Undergraduate Course Syllabus
Stress and Its Management

Course Information
Course Title: Stress and Its Management
Course Number: PSY2230-90262
Term and Year: Fall 2017 October 25th-December 13th
Credit Hour: 3
Course Format: Online
Location: NU Online Login URL: https://nuonline.neu.edu

Instructor Information
Dr. Kristen Lee, Ed.D., LICSW
Email Address: K.lee@neu.edu
Office Hours: Please email me to schedule an appointment.

Course Description
Provides research-experiential approach to understanding stress and its effects on human behavior and physiology. Stress is an aspect of everyday contemporary life. Discusses the work of researchers and practitioners in stress management and considers the causes of stress from a variety of theoretical and practice-based perspectives. Topics include the relation of stress to health, communication, relationships, academic and work performance. Examines the techniques and implementation of stress management in personal and professional arenas. Considers perspectives of stress and coping from various social and cultural standpoints.

Expectations
- Workload
  - One (1) academic credit requires 50 minutes a week of classroom or faculty instruction and about two hours of out of class student work for a 15-week course; 100 minutes a week of classroom or direct faculty instruction and about 3.5 hours of out of class student work for a 7.5-week course.
  - For a three-credit course, students should expect 2.5 hours a week of classroom or faculty instruction and a minimum of 5 hours of out of class student work for a 15-week course; 5 hours of classroom or direct faculty instruction and a minimum of 10 hours of out of class student work for a 7.5-week course.
- Attendance policy: Attendance is required weekly for all online activities. More than one week missing from the online discussion is grounds for failing the course without prior approval from the instructor. The online discussions will provide students the opportunity to link course material to real-life situations. Each student is expected to post a primary response to each discussion question and two secondary responses to other students’ responses each week. In addition, students are required to
respond to any questions or comments posed by the instructor, and fellow students. Starting in week two, primary responses are due midnight (EST) on Wednesday, and secondary by midnight Friday. All additional, follow-up responses must be posted by midnight Saturday. The DB is closed on Sundays of each week to allow students the opportunity to read the course material for the upcoming week’s discussion. Further instructions for discussion will be provided in class and on BB.

- Policy on late/incomplete work: Each assignment is due at 11:59 pm EST of the date indicated. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing, which must be requested at least two days prior to the due date. No late submissions are permitted during the last week of the class. Late DB responses will receive no credit.

- Communication with instructor: Please contact me via email K.lee@neu.edu. You can expect a response within 24 hours.

### Course Materials

Both textbooks are required.


Additional readings will be made available within course materials on Blackboard.

*List any Software or Hardware students need to complete this course.*

### Program Objectives

1. **Specialized Knowledge**
   Develop increased literacy with core concepts, perspectives, findings and trends in psychology.

2. **Broad Integrated Knowledge**
   Engage in cross-disciplinary discourse and develop foundational critical thinking skills informed by inquiry, scientific methodology and creativity.

3. **Professional Knowledge**
   Increase intellectual capacity to understand vocationally oriented values, standards and techniques.

4. **Socially Responsive Knowledge**
   Analyze social challenges and opportunities contextually and formulate responses that are grounded in professional values and best practices.
5. Interpersonal and Technological Communication Skills
Interact with others in a positive, professional, conscientious, collaborative manner in verbal and written communications. Display information competence and become nimble in using technology for multiple purposes.

6. Personal Development
Emerge with insights and strategies to develop a professional identity and meaningfully engage in occupational endeavors, personal relationships and civic activities.

Student Learning Outcomes

The course offers students the opportunity to engage in experiential learning to develop needed skills, competencies and dispositions beneficial for the 21st century global market. Based on satisfactory completion of this course, a student should be able to:

- Discuss the definition of stress and apply critical thinking to identify its causes and treatments
- Become familiar with seminal and contemporary research on stress, coping and resilience
- Identify common stressors inherent in today’s global marketplace
- Develop an understanding of the impact of stress on physiological, emotional and cognitive processes
- Recognize the role of stress and coping in human wellbeing, communication, relationships, academic and work performance
- Become familiar with stress management techniques pertinent to personal and professional functioning
- Develop increased capacity for critical thinking, self-awareness and reflection to inform methods of stress reduction and self-care
- Consider global data and intervention constructs influential towards stress and coping

Course Methodology

The study of psychology provides an important context for examining and understanding human behavior. By design, the course offers students the chance to develop a host of valuable skills for today’s marketplace, including but not limited to critical thinking, scholarly writing, metacognition, professional behavior and contextual learning. This course focuses upon a global, interdisciplinary, cross-cultural and contextual view on stress and coping. Our collective inquiry will afford students the opportunity to apply thinking across a variety of professional roles in psychology, health care, social work, education and leadership.

PSY 2230 is a course with an interactive format that relies on your willingness to participate in all activities. We will use a variety of methods to achieve course objectives including lectures, discussion, and experiential activities. The syllabus lays out an initial plan for our work and may be revised during the course to meet students’ needs and interests. This course will take a “cocoon approach”, enabling students to learn within the context of a supportive environment. Please refer to “Statement of Teaching Philosophy” under “Faculty Profile” in BB for an understanding of my background, teaching practices and style.
Grading/Evaluation Standards

Assignment descriptions and rubrics are listed in the syllabus section of Blackboard. The grade will be derived from four main categories of coursework for a total of 100 points, weighted as follows:

- Participation - 30 points
- Quiz – 20 points
- Reflection paper – 20 points
- Final portfolio - 30 points

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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Score Range</th>
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<tr>
<td>A Outstanding</td>
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<td>93-100</td>
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<td>A-</td>
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<td>88-92</td>
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<td>B</td>
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<td>80-87</td>
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<td>B-</td>
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<td>Poor</td>
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Late Submission of Work: Each assignment is due at 11:59 pm EST of the date indicated. There are no make-up dates or extensions for the assignments except for documented personal emergencies or special permission granted by the instructor in writing, which must be requested at least two days prior to the due date.

There is no intention to penalize students for writing skills but to help foster improvement and full participation in the curriculum. If students need help to improve writing skills, the following free resources are available:

- **Smarthinking** (available in Tool section of Blackboard) – this allows students to submit personal written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases). Students are strongly urged to take advantage of this resource.
- **Writing Center** on Northeastern Campus – contact the center to schedule an appointment.
- **The Purdue Online Writing Lab** ([http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)) is a valuable source of information about grammar, sentence structure, and general writing skills.

Assignments: *See the syllabus section of Blackboard for detailed assignment descriptions.* Detailed instructions and rubrics will be provided to help you prepare adequately.

**Discussions:** See board for due dates. You will participate in a total of 6 discussions worth five points each. Guidance for completion will be provided via Blackboard.

**Quiz:** The quiz is due during week three by November 12th 11:59p via assignments link on BB. The purpose of the quiz is to ensure comprehension of the materials, and give you the opportunity to critically reflect on some of our foundational course concepts. We will be covering chapters 1-4, class discussion, and materials posted within week 1 & 2 reading, listening and viewing. The quiz will consist primarily of short answers, and should be taken independently. You will follow the prompts on blackboard to complete the assignment.

**Target Behavior report --** The report is due during week six by November 27th 11:59p via assignments link on BB. You will reflect critically upon your targeted behavioral goals and learning within the the course. This paper will allow you to demonstrate what you have learned and applied with regards to stress management. You will follow the prompts on blackboard to complete the assignment.
**Final portfolio**—The portfolio is due December 13th 11:59p via BB Discussion board link during finals week. You will complete a final portfolio documenting a stress management plan. Using the **RESET** and **SMARTER** goals frameworks discussed in class, you will have the opportunity to develop a comprehensive wellness strategy that focuses on academic, professional and personal development. You will follow the prompts on blackboard to complete the assignment.

**Communications/Submission of Work**: In the Assignments folder, click on the View/Complete Assignment link. Attach your completed assignments and click Submit. Once your assignment has been graded, you will be able to view the feedback provided by clicking on Tools, View Grades from the NU Online Campus Tab.

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<th>Course Schedule</th>
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<tbody>
<tr>
<td><strong>Week Dates</strong></td>
<td><strong>Topic</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Learning Objectives</strong></td>
<td><strong>Assignments</strong></td>
</tr>
<tr>
<td>Week one 10/25-10/28</td>
<td>Course Intro: Defining and assessing stress</td>
<td>Olpin &amp; Hesson ch. 1 &amp; 2; Lee intro ch. 1-3; BB articles</td>
<td><strong>At the successful completion of this lesson/module in the course, a student should be able to:</strong>&lt;br&gt;• Define the terms stress &amp; stressor&lt;br&gt;• Define &amp; explain the difference between eustress &amp; distress&lt;br&gt;• Differentiate between acute, acute episodic &amp; chronic stress&lt;br&gt;• Relate stress to 5 dimensions of holistic health&lt;br&gt;• Discuss common stressors and assess stress levels from a variety of perspectives</td>
<td>Course orientation</td>
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<tr>
<td>Week two 10/29-11/4</td>
<td>The science of stress; appraisals and coping</td>
<td>Olpin &amp; Hesson ch. 3 &amp; 4; Lee ch. 4-6; BB articles</td>
<td><strong>At the successful completion of this lesson/module in the course, a student should be able to:</strong>&lt;br&gt;• Describe the human fight-or-flight response to stress&lt;br&gt;• List the physiological changes associated with the stress response&lt;br&gt;• Explain how the science of stress relates to stress management and prevention&lt;br&gt;• Describe the role of stress in disease&lt;br&gt;• Discuss how stress can affect body systems</td>
<td>DB: primary due 11/1, secondary 11/3; follow up 11/4; lecture</td>
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<tr>
<td>Week three 11/5-11/10</td>
<td>The power of perception: cognitive</td>
<td>Olpin &amp; Hesson ch.5 &amp; 6; Leech, 7-9; BB articles</td>
<td><strong>At the successful completion of this lesson/module in the course, a student should be able to:</strong></td>
<td>DB: primary due 11/8, secondary</td>
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Veteran’s Day observed 11/11

Week four 11/12-11/18
Emotional regulation; time management and life skills

Week five 11/19-11/21
*Thanksgiving recess observed 11/22-11/27
Stress and coping applications in a global context; emotional intelligence

Week six 11/27-12/2
Healthy lifestyle strategies

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<th>Dimensions of Stress</th>
<th>Define perception &amp; how perception affects your experience with stress</th>
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<td>Explain cognitive appraisal &amp; cognitive restructuring</td>
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<td>Describe how hardiness &amp; resilience can be cultivated</td>
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<td>Explain various cognitive techniques that prevent unhealthy stress</td>
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At the successful completion of this lesson/module in the course, a student should be able to:
- Distinguish dialectical tensions, emotional regulation and coping constructs
- Explain how negative emotions relate to stress
- Describe physical manifestations of certain emotions
- Identify key dimensions of time management

At the successful completion of this lesson/module in the course, a student should be able to:
- Describe the connection between social support and stress
- Describe the types of social support
- Recognize the role of communication and relationships in managing stress, and in academic and work performance
- Describe emotional intelligence and conflict management frameworks

No discussion board; lecture

DB: primary due 11/15, secondary 11/17, follow up 11/18; lecture

Week four 11/12-11/18; lecture; complete quiz #1 by 11/12 11:59p ET

Week five 11/19-11/21; lecture; complete quiz #1 by 11/12 11:59p ET

Week six 11/27-12/2; lecture; complete quiz #1 by 11/12 11:59p ET
in-person meeting 10/12

should be able to:
- Explain brain & body benefits of exercise and movement
- Describe components of healthy diet
- Describe impact of sleep habits
- Explain maladaptive coping strategies, including substance use/abuse

secondary 12/1, follow up 12/2; lecture; reflection report due by 11/27 11:59 ET

Week seven 12/3-12/9
Course review
Lee ch. Phase III; selected readings; BB articles
Learning outcomes will be reviewed

DB: primary due 12/6, secondary 12/8, follow up 12/9; work on final submission

Week eight Finals 12/10-12/13
no in-person meeting
Finals-submitted online
N/A

• Articulate a personal wellness plan

Complete final portfolio by Wednesday 12/13 11:59p ET. Must use Voice thread—no exceptions.

End-of-Course Evaluation Surveys
Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at https://neu.evaluationkit.com. Your survey responses are completely anonymous and confidential. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity
A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.
As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Some assignments in this course are analyzed by TurnItIn (an Internet-based service that analyzes originality in written submissions) and the course instructor to ensure students have submitted original work for all assignments in this class during this term and to ensure submitted work complies with Northeastern University’s academic integrity expectations.

In addition, please note that students may NOT use/reuse or “recycle” a paper or project submitted in another class for any assignment in this course. This includes students who may be retaking this same course for a different grade. Students who want to rework a similar topic from another course, and do so in a substantially different way, should consult with the instructor prior to moving forward with a topic/project. Please review Northeastern University’s Academic Integrity Policy at the end of this syllabus and visit the University’s website for more information.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

**Student Accommodations**
Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit http://www.northeastern.edu/drc/getting-started-with-the-drc/.

**Student resources**
The We Care program at Northeastern University is a support system to aid students during times of difficulty or crisis. When students experience unexpected challenges in maintaining their academic progress, We Care works with the student to coordinate assistance among university offices and to offer appropriate on and off campus referrals to support successfully resolving the issue. For more information, visit http://www.northeastern.edu/wecare/.

**Library Services**
The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information, visit http://library.northeastern.edu/.
**Tutoring Services**
Tutoring can benefit skilled professionals and beginning students alike. NU offers many opportunities for you to enhance your academic work and professional skills through free one-on-one academic support on and off campus. Tutoring is available in multiple subject areas.

For more information, visit [http://www.cps.neu.edu/student-resources/tutoring-services.php](http://www.cps.neu.edu/student-resources/tutoring-services.php).

**Northeastern University Online Technical Help**
Get immediate 24/7 technical support for NU Online by calling 855-836-3520 or visiting the online Support Center. Support via e-mail is also available within one business day at NUOnline@neu.edu.

**Undergraduate Catalog**
The College of Professional Studies Undergraduate Catalog is a reference/resource with information about curricula, resources, and academic and student policies. For more information, visit [http://www.cps.neu.edu/student-resources/](http://www.cps.neu.edu/student-resources/).

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