



**COLLEGE OF PUBLIC PROGRAMS  
SCHOOL OF SOCIAL WORK  
SWU: 349 STRESS MANAGEMENT TOOLS II ONLINE**

**I. Name of Course:** SWU 349 Stress Management Tools II

Course Days and Time: Online

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Office Hours:

**II. Program Level:** Undergraduate:

**III. Course Requirements:**

Credits 3

Elective

**IV. Land Acknowledgement**

Arizona State University acknowledges, with respect, that its physical locations are within the ancestral homelands of those Native American tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O’odham (Pima), Pee Posh (Maricopa), Quechan (Yuma), and Tohono O’odham peoples.

**V. Statement of Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

## **VI. Course Catalog Description:**

Developing mindful strategies toward managing stress throughout the lifetime via understanding the neuroscience of stress, deregulatory applications, developing intuition awareness; understanding emotions in relationship with self and others personally and professionally. The course also looks at the benefits of art therapy and positive psychology.

## **VII. Course Enrollment Requirements:**

Pre- Requisite: none

\*\*Approved for Social and Behavioral Science Credit

## **VIII. Course Overview:**

Students move beyond awareness and beginning mindfulness practice toward deepening their practice while integrating new behaviors that support academic, personal and work life. Guiding students to develop strategies that impact their life in a broader perspective beyond their personal life to include work and community reinforce the concept of whole person health. Developing strategies of mindful engagement by paying attention to physiology and psychology and deregulatory techniques to increase emotional resiliency and intelligence.

### **Theoretical Frameworks and Course Themes**

#### *1. Humanistic Model of Personal Growth and Theory of Motivation*

The basis of the 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 lead 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's 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 use in a situation, such as cooperation and competition, will determine how people interact with each other guiding the outcome. Through group assignments students will be able to 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 three ways 1) offer students various learning opportunities with multiple mediums of teaching and assignments 2) stimulate student attitudes in a positive direction creating an atmosphere that enhances the individual.

4. *Theory of Positive Psychology* Developed by Martin Seligman Positive Psychology is “the scientific pursuit of optimal human functioning and the building of a field focusing on human strength and virtue. It builds on the bench science and research methods that shed light on the "dark side" of human functioning, and it opens the door to understanding prevention and health promotion. Dr. Seligman (1998) noted: researchers have discovered that there is a set of human strengths: courage, optimism, interpersonal skill, work ethic, hope, honesty and perseverance that can help promote well-being and prevent illness and strife. Positive Psychology is based on building upon human strengths and focuses on prevention (*Summer 2000 Edition of the APAGS Newsletter, Vol. 12(2)*).

### IX. Competencies/Learning Outcomes:

| EPAS Competencies  | Course Objectives  | Dimensions Measured in Course  | Course Content and Assignments  |
|--|--|--|---|
| <p><b>1.</b>Demonstrate ethical and professional behaviors:</p> <p><i>Social workers use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</i></p> <p><i>Social workers recognize the importance of life-long learning</i></p> | <p>Incorporate mindfulness as it applies to psychology and physiology throughout the lifespan.</p> <p>Practice personal reflection as to differentiate between personal and professional values and resulting affective reactions</p> <p>Research the importance of lifelong learning</p> <p>Demonstrate interpersonal resolution via mindfulness both personally and professionally</p> <p>Integrate lifestyle choices that support</p> | <p>Knowledge<br/>Values<br/>Skills<br/>Cognitive and Affective Processes</p> | <p><u>Assignments:</u><br/>Self-Care Reflections: Practice personal reflection and demonstrate a commitment to lifelong learning through weekly self-care activities/ reflections.</p> <p>Critical Thinking Questions from Lectures: Thoughtful, clear and concise responses to concepts provided in lectures</p> <p>Character Strengths Research &amp; Application: Identify personal strengths, including research-based knowledge to personally apply so as to move forward positively personally and professionally.</p> <p>Be the Solution: Complete a comprehensive synthesis of the literature associated with personal self-awareness, reflection and growth by</p> |

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|   | <p>personal and interpersonal growth and behavior modifications.</p> <p>Explain the impact of stress physiologically and psychologically</p> <p>Identify the sympathetic and parasympathetic nervous systems</p> <p>Identify body therapies that promote down regulation of the nervous system from sympathetic to parasympathetic</p> |   | <p>writing a paper or creating an educational video or podcast</p>   |
| <p><b>2. Engage diversity and difference in practice</b></p> <p><i>Social Workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo and macro levels</i><br/> <i>Social workers apply self-</i></p> | <p>Apply self-awareness and self-regulation to manage the influence of personal biases (judgement) and values in personal and professional experiences</p> <p>Research the importance of diversity and difference in shaping life experiences both professionally at the micro, mezzo, and macro levels as</p>                         | <p>Knowledge<br/> Values<br/> Skills<br/> Cognitive and Affective Processes</p> | <p><u>Assignments:</u><br/> Self-Care Reflections: Practice personal reflection and demonstrate a commitment to lifelong learning through weekly self-care activities/ reflections.</p> <p>Critical Thinking Questions from Lectures: Thoughtful, clear and concise responses to concepts provided in lectures</p> <p>Character Strengths Research &amp; Application: Identify personal strengths, including</p> |

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| <p><i>awareness and self-regulation to manage the influences of personal biases and values in working with diverse clients and constituencies</i></p>   | <p>well as personally with both intra and inter-relationships.</p> <p>Identify the effects of stress throughout the life stages of prenatal development, infancy, toddlerhood, childhood, adolescence, young adulthood, adulthood, and old age.</p> <p>List applied practices within each life stage to negate the effects of stress</p> |  | <p>research-based knowledge to personally apply so as to move forward positively personally and professionally.</p> <p>Be the Solution: Complete a comprehensive synthesis of the literature associated with personal self-awareness, reflection and growth by writing a paper or creating an educational video or podcast</p>   |
| <p><b>3. Advance Human Rights and Social, Economic, and Environmental Justice</b></p> <p><i>Social Workers engage in practices that advance social, economic, and environmental justice</i></p> | <p>Discuss and apply how the actions of people can make an impact on others while looking for opportunities to pay forward acts of kindness on a daily basis.</p> <p>Practice personal and social gratitude identifying researched benefits. Synthesize and identify a personal pay it forward experience</p>                            | <p>Knowledge<br/>Values<br/>Skills<br/>Cognitive and Affective Processes</p> | <p><u>Assignments:</u><br/>Self-Care Reflections: Practice personal reflection and demonstrate a commitment to lifelong learning through weekly self-care activities/ reflections.</p> <p>Critical Thinking Questions from Lectures: Thoughtful, clear and concise responses to concepts provided in lectures</p> <p>Be the Solution: Complete a comprehensive synthesis of the literature associated with personal self-awareness, reflection and growth by writing a paper or creating an educational video or podcast</p> |

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|   |   |   | Pay it Forward/Acts of Gratitude: Either perform an act each week where you purposely help another human being, community, or cause, or where you express gratitude (letter, phone call, email etc.) for the help from another person, community or cause.   |
| <p><b>4. Engage in Practice-informed Research and Research-informed Practice</b></p> <p><i>Social workers understand quantitative and qualitative research methods</i><br/> <i>Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</i></p> | <p>Apply understanding of mindfulness modalities in practical life applications both personally and professionally</p> <p>Research the impact of culture on personal lifestyle habits and behaviors that affect individual and community stress levels.</p> <p>Integrate lifestyle choices that support personal and interpersonal growth and behavior modifications.</p> | <p>Knowledge<br/> Values<br/> Cognitive and Affective Processes</p> | <p><u>Assignments:</u><br/> Character Strengths Research &amp; Application: Identify personal strengths, including research-based knowledge to personally apply so as to move forward positively personally and professionally.</p> <p>Be the Solution: Complete a comprehensive synthesis of the literature associated with personal self-awareness, reflection and growth by writing a paper or creating an educational video or podcast</p> |
| <p><b>6. Engage with Individuals, Families, Groups,</b></p>   | <p>Explore, assess and rectify personal stress patterns</p>   | <p>Knowledge<br/> Values<br/> Skills</p>                            | <p><u>Assignments:</u><br/> Self-Care Reflections:<br/> Practice personal reflection</p>   |

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| <p>Organizations, and Communities</p> <p><i>Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.</i></p> | <p>across the lifespan</p> <p>Develop strategies for personal, healthful and mindful growth</p> <p>Apply mindfulness concepts to real-world scenarios.</p> <p>Identify strategies to access intuition and instinct</p> <p>Apply personal experience in the application of intuitive smartness in your life</p> <p>Explore how healthy relationships develop through the lens of mindfulness and ego psychology</p> <p>List practices you can apply to improve personal and professional relationships</p> <p>Review the benefits of mindful applications</p> | <p>Cognitive and Affective Processes</p> | <p>and demonstrate a commitment to lifelong learning through weekly self-care activities/ reflections.</p> <p>Critical Thinking Questions from Lectures: Thoughtful, clear and concise responses to concepts provided in lectures</p> <p>Be the Solution: Complete a comprehensive synthesis of the literature associated with personal self-awareness, reflection and growth by writing a paper or creating an educational video or podcast</p> |
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**X. Course Units**

- Unit 1: Mindfulness & Neuroscience of Stress
- Unit 2 Whole Person Health – Stress Deregulatory Techniques
- Unit 3. Instinct & Intuition/Emotions
- Unit 4. Expressive Arts

Unit 5. Positive Psychology & Character Strengths  
Unit 7. Gratitude/Paying it Forward & Happiness

## **XI. Key Course Concepts**

- mindfulness
- stress/neuroplasticity
- non-judgment
- character strengths
- intuition/instinct
- paying it forward
- relationships
- acceptance
- gratitude
- emotions/self-awareness
- parasympathetic/sympathetic nervous system
- expressive arts
- self-regulation



## **XII. ASU and Related Policies**

For information regarding course and college policies, please refer to the [Watts Course Policies link](https://links.asu.edu/watts-course-policies)  
<https://links.asu.edu/watts-course-policies>

Students are responsible for reviewing and complying with all ASU policies.

## **COURSE OUTLINE**

## **XIII. Required Textbook and Readings**

No required textbook - All readings & lectures are embedded in the course

**XIV: Course Schedule- Plan of Instruction – Dates/Assignments may change, always use Canvas as the most up to date agenda for the course**

| <b>MODULES</b>  | <b><u>ASSIGNMENTS</u></b>   |
|---|---|
| <b>Module 1: Neuro-Science of Stress</b><br><br><b>Objectives</b> <ul style="list-style-type: none"><li>• Personal introduction and reasons for taking course as well as networking with fellow students</li><li>• Define mindfulness</li><li>• Explain the impact of stress physiologically and psychologically</li><li>• Identify the sympathetic and parasympathetic nervous systems</li><li>• Identify body therapies that promote downregulation of the nervous system from sympathetic to parasympathetic</li></ul> | <b><u>Assignments: 5</u></b><br><br><b>Assignment:</b><br>Discussion: All About You POST/REPLY<br><br><b>Assignment:</b><br>Critical thinking questions from lecture “ <i>Neuroscience of Stress</i> ”<br><br><b>Assignment:</b><br>Self-Care Activity/Reflection<br><br><b>Assignment:</b><br>Pay it Forward/Act of Gratitude POST/REPLY<br><br><b>Assignment:</b><br>What’s Good POST/REPLY |

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| <ul style="list-style-type: none"> <li>• Apply MAC Model to personal experience</li> <li>• Synthesize and identify a personal pay it forward experience</li> <li>• Apply gratitude to your life</li> </ul>  |  |
| <p><b>Module 2: Deregulatory Techniques</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Identify the effects of stress and nervous system deregulatory practices</li> <li>• Synthesize and identify a personal pay it forward experience</li> <li>• Apply gratitude to your life</li> </ul> | <p><b><u>Assignments: 4</u></b></p> <p><b>Assignment:</b><br/>Critical thinking questions from lecture “<i>Nervous System Deregulation</i>”</p> <p><b>Assignment:</b><br/>Self-Care Activity/Reflection</p> <p><b>Assignment:</b><br/>Pay it Forward/Act of Gratitude</p> <p><b>Assignment:</b><br/>What’s Good</p>                              |
| <p><b>Module 3: Emotions /Instinct &amp; Intuition</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Learn to identify and manage challenging emotions</li> <li>• Identify strategies to access intuition and instinct</li> </ul>   | <p><b><u>Assignments: 5</u></b></p> <p><b>Assignment:</b><br/>Critical Thinking questions from lecture “<i>Emotions</i>”</p> <p><b>Assignment:</b><br/>Self-Care Activity/Reflection</p> <p><b>Assignment:</b><br/>Critical thinking questions from lecture “<i>Intuition</i>”</p> <p><b>Assignment:</b><br/>Pay it Forward/Act of Gratitude</p> |

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| <ul style="list-style-type: none"> <li>• Synthesize and identify a pay it forward experience</li> <li>• Apply gratitude to your life</li> </ul>   | <p><b>Assignment:</b><br/>What's Good</p>   |
| <p><b>Module 4: Expressive Arts</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Understand the concepts of hyper/hypo arousal</li> <li>• Identify behaviors within the Window of Tolerance</li> <li>• Explain the theory of Neuroception</li> <li>• Practice art-based healing modalities</li> <li>• Synthesize and identify a pay it forward experience</li> <li>• Apply gratitude to your life</li> </ul> | <p><b><u>Assignments:</u> 4</b></p> <p><b>Assignment:</b><br/>Critical Thinking Questions from lecture <i>Expressive Arts</i></p> <p><b>Assignment:</b><br/>Self-Care Activity/Reflection</p> <p><b>Assignment:</b><br/>Pay it Forward/Act of Gratitude</p> <p><b>Assignment:</b><br/>What's Good</p> |
| <p><b>Module 5: Positive Psychology/Character Strengths</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Review the benefits of gratitude, positive</li> </ul>   | <p><b><u>Assignments:</u> 4</b></p> <p><b>Assignment:</b><br/>Critical Thinking Positive Psychology</p> <p><b>Assignment:</b><br/>Character Strengths Assessment</p> <p><b>Assignment:</b></p>  |

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| <p>relationships, and paying it forward to others</p> <ul style="list-style-type: none"> <li>• Identify Character Strengths</li> <li>• Synthesize and identify a pay it forward experience</li> <li>• Apply gratitude to your life</li> </ul>   | <p>Pay it Forward/Act of Gratitude</p> <p><b>Assignment:</b><br/>What's Good</p>   |
| <p><b>Module 6: Be the Solution</b></p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• Prepare literature review by identifying relevant peer reviewed journals and text, interpreting studies, assessing relevancy and clearly translating data on personal character strengths and mindful applications to be the solution in your own life</li> </ul> | <p><b><u>Assignments: 3</u></b></p> <p><b>Assignment:</b><br/>Be the Solution in Your Life</p> <p><b>Assignment:</b><br/>Self-Care: You Can't Give What You Don't Have</p> <p><b>Assignment:</b><br/>What's Good</p> |

**XV. Assignments and Evaluative Procedures**

**A. Assignments:**

**Mindful Breathing/Meditation:** Practicing Mindful Breathing/Meditation through the links provided within your text, the meditations provided at the beginning of each module or your own meditative apps or choices.

**What's Good:** Students will share something that is good in their lives via a post and **reply to two** other students What's Good.

**Self-Care: You Can't Give What You Don't Have:** The whole purpose of this assignment is to start getting into the frame of mind that you can't give what you don't have. Meaning, if you fill yourself with judgement, anger and impatience, that's what you give to the world. If you fill yourself with self-compassion, forgiveness, and patience, that's what you give to the world. I believe we would all like to

fill ourselves up with the positive to give both ourselves and this world and that is what this assignment is focused on.....**you** first filling **you** so that **you** can be happy as well as a positive change in this world.

**Lecture Critical Thinking Question:** Following each lecture, there will be questions to answer. Be sure to thoroughly answer those questions and then **respond in the discussion forum to TWO** other classmates.

**Pay it Forward Weekly Activities POST/REPLY:** Students will be asked to either “Pay it Forward” or perform an “Act of Gratitude”. This must be documented (Date, Time, Activity) and a brief description of the event, as well as 3 things you are grateful for. This word-processed document must include:

- What did you do?
- How did it make you feel?
- What are 3 things you are grateful for this week?
- Reply to **2 peers** in detail on their posts

### **BE THE SOULTION In Your Life: Wellness beyond the Classroom**

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

#### **BE THE SOULTION Option #1: Paper Assignment.**

This option is for those of you that like to write and self-reflect. This formal written assignment requires a minimum of 2-3 pages double-spaced. In this formal paper you will focus on the following question: *How can you be the solution in your personal life?* Using the information, you have learned in this class, focus on three concepts that you learned and are applying to your life. **You must supplement your paper with three outside academic studies – one study per concept.**

One quick and easy way to find academic sources is to go to your My ASU homepage on the left, and click on Library—then search for your topic in the “Library One Search.” Once you have done this, at the top of the search page, you can narrow your search results to include only Peer Reviewed sources. This will come in handy for this assignment and for any future research you do. Peer reviewed sources are always the most reliable and credible!

**Please read these assignment instructions carefully!** Websites will NOT be accepted as a credible source. Also, please be sure you cite all of your references (APA style preferred). If you are going to use direct quotes, be sure to include the PAGE NUMBERS of where you found that information. If you don't, it could be treated as plagiarism since they are not considered your own words or ideas.

The purpose of this assignment is not to find quotes from a source and then submit them as your own. You can use quotations to supplement what you have to say about what you have found on your

topic. This assignment should be in your own words and supported with evidence/facts from the literature. It is a self-reflective research assignment, so please treat it as such!

**BE THE SOULTION Option #2: Create a Video or Podcast**

This option is for those of you who like technology and creating engaging, educational videos/podcasts. The video/podcast needs to address a specific “theme” that you select from one of the subjects we cover in SWU 349. In this video you need to discuss the concept (explored in class) and educate your identified target audience as to why the concept you are exploring is important to them. There needs to be a “strong message” that draws your audience into the subject matter as well as support from three outside academic studies. At the conclusion of your video/podcast the audience should be able to identify the subject matter you addressed, be able to discuss why the subject matter is important, and what the purpose or “message” is of your video/podcast. It could also conclude with action steps or “next steps” your target audience can initiate. Music, professionalism, organization and credibility are all factored into the grade as well as being able to execute the above criteria.

**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. If an assignment is turned in after the due date, it will receive half credit up until 1 week before the end of the semester—after this period assignments will receive no credit. Do not delay submission until the last minute, as we do not consider technology failures adequate excuses for late submission. If you do encounter a technology issue, please email your paper, 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.

**Evaluation Criteria**

| <u>ASSIGNMENT</u>                          | <u>POINTS</u> | <u>DUE DATE</u>                 |
|--|---------------|---------------------------------|
| <i>All About You Post/Reply</i>            | 2             | <i>Module 1</i>                 |
| <i>Self-Care Assignments</i>               | 25            | <i>Modules 1,2,3,4,5 &amp;6</i> |
| <i>Lecture Critical Thinking Questions</i> | 36            | <i>Modules 1,2,3,4&amp;5</i>    |
| <i>What’s Good</i>                         | 12            | <i>Modules 1,2,3,4,5&amp;6</i>  |
| <i>Pay It Forward/Act of Gratitude</i>     | 15            | <i>Modules 1,2,3,4, &amp;5</i>  |

|                        |            |                 |
|------------------------|------------|-----------------|
| <i>Be the Solution</i> | <b>10</b>  | <i>Module 6</i> |
| <i>Total</i>           | <b>100</b> |                 |

## ACTIVITIES/ASSIGNMENTS

### **Module 1: Neuroscience of Stress**

Assignment 1 All About You

Assignment 2 The Neuroscience of Stress

Assignment 3 Self-Care: You Can't Give What You Don't Have

Assignment 4 Pay it Forward/Act of Gratitude

Assignment 5 What's Good

### **Module 2: Nervous System Deregulation & Intuition**

Assignment 1 Nervous System Deregulation

Assignment 2 Self-Care: You Can't Give What You Don't Have

Assignment 3 Pay it Forward/Act of Gratitude

Assignment 4 What's Good

### **Module 3: Emotions & Instinct/Intuition**

Assignment 1 Emotions

Assignment 2 Self-Care: You Can't Give What You Don't Have

Assignment 3 Intuition

Assignment 4 Pay it Forward/Act of Gratitude

Assignment 5 What's Good

**Module 4: Expressive Arts**

Assignment 1 Expressive Arts

Assignment 2 Self-Care: You Can't Give What You Don't Have

Assignment 3 Pay it Forward/Act of Gratitude

Assignment 4 What's Good

**Module 5: Positive Psychology & Character Strengths**

Assignment 1 Positive Psychology

Assignment 2 Self-Care: You Can't Give What You Don't Have/Character Strengths

Assignment 3 Pay it Forward/Act of Gratitude

Assignment 4 What's Good

**Module 6: Be the Solution in Your Life**

Assignment 1 What's Good

Assignment 2 Be the Solution Final Project

Assignment 3 Self-Care: You Can't Give What You Don't Have

**Course Grading Scale:**

**Course Grading Scale:**

| Letter Grade | Percentage Points |
|--------------|-------------------|
| A+           | 100---97          |
| A            | 96.9---93         |
| A-           | 92.9---90         |
| B+           | 89.9---87         |



|    |           |
|----|-----------|
| B  | 86.9---83 |
| B- | 82.9---80 |
| C+ | 79.9---77 |
| C  | 76.9---70 |
| D  | 69.9---60 |
| E  | Below 60  |

## XVI. Grading

### **GRADING GUIDELINES FOR UNDERGRADUATE COURSES**

An “A+” grade at the undergraduate level means that a student is doing exceptional work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an “A+” grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an “A” grade a student must go well above and beyond the basic expectations for the course.

An “A-“ grade at the undergraduate level means that a student is doing **excellent** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an “A-“ grade a student must go above and beyond the basic expectations for the course.

A “B+” grade at the undergraduate level means that a student is doing **well above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates a strong grasp of the material.

A “**B**” grade at the undergraduate level means that a student is doing **above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A “**B-**” grade at the undergraduate level means that a student is doing **slightly above average** work. The student attends class regularly (for online students, they frequently check course announcements and/or course messages frequently and reach out to their instructor with any questions or inquiries for points of clarity), completes all of the course assignments and demonstrates understanding of the material.

A “**C+**” grade at the undergraduate level means that a student is **doing at least satisfactory** work, and meeting more than the minimum requirements for the course. The student misses several classes (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), does not hand in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “**C**” grade at the undergraduate level means that a student is doing **at least satisfactory** work, and meeting the minimum requirements for the course. The student misses several classes regularly (for online students, they do not frequently check course announcements and/or course messages; students do not reach out to their instructor with any questions or inquiries for points of clarity), hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A “**D**” or “**E**” at the undergraduate level means that a student is doing **unacceptable** work, demonstrating a complete lack of understanding of course concepts.

A “**EN**” (Failing never participated) grade at the undergraduate level means that a student is failing the course as a result of not participating or turning in assignments

A “**EU**” (Failing did not complete) grade at the undergraduate level means that a student did some work in the course, but is failing as a result of not completing all of the course assignments

A “**I**” (Incomplete) grade at the undergraduate level is given by the course instructor when a student is otherwise doing acceptable work but are unable to complete the course because of illness or other conditions beyond their control. Students are required to arrange with the instructor for the completion of the course requirements. The arrangement is recorded on the Request for Grade of Incomplete form. Students do not re-register or pay fees to complete the course. The completion date is determined by the instructor but may not exceed one calendar year from the date the mark of “**I**” is recorded. When the student completes the course, the instructor must submit an online grade change request. If a student receives an “**I**” in an undergraduate course the grade will be automatically changed to a failing grade “**E**” if the student does not complete the course within one calendar year. Marks of “**I**” are changed to a grade of “**E**” (0.00) for purposes of evaluating graduation requirements for undergraduate students.

A “NR” (No Report) grade simply means that a grade has not yet been reported. Once final grade processing takes place for the semester, most classes will have an actual grade posted instead of the "NR". If an "NR" grade appears for a course in a prior semester, students should contact the instructor of the course to find out why a final grade was not recorded.

A “W” (Withdrawal) means that a student withdrew from a class after the first week of school; students receive a mark of "W" on their transcript and earn no credit or grade for withdrawn classes.

A “Y” (Satisfactory) grade is generally used as a grade for successfully completed internships, projects, readings and conference, research, seminars, theses, dissertations, and workshops. Students earn hours for a "Y" grade, but the grade is not used for computing their GPA.

A “XE” (Academic Dishonesty) grade denotes failure due to academic dishonesty and is treated the same as an "E" for the purposes of GPA, course repeatability, and academic standing determination. A student may not avoid any penalty for academic dishonesty by withdrawing from a course. A student may be reinstated to a course to receive a penalty of a reduced or failing grade or XE. The grade of XE may only be assigned in accordance with ASU's Student Academic Integrity Policy, and not as part of the normal end of the semester grading process.

## 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.*

## XVII. Course Policies

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 your instructor 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

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:

Computer System: Windows or Apple desktop or laptop computer manufactured within the last 5 years. Chromebooks and mobile devices will not provide full access to ASU's online courses.

Operating System: Windows-based computers should be running the most recent version of Windows. Apple computers must be running a recent version of macOS. For operating systems recently released (the last few months), consider maintaining the next most recent release for a few months until bugs in the OS have been addressed.

Required Software: [Microsoft Office 365](#) (available for all students at ASU); [Adobe Acrobat Reader DC](#) (free)

Web Browser: Use a recent version of Firefox or Chrome. Students are also advised to have both browsers installed on their computer.

Internet Connection: Courses are best viewed with high-speed internet and a reliable internet connection.

Speakers and a microphone: Built-in, USB plug-in, or wireless Bluetooth. A headset with microphone is recommended for privacy and clarity of audio.

Webcam: Built-in or USB plug-in

Detailed Requirements by Application:

[Canvas LMS computer requirements](#)

**Need Help?** Students needing help with technical issues can contact a 24/7 live chat service at [contact.asu.edu](mailto:contact.asu.edu) or [My ASU Service Center](#) for help.

## 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.**

## 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.

## 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.

## Citation Style

Students are required to use the citation style and format of the American Psychological Association (APA) 7<sup>th</sup> Edition. Review the [APA Referencing and Citation Guide](#) or the [APA Citation Style tutorial](#). It is acceptable to cite legal materials (cases, statutes, regulations, etc.) in accordance with the style specified in *The Bluebook: A Uniform System of Citation* in all papers.

## Generative AI

Generative Artificial Intelligence (GenAI) is a form of artificial intelligence that can create high-quality audio, images, text, video, 3D models and other content. GenAI programs are not a replacement for human creativity, originality, and critical thinking. While adhering to any policies on the use of GenAI in this course, students utilizing GenAI content in their assignments, including in their practicum placements, must provide clear and comprehensive descriptions of the GenAI used. Students utilizing GenAI techniques should be aware of potential ethical implications and must adhere to relevant ethical guidelines and ensure that their work respects privacy and confidentiality. If the scholarly work involves human subjects, appropriate informed consent procedures must be followed. Scholarly work must be the student's own, and not present others' ideas, data, words or other material without adequate citation, i.e., any use of GenAI must not breach academic integrity and plagiarism standards. Students should be cautious of incorrect or inaccurate information, as well as bias in GenAI generated content; the use of person-first and bias-free language is critical. Review, fact-check, and edit material produced by GenAI. The student is ultimately accountable for all submitted work. If you're unsure about using GenAI, ask your instructor.

**If you are in doubt as to whether you are using GenAI appropriately in this course, reach out to your instructor.**

Please adhere to the following policy when using GenAI in this course:

Following the guidance below, AI programs may be used as a tool in this class.

1. GenAI can be used for the following assignments: **Be the Solution in Your Life**
2. Use a footnote on the AI generated sections with the following footnote. Be aware of the second line which states that you have reviewed and edited the content and take ultimate responsibility for the accuracy of the information.

“The author generated this text in part with GPT-3, OpenAI’s large-scale language-generation model. Upon generating draft language, the author reviewed, edited, and revised the language to their own liking and takes ultimate responsibility for the content of this publication.”

3. You must cite all the content that is produced by AI. See the two types of APA formatted citations below using OpenAI as an example.

1. *Parenthetical citation:* (OpenAI, 2023)
2. *Narrative citation:* OpenAI (2023)

4. You must include a reference for each of the AI programs used. Here is the APA version of a reference for OpenAI as an example.

### Reference

OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model].  
<https://chat.openai.com/chat>

5. The ASU Library Guide provides the guidance:  
<https://libguides.asu.edu/c.php?g=1311696&p=9756477>.

GenAI may not be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Incorporating any part of a GenAI generated response in a self-reflective assignment (Which means an assignment that asks for your OWN thoughts and opinions and how YOU can personally apply that information).

### 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.