

Summer 2021

CE 432 Syllabus: Stress Management

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Winona State University Counselor Education Department CE 432: Stress Management Semester Hours: 3		
Course Location	This class is an asynchronous online course; there are no scheduled on-campus class meetings.	
Instructor	Anquetta V. Calhoun, Ph.D.	
Instructor Phone & E-Mail	Email: anquetta.calhoun@winona.edu ; Zoom: https://minnstate.zoom.us/j/4076192192	
Program Website	https://www.winona.edu/counseloreducation/	
Instructor Office Location	349 Helble Hall, Winona Campus [due to COVID-19 all campus offices are closed.]	
Instructor Office Hours:	Mondays, 12:00 N to 4:00 PM, <i>or by appointment</i>	

I. COURSE DESCRIPTION

This course will provide an introduction to important concepts, issues, skills, and interventions related to the identification and management of personal stress.

II. COURSE PREREQUISITES

Prerequisites: None. Grade only. Offered summer terms.

III. COURSE OBJECTIVES

Students who complete this course will:

1. Become familiar with the personal, environmental, and organizational causes of stress
2. Gain an understanding of the basic physiology of stress
3. Research stress issues related to diverse ethnic populations
4. Become familiar with a wide variety of stress management methods
5. Learn basic concepts and applications of holistic health and wellness
6. Develop and monitor a personal stress management/growth program
7. Become familiar with differing philosophies of stress management and "ways of being"

IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Greenberg, J. S. (2016). *Comprehensive stress management* (14th Edition). New York: McGraw Hill Companies. ISBN-13: 978-0078028663; ISBN-10: 0078028663

Lyubomirsky, S. (2013). *The myths of happiness*. New York: Penguin Books.

- Use APA formatting
- Additional materials and resources posted on the related course D2L page.

VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including: Internet-based learning; discussion; case studies and responses to structured exercises; and the use of technology and media including videos, Podcasts, films, PPTs, etc.

VII. COURSE EVALUATION METHODS

- Research papers
- Mindfulness tracking
- Discussion posts
- Stress management challenges

Course Obj.	Assignment	Due Date	Points
1, 2, 5-7	Stress Management Mindfulness and Tracking/Text (SMM&T) Assignments	June 7, 14, 21, 28, July 5, 12, 19, 26	40
2 & 3	Diversity & Stress Research Paper	July 5	20
1, 4, 5 & 7	Stress & Society Research Paper	July 31	20
4, 5 & 7	Myths of Happiness Discussion Posts	June 2, 16, 30	10
2, 4, 5 & 6	Stress Management Challenges	July 21	10
TOTAL			100

All assignments must be completed to earn a grade for this course. No late work will be accepted.

A. Description of Assignments

1) Stress Management Mindfulness and Tracking (SMM&T)

Students will become mindful of various personal stressors and identify/document elements of one per week (stressor, thoughts, stress reactivity, strain, resolution) each week of the summer term. Students will integrate answers to chapter questions provided by the instructor into their posts and submit their assignments via D2L dropbox **by midnight (11:59 pm) on Mondays (June 7, 14, 21, 28, July 5, 12, 19, 26)**. Each assignment is worth 5 points.

Grading Rubric

<i>Points Possible</i>	<i>4-5 points</i>	<i>2-3 points</i>	<i>1 point</i>
	Discussion of personal stressor is strong and articulate; identification/documentation clear; answers to chapter question are thorough and integrated strongly into the assignment.	Discussion of personal stressor is adequate and articulate; identification/documentation mostly clear; answers to chapter question are adequate and integrated well into the assignment.	Discussion of personal stressor is weak; identification/documentation not clear; answers to chapter questions are not thorough nor integrated strongly into the assignment.

2) Diversity and Stress Research Paper (20 points)

Students will select and research one ethnic group (Hmong, Latinx, Black/African American, Asian, Native American, multiracial, or LGBTQIA+, or another designated marginalized group of your choosing—please discuss with the professor if you are unsure) and write a research paper discussing how your newly gained knowledge will affect your future work with clients, colleagues or students from this population. Paper requirements include 7-10 pages in length and the following elements:

- Title page
- Introduction
- Ethnic group description
- Specific stressors to this group
- Stress management techniques unique to this group
- References (minimum of 6; scholarly journals and books only)
- APA or MLA formatted style

Due date for paper is Monday, July 5.

Grading Rubric

<i>Grade</i>	<i>Description</i>
20 points	-paper length minimum of 10 pages -all aspects of assignment addressed and discussed -complex thinking skills utilized -clear and concise organization of discussion -perfect APA or MLA format -at least 6 references
19-15 points	-paper length minimum of 8 pages -most aspects of assignment addressed and discussed -complex thinking skills utilized -mostly clear and concise organization of discussion -near perfect APA or MLA format -at least 6 references
14-9	-paper length minimum of 7 pages -most aspects of assignment addressed and discussed -complex thinking skills adequately utilized -mostly clear and concise organization of discussion -adequate APA or MLA format -at least 6 references
8 or fewer points	-paper length fewer than 7 pages -aspects of assignment not addressed and discussed -complex thinking skills not utilized

	-no clear or concise organization of discussion -weak APA or MLA format -fewer than 6 references
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3) Stress & Society Research Paper (20 points)

The World Health Organization calls stress "the health epidemic of the 21st Century" and it is estimated to be a **one trillion dollar** problem when its effect on the economy, healthcare system, and personal difficulties are considered and combined. An estimated 75% to 90% of all doctor visits are for stress-related issues; chronic stress can lead to digestive issues, fatigue, obesity, depression, panic attacks, insomnia, and a variety of other illnesses.

Students will select and research an area of interest related to stress and society. This could be biological, systemic, economical, or other area. Paper requirements include 7-10 pages in length and the following elements:

- Title page
- Introduction
- Discussion/Suggestions (this is where you include what is being done about this issue already and other ideas you may have about what else COULD be done)
- References (minimum of 6; scholarly journals and books only)
- APA or MLA formatted style

Due date for paper is Saturday, July 31.

Grading Rubric

<i>Grade</i>	<i>Description</i>
20 points	-paper length minimum of 10 pages -all aspects of assignment addressed and discussed -complex thinking skills utilized -clear and concise organization of discussion -perfect APA or MLA format -at least 6 references
19-15 points	-paper length minimum of 8 pages -most aspects of assignment addressed and discussed -complex thinking skills utilized -mostly clear and concise organization of discussion -near perfect APA or MLA format -at least 6 references
14-9	-paper length minimum of 7 pages -most aspects of assignment addressed and discussed

	<ul style="list-style-type: none">-complex thinking skills adequately utilized-mostly clear and concise organization of discussion-adequate APA or MLA format-at least 6 references
8 or fewer points	<ul style="list-style-type: none">-paper length fewer than 7 pages-aspects of assignment not addressed and discussed-complex thinking skills not utilized-no clear or concise organization of discussion-weak APA or MLA format-fewer than 6 references

4) The Myths of Happiness

Sonja Lyubomirsky has researched the concept of happiness and offers wisdom on how we set ourselves up for misery based on our ideas of what creates happiness.

A series of three reflections will be posted on the Discussion board.

After reading the portions of assigned texts, students will write their reflections based on the following:

What? -- What did you learn?

So what? -- Reflect upon the learning. How is it relevant or why is it important?

Now what? -- Consider ways to extend the learning to your life and pursuit of happiness.

Due dates for assigned chapters are as follows:

June 2: Foreword, Part I, Connections

June 16: Part II, Work and Money

June 30: Part III, Looking Back

You will receive points for your original posts. Optional: If you wish to read and respond to others' posts, that helps enrich the learning of everyone in the class.

Each post is worth 5 points.

Grading Rubric

<i>Points Possible</i>	<i>4-5 points</i>	<i>3-2 points</i>	<i>1 point</i>
	Discussion of assigned chapters is strong and articulate; answers to “What? So What” Now What” questions are thorough and well developed. Critical thinking skills are strong.	Discussion of assigned chapters is adequate; answers to “What? So What” Now What” questions are adequately developed. Critical thinking skills adequate.	Discussion of assigned chapters is weak; answers to “What? So What” Now What” questions are not well developed. Critical thinking skills are weak.

5) Stress Management Challenges

The following six challenges are issued in the Discussions section of D2L:

Choose an activity you did when you were a young child (age 10 and under) that helped you manage stress. Go now, as an adult, and do the same activity. How did you feel? What do you think worked to make that so enjoyable as a child? Is it something you could use more regularly now?

Write a thank you card to someone in your life who has helped you in some meaningful way, whether it is a specific action they took or if it is just showing gratitude for their presence in your life. Mail this card (SNAIL MAIL! USING A STAMP!) to them. Reflect on this experience – who did you choose and why.

Avoid ‘time suck’ activities for one week. Whether this is Facebook, Netflix, television, Pinterest, or some other activity that we choose to engage in to “pass the time.” For one week, come up with alternative activities in which you choose to engage. Maybe it is going for a walk or playing a game with family members. Perhaps it is reading for fun or attending an event outside of the house. The internet and television will always be around; it is on us to use it wisely and to stop trying to make time go away without being an active participant in it. Reflect on this experience.

Cell phone challenge! I dare you to leave your cell phone at home, in the car, or in a desk drawer when you otherwise would have taken it with you. Invite friends to do something fun but announce that it is a cell phone free activity. There are studies showing that cell phones have actually **increased** the amount of stress and tension that people feel. Limit your cell phone usage for one week. Reflect on the experience.

Take some time to consider the people in your life. Who are the negative influences? There are usually a few people with whom you clash for whatever reason or people who drain your energy. Your challenge is to change your approach with these people and/or reduce their presence from your life as much as possible. How would you go about doing this? What would/did it feel like?

I am a big believer that our outside environment reflects how we feel on the inside. This challenge is to pick one room of your house/apartment and clean/organize it thoroughly. Attach before/after pictures if you feel comfortable. It can be freeing to have reduced clutter in your home and refreshing to sit in a newly organized space. Give it a shot.

The goal is to try each challenge and then reflect on the activity. You will write a short (2-3 paragraphs) blog on the correlated Discussion board about how you attempted to tackle each challenge.

You will receive points for your original posts. Optional: If you wish to read and respond to others’ posts, that helps enrich the learning of everyone in the class. **Each post is worth 2 points (Choose 5).**

Grading Rubric

<i>Points Possible</i>	<i>2 points</i>	<i>1 point</i>	<i>1/2 or fewer points</i>
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	Discussion of each challenge is strong and articulate; writer makes meaning of experience. Critical thinking skills are strong.	Discussion of each challenge is adequate; writer makes little meaning of experience. Critical thinking skills are adequate.	Discussion of each challenge is weak; writer makes no meaning of experience. Critical thinking skills are not strong.
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Due date to complete all six challenges and responses is [Wednesday, July 21](#).

Text References to Support Successful Completion of This Course & Management of Stress

B. Grading for Course

A = 100 – 90 points
 B = 89 – 80 points

C = 79 – 70 points
 D = 69 – 60 points

VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,

(www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260

(www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

IX. TENTATIVE* COURSE SCHEDULE

DATE	Topic	Activities & Assignments
5.17	Intro to Stress Management	Review Syllabus, Acquire Textbooks, Plan Semester
5.24	The Myth of Happiness	READ: Lyubomirsky, 2013: Introduction, Part I, Connections; Myths Discussion Post 1 (DUE June 2)
6.01	What is stress?	READ: Greenberg, 2016: Chapter 1 & 2; Myths Discussion Post 1 (DUE June 2)
6.07	Work & Money	READ: Lyubomirsky, 2013: Part II, Work and Money; Myths Discussion Post 2 (DUE June 16) SMM&T-Chpt 2 Assignment DUE
6.14	Stress & The College Student	READ: Greenberg, 2016: Chapter 3 & 4; SMM&T-Chpt 3 Assignment DUE; Myths Discussion Post 2 (DUE June 16)
6.21	Regret	READ: Lyubomirsky, 2013: Part III, Looking Back; Myths Discussion Post 3 (DUE June 30) SMM&T-Chpt 4 Assignment DUE
6.28	Interventions	READ: Greenberg, 2016: Chapter 5 & 6; SMM&T-Chpt 5 Assignment DUE; Myths Discussion Post 3 (DUE June 30)
7.05	Diversity & Stress	READ: Greenberg, 2016: Chapter 15; Diversity and Stress Research Paper DUE; SMM&T-Chpt 15 Assignment DUE
7.12	Perception & Spirituality	READ: Greenberg, 2016: Chapter 7, 8 & 9; SMM&T-Chpt 6 Assignment DUE
7.19	Meditation & Relaxation	READ: Greenberg, 2016: Chapter 10 & 11; SMM&T-Chpt 7 Assignment DUE July 21: ALL Stress Management Challenges DUE
7.26	Behavior Change	READ: Greenberg, 2016: Chapter 12 & 13; SMM&T-Chpt 10 Assignment DUE
7.31	Stress & Society	READ: Greenberg, 2016: Chapter 14, 16 & 17; Stress & Society Research Paper DUE

8.04	Semester Ends	
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**syllabi are created with ideals, intentions, and goals in mind; however, some lessons, lectures, and presentations may be longer or shorter than anticipated and/or sometimes life just happens. This schedule is, therefore, tentative and may require adjustments and corrections throughout the semester*