The University of Florida  
SDS 3482, Section 2085 Stress & Anxiety Management 
Spring 2015 
Thursday 9:35 AM-12:35 PM  
Room 250 Norman Hall 

Instructor: Yi-Wen Su  
Office: 1313 C Norman Hall  
Office Hours: TBA & by appointment.  

■ To schedule an appointment, send me an email with several blocks of time when you would like to meet. E-mail address: sv7yasu@ufl.edu  
■ To help me keep track of emails from you, please include SDS3482 and your last name in the subject line of any correspondence sent via email.  
■ I have created a listserv using your GATORLINK email address. If you do not use your GATORLINK account regularly, please make sure your GATORLINK account forwards to the account you do use regularly.  

Required Textbook:  

Recommended Textbook:  

Course Objectives  
1. Become familiar with the concepts and theories of stress  
2. Understand the nature, causes, and responses of personal stress  
3. Learn a wide range of techniques for managing stress  
4. Gain and develop stress-release strategies  
5. Increase self-awareness and self-understanding to further find suitable strategies to manage stressful situations  
6. Eventually help others manage their stress as well  

Course Webpage:  
You will be automatically signed up for our course webpage on UF e-learning in Canvas. All important announcements (e.g. class meeting schedule change, assignment due date change, exam schedule change, etc.) and course materials will be posted on the course webpage. It is the student’s responsibility to check and/or retrieve announcements and course materials.  

Course Requirements:  

1. Participation (60 points)  
a. 60pts includes classroom participation and group presentation discussion attendance. You can have TWO unexcused absence. After that, FIVE points will be deducted for each unexcused absence unless it is related to religious holidays or athletic/academic/professional obligations that you anticipate during the semester (validated note required and you need to inform me in advance) or related to medical issues (with a physician’s note provided to me upon return). For absences of choice (e.g., career fairs, friends’ weddings, vacation, etc.), no points will be given.
for the missed classes.
b. Because this course involves a great deal of experiential learning, your attendance in class is vital. Much of the learning for this class will take place in the classroom, and you are expected to attend every session and actively participate in the course activities. What you get out of this class is predominantly dependent on what you are willing to put into it.
c. The points are earned in a simple manner, BY ATTENDING CLASS and PARTICIPATING IN GROUP PREPARATION MEETINGS.
d. Please be aware that all information covered during class discussions, lectures, videos, and guest speakers may appear on the exam. **You are responsible for getting any missed materials on the days you are absent!!** All course materials such as Power Point presentation slides and handouts will be posted on the Sakai course site shortly before or after class.
e. The instructor reserves the right to deduct points for tardiness and/or leaving class early if these occur on a regular basis.
f. Attendance will be taken at some point during each class period.
g. **It is important that you complete the reading assignments prior to class. You will be expected to bring your textbook to each class meeting.** Be prepared to share at least one question or comment about the assigned reading as part of the class discussion.

2. Exams (70 points; Exam one worth 40 points; Exam two worth 30 points)
   a. You will be given two exams during the semester. They will consist of multiple-choice, true/false, and short answer questions. Each exam is worth 40 points.
   b. Each exam will consist of 20 questions. The exams will include information from reading assignments, class lectures, and group discussion. Exams are noncumulative.
   c. NO MAKE-UP exams or assignments will be given unless you inform the instructor of your absence at least 72 hours in advance.

3. Online Discussion (40 points; 10 points each post)
   a. Online discussion questions will be posted on the Sakai on assigned dates, which are listed on Course Agenda. Each student will have to answer the questions based on own experiences and comment on at least one person’s post. (1 to 3 points will be deducted if you did not respond to at least one person’s post.)
   b. The questions will be posted a week before the due date.
   c. Online discussion and response(s) will be due at 11:59 pm on the due date.

4. Stress Management Plan (30 points)
   Through the semester, you will learn a lot of knowledge and strategies to help you manage your stress. You have to incorporate these knowledge and strategies into your personal stress management plan. There should be four parts in your stress management plan, including:
   1. Tackling the problem
   2. Taking care of my body
   3. Dealing with emotions
   4. Making the world better

   I will help you complete your personal stress management plan all through the semester. Along with your own personal plan, you have to write a one page, single space reflection paper. More information will be provided in class. **The assignment are to be typed and single-spaced, and**
use 1-inch margins, 12 point Time New Roman font.

5. Individual Assignment (100 points; Two Assignments worth 50 points each)
   o There will be **TWO** individual assignments during the semester, including Assignment #1 Movie Reflection and Final Reflection. The due day of each assignment will be listed on Course Agenda. Please be aware of these due dates. Also, the assignment are to be typed and double-spaced, and use 1-inch margins, 12 point Time New Roman font.
   o The grading rubric for individual assignments is in appendix A.

➢ **Assignment #1: Movie Reflection**
   a. Students will write a reflection paper about the movie presented in class. The paper is expected to be thoughtful and relevant, and should demonstrate an understanding of the course material.
   b. The following are possible reflection topics to include in this paper:
      o Can you relate to their stress?
      o Can you relate to particular events?
      o What lines or scenes from the movie stood out for you?
      o What do you think of the characters?
      o Was there any particular character you related to the most? Who? Why?
      o How does this movie relate to your understanding of stress?
      o How were you challenged by this movie?
      o How would you suggest the characters handle their stress in the future?
      o Discuss any self-knowledge gained.
   c. The paper will be graded based upon the demonstrated knowledge of course materials and your ability to incorporate these into your personal experiences with the movie.
   d. This assignment should be **3 to 5 pages** long (excluding the cover page).

➢ **Assignment #2: Final Reflection**
   a. Students will write a reflection paper about his or her own growth throughout this semester. The paper is expected to be personal and sincere, and should demonstrate an understanding of the course material.
   b. The following are possible reflection topics to include in this paper:
      o How your understanding of stress has changed through the course.
      o How you were challenged by the course.
      o Ways you have grown through the course, and possibly how other students in the class have helped you grow.
      o How you will handle stress in the future.
      o What you enjoyed most about the course.
      o What you enjoyed least about the course.
      o Self-knowledge gained
   c. Please feel free to include any other important ideas you have toward improving this class.
   d. The paper will be graded based upon the demonstrated knowledge of course materials, and your ability to incorporate these into your personal experience.
   e. This reflection paper should be **3 to 5 pages** long (excluding the cover page)
6. Group Presentation (100 points) (See Appendix B for further explanation)

a. After forming a group, each group member has to sign a group contract. (Appendix C)
b. Presentation should include the specific life situation which is related to the topic and the emotional and physical reactions to the stress. It can be presented in different formats, including role-playing, video clip, or detailed description.
c. Group must research, develop and present effective individual and social methods to manage the stress.
d. Group presentation have to include some related activities for the class.
e. It is highly recommended to include research/journal articles of specific stress management techniques.
f. Students are encouraged to use a creative and energetic method of communication.
g. Students are expected to use the textbook, additional resources, such as websites, books, professional interviews, journal articles, etc. At least FIVE reliable resources are required. That means, not including Wikipedia, etc.

Class Agenda
(Changes will be posted on class webpage on Canvas)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 8</td>
<td>Introduction Syllabus review</td>
<td></td>
<td>•Bring printed syllabus</td>
</tr>
<tr>
<td>2</td>
<td>January 15</td>
<td>Chapter 1: What is stress?</td>
<td>Ch. 1, 4</td>
<td>• Online discussion#1 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 4: Stress &amp; College students</td>
<td></td>
<td>• Please bring your answers for online discussion#1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Syllabus review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>January 22</td>
<td>Ch. 2: Stress psychophysiology</td>
<td>Ch. 2, 3</td>
<td>• Online discussion#2 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 3: Stress and Illness/Disease</td>
<td></td>
<td>• Please bring your answers for online discussion#2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Complete Myer’s Briggs Personality Test <a href="http://www.humanmetrics.com/cgi-win/JTypes2.asp">http://www.humanmetrics.com/cgi-win/JTypes2.asp</a></td>
</tr>
<tr>
<td>4</td>
<td>January 29</td>
<td>Ch. 3 &amp; Movie-PTSD</td>
<td>Ch. 3</td>
<td>• Email instructor your topic choice and whom you plan to work with</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Turn in group contract</td>
</tr>
<tr>
<td>5</td>
<td>February 5</td>
<td>Chapter 5: Intervention</td>
<td>Ch. 5, 8</td>
<td>• Assignment# 1 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 8: Perception interventions</td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>February 12</td>
<td>Chapter 6: Life-situation interventions</td>
<td>Ch 6, 7</td>
<td>• Online discussion#3 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>intrapersonal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>February 19</td>
<td>Chapter 7: Life-situation interventions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>interpersonal</td>
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<td></td>
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<td></td>
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<tr>
<td>8</td>
<td>February 26</td>
<td><strong>Exam 1 (Midterm)</strong></td>
<td>Ch 10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 10: Meditation</td>
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</tbody>
</table>
| Week 9 | March 5 | No Class – Spring Break | Ch 11, 12 | • Email instructor about the progress of your group presentation (Required)  
• Online discussion#4 due |
| --- | --- | --- | --- | --- |
| March 12 | Chapter 11: Autogenic training, imagery, and progressive relaxation  
Chapter 12: Yoga and Other relaxation techniques | | | |
| Week 10 | March 19 | Chapter 17: Family stress & Time Management  
Chapter 14: Strategies for decreasing stressful behaviors  
Additional topic: Help others manage stress | Ch 7, 14, 17 | |
| Week 11 | March 26 | Group presentation | | • Stress management plan due |
| Week 12 | April 2 | Group presentation | | |
| Week 13 | April 9 | Group presentation | | |
| Week 14 | April 16 | Exam 2 (Final) wrap up | | • Assignment #2 due |

This course meeting schedule is subject to change. The schedule changes will be posted on the course webpage. It is the student’s responsibility to check and/or retrieve announcements and course materials.

**Course Components and Grade**

1. Class participation and attendance: 60 points  
2. Two exams: 70 points (Exam one worth 40 points; Exam two worth 30 points)  
3. Online discussion: 40 points (Four posts worth 10 points each)  
4. Stress Management Plan: 30 points  
5. Individual assignments: 100 points (Two assignments worth 50 each)  
6. Group presentation: 100 points

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Total: 400 points

This course follows the UF grading scheme available on UF e-learning in Sakai. You can check your grades on the “GRADÉ BOOK 2” on Canvas. Individual graded assignments will be posted the weekend following the assignment due date. It is the student’s responsibility to check their grades and verify they match with what they received from the instructor. If you have any questions or concerns, please feel free to contact the instructor.

- UF grading scheme on UF e-learning in Canvas.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum %</th>
<th>Grade</th>
<th>Minimum %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95.0%</td>
<td>C-</td>
<td>70.0%</td>
</tr>
</tbody>
</table>
A- | 90.0% | D+ | 67.0%
B | 87.0% | D  | 63.0%
B- | 83.0% | D- | 60.0%
C+ | 77.0% | E  | 0.0%
C  | 73.0%

Class Policies:
■ Confidentiality
Please respect the privacy and confidentiality of other students in this class. You may choose to discuss your own experiences with this course with anyone you choose. Students should not discuss what other people say or do during class-related activities. Please keep in mind, however, that confidentiality cannot always be ensured. It is your responsibility to report or discuss confidentiality concerns with the instructor.

■ University Honor Code
Plagiarism, cheating, and/or misrepresentation will not be tolerated in any form in this class. Be sure to cite and reference all material retrieved from websites, texts, journals, etc. On all student work throughout this course, students are expected to uphold the University of Florida Honor Code, as defined in particular by the following pledge: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” If a student is caught violating the University Honor Code, the student will receive a zero on that assignment/exam and further disciplinary action may be taken.

■ Office Hours (Subject to Change by the Instructor)
Students are invited to make use of the instructor’s office hours for any questions or comments about the course or material that has been covered. If you cannot make it to the designated office hours, please let me know, so we can set up another time by appointment.

■ Course syllabus
What is provided in the syllabus is a tentative outline of course topics to be covered. Due to such situations as guest speaker availability, varying times for class activities, or other circumstances, certain changes may be made throughout the course. It is the responsibility of the instructor to give appropriate notice of such changes, and it is the student’s responsibility to take note of these changes.

■ The culture of the classroom:
➢ No technologies (cell phones or laptops):
• Please make sure that you turn off or silence all cell phones before class starts.
• Please make sure that you do not use your cell phone for any reason during class.
• Please do not use laptops to take notes, unless individually authorized by the university.
➢ Attendance: Attendance during established class periods are necessary for an optimal learning experience for oneself and peers.
➢ Planned Absences: Students anticipating a planned absence, whether University or non-university related, must notify the instructor in writing at least three days prior to the absence. Because all assignments are known from the beginning of the semester, students must submit all assignments due prior to the date of the planned absence.
NO MAKE-UP exams or assignments will be given unless you inform the instructor of your absence at least three days prior in advance.

Late work will be accepted for full earned credit only if arrangements are made with the instructor at least three days prior to the due date. Otherwise, 5 points will be deducted for each calendar day the assignment is late.

The availability of make-up work is up to the discretion of the instructor. The work must be pre-arranged (before the planned absence) with the instructor and students must present documented evidence of any extenuating circumstances that may lead to the necessity for make-up work.

Submission of written assignments
Assignments are due at the beginning of class on the due date listed on the course schedule. Five points will be deducted for every calendar day that an assignment is late. This policy applies to all written assignments. If you know that you will be absent on the day an assignment is due, please make arrangements to turn in the assignment prior to the class, so as not to incur a penalty.

Electronic submission of class assignments
Student assignments will NOT be accepted via e-mail without prior permission of the instructor for a specific assignment. Permission will be granted only in extreme circumstances.

You can print your assignment right before class at the Education Library. The Education Library is located in Norman Hall and the hours are 8AM to 9PM.

Academic Accommodations
Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodations. Please provide accommodation requests to the instructor by August 28, 2014.

Respect for Diversity
It is my intent that students from all perspectives and diverse backgrounds be well-served by this course. I will make every attempt to create an atmosphere where students are free to articulate their thoughts and to examine their perspectives. Your suggestions about how to improve the value to diversity in this course are encouraged and appreciated.

Extra Help When Needed
- Visit the Reading & Writing Center (392---2010) in the Broward Hall basement if you find you need some extra help developing your writing or reading skills.
- The Counseling Center (392---1575) and Student Mental Health (392---1171) are available to discuss any issues or concerns you may have.
- Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor at the beginning of the semester when requesting accommodation.
## Appendix A

### Grading Rubric for Individual Assignment #1 & 2

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary 3</th>
<th>Intermediate 2</th>
<th>Beginning 1</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-disclosure</strong></td>
<td>Seeks to understand concepts by examining <em>openly</em> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <em>open, non-defensive ability to self-appraise</em>, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.</td>
<td>Seeks to understand concepts by examining <em>somewhat cautiously</em> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.</td>
<td><em>Little self-disclosure, minimal risk</em> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection</td>
<td></td>
</tr>
<tr>
<td><strong>Connection to outside experiences</strong></td>
<td><em>In-depth synthesis</em> of thoughtfully selected aspects of experiences related to the topic. Makes <em>clear</em> connections between what is learned from outside experiences and the topic.</td>
<td><em>Goes into some detail</em> explaining some specific ideas or issues from outside experiences related to the topic. Makes <em>general</em> connections between what is learned from outside experiences and the topic.</td>
<td><em>Identify some general ideas</em> or issues from outside experiences related to the topic</td>
<td></td>
</tr>
<tr>
<td><strong>Connection to readings (assigned and ones you have sought on your own)</strong></td>
<td><em>In-depth synthesis</em> of thoughtfully selected aspects of readings related to the topic. Makes <em>clear</em> connections between what is learned from readings and the topic. Demonstrate further analysis and insight resulting from what you have learned from reading. Includes reference to at least two</td>
<td><em>Goes into more detail</em> explaining some specific ideas or issues from readings related to the topic. Makes <em>general connections</em> between what is learned from readings and the topic. Includes reference to at least one reading other than those assigned for class.</td>
<td><em>Identify some general ideas</em> or issues from readings related to the topic. Readings are only those assigned for the topic.</td>
<td></td>
</tr>
</tbody>
</table>
readings other than those assigned for class.

| Connectio n to class discussion s & course objectives | Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic. | Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic. | Restate some general ideas or issues from the class discussion as they relate to this topic. |

Appendix B

Group Presentation

- **At a minimum, the presentation should cover the following areas:**
  - Specific life situation
  - What are physical and emotional responses/reactions?
  - How does this intervention work? What are the outcomes of this intervention? (Cite research-based references)
  - What are the benefits of this intervention? (Cite research-based references)
  - What are possible limitations of this intervention? Are there any warnings or things to keep in mind?
  - What does a person have to do in order to experience this intervention? (Do they need training? Special equipment? Other?)
  - Experiential activity for the class (please make sure you process the experiential activity with the class after the activity; that is, make sure you talk about their thoughts and reactions about the activity)
  - Reference list.

- Each group is responsible for developing an outline/information sheet (at least one full page that includes a list of references cited). **Copies must be provided for each class member and the instructor.** The handout should supplement and clarify, in your own words, the key points of your presentation topic. **The instructor will make copies of the handouts for the class if the groups email their handout file to the instructor by 8pm the day before the presentation day.**

- This assignment is meant to be an interactive presentation, not standing and reading. Please understand that in order to earn full points for presentation, you must be familiar enough with your topic to explain it to the class.

- Your group will need to inform the instructor of your topic choice (include specific life situation and one main intervention) and whom you plan to work with by no later than 11AM on January 29, 2015.
Rubric for Group Presentation

The instructor will use this rubric to evaluate each group’s presentation. Students can look at this rubric so you may understand what you are being graded on. The Group Presentation Rubric will be combine with the Group Member Evaluation Form Rubric to determine your final grade for the project.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Presentation Contained little to no valuable material.</td>
<td>Presentation had moments where valuable material was present but as a whole content was lacking.</td>
</tr>
<tr>
<td>Did the Presentation have valuable material?</td>
<td>The teammates never worked from others’ ideas. It seems as though only a few people worked on the presentation.</td>
<td>The teammates sometimes worked from others’ ideas. However it seems as though certain people did not do as much work as others.</td>
</tr>
<tr>
<td><strong>Collaboration</strong></td>
<td>The presentation Lacked organization and had little evidence of preparation.</td>
<td>There were minimal signs of organization or preparation.</td>
</tr>
<tr>
<td>Did everyone contribute to the presentation? Did everyone seem well versed in the material?</td>
<td>Presenters were unconfident and demonstrated little evidence of planning prior to presentation.</td>
<td>Presenters were not consistent with the level of confidence/preparedness they showed the classroom but had some strong moments.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>The presentation Lacked organization and had little evidence of preparation.</td>
<td>There were minimal signs of organization or preparation.</td>
</tr>
<tr>
<td>Was the presentation well organized and easy to follow?</td>
<td>Presenters were unconfident and demonstrated little evidence of planning prior to presentation.</td>
<td>Presenters were not consistent with the level of confidence/preparedness they showed the classroom but had some strong moments.</td>
</tr>
</tbody>
</table>
**Rubrics for Group Member Evaluation**

**Directions:** Use the following section to evaluate each member of your group. Your evaluation should be honest.

<table>
<thead>
<tr>
<th>Category</th>
<th>Beginning 1</th>
<th>Developing 2</th>
<th>Accomplished 3</th>
<th>Exemplary 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Source of Conflict</strong></td>
<td>Participated in regular conflict that interfered with group progress. The conflict was discussed outside of the group.</td>
<td>Was the source of conflict within the group. The group sought assistance in resolution from the instructor.</td>
<td>Was minimally involved in either starting or solving conflicts.</td>
<td>Worked to minimize conflict and was effective at solving personal issues within the group.</td>
<td></td>
</tr>
<tr>
<td><strong>Assistance</strong></td>
<td>Contributions were insignificant or nonexistent</td>
<td>Contributed some toward the project</td>
<td>Contributed significantly but other members clearly contributed more</td>
<td>Completed an equal share of work and strived to maintain equity throughout the project</td>
<td></td>
</tr>
<tr>
<td><strong>Effectiveness</strong></td>
<td>Work performed was ineffective and mostly useless toward the final project</td>
<td>Work performed was incomplete and contributions were less than expected</td>
<td>Work performed was useful and contributed to the final project</td>
<td>Work performed was very useful and contributed significantly to the final project</td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>Rarely had a positive attitude toward the group and project</td>
<td>Sometimes had a positive attitude toward the group project</td>
<td>Often had a positive attitude toward the group and the project</td>
<td>Always had a positive attitude toward the group and the project</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance &amp; Readiness</strong></td>
<td>Rarely attended group meetings, rarely brought needed materials, and was rarely ready to work</td>
<td>Sometimes attended group meetings, sometimes brought needed materials, and was sometimes ready to work</td>
<td>Almost always attended group meetings, almost always brought needed materials, and was almost always ready to work</td>
<td>Always attended group meeting, always brought needed materials, and was always ready to work</td>
<td></td>
</tr>
</tbody>
</table>
Grading Rubric for Group Presentation

- **10 points-Progress Reporting:** Groups are required to email instructor about the progress of your group process. The reporting date will be announced.

- **10 points- Specific life situation:** Choose a specific life situation and demonstrate the physical and emotional responses/reactions of this life situation. How this situation might physically and emotionally affect us? Specific situation could be PTSD, the death of beloved one, adapting to new environment, etc.

- **35 points-Intervention:** For this part, you have to choose at least one intervention that is beneficial for the life situation that you chose. You have to find research articles to prove that this intervention is useful for that situation. You also have to use research articles to demonstrate how this intervention work, what are the outcomes of this intervention and what are the benefits of this intervention? (Cite research-based references) *You have to provide some evidences to prove the connection between your intervention and the specific stressful situation.*

- **15 points-Interactive activity:** After choosing your interventions, you have to prepare an interactive activity for class to practice or try this (these) intervention. If your intervention could not practice in the class (such as pet therapy), you can have interactive discussion or other activity that could involve everyone in the class.

- **10 points-Group presentation form:** Ten points will be based on the group presentation form listed above to see you overall presentation on the stage.

- **5 points-Reference list:** At least validated/reliable resources are required. That means, not including Wikipedia, etc. AND at least **TWO research articles** are required.

- **5 points-Handout:** For this presentation, your group have to develop an outline/information sheet (at least one full page that includes a list of references cited). The handout should supplement and clarify, in your own words, the key points of your presentation topic.

- **10 points- Peer Evaluation:** Ten points will depend on the peer evaluation form. Please remember that this evaluation is very important, and please value it. It will give you an opportunity to fulfill your right.
Appendix C

Group Contract

Part of your group presentation experience will be to create ground rules and expectations. In order to have a successful group project, accountability is a crucial component. Therefore, this is an opportunity to create some ground rules and expectations for your own group. After creating the list of your rules, you also have to identify consequences that will come into effect given any ground previously agreed upon rules and/or expectations were not upheld. The consequences should be reasonable, enforceable, and agreed upon by all team members.

- Some examples of ground rules and expectation are: show up, be on time, be honest, actively participate, submit quality work on time, practice active listening, respect others’ ideas and opinions, demonstrate personal accountability, commit to team goals, and so on.

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Team Member Signatures and Dates

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