



- COURSE TITLE:** HSP 2254-09 Stress in the Workplace
- 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 create effects of personal and professional burnout.
- PREREQUISITES:** None.
- SEMESTER:** Summer, 2019, Term II
- COURSE START:** Tuesday, June 25, 2019
- CLASS HOURS:** 6:00-10:15 p.m.  
**ROOM:** (TBD)
- COURSE MATERIAL:** **Stress Management for Life: A Research-Based Experiential Approach**  
**ISBN-13: 978-1305120594**  
**ISBN-10: 1305120590**  
Edition: 4th  
**(Text can be rented for a reduced cost on Cengage.com and or Amazon.com)**
- INSTRUCTOR:** Mary Bedford-Carter
- E MAIL:** [mbcarter92@comcast.net](mailto:mbcarter92@comcast.net)
- PHONE:** (408) 425-5870 (best way to reach me, call/text)
- OFFICE HOURS:** Pre-arranged appointment

**INSTRUCTOR BACKGROUND:** I have been teaching at NDNU since 2008; I completed my Masters in Counseling Psychology, with an emphasis in Chemical Dependency (2002) and my Bachelor of Arts in Human Services at Notre Dame de Namur University (1997). I have worked in non-profit organizations that serve foster and at-risk youth, homeless families, and currently work with seniors. I also have volunteered as a Child Advocate (CASA) for the past 20 years. Prior to working in this field, I worked in the pharmaceutical industry. I received the "graduate thesis" award, and currently reside in Northern California.



**ACADEMIC HONESTY:** Academic honesty is a cornerstone of our values at NDNU. If any words or ideas used in an assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. Consult the NDNU Student Handbook regarding consequences of misrepresenting your work.

**PRIVACY and CONFIDENTIALITY:** One of the highlights of the NDNU academic experience is that students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

**LEARNING and OTHER DISABILITIES:** If you have a learning disability or other circumstance that requires accommodations in this class, you must bring it to the attention of Disability Services to arrange for possible accommodations. Disability Services has recently become part of Counseling, Health, and Disability Services, located in New Hall E18 and New Hall E19. The main number for Counseling, Health and Disability Services is 650-508-3714. The Disability Services Specialist may be contacted directly at 650-508-3670.

**SYLLABUS UPDATES:** Refer to this syllabus for course assignments. However the course syllabus and schedule are subject to change in the event of extenuating circumstances. You will be notified of any changes made to the syllabus. In all circumstances University policies will be strictly adhered to.

**CLASS ATTENDANCE:** Your attendance is very important to your studies at the University. Non-attendance or lack of participation in the class will be considered during the grading process. Intensive classes require a stringent absence policy since even once absence may significantly affect achievement of course learning objectives. With only 28 class contact hours as opposed to the traditional 45 contact hours, all class time is critical. A student who misses more than one class period or the equivalent (four accumulated hours) **must withdraw** from the class and will be assigned a failing grade for the course unless officially dropping the class. It is the student's responsibility to initiate the drop or withdrawal. There are no exceptions.

**WORKLOAD:** In addition to class attendance, every Intensive class at NDNU includes assignments estimated to take approximately three (or more) hours per week per unit outside of class (14 hours). The distribution of average weekly hours of instruction/study for this class will follow that norm, equaling a total of 18 hours a week, generally in accordance with the following:



Average Weekly Hours of Instruction/Study for this class = Total of 18 per week

Class Contact Hours:	4
Text Readings and Note Taking	4
Research and Writing Assignments	6
Term Projects Research	4

TOTAL NUMBER OF HOURS PER COURSE 126

WRITTEN ASSIGNMENTS: The School of Business and Management requires the use of the American Psychology Association (APA) publication guidelines as a standard for all papers. This style uses parenthetical reference citations within the text of the paper and a list of references at the end of the paper; both are required. Papers must be typed with a size 12-point font, double spaced. Please do not use a cover sheet. In the upper right hand corner of the first page, type your name, assignment identification, course number, and date.

Paragraphs are to be indented with a tab or by indenting five 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 for not following these instructions. If you need help with your writing or need more information about writing in the APA format, please make an appointment at the NDNU Writing Center. You can also visit the APA Style webpage at [www.apastyle.org/previoustips.html](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 and integrates these concepts with his or her own ideas and experiences.
- The written documents are appropriately sourced, integrating source material smoothly into the paper while maintaining the writer's critical voice rather than being overpowered by source material.
- The paper has a central point that is sustained and developed throughout the paper.
- The paper has a logical, clear organization and transitions between sections help the reader follow the writer's logic.
- Grammar and spelling do count. Please proofread your papers carefully. Points will be deducted for poor grammar and misspellings.



**LATE HOMEWORK:** Assignments are due on time. I prefer hard/paper copies of assignments, but will accept email by exception. Late assignments will incur a reduction of 10% of point value. This policy is not intended to be punitive, but to facilitate your success within an intensive schedule, which allows little room for putting off assignments.

**PARTICIPATION:** Both lecture and classroom activities (both in-class and online) are organized to maximize student involvement in the learning process. You will be evaluated on your comprehension of the material as well as your ability to discuss the relevancy (i.e., research pros and cons) of what was noteworthy in context of this class.

**GRADING CRITERIA FOR PRESENTATIONS:** Each student will be graded individually. It is important to think through the presentation from the perspective of the people to whom you are presenting. What will make this topic interesting? How can you keep the class engaged? The grading criteria for any presentation will include:

- Organization of material presented and use of time.
- Logical thought process, in-depth analysis, and persuasiveness.
- Vocal variety – volume, inflection, enunciation, rhythm, and enthusiasm.
- Eye contact – class involvement and interaction.
- Using gestures – body language, movement, posture.
- Use of video, games, questions for the class, or other methods to engage the class and utilize diverse presentation techniques.
- Use of audio/visual aids, including PowerPoint, Prezi, or similar equivalent, which are designed to help you develop analytical and presentation skills. Not that while having these aids is **required**, students should also be prepared to present without them in case of technology failure.

**EXTRA CREDIT:** None specified, though the opportunity to introduce it will be at the discretion of the instructor.

#### COURSE MATERIAL - Published Textbook Information

In accordance with the federal Higher Education Opportunity Act, to the extent practicable, NDNU makes textbook information available as part its class schedule. NDNU makes every effort to ensure the accuracy of the textbook information provided. Due to issues such as textbook availability, errors, and academic reasons, NDNU may need to change textbook information that has been published. NDNU cannot take financial responsibility when a student purchases a non-refundable textbook and a change occurs to published textbook information. Students wishing to avoid this risk should purchase textbooks from sources that allow returns for refunds, such as the NDNU Bookstore managed by Follett.



Human Services Program Learning Outcomes (PLO)

1. Students will develop the ability to understand and demonstrate adherence to ethical principles
2. Students will demonstrate analytical, problem solving, and project management skills
3. Students will develop critical thinking abilities and a foundation of ethical understanding that will allow them to serve people of diverse ethnic, cultural, gender and other backgrounds
4. Students will demonstrate a love of the pursuit of continuous learning and an ability to inspire others with that love
5. Students will be able to communicate effectively, in writing and orally, and will be able to do so with clarity, correctness, and conviction.

Learning Objectives

1. To understand different theories/models of stress.
2. To respond to stressful situations by using effective techniques.
3. To identify the physiological and emotional signs of stress.
4. To learn about the 'Stress Response' and the underlying mechanisms that causes it.
5. To become aware of your stressors and your emotional and physical reactions.

GRADE/POINT CONVERSION:

A+ 100-97	A 96-94	A- 93-90	
B+ 89-87	B 86-84	B- 83-80	
C+ 79-77	C 76-74	C- 73-70	
D+ 69-67	D 66-64	D- 63-60	F 59 or <

Course Assignments

Participation	30
Individual Paper/Informal Presentation	15
Individual Paper	15
Final Presentation	40
<b>Total</b>	<b>100%</b>



**TENTATIVE SCHEDULE** Details may change and will be announced in class

Week	Topic	Reading Due	Assignments
June 25	<ul style="list-style-type: none"> <li>Stress in Today's World</li> <li>The Science of Stress</li> <li>The Mind/Body Connection</li> </ul>	Chpt. 1, 3, 4	HW Lab 1.1 (Chpt 1)  HW: <b>Respond/Reflect ONLY Section</b> (Chpt 4) Lab 4.1; 1,2,3  HW: Write a brief Introduction of yourself (read in class)
July 2	<ul style="list-style-type: none"> <li>Creating a Healing Environment</li> <li>Healthy Lifestyles</li> <li>Introduction to Relaxation</li> </ul>	Chpt. 14, 15, 16	HW: Lab 15.1 (Chpt 15)  Prep for "Article Day" due 7/9 (Chpt 23)  Chpt 16 Quiz  <b>Guest Speaker: TBD</b>
July 9	<ul style="list-style-type: none"> <li>Thinking and Choosing</li> </ul> Managing Emotions  <ul style="list-style-type: none"> <li>Social Support, Relationships, and Communication</li> </ul>	Chpt. 6, 8, 13	HW: Chpt 8 & 13 (see handout)  Chpt 8 Quiz  Article Day (informal presentation)
July 16	<ul style="list-style-type: none"> <li>The Importance of Values</li> <li>Complementary and Alternative Health</li> </ul>	Chpt. 9, 23	HW: Step 1, 2, 3 (Chpt 9, p.144-146)
July 23	<ul style="list-style-type: none"> <li>Mindfulness</li> <li>Guided Imagery: Using Your Imagination</li> <li>Meditation</li> </ul>	Chpt. 7, 20, 21	HW: Chpt 20 & 21 (see handout)  Practitioner Interview due  <b>Guest Speaker: TBD</b>
July 30	<ul style="list-style-type: none"> <li>Yoga</li> <li>More Stress-Reduction Strategies</li> </ul>	Chpt. 22, 24	HW: Chpt 22 & 24 (see handout)  Activity: Yoga
<b>August 6</b>	<b>Final Report:</b> Presentations & Individual paper		<b>Final Report</b> Personal Wellness Project