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Spring 2015

## PUBH 3331 - Stress Theory/Management

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**GEORGIA SOUTHERN UNIVERSITY**  
**Department of Community Health Behavior and Education**  
**Jiann-Ping Hsu College of Public Health**  
**PUBH 3331- Stress Theory/Management (3 credits)**  
**Spring 2015**  
Monday, Wednesday, Friday 12:20pm-1:20pm  
Business Admin Building, Room 2232

**Instructor:** Jamie Cromley, MPH  
**Email:** jcromley@georgiasouthern.edu  
**Office:** Hendricks Hall 2002  
**Phone #:** 912-478-2291  
**Office Hours:** Tuesday 9:00am-1:00pm, Wednesday 9:00am-10:00am or by Appt

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**Catalog Description**

Explores issues related to the etiology of stress and stressors with emphasis on environmental, organizational, interpersonal and individual patterns of stress in various health promotion settings. Competency in the active management of stress and mobilizing support in health settings will be evaluated.

**Course Rationale**

Stress is a public health issue! The World Health Organization calls stress a global epidemic. Over 80% of all diseases and illnesses are highly associated with stress, yet over 90% of Americans deal with stress ineffectively. As health care costs continue to rise, more and more emphasis will be placed on the individual to accept the responsibility for his or her own health. The application of effective strategies for stress reduction is the cornerstone to optimal health.

**Course Expectation**

You are expected to be actively involved in this course. A major expectation is that you will assume leadership responsibilities within the classroom and participate in course activities and discussion. The course format is tailored to encourage your participation in gathering information, identifying personal stressors and stress management techniques. Throughout the semester the student will share knowledge and experience with class participants, identify applications from classroom material for managing personal stressors and develop stress management programs for health and wellness.

**Required Textbook:** Seaward, L.S. (2015). *Managing Stress: Principles and Strategies for Health and Well-Being, (8<sup>th</sup> Edition)*, Burlington, MA : Jones and Bartlett Publishers. ISBN-13: 9781284036640

**Recommended Textbook:** APA. (2009). *Publication manual of the American Psychological Association. (6<sup>th</sup> ed)*. Washington, D.C.: Author.

**Course Objectives: By the end of the semester the student will be able to**

- 1. Understand the intellectual and emotional basis of stress**
- 2. Understand the effects of stress on the body**
- 3. Develop the ability to reduce stress through relaxation techniques**
- 4. Develop the ability to reduce stress with cognitive techniques**
- 5. Understand the relationship between stress and health**
- 6. Demonstrate relaxation techniques and stress management strategies**

### Grading:

Reading Assessment Tests (RAT)	60
Midterm Exam	100
Final Exam	100
Stress Journal Activities	60
Class Participation/Attendance	60
Research Paper Stress-Management	100

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TOTAL POINTS: 480

### Grades:

432-480pts.	90-100%	A
384-431 pts.	80-89%	B
336-383 pts.	70-79%	C
288-335 pts.	60-69%	D
0-287 pts.	0-59%	F

### Assignments:

1. **Reading Assessment Tests (RATs).** RATs will assess student's understanding of the material presented through the assigned textbook readings. The quizzes will be objective and include but are not limited to true/false, multiple choice, fill in the blank and matching. Please see the course schedule for due dates and times (**6 @ 10 pt each= 60 pts**).
2. **Exams.** The midterm and final exam will be assessments of the student's understanding of the course material including lecture, course readings, and online modules. Exam formatting will be objective and include but not limited to true/false, multiple choice, fill in the blank, matching, and short answer. You will need the DataLink 3000 #29240 scantron for the exams. *The final exam will be given during finals week during the university assigned time. If you cannot make this time, please consider dropping this course (100 pts each; total =200 pts).*
3. **Stress Journal.** Each student will be required to complete a stress journal in which the student will write weekly to understand thoughts, feelings and behaviors, in relation to classroom concepts. Journal assignments and entries are provided in each learning module in Folio. Journal entries will be submitted electronically through Folio at the completion of each learning module. Check course schedule for due dates. (**6 @ 10pts each= 60 pts**).
4. **Research Paper:** The research paper will provide the student a chance to examine a topic regarding a theme or concept of effective coping strategies or relaxation techniques. This paper must be based upon quality research articles, and the paper must be properly referenced. All topics must be approved by the instructor (check course outline for due date). The paper includes: a written summary of the stress management technique and its application in health settings and a two page lesson plan on how to apply this technique in a health education setting. To complete this assignment each student should a) provide a description introducing the technique and its importance b) examine and discuss relevant research regarding this technique, c) explore and identify research projects related to this topic d) discuss how to apply this technique, which populations would benefit, and any precautions e) opinion statement about why this topic was chosen and what was learned from this experience f) Provide an original script and/or lesson plan description of how to apply this technique in a health education setting. Please see the last pages of the syllabus for additional details. A rubric will be provided (**100 pts**).
5. **Class Participation and Attendance.** These activities will vary throughout the semester. Students must be present and on-time to receive credit. No make-up activities will be provided. Activities will include things such as reflections, critiques, in-class work (individual/group), webcast summations (some of the webcasts may require Real Player/RealOne), etc. Each activity will have specific instructions and criteria, so please read before completion. Material from class activities will on exams. (**60 pts**)

6. **Extra Credit:** During the week students have the opportunity to bring articles from -major newspapers and news magazines on issues related to stress management topics with a written summary. Written summary should include: 1) correctly referenced using APA format at the top of the summary page, 2) summation of key points in your own words; and 3) the topic's relevance to stress management (at least 1.5-2 pages, typed, 1" margins, name on end of last page). Students will present these current events in the first five minutes of class. Students may present only once over the course of the semester. (5 pts)

### **Student Expectations and Course Policies:**

1. Students are to be in class on time. After 5 minutes the door will be closed, if you are late please do not enter. You are responsible for all notes, classroom discussion, oral announcements, etc of what was covered on the day of your absence. IF you miss exams, quizzes or other assignments because of a missed class, then you will receive a "0".

2. There will be no make-up exams given. Exams are the property of the professor, any exams removed from the classroom by students will result in the score of a "0" be assigned for that exam, and an "F" for the entire course. You must notify the professor IN ADVANCE if you have a university excused absence or a make-up test will not be offered. Any person not showing up for an exam without prior notification automatically receives an "F".

No make-up tests are given except for **an university excused absence with full documentation**. If you miss a test, you have one week to make the exam up. If it is not made up **within one week**, you will receive 0 points for the exam. **You have 24 hours** after a test is taken by the class to contact me via email to schedule your make-up exam.

3. The final exam is mandatory (cumulative) and will be given during finals week. Early final exams will not be given. If this scheduled time is a problem, please consider dropping this course.
4. Late work assignments are not accepted. Most assignments will be submitted through Folio (a day and time will be posted), but some will be turned in during class time. For assignments turned in during class, please place on the front desk as you walk in. These assignments are due within the first five minutes of class, after that they are considered late and will not be accepted.
5. All assignments must be given to the professor directly, unless otherwise directed. Assignments should not be given to the Office secretary, slipped under my office door, left in my mailbox, etc.
6. Please consult the STUDENT CONDUCT CODE 2014-2015 for course policy concerning issues related to academic dishonesty. Anyone caught violating any of these regulations will be immediately reported to GSU's Judicial Board, and be assigned a "F" for the course.
7. Last day to withdraw from class without academic penalty is **April 8<sup>th</sup>, 2015**. Students who stop attending class without officially withdrawing from the class will receive a final grade of "F".
8. Samples of your work may or may not be reproduced for research purposes and/or inclusion in the professor's teaching portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.
9. On the first day of class all students must sign an acknowledgement and consent form that they have received a copy of the syllabus and understand the course policies, expectations and grading procedures.
10. This syllabus, my lectures, and all materials distributed and presented by me during this course are protected by copyright law. You are authorized to take notes in this class but that authorization extends only to making one set of notes for your personal use and no other use. You are not authorized to sell,

license, commercially publish, distribute, transmit, display, or record notes from this class unless you have my written consent to do so.

11. If you are receiving services from the Student Disability Resource Center (SDRC), please come and see me, as soon as possible, to schedule an appointment and to present me with an official accommodation letter.
12. This course is on Folio. You are responsible for downloading notes BEFORE you come into class. Please regularly check Folio for any messages that I might have for you.
13. When you need to contact me, please do so through the **jcromley@georgiasouthern.edu** email account for I check this one more frequently than the Folio mail messages. I will do my best to respond within 48 hours (with the exception of weekends and holidays).
14. Cell phone policy: Cell phones are expected to be OFF (or on silent) and OFF your desk (in your purse or bookbag) at all times during all classes. If your cell phone goes off during class, you are using the phone (i.e. texting) or cell phone is on your desk/ person at any time during any lecture you will be asked to leave the class. If completing an in class activity and you are asked to leave you will not receive credit for participation. In case of an emergency, please notify me prior to class.
15. Please do not email the last week of classes asking to round up your grade. You have the entire semester to earn your grade and extra credit opportunities will not be given the last week of class or finals week.

### **My Commitment to You:**

As a student in my class, you are important to me. I am committed to your continued learning and college experience. You are never an interruption of my work. You are the purpose of it. Students are the most important people at Georgia Southern University. I am honored that you entrust your education to me. Please feel free to visit my office, call, or e-mail me at any time.

**Open Door/ Closed Door Office Policy:** Most of the time, when I am in my office, my door is open. Please feel free to come in and visit any time when the door is open. When my office door is closed, it means that I am not there or I am working on something and can't be disturbed. Please respect this and don't knock unless it is a dire emergency.

### **Attendance**

Georgia Southern believes that significant student learning occurs in the classroom and recognizes the importance of in-class experiences, and if missed by a student even for legitimate reasons, cannot be fully recovered. The student is also responsible for the work missed during the day of absence. The instructor will be willing to meet with the student if clarification of missed material is needed; however, the lecture will not be repeated. Even though attendance is not mandatory, in-class assignments missed by the student will receive a grade of **zero**. **If a medical/family emergency occurs on the day of a scheduled assignment or exam the student must contact the instructor immediately (see make-up exam policy).**

**Academic Integrity:** Students are expected to follow guidelines outlined in the *Student Conduct Code 2014-15* policy regarding academic dishonesty. Any student found in violation of academic honesty will receive a grade of 'F' for the course. It is the student's responsibility to familiarize him/herself with the student policies and expectations set forth in the *GSU Student Conduct Code 2014-15*. You are expected to follow guidelines set forth in the entire handbook. Failure to comply with any part of this handbook may be a violation and thus, you may receive an 'F' in the course and/or be referred to disciplinary action.

**Students with Special Needs or Disabilities:** Georgia Southern University recognizes its responsibility for creating an institutional climate in which students with special needs or disabilities can thrive and learn. The Student Disability Resource Center offers various support services and can help you if special accommodations related to your special need or disability is warranted. If you have **any type** of special need or disability for which you require accommodations to promote your learning in this course, please discuss your needs with the instructor immediately. *It is your responsibility to come to the instructor with issues that are potential impedances to your success in this course. Each student's issue(s) will be evaluated on a case-by case basis. Students who choose to wait until the issue has persisted for a lengthy time or the end of the semester will deny the instructor with the opportunity to evaluate their needs and/or a potential solution.*

### **Collegiate Course Obligations & Expectations**

*I encourage all of you to stop by during my office hours or make an appointment to discuss your progress, review your exams or assignments or discuss your career choices. As a student in my class, you are important to me. I am committed to your continued learning and college experience. Furthermore, I believe that the collegiate learning experience must involve collaboration. Students and the professor have reciprocal obligations to each other that must be fulfilled, if the learning process is to be mutually beneficial and successful.*

Stress Theory/Management  
Course Schedule  
**Spring Semester 2015**

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Week One 1/12-1/16	Course Introduction & Syllabus Begin reviewing Module 1	Chapter 1
Week Two 1/19 - 1/23	<b>No Class 1/19- MLK Jr. Holiday</b> Nature of Stress Journal Writing	Chapter 1 & 11
Week Three 1/26- 1/30	Stress Physiology Diaphragmatic Breathing <b>Stress Management Research Topic due 1/28</b> <b>RAT #1 Due 1/30 by 10pm</b>	Chapter 3 & 18
Week Four 2/2-2/6	<b>Begin Module 2</b> Sociology of Stress Humor Therapy <b>Online Journal Submission LM1 2/6</b>	Chapter 2 & 13
Week Five 2/9-2/13	Toward a Psychology of Stress Progressive Muscular Relaxation	Chapter 5 Chapter 25
Week Six 2/16-2/20	The Stress Emotions: Anger, Fear, and Joy Expressive Art Therapy <b>RAT #2 (2/20) by 10pm</b> <b>Stress Management Project Part (1) Outline &amp; Reference list due (2/18)</b>	Chapter 6 Chapter 12
Week Seven 2/23-2/27	<b>Begin Module 3</b> Stress and Disease Additional readings provided on GA View <b>Online Journal Submission LM2 2/27</b>	Chapter 4
Week Eight 3/2 - 3/6	Stress-Prone and Stress-Resistant Personalities Overview of Coping Techniques: Reframing <b>RAT #3 Due (3/6) by 10 pm</b>	Chapter 7 & 9
Week Nine 3/9- 3/13	<b>Midterm Exam (3/9) Over Modules 1, 2, &amp; 3</b> <b>Begin Module 4</b> Behavior Modification <b>Online Journal Submission LM3 3/13</b>	Chapter 10
3/16 – 3/20	<b>No Class Spring Break!!</b>	
Week Ten 3/23 - 3/27	T'ai Chi Health Theory and Stress <b>Stress Management Project (Parts A-E) due (3/25)</b> <b>RAT #4 Due (3/27) by 10pm</b>	Chapter 24 Provided on Folio

Week Eleven 3/30- 4/3	<b>Begin Module 5</b> Meditation Resource Management: Time and Money <b>Online Journal Submission LM4 4/3</b>	Chapter 19 & 16
Week Twelve 4/6- 4/10	Mental Imagery and Visualization Additional Coping Techniques & Spirituality <b>Stress Management Part F (lesson plan) due (4/8)</b> <b>Rat #5 Due (4/10) by 10pm</b>	Chapter 21 Chapter 17 & 8
Week Thirteen 4/13 - 4/17	<b>Begin Module 6</b> Creative Problem Solving Communication Skills <b>Online Journal Submission LM5 4/17</b>	Ch14 & 15
Week Fourteen 4/20- 4/24	Physical Exercise & Nutrition Hatha Yoga <b>Online Journal Submission LM6 4/24</b>	Chapter 27 Chapter 20
Week Fifteen 4/27- 5/1	Research Project Sharing (In-class) Exam Review <b>RAT #6 Due (5/1) by10pm</b>	
Finals Week	<b>Final Exam: Monday, May 4<sup>th</sup> 12:30pm-2:30pm</b>	<b>Covers LM 4-6</b>

**Note**

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

### **Stress Management Technique Research Paper and Lesson Plan**

- Each student will provide their topic of choice for approval from the instructor.
- Each student will write a 3-4 page analysis of a stress management technique.
- Each student will provide an original script or lesson plan providing an example of how this technique might be applied in a Health Education setting (2 pages).
- Each student should use APA reference guidelines to complete this paper. The paper should be double-spaced, use 10-12 pt font (Times New Roman or Arial), and be free from grammar and spelling mistakes. Students may use course information for this assignment, but must also use at least five (5) additional reliable sources of information. A rubric will be provided.

#### **Project Phases:**

1. Paper outline & references	15 points
2. Written analysis of technique (A-D)	50 points
3. Opinion Statement (E)	10 points
4. Lesson plan/ script (F)	<u>25 points</u>

Total Points: 100 points

#### **Due Dates:**

- Research Topic due 1/28
- Part 1 (Outline and References) due 2/18
- Parts A-E (Written Analysis and Opinion Statement) due 3/25
- Part F (Lesson Plan) due 4/8

Below is a sample outline to help guide the written portion of this project:

- A. Introduction (one page)
  - What is the technique?
  - Discuss why this technique is important to stress management
  - Why is this technique different from other stress management techniques?
- B. Research Section (two pages)
  - Discuss relevant research connecting this technique and health benefits
  - According to the research, why does your technique reduce stress?
  - Discuss at least three (3) different research projects related to this topic
- C. Discussion (one page)
  - Describe how to apply this technique for health benefits as explained in the research (frequency, duration, etc.)
  - Who would benefit most from this technique?
  - Are there any precautions/ special considerations?
  - Provide recommendations for future research with supporting evidence
- D. References
  - Meets reference requirement using at least 5 references: 4 must be professional: from recent (less than 5 years old), first-rate peer-reviewed journals (or recognized medical authorities or government, e.g., CDC , if journal literature is not available). Additional references from reliable health sources may come from sources such as: books, major research

institutions, Government health agencies, International health agencies, or advocacy groups.

- Correct use of APA guidelines and free from major grammar and spelling errors

E. Opinion Statement (one page)

- Why did you choose this topic?
- Do you agree or disagree with what you found? Why?
- What did you learn from this experience?

F. Application for Health Education (two pages)

Provide an original script or lesson plan on how this technique could be applied in a health education setting

- Identify a specific target audience
- Outline lesson objectives and match them to a chosen health theory for application
- Describe/outline the lesson and expected outcomes
  - Timeline of lesson
  - Script and examples when appropriate detailing the technique and how it would be used in this educational lesson.
  - Expected outcomes
- Include a reference list for additional resources used in the lesson plan

**Requirements for Written Work**

1. Papers must be typed. Papers will be unacceptable if the text is difficult to read. Please use 12 point font (Arial or Times New Roman), set all margins to 1 inch, and double space.
2. Correct all errors neatly. Written work is expected to be free from errors that would be detected in a careful proofreading, i.e., a word omitted, a word inserted twice, or out of place, a typographical error, omission of the “s” from plural word, etc. Do not rely on the spell-checking utility of your word processing program to detect all spelling errors. The program cannot detect the inappropriate use of correctly spelled words. If you have the paper in final form and you detect any omission errors, you do not have to reprint the page. Simply make the correction neatly in ink.
3. Grammar, spelling, and punctuation are expected to meet the same standard as are required in English classes. There is never any excuse for spelling errors. Use a dictionary. If you have the slightest doubt about the use of grammar, punctuation, or capital letters consult a good reference book.
4. Written work is expected to be organized to read smoothly and fluently without skipping from point to point and back. The use of appropriate introductory and concluding statements or paragraphs is a necessary part of this organization.
5. You are expected to be able to use terms encountered in class or in your readings in appropriate contexts, thus demonstrating that you understand them. If you are using other highly specific terms, explain or define them the first time you use them, and after that, use them in the proper way.
6. Use non-sexist language in all papers. Consult the APA Publication Manual (6<sup>th</sup> edition) for guidance in the use of non-sexist language.
7. Use quotation marks when quoting directly from written works of others, Use reference notes when you discuss information or ideas that have been expressed by others. Plagiarism is unethical and illegal. Any form of plagiarism will result in a grade of “0” for the assignment for

the entire group if it is a group project and may result in a failure for the course. Refer to Georgia Southern's Student Handbook for information about Academic Dishonesty.

8. Attach a separate reference list including all works cited in the paper. Refer to the APA Publication Manual (6<sup>th</sup> edition) if you have any questions regarding citations or preparation of a reference list.