

# SDS 3482: Stress and Anxiety Management

## (Section 2085)

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**Course Instructor: Keri Johnson**  
**Office Location: Norman Hall, 1313C**  
**Office Hours: TBD and by appointment**  
**Email: [keriljohnson@ufl.edu](mailto:keriljohnson@ufl.edu)**

**Class Times: Wednesday, 9:35 am- 12:35 pm (Periods 3-5), Location: Norman 250**

**Catalog description:** Overview of theories and methods of stress and anxiety control and reduction.

**Course goals: By the end of the course, students will be able to:**

Interpret the nature and causes of stress.	1
Differentiate individual responses to stress.	2
Learn and use a wide range of techniques for managing stress.	3
Generate personal growth and self-awareness	4

**What I hope you can learn from this course:**

- ✓ What stress is—emotionally, mentally, physically, and physiologically—and how it affects your health, as well as others.
- ✓ How you evaluate your current level of stress and develop an understanding of your personal triggers and stressors.
- ✓ Apply what you learn to your own life by using the tools and activities in this course to become an active participant in managing your own stress.

**Textbooks:** Greenberg, J. (2013). *Comprehensive Stress Management*. 13<sup>th</sup> edition, New York, NY: McGraw Hill. ISBN: 0073529729 (REQUIRED) \*\*This text is referred to as *CSM*

Sood, A. (2013). *The Mayo Clinic Guide to Stress-Free Living*. Boston, MA: Da Capo Press. ISBN: 978-0-7382-1712-3 (RECOMMENDED) \*\*This text is referred to as *MCG* in syllabus

**Instructional Methods:** The nature of the course includes Face-to-Face meetings and online activities. Students will be expected to participate in online discussion board prompts with frequent dialogue and discussion. Another component of this course is personal reflection. Students will be expected to critically analyze their own behaviors and those of others to promote self-development and awareness.

### **Course Format:**

**In class:** 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. 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 Canvas website shortly before class. The instructor reserves the right to deduct points for tardiness and/or leaving class early if these occur on a regular basis.

**Online:** You must go online via Canvas (website: <http://lss.at.ufl.edu>) to see announcements, submit assignments, take quizzes, and participate in class discussion boards. Online course work will be due Monday-Friday (see Course Structure for details).

**Course Communications:** Course communications will be through the Canvas website and in-class announcements. Submission of quizzes and discussion board posts will take place on the Canvas website. Assignments, labs, and thought questions will be addressed in class. If a personal problem or concern arises, please email me directly at [keriljohnson@ufl.edu](mailto:keriljohnson@ufl.edu). Otherwise, if you have a question that is related to course content, first ask one of your fellow classmates. Your next point of contact would be College of Education Technology support services. I will do my best to communicate with you in a timely manner; however, since there are typically more than 50 students enrolled in this course, please allow up to 48 hours for a response. *For a more timely response, in the subject of your email, please write SDS 3482.*

### **Classroom Culture:**

- **No personal technology** (cell phones or laptops): Cell phones and other electronic devices must be *turned off* (vibrate is not silent) and *out of sight* (turned over on the desk or on top of your backpack is not out of sight) during class. The instructor finds it incredibly disrespectful to be sending or receiving texts or calls during class. *Please have all cell phones out of site and off your desks during the class period.* Students who make or receive calls or texts during class will be asked to leave and lose attendance credit for that day. If you are expecting any emergency contact during class hours, please communicate with the instructor prior to the start of class. You may take notes on a laptop, iPad, or tablet, although the instructor reserves the right to ask you to turn off the

computer. If students do choose to take notes on an electronic device, the instructor may request the students sit in the first two rows of the classroom.

- **Attendance:** Due to the participatory nature of this course, students are allowed **THREE** unexcused absences. Individuals who miss *more than three university-approved absences will have their grade lowered by half a letter grade* (i.e.: B becomes B-) for *each sequential class missed*. Since all assignments are known from the beginning of the semester, students must submit all assignments due prior to the date of the planned absence. The availability of make-up work is up to the discretion of the instructor. The students must present documented evidence of any extenuating circumstances that may lead to the necessity for make-up work.
- **Submission of written assignments:** The majority of all assignments will be *submitted online via CANVAS*. 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 any penalties. If the assignment is to be printed (per request of the instructor) you can print your assignment right before class at the Education Library. The Education Library is located in Norman Hall and the weekday hours are 8AM to 9PM.
- **Late assignments:** Time management is crucial to your academic success. So, be prepared to create a schedule that works for you and stick to it. **Please note that late assignments will be deducted a half a letter grade each day they are late.** Extensions may be granted in extraordinary circumstances with prior (at least **48 hours in advance**) approval from the instructor.
- **Classroom participation:** We are all in this together and will be learning from each other. This means that you are expected to participate in class. A portion of your participation will include asking and/or answering “thought questions” as a part of class participation. To get your points for the “thought questions” those questions and/or responses may need to be turned into the instructor in writing in class.

**Netiquette Expectations:** All students are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

- **Be professional** at all times. You are preparing yourself to be a career professional. Remember this as you establish your online presence.
- **Be respectful** of other people. Everyone is entitled to their own opinion. While it is okay to disagree, please do so with respect to others.
- **Use “I” statements** as much as possible. By saying “I feel (fill in the blank) because” instead of “You make me feel” invites us to take responsibility for our personal opinions without judging or blaming others.
- **Be calm.** If you are upset or frustrated, keep this out of your communications with your fellow students or instructors. An angry or sarcastic comment does little to win respect or cooperation. Think about what you are going to say in an unemotional, professional manner (consider waiting overnight about what you truly want to say before

sending/posting). Provide adequate information when asking for help or assistance from your instructors or classmates.

- **Humor and sarcasm.** Because there are no visual cues in distance education, humor and sarcasm are nearly impossible to discern. Be very careful when interjecting humor and refrain from using any remarks that are sarcastic in nature.
- **Harassment and other offensive behavior.** The online learning environment is no place to harass, threaten, or embarrass others. Comments that can be viewed, as offensive, sexist, or racially motivated will NOT be tolerated. It is never appropriate to put anyone down because of his or her age, ability, ethnicity, race, religion, color, sex, or sexual preference. The instructor may deem it necessary to remove any such online postings or discussions.
- **Offensive material.** Students may not post, transmit, promote, or distribute content that is racially, religiously, or ethnically offensive or is harmful, abusive, vulgar, sexually explicit, or otherwise potentially offensive.
- **Capital letters and bolding.** In written communication, the use of capital letters and/or bolding is used for emphasis. In much of the corporate world, writing in all caps is considered yelling. Yelling is not tolerated in a residential classroom and, therefore, is not acceptable in any online communications with students.

**Online Discussion Boards:** When you are assigned online discussion prompts, you are required to write an initial posting of at least 150 words, into *your* assigned discussion group. These are typically your own thoughts and/or applications of the concepts presented. Additionally, you are required to respond to at least TWO other classmates post (75 words minimum). **Note: If you do not respond to your classmates' postings, you will not be eligible to earn any points, even if you make your own initial post. Initial postings are due on Fridays, while responses to at least TWO classmates are due on Sundays.**

Grading Criteria (Rubric) for Discussion Boards: The following points are what is looked for in your original postings to the Discussion Board and your replies to others postings. Initial Posts are worth up to 6 points and post responses are worth up to 4 points (2 points each) for a total of 10 points each week. To get full credit, consider the following criteria when posting:

**1. Construct responses that demonstrate critical thinking.**

Try to avoid messages that simply agree with the discussion like Great job! or Totally agree! Although supportive comments are ALWAYS encouraged, build on your affirmation by expressing your point of view or reasoning behind your agreement. Introduce related concepts, expand examples, or refine a point.

**2. Actively utilize course materials within discussions.**

As you consider discussion questions and others' observations, can you identify where concepts from our readings would help support or clarify points made? Use the readings

and lectures to help validate your point. Your response might begin with “On page 97, the author highlights...”

**3. Include your own perspectives and personal experience.**

Try to see where subtle points might be overlooked and bring those points out in your discussion. Bring in content from your personal/professional experience that you feel really adds clarity to a point or issue.

**4. Be descriptive.**

Provide details that illustrate your point of view. Adding narrative to your point adds interest and can clarify theories and concepts that might not otherwise be clear.

Remember, your words are communicating your thoughts, feelings, and reactions. (Keep in mind the length requirements.)

**5. Be timely.**

Post your initial posts with enough time for others to respond to them. Also, give enough room between your posts to truly engage in a dialogue and not just complete the requirements.

**Lab Assessments:** Throughout the semester, you will participate in Lab Assessments (LA's) from your textbook during small group activities on Wednesdays. You are expected to have fully completed the assigned lab assessment prior to class and bring it with you to class on Wednesdays for discussion and submission. Since there are typically not right or wrong answers, it would be in your best interest to be as authentic and genuine as possible in answering the questions. The intent of these assignments is to allow you to assess and then reflect upon how stress and anxiety impact you and those around you.

**Technology Requirements:**

- ✓ You are expected to have the equipment at your home or be able to travel to the UF campus to connect to a computer with stable internet service, such as Wifi. (Note: You are responsible for technical problems that arise with your equipment).
- ✓ Technical problems on your end must be documented and communicated to the instructor **immediately** in order to receive extensions on the assignments. For the possibility of technical problems, please make it a practice to save all your messages and assignments submitted for the course.
- ✓ If you have any questions not answered below, please send an email to [help@coe.ufl.edu](mailto:help@coe.ufl.edu) and the College of Education Helpdesk will get back to you. Their hours are Monday - Friday 8am - 5pm. If you need immediate assistance outside of the hours listed above, you can contact the [UF Computing Helpdesk](#) Please email me directly to let me know that a problem has arisen and provide me with the tracking number.

### **University of Florida Policies**

**University Policy on Accommodating Students with Disabilities:** Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

**University Policy on Academic Misconduct:** Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

### **Getting Help: Resources for Students**

**Online Computing Help Desk- e-Learning Support Services** The UF Computing Help Desk is available to assist students when they are having technical issues.

**Online Library Help Desk** The help desk is available to assist students with access to all UF Libraries resources.

**Disability Resource Center** If you have a physical, learning, sensory or psychological disability, please visit our Disabilities Resource Center. Located at: 0020 Reid Hall, 352-392-8565

**Counseling and Wellness Center** Would you like to speak to a counselor about a problem that you are having? Please visit our counseling and wellness center. Located at: 3190 Radio Road, 352-392-1575

**Dean of Students Office** Do you need help resolving a conflict or would you like access to the student code of conduct? Visit the Dean of Students site.

**Student Complaints** If you have an unresolved administrative issue while enrolled in a distance learning program, please contact us at [distance@dce.ufl.edu](mailto:distance@dce.ufl.edu)

**This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. However, such changes will be clearly communicated to all students through online announcements on Canvas.**

**Course Requirements:** The content of the course has been broken into modules. Most tasks within the modules will be worth 5-30 points each. Here's an overview, but the website will explain the requirements of each module in more detail.

Module 1:	Chapters 1, 2, & 3	(125 points)
Module 2:	Chapters 4, 15, 16, & 17	(155 points)
Module 3:	Chapters 5, 6, & 8	(135 points)
Module 4:	Chapters 7, 9, 13, & 14	(145 points)
Module 5:	Chapters 10, 11, & 12	(135 points)

**Stress Portfolio:** While there will not be a final examination in this course, you will be responsible for putting together a Stress Portfolio as your final project. This will involve you making **ONE PDF document** that contains all of your assignments, along with a final reflection of the course. This portfolio will be labeled and put together in organized fashion. Further details can be found in the Resources and at the end of the syllabus.

Due date: **anytime between April 23-27<sup>th</sup>** (125 points)

**Extra Credit:** There will be opportunities for extra credit throughout the semester. These are likely to include options such as reading *Mayo Clinic Guide*, attending guest lectures, watching documentary films, TED Talks, or other movies pertinent to the overarching themes of the class. Students will be required to turn in a **two-page** (double-spaced, paragraph form, Times New Roman, 12-point font) response to the lecture or film. Each well-executed reflection will be two extra points. Students may turn in up to two extra credit reflection papers. The last day to hand in extra credit will be **Wednesday, April 13<sup>th</sup>, 2016**.

**Grade Breakdown:** Please note grades are based on points not percentages. Additionally, I do not use minus grades. See the grade distribution below:

A	736-820 points	89.81% or above
B+	720-735 points	87.81-89.80%
B	654-719 points	79.81-87.80%
C+	638-653 points	77.81-79.80%
C	572-637 points	69.81-77.80%
D+	556-571 points	67.81-69.80%

D	492-555 points	60.00-67.80%
F	491 points or below	Below 60%

## Course Structure

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### **Task descriptions:**

Chapter Quiz: Each week, you will have a 10 point quiz on the content for that particular week. Quizzes are due on Wednesdays ***online***.

Thought Question: You will earn class participation points for your involvement in various activities, exercises, and critical thinking questions. These thought questions will be submitted in writing ***in class*** at the beginning of class.

Discussion Board: Initial postings are due on Fridays ***online***; Responses to classmates are due on Sundays ***online***.

Assignments: For each chapter, you will have a small assignment or lab assessment from your textbook. In some modules, there is also a larger assignment, and thus, worth more points. These are due on Wednesdays ***in class***.



**COURSE SCHEDULE (SUBJECT TO CHANGE BY INSTRUCTOR)****Module 1: Scientific Foundations**

<b>(Week) Dates</b>	<b>Chapters: Topics [Recommended Reading]</b>	<b>Assigned Tasks (Possible Points)</b>	<b>Due Dates</b>	<b>Mindfulness Material</b>
(1) Jan. 6	(CSM) Chapter 1: What is Stress?  [MCG, Chapter 1]	* Thought Question (5) * Personal Reflection on Stress (10) * Discussion Board (10) * Syllabus Quiz (10)	* Wednesday * Sunday  * Friday/Sunday * Sunday	* Counting the Breath: Inhale 1, 2, 3, 4 Exhale 1, 2, 3, 4
(2) Jan. 13	(CSM) Chapter 2: Stress Psychophysiology  [MCG, Chapter 2]	* Chapter 2 Quiz (10) * Thought Question (5) * Personal Wellness Wheel (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Falling Out Breath
(3) Jan. 20	(CSM) Chapter 3: Stress and Illness/Disease  [MCG, Chapters 3 & 4]	* Chapter 3 Quiz (10) * Thought Question (5) * Public Awareness Assignment (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Cascading Breath

**Module 2: Specific Applications**

<b>(Week) Dates</b>	<b>Chapters: Topics [Recommended Reading]</b>	<b>Assigned Tasks (Possible Points)</b>	<b>Due Dates</b>	<b>Mindfulness Material</b>
(4) Jan. 27	(CSM) Chapter 4: Stress and the College Student  [MCG, Chapters 5 & 6]	* Chapter 4 Quiz (10) * Thought Question (5) * Photo Collage Assignment (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Three-Part Breath: Belly, Ribs, Chest
(5) Feb. 3	(CSM) Chapter 15: Diversity and Stress  [MCG, Part 6: Acceptance]	* Chapter 15 Quiz (10) * Thought Question (5) * Lab Assessment 15.2 & 15.3 (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Box Breathing

(6) Feb. 10	(CSM) Chapter 16: Occupational Stress & Chapter 17: Family Stress	* Chapters 16 & 17 Quiz (10) * Thought Question (5) * Ask the Expert Assignment (20) * We are Family Assignment (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday * Wednesday * Friday/Sunday	* Let Go, Inhale: Let, Exhale: Go
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**Module 3: Life-Situation & Perception Interventions**

<b>(Week) Dates</b>	<b>Chapters: Topics [Recommended Reading]</b>	<b>Assigned Tasks (Possible Points)</b>	<b>Due Dates</b>	<b>Mindfulness Material</b>
(7) Feb. 17	(CSM) Chapter 5: Intervention  [MCG, Chapters 7 & 8]	* Chapter 5 Quiz (10) * Thought Question (5) * Contract of Commitment Assignment (10) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Alternate Nostril Breath
(8) Feb. 24	(CSM) Chapter 6: Life Situation Interventions: <i>Intrapersonal</i>  [MCG, Part 4: Gratitude]	* Chapter 6 Quiz (10) * Thought Question (5) * Lab Assessment 6.2 & 6.3 (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Gratitude Meditation
(9) Mar. 2		<b>SPRING BREAK!!</b>		
(10) Mar. 9	(CSM) Chapter 8: Perception Interventions  [MCG, Part 9: Tribe]	* Chapter 8 Quiz (10) * Thought Question (5) * Perceptions of Nature Assignment (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Five Touching Points

**Module 4: Physiological Arousal & Behavior Change Interventions**

<b>(Week) Dates</b>	<b>Chapters: Topics [Recommended Reading]</b>	<b>Assigned Tasks (Possible Points)</b>	<b>Due Dates</b>	<b>Mindfulness Material</b>
(11) Mar. 16	(CSM) Chapter 7: Life-Situation Intervention: <i>Interpersonal</i>  <i>[MCG, Part 5: Compassion]</i>	* Chapter 7 Quiz (10) * Thought Question (5) * What’s Your True Colors Assignment (30) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Loving Kindness Meditation
(12) Mar. 23	(CSM) Chapter 9: Spirituality and Stress & Chapter 13: Physiological Arousal  <i>[MCG, Part 7: Higher Meaning]</i>	* Chapters 9 & 13 Quiz (10) * Thought Question (5) * Physical Activity Pyramid Assignment (20) * Spirituality Timeline Assignment (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Wednesday  *Friday/Sunday	* Body Scan
(13) Mar. 30	(CSM) Chapter 14: Strategies for Decreasing Stressful Behaviors  <i>[MCG, Part 8: Forgiveness]</i>	* Chapter 14 Quiz (10) * Thought Question (5) * What Works for You Assignment (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  *Friday/Sunday	* Mindful Movement

**Module 5: Relaxation Techniques**

<b>(Week) Dates</b>	<b>Chapters: Topics [Recommended Reading]</b>	<b>Assigned Tasks (Possible Points)</b>	<b>Due Dates</b>	<b>Mindfulness Material</b>
(14) Apr. 6	(CSM) Chapter 10: Meditation  <i>[MCG, Part 10: Relaxation and Reflection]</i>	* Chapter 10 Quiz (10) * Thought Question (5) * Mandala Assignment (20) * Discussion Board (10)	* Tuesday * Wednesday * Wednesday  * Friday/Sunday	* Greatest Hits (Student Choice)
(15) Apr. 13	(CSM) Chapter 11: Autogenic Training, Imagery, & Progressive	* Chapter 11 Quiz (10) * Thought Questions (5) * Audio Relaxation	* Tuesday * Wednesday * Wednesday	* Greatest Hits (Student Choice)

	Relaxation	Assignment (20) * Discussion Board (10)	* Friday/Sunday	
(16) Apr. 20	(CSM) Chapter 12: Other Relaxation Techniques	* Chapter 12 Quiz (10) * Thought Question (5) * Exploring Something New Assignment (20)	* Tuesday * Wednesday * Wednesday	* Greatest Hits (Student Choice)

**STRESS PORTFOLIO (125 points)**

**Due date:** anytime between April 23<sup>rd</sup>-25<sup>th</sup>

Your stress portfolio serves as a compilation of your work throughout this course. You are expected to create ONE **pdf document** that will include SOME of the assignments you have submitted. Also, you are to create a table of contents and organize your portfolio by module.

Your portfolio should have a title page, table of contents, and section headings for each module (i.e., Module One: Chapter 4 Assignment). All entries should be double spaced with 1” margins. Arial, Times New Roman, or other legible fonts are acceptable. **Add creativity to enhance your portfolio (use of colors, pictures, etc.)**

The beginning of your portfolio must include a 3-4 page (12 point font, double spaced) reflection. This paper should address not only what you have learned about stress and anxiety management, but also about how you can integrate this information into your daily life. Think about what you have learned about yourself, both positive and negative attributes. Identify how you can use this information to improve yourself and quality of life.

Your portfolio **must** include the following artifacts, in this order:

	Personal Reflection Paper	25 points
Module 1	Personal Introduction	5 points
	Photo Collage Assignment	5 points
	Wellness Wheel Assignment	5 points
	Public Awareness Assignment	5 points
	Ask the Experts Assignment	5 points
	We are Family Assignment	5 points

Module 2	Contract of Commitment ( <b>Must include an additional paragraph of at least 100 words evaluating yourself on whether your commitment was completed.</b> )	10 points
	Perceptions of Nature Assignment	5 points
Module 3	True Colors Assignment	5 points
Module 4	What Works for You Assignment ( <b>Add to your interview assignment an additional 100+ word narrative describing someone, which you have never met, but would like to interview with these questions and why you have selected them.</b> )	10 points
	Physical Activity Pyramid Assignment	5 points
Module 5	Mandala Assignment	5 points
	Wellness Wheel Final ( <b>Add 100+ word reflection on what areas changed and why (reasons).</b> )	20 points
General	Following instructions	5 points
	Creativity & organization	5 points
	<b>TOTAL POINTS</b>	<b>125 points</b>

Your final product, the Stress Portfolio, saved as **ONE** pdf document, must be uploaded in the *Assignments* area.

**Course Syllabus Contract**  
**Due: Wednesday, January 6<sup>th</sup>, 2016**

“Course Syllabus Contract” is a document for all members of Stress and Anxiety Management (students and professor) to be held responsible for the requirements explained within these syllabus pages. The purpose of this contract is to reinforce clarity and understanding about the expectations of assignments throughout this course.

**STUDENT RESPONSIBILITY:**

*I have read and agree to the Stress and Anxiety Management Course Syllabus Contract, and understand all the rules, assignments, and expectations of this class.*

STUDENT’S NAME (PRINTED): \_\_\_\_\_

STUDENT’S SIGNATURE: \_\_\_\_\_

STUDENT’S UF ID #: \_\_\_\_\_

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What motivated you to take this course/what do you hope to gain from the experience?

Do you have any questions for the professor?

Is there anything else that I need to know about you to help me to teach you more effectively?