HE 207 Stress Management Syllabus

**Instructor:** Richard Gibbs

**Office Hours:** Mon & Wed. 12-1 PM, Tue at 10:30-11:30 AM, & Thur from 1-2 PM - others by arrangement.

I have an open door policy, so if the door is open, please come in. Office is located in AC 103

**Phone:** 541-917-4244 (don’t hesitate to call or drop by if you have a question)

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**COURSE DESCRIPTION:**

A practical and hands on class that will help to provide the tools and build the skills needed to manage or reduce stress. Comprehensive stress reduction programming for each individual based on numerous tools and techniques. Overview of the physiological, social, psychological, environmental and organizational factors involved in stress etiology. The impact of stress on physiological functioning and general health status of individuals will also be covered.

The course is designed to expose students to a holistic approach to stress management, with regards to behavioral, cognitive (coping) skills, and a host of relaxation techniques with the intention to prevent and/or alleviate the physical and psychological symptoms of stress. This course is composed of both theoretical and experiential learning through a series of class exercise techniques.

**COURSE PURPOSE:**

The purpose of this course is to teach each student the basic principles, theories and relaxation techniques to effectively manage personal stress. Also, to understand the psychosomatic (mind-body) relationship and to employ a holistic approach to stress
management: cognitive strategies and relaxation techniques, throughout one’s life as a behavioral lifestyle toward optimal health.

RATIONALE:

Some 80% of all disease and illness is highly associated with stress, yet over 90% of Americans deal with stress ineffectively. As health care costs continue to rise, more and more emphasis will be placed on each individual to accept the responsibility for their own health. The application of effective strategies for stress reduction is the cornerstone to optimal health.

Course Outcomes:

Intended Outcomes for the course
1. Explain the basic elements of the stress response.
2. Practice the basic elements of the relaxation response.
3. Assess and analyze the symptoms, causes and effects of personal and academic stressors in order to implement appropriate stress management techniques.
4. Monitor effectiveness of stress management techniques and revise to meet current needs.

Outcome Assessment Strategies
1. Maintain a stress awareness log. Include identification of causes, symptoms, and analysis of effects.
2. Gather information on current stress management techniques and evaluate personal relevance.
3. Practice specific techniques, track effectiveness, and revise to meet personal preferences.
4. Create an adaptable stress management plan based on the material learned in class.

COURSE OBJECTIVES:

1. To understand the holistic nature (mind-body-spirit) of stress management, and comprehend the mind-body connection of the stress and disease process.
2. To begin to master the basic understanding of the physiological mechanisms responsible for the fight or flight response and subsequent manifestations of various symptoms of target organ dysfunction.
3. To understand the importance of utilizing effective coping skills to resolve stressful perceptions and gain a sense of wholeness and inner peace by using these skills.

4. An introduction to a host of several relaxation techniques and to learn to integrate these techniques into your daily living habits to help control stress and tension, including your ability to use mental imagery in conjunction with several relaxation techniques.

5. To participate in all classroom discussions and relaxation techniques.

**COURSE REQUIREMENTS:**

**Attendance/Participation.** This class is participatory in nature. Class attendance and participation will help your grade considerably. Do all that you can to be in class and be on time. I strongly encourage you to participate in class discussions, please feel free to share your ideas and feelings on the topics. I take roll at the beginning of class. **If you are late, it is YOUR responsibility to talk to me in class that day to earn "late" points.**

**Online Stress Management Journal:** A digital journal in which you will observe and record various personal stressors on a regular (2 x/week) basis, and **how you will work to resolve or cope** with these concerns by integrating various cognitive strategies and relaxation techniques to deal with your stressors. You will be working to complete the learning outcome to assess and analyze the symptoms, causes and effects of personal and academic stressors in order to implement appropriate stress management techniques.

**As an example, You could:** 1) identify a stressor you encountered and describe it; 2) explain how you responded to the stressor by listing what you did, thought, felt; 3) review how well you think you managed your response to the stressor; 4) tell what you might do differently next time in order to avoid, alleviate or rebound more effectively; 5) record your “Ah ha” experiences discovered from the class, text or personal applications. 6) record what you learned this week that can help you deal with your personal stress issues. You will post these on our class. **With your permission** I will read and/or comment on your journal entries. They are never shared with other class members.
**McGraw Hill Connect LearnSmart:** Using the digital assignments found in our textbook, complete these assignments. Details will be given in class.

**Stress Media Assignment (SMA)** - You will work with a group of 3-4 other class members to complete this assignment. How you work together is up to you.

**There are two topics.**

1. **Stress as a subject/topic.** Here you can pick any source that helps you learn more about the topic of stress. *(Don’t pick anything on how to reduce stress).*

2. **Stress relief.** Here you will pick resources that teach better ways to overcome or manage stress.

**Assignment:** you are to search the internet for the best "DIGITAL" sources that explain, demonstrate and educate on this topic. The source should be a video clip (these can be from "Youtube", a professional site i.e. "discovery Health" etc. Other digital examples are OK upon approval from me. Just make sure you pick examples you feel are the best on the web. I am not looking for just a quick search finding the first one that comes up. There is a lot of junk on the web. **Search for the best!** The source must be credible and reliable

**Assignment components - In a short Group Presentation**

1. **Provide the internet address** for your media and answers from the questions below to all class members in a forum.

2. **Answer the following questions. Each member should share at least one.**
   1. What are the **five main educational points you found from this source?**
   2. **Why was each point important to you?** (This is where you earn the points – do a good job) My expectation is a **minimum** of a full paragraph for each point.
   3. In your opinion, **why is this the best video/digital information on the web for this topic?**

**Each Stress Media evaluation is worth 25 Points.**

As a group you will answer the questions above and then one member of the group posts the answers to our class web page. Include the names of all members of your group.
Stress Management Plan - Create an adaptable stress management plan based on the material learned in class. The paper is to be a minimum of 4 pages long and needs to address the following components:

1. What are the specific stressors you find in your life?
2. What are the specific signs & symptoms of stress you experience?
3. What are the main causes of your stress? (This is an important part, you must analyze why you experience the stress you have. They can be external sources like people, deadlines etc. and they can be internal - coming from your choices and expectations etc.
4. What tools, techniques can you use to manage or reduce stress in your life?
5. How will you continue to change and adapt how you manage stress in your life

Class Final - this will be a written assessment of what you have learned in class. It is open note and will be taken online.

Late assignments will decrease in point value 10% for each day it is late. NO ASSIGNMENT will be accepted one week after the deadline. If you have any questions regarding this policy please let me know.

Extra Credit: 1. Find a high quality video clip on a topic related to our class. Provide the internet address & a brief explanation of why it is a quality example of health information. In order to earn the points, it must be a worthwhile video. 2. I am a collector of humor (jokes, comics, puns, stories etc.). I will reward 2 points for each submitted joke etc. up to 10 points. This includes the URL's of Humor sites. The only requirement is that the jokes etc. must be tactful, i.e., not dirty or offensive and of course they must be funny. 3. You may write a 3-5 page paper on a topic related specifically to our class to be okayed by the teacher before you begin it. You are to cite your references (do not just copy something from the internet).

Grading

Attendance/Participation 100 points

Personal Stress Journal 100 points

McGraw Hill LearnSmart 300 points (10 @ 30 points each)

Stress Media Assignment 50 points (2 @ 25 points each)
Stress Management Plan 100 points

Class Final 50 points

**Total 700 points**

**ADDITIONAL INFORMATION:**

A-F grades will be assigned based on a percentage of the total possible points with 90% and above being an “A”. 80% - 89% a “B”, etc. For individuals who specifically request Pass/No Pass Grading a “P” grade can be issued for those individuals who earn more than 60% of the possible points for the class.

**Disabilities Services**

Students who may need accommodations due to documented disabilities, who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you have not accessed services and think you may need them, please contact Disability services, 917-4789.

**LBCC Comprehensive Statement of Nondiscrimination**

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**ADMINISTRATIVE WITHDRAWAL:** Faculty may administratively withdraw a student for nonattendance during the first two weeks of the term. Students who do not attend 50% of the class sessions during the first of second week of classes will be administratively withdrawn.
CLASSROOM ETIQUETTE: Arriving late and/or engaging in personal conversations (including cell phone & texting) disrupts the class and is to be avoided. Please turn cell phones off as a courtesy to the class unless their use is necessary in an emergency.