outlined in the course schedule, regarding assessment issues, prior to class and incorporate this learning into your comments during lecture and case presentations.

COURSE OUTLINE

<u>Aug. 25:</u>	Course Introduction
<u>Aug 27:</u>	Introduce a friend
<u>Aug 29:</u>	Let's relax; first week of classes is almost complete!
<u>Sept 1:</u>	Holiday, no class
<u>Sept 3:</u>	Chapter 1 : The Nature of Stress
<u>Sept 5:</u>	Chapter 1, Writing a Health Philosophy
<u>Sept 8:</u>	Chapter 2: The Sociology of Stress
<u>Sept 10:</u>	Chapter 2 : Con't
<u>Sept 12:</u>	Chapter 3: Physiological Stress
<u>Sept 15:</u>	Review for Exam #1
<u>Sept 17/18:</u>	Exam #1 in testing Center
<u>Sept 19:</u>	Chapter 6: Stress Emotions
<u>Sept 22:</u>	Chapter 6: Con't
<u>Sept 24:</u>	DBT/Emotion Regulation
<u>Sept 26:</u>	Stress Project independent work/Library
<u>Sept 29:</u>	What is Wellness?
<u>Oct. 1:</u>	Chapter 7: Stress and Personality
<u>Oct 3:</u>	Chapter 7 con't/Relaxation and Mindfulness
<u>Oct. 6:</u>	Chapter 19: Meditation
<u>Oct. 8</u>	Review for exam #2
<u>Oct. 9/10:</u>	Exam #2 in testing center
<u>Oct 13:</u>	Chapter 8: Stress and Spirituality
<u>Oct 15:</u>	Independent work/Library
<u>Oct. 17/18</u>	Fall Break, no class

<u>Oct 20:</u>	Chapter 9: Stress and Thoughts	
<u>Oct 22:</u>	Chapter 9: Con't	
<u>Oct 24 :</u>	Progressive Relaxation/Thought Stopping	
<u>Oct 27:</u>	Chapter 11: Journaling	
<u>Oct 29:</u>	Review for Exam #3	
<u>Oct 30/31 :</u>	Exam #3 in testing center	
<u>Nov 3:</u>	Special Topic/Catch up	
<u>Nov 5:</u>	Chapter 12: Art Therapy	
<u>Nov 7:</u>	Independent work/Project	
<u>Nov 10:</u>	Chapter 14: Creative Problem Solving	
<u>Nov 12:</u>	Creative Writing	
<u>Nov 14:</u>	Meditation experience	
<u>Nov 17:</u>	Interpersonal Communication	
<u>Nov 19:</u>	Review for Exam #4	
<u>Nov 20/21:</u>	Exam #4	
<u>Nov. 24</u>	Independent work on project/Paper	
<u>Nov. 26/27/28</u>	No Class, Thanksgiving Break	
<u>Dec. 1:</u>	Chapter 20: Yoga	<u>Project Papers DUE</u>
<u>Dec. 3:</u>	Chapter 17: Coping Techniques	
<u>Dec. 5:</u>	Review for Exam #5	<u>Journals DUE</u>
<u>Dec. 8/9:</u>	Exam #5	
<u>Dec. 10:</u>	Review for Final Exam	
<u>Dec. 12:</u>	Reading/Review day	

Final Exam: Wednesday Dec. 17 1:30-3:30pm

*** ALL TEST DATES AND ASSIGNMENTS SUBJECT TO CHANGE ****

Important DSC dates to remember (for course dates, see schedule on the course website):

Aug 15	Admission Late Fee Begins
Aug 18-22	Faculty Workshops
Aug 25	Classwork Starts
Aug 28	Last Day for Waitlist
Aug 29	Last Day to Add Without Signature
Sep 1	Labor Day
Sep 4	Drop/Audit Fee Begins (\$10 per class)
Sep 4	Residency Application Deadline
Sep 9	\$50 Late Registration/Payment Fee
Sep 15	Pell Grant Census
Sep 15	Last Day for Refund
Sep 15	Last Day to drop without receiving a "W" grade
Sep 17	Courses dropped for non-payment
Sep 19	Last Day to Add/Audit
Oct 1	Fall 2014 Associate's degree Graduation Application Deadline
Oct 15	Mid-Term Grades Due
Oct 16-17	Semester Break
Oct 20	Last Day to Drop Individual Class
Oct 27	Spring and Summer 2015 class schedules available online
Nov 3	Spring 2015 Bachelor's degree Graduation Application Deadline
Nov 11	Career Day
Nov 14	Last Day for Complete Withdrawal
Nov 17	Spring Registration open to Seniors (90+ credits)
Nov 18	Spring Registration open to Juniors (60+ credits)
Nov 19	Spring Registration open to Sophomores (30+ credits)
Nov 20	Spring Registration Open to All Students
Nov 26-28	Thanksgiving Break
Dec 12	Classwork Ends
Dec 15-19	Final Exams

Disability Accommodations: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator (Baako Wahabu) for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located in the North Plaza Building. Visit or call 652-7516 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

College resources: Several college resources are available to help you succeed. Check out the links for each one to get more information.

If you need help understanding the content of your courses, go to the Tutoring Center located on the 4th floor of the Holland Centennial Commons in Room 431. You can visit them online at <http://dsc.dixie.edu/tutoring/>

If you need help writing papers, go to the Writing Center on the fourth floor of the Holland Centennial Commons in room 421. You can also visit them online at http://new.dixie.edu/english/dsc_writing_center.php

If you need to use a computer to do schoolwork on campus, go to the Computer Center in the Smith Computer Center or the Library basement.

If you are assigned to take a test in the Testing Center, go to the North Plaza. You can get information on their website at <http://new.dixie.edu/testing/>

The Library has all kinds of information and resources. Visit the Dixie State College Library on the 2nd, and 3rd floors of the Holland Centennial Commons, or go to the library website at <http://library.dixie.edu/>

Classroom expectations: It is the responsibility of an instructor to manage the classroom environment to ensure a good learning climate for all students. This means not talking when the teacher is talking, following instructions, and speaking and acting respectfully to the professor

Academic integrity:

DSC believes that most students are honest. However, cheating will not be tolerated, and if discovered, a zero grade will be given for that assignment or exam, and you will not be allowed to make it up. Repeated or aggravated offenses will result in failing the course. Any time you take credit for work you did not do, you are cheating. This includes getting the answers to homework problems from someone else, copying information from a library or internet source and presenting it as if it were your own words which is called plagiarism. Plagiarism is a particularly serious offense in academia.

Looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains also constitutes cheating. This course has

been designed to minimize the temptation to cheat, however it is not the job DSC or the instructor to make things “cheat proof.” If you cheat and are not caught, it doesn't mean that you "beat the system." It means you violated the Student Code and forfeited your integrity.

For further information on the Student code please refer to <http://library.dixie.edu/policies/studentcodesectionfour.pdf> page 8. DSC is committed to helping students honor the student code and to have consequences for those who do not abide by its standards.

COPYRIGHT STATEMENT:

Students shall adhere to the laws governing the use of copyrighted materials. They must insure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at Union College contain nothing unlawful, unethical, or libelous and do not constitute any violation of any right of privacy.

College approved absences: Dixie College Policy explains in detail what needs to happen if you anticipate being absent from class because of a college-sponsored activity (athletic events, club activities, field trips for other classes, etc). Please read this information and follow the instructions carefully! The policy can be found at: <http://www.dixie.edu/humanres/policy/sec5/523.html>

Dmail: Important class and college information will be sent to your Dmail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. All DSC students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select “Dmail,” for complete instructions. You will be held responsible for information sent to your Dmail email, so please check it often.

