

**FRESNO PACIFIC UNIVERSITY
CENTER FOR PROFESSIONAL DEVELOPMENT**

HPT 910 – STRESS MANAGEMENT

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Course Description

- This course is designed to provide the student with the opportunity to develop the knowledge and skills needed to teach their students about the detrimental effects that are associated with excessive level of stress and tension. Students will also learn how to manage a stress-free classroom to improve the learning experience. Holistic stress reduction approaches will be presented which are designed to acquaint the individual with theory, technique, and teaching skills to deal with stress from a physical, emotional, and environmental perspective.
- This course will provide the student with the skills necessary to teaching about the following research-based subjects: a) understand the nature of stress, b) identify sources of stress, c) learn and apply techniques to deal with stress, d) understand the nature of various stress-related conditions, e) design and implement a goal setting and time management program, and f) apply stress management techniques to the classroom setting.

Course Materials

- **Course Syllabus** – The course syllabus is posted on the course home page of Moodle - http://moodle.fresno.edu/moodle/file.php/60/HPT_-_Stress_Management_Syllabus.doc
- **Moodle** - Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning).
- **Textbook:** David, M, Eshelman, E.R., & McKay, M. (2008). The Relaxation & Stress Reduction Workbook. (6th Ed.). Oakland, CA: New Harbinger Publications is the course textbook. Students are expected to purchase, read, and apply what they learned to the course assignments. You can order this book directly from the publisher - <http://www.newharbinger.com/productdetails.cfm?SKU=5495>
- **Grade Request** – After you have completed all your coursework, you will need to request your grade via the instructions in Module 7 – Final Review

Course Procedures

- **Computer / Internet Access** – In order to successfully complete this course, participants will need access to a computer and the Internet, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able offer technical support. In the event that you need technical support, please contact your Internet Service Provider (ISP).
- **Moodle** – This course is delivered totally on-line. Moodle is a learning management system that provides students access to on-line resources, documents, grading assignments, quizzes, discussion forums, etc. with a easy to learn user interface. The “orientation” section of the course will introduce

you to the specific tools utilized in this course. You can access Fresno Pacific University's Moodle site at <http://moodle.fresno.edu/moodle/login/index.php>

- **Moodle Help** – If you need help logging into the Moodle site, contact The Help Desk at Fresno Pacific University by telephone 559-453-3410 or by email at helpdesk@fresno.edu
- **Email Communication** – I encourage email communication, but require that the subject line of all emails contain the course number, your last name, first name. For example: "HPT 900, Herrick, Andy". Emails sent without this subject line will not be opened.

Introduction to Moodle

[Moodle](#) is an e-learning educational platform for producing and managing on-line courses. Also known as a Course Management System, Learning Management System, or Virtual Learning Environment. It is a global development project designed to support a social constructionist framework of education. It has a significant user base with over 49,000 registered sites, over 28 million users taking over 2.5 million courses.

Moodle is free open source e-learning software platform. Basically this means Moodle is copyrighted, but that you have additional freedoms. You are allowed to copy, use and modify Moodle provided that you agree to: provide the source to others; not modify or remove the original license and copyrights, and apply this same license to any derivative work. Read the [Moodle license](#) for full details and please contact the [copyright holder](#) directly if you have any questions.

Moodle is designed to help educators create online courses with opportunities for rich interaction. Its open source license and modular design means that people can develop additional functionality. Development is undertaken by a globally diffused network of commercial and non-commercial users, streamlined by the Moodle company.

The word Moodle was originally an acronym for Modular Object-Oriented Dynamic Learning Environment, which is mostly useful to programmers and education theorists. It's also a verb that describes the process of lazily meandering through something, doing things as it occurs to you to do them, an enjoyable tinkering that often leads to insight and creativity. As such it applies both to the way Moodle was developed, and to the way a student or teacher might approach studying or teaching an online course. Anyone who uses Moodle is a Moodler.

Course Requirements

Students will be expected to:

- Read and apply the text, [Relaxation & Stress Reduction Workbook](#) to all assignments.
- Complete the Analysis and Application Papers based on the [Relaxation & Stress Reduction Workbook](#) textbook.
- Create a Stress Management Lesson Plan for the classroom or workshop using the [Relaxation & Stress Reduction Workbook](#) textbook, references provided during the course, and national / state health education standards. This lesson plan / workshop is targeting the student in a health education course or could serve as a way to infuse stress management / health education into other disciplines. It should serve as part of a unit on stress management or as in-service opportunity for his/her colleagues.
- Conduct the Stress Management Lesson Plan and write a brief reflection on the positive and negative aspects of the plan.
- Create a Time Management Plan for a student, family member, or themselves based on the course binder, course references, and information in the [Relaxation & Stress Reduction Workbook](#) textbook.
- Conduct an evaluation of websites that focus on relaxation or stress management concerns and/or techniques.

- Develop a five to ten minute stress reduction video or audio recording that incorporates relaxation techniques covered during in this course.
- Complete all assignments within the allocated timeframe – One year from enrollment date.
- Submit all typed coursework in the organized format described within the Schedule of Topics and Assignments section.
- Keep a copy of their coursework in the event something gets lost or destroyed in the mail.
- Complete the designated assignments for the B grade / Credit or A grade option.

National Standards

“Standards are an enduring commitment, not a passing fancy.”

-California State Board of Education

National Board for Professional Teaching Standards (NBPTS) (www.nbpts.org)

NBPTS was created in 1987 after the Carnegie Forum on Education and the Economy’s Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. The five core propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs). Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Teachers are committed to students and their learning
- Teachers know the subject they teach and how to teach those subjects to students
- Teachers are responsible for managing and monitoring student learning
- Teachers think systematically about their practice and learn from experience
- Teachers are members of learning communities

National Health Education Standards by American Association for Health Education (AAHE) (www.aahperd.org/aahe)

Assignments contained in this course are closely aligned to National Health Education Standards for grades kindergarten through 12th grade.

The following content standards listed by AAHE specify what students should know and be able to do. Participants are asked to apply these standards in their teaching practices and demonstrate them within their coursework.

1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology and other factors on health behavior.
3. Demonstrate the ability to access valid information and products and services to enhance health.
4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Demonstrate the ability to use decision-making skills to enhance health.
6. Demonstrate the ability to use goal-setting skills to enhance health.
7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
8. Demonstrate the ability to advocate for personal family and community health.

Primary Learning Outcomes

After completing this course, participants will be able to:

- Define stress and examine how stress may have direct and indirect effects on your immune system and on your overall health status (Standards 1, 3)
- Explain an understanding of the basic concepts of the human stress response. (Standards 1, 3)
- Assess and identify physical, emotional, environmental, and self-imposed sources of stress using several different stress assessment instruments. (Standards 1, 2, 3, 4, 8)

- Develop a goal setting and time management programs that incorporates industry standard principles covered in this course (Standards 3, 4, 5, 6, 7)
- Demonstrate an understanding of the use of self-monitoring techniques in their own stress management program. (Standards 3, 4, 5, 6, 7, 8)
- Develop a lesson plan focusing around stress management or design a stress management workshop. (Standards 1, 2, 3, 4, 5, 6, 7, 8)
- Demonstrate an understanding of the methods used to relieve physical, emotional, and environmental stress from the classroom. (Standards 1, 2, 3, 4, 5, 6, 7, 8)
- Design and produce a relaxation video / audio script to use in their teaching or for other professional use, utilizing at least one of the relaxation methods covered in this course. (Standards 3, 4, 5, 6, 7)
- Integrate national or state standards into various aspects of their teaching as demonstrated through their coursework. (Standards 1, 2, 3, 4, 5, 6, 7, 8)

Evidence of Learning

Evidence that the student achieved the course objective includes:

- Course instructor observed evidence of understanding the human stress response as demonstrated through student's analysis and reflective writing assignments.
- Course instructor observed evidence of understanding self-monitoring stress management techniques as demonstrated through student's presentation of a stress reduction plan.
- Student demonstrated insightful thinking by analyzing the strengths and weaknesses of their stress reduction plan reflection.
- Student demonstrated their understanding of stress, the stress response, and their ability to apply stress reduction through their creation of a stress management lesson plan or workshop.
- Student demonstrated how they will use the national health education standards from the American Association for Health Education in their future teaching assignments.
- Student demonstrated through their application and analysis papers and stress management lesson plan that they are able to successfully integrate the national health education standards from the American Association for Health Education.

Schedule of Topics and Assignments

This section of the syllabus describes exactly what material the participant must cover and in what sequence. Assignments and activities are integrated with the topics to show the relationship between learning and practice within a standards-based learning environment.

- **Analysis and Application Papers**

The "Analysis and Application" papers address issues related to foundational topics, relaxation techniques, and life skills to reduce stressors presented in Relaxation & Stress Reduction Workbook. Each paper will be 3 to 4 pages and include two sections: analysis (discussing the major points presented in the chapter) and application (applying the major points to your teaching and/or personal life).

Purpose - The Analysis and Application papers are the primary mechanism by which you will provide evidence of the following: a) You have read and understood the major points of each specific reading assignment, b) You can articulate the relationship between the reading assignments and national content standards in health education, c) You are able to apply what you have learned in a practical way to enhance a sport training program, and c) You are able to integrate the course material with your own personal experiences with stress, tension and relaxation.

- **Stress Management Lesson Plan**

Using the course material, textbook, references provided, or other research-based sources, create a classroom lesson plan or a workshop outline/script on stress management. This assignment will be appropriate for the health education teacher interested in presenting this information as part of a unit on stress management or for the teacher of another discipline who is interested in ways to infuse

stress management into their current curriculum. This assignment can also be designed as a workshop for parents during community education or colleagues during an in-service opportunity. Stress reduction can take many different forms which include breathing exercises to meditation to visualization to time management. Some of these forms might be inappropriate for the age group you are working with or the school district you are working for. When in doubt about the appropriateness of a method, you should reference your school policy and/or err on the side of caution.

Purpose - This assignment will help the participant develop a general teaching strategy for a lesson that can be part of a unit/workshop on stress management. A teaching strategy is a technique used by a teacher to help the student to understand a particular concept / technique, and/or develop and practice a specific life skill. The participant will create a teaching strategy that contains the following: 1) clever title for the lesson or workshop, 2) grade level or target audience, 3) the desired outcomes of the lesson or workshop, 4) the materials needed for the lesson or workshop, 5) procedures, teaching steps, or workshop outline, 6) describe ways to include stress management content (identifying stressors, preventing stressors, responding to stressors) into other courses (language, math, science, social science, physical education, etc) as a supporting lesson or unit, 7) information on multicultural stress management issues, and 8) infusion of national or state health education standards into the lesson plan or workshop. All assignments will have an appendix that might include the teaching aids, overhead masters, handout master, PowerPoint slides, etc. that are necessary for the teaching strategy. This assignment will allow the participant to use the information learned to design a meaningful lesson or workshop on stress management.

- **Stress Management Lesson Plan Reflection**

Deliver the Stress Management Lesson Plan developed above. Write a brief reflection addressing positive and negative aspects of the plan. Stress and tension are present in life every day. Relaxation and stress reduction can be effective in the classroom if teacher makes it routine. The skills and techniques your students learn from this lesson need to be practiced repeatedly so they can be carried out at anytime they are needed. Regular conscious practice can lead to habits of regular relaxation and stress reduction at an unconscious level.

Purpose - This exercise is useful for evaluating your stress management lesson plan and gathering ideas that will make future plans more successful. By taking a little time to reflect, you should objectively see strategies that worked well and those that need to be modified or changed. In either case you will develop greater appreciation for your stress reduction plan.

- **Time Management Plan**

Technology has provided us the tools to accomplish a set amount of work in a shorter time, but the expectations have also changed. We are being asked or expected to work on multiple tasks at the same time, which often results in less productivity, increases in mistakes, and increases stress levels and burnout rates. Based on the information presented in this text and course binder, the participant will create a Goal Setting and Time Management Plan for a student, family member, or themselves.

Purpose – The purpose of this assignment centers on the steps involved when setting goals and developing an action plan to achieve these goals. The plan includes six sections: 1) Clarify your values, 2) Set your goals, 3) Develop an action plan, 4) Evaluate your current schedule, 5) Combat procrastination, and 6) Organize your time. This will serve as a tool for you to put the goal setting and time management principles presented in this course into practice. After reading the required chapters and supporting material from the course binder, you will know the time-tested techniques used for goal setting and time management.

- **Stress Management Website Project**

It seems like you can hardly go anywhere without seeing or hearing an advertisement linked to the Internet. Everyday, we see an advertisement on the computer during an Internet search, receive an unsolicited email message, or a publication is directing you to a website for additional information (and often an incentive). The Internet has changed the way we communicate with individuals, research information, and purchase items. This evolution has been both a blessing and a curse.

Purpose - This assignment will help you understand how to distinguish a good reliable stress management website site from a poor unreliable one. The Internet is a great source of information, but the individual needs to have the knowledge and skills to objectively evaluate the quality of the website. Remember that the Internet is not regulated and anyone can post information and create a website – accurate or inaccurate, helpful or misleading, credible or incredible, pure motive or evil motive.

- **Relaxation Script**

Develop a five (5) to ten (10) minute relaxation script. Write your script utilizing at least one (1) relaxation technique covered in this course. This relaxation script could be designed for the classroom, your work environment or for your personal life. I encourage you to express your own creativity for this project. Be unique in the way to approach this project.

Purpose - This assignment will help you apply the different relaxation techniques to a real world setting. The participant will develop a deeper understanding of the various techniques and how each one resonates with you. Not all individuals respond that same way to each relaxation technique, so it is critical for you to try out each.

Grading Policies and Rubrics

The participant's grade will be determined by the quality and number of assignments they choose to complete. Each assignment in the course binder includes a rubric which clearly describes the expectations for the course assignment.

- Six assignments - All coursework must receive "B-grade" or better for participants who are working for the "B letter grade" or "Credit" option.
- Eight assignments - All coursework must receive "A-grade" or better for participants who are working for the "A letter grade" option.
- Any assignment falling below the "B-grade" threshold will not receive credit for the course. Outlined below are the assignment requirements for each type of grade.

B Letter Grade or Credit - (All coursework must receive B-grade or better for this option)

- ___ Complete (2) Analysis and Application Papers
- ___ Complete Stress Management Lesson Plan
- ___ Complete Stress Management Lesson Plan Reflection
- ___ Complete Time Management Plan
- ___ Complete only one (1) of the following:
 - ___ Complete Stress Management Website Project
 - ___ Complete Relaxation Script

A Letter Grade - (All coursework must receive A-grade or better for this option)

- ___ Complete (3) Analysis and Application Papers
- ___ Complete Stress Management Lesson Plan
- ___ Complete Stress Management Lesson Plan Reflection
- ___ Complete Time Management Plan
- ___ Complete two (2) of the following:
 - ___ Complete Stress Management Website Project
 - ___ Complete Relaxation Script

References – Books/Articles

- Ali, M. (1996). *What Do Lions Know About Stress?* Denville, NJ: Life Span Press.
- Arden, J. (2002). *Surviving Job Stress*. Franklin Lakes, NJ: Career Press.
- Benson, H. (2000). *The Relaxation Response*. New York: Harper Paperbacks.

- Bernstein, D. (2000). New Directions in Progressive Relaxation Training. New York: Praeger Publishing.
- Brantley, J. (2005). Five Good Minutes. Oakland, CA: New Harbinger Publications.
- Charlesworth, E. (2004). Stress Management: A Comprehensive Guide to Wellness. New York: Ballantine Books.
- Childre, D. (2005). Transforming Stress. Oakland, CA: New Harbinger Publications.
- Girdano, D. (2004). Controlling Stress and Tension. (7th ed.). Upper Saddle River, NJ: Benjamin Cummings.
- Leyden-Rubenstein, L. (1999). Stress Management Handbook. New York: McGraw-Hill.
- Matheny K. (2000). Write Your Own Prescription for Stress. Oakland, CA: New Harbinger Publications.
- McCorry, K. (2005). Organize Your Work Day in No Time. New York: Que.
- McKay, M. (2006). Daily Relaxer. Oakland, CA: New Harbinger Publications.
- Sapadin, L. (1997). It's About Time! The Six Styles of Procrastination and How to Overcome Them. New York: Penguin.
- Sapolsky, R. (2004). Why Zebras Don't Get Ulcers: A Guide to Stress, Stress-Related Diseases, and Coping. New York: W. H. Freeman.
- Schwartz, T. (2004). The Power of Full Engagement. New York: Simon & Schuster.
- Selye, H. (1978). The Stress of Life. New York: McGraw-Hill.
- Sobel, D. (1997). The Healthy Mind, Healthy Body Handbook. New York: Time-Life Books.
- Wheeler, C. (2007). 10 Simple Solutions to Stress. Oakland, CA: New Harbinger Publications.
- Zeff, T. (2004). The Highly Sensitive Person's Survival Guide. Oakland, CA: New Harbinger Publications.

Website References

The World Wide Web contains a wealth of information about stress management and relaxation techniques. By accessing the Internet you can gain a new perspective on many topics. The following web sites will help you explore the world of relaxation and stress management.

Medline Plus

<http://www.nlm.nih.gov/medlineplus>

Top notch resource for health information, including a health encyclopedia and searchable links for drugs and supplements. With over 9 million biomedical journal article abstracts, Medline is highly regarded by medical professionals. MEDLINE Plus offers links for health topics, dictionaries, organizations, news, and more. From the National Library of Medicine.

Healthline

www.healthline.com

Offers the easiest way for consumers to quickly and easily find information on the web. By providing a robust search and navigation platform, they are able to provide a comprehensive list of information about a variety of physical and mental disease and conditions. Includes educational videos and tools to assist consumers looking for wellness related items.

WebMD

www.webmd.com

News articles, presents cutting edge possibilities, but unclear what you would do about it. Includes a symptom checker and health center feature. You can type in your symptom and find conditions, then look up treatment options and lots more information. Advertisements are linked to keywords in the articles, so be careful about the source of the information you are reviewing.

Healthfinder

www.healthfinder.gov

Healthfinder is a free guide to reliable consumer health and human services information, now available in Spanish. Developed by the U.S. Department of Health and Human Services, healthfinder links to selected online publications, clearinghouses and government agencies and not-for-profit organizations that produce reliable information for the public.

Help Guide

www.helpguide.org

This non-profit resource includes information on ways to reduce, prevent, and cope with stress. It includes information on understanding stress, stress relief techniques, dealing with stress, relationship stress, and preventing burnout. It is also an excellent site for other psychological health topics – from abuse/addictions to anxiety to sleep related issues.

Mayo Clinic

www.mayoclinic.com

Comprehensive health information and good for mainstream questions. The information is reliable but limited resources on alternative medicine. Alphabetical list of diseases and conditions, with basic search. Contains slide shows and videos on health and exercise, as well as tools like quizzes and health calculators.

Depression Central

www.psycom.net/depression.central.html

This site is a central clearing house for information on all types of depressive disorders and on the most effective treatments for individuals suffering from Major Depression, Manic-Depression (Bipolar Disorder), Cyclothymia, Dysthymia and other mood disorders.

KidsHealth

www.kidshealth.org

All about kid's health, this site is a safe place for kids to find out more about their bodies and feelings. Parenting information ranges from child behavior and development, to nutrition, general health, surgery, and immunizations. Ever wonder how the human body works? What makes you sick? Or how to keep safe? Get all the answers to your health questions in this "kids only" section. Elementary students will like the games like "Hey, What Bit Me?" Teachers can use this as a resource when health related questions come up at school (including the ever popular question "What are boogers?")

Youthealth.com

www.youthealth.com

Child Health Monitor presents health information in easy to digest nuggets for children and young teens (ages 6-14). Inner Explorers goes inside the human body to discover a cough. Health beats examine Body Parts, Keeping Healthy, Medical Conditions, Growing and Developing, Aches and Pains, and First Aid. Flash is required to view the site.

Policy on Plagiarism

The Fresno Pacific University catalog has a policy on Academic Integrity/Honesty.

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalog.

University Information

The following statement reflects the Desired Student Outcomes as it relates to coursework at Fresno Pacific University's Center for Professional Development / Independent Studies.

Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:

- ***Oral and written communication in individual and group settings***
- ***Content knowledge, and application of such knowledge in the student's area of interest to affect change***
- ***Reflect for personal and professional growth***
- ***Critical thinking***
- ***Cultural and global perspectives to understand complex systems***
- ***Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems***