

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Gerald Stinson (m)
Signature of Provost

4/7/09
Date

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

Course: PSYC 374: Stress & Coping

Instructor(s) of Record: Dr. Krys Kaniasty

Phone: 724 -357 -5559

Email: kaniasty@iup

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?

Stress and coping is a general area of my research expertise. I have been studying stress, coping and social support for nearly 20 years. As a social and community psychologist, I conducted several studies concerning social support exchanges in the context of stressful life events at both individual (e.g., criminal victimization) and community (e.g., natural disasters) levels. My longitudinal research examined mental health and sociopsychological consequences of severe floods (USA, Poland) and hurricanes (USA, Mexico). In 2001-2007, I was editor of *Anxiety, Stress and Coping: An International Journal* (<http://www.tandf.co.uk/journals/titles/10615806.html>). I taught this particular course in-class in the Spring 2000 semester and a special topics version of it as a study abroad course in 2004 (*Psychological consequences of trauma*; <http://www.iup.edu/psychology/incl/PC481.pdf>).

Furthermore, since 2005 I have been mentoring and educating researchers entering the field of disaster and trauma research (http://www.redmh.org/about/project_directors.html#kaniasty). In fact, my responsibilities for the initiative named *Research Education in Disaster Mental Health* (REDMH, funded by the National Institute of Mental Health) include developing web-based lectures to accompany a recently published textbook entitled "Methods for Disaster Mental Health Research" (edited by Norris, Galea, Friedman, & Watson, 2006, Guilford Press, see .

I completed the workshop "WebCT - Getting Your Course Online" (March 12 -15, 2007).

Finally, I taught the DE version of this course on probationary bases during Summer 2007 (session II), Fall 2007 semester, and Summer 2008 (session II). Students' formal and informal feedback indicated that the course was intellectually challenging, engaging, and valuable for their respective majors and personal growth.

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

Psychology 378 – Stress & Coping -- is designed to help students combine scientific, theoretical, and personal modes of inquiry to understand issues and evidence about the role, both detrimental and beneficial, of stress in their lives. The course explores all forms of stress in contemporary life ranging from typical, mundane yet irritating, daily hassles to the extreme of experiencing and surviving trauma of severe criminal victimizations, disasters and wars. Of course, everything between the two bounding poles will not escape our attention either!

After completing the course, the student shall:

OBJECTIVE I:

- * *Recognize difficulties inherent in conducting psychological research on stress and coping*
- * *Understand the scientific bases of professional psychology*
- * *Critically evaluate the merit of studies too hastily reported in the media concerning psychological, social, and behavioral factors in stress, health and illness*

The overarching goal of Objective I is **METHODOLOGICAL**. Students must recognize psychology as a science that has created disciplined methods and empirical means of communicating facts, hypotheses, and theories. I believe that teaching methodology is most effective with the use of **GRAPHS, GRAPHS, TABLES, & more GRAPHS, & more TABLES**. My PowerPoint lectures have numerous examples of research studies conducted in the field that introduce the students to different methodologies and associated with them difficulties in making strong (causal) inferences. There are several lectures entirely devoted to methods in stress and coping research (e.g., research design and measurement; moderating versus mediating variables). One of the evaluative requirements for the students will be preparation of a PowerPoint presentation of a published empirical stress study. Students will have to address potential threats to construct and internal validity associated with the examination of their choice.

OBJECTIVE II:

- * *Recognize the multifaceted nature of stress experience in terms of its biological, psychological, social and cultural underpinning,*
- * *Understand various pathways through which our own cognitions and behaviors, as well as the cognitions and behaviors of those around us, influence the stress process*
- * *Critically assess conventional worldviews regarding stress as individual, not collective, enterprise; worldviews that are responsible for never-ending Lone Ranger folklore and expectations about coping (e.g., pulling oneself up by one's bootstraps) and victim blaming (e.g., "people get what they deserve")*

The overarching goal of Objective II is **EPISTEMOLOGICAL**. Students must learn about the complexity of stress process. To achieve these objectives, students will be required to thoughtfully read the textbook, additional readings, as well as to study my PowerPoint lectures that provide numerous instances of research findings showing (**GRAPHS, TABLES, & PHOTOS**) clear patterns of socio-economic determinants of stress experience and people's successes and failures in coping. One of the students' requirements is to write a contextual analysis of stress and coping dynamics as experienced by a movie character. Their task is to evaluate the character's challenges, available resources, coping efforts, and responses of others based on the recondition of individual and social/cultural antecedents and concurrent factors influencing the character's experience of stress. The students are required to consult with me their choices for the movie analyses before they engage in the actual task.

OBJECTIVE III:

- * *Recognize difficulties and complexities in helping others coping with stress*
- * *Understand that the foundation for successful coping is self-efficacy ("I can do it...") and social support ("... with a little help from Tonto")*
- * *Critically evaluate "self-help" and other popular "stress-management" ideologies or programs*

The overarching goal of Objective III is **PRACTICAL**. Students ought to gain insights into their own coping efforts as well as their "ideologies of how to help others." . There are several structured

opportunities for students to discuss their own experiences and ideas about coping with stress processes.

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

The course uses the Discussions Tool option which enables students to “talk” to me and with each other about issues covered in the course. All my “chapter outlines” and “supplemental lectures and research presentations” include several DISCUSSION IDEAS that should initiate relevant discussions among the students. Each student will be required to respond to 2 DISCUSSION IDEAS per coverer UNIT for the total of 10 times. The responses must be written professionally and should make a relevant point of substance in 3 or more sentences. I grade all responses simply as Acceptable (=1) or Unacceptable (=0).

In addition, the course Homepage includes an email icon and the students can direct E-mail messages to me. My IUP E-mail address and phone numbers are be listed as well.

4. How will student achievement be evaluated?

Student achievement are evaluated based on their exam performance (5 exams), the quality of their written assignments (PowerPoint presentation, Movie Analysis), and their participation in discussions. The course is divided into five thematic units that revolve around the textbook and supplemental materials (e.g., additional readings, PowerPoint lectures prepared by me, exercises, and optional presentations). For each unit, the students take an exam, with questions based on the textbook chapters and all supplemental materials. The students must complete a written analysis of the stress context based on a character from a movie. Each student also prepares a PowerPoint presentation summarizing an empirical study in the stress and coping area. I provide the students with an example of such a presentation and thus expect that their products would follow explicitly stated expectations. The students are able to earn part of their grade based on their participation in discussions.

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

Exam questions are written by me, and are modified on the need basis. They include both short definitions and longer essay questions. I explicitly state that the students must, at the very least, paraphrase the text to be used in the answer and therefore, any form of copying and pasting of the class materials as answers is considered as NO RESPONSE (zero points). I expect precise and eloquent answers IN STUDENTS' OWN WORDS. I check from time to time for evidence of plagiarism from publically available web source. The two writing assignments require very specific preparation and approach based on the content of each movie and research material covered in the published manuscript. Therefore, it is unlikely that such “products” would be ready-made and available for purchase in term-paper writing services. The syllabus will include a statement about IUP's academic integrity policy.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

COURSE SYLLABUS
PSYC 374 Stress & Coping

Catalog Description

3c - 01 - 3cr

Prerequisite: PSYC 101

Fundamental concepts and findings in stress and stress-related disorders. Relationships of stress to disease and methods for coping with stress are presented.

General Aims and Outcomes

This course is designed to provide an introduction to theories and research on stress and coping. Although we will not cover everything there is to know about the literature on coping with stressful life events, this course will present you with a good background into important issues in this area, and a solid foundation from which you can learn more about the topic.

Through textbook chapters, additional readings, outlines and supplemental lectures, your research presentation, analysis of a movie character, and discussions we will explore all forms of stress in contemporary life ranging from typical, mundane yet irritating, daily hassles to the extreme of experiencing and surviving (!) trauma of severe criminal victimizations, disasters, and wars. Of course, everything between the two bounding extremes will not escape our attention either!

The primary goal of this course is to provide valuable, scientifically based information about stress and coping, as well as the health implications of these psychological and social phenomena. It is hoped that this information will be meaningful in the context of students' life experiences.

STUDENTS COMPLETING THE COURSE WILL BE ABLE TO:

- * Recognize the difficulties inherent in conducting psychological research on stress and coping
- * Understand the scientific bases of professional psychology
- * Critically evaluate the merit of studies too hastily reported in the media concerning psychological, social, and behavioral factors in stress, health and illness

- * Recognize the multifaceted nature of stress experience in terms of its biological, psychological, social and cultural underpinnings
- * Understand various pathways through which our own cognitions and behaviors, as well as the cognitions and behaviors of those around us, influence the stress process
- * Critically assess conventional worldviews regarding stress as individual, not collective, enterprise; worldviews that are responsible for never-ending Lone Ranger folklore and expectations about coping (e.g., pulling oneself up by one's bootstraps) and victim blaming (e.g., "people get what they deserve")

- * Recognize difficulties and complexities in helping others coping with stress
- * Understand that the foundation for successful coping is self-efficacy ("I can do it...") and social support ("... with a little help from my friends")
- * Critically evaluate "self-help" and other popular "stress-management" ideologies or programs

Basic Course Outline

CONCEPTS, TYPES, and MEASUREMENT OF STRESS and STRESSORS

METHODOLOGY of STRESS RESEARCH

THEORIES OF STRESS

PHYSICAL, PSYCHOLOGICAL, & SOCIAL WELL-BEING OPERATIONALIZED

THE KEY RESOURCES:

COPING STYLES AND COPING STRATEGIES

SOCIAL SUPPORT

THE SELF (e.g., SELF-EVALUATION, SELF-ENHANCEMENT, SELF-EFFICACY)

COGNITIONS (e.g. ATTRIBUTIONAL STYLES, SOCIAL COMPARISONS)

PERSONALITY (e.g., TYPE A & B, BIG FIVE)

TRAUMATIC STRESS and PTSD

STRESS-RELATED GROWTH

BUILDING RESILIENCE

**ONLINE COURSE SYLLABUS
PSYC 374 801, Stress & Coping, WebCT
SUMMER II 2009**

Dr. Krys Kaniasty

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PSYC 374 Stress & Coping

3c – 01 – 3cr

Prerequisite: PSYC 101

Fundamental concepts and findings in stress and stress-related disorders. Relationships of stress to disease and methods for coping with stress are presented.

Our personal contact should take place primarily via WebCT (id: PSYC374KK). I will check my e-mail every day and attempt to respond promptly to your questions, comments and other class-related concerns. If you must contact me via IUP e-mail (kaniasty@iup.edu), please always refer to "PSYC 374" in the subject line to assure my immediate attention. I also listed for you 2 phone numbers, should you need to talk to me directly.

General Aims

This course is designed to provide an introduction to theories and research on stress and coping. Although we will not cover everything there is to know about the literature on coping with stressful life events, this course will present you with a good background into important issues in this area, and a solid foundation from which you can learn more about the topic.

Through textbook chapters, additional readings, my outlines and supplemental lectures, your research presentation, analysis of a movie character, and discussions we will explore all forms of stress in contemporary life ranging from typical, mundane yet irritating, daily hassles to the extreme of experiencing and surviving (!) trauma of severe criminal victimizations, disasters, and wars. Of course, everything between the two bounding extremes will not escape our attention either!

The primary goal of this course is to provide valuable, scientifically based information about stress and coping, as well as the health implications of these psychological and social phenomena. It is hoped that this information will be meaningful in the context of students' life experiences.

Specific Objectives

After completing the course, the student shall:

METHODOLOGICAL OBJECTIVES

- * Recognize the difficulties inherent in conducting psychological research on stress and coping
- * Understand the scientific bases of professional psychology
- * Critically evaluate the merit of studies too hastily reported in the media concerning psychological, social, and behavioral factors in stress, health and illness

EPISTEMOLOGICAL OBJECTIVES

- * Recognize the multifaceted nature of stress experience in terms of its biological, psychological, social and cultural underpinnings
- * Understand various pathways through which our own cognitions and behaviors, as well as the cognitions and behaviors of those around us, influence the stress process
- * Critically assess conventional worldviews regarding stress as individual, not collective, enterprise; worldviews that are responsible for never-ending Lone Ranger folklore and expectations about coping (e.g., pulling oneself up by one's bootstraps) and victim blaming (e.g., "people get what they deserve")

PRACTICAL OBJECTIVES

- * Recognize difficulties and complexities in helping others coping with stress
- * Understand that the foundation for successful coping is self-efficacy ("I can do it...") and social support ("... with a little help from my friends")
- * Critically evaluate "self-help" and other popular "stress-management" ideologies or programs

Course readings

Aldwin, C.M. (2007). *Stress, coping, and development: An integrative perspective* (Second Edition). New York: The Guilford Press.

There will also be additional readings from other sources. All will be readily available as PDF files.

All readings and supplementary materials are organized into 5 UNITS, each corresponding to one of 5 weeks of the duration of any course offered at IUP in summer sessions. The materials will be presented within UNITS in a serial fashion. Please study these documents in the provided numerical sequence. The UNITS will become accessible as we move along. All the materials for each UNIT will be fully accessible at the middle of the week preceding the scheduled beginning of the UNIT.

Course logistics and requirements

A. Reading the textbook, additional readings, outlines, supplementary lectures and presentations

I chose the 2nd edition of Carolyn Aldwin's book "*Stress, Coping, and Development: An Integrative Perspective*." I used that text in this course before and the students evaluated it favorably as interesting and informative. Most importantly, this book is not very expensive, which cannot be said about many other scholarly books about stress and coping. However, Aldwin's text is not altogether comprehensive in its treatment of stress dynamics; hence we will need to do several additional readings from other sources. Again, the choices I made were based on interestingness, and user-friendliness of these manuscripts. Frankly, some peoples' writing about stress can be very dense and unnecessarily stressful to read.

Each chapter will come with the CHAPTER OUTLINE that I prepared for you in a form of PowerPoint Presentation in the PDF format. These outlines will help you ensure that you pay attention to the most important parts of each chapter. Although Adwin's text is interesting, it is not always easy to follow.

Each additional (outside Aldwin's book) reading will also be accompanied by a SUPPLEMENTARY LECTURE (or lectures) based on and inspired by the particular text. Finally, there will also be a few POWERPOINT PRESENTATIONS that are not accompanied by any texts for you to read. These presentations are self-contained (independent, closed, self-sufficient) and just carefully studying them should be enough for you to understand and retain the material. All the outlines, supplementary lecture, and presentations should also serve as study guides for the tests.

Many of the outlines, lectures, and presentations will have **WEB-LINKS** that will help you explore relevant sites (e.g., see the exact scale/instrument measuring a construct mentioned in the lecture). The materials will also contain "discussion questions/ideas" suggesting points that may be an interesting initiation for a public exchange of your own experiences concerning the covered topics. All suggested questions for an **UNIT** are also presented as a set in a document labeled "**POTENTIAL DISCUSSION IDEAS.**"

Please note that each outline, lecture, or presentation will also have a **PRINTER FILE** containing the same material converted for you into "black and white" slides (2 per page) which will make printing much easier and less expensive.

B. Discussions - your class participation

You will be required to initiate or respond to 2 discussion ideas per covered **UNIT** for the total of 10 times in the course. You can respond to my questions (see "Potential discussion ideas") as well as start any relevant discussion on your own. Your responses must be written professionally and should make a relevant point of substance in 3 or more sentences. Hence, although you are welcome to be kind and encouraging in your reply to others in class, please do not expect just courteous responses, or other niceties, to be counted toward the Discussion requirement. I will grade all responses simply as **Acceptable (=1)** or **Unacceptable (=0)**. Here is an example of a "nice response" with "a zero informative value" that would be deemed as unacceptable: "*I agree with Joe. Good point, I think the same!*"

If you adequately participate in discussions by posting 2 informative responses per **UNIT**, you will receive a grade of **B (90% = 10 * 9)** for this requirement (2 X 5 = 10 discussion points will translate into 90%, or 9 points toward the 100 maximum for the final grade). I may increase the final Discussion grade (91% -100%, the equivalent of 9.1 to 10.0 points) in the end of the semester based on the overall quality and quantity of each student's contributions. Of course, the students who will be less involved in these activities ought to expect a lesser grade (5 responses will give you just 4.5 points toward your final grade, e.g. Unit 1 = 2, Unit 2 = 1, Unit 3 = 0, Unit 4 = 0, Unit 5 = 2; all equals 5 * 9 = 45%, the equivalent of 4.5).

Do not forget that in order to earn the maximum number of points (9 or 10) for discussions you must participate at least 2 times per **UNIT**. (10 responses in just one Unit will give you only 2 points total for the entire Discussion requirement). Also, do not forget that your discussion contributions should be written professionally, and should not include negative remarks about postings of other students.

Although, I will not participate in these discussions, I will read your responses everyday and may choose to reply to any student privately. The intention here is for you to make the readings relevant to your lives, therefore my actual involvement might only constraint your creativity. You do not have to be right about the things you say or you do not need to know scholarly them – you are expected to be thoughtful and motivated to explore stress in your life or lives of others.

Please remember, if you have any material-related or other content questions, please approach me directly. If your concerns will be relevant for the entire class, I will share them with everyone.

C. Your presentation of a published paper from a psychological journal

To make this class highly compatible with your interests and needs, you will be asked to make a 15-25 slides PowerPoint presentation of a psychological paper of your choice that is a straightforward examination of a topic relevant to this class. This must be a short (or selected part of a longer) **empirical paper** (i.e., a manuscript describing an actual study conducted on people from whom some measures were taken and then these data were analyzed using statistical procedures) published in one of the established peer-reviewed **psychological journals** found in any decent college library. Please do

not present review papers, chapters from authored or edited books, web blogs, or web summaries of articles originally printed somewhere else.

If you were to actually make this presentation in class, it would have not exceeded 20 minutes. An example of such a presentation is available in UNIT 1 materials: *Example of PowerPoint presentation "The Cost of Good Fortune" by Kaniasty.ppt* I also included the actual paper that was presented in my PowerPoint presentation: *Brown & McGill's (1989) reading for the PowerPoint presentation example by Kaniasty.pdf*.

Explicit instructions for this assignment will be posted in due course of time in Study Tools (> Assignments > Click Here for Specific Assignments). Basically, you will start with a title slide (authors' names, affiliations, paper's title and the citation, your name). The second slide must have typed or pasted the actual abstract of the paper. Next slides should be designed to address the following questions serving as an outline for your presentations:

1. What was the theoretical/practical justification for the study? What was the question posed in the study?
2. What specific questions or hypotheses/predictions were made?
3. Who were the people studied?
4. What were the experimental manipulations or how were the independent variables (predictors) measured?
5. What dependent measures (outcomes) were collected?
6. What were the MOST IMPORTANT results? (skip the numbers, create a narrative about whether or not the main hypotheses were supported, use graphs, tables).
7. What conclusions did the authors draw?
8. What do you think of the study's contribution to our understanding of the stress and coping process.

To avoid any confusion, please e-mail to me by July **th the bibliographical information from PsycINFO about the paper you are planning to work with (e.g., something like this: *Help-seeking comfort and receiving social support: The role of ethnicity and context of need*. Kaniasty, Krzysztof; Norris, Fran H.; American Journal of Community Psychology, Vol 28(4), Aug 2000. pp. 545-581).

In fact, you can e-mail it to me directly from the EBSCOhost with the paper's abstract. (But please remember to include your last name in the message from EBSCO! If you do not identify yourself in the text, I will not know who sent me the EBSCO note.) Anyway, if I will not be able to find your paper of choice in PsycINFO, you cannot use it for your presentation.

D. Movie analysis - Class paper

A paper of approximately 10 pages is also required. It will involve an analysis of a character or characters from a movie (film) of your choice. There are many feature films available for checkout in the IUP's Library, or in any larger movie rental store near you.

The film should depict stressful experiences of a person or a group of people. In this essay you should attempt a learned analysis of this material and describe the hero(s), the stressor(s), the coping process and resources, and the psychosocial outcome(s). I expect that you (~~in other words, you must~~) use and reference course materials and, if you wish, other respectable sources of knowledge to analyze the movie you choose. Show me that you learned something new in this class, show me that the class made you more sophisticated in understanding how people create/experience stress, how they are affected by stress, how they perceive it, how they cope with it... I expect from you a piece of good thinking and writing that is informed by our readings and communicated with vocabulary appropriate for stress and coping researchers.

PSYC 374 SYLLABUS REVISED February 2009 -- to be used Summer II 2009

Please consult your "movie choice" with me and DO NOT wait until the night before the deadline to watch it. Chances are that the title you want will not be available, that your DVD player will break in the middle of the movie, and that there will be a power shortage or tornado -- just to name a few lesser stressors...

The paper must be written in accordance with the writing APA (American Psychological Association) style. Not following this formal requirement will affect your grade, of course negatively. Help with the APA writing style can be found at these (and many other) sites:

<http://owl.english.purdue.edu/owl/resource/560/01/>

http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796

Submit your choice of a movie for my approval at the latest by July 26th. Explicit instructions for this assignment will also be posted in due course of time in Study Tools (> Assignments > Click Here for Specific Assignments).

Grading and deadlines

FIVE exams will evaluate your mastery of the material covered in each of the units. Please remember that all the materials posted on the WebCT are REQUIRED READINGS! Nothing is optional (unless explicitly stated). If a reading/ supplementary lecture/ presentation is posted within an UNIT, it is expected that you study it and be able to address an exam question corresponding to it.

Each exam must be taken in the final week of the unit's coverage and before the start of a subsequent unit. The exams (90 minutes each in one uninterrupted attempt) will ask you to recognize and define key terms and answer short essay questions.

I understand that you may choose to have an access to the readings and other materials during the Exam. This is OK, a par for "an online" course. However, I will grant you ZERO points if your answer will be in Aldwin's, Kaniasty's, or other authors' words. At the very least, you must paraphrase the text to be used in the answer and therefore, any form of copying and pasting of the class materials as your answers will considered as NO RESPONSE (zero points). Simply and reasonably, I expect precise and eloquent answers IN YOUR OWN WORDS! I check from time to time with a special software for (I hope not) evidence of plagiarism from publically available web source. This should never happen, but the first instance of such transgression will be penalized form ZERO for that exam. The second documented instance of such behavior will be penalized with "F" for the course and possibly additions academic consequences
(<http://old.www.iup.edu/teachingexcellence/nfo/acadintegrity.shtm>).

All exams will account for 50% of your final grade. Participation in discussions will amount to 10% of the total score. Your PowerPoint Presentation will be worth 20% of the grade. The Movie Analysis Essay will account for the remaining 20% of your final grade. A letter grade for the course will be assigned according to the usual scale of 90-100=A, 80-89=B, and 70-79=C, etc.

Deadlines

Exams

- Exam 1 -- must be completed by the hour 23:55 (11:55 PM), July**th
- Exam 2 -- must be completed by the hour 23:55 (11:55 PM), July **th
- Exam 3 -- must be completed by the hour 23:55 (11:55 PM), July **th
- Exam 4 -- must be completed by the hour 23:55 (11:55 PM), August *rd
- Exam 5 -- must be completed by the hour 23:55 (11:55 PM), August **th

PowerPoint Presentations

Submit your choice of a paper (or papers to select from) for my approval at the latest by July **th.
Upload your completed presentation by the hour 23:55, July**th.

Movie Analysis

Submit your choice of a movie for my approval at the latest by July **th.
Upload your completed paper the hour 23:55, August *th.

Final Thoughts

The deadlines for exams and assignments must be taken seriously and followed. **THERE IS A LOT OF WORK TO DO IN THIS COURSE. YOU SHOULD EXPECT TO STUDY THE COURSE MATERIALS EVERYDAY.** Late submissions of exams or written assignments will be allowed **ONLY** in the case of a documented emergency, and **ONLY** if you have contacted me before the deadline to make arrangements.

For all exams and assignments, we will adhere to IUP's academic integrity policy, as spelled out in the Undergraduate Catalog. You must not share written assignments, turn in another's work as your own, or copy from the textbook or internet.

You must take the exams alone and not inform others about the questions being asked before the grades will be released to all students. These are very simple and honor based rules. What would be a good reason to break them and violate your and my sense of mutual trust?

Notify me immediately if you are experiencing technical problems. I will try to help ASAP. Most of our contact will take place through email. I consider E-mail between faculty and students to be professional communications. Simply, let's be respectful of each other.

I believe that taking an on-line course is actually more difficult than taking it face-to-face in class. Of course, it will be your choice how much time you want to spend working in this class thus the success of this experience will greatly depend on your study habits and time management. I hope you will learn a lot and will enjoy the course.

KK

THE OUTLINE OF TOPICS AND READINGS

UNIT I > July * – July **

CONCEPTS, TYPES, & MEASUREMENT OF STRESS

Aldwin, Chapters 1, 2, 3, 4, 5

Wheaton B. (1996). The domains and boundaries of stress concepts. In H.B. Kaplan (Ed.), *Psychosocial stress: Perspectives on structure, theory, life-course, and methods*. San Diego, CA: Academic Press. (PART 1, pp. 23 -53)

Supplementary lectures & presentations

UNIT II > July ** - July **

METHODOLOGY, THEORIES OF STRESS. & WELL-BEING OPERATIONALIZED

Aldwin, Chapter 9

North, C., & Norris, F. (2006). Choosing research methods to match research goals in studies of disaster or terrorism. In F. Norris, S. Galea, M. Friedman, & P. Watson (Eds.), *Methods for disaster mental health research* (pp. 45 - 62). New York: Guilford Press.

Wheaton B. (1996). The domains and boundaries of stress concepts. In H.B. Kaplan (Ed.), *Psychosocial stress: Perspectives on structure, theory, life-course, and methods*. San Diego, CA: Academic Press. (PART 2, pp. 53 - 58).

Brown, J. (1998). Depression. (pp. 230 -260, chapter in Brown's book, *The self*. Boston, MA: McGraw-Hill.)

Supplementary lectures & presentations

UNIT III > July ** – July **

THE KEY RESOURCES: COPING & SOCIAL SUPPORT

Aldwin 6, 7, 8, 10

Uchino, B. (2004). The meaning and measurement of social support (pp. 9 – 32, chapter in Uchino's book, *Social support and physical health*. New Haven, CT: Yale University Press.)

Uchino, B. (2004). Theoretical perspectives linking social support to health outcomes (pp. 33 – 53, chapter in Uchino's book, *Social support and physical health*. New Haven, CT: Yale University Press.)

Supplementary lectures & presentations

UNIT IV > July ** – August *

THE KEY RESOURCES: THE SELF, COGNITIONS, & PERSONALITY

Aldwin 11, 13, 14

Brown, J. (1998). Illusion and well-being. (pp. 261 – 287, chapter in Brown's book, *The self*. Boston, MA: McGraw-Hill.)

Sanderson, C. A. (2004). Personality (pp. 145 -287, Chapter in Sanderson's book, *Health Psychology*, New York: John Wiley.)

Supplementary lectures & presentations

UNIT V > August * - August **

TRAUMA, STRESS-RELATED GROWTH, & BUILDING RESILIENCE

Aldwin, Chapters 12, 15, 16

Norris, F., & Elrod, C. (2006). Psychosocial consequences of disaster: A review of past research. In F. Norris, S. Galea, M. Friedman, & P. Watson (Eds.), *Methods for disaster mental health research* (pp. 20 - 42). New York: Guilford Press.

Fleischman, A., Collogan, C. & Tuma, F (2006). Ethical issues in disaster research. . In F. Norris, S. Galea, M. Friedman, & P. Watson (Eds.), *Methods for disaster mental health research* (pp. 78 - 92). New York: Guilford Press.

Kaniasty, K., Norris, F.H. (2004). Social support in the aftermath of disasters, catastrophes, and acts of terrorism: Altruistic, overwhelmed, uncertain, antagonistic, and patriotic communities. In R. Ursano, A. Norwood, & C. Fullerton (Eds.), *Bioterrorism: Psychological and public health interventions*, (pp. 200-229). Cambridge: Cambridge University Press.

Supplementary lectures & presentations

~~DATE: February 18, 2009~~

PSYC 374 Stress and Coping - WebCT 4.1.5 - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://webct.lip.edu/SCRIPT/PSYC3740/ho ps/serve_home

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myWebCT Resume Course Course Map Check Browser Log Out Help


PSYC 374 Stress and Coping


Course Menu Homepage


WELCOME TO PSYC 374 - STRESS & COPING


Course Content - Study UNITS.
 Study Tools - Exams, Assignments, My Grades, and My Progress tools.
 Communication Tools - Mail and Discussions tools.



Syllabus


Course Content - 5 UNITS


Study Tools


Communication Tools


Calendar


Technical Support

Food For Thought

I believe that taking an on-line course is actually more difficult than taking it face-to-face in class. Of course, it will be your choice how much time you want to spend working in this class thus the success of this experience will greatly depend on your study habits and time management.

I hope you will learn a lot and will enjoy the course.

KK

Done

MyStart

Inbox - Outbox... DISTANCE pap... 1 COVERdoc... 0.1 DE review... PSYC 374 Str... Syllabus PSYC... DocumentG... Thursday

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http://webct.lip.edu/SCRIPT/PSYC3740/ho ps/serve_home


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PSYC 374 Stress and Coping


Course Menu Homepage Syllabus Course Content - 5 UNITS


Course Content -- 5 UNITS


Unit 1


Unit 2


Unit 3


Unit 4


Unit 5

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Course Menu -> Homepage -> Syllabus -> Course Content -> 5 UNITS -> Unit 1

- ▼ Chapter 1
 - ▼ U1 01 Chapter 1 - Outline.pdf
PRINTER FILE for U1 01 Chapter 1 - Outline.pdf
- ▼ Chapter 2
 - ▼ U1 02 Chapter 2 - Outline.pdf
PRINTER FILE for U1 02 Chapter 2 - Outline.pdf
- ▼ Chapter 3
 - ▼ U1 03 Chapter 3 - Outline.pdf
PRINTER FILE for U1 03 Chapter 3 - Outline.pdf
- ▼ Chapter 4
 - ▼ U1 04 Chapter 4 - Outline.pdf
PRINTER FILE for U1 04 Chapter 4 - Outline.pdf
- ▼ Chapter 5
 - ▼ U1 05 Chapter 5 - Outline.pdf
PRINTER FILE for U1 05 Chapter 5 - Outline.pdf
- ▼ Wheaton's Reading - Stressors
 - ▼ Wheaton's reading - Stressors (read pp. 29 to 53)
U1 06 Wheaton's reading - Stressors.pdf
 - ▼ Supplementary lecture - Stressors via Wheaton's reading
 - ▼ U1 06 Supplementary lecture - Stressors via Wheaton reading.pdf
PRINTER FILE for U1 06 Supplementary lecture Stressors via Wheaton reading.pdf
- ▼ Potential discussion ideas
 - U1 07 Potential discussion questions.pdf
- ▼ Example of class presentation
 - ▼ Example - PowerPoint Presentation by Kaniasty
 - ▼ U1 08 Example presentation The Cost of Good Fortune by Kaniasty.ppt
PRINTER FILE U1 08 Example presentation The Cost of Good Fortune by Kaniasty.pdf

Done

Start | [Icons] | 17:13 Thursday

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PSYC 374 Stress and Coping


Course Menu -> Homepage -> Study Tools

Study Tools


Exams & Assignments




Exams



Assignments



My Grades



My Progress

Done

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PSYC 374 Stress and Coping

Course Menu -> Homepage > Study Tools > Exams

Quizzes and Surveys
View class statistics for quizzes View scores for quizzes

USE YOUR OWN WORDS, BE PRECISE, BUT ALSO ELOQUENT & CREATIVE.

I understand that you may choose to have an access to the readings and other materials during the Exam. This is OK, a par for "an online" course. However, I will grant you ZERO points if your answer will be in Aldwin's, Kaniasty's, or other authors' words. At the very least, you must paraphrase the text to be used in the answer and therefore, any form of copying and pasting of the class materials as your answers will be considered as NO RESPONSE (zero points). Simply and reasonably, I expect precise and eloquent answers IN YOUR OWN WORDS!!! Good luck, K

0 Available 0 Due soon

Display: All quizzes and surveys Go February 5, 2009 17:14

EXAM 1
Availability: July 21, 2008 10:00 - July 14, 2008 23:55
Duration: 100 minutes Grade: -- / 100
Attempts: 0 completed, 1 remaining

EXAM 2
Availability: July 18, 2008 12:00 - July 22, 2008 12:00
Duration: 100 minutes Grade: -- / 100
Attempts: 0 completed, 1 remaining

EXAM 3
Availability: July 25, 2008 12:00 - August 5, 2008 23:55
Duration: 100 minutes Grade: -- / 100
Attempts: 0 completed, 1 remaining

EXAM 4
Availability: August 1, 2008 12:00 - August 3, 2008 23:50
Duration: 100 minutes Grade: -- / 100
Attempts: 0 completed, 1 remaining

EXAM 5
Availability: August 11, 2008 10:00 - August 11, 2008 13:00
Duration: 100 minutes Grade: -- / 100
Attempts: 0 completed, 1 remaining

Done

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PSYC 374 Stress and Coping

Course Menu -> Homepage > Study Tools > Assignments > Click Here for Specific Assignments

Assignments

0 Available 0 Late 0 Due soon

Display: All assignments Go February 5, 2009 17:14

Your presentation of a published paper from a psychological journal
Availability: Immediately - July 31, 2008 23:55
Grade: -- / 100
Status: Unavailable

Movie analysis - Class paper
Availability: Immediately - August 7, 2008 23:55
Grade: -- / 100
Status: Unavailable

http://webct.lip.edu/#

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PSYC 374 Stress and Coping

Course Menu Homepage > Study Tools > My Grades

My Grades

Guest Account (kaniasty-guest)

| | |
|---|------|
| LETTER GRADE | ... |
| FINAL GRADE % (Out of 100.00) | 0.00 |
| AVERAGE 5 EXAMS (Out of 100.00) | 0.00 |
| AVERAGE 5 DISCUSSIONS (Out of 100.00) | 0.00 |
| Movie Analysis (Out of 100.00) | ... |
| PowerPoint Presentation (Out of 100.00) | ... |
| EXAM 1 (Out of 100.00) | ... |
| Discussion U1 (Out of 2.00) | ... |
| EXAM 2 (Out of 100.00) | ... |
| Discussion U2 (Out of 2.00) | ... |
| EXAM 3 (Out of 100.00) | ... |
| Discussion U3 (Out of 2.00) | ... |
| EXAM 4 (Out of 100.00) | ... |
| Discussion U4 (Out of 2.00) | ... |
| EXAM 5 (Out of 100.00) | ... |
| Discussion U5 (Out of 2.00) | ... |

Done

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17:15 Thursday

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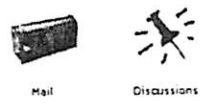
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Course Menu Homepage > Communication Tools

Communication Tools



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PSYC 374 Stress and Coping

Course Menu > Homepage > Communication Tools > Discussions

Discussions

Compose message Search Topic settings

Click on a topic name to see its messages.

| Topic | Unread | Total | Status |
|--|--------|-------|------------------|
| FAQ - general questions about the course | 0 | 0 | public, unlocked |
| UNIT 1 | 0 | 0 | public, unlocked |
| UNIT 2 | 0 | 0 | public, unlocked |
| UNIT 3 | 0 | 0 | public, unlocked |
| UNIT 4 | 0 | 0 | public, unlocked |
| UNIT 5 | 0 | 0 | public, unlocked |
| All | 0 | 0 | |

Done

Start

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17:16 Thursday



Indiana University
of Pennsylvania

ORIGINAL

APPROVAL

SHEET

Associate Provost Office
209 Sutton Hall

TO: Krys Kaniasty, Dept of Psychology, 101 Uhler

FROM: Nicholas Kolb *Nich Kolb*

DATE: March 26, 2007

SUBJECT: Distance Education Course: PSYC 374 Stress and Coping

Enclosed is a copy of the approval sheet for your distance education course. According to the UWUCC, the course is approved for only one semester (Summer 2007). Please submit the requested materials to UWUCC for permanent approval.

The development fee for this course will be paid to you the first semester this course is taught by you.

Thank you.

NEK/js
encl.

cc: Mary Lou Zanich
Jerry Buriok