PSY 3340
STRESS MANAGEMENT

FALL 2017

SECTION .01
WED 4:40-7:10PM
ESTAC 2.129

This upper-level course examines the complex topic of stress by exploring sources, consequences, and solutions. The course is designed to provide a research-based understanding of stress: its effects on the body and mind, the situational and personality factors associated with stress, and methods to reduce stress. The course will involve lecture and discussion, along with experiential stress-reduction activities such as deep breathing and progressive muscle relaxation.

By the end of the course, you should have a better understanding of the ways in which stress impacts your life and will have some tools to help you deal with stress.

COURSE BASICS

COURSE PREREQUISITES
General/Intro Psychology (PSYC2301 or PSY1310).

REQUIRED TEXTBOOK

![Textbook Image]

Author: Sapolsky
Title: Why Zebras Don't Get Ulcers
Edition: 3rd/2004
ISBN: 0805073698
Publisher: Holt Paperbacks

NOTE: There are other editions of this book. Reading assignments will be based on the layout and content of the edition indicated above. If you choose to purchase a different edition, I cannot assist you with matching content from one edition to another.

YOUR COURSE GRADE

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>30</td>
</tr>
<tr>
<td>Exam 2</td>
<td>30</td>
</tr>
<tr>
<td>Active engagement</td>
<td>20</td>
</tr>
<tr>
<td>Service learning</td>
<td>20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

INFORMATION ABOUT YOUR INSTRUCTOR

Dr. Grant Benham
Office: ELABN 345
Tel: 665-2807
E-Mail: grant.benham@utrgv.edu
Office Hours: By appointment
COURSE OVERVIEW

THE “FLIPPED-CLASSROOM”

In some lecture-oriented classes, the professor is the main source of learning, your textbook content is frequently replicated in the classroom, and you have little chance to practice critical thinking and application skills. However, in this class I function primarily as a guide to learning. The class period is devoted mainly to applying your knowledge through discussions and activities and lecture is kept to a minimum. For this to work, you and your classmates will do the lower levels of cognitive work (gaining knowledge and comprehension) outside of class through assigned content, then we’ll focus on higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where you’ll have the support of your peers and professor.

The flipped classroom is
• A means to INCREASE interaction and contact time between students and professors.
• An environment where students take responsibility for their own learning.
• A class where all students are engaged in their learning.

EXAMS

A major part of your course grade will be based on points earned from two exams. As part of the flipped-classroom approach, students will work in groups during class to determine the most important information contained within assigned readings and videos. Students will then work with their classmates and professor to develop questions that will test them on this material. Exams will be based on questions developed by your classmates and your professor and will cover (i) assigned readings, videos, and online content (ii) additional material presented during class sessions.

There will be two 30-point exams during the semester. You will have 30 minutes to complete each exam (30 questions).

EXAMS will be completed in-person during class time (see dates at the end of this syllabus). Both exams are closed-book exams. Make-up exams will only be offered in exceptional circumstances.

ACTIVE ENGAGEMENT

To promote ACTIVE ENGAGEMENT with, and SELF-REFLECTION on, the content you’ll be introduced to, you’ll be assigned readings, videos, and activities to engage with outside of class and will be required to maintain a journal of your learning experiences.

• To ensure that you are keeping up with activities, you must print-up and hand-in the journal entries at the beginning of class on the due dates indicated in this syllabus.
• A comprehensive collated journal, including all entries, must be submitted at the beginning of class on Dec 6th.

The journal is worth a total of 20 points. A journal template document and scoring rubric is available on BlackBoard.

Note: journals are also a way of my assessing whether students are attending class to engage in in-class activities, so it is important that journal entries are turned in on time.

SERVICE LEARNING

Students will develop informational videos for a Stress Management Event on the UTRGV Edinburg campus that will be held toward the end of the semester.

Students will work in small groups to develop short videos on topics related to the effects of stress and methods for stress reduction. All content is expected to be of high-quality, suitable for public display. To assist students in this process, several class periods will be dedicated to working on this project. You will also be asked to help develop hands-on activities for the event.

In order to obtain points for this component of the course, you must commit to participating in the actual event which will be held during the activity hour on Thursday Nov 30th.

The service learning project is worth a total of 20 points. A scoring rubric will be provided early in the semester.
COMMUNICATING WITH ME IN-PERSON AND ONLINE
If you need help, please visit with me! My office is on the 3rd floor of ELABN, #345 (North side of building). If you want to meet with me, please send me an email to arrange an appointment. I am not constantly connected to the internet, so please do not expect an immediate response. You should expect a response within 24 hours during the work week. The subject line of your e-mail must start with “Stress Management”. E-mails must be sent from your UTRGV email account.

LEARNING OUTCOMES FOR STRESS MANAGEMENT COURSE
SLO 1: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in the scientific study of stress.
SLO 2: Students will demonstrate familiarity with a variety of techniques for stress management, involving cognitive, behavioral, and physical approaches.
SLO 3: Students will demonstrate the ability to evaluate and integrate information from various sources to create engaging informational products (e.g., informational posters/videos) for a stress management event.

NOTE ABOUT FINAL EXAM
Final exams are a major source of stress in college students, associated with poor sleeping and eating habits and poor health. In keeping with the notion of stress reduction, this course does not have a final exam.

CLASSROOM ETIQUETTE
I encourage you to be actively engaged in classroom discussions. However, to maintain an active learning environment, I have the following rules of classroom etiquette:

1. **Phones** should be switched to vibrate, or turned off. If you receive an important call, you may leave the room to return the call (do not answer the call in class, even on your way out!)

2. **Laptops, netbooks, smartphones, etc. cannot be used during class.** I need you to be “mentally present” and these devices are notorious for encouraging multitasking behavior. Multitasking has been shown to affect cognitive functioning, does not allow you to be as focused, and is disrespectful to your peers and professor. Picture an entire class engaging in multitasking behavior: what sort of environment would that create? **If I see that you are using a phone or laptop in class, I will deduct attendance points.**

3. Feel free to ask questions. To give everyone a chance to speak, please raise your hand rather than blurt out comments.

4. Other than organized activities/discussions, please do not chat with your neighbors during class. It seems like this wouldn’t be too disruptive, but I always have students complain that others are making it difficult for them to concentrate.

5. Students often are unsure as to how to address their professors. I prefer to be called “Dr. Benham”.

6. If you decide to drop the course, please make sure any members of your group who are depending on you are aware that you will no longer be participating. Please also email me to let me know.

7. If you miss a class, please do not contact me to ask what you missed or whether you “missed anything important”. I cannot replicate the 2.5 hour in-class experience and consider all sessions to be important.

SCHOLASTIC INTEGRITY
As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.
**Blackboard**
This class will be using BlackBoard, an online course management system. Students are responsible for checking BlackBoard announcements and keeping up with assignments.

**Computer/Internet Requirements**

**Internet Access:** To take this course, you must have access to a computer with an Internet connection and a UTRGV email account. A broadband Internet connection is preferred. University computers are available if there are any concerns about access to, or reliability of, your own internet service. Many students use computers in public libraries, the university library, and other on-campus public use Wi-Fi areas to complete their course work.

**Students with Disabilities**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact Student Accessibility Services (SAS) as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

**Sexual Harassment, Discrimination, and Violence**

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

**Dropping the Course**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time. **I do not drop students for nonattendance or poor grades.** If you must drop the class, be sure to take care of that paperwork yourself.

**Mandatory Course Evaluation Period**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available: **Nov. 15 – Dec. 6**
## COURSE TIMETABLE

<table>
<thead>
<tr>
<th>Week</th>
<th>Journal</th>
<th>Topic</th>
<th>Written Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 30</td>
<td>Introduction to course, professor, and classmates. Creating good exam questions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep 6</td>
<td>1 Preparing for change The effects of stress on the body - The basics</td>
<td>Reflection on readings/video</td>
</tr>
<tr>
<td>3</td>
<td>Sep 13</td>
<td>2 The effects of stress on the body Endocrine and cardiovascular systems</td>
<td>Reflection on readings/video + ONE WEEK WITHOUT</td>
</tr>
<tr>
<td>4</td>
<td>Sep 20</td>
<td>3 The effects of stress on the body - Immune system and brain</td>
<td>Reflection on readings/video + UREC VISIT</td>
</tr>
<tr>
<td>5</td>
<td>Sep 27</td>
<td>4 The impact of inadequate sleep on psychological and physical health</td>
<td>Reflection on readings/video + SLEEP LOG</td>
</tr>
<tr>
<td>6</td>
<td>Oct 4</td>
<td>- EXAM 1 – The effects of stress on the body +Discussion of Group Video Project</td>
<td>None (just study!)</td>
</tr>
<tr>
<td>7</td>
<td>Oct 11</td>
<td>5 Stress Management Event Group Project Session 1</td>
<td>Summary of project work completed</td>
</tr>
<tr>
<td>8</td>
<td>Oct 18</td>
<td>6 Stress Management Event Group Project Session 2</td>
<td>Summary of project work completed</td>
</tr>
<tr>
<td>9</td>
<td>Oct 25</td>
<td>7 Stress Management Event Group Project Session 3</td>
<td>Summary of project work completed</td>
</tr>
<tr>
<td>10</td>
<td>Nov 1</td>
<td>8 Stress Reduction - Physical approaches</td>
<td>Reflection on readings/video +BODY SCAN/BREATH ACTIVITY</td>
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<tr>
<td>11</td>
<td>Nov 8</td>
<td>9 Stress Reduction - Mindfulness and meditation - Complementary and alternative medicine</td>
<td>Reflection on readings/video +MINDFULNESS ACTIVITY</td>
</tr>
<tr>
<td>12</td>
<td>Nov 15</td>
<td>10 Stress Reduction - Cognitive approaches</td>
<td>Reflection on readings/video +ALTERING/ACCEPTING COGNITIONS ACTIVITY</td>
</tr>
<tr>
<td>13</td>
<td>Nov 22</td>
<td>11 Stress Reduction - Stress Vulnerability and Resilience</td>
<td>Reflection on readings/video +MANAGING ANGER ACTIVITY</td>
</tr>
<tr>
<td>14</td>
<td>Nov 29</td>
<td>- EXAM 2 – Stress Reduction +Organizational meeting for Stress Management Event</td>
<td>None (just study!)</td>
</tr>
<tr>
<td></td>
<td>Nov 30 Activity Hour</td>
<td>Stress Management Event</td>
<td></td>
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<tr>
<td>15</td>
<td>Dec 6</td>
<td>Comp</td>
<td>Comprehensive journal due</td>
</tr>
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