

H EDU 3160-002:Stress Management

SPRING 2021

CLASS TIME AND LOCATION

Days, Time, Location: This is an online course with the option to select participation in synchronous weekly meetings.

Credit Hours: 3

INSTRUCTOR INFORMATION



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By appointment

Course Description

This stress management course is about learning to live wisely and well; more specifically, this course is aimed at advancing your understanding of how stress affects you and how different stress management methods may be used to help you to live more effectively in your world.

REQUIRED MATERIAL

Chen, D. D. (2017). *Stress management and prevention: Applications to daily life (3rd ed.)*. New York: Routledge.

Additional readings may be posted on Canvas.

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Define stress and explain its biological underpinnings.
2. Explain how individual difference factors (e.g., culture, gender, age) influence sources of stress and preferred stress management techniques.
3. Identify personal stressors, and choose and apply appropriate techniques to manage these stressors.
4. Teach selected stress management techniques to others, or review and critique the literature on a particular stress management technique.

TEACHING AND LEARNING METHODS

Reading – The required textbook and other assigned readings are meant to provide you with a foundation of knowledge so that you can successfully complete assignments.

Canvas – This class will be delivered entirely through Canvas. It is your responsibility to learn how to use the various tools available on Canvas, as well as to ensure that any computers that you use for this class possess the software required in order for Canvas to operate correctly. For assistance with Canvas, please visit the following address - https://tlt.utah.edu/course_support.php (Links to an external site.)

Video – I will sometimes post links to video clips relevant to the course content. The purpose of videos is to bring the course to life by providing you with real-world examples and diverse perspectives on issues related to course topics.

LEARNING ASSESSMENTS

I. Weekly Online Engagement (13; must pass 10 to be eligible for an 'A' in the class): The purpose of these weekly assignments is to encourage interaction with and/or exposure to the perspective of your instructor and classmates, and to give you the opportunity to actively work with course content. Your weekly task will depend on whether you choose to participate in the course synchronously or asynchronously.

a. Synchronous Option: If you choose synchronous participation you are expected to participate in live Zoom sessions on most **Thursdays from**

12:25 to 1:45. The weekly Zoom link will be sent to those who choose synchronous participation.

For synchronous participants a passing online engagement assignment meets all of the following criteria:

- a. Arrival to the Zoom session by 12:30 pm mst. and remaining in session until its conclusion.
- b. Camera turned on for the majority of the session.
- c. Satisfactory engagement in the session as shown by participation in activities and/or contribution to discussions either verbally or in the chat box.

b. Asynchronous Option: If you choose asynchronous participation you are responsible for watching the recorded version of the weekly Zoom session and submitting a minimum 200-word reflection related to the discussion and activities from the recording.

For asynchronous participants a passing online engagement assignment meets all of the following criteria:

- a. Submitted on Canvas no later than 5 minutes past the 11:55 pm mst deadline every Sunday night.
- b. Response is at least 200 words in length.
- c. Response contains minimal spelling/grammatical errors.
- d. Response demonstrates that the full session has been viewed and considered.

II. Stress Management Journal: The purpose of the online stress management journal is for you to personally explore course content by connecting course material to personal experience and everyday observations.

Please note that this is a journal, not a diary. Thus, rather than merely recording daily events (as in a diary), you will be required to think critically about course content and make personal applications. Because this is a journal, a first-person perspective and more casual tone is appropriate.

You will submit your journal in blocks according to the following schedule:

Block 1 (1 entry per week for the 3 weeks spanning 1/25 – 2/14) - **Due on Sunday 2/14 by 11:55 pm**

Block 2 (1 entry per week for the the 4 weeks spanning 2/15 - 3/14) – **Due on Sunday 3/14 by 11:55 pm**

Block 3 (1 entry per week for the the 4 weeks spanning 3/15 - 4/11 as well as a summary reflection of all 11 weeks) – **Due on Sunday 4/11 by 11:55 pm**

You should have at least one entry per week (i.e., at least three entries for block 1 and four entries each for blocks 2 and 3). You may write in your journal as often as you like, but you are required to have at least one entry per week. In addition to the regular journal entries Block 3 should contain a 200-word summary of your stress management experience across the semester.

A passing journal block meets the following criteria:

a. Submitted no more than 5 minutes past the deadline (see above).

b. Contain a minimum of one entry per week for the period of the block.

c. Most entries . . .

-are dated and titled according to the topic for the week.

- are a minimum of 200 words.

- contain minimal spelling and grammar errors.

- relate to the chapter and content covered for that week of the course.

- emphasize personal application of the techniques and ideas from the course (e.g., recounting a current stressor in terms of how it relates to concepts covered that week, a technique that you tried at home).

Revisions: In the event that you fail to pass a journal block you have the opportunity for one revision per block. Instructions will be sent at that time.

III. Pre-Recorded Virtual Workshop: The purpose of this assignment is for you to attain mastery over a specific stress management modality by teaching it to others. You will select from one of the following modalities:

- Art therapy
- Music therapy

- Tai Chi
- Aromatherapy
- Therapeutic touch/Touch Therapy
- Exercise
- Hydrotherapy
- Pet therapy

- Other (please let me know if you have an idea not on this list)

Proposal (Due on Sunday March 21st)

The first component of your workshop is an annotated bibliography and outline for your workshop.

Outline- Provide the following information:

- Chosen stress management modality
- What interests you about this modality?
- Tentative agenda for your workshop (sequence of information, which techniques you'll cover, etc.)

Annotated Bibliography- [This link \(Links to an external site.\)](#) shows an example of what an annotated bibliography should look like. Yours should include at least SIX total sources, and at least FOUR of these should be peer-reviewed sources other than your textbook (a book, an article published in a scholarly journal). Peer-reviewed sources can be found via Google Scholar or the Marriott Library research databases (e.g., PsychInfo, PubMed, Academic Search Premier). The summaries should be in your own words and at least 100 words in length.

A passing proposal includes the following:

- Submitted no later than 5 minutes past the 11:55 pm deadline on Sunday March 21st.
- Both the outline and annotated bibliography are submitted.
- Instructions for both the outline and annotated bibliography are followed.

Workshop (Due on May 5th)

Once passing your proposal you may record and submit a video workshop. The workshop should be applied and engaging for viewers. Although I know that our text will serve as an important resource for you I expect you

to demonstrate that you have consulted other sources from your annotated bibliography and integrated them into your teaching session.

You should include the following content as part of your workshop:

- A brief history of your technique
- Why and/or how it works to prevent/manage stress (psychological or physiological mechanisms)
- Guidelines for engaging in the technique (when, where, frequency, duration)
- At least 1 larger or 2-3 smaller experiential activities for viewers

The style and format of your workshop should meet the following guidelines:

- At least 30 but no more than 35 minutes in duration.
- Instructor appears organized, prepared, and speaks clearly.
- The content and activities of the workshop is supported by credible (peer-reviewed) sources which are mentioned in the presentation.

Finally, submit a 500-word reflection on your performance in delivering the workshop. Possible questions to consider include: What did you enjoy about this assignment? What did you do well? What needs improvement?

A passing workshop assignment meets the following criteria:

- a. Recording submitted on Canvas no later than 5 minutes past the 11:55 pm mst deadline every Sunday. The recording can be submitted through Canvas as an MP4 file, shared through Box, or uploaded and shared on YouTube.
- b. Most content components above are included.
- c. Minimum 500-word reflection submitted.

Revisions: In the event that you submit and fail to pass the workshop assignment you may have the opportunity for a revision. You are *ineligible* for a revision on this assignment if you have been offered (not necessarily attempted) a journal revision.

GRADE SCHEME

Rather than using a traditional points-based grading system, grades in this course are determined on a “pass/fail” basis. Each letter grade is linked to one or more assignments/activities that assess specific student learning outcomes. To achieve the desired grade, students must successfully pass the criteria for that grade.

Grade	Criteria
A	Pass 10 weekly online engagement assignments AND Pass all 3 journal block assignments AND Pass the workshop assignment
B	Pass 10 weekly online engagement assignments AND Pass all 3 journal block assignments <i>* In lieu of this, do just one of the above and pass the workshop assignment.</i>
C	Pass 10 weekly online engagement assignments AND Pass at least 1 of the journal block assignments <i>* In lieu of this, do just one of the above and fulfill one criteria associated with a higher grade.</i>
D	Pass 10 weekly online engagement assignments <i>* In lieu of this, meet any one of the criteria associated with a higher grade</i>

COURSE SCHEDULE

Note: Our schedule is subject to revision based on the needs of our class; any updates will be made available for students through Canvas.

Week #, Dates, Topic	Readings/Assignments
1 (1/19-1/24): Course Intro	Read: Syllabus Submit: online engagement reflection #1 (for asynchronous group only) Read: Chapter 1
2 (1/25-1/31): Meaning of Stress	Submit: online engagement reflection #2 (for asynchronous group only) Read: Chapter 2
3 (2/1-2/7): Stress and the Body	Submit: online engagement reflection #3 (for asynchronous group only) Read: Chapter 3
4 (2/8-2/14): Sources of Stress	Submit: online engagement reflection #4 (for asynchronous group only) Submit: Journal Block #1 Read: Chapter 4
5 (2/15-2/21): Coping with Stress	Submit: online engagement reflection #5 (for asynchronous group only)
6 (2/22-2/28): Individual and Cultural Differences	Read: Chapter 5

	Submit: online engagement reflection #6 (for asynchronous group only)
	Read: Chapter 6
7 (3/1-3/7): Dealing with Stressful Thoughts	Submit: online engagement reflection #7 (for asynchronous group only)
8 (3/8-3/14): Recovery Week	Read: None
	Submit: Journal Block #2
	Read: Chapter 7
9 (3/15-3/21): Problem Solving and Time Management	Submit: online engagement reflection #8 (for asynchronous group only)
	Submit: workshop proposal (required to submit a workshop video)
	Read: Chapter 8
10 (3/22-3/28): Psychospiritual Relaxation Methods	Submit: online engagement reflection #9 (for asynchronous group only)
	Read: Chapter 9
11 (3/29-4/4): Physical Relaxation Methods	Submit: online engagement reflection #10 (for asynchronous group only)
	Read: Chapter 10
12 (4/5-4/11): College and Occupational Stress	Submit: online engagement reflection #11 (for asynchronous group only)
	Submit: Journal Block #3
13 (4/12-4/18): Stress and Conflict in Relationships	Read: Chapter 12

	Submit: online engagement reflection #12 (for asynchronous group only)
	Read: Chapter 13
14 (4/19-4/25): Resilience	Submit: online engagement reflection #13 (for asynchronous group only)
	Read: None
15 (4/26-5/5): Finals	Submit: workshop video and reflection

COURSE POLICIES AND RESPONSIBILITIES

Online courses require significant self-motivation. Online courses are different than on-campus courses and online learning is not ideal for everyone. Some lessons take a considerable amount of time to complete. Please note that not all modules are created equal. Some may take a bit more time than others. Some people believe this to be a much easier way to study this subject than in the on-campus frame work. Others may feel very intimidated at first. Be patient as you work your way through the first few modules. If you are serious about the material, you will learn as much as, if not more than, most on-campus students about this subject and develop reading and communication skills that are vital to the workforce of the 21st century.

- **Electronic or equipment failure:** It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving:** You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type:** You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency:** Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior

within those environments shall conform to the University of Utah Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
- Off-color language and photos are never appropriate.
- Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
- Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.