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Liberal Studies Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

MAR 19 2007

Course: HPED 412 – Physical Activity and Stress

Instructor(s) of Record: Dr. Robert E. Alman

Liberal Studies

Phone: 724-357-4410

Email: balman@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

The instructor, Bob Alman, has taught HPED 412, *Physical Activity and Stress Management* at IUP for the past 5 years. In addition, he has approval and is currently teaching HPED 143 *Health and Wellness* as a distance education course. This course has been taught for the past three years. Dr. Alman has attended training sessions for WebCT at IUP and has used components of WebCT in HPED 143, *Health and Wellness* and HPED 411, *Physical Fitness Appraisal* and also HPED 412/512 as an adjunct to the standard course offering. Dr. Alman is also currently using BlackBoard web delivery system for his current HPED 143, *Health and Wellness*.

2. How will each objective in the course be met using distance education technologies?

Objective #1 - To identify the significant stress/anxiety theories as they relate to physical activity and our culture.

How objective #1 will be met: Students will be required to read the course text and supplemental materials that will be provided (e.g., powerpoint presentations, supplemental readings). In addition, students will be required to critically reflect on topics presented regarding the various theories and how they relate to their personal and professional lives. Students will be asked to respond to critical thinking/discussion questions. This objective will be met by supplemental readings posted to the website and review of the posted powerpoint presentation on stress/anxiety theories. Critical reflection will occur through student posting of responses to questions related to various theories. These responses will be submitted via email to the instructor.

Objective #2 - To identify the causes and origins of stress in sport and our western culture.

How objective #2 will be met: The course text includes a variety of readings that include academic information and resources related to the causes and origins of stress, and also provides "real people, real stories." The text relates stress and the perception of stress to the adult population, as well as to the college student population. Students will be required to critically reflect on topics and various theories presented and demonstrate how they relate to their personal and professional lives. In addition, students will be asked to respond to critical thinking/discussion questions. This objective will be met by online readings, posting of information to online discussion board and written assignments via posting on the assignment board. Students will utilize email to return assignments to the instructor.

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Objective #3 - To display knowledge of specific personality factors and understand the relationship between them and anxiety/stress.

How objective #3 will be met: Students will be required to critically read the text and supplemental materials. In addition, supplemental readings will be provided on various personality types, and students will be asked to complete an analysis of their own personality type. This will be achieved through online personality inventories that include Type personality, codependency and other personality types. Students will also review selected video clips, and be required to critically reflect on their personal profile and personality type. Additionally, students will be asked to respond to critical thinking/discussion questions. This objective will be met by readings posted on the course website. Analysis of personality factors will occur by student participation in a Hostility assessment posted on the website. In addition, students will be asked to register and utilize a website entitled "Authentic Happiness." This website provides various assessments related to personality factors.

Objective #4 - To demonstrate an awareness of stress as it is seen in sport, society, and in various areas of physical activity.

How objective #4 will be met: Students will be required to critically read the text and supplemental materials. These supplemental readings will be provided to demonstrate current issues related to stress in sport, as well as stress in society. Students will be required to critically reflect on their personal experiences with stress and to analyze the impact on these experiences on their personal lives. Additionally, students will be asked to respond to critical thinking/discussion questions and they will use the Internet to research examples of issues related to stress, sport and society.. This objective will be met by reviewing posted supplemental readings and critical reflections will occur through the use of email.

Objective #5 - To have knowledge of intervention strategies to present, reduce, and manage stress in sport and our daily lives.

How objective #5 will be met: Multiple chapters in the text cover various stress intervention strategies to reduce and/or manage stress. Students will read each chapter and follow up each chapter with a DVD activity that is included with the text. Students will be asked to participate in the DVD activity and then critically review their experience with each strategy and analyze the effectiveness of each technique. This objective will be met by having students review various stress management techniques that are provided on a DVD that is packaged with the text. Students will be asked to critically reflect and return their responses via email.

Objective #6 - To develop interpersonal skills to manage stress in relationships.

How objective #6 will be met: Through reading supplemental material provided via powerpoint and typed lecture notes, students will be able to discern appropriate interpersonal skills to reduce stress in personal and professional relationships. Topics related to interpersonal skills will include information on effective verbal and non-verbal communication, listening skills, and conflict resolution. Students will be asked to assess listening style and develop strategies to effectively communicate. Students will be asked to critically reflect on their interpersonal skills and the potential impact on their various relationships. This objective will be met through review of posted powerpoint presentations on the course website and course notes. Students will be asked to respond to an audio clip posted on the website regarding listening skills, and to post examples of conflicts and how they were resolved using the discussion board.

Objective #7 - To understand the role of exercise in the management of stress.

How objective #7 will be met: Students will be required to critically read the text and supplemental materials. Through powerpoint and posted lecture notes students will gain an understanding of the

impact of stress on various physiological, psychological, endocrine, immune function and neurological responses. Comparisons will be made regarding the impact of stress on these various mechanisms and the impact that physical activity has on these same mechanisms. A critical analysis will be made by students to determine the positive or negative impact that physical activity has on those previously mentioned mechanisms. Students will be asked to participate in physical activity and examine how it relates to their own personal stressors of the week. Students will then be required to critically reflect on these experiences. This objective will be met by posting of supplemental readings and assignment of readings in the text on the course website. Students will be required to review the posted powerpoint program and also selected video clips. Students will be asked to keep a journal for the week to document stress and exercise habits, and they will be required respond to this assignment via email.

Objective #8 - To display knowledge of exercise programs and strategies to manage stress.

How objective #8 will be met: Students will be required to critically read the text and supplemental materials. Through powerpoint and written lecture notes students will critically review various types of exercise programs. Students will also be asked to review various types of exercise programs through web searches and review of video clips. Students will be able to determine the most appropriate exercise programs to manage their personal stress and stress of potential clients/students in a professional setting. This objective will be met through the utilization of various internet search engines. Students will be asked to review various types of exercise programs that are listed on the internet and then required to post information on the discussion board.

Objective #9 – To develop and demonstrate writing skills that will help the student to better understand, synthesize and express the course content in meaningful ways that will help build life skills.

How objective #9 will be met: Through reflection journals students will be asked to critically respond to various topics related to stress and life. Students will be asked to write and form opinions and provide personal insight into the various reflection journal topics. In addition, various topics of stress will be introduced via the website discussion board and students will be required to post responses and to dialogue between the professor and class members.

3. How will instructor-student and student-student, if applicable, interaction take place?

WebCT provides opportunities for students to interact with the instructor and with other students in the class via the online chat room, email and discussion board. Students will be able to directly email and/or contact the professor by phone. In addition, virtual office hours will be held on a regular basis. Virtual office hours allow the students to have interaction with the professor in “real time.”

4. How will student achievement be evaluated?

Student evaluation will take place via module specific quizzes. A midterm and final exam will be delivered via the web and will be based on text and supplemental readings. Also students will be graded based on weekly written assignments including a weekly reflection journal.

5. How will academic honesty for tests and assignments be addressed?

Academic integrity and honesty will be addressed through various controls set up within webct. For example, exams will be released during a certain time period with a time restriction appropriate for the length of the exam. Exam and quiz questions will be released one at a time to reduce the ability of students to simply print screen to download the exam and search for answers. In addition, exam and quiz controls will be implemented that only allow students a one time entrance into the exam. This will prevent students from checking in and out of the exam. Finally, questions will be released to students in a random fashion.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Christina Blain 3/19/07
Signature of Department Designee Date

Endorsed: *Parleen Zoni* 3/19/07
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Sedquist 3/23/07
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

course Approved as distance education course

Rejected as distance education

A. Samuel 3/27/07
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

HPED 412 - PHYSICAL ACTIVITY AND STRESS MANAGEMENT

Syllabus of Record

COURSE PREREQUISTE: Advanced standing

COURSE DESCRIPTION: Acquisition of necessary understanding of anxiety and stress; their nature, place in society, and intervention strategies as they relate to physical activity.

GENERAL OBJECTIVE

To understand the general nature of stress with specific broad factors reviewed so that the focus and primary emphasis on physical activity and stress management can be seen from the total area of stress management.

SPECIFIC OBJECTIVES

1. To identify the significant stress/anxiety theories as they relate to physical activity and our culture.
2. To identify some of the causes and origins of stress in sport and our western culture.
3. To display knowledge of specific personality factors and understand the relationship between them and anxiety/stress.
4. To demonstrate awareness of stress as it is seen in sport, society, and in various areas of physical activity.
5. To have knowledge of intervention strategies to eliminate, reduce, and manage stress in sport in sport and our daily lives
6. To develop interpersonal skills to manage stress in relationships
7. To understand the role of exercise in the management of stress.
8. To display knowledge of exercise/compliance programs and strategies to manage stress.
9. To develop and demonstrate writing skills that will help the student to better understand, synthesize and express the course content in meaningful ways that will help to build life skills.

COURSE REQUIREMENTS

HP 412

Mid-Term Examination.....	20 points
Final Examination.....	20 points
Additional points.....	20 points
Read and critically review stress text.....	20 points
Research a physical activity strategy.....	20 points
Complete written work book assignments.....	10 points

100 points total

COURSE TEXT

Allen, Roger and Hyde, David H. Investigations in Stress Control. Minneapolis, Minnesota: Burgess Publishing Company, 1988.

COURSE OUTLINE

1. Class time
2. Office hours
3. Dates, Tests & Assignments due
4. Course schedule

Additional Points:

- 5 points – one tape lecture worth 5 points. Two pages minimum, three pages maximum. (See appendices #5 and #7 for additional information)
- 3 points – Time management schedule for one week (class handout)
- 5 points – Develop a strategy for living with goals of one year after you graduate, three page minimum and 4 page maximum.
- 7 points – Do an observational study (in person) of some critical sports event and relate it to stress and Stress management (three page minimum) (See appendices #3 and #4 for additional Information)

It is available for students to choose to research a physical activity strategy to manage stress. The paper is to be between three and five pages long, typewritten and double spaced. The requirements for the research strategy are defined in Appendix #1.

The class presentation will be a three to five minute oral lecture presented to the class on the research strategy. Four to six questions are required (typewritten of course) at the end of your presentation to stimulate a short discussion on the interaction strategy. The evaluation for the class presentation is defined in Appendix #2.

The stress or physical activity strategy books are to be critically reviewed paperbacks or texts of your choice. The only stipulation is that books first be approved by the instructor as appropriate to the class. Five typewritten double-spaced pages is the acceptable length of the paper.

It is required for each student to bring his/her text book to each class meeting. There will be spontaneous checking of the assigned work by the professor. Each time the assignment is completed you will gain two gimbos.

- 20 Gimbos = 10 points for the workbook assignment
- 19 Gimbos = 9 points for the workbook assignment
- 18 Gimbos = 8 points for the workbook assignment
- 17 Gimbos = 7 points for the workbook assignment
- 16 Gimbos = 6 points for the workbook assignment

The final written evaluation is to help this instructor with feedback from your experiences in this course.

I would appreciate having the strengths and weaknesses (sensitively of course) of Stress Management and Physical Activity expressed so that I can become a more effective teacher.

Some final words

1. It is preferred (but not mandatory) that all papers and reports turned in must be typewritten (double-spaced).
2. Be sure to observe the deadlines for submitting certain materials. For final deadline for most material, see Course Outline.
3. Hand in all materials to me each week.
4. Everything is graded. No misspelled words or typos please. One mistake each two pages is allowed otherwise the paper is returned.
5. Unsatisfactory materials will be returned.
6. Unsatisfactory materials will be returned to you each week. You can redo an unsatisfactory item and resubmit it for credit consideration by the date specified on your paper within one week. You must submit the original as well. Remember, the last date for submitting most materials, is found in the Course Outline.
7. Look up in dictionary the meaning of the word "plagiarism."
8. Call me whenever you may have any questions about the course, the number of points you have, etc. Office telephone is 357-5656.
9. Hand in papers and reports as soon as you do them.

References

- Allen, Roger J., and Hyde, David H. Investigations in Stress Control (4th ed.). Minneapolis: Burgess Publishing Company, 1996.
- Benson, Herbert, and Klipper, Miriam Z. The Relaxation Response. New York: William Morrow and Company, 1975.
- Bloona, Richard. Coping With Stress. St. Louis: Mosby, 1996.
- Collins, Gary. You Can Profit From Stress. Santa Anna, California: Urison House, 1977.
- Cooper, Kenneth H. Can Stress Heal? Nashville: Thomas Nelson Publishers, 1997.
- Davis, Marth, Eshelman, Elizabeth R. and McKay Matthew. The Relaxation and Stress Reduction Workbook (4h ed). New York: MJF Books, 1995.
- Dishman, Rod K. Exercise Adherence. Champaign, IL: Human Kinetics Publisher, 1988.
- Friedman, Meyer, and Rosenman, Ray H. Type A Behavior and Your Heart. New York: Ballantine Books, 1974.
- Greenberg, Jerrold S. Comprehensive Stress Management (6thEd). Dubuque, Iowa: Wm. C. Brown Co., Pub., 1983.

- Humphrey, James and Humphrey Joy. Controlling Stress for Children. Springfield, IL: Charles C. Thomas Publishing, 1985.
- Martens, Rainer. Sport Competition Anxiety Test . Champaign, Illinois: Human Kinetics Publisher, 1977.
- McCullough, Christopher J., and Robert Woodsmann. Managing Your Anxiety. New York: Putman, 1994.
- Romas, John A., Sharma, Mano. Practical Stress Management . Needham Heights, MA: Allyn & Bacon, 1995.
- Samson, Irwin G., and Spielberger, Charles D. (eds.). Stress and Anxiety (Vol. 1). Washington, D.C.: Hemisphere Publishing Corporation, 1975.
- Selye, Hans. Stress Without Distress. New York: Hans Seyle (Lippincott and Crowell), 1974.
- Spielberger, Charles D., and Gorsuch, Richard and Lushene, Robert E. STAI Manual. Pal Alto, California: Consulting Psychologists Press, 1970.
- Spradley, James P., and Uenings, Robert L. The Work Stress Connection. New York: Ballentine Books, 1981

**Physical Activity
The Research Strategy Evaluation**

(The paper must be presented if it is not, there is zero credit)

HP 412

Dr. Blacksmith

- | | | |
|----|---|-------------|
| 1. | Neat, typewritten, no typing mistakes and appropriate length. (3 page double spaced) | 0-1-2 |
| 2. | Bibliographical data - publication, author date, volume, etc. (must have all the data) | 0-1 |
| 3. | Appropriateness of the topic ²
-Will this work
-Practicality/usefulness
-Relationship to stress
If not a physical activity strategy to manage stress-automatically deduct four (4) points. | 0-1-2-3-4 |
| 4. | The research:
The subjects, conditions, time, etc.
-Research methods
The results
-Summary, conclusions, recommendations | 0-1-2-3-4-5 |
| 5. | The key step and/or points to utilize the physical activity strategy where the steps presented clearly how practical are the steps to use -how well was the article critiqued | 0-1-2-3 |

Total Points _____

Required 4-6 Discussion questions - (3)

Please note:

1. Dr. Blacksmith would like to have a xerox copy of the original research article. If it is more than six (6) pages, please xerox the first two pages and the results, etc.
2. You must make a xerox copy of your paper - Dr. Blacksmith must have a copy of your paper during your presentation.

Appendix #2

CLASS PRESENTATION EVALUATION

HP 412
Dr. Blacksmith

Audience Contact	.1.2.3.4.5.6.7.8.9.1.0
-Voice – volume/inflection	
- Eye contact	
Clear, understandable presentation	.1.2.3 .4 .5.6.7.8.9
Overall knowledge of the subject material	.1.2.3.4.5.6.7.8.9.1.0
-Clear concise knowledge Without repetitions, mistakes, etc.	
Class interaction with the discussion	.1.2.3.4.5.6.7.8.9.10
-Good leading questions - Appropriate discussion	
Time Limit	
--Minimum of 5 min. presentation -Minimum of 5 mine discussion	

TOTAL:

Appendix #3

Observational Study

This observational study is to be an analysis of some critical event: A sporting event, an interview, an important speech, a play or some other stressful situation in which you have the opportunity to closely observe and record the crucial interactions of the people involved.

If you were to choose an athletic event you would want to be aware of the: players, opponents, officials, boy/girl friends, fans, coaches and their effect in the total environment. You would also want to be aware of the contest environment: the specific crowd, the importance of the event, the rivalry, the specific environment and other information that would help a historical context to this event.

You would then want to try to understand what is happening by observing the person or persons in this stressful environment. Try to get into their minds as you analyze their behavior in this anxiety producing environment. What are the antecedents to or consequences of specific behaviors? Is the stress increasing or decreasing? Were there any critical psychological moments? Were there any specific individual stress reactions? Is the stress increasing or decreasing? What were the individual or total effects of stress upon these participants? In other words what happened, as you saw it, in this environment that made it stressful for the participants? Please relate this information to the class lectures, the text, the outside readings and the tape lectures.

The overall purpose of this exercise is to help make you more aware of stress in our environment. Awareness of stress is the first step in the process of its management. If you are unsure of this assignment, see the professor.

Appendix #4

Evaluation sheet of the observational study

1. General Appearance

- Neat, typewritten
- No typos, misspelled words
- Appropriate length, margins, spacing
 - i. Double spaced
 - ii. One inch margins
 - iii. Three page minimum

10. Bibliographical data

- Place
- Date
- Your relationship to this event

11. The setting

- All significant people and relationships
- Historical context

12. The observation

- Significant interactions
- Critical psychological moments
- Momentum
- Individual stress reactions
- Antecedents to stress
- Consequences of stress

5 Writing style

- a. Grammar
- b. Word choice
- c. Flow of logic/thought
- d. Western Pennsylvania Idiom

6 Instructor comments:

Appendix #5
A Critical Analysis

A critical analysis is an investigation into the text or tape lecture where you assume you are the world's expert on this topic. Please take your time and analyze the material because I want to hear from you, what you:

1. Liked or did not like about the text
2. Thought was too difficult or too easy
3. perceived as confusing or clear
4. thought needed clarification or what was excellent
5. felt was boring or helpful information
6. understood as too technical or too simplistic
7. perceived were good examples or what were poor

In other words, I want you to think from your vantage points, from your knowledge, from your understanding of the subject at hand and tell me what you thought about the text or tape lecture. I will expect that your analysis will also reflect the information from your class text and the lectures as well as the pertinent context from the text or tape.

What it is not:

A critical analysis is not a summary or a restating of the text blow by blow. In most cases I will have read the text or listened to the tape lecture so I do not want an abstract of the information. I want to hear from you.

Appendix #6 - Grading Rubric – Critical Analysis of Text

Name

Grade

Evaluation of the Text Critique

General Appearance

- a. Neat, typewritten - no cover page (no fancy folders) - double space - 12 font
- b. No typos or misspelled words
- c. Appropriate length, margins, spacing, etc.
- d. Four (4) complete pages minimum and six (6) pages maximum is required (You must write at least two (2) sentences on the fifth page")
- e. The pages must be numbered - 1,2,3 etc.
- f. MUST staple pages together

Bibliographical Data

- a. Date, volume, pages, etc.
- b. Publication. Author(s) (A complete bibliography is required on a separate page)
- c. APA Style 5th edition

Critique of text with self expression included:

- a. Clear data and examples of critique (liked/disliked etc.)
- b. Concise knowledge, information and organization in the critique format.
- c. Understandable explanation and evaluation from your perspective
- d. This is not a summary

Writing Style

- a. Grammar, word choice, flow of thought, etc.
- b. Logical flow of the critique with a summary ending. (Your overall feeling of the book)
- c. Write in the past tense

Instructor Comments:

Appendix #7

Name: _____ Grade: _____

Evaluation of the Tape Lecture

General appearance

- a. Neat, typewritten
- b. No typos or misspelled words
- c. Appropriate length, margins, spacing

Bibliographical data

- a. Name of tape
- b. Author

Your critique of the tape/script with self expression including:

- a. clear data and examples
- b. concise knowledge, informative and organizational
- c. understandable explanations and evaluations
- d. reasonable analysis with a valid rational hypothesis
- e. complete information

Writing style

- a. Grammar
- b. Word choice
- c. Flow of logic/thought
- d. Western Pennsylvania idiom

Instructor comments:

PHYSICAL ACTIVITY AND STRESS MANAGEMENT
Syllabus
Distance Education - HPED 412

Dr. Robert E. Alman II
110 Zink Hall
724-357-4410

Email: balman@iup.edu

Virtual Office hours: Monday and Wednesday – 9 PM to 10 PM
 Tuesday and Thursday 12 PM to 1 PM

Course Prerequisite: Advanced Standing

Course Description

Acquisition of necessary understanding of anxiety and stress; their nature, place in society, and intervention strategies as they relate to physical activity.

General Objectives

To understand the general nature of stress with specific broad factors reviewed so that the focus and primary emphasis on physical activity and stress management can be seen from the total area of stress management.

Specific Objectives

At completion of this course students should be able:

1. To understand the significant stress/anxiety theories as they relate to physical activity and our culture.
2. To identify some of the causes and origins of stress in sport and our western culture.
3. To display knowledge of specific personality factors and understand the relationship between them and anxiety/stress.
4. To demonstrate an awareness of stress as it is seen in sport, society and in various areas of physical activity.
5. To have knowledge of intervention strategies to eliminate, reduce and manage stress in sport and our daily lives.
6. To develop interpersonal skills to manage stress in relationships.
7. To understand the role of exercise in the management of stress.
8. To display knowledge of exercise/compliance programs and strategies to manage stress.
9. To develop and demonstrate writing skills that will help the student to better understand, synthesize and express the course content in meaningful ways that will help to build life skills.

COURSE TEXT

Olpin, M., & Hesson, M. (2007). Stress management for life: A research-based experiential approach. Thomson/Wadsworth Publishers.

GRADING POLICY:

- Only work assigned by and submitted to the instructor of record will count toward the final grade in this course.
- There will be exams at the completion of each chapter.
- Various assignments will be made throughout the semester. These will include worksheets; Internet based assignments, and other assignments as deemed appropriate by the professor. All assignments are graded on a 10 point scale.
- Grades are calculated on the following basis:
 - Points earned divided by total points possible x 100

- Most assignments are worth 10 points
- Exams will be worth various point totals

GRADING SCALE:	90% to 100%	=	A
	80% to 89%	=	B
	70% to 79%	=	C
	60% to 69%	=	D
	50% to 59%	=	F

Course Requirements HPED 412

Online Assignments	10 pts. each
Reflection Journal (email).....	10 pts. each
Real Age Assignment.....	15 pts.
Online Exams (3).....	35 points each
Discussion Board participation.....	5% of total grade

Reflection Journal: The purpose of the reflection journal is to give students the opportunity to reflect on their academic and personal experiences during the course of each week. The reflection journal can include reflections on the week's class (what worked, what didn't work, comments, how the information provided in class affected you). The journal can also include entries regarding stress, problems, personal insights, readings, news, and a variety of other topics stress related. The reflection journal is to be emailed to the professor each week by Sunday, no later than 7 PM. Late entries will not be credited to your overall grade. Each journal entry is worth 10 points. In addition, each week you are to keep a stress log. The stress log will be included at the bottom of your reflection journal. The stress log is to summarize the week's stressful events. You are to list stressors that occurred during the week and then list physical, emotional and behavioral signs or issues that arose associated with the stressors. You are to end the stress log with a rating.....1 to 10....one being no stress, 5 being average stress for you, and 10 being extreme stress.

Specific assignment due dates:

Online assignments:	Friday, 12 AM each week
Online quizzes/exams	Saturday, 12 PM each week
Online reflection journals:	Sunday, 7 PM each week
Other assignments:	As assigned

References

Allen, Roger J., and Hyde, David H. Investigations in Stress Control (4th ed.). Minneapolis: Burgess Publishing Company, 1996.

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Leith, Larry M., Exercising Your Way to Better Mental Health. Morgantown, WV: Fitness Information Technology, Inc., 1998.

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Romas, John A., Sharma, Mano. Practical Stress Management . Needham Heights, MA: Allyn & Bacon, 2000.

Selye, Hans. Stress Without Distress. New York: Hans Seyle (Lippincott and Crowell), 1974.

Seward, Brian Luke. Health and the Human Spirit. Allyn and Bacon: Neeham Heights, MA, 2001.

Whitman, Thomas, and Randy Petersen. Stress Test. Colorado Springs, CO: Pinon Press, 2000.

Weidner, G, Boughal, T, Connor, SL, Pieper, C, Mendell NR. Relationship of job strain to standard coronary risk factors and psychological characteristics in women and men of the Family Heart Study. Health Psychology 1997; 16:239-247.

Course Outline:

Week 1: Read Chapter 1 – Stress in Today’s World
Complete Chapter 1 Quiz
Complete and send reflection journal #1 to professor via email

Week 2: Read Chapter 2 – Self assessment
Complete the following self assessments:

- Resting heart rate
- Breathing patterns
- Stress-o-meter
- Symptoms of stress
- Perceived stress scale
- Inventory of college students’ recent life experiences
- Ardell Wellness Stress test

Reflection journal – Stress assessment and interpretation of the six dimensions of wellness

Week 3: Read Chapter 3 – The Science of Stress
Complete Chapter 3 quiz
Reflection journal – Self-talk
Review and answer questions regarding video clips on website

Week 4: Read Chapter 4 – The Mind/Body Connection
Complete chapter 4 quiz
Go to <http://pni.psychiatry.ohio-state.edu/jkg/> and click on publications

- a. Find an article that is of interest in the area of stress and disease
- b. Read article and post a summary of findings on discussion board
- c. Post a question to your summary to stimulate responses from your classmates

Reflection journal – Dreams

Week 5: Read Chapter 5 – The power of perceptions

Read Chapter 6 – Thinking and Choosing
Complete chapter 5 and chapter 6 quiz
Reflection journal – How was your day? An opportunity to
Complete cognitive restructuring activity
Exam 1 – Chapter 1, 2, 3, 4

- Week 6: Stress Prone and Stress Resistant
Personalities – Read and review ancillary materials
Complete Type A- Hostile Personality survey and codependency survey
Complete the Temperament Sorter analysis
Report and discuss personality and temperament results with instructor
- Week 7: Read Chapter 8 – Managing Emotions
Complete chapter 8 quiz
Online discussion of emotions: Guilt, Worry, Anger, Fear
Review online article on anger management
Reflection journal: Positive Attributes
- Week 8: Humor Therapy – Review online lecture and powerpoint
Notes. Complete humor self assessment Review handouts
regarding various types of humor. Assignment: Students
post examples of humor on discussion board
Reflection journal: Share humor on the discussion board
- Week 9: Chapter 11 – Time and Life Management
Complete online quiz
Review types of time management
Prioritized planning and quadrant planning. Have students submit an example as
assignment.
Reflection journal: Serendipity
Exam #2 – Chapters 5, 6, 8, 11 and Personality
- Week 10: Chapter 13 – Social Support, Relationships, and
Communications
Complete chapter 13 quiz
Online discussion: Verbal vs non-verbal communication
Active listening - Play presentation on active listening
Face Perception online survey
http://www.bbc.co.uk/science/humanbody/mind/index_surveys.shtml
- Week 11: Chapter 15 Healthy Lifestyles
Complete chapter 15 quiz
Exercise vs. physical activity
Nutrition and stress
Reflection journal – Mindful walking
- Week 12: Chapter 17 Take a breath and Chapter 18 Autogenics
Complete chapter 17 and 18 quiz.
Chapter 17 DVD Breathing activity. Complete reflection
Journal and report experience with breathing activity
Chapter 18 DVD Autogenics. Complete reflection journal
and report experience with autogenic activity
- Week 13: Chapter 20 Guided Imagery: Using your imagination
Complete chapter 20 quiz.
Chapter 20 DVD PMR activity. Complete reflection

Journal and report experience with PMR activity

Week 14:

Chapter 21 Meditation

Complete chapter 21 quiz

Chapter 21 DVD meditation. Complete reflection journal
and report experience with meditation activity

Final Exam

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Module 1 – Chapter 1 – Stress in Today’s World

Objectives:

1. Define stress and stressor.
2. Define and explain the difference between eustress and distress.
3. Differentiate between acute, acute episodic, and chronic stress.
4. Relate stress to the five dimensions of holistic health—physical, intellectual (mental), emotional, spiritual, and social.
5. Discuss some of the most common stressors affecting college students today.

Assignments:

Read chapter one

Complete online quiz

Complete the following critical thinking/discussion questions

1. Write personal definition of stress and post on discussion board. Answer the following questions and post in digital drop box.
2. Discuss examples of how the five dimensions of health relates to stress. Give examples from your personal life.
3. Discuss the Research Highlights: Stress and the Developing Brain. What implications does this information have for you?
4. According to the FYI survey results, college women feel overwhelmed more frequently than college me. Compile a list of possible explanations for these findings and discuss your results.
5. Compare and discuss the sources of your stress as a college student.

Reflection journal – Who are you?

Complete each question and when complete, please return via email no later than 7 PM – Sunday.

In order to get to know you better, please answer the following questions as honestly and as completely as you can.

1. Who are you? (Where are you from? What motivates you? What makes you...you? What roles do you play? i.e., /student, son, daughter, etc) What significant experiences have you had that contribute to who you are What do you hope to become?
2. What are your goals for 2007?
3. What goals have you set for yourself in the next five years? 20 Years?
4. Describe your dream vacation and why.
5. What animal best fits your personality and why?
6. If you were to pick an actor or some other famous person to play your life in an autobiographical movie, who would you pick and why?

7. If you could spend fifteen minutes with anyone, who would it be and what three questions would you ask them?
8. What is your favorite word?
9. What is your least favorite word?
10. What turns you on?
11. What turns you off?
12. What sound do you love to hear?
13. What sound do you hate to hear?
14. When you leave this world, what do you hope to leave behind?
15. If heaven exists, what would you like to hear God say when you arrive at the gates of heaven?

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Course Outline:

- Week 1: Read Chapter 1 – Stress in Today’s World
 Complete Chapter 1 Quiz
 Complete and send reflection journal #1 to professor via email
- Week 2: Read Chapter 2 – Self assessment
 Complete the following self assessments:
- Resting heart rate
 - Breathing patterns
 - Stress-o-meter
 - Symptoms of stress
 - Perceived stress scale
 - Inventory of college students’ recent life experiences
 - Ardell Wellness Stress test
- Reflection journal – Stress assessment and interpretation of the six dimensions of wellness
- Week 3: Read Chapter 3 – The Science of Stress
 Complete Chapter 3 quiz
 Reflection journal – Self-talk
 Review and answer questions regarding video clips on website
- Week 4: Read Chapter 4 – The Mind/Body Connection
 Complete chapter 4 quiz
 Go to <http://pni.psychiatry.ohio-state.edu/jkg/> and click on publications
- a. Find an article that is of interest in the area of stress and disease
 - b. Read article and post a summary of findings on discussion board
 - c. Post a question to your summary to stimulate responses from your classmates
- Reflection journal – Dreams
- Week 5: Read Chapter 5 – The power of perceptions

Read Chapter 6 – Thinking and Choosing
Complete chapter 5 and chapter 6 quiz
Reflection journal – How was your day? An opportunity to
Complete cognitive restructuring activity

Exam 1 – Chapter 1, 2, 3, 4

- Week 6: Stress Prone and Stress Resistant
Personalities – Read and review ancillary materials
Complete Type A- Hostile Personality survey and codependency survey
Complete the Temperament Sorter analysis
Report and discuss personality and temperament results with instructor
- Week 7: Read Chapter 8 – Managing Emotions
Complete chapter 8 quiz
Online discussion of emotions: Guilt, Worry, Anger, Fear
Review online article on anger management
Reflection journal: Positive Attributes
- Week 8: Humor Therapy – Review online lecture and powerpoint
Notes. Complete humor self assessment Review handouts
regarding various types of humor. Assignment: Students
post examples of humor on discussion board
Reflection journal: Share humor on the discussion board
- Week 9: Chapter 11 – Time and Life Management
Complete online quiz
Review types of time management
Prioritized planning and quadrant planning. Have students submit an example as
assignment.
Reflection journal: Serendipity
Exam #2 – Chapters 5, 6, 8, 11 and Personality
- Week 10 Chapter 13 – Social Support, Relationships, and
Communications
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