

Syllabus and Course Outline

PSY 2430 Stress Management Dixie State College

Fall 2012

Instructor: Dr. Christine E. Chew

Class Meets on: Monday **Time:** 5:15-7:45pm

Room: MCD 206

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Office: McDonald Building (MCD) 210

Office Hours: M: 12-1/2-3pm W: 12-1/2-3pm F: 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/ experiential format with each student asked to consider particular questions during class discussions and reading material, and comment in the class on these issues. We will also be doing a fair amount of in class experiential work with our different topics both independently and in groups. We will focus on:

1. Readings in relevant texts and articles

2. Lectures which discuss the readings
3. Small group work
4. Individual work
5. Examination of the relevant literature in the field
6. Testing of related work

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

When emailing the professor the subject line should read **Stress Management Course**.

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.

This is particularly important because we will be doing a large amount of in class work, that will be very important to the course.

Disruptive Behavior

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. Additionally, students should not monopolize class discussion time, and should be aware of this. 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. Students who evidence disruptive behavior will be asked to leave class immediately. Should other students feel that their learning is being disrupted, please contact the instructor immediately to resolve the situation.

Please do not:

Come in late or leave early. It is imperative that you make the commitment to be in class the entire class length.

Do other work or other activities aside from the classwork that is being presented or assigned.

Sleep during the class. (you will be asked to leave class)

Attend class under the influence of drugs or alcohol or any other substance of this nature.

Listen to I-pods or other portable music/audio devices.

Talk or text on cell phones. Cell phones should not be on desks or out in sight. If there is an emergency situation, please talk with the instructor for special arrangements.

Make jokes or have discussions with others in the class that would be disruptive to others.

Talk out turn, make disparaging comments or other types of behavior that is not conducive to the learning experience for students.

These are all considered disruptive behaviors, though this is not an exhaustive list.

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:

Seaward, B. L. (2012). Managing stress: Principles and strategies for health and well-being (package with workbook) (7th ed.). Burlington, MA: Jones & Bartlett Learning.

Reading:

In general, the class will follow seminar / experiential 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/lab type of activities.

EVALUATION:

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

1. 3 exams	150	points
2. Final Paper	50	points
3. Final Exam	100	points
3. Attendance/Participation/Journal	<u>50</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 will toward the journal)

Make Up Policy

As a rule, there will not be any make up exams or assignments in this course. Talk further with the instructor for excused absences as per college policy.

The professor reserves the right to assign activities and/or change activities/assignments 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 20:</u>	Course Introduction and Syllabus
<u>Aug 27:</u>	Introductions Chapter 1: The Nature of Stress Chapter 2: The Sociology of Stress Writing a Health Philosophy
<u>Sept. 3:</u>	Holiday, no class
<u>Sept. 10:</u>	Chapter 3: Physiological Stress Chapter 4: Stress and Disease What is Wellness? Breathing
<u>Sept 17:</u>	Chapter 5: Psychology of Stress Chapter 6: Stress Emotions DBT Emotion Regulation
<u>Sept 24:</u>	Exam #1 Stress Project independent work
<u>Oct 1:</u>	Chapter 7: Stress and Personality Chapter 8: Stress and Spirituality Mindfulness and Relaxation

- Oct 8:** Chapter 9: Stress and Thoughts
Chapter 11: Journaling
Progressive Relaxation/Thought stopping
- Oct 15 :** Chapter 12: Art Therapy
Chapter 14: Creative problem solving
Class art experience
- Oct. 23:** Exam #2
Independent Project work
- Oct 29:** Chapter 15: Communication
Chapter 17: Coping Techniques
Mindfulness and Forgiveness/Radical Acceptance
- Nov 5:** Catch Up/Special Topic
Independent Project work
- Nov. 12:** Chapter 19: Meditation
Meditation exercise
- Nov. 19** Exam #3
Independent Project work
- Nov. 26** Papers Due
Chapter 20: Hatha Yoga
Yoga experience
- Dec. 3:** Chapter 24: T'ai Chi Ch'uan
T'ai Chi Ch'uan experience
Course Wrap Up

Final Exam: Dec. 10, 5:30pm

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

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.

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

Mon, Aug 20	Classwork starts
Thurs, Aug 23	Last day to wait list
Fri, Aug 24	Last day to add without a signature
Mon, Aug 27	Drop/Audit fee begins (\$10 per class)
Mon, Sep 3	Labor Day (no classes)
Tue, Sep 4	\$50 Late registration/payment fee
Mon, Sep 10	Last day for refund
Mon, Sep 10	Pell Grant Census
Mon, Sep 10	Last day to drop without a "W" grade
Tues, Sep 11	Classes dropped for nonpayment
Fri, Sep 14	Last day to add/audit classes
Fri, Sep 28	Last day to apply for graduation
Wed, Oct 10	Midterm grades due
Thurs & Fri, Oct 11-12	Semester break
Mon, Oct 15	Last day to drop individual classes
Fri, Nov 9	Last day for complete withdrawal
Tue, Nov 13	Career Day (no classes before 4 pm)
Wed-Fri, Nov 21-23	Thanksgiving break (no classes)
Fri, Dec 7	Last day of classes
Mon-Fri, Dec 10-14	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 and fellow students. If your behavior is disruptive, I will first let you know verbally that you are behaving inappropriately. If it continues, I will send you written notice that your behavior must change. As a last resort, I will drop you from the class. For more details, please see the disruptive behavior policy at: <http://www.dixie.edu/humanres/policy/sec3/334.html>

Academic integrity: I believe that most students are honest, and I don't want to punish everyone for the few that aren't. However, I will not tolerate cheating, and if I discover that it has occurred, 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 (plagiarism), looking at someone else's answers on an exam, and asking someone who has already taken a test about what questions it contains. I have tried to design assignments and exams to minimize the temptation to cheat, but it is not my job to prevent you from cheating. 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, whether or not you

are caught. You will pay the price, sooner or later. (See “Student Code” <http://www.dixie.edu/humanres/policy/sec5/533.html#appeals>).

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.