



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

HED 410 STRESS MANAGEMENT (3)

Instructors: Susan Clark, Jean Tapley

Department: Health and Physical Education, Chair Betty Rauhe, 456-8046, The Murray Center

1. COURSE INFORMATION

Students explore connections between mental and physical health as related to managing stress. Activities include identifying sources and the impact of stress on health, and the implementation of stress management techniques. *3 semester hours. Offered fall and spring. Prerequisite: HED 300 or PED 301, or consent of department chair.*

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD Conceptual Framework)</i>	<i>How is it assessed?</i>
1. Apply behavior modification model	AAHE 1-5, 7; RIPTS 1-6, 8; Knowledge	Book Report and Discussion, Quiz, Participation
2. Describe and demonstrate cognitive restructuring	AAHE 1-3, 7; RIPTS 2- 6, 8; Knowledge	Affirmation, Participation, Quiz, Book Report and Discussion
3. Identify and discuss sources of stress and responses to stress	AAHE 1-7; RIPTS 1-6, 8, 10; Knowledge	Stress Journal & Stress List, Quiz, Drawing, Participation
4. Describe the psychological link to stress and stress management	AAHE 1, 3, 7; RIPTS 1-6, 8; Knowledge	Book Report and Discussion, Quiz, Participation
5. Describe the link between stress and the dimensions of wellness	AAHE 3, 4; RIPTS 1-6, 8; Knowledge	Quiz, Participation, Scavenger Hunt
6. Demonstrate and analyze stress management techniques	AAHE 2-5, 7; RIPTS 2-8; Knowledge	Quiz, Participation, Scavenger Hunt, Drawing
7. Create therapeutic art and discuss its benefits	AAHE 1- 5, 7; RIPTS 2-5, 8; Knowledge	Drawing, Participation, Quiz
8. Discuss and analyze the emotional link to stress	AAHE 2; RIPTS 2-7, 8; Knowledge	Film Analysis, Quiz, Participation
9. Relate humor, cognitive restructuring, emotions, behavior modification and personality to stressful situations	AAHE 1, 2, 7; RIPTS 1-6, 8; Knowledge	Film Analysis and Personal Reflection, Participation, Quiz
10. Define, discuss, analyze and synthesize time and money management	AAHE 1, 2, 4, 6, 7; RIPTS 1-6, 8, 9; Knowledge	Time and Money Management, Participation
11. Define, discuss, analyze and apply concepts of	AAHE 2, 3; RIPTS 2-6, 8;	Weekly Quiz, Spirituality

spirituality	Knowledge	Homework, Participation
12. Define, discuss, recognize and suggest alleviation of depression	AAHE 1, 2, 6, 7; RIPTS 1-6, 8, 11; Knowledge	Weekly Quiz, Participation
13. Incorporate senses in stress management	AAHE 2, 7; RIPTS 2-6, 8; Knowledge	Creative Writing, Participation

2. COURSE TEXTS AND MATERIALS

Required Texts:

Carlson, R. (1997). *Don't sweat the small stuff... and it's all small stuff*. New York:

Hyperion.

Frankl, V. (1984). *Man's search for meaning*. New York, NY: Washington Square Press.

Johnson, S. (1998). *Who moved my cheese?* New York, NY: Putnam

Seaward, B.L. (2009). *Managing stress: Principles and strategies for health and*

Wellbeing (6th ed.). Sudbury, MA: Jones and Bartlett.

Recommended Text:

Benson, H. (1975). *The relaxation response*. New York, NY: Avon

3. COURSE CALENDAR

Date	Topics	Ch.	Due	To Do
9/1	Getting organized	1		Buy books Wellness Assessment Stress Diary and List
9/8	Introduction to stress	1	Wellness Assessment Diary/List	Read Ch. 2
9/15	Physiology of stress Breathing Quiz Ch. 1	2, 17	Ch. 2 reading	
9/22	Disease and Comp. Medicine Humor Quiz Ch. 2, 17	(3) 12		Time Management, Time & \$
9/29	Anger and Fear	5		Brightside scenarios

10/6	Cognitive Restructuring PMR Quiz Ch. 5	8, 24	Brightside scenarios Affirmation	Affirmation
10/13	Time Management Massage Quiz Ch. 8, 24	15, 22	Time Management, and Time & \$ Affirmation	Bring Text Next Class
10/20	Psychology of stress <i>Mans Search</i> book discussion (see details) Quiz Ch. 15, 22	4	<i>Mans Search</i> Book Report Hardcopy and electronic copy Bring your text	Sensory Stress Management and Bring scissors next week
10/27	Imagery/Sensory Depression Quiz Ch. 4	20	Sensory Bring scissors	Read Ch. 6
11/3	Personalities Art Therapy Quiz Ch. 20	6 11	Creative Writing : <i>Log Cabin</i> Hardcopy and electronic copy Ch. 6 reading	
11/10	No Class – Thursday classes meet			
11/17	<i>Who Moved My Cheese?</i> (see details) Behavior Modification Meditation Quiz Ch. 6, 11	9 18	<i>Cheese</i> Book Report Hardcopy and electronic copy	Spirituality Homework
11/24	TBA			
12/1	Spirituality Yoga Quiz Ch. 9, 18, 28	7, 19	Drawing (Wear exercise clothes) Spirituality	

			Homework	
12/8	<i>Film</i>	4-9, 12	Scavenger Hunt Snacks	
12/15	Stress Management To Go		<i>Film</i> Reflection hardcopy and electronic copy	Collect corrected work

4. REQUIREMENTS

A. Quizzes ~180 points

B. Creative Writing 20 points

C. Book discussions and reports 30-40 points each

D. Scavenger Hunt 40 points

E. Stress Diary and List 10 points

F. Affirmation 10 points

G. Film analysis 30 points

H. Drawing 20 points

I. Spirituality 10 points

J. Extra Credit Opportunities points vary

K. Attendance and Participation in Class Activities 100 points

Each class will require student attendance, input, participation in class activities and written work, and oral discussions. Students are expected to also come prepared with assigned materials. Each class students will be engaged in listening to and sharing ideas. Students will continually relate course lessons to personal and professional lives. Students will interact and work with others during class activities. Throughout the course students will be engaged using Socratic methods to provide oral discussions.

5. GRADING

Letter Grade Earned	Percentage of Points Earned	Description of Learning Accomplished
A	93-100	Exceptional Learning Accomplishment
A-	90-92	
B+	86-89	Above Average/Superior
B	83-85	
B-	80-82	
C+	76-79	Average
C	73-75	

C-	70-72	
D+	66-69	Below Average/Inferior
D	63-65	
D-	60-62	
F	< 60	Inadequate demonstration of learning to pass course

6. POLICIES

Attendance: Attendance is required. Fifteen points deducted for each unexcused absence on a weekly course schedule (ten in a twice a week meeting schedule). Points deducted for being unprepared, cell phone use, non-participatory or speaking out of turn. Student is responsible for documentation of excused absences and attendance procedures. Excused absences are limited to documented school functions, recorded infirmity visits, death in own family. Excused absences do not include employment, car malfunctions, unreported illness, optional vacation time, troubles of friends, etc. Make choices. There is a limit of 1 absence of *any kind* to pass this course (3 for twice weekly meeting schedule). No make-up work accepted for unexcused absence. For excused school functions, work must be passed in no later than date/time due. Ask fellow student before instructor for missed work/handouts. No make-up exams or extensions on projects will be given for unexcused absences. In case of emergency, please contact instructor as soon as possible to discuss potential arrangements.

Unprofessional Work: Work not done on *time* = zero points. No reduced credit given. No requests for exceptions will be heard or honored. All work must be presented professionally (stapled, typed, etc.) in order to be accepted at all.

Communication Requirement: All students must use RIC email account.

Academic Integrity: All work must be student's own or citations noted. APA manual is available in the library and online. Use it. Please read academic integrity standards and procedures in catalog/handbook. Violations to academic integrity are taken seriously. Violations of college policy will be reported in accordance with the procedures outlined. Work may be required to be submitted to **Safe Assign**. Plan way ahead!! If you need technological support, see the computer help desk with plenty of time before assignment is due. Always print a receipt of submitted work.

Academic Dishonesty

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.
- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Plagiarism: intentionally or knowingly representation the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:
 - Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
 - Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
 - Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p. 39)

Many facts, ideas and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "a rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.
- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

Students with Disabilities: Request for Reasonable Accommodations (<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)

- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

7. REFERENCES

- Benson, H. (1975). *The relaxation response*. New York, NY: Avon
- Branden, N. (1994). *The six pillars of self-esteem*. New York, NY: Bantam
- Buscaglia, L. (1995). *Celebrate life*. New York, NY: Simon & Schuster
- Carlson, R. (1997). *Don't sweat the small stuff . . . and it's all small stuff*. New York: Hyperion.
- Davich, V. (1998). *The best guide to meditation*. Los Angeles, CA: Renaissance
- Dillman, E. (1999). *The little yoga book*. New York, NY: Warner
- Farhi, D. (1996). *The breathing book*. New York, NY: Holt
- Flach, F. (2002). *The secret strength of depression*. Long Island City, NY: Hatherleigh
- Frankl, V. (1984). *Man's search for meaning*. New York, NY: Washington Square Press.
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- Hall, J. (1989). *Jung: Interpreting your dreams*. Los Angeles, CA: Renaissance
- Hendricks, G. (1995). *Conscious breathing*. New York, NY: Bantam
- Kabat-Zinn, J. (1995). *Mindfulness meditation*. New York, NY: Simon & Schuster
- Kabat-Zinn, J. (1994). *Wherever you go there you are*. Los Angeles, CA: Renaissance
- Kuschner, H. (1996). *How good do we have to be?* Little Brown and Company
- Johnson, S. (1998). *Who moved my cheese?* New York, NY: Putnam
- Quigley, S. & Shroyer, M. (1996). *Facing fear, finding courage*. Berkeley, CA: Conari Seaward, B.L. (2005). *Managing stress: Principles and strategies for health and Wellbeing (4th ed.)*. Sudbury, MA: Jones and Bartlett.
- Seigel, B. (1990). *Humor and healing*. Boulder, CO: Sound True Recordings
- Scott, D. & Doubleday, T. (1992). *The elements of Zen*. New York, NY: Barnes & Noble
- Thurman, R. & Chopra, D. (2000). *The path to enlightenment*. Hay House