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|  | UNIVERSITY OF SOUTH DAKOTA SCHOOL OF EDUCATION DIVISION OF KINESIOLOGY AND SPORT MANAGEMENT | |
| | HLTH 370-U820T Stress Management Summer 2018 | |
| | Instructor: Ms. Laura Kruger, M.Ed, CHES | Meeting Room: Online |
| | Office: SCSC A311N | Class Days: Online |
| | Telephone: (605) 658-5555 | Time: Online |
| | Office hours: By appointment | Credits: 3 hours |
| | Email: Laura.Kruger@usd.edu | |

Course Description

The course is designed to help students deal with stressful situations in their lives. Successful management of stress has been shown to positively affect the performance of daily tasks and reduce the risks of many diseases. Students will learn management techniques and have the opportunity to act as peer counselors.

Rationale

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Health professionals must engage in many decision-making processes in the course of delivering a variety of services for all populations within the clinical and educational context. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The primary purpose of this course is to prepare reflective leaders through advanced supervised experience in providing services, in conjunction with classroom instruction and research geared toward enhancement of theoretical, ethical, and professional knowledge, as well as professional development.

Course Summary

There will be various methods of instruction: lecture, discussion forums, independent lab activities, journals, and quizzes. More details below under the Participation/Attendance section.

Textbook Information

Donatelle, R.J. (2018). *Access to Health, 15th Edition*. San Francisco, CA: Pearson. ISBN: 97800134516257

Student Expectations

First and foremost, students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus. Not only will we be meeting in the classroom, but we will be utilizing D2L too.

In terms of activities, each week is detailed in the Class Schedule on the course homepage. The instructor will also provide regular updates during the week, so students should be present during class and log into D2L to check for news and email **at least two-three times per week**.

Students are also expected to have and maintain the appropriate technology required to complete the course. For more information about this, please see the [Technology Requirements](#) towards the end of the syllabus.

Instructor Expectations

The instructor will strive to provide every possible opportunity for detailed feedback and, unless otherwise stated, will respond to inquiries within twenty-four (24) hours on weekdays, or within forty-eight hours (48) on the weekends and holidays. The instructor will also endeavor to return feedback and suggestions, using standard rubrics and grading criteria, within a reasonable amount of time—see the [Assessments](#) section below for more detail.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the **Student Handbook**, The University of South Dakota, and the SDBOR.

Course Objectives

Upon completion of this course, student should be able to:

1. Be able to cite knowledge, attitudes, and skills that can help manage stress
2. Identify the leading researchers and the history of the stress field
3. State the diseases and illnesses associated with stress and the nature of that association
4. Identify stressors and means of intervention to prevent these stressors from resulting in negative consequences

| Program Outcomes | Course Outcomes | Assessment Techniques | Cross-Curricular Skills |
|--|--|---|--|
| <u>Communication</u> - apply communication skills to disseminate information in a variety of formats to a diverse set of stakeholders. | Utilize a variety of oral, written and technological communication formats to analyze, describe, and explain stress, it's effect, and management strategies as they relate to the student's ability to manage stress in a positive manner. | Class discussion, group activities, homework assignments, Quizzes, and Exams. | |
| <u>Personal and Professional Decision Making</u> - utilize a wide base of knowledge to develop both critical thinking and practical skills which allows for the | Demonstrate ability to identify, explain, and apply stress management concepts to various individual situations to improve students' quality of life. | Class discussion, group activities, homework assignments, Quizzes, and Exams. | Demonstrate the ability to use inquiry and analysis as well as critical and creative thinking. |

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| integration of theory and practice. | | | |
| Practical and Theoretical Competence – incorporate cutting-edge research findings and recent developments in the field-of-study. | | | |
| Professional Development – Collaborate with industry leaders to experience diverse on- and off-campus experiences. | | | |
| Self enhancement – demonstrate inclusive excellence by incorporating diversity and social responsibility as core elements in each academic course. | Identify and participate in stress management strategies from different cultures. | Assignments, discussions and/or participation in various stress management techniques from different cultures, such as breathing techniques, tai chi, progressive relaxation, autogenic training, mediation, and other movement/mental strategies. | |

| <u>Objective</u> | <u>Course Topics</u> | <u>How They Will Be Assessed</u> |
|--|---|---|
| Identify the leading researchers and the history of the stress field | Scientific foundations | Chapter 3 quiz, Test 1 |
| Identify stressors and means of intervention to prevent these stressors from resulting in negative consequences | General applications: Life situation and perception interventions/relaxation techniques | Test 1 & 2, Discussion forum, in class labs/activities |
| Be able to cite knowledge, attitudes, and skills that can help manage stress | General applications: Relaxation techniques | Chapter 2-8 quizzes, Test 1 & 2, Discussion forum, in class labs/activities |
| State the diseases and illnesses associated with stress and the nature of that | General applications: Physiological Arousal and behavior change interventions | Chapter 14-18 quizzes, Test 2 |

Class Schedule & Coverage of Topics

Please see the “**Class Schedule**” link in the “Getting Started” widget on the course homepage.

Lectures / Office Hours

Lecture notes for the week will be provided ahead of time. Students are responsible for printing out their own notes and taking notes accordingly during class.

My office hours are listed above at the top of the syllabus.

Assessments

Graded Assessments:

Graded assessments will be primarily in the form of discussion forums, tests, quizzes and lab participation.

Most assessments will be administered via D2L and will be returned with feedback, either within 3-4 days after the due date, or when the last exam has been submitted—**whichever is later**.

Exams will **NOT** be proctored—in other words, you will not need to go to a specific place to take them—but will instead be administered using the Respondus LockDown Browser (LDB), which you will be required to download and install on the computer from which you will be taking the exams. Exams will be administered via D2L, however exams may be taken in the physical classroom. Students may be able to bring their own laptops or laptops will be provided. There will be plenty of opportunities to test the LDB prior to the exam, as all quizzes require using it as well.

Exams will be timed, with the limit depending on the type of exam.

Finally, while there will be no “comprehensive” final, there will be common themes and information in all exams throughout the semester, including the last exam.

The final exam is Monday, April 30, 2018 from 8:00-10:00pm.

Graded Assessments: Discussions

For any discussion forum, **students will need to post at least one direct response to the instructor’s posting AND at least one response to another group member’s response (1 post + 1 peer reply).**

When posting in the discussions, each student must abide by the “Netiquette” section in the **Student Handbook**. Additionally, each student will need to post a substantive response to the question or questions posed by the instructor,

and then reply substantively to another student's response. A substantive response is more than simply saying, "I agree," or "I disagree;" rather, it will provide arguments to support the student's response.

Your initial response to the instructor's question is due by **Friday @ 11:59 PM CT**.

Weekly discussions will close on **Sunday @ 11:59 PM CT**, so you must complete all requirements by that time or you will lose points for whatever requirements are incomplete.

Discussion participation will be assessed at the conclusion of each discussion topic on the level and quality of participation. In general, the instructor will provide summary feedback. All feedback will be returned within a week of the due date, unless otherwise noted by the instructor.

Discussion board posts must be "substantive" and have value. Value is determined by:

1. **Quality of Content**
2. **Relevance to Posted Questions**
3. **Minimum of one (1) reference citation that will support your statements. Please don't use the textbook for your reference.** The idea behind requiring a reference is to get you to use some of the resources and links that I provide and that are provided at the end of each chapter. That way "new" information is introduced by your classmates that you might not be aware of. If the text material is the only resource utilized then no information (other than personal opinion) is introduced to the discussion. This diminishes new learning.
4. **Please provide a reference at the bottom of your response for the information that you cite.** An example of a proper reference (for our textbook) is on the first page of my syllabus. Again, I want a different resource than the textbook for this class.
5. **Minimum 5-8 lines of content;** again, this is the minimum. Do not expect to receive the full point value if you provide only 5-8 lines.....that is worth a "C" grade not an "A".
6. **Proper grammar, sentence structure, spelling and punctuation** will also be evaluated.
7. **This is NOT meant to be an opinion board.** Statements must be supported with FACTS. Successful completion of each Discussion Board is worth 10 points towards your grade

Participation / Attendance

1. Instruction:

Methods of instruction will include:

- a. Textbook readings and power points, multimedia learning
- b. Discussion forums
- c. Independent lab participation
- d. Quizzes
- e. Tests

2. Attendance:

Students are permitted to make up 1 missed quiz during the semester. If interested in this opportunity, the student must reach out to Instructor within two weeks of missed quiz deadline to warrant make-up opportunity. If student is interested in this opportunity, then the student must reach out to Instructor and initiate interest. **If a student does not utilize this opportunity to make up a missed quiz, then this serves as bonus credit for the student.**

One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience: you will get out of it what you put into it.

3. Evaluation:

| Tentative* Requirement Components | Possible Points | Earned Points |
|--|-----------------|---------------|
| Tests (2 x 75 points) | 150 | |
| Quizzes (8 x 10 points) | 80 | |
| Discussion assignments (2 x 10 points) | 20 | |
| Drop box assignment (1 x 30 points) | 30 | |
| In class labs/activities | 40 | |
| Total Points (tentative)* | 320 | |

Grading

Your grade is calculated using straight percentages:

| Letter Grade | Percentage | Points |
|--------------|------------|-------------|
| A | 90-100% | 288.0-320.0 |
| B | 80-89% | 256.0-287.9 |
| C | 70-79% | 224.0-255.9 |
| D | 60-69% | 192.0-223.9 |
| F | up to 59% | ≤ 191.9 |



IMPORTANT: You can check your current grade at any time during the semester by clicking on the **Assessments→Grades** link. You will also be able to check the grades for any assessment, as well as feedback on those assessments, using this link as well.

Graded Assessments Method:

1. Your online tests and exams are based on multiple choice and true/false selection process questions, but are timed and must be taken without any help or assistance from outside sources.
2. Discussion Posts are administered as one type of assessment. Points are reduced when submissions are incomplete, incorrect answers are provided, or Discussion Post criteria are not followed (See **Graded Assessments: Discussions** for more details).
3. Each week an assessment will assess an achievement of the students' learning objectives.

Make-up Policy: All course assignments not handed in on time will receive reduced credit or zero points.

- Tests, discussion forums, drop box assignment, and in class labs/activities will all receive zeros if not completed by the stated deadlines. These assessments are not eligible to be submitted beyond the stated deadlines.
- **Students are permitted to make up 1 missed quiz during the semester.** If interested in this opportunity, the student must reach out to Instructor within two weeks of missed quiz deadline to warrant make-up

opportunity. If student is interested in this opportunity, then the student must reach out to Instructor and initiate interest. If a student does not utilize this opportunity to make up a missed quiz, then this serves as bonus credit for the student.

Questions? Concerns? Communicate with me.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the “Technology Support and Requirements” section in the **Student Handbook** in the “Getting Started” widget on the course homepage.

Aside from the requirements listed in the handbook, this course has three other requirements:

1. All students should have the ability to submit performance/album reviews in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS). The University of South Dakota provides access to Google Docs—a free, online office suite—which can save documents as Word files. USD’s Google Docs can be accessed with your USD username and password at: <http://docs.usd.edu>.

Additionally, USD makes Microsoft Office available for free to all students. For more information, please visit the USD Technology page:

<http://www.usd.edu/technology>

Student Resources:

The University of South Dakota provides a number of useful services to students:

- **Student Handbook**

This contains very important information related to the services provided by the University of South Dakota as well as the University policies. In it, you will find such information as:

- Academic support services such as the library, writing center, proctor and testing information, book purchasing, etc.
- Student support services such as advising and enrollment information, financial aid, student life, and counseling, etc.
- Technology support services like technology requirements, ITS Help Desk contact information, discounts on computers and software, etc.

- **myUSD Portal (<http://my.usd.edu>):**

The myUSD Portal is your one-stop place for a majority of services offered to any student taking a USD course—like this course. You can access the following services from the “Academics” tab in the portal:

- WebAdvisor
- I.D. Weeks Library

- **The USD Writing Center (<http://www.usd.edu/academics/writing-center>):**

The USD Writing Center was established to provide writing assistance to students in order to help them become better writers. It is available on campus during regular business hours and online in the evenings. Please visit

the URL above for more information.

Plagiarism Policy:

Plagiarism is defined as using the words and/or ideas of another and representing them to be your own, without proper credit to the author or source. Whether intentional or unintentional, plagiarism will result, at a minimum, in a grade of zero for that assignment.

Since it is impossible to evaluate a plagiarized paper, no credit can be given. At the discretion of the instructor, a student may be subject to any, or a combination, of the following:

- allowed to rewrite and resubmit the assignment for credit
- given a zero for the assignment
- assigned a reduced grade for the course
- reported to the program in which the student is majoring and that department may take additional action
- dropped from the course
- failed in the course

Freedom in Learning:

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the Department of Music at (605) 677-5274 to initiate a review of the evaluation.

Disability Services:

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

For information contact:

Ernetta L. Fox, Director
Disability Services
Room 119 Service Center
(605) 677-6389
<http://www.usd.edu/ds/>
dservices@usd.edu

Diversity

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected. This course will explore many of these areas.

Course Schedule

| | <u>Lecture</u> | <u>Activity/Assignment</u> |
|---------|--|---|
| Week 1 | Ch. 1: Accessing your Health | Quiz 1 Introduction Discussion Board |
| Week 2 | Ch. 3: Managing Stress & Coping with Life's Challenges | Quiz 2 |
| Week 3 | Ch. 2: Promoting & Preserving your Psychological Health; Spiritual Health | Quiz 3 |
| Week 4 | Ch. 4: Sleep | Discussion #2 |
| Week 5 | Ch. 5: Nutrition (& Stress) Ch. 6: Reach & Maintaining a Healthy Weight | Quiz 4 |
| Week 6 | Ch. 7: Fitness (& Stress) | Quiz 5 Test #1 (Midterm exam) |
| Week 7 | Ch. 8-10: Relationships (& Stress) | Quiz 6 |
| Week 8 | Ch. 11-13: Harmful Habits- Alcohol, tobacco, other drugs | |
| Week 9 | Ch. 14-15: Preventing and Fighting Disease- Infectious Disease | Quiz 7 |
| Week 10 | Ch. 16-18: Preventing and Fighting Disease- Chronic Disease | Quiz 8 |
| Week 11 | Review: Nutrition & Fitness | Drop box assignment- Nutrition, Fitness, & Wellness Self-Assessment |
| Week 12 | Bringing it all together: Accessing your Health | Test #2 (Final exam) |

Important: Students will NOT be allowed to use ancillary materials (notes, text, the internet, class materials, and

additional readings) on the quizzes or tests. Unfortunately I need to mention a couple of distasteful items. In rare instances some students use the format of online courses to cheat or plagiarize. I am sure that you all agree with me when I state behavior such as this is not only unprofessional but extremely repugnant. I intend to treat all of my students as ethical and dedicated individuals. However, if I believe unethical behavior is taking place I may have to resort to proctored assessments, which means you will need to travel to a selected site to take the assessment.

Plan in advance: These instructions are extremely specific. There will be NO “do over” or contingencies made for “*Oops, I made a mistake*”. Prepare yourself and understand what you can do and can NOT do. D2L provides me with an accurate record of the exact amount of time (to the second) it takes each student to complete quiz or test. I would recommend that you submit your assessments a minute or two before the deadline, so you are not penalized any points. Please contact me if you have ANY additional questions.