

Stress and Anxiety Management

SDS 3482 | Fall 2024 | Online

INSTRUCTOR: Caronne Rush, MSM, M.Ed., Ed.S.

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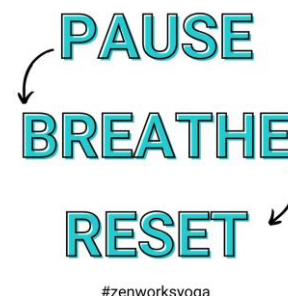
Office Hours: Wednesdays 10:00-12:00 & by appointment

Office: Virtual - <https://ufl.zoom.us/j/9800169127>

Canvas Website: <http://lss.at.ufl.edu>

Mode of Instruction: Online

Section: 7B14 - 3.0 Credits



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:

Define what stress and anxiety are -emotionally and physiologically.	1
Understand how stress affects your health, as well as others.	2
Evaluate your current level of stress and develop an understanding of your personal triggers and stressors.	3
Examine theories and methods of stress and anxiety control reduction.	4
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.	5

What I hope you can learn from this course:

- ✓ By the culmination of this course and the achievement of its objectives, my goal is to ensure that you have a comprehensive understanding of stress - what it is, what causes it, and how different people respond to it.
- ✓ You will learn a diverse range of stress management techniques that will help you navigate and mitigate stress effectively.
- ✓ Additionally, you will create a personalized roadmap for personal growth and self-awareness.
- ✓ This journey is designed to equip you with knowledge and practical skills that will help you build resilience and improve your well-being, both in your personal and academic life.

COURSE TEXTBOOK

Required: *Comprehensive Stress Management, Greenberg, 15th edition, (2017), ISBN: UFALLACCES* ** This text is referred to as CSM in syllabus

Recommended: *Sood, A. (2013).. Boston, MA: Da Capo Press. ISBN: 978-0-7382-1712-3* **This text is referred to as MCG in syllabus

****Program Contact**:** Amber Moss, PhD, LMHC, NCC, ambermoss@ufl.edu



INSTRUCTIONAL METHODS

Due to the nature of the course, technology will be utilized in a variety of ways. 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. Video reflection is a powerful form and allows for you to demonstrate some communication skills. This form will be used, in addition to written personal reflections.

COURSE FORMAT

There are no class meetings on campus. You work independently, at the time and place of your choosing and at your own pace, but must follow the identified due dates. **All modules will open on a Monday and close on a Sunday.** You must be online to see announcements, submit required work, take quizzes, and participate in class discussions.

Time management is crucial to your academic success, especially in an online course. So be prepared to create a schedule that works for you and stick to it. **Please note that NO late work will be accepted.** However, I am human and understand that life happens. Should you find yourself not able to meet a deadline, please contact me prior to the deadline so that we can discuss a resolution.

COURSE COMMUNICATIONS

Since this is an online course, most of our communication will be through the Canvas website. Submission of all assignments, quizzes, and discussions will take place here. If a personal problem or concern arises, please email me directly in CANVAS. I do not respond to emails on the weekends (Friday after 3pm-Sunday). If you do email me on the weekends, I will respond by that following Monday. Otherwise, if you have a question that is related to course content, first post it in the Student Lounge area for an answer or use the chat room. 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; please allow up to 48 hours for a response.

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 his or her own opinion. While it is okay to disagree, please do so with respect to 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, 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, 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.

POLICIES AND RESOURCES

1. **Late or Make-up 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 NO late work will be accepted.** However, I am human and understand that life happens. Should you find yourself not able to meet a deadline please contact me **prior** to the deadline so that we can discuss a resolution. This is also why there are several extra credit assignments throughout the semester.
2. **Make-up Quizzes:** There are **NO** make-up Quizzes in this course. Quizzes will be available to students weekly through the CANVAS website. There will be no time limit to complete the quizzes, however you will only be given one attempt. The correct answers to the quizzes will be posted the following day after they are due.
3. **Honor Code:** All work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. The University specifically prohibits cheating,

plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in ANY ASSIGNMENT for this course WILL fail. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code. Academic honesty and integrity are fundamental values of the University community.

4. **Accommodations for 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.
 - a. The Dean of Students Office, 202 Peabody Hall, 352-392-1261
 - b. Disability Resource Center, 0020 Reid Hall, 352-392-8565
 5. **Counseling Resources:** There is a wide range of counseling resources available to students, provided on campus.
 - a. Counseling and Wellness Center, 3190 Radio Road, 352-392-1575
 - b. Student Mental Health, Student Health Care Center, 352-392-1171
 - c. Sexual Assault Recovery Services, Student Health Care Center, 352-392-1161
 - d. Career Resources Center, Reitz Union, 352-392-1601
 - e. Tutoring Center, Teaching Center, 352-392-2010
 6. **Software Use:** All faculty, staff, and students at the University of Florida are required and expected to obey the laws and legal agreements regarding software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will also be taken as seen appropriate.
 7. **Writing Studio:** The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Free one-on-one tutorials with a consultant via Zoom are available by appointment for current UF graduate and undergraduate students. See <https://writing.ufl.edu/writing-studio/> for further information and scheduling.
 8. **Student Privacy:** There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights. See <https://archive.registrar.ufl.edu/catalog0910//policies/regulationferpa.html>
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COURSE REQUIREMENTS

The content of the course has been broken into modules. Tasks within the modules will be worth 5-20 points each. Here's an overview, but the content of each module will be discussed in more detail below.

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 several of your assignments and reflections, 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 December 02– December 08 (by 11:59pm) 125 points**

ONLINE DISCUSSION BOARDS

There are two types of Discussions in this course – Thought Questions and Discussion Posts. **Note for Discussion Posts: If you do not make your own initial post, you will not be eligible to earn any points, even if you respond to your classmates' postings.**

Expectations:

- **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.
- **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..."
- **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.
- **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.

EXTRA CREDIT

Throughout the semester, there are 4 opportunities for extra credit. included in the modules.

GRADE BREAKDOWN

The grades can always be viewed on your gradebook in Canvas. See the grade distribution below:

Scale	Grading
A	94.0%-100%
A-	90.0%-93.9%
B+	87.0%-89.9%
B	84.0%-86.9%
B-	80.0%-83.9%
C+	77.0%-79.9%
C	74.0%-76.9%
C-	70.0%-73.9%
D+	67.0%-69.9%
D	64.0%-66.9%
D-	60.0%-63.9%
F	59.9% or Less F

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 Wi-Fi. (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 technical questions not answered, please send an email to 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.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

COURSE STRUCTURE AND TASK DESCRIPTIONS

Chapter Quiz: Each week, you will have a **10 point quiz** on the content for the chapter(s) assigned that particular week. Ten multiple choice or True/False questions will be selected at random for you to answer. All content will come from the CSM textbook.'

Thought Questions: Thought Questions require a response of approximately **250+ words unless otherwise specified**. It is recommended that you read and comment on your group members' posts, but it is not required to do so. These are due Sunday at 11:59 pm and worth **5 points each**.

Discussion Post: Discussion Posts require a response of approximately **300+ words unless otherwise specified**. You are required to discuss the topic further with your group members by commenting on at least two of their responses in 100+ word each. The initial posts are due Thursday at 11:59 pm and the two responses to your peers are due Sunday at 11:59 pm and are worth **10 points each**.

Assignments: For each module, you will have an assignment(s) due. Since there are typically no right or wrong answers, it would be in your best interest to be as authentic as possible in answering the questions or responding to reflections. The intention is to allow you to reflect upon how stress and anxiety impact you and those around you. Previous semester examples are available on the CANVAS site in the Files section for a number of assignments.

COURSE AGENDA

Module 1: Scientific Foundations

Dates	Topics	Readings	Assignments
<u>Week 1:</u> 08/22-08/25	Class Introduction Syllabus/ Requirements What is Stress?	CSM: Chapter 1	Presentations (5) Syllabus Quiz (10) Personal Stress Reflection (15)
<u>Week 2:</u> 08/26-09/01	Stress Psychophysiology	CSM: Chapter 2	Quiz (10) Wellness Wheel (20)
<u>Week 3:</u> 09/03-09/08	Stress and Illness/ Disease	CSM: Chapter 3	Quiz (10) Thought Question (5)
<u>Optional</u>	Gratitude	MCG: Part 2 & 4	Extra Credit: *Gratitude Meditation (+10)* DUE 09/08

Module 2: Specific Applications

Dates	Topics	Readings	Assignments
<u>Week 4:</u> 09/09-09/15	Stress and the College Student	CSM: Chapter 4	Quiz (10) Creative Motivation (20)
<u>Week 5:</u> 09/16-09/22	Diversity and Stress	CSM: Chapter 15	Quiz (10) Thought Question (5)
<u>Week 6:</u> 09/23/0923	Occupational Stress & Family Stress	CSM: Chapter 16 & 17	Quiz (10) Discussion Post (10)
<u>Optional:</u>	Stress and the College student- Budgeting	CSM: Chapter 4	Extra Credit: DUE 09/29 *Students and Budgeting (+10)*

Module 3: Life-Situation & Perception Interventions

Dates	Topics	Readings	Assignments
<u>Week 7:</u> 09/30-10/06	Intervention Life Situation Intrapersonal	CSM: Chapter 5 & 6	Quiz (10) Mindful Eating (20)
<u>Week 8:</u> 10/07-10/13	Life Situation Interpersonal	CSM: Chapter 7	Quiz (10) Discussion Post (10)
<u>Week 9:</u> 10/14-10/20	Perception Interventions	CSM: Chapter 8	Quiz (10) Thought Question (5)

<u>Optional:</u>	Attention Training	<i>MCG Part 2 & 4</i>	<u>Extra Credit:</u> DUE 10/20 *Mandala Meditation (+10)*
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Module 4: Physiological Arousal & Behavior Change Intervention

Dates	Topics	Readings	Assignments
<u>Week 10:</u> 10/21-10/27	Spirituality and Stress	CSM: Chapter 9	Quiz (10) Discussion Post (10)
<u>Week 11:</u> 10/28-11/03	Physiological Arousal	CSM: Chapter 13	Quiz (10) Perceptions of Nature (20)
<u>Week 12:</u> 11/04-11/10	Strategies for Decreasing Stressful Behavior Change Interventions	CSM: Chapter 14	Quiz (10) Thought Question (5)
<u>Optional:</u>	Behavior, Habits, Changes	MCG Part 10 & Part 3	<u>Extra Credit: DUE 11/10</u> *Behavior Change (+5)*

Module 5: Relaxation Techniques

Dates	Topics	Readings	Assignments
<u>Week 13:</u> 11/12-11/17	Meditation	CSM: Chapter 10	Quiz (10) Thought Question (5)
<u>Week 14:</u> 11/18-11/24	Other Relaxation Techniques	CSM: Chapter 12	Quiz (10) Discussion Post (10)
<u>Week 15:</u> 11/25-11/29	Thanksgiving Holiday November 25- November 29		
<u>Optional:</u>	Course evaluation		<u>Extra Credit: DUE 12/13</u> *Evaluation (+5)*

Final and Portfolio

Dates	Topics	Readings	Assignments
<u>Week 16:</u> 12/02-12/08	<i>Final integration of all readings and topics</i>		Stress Portfolio (125) due <u>Tuesday (12/08)</u> by 11:59 pm

STRESS PORTFOLIO (125 POINTS)

Due date: anytime between December 02– December 08 (by 11:59pm)

Your stress portfolio serves as a compilation of some of your work throughout this course. I expect you to create ONE pdf document that will include SOME of the assignments you have submitted. **Be creative! Use colors, pictures, images, etc.**

Your Stress Portfolio must include:

- Cover Page
This should include your name, section number, and UF ID. It should reflect you as a person, your interests, stress management, etc. Use colors, fonts, pictures, images, etc.
- Table of Contents
See sample below
- Personal Reflection Paper
A 2-3 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.
- Personal Introduction
A full 1 page (12 point font, double spaced) paper about yourself. Include where you live, your major, career interests, pets, family, hobbies, interesting facts, etc. Share anything you feel comfortable sharing about yourself and your life.
- Module Headings
One page stating the module number including colors, fonts, images, and/or pictures
- One assignment from each module
See rubric on next page

Example Table of Contents:

Table of Contents		Page
Personal Reflection		1
Personal Introduction		5
Module One		
Original Wellness Wheel		7
Module Two		
Creative Motivation		10

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

	Personal Reflection Paper (A 2-3 page addressing what you have learned about stress and anxiety management, how you can integrate this information into your daily life, etc.)	40 points
	Personal Introduction (One-page, double spaced introduction stating who you are and sharing about yourself)	5 points
Module 1	Personal Wellness Wheel Assignment (original)	5 points
Module 2	Creative Motivation Assignment <u>Additional Reflection:</u> a 100+ word narrative on how your creation was helpful to you in reaching your wellness goals. What else motivated or encouraged you throughout the semester?	10 points
Module 3	Mindful Eating Assignment Add a 100+ word narrative describing two other interventions -these can be creative/expressive interventions like playing an instrument or drawing a mandala or breathing exercises- that you will utilize to manage stressful times. You need to explain the rationale for selecting these three interventions.	10 points
Module 4	Perceptions of Nature Assignment <u>Additional Reflection:</u> a 100+ word narrative describing your ultimate stress-free zone. Where would it be? What would it look, sound, smell like? What is around you? Is anyone else there? How would this place alleviate your stress?	10 points
Module 5	Wellness Wheel Assignment (Update) Create an updated version of your wellness wheel (the wheel, not the questions) and a 150 + word reflection on what areas have changed and why you believe they have changed. What are your goals moving forward?	20 points
General	Following instructions	10 points
	Creativity & Organization	15 points
	TOTAL POINTS	125 points

You must include the past assignments along with the 100+ words narratives. Your final product, the Stress Portfolio, saved as ONE pdf document, must be uploaded in the *Assignments* area.

See the Stress Portfolio Examples available in the Resources Section.

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.