

NOTRE DAME DE NAMUR UNIVERSITY

**STRESS IN THE WORKPLACE
SYLLABUS**

Spring 2010: Term I
6:00pm –10:15pm

Instructor:
Email:

Therese Madden
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Course Description:

Provides a theoretical and interactive analysis of the physiological, psychological, and emotional effects of stress. Examines cognitive and behavioral coping strategies that will be used to create a personal wellness plan for each student. Particular emphasis will be on early detection of organizational factors that contribute to burnout. A distinction will be made between organizational burnout and compassion fatigue.

Learning Objectives:

1. To understand how to detect organizational factors that contribute to burnout.
2. To understand the distinction between organizational burnout and compassion fatigue.
3. To develop knowledge of the effects of stress and its causes.
4. To develop a personal wellness plan and a repertoire of resources for helping others.

Required Texts:

The Relaxation and Stress Reduction Workbook, Davis, M., Robbins-Eshelman, E. & McKay, M. (2000). Sixth Edition. ISBN: 10: 57224-549-2; ISBN 13: 978-1-57224-549-5

Other readings and articles as assigned in class.

Instructor Information

Therese Madden worked for 17 years in Human Resources, in the private, non-profit, and public sectors. She has a Master's in Human Resources Management from Golden Gate University and a Doctorate in Leadership and Organization from the University of San Francisco's School of Education. She has many stories and examples of handling workplace stress; these will be integrated into course discussions!

Class Format:

The class format is tailored towards blending the textbook with real world applications. Handouts supplementing the textbook, case studies, possible guest speakers, lecture and discussion about current issues in the field will be the main focus.

Heavy emphasis is placed on student involvement. Discussions and exercises are designed to integrate the student's experience to the specific applications being presented.

Course Format and Attendance Requirements:

The course will include lectures, small and large group discussions, class activities, participant feedback, written papers, presentations, and a group project.

The Intensive courses are 4 hours and 15 minutes each session, from 6:00pm to 10:15pm. They are designed to meet the minimum attendance requirements—our adherence to this requirement helps us maintain our program accreditation. Therefore, the intensive program requires a stringent absence policy. A student who misses more than one class or its equivalent must withdraw from the course. Prompt arrival is expected and if you miss a class or you expect to be late, you must let the instructor know as soon as possible. Even one absence can significantly impact course success and points will be deducted from the grade for late arrivals.

Grading Criteria:

Specific requirements will be explained during first class session

Format for Writing Papers:

All papers must follow the APA style. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper. They must be typed with a size 12-point font, double-spaced. You may use a cover sheet. On that cover sheet (or at the top of the first page), type your name, assignment identification (paper title), course number, and date.

Paragraphs are to be indented with a tab or by indenting 5 spaces (not less or more). Do not add additional space between paragraphs. Please review your grammar and punctuation throughout your paper. Points may be deducted by not following these instructions. If you need help with your writing or need more information about writing in the APA format style, please make an appointment at the NDNU Writing Center. You can also visit the APA Style webpage at <http://www.apastyle.org/previoustips.html> .

Grading for Papers:

All assignments will be evaluated using the following criteria:

- The student demonstrates a solid comprehension of the concepts described in the texts and discussed in class, as well as, integrates these concepts with her or his own ideas and experiences.
- The writing documents should have the appropriate sources, which means integrating source material smoothly into the paper while maintaining the writer's critical voice.
- The paper has a central point that is sustained and developed throughout the paper.
- The paper has an introduction, a logical, clear organization, transitions between sections that help the reader follow the writer's logic; and a conclusion that sums up the paper's relevance.
- **Grammar and spelling do count. Please proof read your papers carefully. Points will be deducted for poor grammar and misspellings.**

Grading Criteria for Presentations:

PowerPoint Presentations are designed to help you develop your analytical and presentation skills. Each student will be graded individually. The grading criteria for the presentation will include:

- Organization of material presented and use of time. Include an introduction that explains what the scope of the presentation will be and a conclusion that explains why it was relevant.
- Logical thought process, in-depth analysis, and persuasiveness.
- Vocal variety – volume, inflection, enunciation, and rhythm.
- Eye contact – class involvement and interaction.
- Using gestures – body language, movement, posture, appropriate use of hands.
- Use of audio/visual aids.

Participation:

This class will be highly interactive, and will depend on your participation as an active listener and speaker, which involves:

- Careful listening and building on others' questions and comments;
- Comments or questions informed by careful reading of the texts and associated materials;
- Connections made among readings, prior discussions, and activities;
- Efforts to foster participation and learning of other class members;
- Questions and comments that promote understanding of and respect for different perspectives.

Due Dates:

All work is due on time. Students are responsible for any changes in assignments or due dates that are announced in class. **Late assignments will result in an automatic lower grade for that assignment.**

Program for Academic Success and Services — PASS:

The Program for Academic Support & Services (PASS) is dedicated to improving the educational development of students with documented disabilities and to enhancing understanding and support within the campus community. Notre Dame de Namur University's PASS as required under the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, makes every reasonable effort to provide appropriate accommodations and assistance to students with disabilities. For more information contact the PASS office at pass@ndnu.edu or **650-508-3778**

Students with Disabilities:

If you have a learning disability or other condition or circumstance that may affect your work in this class, please bring it to the instructor's attention as soon as possible so that appropriate adjustments can be made. Instructors do not give accommodations to students. Students who require an accommodation must make an appointment with the Academic Success Center. The Tutorial Center and the Writing Center (CC) are important resources for giving and receiving help. Please contact Dr. Peggy Koshland Crane at 650.508.3670 or mcrane@ndnu.edu for further information.

Make-ups and Incompletes

No make-up assignments are given. Incompletes are very rare, and are only granted in special circumstances when you are unable to *complete* a course. If you feel that you have a very special circumstance, you may write a letter describing that to the dean and myself. If the dean and I agree that it was for a *valid* reason, you will get an incomplete “I” grade.

Consultation

Students are welcome to meet with me before or after class hours or to schedule an appointment. If you are having difficulties with either the assignments or other aspects of the course, it is important that we talk soon. I am here to help you achieve both the course goals and your individual academic goals and outcomes.

COURSE ASSIGNMENTS/GRADING CRITERION

Journaling Homework (5)	15
Case Study Paper	15
Wellness Paper (Part I)	10
Stress Reduction Paper (Part II)	10
Consider Others Paper	15
Book Analysis Paper	15
Book Analysis Presentation	15
Participation	5
Total	<u>100%</u>

ASSIGNMENTS

Journaling Homework:

Combine the “Schedule of Recent Experience” exercise on pages four through six with the “prevention” items listed on page seven to begin your self-assessment of how to reduce stress. Each week, reflect on the other readings and assignments as they relate to your personal goals and use the journaling homework to reflect on your progress toward your goals. Hold yourself accountable to specific, measurable goals. Progress may also be discussed within groups during class.

Book Review/Presentation:

Please select a book that relates to some element of workplace stress that is most relevant to you. The instructor must approve the book. Possible examples include:

- The Seven Habits of Highly Effective People, by Stephen Covey
- Don't Sweat the Small Stuff at Work, by Richard Carlson
- Time Traps, by Todd Duncan
- Getting Things Done by David Allen
- Business as a Calling, by Michael Novak
- Authentic Happiness, by Martin Seligman
- Female Power and Male Dominance; The Addicted Organization;
- Touching Peace; Living the Mindful Life.

For the final class, complete and submit a six to eight page paper. In this paper, discuss the relevance of the book to this class. Ideas from this book should be incorporated as relevant into the wellness paper also.

In addition, prepare a formal presentation based on your review of the book. The presentation should have an introduction that explains what you will be presenting, a clear flow, and a conclusion that explains why the presentation was relevant to managing workplace stress. Each presentation should be no more and no less than ten minutes long. See presentation and grading guidelines above. The presentations will take place on the final day of class.

Case Study Paper: Find an article, preferably about a person in a stressful situation. Summarize the article, both the story and the relevance of “lessons learned” in a two to three page paper. Alternatively, you may interview someone who has experience with workplace stress and write a paper about that person’s circumstances and coping mechanisms. Be prepared to discuss in class.

A Wellness Paper (Part I): This will integrate information gathered from the first chapters of the book into a clear and concise analysis of your stress symptoms and coping mechanisms. The length of this paper will vary, but should be no less than three pages long and should include discussion of multiple symptoms and mechanisms presented in the text. Be sure to include physical, social, emotional, spiritual, and psychological components of the findings.

Stress Reduction Plan (Part II): You will also create a thoughtful Stress Reduction Plan for yourself based on the techniques in the book, in other materials, and through research as appropriate. The length of this paper will vary, but should be no less than four pages long. Grading will be based on your synthesis of the information in the plan with relevant research and a clear, concise, professional format. Ongoing journaling work should chronicle progress in carrying out this plan.

Consider Others Paper: Pick any group (not your own) that tends to be less represented in the workplace. Write a three to four page paper, using relevant research, about that experience. Put yourself in that person’s shoes and discuss what stress-related issues might arise for a “minority” in the workplace. NOTE that the term “minority” includes but is not limited to those of ethnic/racial minority groups. Gender, ability, age, or other issues may also be included.

Tentative Schedule

Details may change and will be announced in class

Week	Topic	Reading to Have Completed Before Class	Assignment Due
1:	Introduction and course overview. What is Stress? How do we deal with it?	None	None
2:	Goal Setting and Time Management Class Presentations about Case Studies	Chapters 1, 2, 16 HBR Articles: Are You Working Too Hard?; Innate Assets for Combating Stress; Managing Change, Manage Your Energy (Will be sent by e-mail).	Journaling Homework DUE: Case Study Paper DUE: One paragraph description of book chosen and reasons it is relevant.
3:	Assertiveness Discussion about Techniques for Relaxation Chapters	Chapters 3, 4, 5, 6 Chapter 17 Assigned Articles: Transforming with Humor, Taking the Stress out of Stressful Conversations	Journaling Homework Due DUE: Wellness Paper
4:	Work Stress Management Discussion about Techniques for Relaxation Chapters	Chapters 7, 8, 9, 10 Chapter 18 Assigned Articles: Leading in Times of Trauma, Managing Emotional Fallout, Do Something	Journaling Homework Due DUE: Stress Reduction Plan
5:	Nutrition, Exercise, and Stress Consider Others Paper Presentations Discussion about Mind Management Exercises	Chapters 11, 12, 13 Chapters 19-20 Assigned Articles: Dear White Boss	Journaling Homework Due DUE: Consider Others Paper

6:	<p>Getting Unstuck</p> <p>Discussion about Mind Management Exercises</p>	<p>Chapters 14, 15 Chapter 21</p> <p>Assigned Articles: When Executives Burn Out, Building the Emotional Intelligence of Groups, Primal Leadership</p>	<p>Journaling Homework Due</p>
7:	<p>Conclusion</p> <p>Book Analysis Presentations</p>	<p>Articles as Assigned</p>	<p>Book Analysis Papers Due</p>