



**Arizona State University
College of Public Programs
School of Social Work**

**SWU 250: STRESS MANAGEMENT TOOLS
ONLINE SYLLABUS**

Days and Time:

Course Location: Online

Instructor: Jacqueline Labanok

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I. Name of Course: SWU 250 Stress Management Tools I

II. Program Level: Undergraduate: Credits 3

III. Course Requirements

- Credit: 3 credits
- Prerequisite: None
- Approved for SB credit

IV. Course Description:

Exposes students to the research behind stress and improving quality of life through the practice of mindfulness.

V. Rationale for the Course:

The course combines the bio/psycho/social aspects of wellness to fully address stress reduction and stress management. This course is designed to help students reduce and manage stress by developing an understanding of how their behaviors can facilitate healthy balance in their lives. Because all students are confronted with stress, how one manages and deals with their stress impact's all areas of their lives. Life stressors can impact one's physical and psychological health negatively, impairing their ability to perform tasks and maintain a high level of quality of life. Often students' inability to cope with stress leads to an increased risk of failing classes, withdrawing from school, establishing reasonable goals and time lines for school assignments, prioritizing personal and academic life and overall wellbeing and health. Students will have various

opportunities to reflect on their own coping skills and be exposed to wellness through a variety of topics covered in both lecture and readings.

Theoretical Frameworks and Course Themes:

1. Humanistic Model of Personal Growth and Theory of Motivation

The basis of this model focuses on self-actualization and moving toward optimal growth potential. Four key professionals, Alfred Adler, Carl Jung, Carl Rogers and Abraham Maslow pioneered humanistic psychology. Their research on the process of self-actualizing individuals led to the concepts of social interest, an individual's attitude in dealing with other people in the world, nonjudgmental listening and acceptance, becoming a fully functioning person, and self-actualization. Through the mindfulness practice students will develop tools to sharpen their ability to pay attention and develop an attitude of non-judgment toward self and others.

2. Theory of Multiple Intelligence and Learning Styles

The ten tools of effective learning are: preparing, dealing with fears, taking risks, establishing trust, practicing self-disclosure, being direct, listening, and thinking for yourself, avoiding negative self-fulfilling prophecies and practicing outside of the classroom. The safety created in this course offers students various opportunities to have partner experience, group experience and multiple learning activities that will facilitate student learning in a non-threatening manner.

3. Social Interdependence, Experiential Learning and Action Theory

The Social Interdependence Theory, developed by Lewin and expanded upon by Deutsch, state the type of interdependence used in a situation, such as cooperation and competition, will determine how people interact with each other, which will guide the outcome. Through group assignments, students will identify the roles that feel most comfortable for them and those which are challenging. The goal of experiential learning is to impact the learner in several ways: 1) offer students various learning opportunities with multiple mediums of teaching and assignments, and 2) stimulate student attitudes in a positive direction creating an atmosphere that enhances the individual.

4. Eco Psychology

Eco Psychology is the study of the relationship between humans and their environment. Understanding the issues that affect our environment is explored by identifying problems in human psychology and society. Eco Psychology focuses on learning and examining how people can engage with their environment in ways that serve the growth and maintenance of both the planet and human population.

VI. Course Competencies

1. Core Competency EP 2.1.1 – Identify as a professional and conduct oneself accordingly.
 - a. Adhere to respectful boundaries.

- b. Develop healthy relationships through effective communication with self and others.
- c. Develop time-management skills

Practice behaviors 1a, 1b and 1c

- a. Demonstrate non- judgmental communication [In class exercises]
- b. Personal and group critique of readings and class exercises
- c. Develop a mindfulness practice [using tapes, workbook and class exercises]

2. Core Competency EP 2.1.3 – Apply critical thinking to inform and communicate professional judgments

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
- b. Demonstrate effective oral and written communication in working with students

Practice behaviors 3a, 3b and 3c

- a. Complete a comprehensive synthesis of the literature associated with a specific quality of life time [Research Fast Fact Assignment]
- b. Demonstrate collaboration with student groups [Research Fast Fact]
- c. Participate in discussions with leaders in the health community

3. Core Competency EP 2.1.7 - Apply knowledge of human behavior and the social environment

- a. Critique and apply knowledge to understand person and environment.
- b. Explore the impact of environment on humans and vice versa

Practice behavior 3a and 3b

- a. Develop awareness and strategies of environmental factors that influence lifestyle patterns (In class exercise)
- b. Explore the impact of culture on lifestyle habits and behaviors that affect levels of stress.

VII. Course Units

Unit 1: Understanding and Evaluating the Impact of Stress

Unit 2. Developing Mindfulness Practice and Quality of Life Strategies

Unit 3: Understanding the elements of effective communication in relationships

Unit 4: Explore Passion and Personal Vision in school, work and personal life.

VIII. Key Course Concepts

- Stress reduction; Time-management
- Immune power personality; Goal setting
- Nutrition; Effective communication
- Self-actualization; Humor
- Body scan; Spirituality
- Rest and relaxation; Experiential learning
- Guided imagery; Recreation
- Multi-tasking; Wellness
- Mindfulness
- Environment; Power of the breath
- Autonomic nervous system
- Balanced living; quality of life Neurotransmitters

IX. ASU and Related Professional Policies

Students are responsible for reviewing and complying with all ASU policies, including the following:

Academic Integrity Policy:

<http://provost.asu.edu/academicintegrity/policy>

Student Code of Conduct:

<http://students.asu.edu/srr/code> (click on ABOR Student Code of Conduct)

Computer, Internet, and Electronic Communications Policy:

<http://www.asu.edu/aad/manuals/acd/acd125.html>

Missed Classes Due to University Sanctioned Activities:

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

Accommodations for Religious Practices:

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

Commercial Note Taking Services:

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

Handling Disruptive, Threatening, or Violent Individuals on Campus:

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

School of Social Work Student Academic Integrity Policy:

<http://ssw.asu.edu/filelib/students/AcademicIntegrityPolicy.pdf/view>

Social work students are responsible for reviewing and complying with the National Association of Social Workers Code of Ethics:

<http://www.socialworkers.org/pubs/code/code.asp>

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

Faculty, instructors and university employees are mandated to report allegations of unwelcome sexual conduct (defined here: <http://www.asu.edu/aad/manual/acd/acd401.html>). If you tell your instructor about unwelcome sexual conduct that involves an ASU student or employee, they are required to report this information to university authorities. It is your right to choose who, when and where you disclose information about unwelcome sexual conduct; it is also your right to understand the responsibilities of anyone that you disclose to. Before disclosing information about unwanted sexual conduct to anyone, you can ask them whether they can keep the information confidential.

X. Accommodations for Students with Disabilities

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the ASU

Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus: <http://campus.asu.edu/downtown/DRC>

XI. Health Insurance Portability and Accountability Act (HIPAA) Policy

Statement:

Even as students, social workers are subject to HIPAA regulations that protect client health information. To comply with these regulations, any client information you present from your internship or work must be de-identified. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender,

sexual orientation, and place of residence.

XII. Required Textbook and Readings:

Napoli, M. & Roe, S. (2016). *Life by personal design: Realizing your dream* (Third Edition). Dubuque, IA: Kendall Hunt Publishing Company.

Napoli, M. (2016). *Tools for mindful living: Practicing the 4 Step MAC Guide and CD* (Third Edition). Dubuque, IA: Kendall Hunt Publishing Company.

5-10 peer reviewed journal articles selected from professional journals for the Fast Fact research assignment.

XIII. Course Schedule - Plan of Instruction

ACTIVITIES/ASSIGNMENTS	POINTS
Module 1	36
Read: <ul style="list-style-type: none">Napoli, M. & Roe, S. (2017). <i>Life by personal design: Realizing your dream</i>. Dubuque, IA: Kendall Hunt Publishing Company. Chapter 1 and 2Napoli, M. (2016) <i>Tools for mindful living: Practicing the 4-Step MAC Guide</i>. Dubuque, IA: Kendall Hunt Publishing Company. Chapter 1 and 2	--
Meditation Activity: <ul style="list-style-type: none">Practice your mindfulness listening to the Tools for Mindful Living CD or watching the Mindful MAC Breathing video.	--
Assignment 1: Mindful Awareness Reflection Journal Entry (<i>Tools for Mindful Living</i> Chapter 1 & 2).	6
Assignment 2: What's a Good Experience Discussion Post and Response.	2
Assignment 3: Critical Thinking Workbook Discussion – Complete initial post (at least 750 words) and at least two replies (3-4 sentences) related to the chapter topics from BOTH <i>Tools for Mindful Living</i> and <i>Life by Personal Design</i> (Chapters 1 & 2).	24
Vision Board Activity: <ul style="list-style-type: none">Start preparing and working on your Vision Board. You will be working on this throughout the course to submit in Module 7	--
Assignment 4: Vision Board Questions Discussion Post (2 questions)	4
Fast Facts Groups Discussion – Discuss with your group and select your Fast Fact subtopics. One group member should email group subtopics to the instructor for approval before the end of module 2.	10
Module 2	36

Read:

- Napoli, M. & Roe, S. (2017). *Life by personal design: Realizing your dream*. Dubuque, IA: Kendall Hunt Publishing Company. Chapter 3 and 4 --
- Napoli, M. (2016). *Tools for mindful living: Practicing the 4-Step MAC Guide*. Dubuque, IA: Kendall Hunt Publishing Company. Chapter 3 and 4

Meditation Activity:

- Practice your mindfulness listening to the Tools for Mindful Living CD or watching the Mindful MAC Breathing video. --

Assignment 1: Mindful MAC Journal Entry (*Tools for Mindful Living* Chapter 3 & 4). 6

Assignment 2: What's a Good Experience Discussion Post and Response. 2

Assignment 3: Critical Thinking Workbook Discussion – Complete initial post (at least 750 words) and at least two replies (3-4 sentences) related to the chapter topics from BOTH *Tools for Mindful Living* and *Life by Personal Design* (Chapters 3 & 4). 24

Assignment 4: Vision Board Questions Discussion Post (2 questions). Be sure to continue working on your Vision Board due in module 7 throughout the course. 4

Module 3 36

Read:

- Napoli, M. & Roe, S. (2017). *Life by personal design: realizing your dream*. Dubuque, IA: Kendall Hunt Publishing Company. Chapter 5 and 6 --
- Napoli, M. (2016). *Tools for mindful living Practicing the 4-Step MAC Guide*. Dubuque, IA: Kendall Hunt Publishing Company. Chapter 5 and 6
- Fast Fact Peer Review Journal Readings for Your Topic

Meditation Activity:

- Practice your mindfulness listening to the Tools for Mindful Living CD or watching the Mindful MAC Breathing video. --
- Practice the stretches that you are most comfortable with.

Assignment 1: Mindful MAC Journal Entry (*Tools for Mindful Living* Chapter 5 & 6). Complete one submission for each chapter. 6

Assignment 2: What's a Good Experience Discussion Post and Response. 2

Assignment 3: Critical Thinking Workbook Discussion – Complete initial post (at least 750 words) and at least two replies (3-4 sentences) related to the chapter topics from BOTH *Tools for Mindful Living* and *Life by Personal Design* (Chapters 5 & 6). 24

Assignment 5: Vision Board Questions Discussion Post (2 questions). Be sure to continue working on your Vision Board due in Module 7 throughout the course. 4

Module 4 36

Read:

- Napoli, M. (2017). *Tools for Mindful living workbook and CD*. Chapter 7 & 8
- Napoli, M. (2016). *Tools for mindful living: Practicing the 4-Step MAC Guide*. Dubuque, IA: Kendall Hunt Publishing Company. Chapter 7 and 8 --
- Fast Fact Peer Review Journal Readings for Your Topic

Meditation Activity:

- Practice your mindfulness listening to the Tools for Mindful Living CD or watching the Mindful MAC Breathing video. --

Assignment 1: Mindful MAC Journal Entry (*Tools for Mindful Living* Chapter 7 & 8). Complete one submission for each chapter. 6

Assignment 2: What's a Good Experience Discussion Post and Response. 2

Assignment 3: Critical Thinking Workbook Discussion – Complete initial post (at least 750 words) and at least two replies (3-4 sentences) related to the chapter topics from BOTH *Tools for Mindful Living* and *Life by Personal Design* (Chapters 7 & 8). 24

Assignment 5: Discussion - Vision Board Questions. Be sure to continue working on your Vision Board due in module 7 throughout the course. 4

Module 5 32

Read:

- Napoli, M. (2016). *Tools for mindful living: Practicing the 4-Step MAC Guide*. Dubuque, IA: Kendall Hunt Publishing Company. --
- Chapter 9 and 10
- Fast Fact Peer Review Journal Readings for Your Topic

Meditation Activity:

- Practice your mindfulness listening to the Tools for Mindful Living CD or watching the Mindful MAC Breathing video. --

Assignment 1: Mindful MAC Journal Entry (*Tools for Mindful Living* Chapter 9 & 10). Only one book this week! 6

Assignment 2: What's a Good Experience Discussion Post and Response. 2

Assignment 3: Critical Thinking Workbook Discussion – Complete initial post in (at least 375 words for just this module) and at least TWO replies (3-4 sentences) related to the chapter topics *Tools for Mindful Living* (Chapters 9 & 10). 24

Module 6 42

Read:

- Read Fast Fact Peer Reviewed material related to topic board and begin to prepare your vision board --

Meditation Activity:

- Practice your mindfulness listening to the Tools for Mindful Living CD or watching the Mindful MAC Breathing video. --

Assignment 1: Discussion - What's a Good Experience Post and Response. 2

Assignment 2: Discussion - Post Fast Facts and reply to five (5) classmate's Fast Facts (not from your group!).	30
Module 7	32
Read:	
• Read any significant material related to your vision board	--
Meditation Activity:	
• Practice your mindfulness listening to the Tools for Mindful Living CD or watching the Mindful MAC Breathing video.	--
Assignment 1: Discussion - What's a Good Experience Post and Response.	2
Assignment 2: Discussion—Share Vision Board Assignment and reply to at least five (5) of your classmate's Vision Boards	30 (20 points for presentation & 2 per reply)
Extra Credit Option: Please take advantage of this if you feel you need to. See Module 7 for directions!	Up to 10 points possible

COURSE ASSIGNMENTS AND POLICIES:

XIV. Evaluative Procedures

Mindful Awareness Reflection Journal Entry (6 points per journal x 5 journals) = 30 points (400-500 words for each journal)

A mindfulness practice is the key to fully living and experiencing the events in your life. When we are mindful, the simplest experience becomes more meaningful. We live in a society that places emphasis on language and the cognitive process (over thinking!), so we often repress our sensory experiences. In addition, paying attention to “what’s happening now without judgment” increases our ability to have healthy relationships as our ability to communicate effectively is improved. This is your chance to practice developing a mindfulness practice by using the *MAC guide*—A template is provided to you to complete and submit within each Module.

In writing your journal entries, there are many opportunities to include personal experiences about your daily living. The purpose of this assignment is for you to reflect on any mindful experience you have after reading the chapters for the module, listening to the audio included with your book, the meditation video, or any experience you have during the week where you felt you were mindful. ***For example:***

Mindful eating is one of the topics you read about in Module 1. After reading that chapter about mindful eating and paying attention to what you put in your body, maybe you decide to cook dinner that night. You could write about a mindful experience you had while eating your home cooked meal (assuming you actually were being mindful when you ate it!).

1. Acknowledge (describe the experience).

2. Intentional Attention (describe what each of your senses were experiencing during that moment).

3. Accept Without Judgment (write about how you were able to be present in that experience without any external filters or distractions and what that felt like).

4. Action Toward Change (write about what you learned as a result of this experience and how this experience made you more aware for the future).

5. Mindful Meditation Experience (Mindful Practice) write about your thoughts, feelings, and experiences you had during or after your meditation experience. This means to write about a mindful experience you have during the week(s) before you submit assignments!

Each of us is different so we will all have unique experiences and interpret the readings/materials in various ways. *There is no right or wrong answer with this assignment.* It is meant for you to practice learning mindfulness as part of your daily routine. **As long as I can tell you are reading the course materials and are somehow relating it to what is happening in your daily life, what you decide to reflect on is up to you.** It is your journal for personal growth and reflection! It is also kept private between student and instructor.

Please put forth effort with this assignment. I will be closely reading each and every one of these. Since this is your own personal experience, it should not be difficult to write a short paragraph or at least several sentences for each section of the journal. You actually might find it fun, helpful, and even stress relieving for you to jot down your thoughts and experiences as they come up in your journals. Try not to over think it!

This assignment will help you develop the beginnings of your mindfulness practice. Paying attention to your experiences and staying in the moment while quieting the mind can be a challenge. If your mind drifts from the moment, be patient with yourself without judging your experience. Remember, you are just beginning and practicing so stay with it! Please see the examples posted in Canvas.

What's Good! (Discussion) (2 points x 7) (1 point for post, 1 point for reply to a peer's post) = 14 points

In each Module, students will post one statement illustrating what they feel is good in their life at the moment. It can reflect anything the student wishes to share, for example, getting assignments in on time, saying something positive to a friend, initiating a self care activity for yourself. This doesn't need to be more than 3-4 sentences. Don't forget to post a response as well!

Critical Thinking Workbook Discussion = (24 points per discussion x 5) = 120 points

After you read through each of the assigned chapters in *Tools for Mindful Living AND Life by Personal Design*, you will complete the Critical Thinking Workbook discussion by reflecting upon your thoughts, ideas, experiences, as well as what you have learned following the completion of the chapters/activities.

- You will do this by posting your initial response using the provided questions/prompts in each modules (modules 1-5).
- Your initial post should be at least 750 words using Times New Roman 12 Point font (not including the questions themselves).
- After completing your initial post, you must reply to TWO of your classmate's entries in each Module (through Module 5). Each response should be at the very least a paragraph in length (3-4 sentences). Be thoughtful in your responses and avoid simple replies like "Well done," or "Good job." *Discussions are meant to be conversations.* "Well done" as your message in your reply does not constitute a conversation!
- 24 points are possible for each Module up to Module 5 (Module 5 only has Chapter 9 & 10 in *Tools for Mindful Living*). 20 points for your initial post and 2 points each (4 points total) for your two required replies.
- Please see the example posted in Canvas under Assignment Examples and Templates—ask questions if you're not sure about something so you don't lose points!

Fast Facts Research Assignment (Total of 40 Points)

Students will be assigned to one of the listed groups below:

Relationships	Exercise
Mindfulness	Nutrition
Emotions	Rest, Relaxation & Recreation
Environment	Senses
Stress	Passion & Vision

Instructions for Fast Facts Research Assignment:

a. Students will be assigned to a group in Module 1 (i.e. the “Relationships Group”).

b. Each group will collaborate in Module 1 to discuss subtopics and then submit their chosen sub-topics (by email) for approval from the instructor. You must contribute to this group discussion if you want to receive points for participation (10 points).

c. Each student within the group chooses a sub-topic (you will think of your own). If you are in the ‘Relationships’ group, each of the group members will write up their own paper on a sub-topic of their choice based on the group topic, ‘Relationships.’

Subtopic Examples (for the ‘Relationship’ Group):

- ‘Children and Parental Relationships’
- ‘College Dating’
- ‘Older Adult Relationships’
- ‘Marriage and Relationships’

d. Once the group members have decided on subtopics, choose one member from the group to email the instructor all of the subtopics for that group.

e. Once approved, each student will research their selected subtopic and discuss “4 evidenced based fast facts” about that topic using ***peer-reviewed journals and book chapters***. The goal is to find research (fast facts) related to your subtopic and discuss what you found in the literature.

f. Students will SUBMIT their assignment via the submission link in Module 6 (checked for plagiarism using Turnitin) **AND** POST their Fast Facts assignment in Module 6 within the class *discussion* forum “Fast Facts.” Students must upload Fast Facts to BOTH the submission link and the discussion forum so other students can view and comment on the assignment.

- g. Each student will post five replies to other student's outside of your group. Your reply should be based on having read the entire Fast Facts for the topic.

A grading rubric for this assignment is provided within *Module 6*.

- Individual Fast Facts submission = 20 points
- Group Collaboration/Discussion for choosing subtopics = 10 points
- 5 replies to peer Fast Facts discussion = 10 points (2 points/reply)
- Your Fast Facts assignment must be about 1000 Words in length (12 point font, Times New Roman).
- PLEASE SEE THE EXAMPLES & RUBRIC IN CANVAS as they will help you understand what this assignment should look like and what is expected.

Vision Board Assignment (Total of 46 Points)

This is a culmination of several shorter assignments conducted throughout the class that are designed to help students clarify their goals, develop a plan toward achieving them, and simultaneously discover their individual codes of conduct, life observations and passions that will help students successfully overcome current and future stress obstacles.

The intention of this assignment is for each student to create a VISION that can be continually referenced and updated throughout this course as well as into the future. Students are to answer and submit the eight (8) vision board questions throughout the first four (4) Modules of the course. These questions will be short self-assessment questions that will require thought as to what their intention will be with the subject—they should be submitted as a simple written response (a few sentences-a paragraph) to the questions posed in each module.

- a) Vision Board Questions: In each Module you will answer the posted vision board questions. Each question will be worth 2 points.
- b) Students will have **two options** regarding the final Vision Board Presentation in Module 7:
 - A Prezi Presentation
 - A Powerpoint Presentation
 - A Physical Vision Board (take a picture and upload): Be creative! You can use a poster board, shadow box or any other medium that you can hang up/place in your home and look at on a daily basis - examples will be provided.
- c) Each Vision Board presentation is to include not only the student's statements to the eight (8) VISION BOARD questions, but also include relevant pictures, family/friend photos, images of places, people, and other materials that students feel best represents their complete vision for their goals and future life dreams.
- d) Students will post their Vision Board Final in Module 7 where they will be asked to review and reply to FIVE (5) other's Vision Boards. Each reply is worth 2 points for a possible 10 points. Limit one reply per topic.

A grading matrix (rubric) for this assignment is provided in the Fast Facts Discussion in Module 6.

- a) Answer 8 vision board questions through Module 4 = 16 points
- b) Vision Board Presentation and replies = 30 points (10 points for replies)

BE THE SOLUTION EXTRA CREDIT:

In this assignment, you have several options to choose from (choose only one of the two options):

BE THE SOLUTION Option #1: Peaceful Warrior Movie and Paper

This option is for those of you who enjoy movies and like to process your thoughts and feelings about what you experienced. For this assignment, view the movie (2 hours) and then write a two-page double-spaced paper describing your experience related to mindfulness and what lessons are you coming away with. There are several sources for the movie on the web including [iTunes](#) and [Amazon instant Video](#). Though you are welcome to use any source you prefer.

BE THE SOLUTION Option #2: Create a Video

This option is for those of you who like technology and creating engaging, educational videos. The video needs to address a specific “theme” that you select from one of the subjects we cover in SWU250. In this video you need to illustrate and educate your identified target audience as to why the concept you are exploring is important to them. There needs to be a “clear message” that draws your audience into the subject matter. At the conclusion of your video the audience should be able to identify the subject matter you addressed. At the conclusion of your video the audience should be able to identify the subject matter you addressed. It could also conclude with action steps or “next steps” your target audience can initiate. This can be fun and length does not matter, the example below is less than 2 minutes.

If you decide to create a video, linked below are some helpful instructions for creating a YouTube account, activating a YouTube channel to post your video, controlling privacy settings for your YouTube video and sharing a link to your YouTube video. This link also provides instructions for ways of recording and uploading videos.

[Creating, Uploading, and Sharing Videos Using YouTube](#)

In addition, you can use services like [Powtoon](#) and [Prezi](#) to create your presentations using their templates, music, and presentation spaces. You can sign up for free. You will find support pages in these websites that provide instruction on how to create your videos.

Here's a few examples of Stress Management students using Powtoon to create their extra credit:

- <https://www.powtoon.com/online-presentation/dDH7a2GDZQ5/swu-250-victoria-heisler/#/>
- <http://www.powtoon.com/p/ekQPK6rcf5w/>
- When creating your video, **be sure to include your name as an author within the video.**

Summary of Assignments

Activity	Total Course Value
Mindful (MAC) Awareness Reflection Journals	30
What's Good? Discussion	14
Critical Thinking Workbook Discussion	120
Fast Facts Assignment	40
Vision Board Questions through Module 4	16
Vision Board Presentation and Replies	30
Be the Solution: EXTRA CREDIT	Up to 10 points
Total	250

Grading Policy

Grade	Percentage	Points Range
A+	97 % – 100 %	243 – 250
A	93 % – 96 %	232 – 242
A-	90 % – 92 %	225 – 231
B+	87 % – 89 %	217 – 224
B	83 % – 86 %	207 – 216
B-	80 % – 82 %	200 – 206
C+	77 % – 79 %	192 – 199
C	70 % – 76 %	175 – 191
D	60 % – 69 %	150 – 174
E/F	Below 60%	173 and below

Grading Procedure

The course grade will be based on the assignments and compliance with deadlines and assignment guidelines. *Please allow at least 1 week from the due date for assignments to be graded.*

XV. Details that require your attention:

This class requires preparation and involvement. **This being a compressed schedule, it is important that you keep up with the readings and assignments.** *We have no exams, but a lot of writing.* The depth and clarity of your writing will be criteria in grading all your work. In addition:

- Assignment dates may be changed. This will be communicated by announcement!

- Should you have an emergency and have to miss an assignment, please contact me as soon as possible, preferably within 24 hours.
- Regular participation is essential to learning.
- You are expected to be prepared to participate in activities, assignments and discussions.
- Plagiarism (using other people's work without including proper citation or credit) is a violation of university policy and will not be tolerated in this class.
- Any work that you do for this class **MUST** be your own. Students are responsible for reviewing and complying with all ASU policies

Communicating with the Instructor

This course uses a policy for student to faculty communications. When questions arise during the course of this class, please remember to check three sources for an answer ***before*** emailing your instructor:

1. Course Syllabus
2. Announcements in Canvas
3. The Q & A forum in Canvas

This policy will help you in potentially identifying answers before we can get back to you and it also helps your instructors from answering similar questions or concerns multiple times. ***Please note that faculty will respond to your emails within 24-48 hours on business days.***

Online Course

This is an online course—there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Computer Requirements

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

1. A web browser (Chrome, Internet Explorer, Mozilla Firefox or Safari)
2. Adobe Acrobat Reader (free)
3. Adobe Flash Player (free)
4. Microphone (build-in or in headset) and speaker – optional
5. **Microsoft Word**

You are responsible for having a reliable computer and internet connection throughout the course.

Email & Internet

ASU e-mail is an [official means of communication](#) among ASU's students, faculty, and staff. Students are expected to ensure that e-mail is accessed, read, and acted upon in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail on a regular basis.

All instructor correspondence will be sent to your ASU e-mail account. Forwarded emails to and from your ASU to a personal account is not recommended as often times course related emails are “lost” in cyberspace. ASU faculty will not respond to any e-mail address other than ASU account addressed emails (unless communicated otherwise with your instructor).

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Canvas Course Site can be accessed through MyASU at <http://my.asu.edu>.

Campus Network or Canvas Outage

When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

To monitor the status of campus networks and services, please visit the [System Health Portal](#).

Attendance/Participation

Preparation for class means reading the assigned content and reviewing all information required for that module. Students hold the responsibility for completing all class content. **Class participation means knowledge of assignments and pertinent class contributions through course assignments and providing substantive postings on the discussion forums. If students do not participate in online class activities, they will not earn the full amount of points.**

Studying & Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires approximately 135 hours of student work. Please expect to spend approximately 18 hours a week preparing for and actively participating in this course.

- Check out the **Tips for Success** in Canvas.

Late or Missed Assignment Policy

Assignment Policies: In fairness to all students, assignment due dates are firm. All assignments must be turned in to Canvas by 11:59 pm on the day that they are due to receive full credit.

- **If an assignment is received after the due date it will be awarded half credit up until 2 weeks before the end of the semester—after this period, assignments will receive NO credit.**
- Because the nature of this course is designed to help you manage stress and not cause it, we allow students to submit assignments for half credit past the due date. However, the line must be drawn somewhere. *Please do not abuse this rare privilege!*
- **If all assignments are not submitted 2 weeks prior to the end of the class, they will be entered as a ZERO and NO exception will be made after this point (without written documentation). It is your responsibility to stay updated on your grades.**
- Do not delay your submission until the last minute, as we do not consider technology failures adequate excuses for late submission. It is wise to take a screen shot of your submission in case of a technology failure or some other issue, as well as for your own records that you have completed the assignment.

- If you do encounter a technology issue, please email your assignment, and we will accept the time stamp on the email as the submission time. (This means that you should have back-up copies of your paper on more than just your computer. We recommend a flash drive and/or Drop box).
- Individual extensions for rare, extenuating circumstances may be granted, so please speak to your instructor ahead of the due date if you foresee a need for additional time on your work.
- Please notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be turned in on time. Published assignment due dates (based on the Arizona time zone) are firm. If you need an [accommodation for religious practices](#) or will [miss an assignment due to University-sanctioned activities](#), please follow the appropriate University policies.

Rewrites

Due to the compressed schedule for this class, rewrites are not permitted.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, **MUST** be submitted via Canvas. Each assignment will have a designated place to submit the assignment.

Drop and Add Dates/Withdrawals

This course is 7.5 weeks and may be a foundational part of an on-going sequenced program; therefore, there is [limited opportunity to either drop or add the course](#). Please check with your advisor and notify your instructor/s if you need to add or drop this course.

If you need to drop the course after the drop/add date, you may [receive a W](#). If you have extraordinary medical or personal difficulties that make it impossible to continue the class or complete assignments, you may request a [medical/compassionate withdrawal](#). If you are unable to complete the course and you meet the appropriate standards, you may request a [Grade of Incomplete](#).

Grade Appeals/Grievance Procedure

The University has a policy for [Student Appeal Procedures on Grades](#). If you have a grievance that you believe has not been satisfactorily addressed by discussing the situation with the instructor, you may contact the department chair to seek a resolution.

Student Conduct Statement

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments and interactions. Students are required to adhere to the behavior standards listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and as outlined by the [Office of Student Rights & Responsibilities](#).

[Students are entitled to receive instruction free from interference](#) by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#).

Appropriate online behavior is defined by the instructor and includes keeping course discussion messages focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be [withdrawn for disruptive behavior](#) with a mark of *W* or *E*.

The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Academic Integrity

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Students are expected to adhere to the [ASU Academic Integrity policy](#). Anyone in violation of this policy is subject to sanctions. Please refer to university policies regarding these matters and other courses of action that may be taken.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), the copyright protection of spoken words rests in common law. Copyright regarding notes or other written or recorded works is statutory.

End of Course & Faculty Evaluation

All students are expected to complete the End of Course Evaluation. The feedback provided by you and others in the class provides valuable information to the instructor and the college and will be used to improve student learning. Students will be notified when the online evaluation forms are available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Student Discretion:

Please take into consideration that this class is both didactic and experiential where self exploration will be part of the weekly activities. Some of the course content (readings, media clips, classroom discussion) may contain content considered to be sensitive and could stimulate negative emotional responses in you because of prior adverse life experiences (sexual abuse, combat or other traumatic events). If you are not comfortable with any of these activities or you find yourself experiencing adverse reactions to the content, you need to make an appointment with me to discuss your concerns immediately or seek out the guidance of a licensed mental health professional.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the Disability Resource Center (DRC). The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-727-1165 (Voice)

480-727-1009 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Downtown Phoenix Campus and ASU Online

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160

602-496-4321 (Voice)

602-496-0378 (TTY)

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: helpdesk@asu.edu

Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>