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

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II. Program Level: Undergraduate:

III. Course Requirements
Credit: 3 credits
Elective Approved for SB/MAROON & GOLD

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.

General Studies Gold Statement

This course fulfills the ASU Social and Behavioral Sciences General Studies requirement. Students completing a Social and Behavioral Sciences course will be able to:

1. Utilize behavioral or social science approaches, qualitative or quantitative, to examine aspects of human experiences or explain social or behavioral phenomena.
2. Describe the strengths and limitations of behavioral or social science methods in predicting or understanding human behavior.
3. Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

VII. Course Enrollment Requirements

Pre- Requisite: None

VIII. Course Overview

The course combines the bio/psycho/social aspects of wellness to fully address stress reduction and stress management via a lens of mindfulness. 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. Students will learn about evidence-based methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences and systems. They will have various opportunities to disseminate academic findings while actively applying evidence-based concepts to their own coping skills leading to enhanced responsiveness personally and professionally, benefiting both themselves and society.

IX. Competencies/Learning Outcomes:

EPAS Competencies	Learning Objectives	Dimensions Measured in Course	Course Content and Assignments
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice *Social workers apply research findings to inform and improve practice, policy, and programs and understand quantitative and qualitative research methods* *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.*	Explain the behavioral phenomena of stress and incorporate the concept of mindfulness as it applies to psychology and physiology to reduce stress Practice personal reflection as to differentiate between personal and professional values and resulting affective reactions Demonstrate and practice inter and intrapersonal resolution via mindfulness Integrate lifestyle choices that support personal and interpersonal growth and behavior modifications. Explain the impact of stress physiologically and psychologically by understanding the sympathetic and	Knowledge Values Skills Cognitive and Affective Processes	**Self-Care Reflections:** Practice personal awareness, self-care and stress management strategies through weekly reflections/activities, qualitatively gathering self-data to apply to final stress management self-care plan. **Critical Thinking Questions from Lectures:** Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena **Character Strengths Research & Application:** Identify personal strengths, including qualitative and quantitative research-based studies addressing self-awareness and growth, application to relationships, effect on resiliency and optimal functioning and wellbeing. Apply this knowledge to personal movement forward

	parasympathetic nervous systems Identify evidence-based practices that promote down regulation of the nervous system from sympathetic to parasympathetic promoting neuroplasticity Apply self-awareness and self-regulation to manage the influence of personal biases (judgement) and values in personal and professional experiences Apply mindfulness concepts to real-world scenarios Explore, assess and rectify personal stress patterns.		personally and personally. **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. This will be a culmination of evidence-based quantitative research concepts learned and qualitative self-generated data practiced throughout the class that are designed to help students manage stress and develop greater resilience to manage the challenges of life, school and their professional future. In this final project, students will identify three concepts that stood out to them in self-care, develop a plan toward achieving them, and put in place evidence-based practices that will help them successfully overcome current and future stress obstacles.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities *Social Workers apply knowledge of human behavior and*	Combine qualitative and quantitative approaches to stress management and explain how researchers can gain a comprehensive understanding of how mindfulness and self-care	Knowledge Values Skills Cognitive and Affective Processes	**Self-Care Reflections:** Practice personal awareness, self-care and stress management strategies through weekly reflections/activities, qualitatively gathering self-data to apply to final stress management self-care plan.

person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies	contribute to human experiences of well-being and resilience. Explain why an integrated approach can inform the development of interventions and programs aimed at promoting mindfulness and self-care practices to enhance mental health and quality of life. Research the importance of diversity and difference in shaping life experiences both professionally at the micro, mezzo, and macro levels as well as personally. Explore the impact of culture on lifestyle habits and behaviors that affect levels of stress.		**Critical Thinking Questions from Lectures:** Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena **Character Strengths Research & Application:** Identify personal strengths, including qualitative and quantitative research-based studies addressing self-awareness and growth, application to relationships, effect on resiliency and optimal functioning and wellbeing. Apply this knowledge to personal movement forward personally and personally. **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. This will be a culmination of evidence-based quantitative research concepts learned and qualitative self-generated data practiced throughout the class that are designed to help students

			manage stress and develop greater resilience to manage the challenges of life, school and their professional future. In this final project, students will identify three concepts that stood out to them in self-care, develop a plan toward achieving them, and put in place evidence-based practices that will help them successfully overcome current and future stress obstacles.
Competency 11: Professional Growth and Development

Social workers build skills in developing strategies for self-care and gaining knowledge about the social work profession, including licensing. | Despite the limitations, explain why behavioral and social science methods remain valuable tools for advancing our understanding of human behavior and addressing complex societal challenges.

Identify how refinement and integration with other disciplines offer promise for further insights into the intricacies of human behavior.

Discuss and apply how the actions of people can make an impact on others.

Apply | Knowledge Values Skills Cognitive and Affective Processes | **Self-Care Reflections:** Practice personal awareness, self-care and stress management strategies through weekly reflections/activities, qualitatively gathering self-data to apply to final stress management self-care plan.

Critical Thinking Questions from Lectures: Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena

Character Strengths |

	understanding of mindfulness modalities in practical life applications both personally and professionally Research the impact of culture on personal lifestyle habits and behaviors that affect individual and community stress levels.		**Research & Application:** Identify personal strengths, including qualitative and quantitative research-based studies addressing self-awareness and growth, application to relationships, effect on resiliency and optimal functioning and wellbeing. Apply this knowledge to personal movement forward personally and personally. **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. This will be a culmination of evidence-based quantitative research concepts learned and qualitative self-generated data practiced throughout the class that are designed to help students manage stress and develop greater resilience to manage the challenges of life, school and their professional future. In this final project, students will identify three concepts that stood out to them in self-care, develop a plan toward achieving them, and put in place evidence-based practices that will help them successfully overcome current and future stress obstacles.

GOLD Competencies/ Student Learning Objectives

By the end of this course students will demonstrate:

Utilization of Behavioral and Social Science Approaches: Apply qualitative self-assessment to explore the benefits of mindfulness, stress management, emotional regulation, intuition, expressive arts, positive psychology and gratitude/paying it forward. Reflect on how these elements, combined with mindfulness practices, contribute to self-care, well-being, and resilience. [SLO1]

Identify the benefits of stress management, emotional regulation, intuition, expressive arts, positive psychology and gratitude/paying it forward, with mindfulness to achieve optimal self-care and how these concepts contribute to the human experience of well-being and resilience

Analyze personal stress responses by utilizing behavioral or social science frameworks, identifying patterns, triggers, and coping mechanisms in relation to course themes on stress management and resilience

Synthesize personal experiences using behavioral science methods to explore coping mechanisms, demonstrating an understanding of how individual responses to stress align with broader human behavior theories discussed in the course.

Utilize behavioral and social science methods to examine self-data, identifying patterns in personal experiences related to stress, resilience, and social interactions, and applying these insights to improve personal well-being.

Critical Analysis and Evaluation: Critically analyze behavioral and social science research related to stress management techniques, particularly the application of mindfulness to psychological and physiological stress reduction. Evaluate the methods used to understand the impact of the sympathetic and parasympathetic nervous systems on stress responses. [SLO2]

Understand the benefits and limitations associated with the impact of stress physiologically and psychologically by understanding the neuroscience of the sympathetic and parasympathetic nervous systems

Critically evaluate the strengths and limitations of behavioral assessment methods used to analyze personal stress management strategies, identifying areas for improvement in predicting and managing stress responses.

Assess the effectiveness of self-care strategies through reflective analysis, identify the benefits and limitations employed to understand personal behavior in managing stress.

Synthesis and Application of Evidence: Synthesize and apply research findings and qualitative self-assessment data to develop a personalized plan that integrates lifestyle choices supporting personal and interpersonal growth. Communicate insights into how behavior modifications contribute to well-being and resilience, grounded in evidence-based research. [SLO3]

Integrate lifestyle choices into a personalized plan that support personal and interpersonal growth and behavior modifications

Synthesize qualitative self-assessment data to develop a comprehensive self-care plan, demonstrating the ability to communicate insights and evidence-based strategies for personal growth and well-being.

Communicate coherent arguments in weekly reflections, using evidence from self-assessments to support self-awareness, personal development, and effective stress management practices.

Integrate evidence from personal reflections to articulate a clear and actionable self-care plan, showcasing the ability to apply qualitative data to enhance self-awareness and inform long-term well-being strategies.

X. Course Units

This course explores the interplay between human behavior, emotions, social structures, and health, applying concepts from psychology, neuroscience, biology/human development and sociology. Students will examine how mindfulness, stress management, and other holistic practices can enhance well-being within various institutional and relational contexts.

Therefore, each of the course units expose students to the systemic investigation of human institutions, relationships, social structures, behavior, emotions, communication and health. Students learn about evidence, methods, and approaches that social and behavioral scientists use to analyze, understand, and describe human activities, experiences and systems. They learn how social scientists and behavioral scientists conduct research, how they disseminate their findings, and how the findings from social and behavioral science can be used in the pursuit of individual, societal, and policy goals.

Unit 1: Mindfulness & Neuroscience of Stress
Unit 2 Emotional Regulation & Emotions
Unit 3. Instinct & Intuition
Unit 4. Expressive Arts
Unit 5. Positive Psychology & Character Strengths
Unit 6. Gratitude/Paying it Forward & Happiness

XI. Key Course Concepts

This course aims to equip students with a holistic understanding of the interconnections between psychological well-being and social structures that will not only provide theoretical knowledge but also cultivate a practical understanding of how integrated health practices can be applied to improve life in various human settings. Therefore, the following concepts will be addressed.

- Neurobiology of Stress
- Mindfulness and Neuroplasticity
- Emotional Regulation
- Positive Psychology
- Gratitude, Paying it Forward and Well-Being
- Intuitive Processes and Decision Making
- Art Therapy Fundamentals
- Meditative Practices and Mental Health
- Integrative Health Approaches

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

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

National Association of Social Workers Code of Ethics:

The National Association of Social Workers (NASW) Code of Ethics is a guide to the everyday conduct of professional social workers. Sections are: 1) The Preamble which summarizes the social work profession's mission and values; 2) The Purpose which is an overview of the Code's main functions and a brief guide for dealing with ethical dilemmas; 3) Ethical principles which set forth ideals that all social workers should aspire to base on social work's core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence; and, 4) Ethical standards to guide social workers' conduct.

Please review at:

https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish

COURSE OUTLINE

XIII. Required Textbook and Readings

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

Lindsey, L., Robertson, P., & Lindsey, B. (2018). Expressive Arts and Mindfulness: Aiding Adolescents in Understanding and Managing Their Stress. *Journal of Creativity in Mental Health*, *13*(3), 288–297. https://doi.org/10.1080/15401383.2018.1427167

Davis, K. M. (2010). Music and the Expressive Arts With Children Experiencing Trauma. *Journal of Creativity in Mental Health*, *5*(2), 125–133. https://doi.org/10.1080/15401383.2010.485078

Norton, M. (2015). Review of "Presence and Process in Expressive Arts Work: At the Edge of Wonder (Présence et processus dans les arts de la scène : à la frontière du merveilleux)," by Herbert Eberhart and Sally Atkins [Review of *Review of "Presence and Process in Expressive Arts Work: At the Edge of Wonder (Présence et processus dans les arts de la scène : à la frontière du merveilleux)," by Herbert Eberhart and Sally Atkins*]. *Canadian Art Therapy Association Journal*, *28*(1–2), 53–54. Routledge. https://doi.org/10.1080/08322473.2015.1066562

Van Lith, T., & Ettenberger, M. (2023). Arts-based therapies, practices, and interventions in health. *BMC Complementary and Alternative Medicine*, *23*(1), 1–351. https://doi.org/10.1186/s12906-023-04177-4

Trauma and Expressive Arts Therapy: Brain, Body, and Imagination in the Healing Process. (2020). *ProtoView*, *2020*(25). Copyright Clearance Center.

Saumaa, H. (2023). Intuition in Motion. *Integrative and Complementary Therapies (Print)*, *29*(4), 191–195. https://doi.org/10.1089/ict.2023.29084.hsa

Remmers, C., Topolinski, S., & Michalak, J. (2015). Mindful(l) intuition: Does mindfulness influence the access to intuitive processes? *The Journal of Positive Psychology*, *10*(3), 282–292. https://doi.org/10.1080/17439760.2014.950179

Miller, E. M., & Hill, P. D. (2018). Intuition in Clinical Decision Making: Differences Among Practicing Nurses. *Journal of Holistic Nursing*, *36*(4), 318–329. https://doi.org/10.1177/0898010117725428

Jaffé, M. E., & Greifeneder, R. (2022). Deciding advantageously after flipping a coin. *Acta Psychologica*, *223*, 103511–103511. https://doi.org/10.1016/j.actpsy.2022.103511

Carr, A., Cullen, K., Keeney, C., Canning, C., Mooney, O., Chinseallaigh, E., & O'Dowd, A. (2021). Effectiveness of positive psychology interventions: a systematic review and meta-analysis. *The Journal of Positive Psychology*, *16*(6), 749–769. https://doi.org/10.1080/17439760.2020.1818807

Keller-Dupree, E. A., & Perryman, K. L. (2013). The effects of an expressive arts therapy group on female counselors-in-training: A qualitative study. *Journal of Poetry Therapy*, *26*(4), 223–235. https://doi.org/10.1080/08893675.2013.849041

Waters, L., Algoe, S. B., Dutton, J., Emmons, R., Fredrickson, B. L., Heaphy, E., Moskowitz, J. T., Neff, K., Niemiec, R., Pury, C., & Steger, M. (2022). Positive psychology in a pandemic: buffering, bolstering, and building mental health. *The Journal of Positive Psychology*, *17*(3), 303–323.

Holt, N. J., Furbert, L., & Sweetingham, E. (2019). Cognitive and Affective Benefits of Coloring: Two Randomized Controlled Crossover Studies. *Art Therapy*, *36*(4), 200–208. https://doi.org/10.1080/07421656.2019.1645498

Proyer, R. T., Gander, F., Wellenzohn, S., & Ruch, W. (2013). What good are character strengths beyond subjective well-being? The contribution of the good character on self-reported health-oriented behavior, physical fitness, and the subjective health status. *The Journal of Positive Psychology*, *8*(3), 222–232. https://doi.org/10.1080/17439760.2013.777767

Tao, D., Gao, Y., Cole, A., Baker, J. S., Gu, Y., Supriya, R., Tong, T. K., Hu, Q., & Awan-Scully, R. (2022). The Physiological and Psychological Benefits of Dance and its Effects on Children and Adolescents: A Systematic Review. *Frontiers in Physiology*, *13*, 925958–925958. https://doi.org/10.3389/fphys.2022.925958

Kurian, R. M., & Thomas, S. (2023). Perceived stress and fatigue in software developers: Examining the benefits of gratitude. *Personality and Individual Differences*, *201*, 111923-. https://doi.org/10.1016/j.paid.2022.111923

Ruch, W., Gander, F., Platt, T., & Hofmann, J. (2018). Team roles: Their relationships to character strengths and job satisfaction. *The Journal of Positive Psychology*, *13*(2), 190–199. https://doi.org/10.1080/17439760.2016.1257051

Caputo, A. (2015). The relationship between gratitude and loneliness: The potential benefits of gratitude for promoting social bonds. *Europe's Journal of Psychology*, *11*(2), 323–334. https://doi.org/10.5964/ejop.v11i2.826

Gander, F., Wagner, L., Amann, L., & Ruch, W. (2022). What are character strengths good for? A daily diary study on character strengths enactment. *The Journal of Positive Psychology*, *17*(5), 718–728. https://doi.org/10.1080/17439760.2021.1926532

Bazargan-Hejazi, P., Dehghan, M., Chou, B., Bailey, M., Baron, M., Assari, M., Marzio, P., Teklehaimanot, M., Kermah, E., Lindstrom, E., Shirazi, M., Lopez, M., & Bazargan, P. (2023). Hope, optimism, gratitude, and wellbeing among health professional minority college students. *Journal of American College Health*, *71*(4), 1125–1133. https://doi.org/10.1080/07448481.2021.1922415

Karris Bachik, M. A., Carey, G., & Craighead, W. E. (2021). VIA character strengths among U.S. college students and their associations with happiness, well-being, resiliency, academic success and psychopathology. *The Journal of Positive Psychology*, *16*(4), 512–525. https://doi.org/10.1080/17439760.2020.1752785

Newman, D. B., Gordon, A. M., & Mendes, W. B. (2021). Comparing Daily Physiological and Psychological Benefits of Gratitude and Optimism Using a Digital Platform. *Emotion (Washington, D.C.)*, *21*(7), 1357–1365. https://doi.org/10.1037/emo0001025

Booker, J. A., & Perlin, J. D. (2021). Using multiple character strengths to inform young adults' self-compassion: The potential of hope and forgiveness. *The Journal of Positive Psychology*, *16*(3), 379–389. https://doi.org/10.1080/17439760.2020.1716048

McGrath, R. E. (2015). Character strengths in 75 nations: An update. *The Journal of Positive Psychology*, *10*(1), 41–52. https://doi.org/10.1080/17439760.2014.888580
Martínez-Martí, M. L., & Ruch, W. (2017). Character strengths predict resilience over and above positive affect, self-efficacy, optimism, social support, self-esteem, and life satisfaction. *The Journal of Positive Psychology*, *12*(2), 110–119. https://doi.org/10.1080/17439760.2016.1163403

Dunn, E. W., Aknin, L. B., & Norton, M. I. (2014). Prosocial Spending and Happiness: Using Money to Benefit Others Pays Off. *Current Directions in Psychological Science : A Journal of the American Psychological Society*, *23*(1), 41–47. https://doi.org/10.1177/0963721413512503

Grzybowski, J., & Brinthaupt, T. M. (2022). Trait Mindfulness, Self-Compassion, and Self-Talk: A Correlational Analysis of Young Adults. *Behavioral Sciences*, *12*(9), 300-. https://doi.org/10.3390/bs12090300

West, J., Liang, B., & Spinazzola, J. (2017). Trauma Sensitive Yoga as a Complementary Treatment for Posttraumatic Stress Disorder: A Qualitative Descriptive Analysis. *International Journal of Stress Management*, *24*(2), 173–195. https://doi.org/10.1037/str0000040

Cameron, C. D., & Fredrickson, B. L. (2015). Mindfulness Facets Predict Helping Behavior and Distinct Helping-Related Emotions. *Mindfulness*, *6*(5), 1211–1218. https://doi.org/10.1007/s12671-014-0383-2

Fast, A. A., Ravi, S., & Olson, K. R. (2023). When it is better to give than to receive: Children's giving and happiness. *Social Development (Oxford, England)*, *32*(3), 990–1008. https://doi.org/10.1111/sode.12671

Shearer, A., Hunt, M., Chowdhury, M., & Nicol, L. (2016). Effects of a Brief Mindfulness Meditation Intervention on Student Stress and Heart Rate Variability. *International Journal of Stress Management*, *23*(2), 232–254. https://doi.org/10.1037/a0039814

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

MODULES	ASSIGNMENTS
Module 1: Neuro-Science of Stress **Objectives** ● Personal introduction and reasons for taking course as well as networking with fellow students ● Define mindfulness ● Explain the impact of stress physiologically and psychologically ● Identify the sympathetic and parasympathetic nervous systems ● Identify body therapies that promote downregulation of the nervous system from	**Assignment:** Discussion: All About You POST/REPLY **Assignment:** Critical thinking questions from lecture "*Neuroscience of Stress*" Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena **Assignment:** Self-Care Activity/Reflection Practice personal awareness, self-care and stress management strategies through weekly reflections/activities, qualitatively gathering self-data to apply to final stress management self-care plan. **Assignment:** Pay it Forward/Act of Gratitude POST/REPLY Data shows us over and over that giving to others not only makes the world a kinder place

sympathetic to parasympathetic - To explore the effects of mindfulness and meditative practices on mental health and neuroplasticity - Synthesize and identify a personal pay it forward experience - Apply gratitude to your life - To apply these concepts practically to improve personal well-being and professional effectiveness	and generates happiness in others but also makes us happier so this assignment will focus on giving to others through doing kind acts and sharing our gratitude for what they do in our lives. **Assignment:** What's Good POST/REPLY It is easy to fall into a negative thinking pattern when we encounter rough patches in our lives. By writing down or internally listing What's Good in our lives on a daily basis, it rewires the brain to default on positive thinking versus negative thinking. Therefore, the purpose of this assignment is to find the good in our lives. That doesn't mean that we don't acknowledge the challenges and the emotions that accompany those challenges but rather that we face our challenges and then make a choice to move forward. We don't fight darkness with darkness
Module 2: Emotions **Objectives** - Learn to identify and manage challenging emotions - To understand the neurobiological underpinnings of stress and emotional regulation - Synthesize and identify a personal pay it forward experience - Apply gratitude to your life - To apply these concepts practically to improve	**Assignment:** Critical thinking questions from lecture *"Emotions"* Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena **Assignment:** Self-Care Activity/Reflection Practice personal awareness, self-care and stress management strategies through weekly reflections/activities, qualitatively gathering self-data to apply to final stress management self-care plan. **Assignment:** Pay it Forward/Act of Gratitude Data shows us over and over that giving to others not only makes the world a kinder place and generates happiness in others but also makes us happier so this assignment will focus on giving to others through doing kind acts and sharing

personal well-being and professional effectiveness	our gratitude for what they do in our lives. **Assignment:** What's Good It is easy to fall into a negative thinking pattern when we encounter rough patches in our lives. By writing down or internally listing What's Good in our lives on a daily basis, it rewires the brain to default on positive thinking versus negative thinking. Therefore, the purpose of this assignment is to find the good in our lives. That doesn't mean that we don't acknowledge the challenges and the emotions that accompany those challenges but rather that we face our challenges and then make a choice to move forward. We don't fight darkness with darkness
Module 3: Emotions /Instinct & Intuition **Objectives** ● Identify strategies to access intuition and instinct in decision making ● Synthesize and identify a pay it forward experience ● Apply gratitude to your life ● To apply these concepts practically to improve personal well-being and professional effectiveness	**Assignment:** Critical Thinking questions from lecture *"Instinct & Intuition"* Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena **Assignment:** Self-Care Activity/Reflection Practice personal awareness, self-care and stress management strategies through weekly reflections/activities, qualitatively gathering self-data to apply to final stress management self-care plan. **Assignment:** Pay it Forward/Act of Gratitude Data shows us over and over that giving to others not only makes the world a kinder place and generates happiness in others but also makes us happier so this assignment will focus on giving to others through doing kind acts and sharing our gratitude for what they do in our lives. **Assignment:** What's Good It is easy to fall into a negative thinking pattern when we encounter rough patches in our lives. By writing down

	or internally listing What's Good in our lives on a daily basis, it rewires the brain to default on positive thinking versus negative thinking. Therefore, the purpose of this assignment is to find the good in our lives. That doesn't mean that we don't acknowledge the challenges and the emotions that accompany those challenges but rather that we face our challenges and then make a choice to move forward. We don't fight darkness with darkness
Module 4: Expressive Arts **Objectives** ● Understand the concepts of hyper/hypo arousal ● Identify behaviors within the Window of Tolerance ● Explain the theory of Neuroception ● Practice art-based healing modalities ● To investigate creative processes within therapeutic contexts, such as art therapy ● Synthesize and identify a pay it forward experience ● To apply these concepts practically to improve personal well-being and professional effectiveness ● Apply gratitude to your life	**Assignment:** Critical Thinking Questions from lecture *Expressive Arts* Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena **Assignment:** Self-Care Activity/Reflection Practice personal awareness, self-care and stress management strategies through weekly reflections/activities, qualitatively gathering self-data to apply to final stress management self-care plan. **Assignment:** Pay it Forward/Act of Gratitude Data shows us over and over that giving to others not only makes the world a kinder place and generates happiness in others but also makes us happier so this assignment will focus on giving to others through doing kind acts and sharing our gratitude for what they do in our lives. **Assignment:** What's Good It is easy to fall into a negative thinking pattern when we encounter rough patches in our lives. By writing down or internally listing What's Good in our lives on a daily basis, it rewires the brain to default on positive thinking versus negative thinking. Therefore, the purpose of this assignment is to find the good in our lives. That doesn't mean that we don't acknowledge the challenges and the emotions that accompany those challenges but

	rather that we face our challenges and then make a choice to move forward. We don't fight darkness with darkness
Module 5: Positive Psychology/Character Strengths **Objectives** ● Review the benefits of gratitude, positive relationships, and paying it forward to others ● To examine the tole of positive psychology and gratitude in enhancing personal and communal well-being ● Identify Character Strengths ● Synthesize and identify a pay it forward experience ● Apply gratitude to your life ● To apply these concepts practically to improve personal well-being and professional effectiveness	**Assignment:** Critical Thinking Questions from lecture *Positive Psychology* Thoughtful, clear and concise responses to questions and qualitative/quantitative research posed through each of the lectures. Students need to look at the empirical evidence and practicality with which the practices/concepts can be utilized as well as the simplification of complex phenomena **Assignment:** Character Strengths Assessment Identify personal strengths, including qualitative and quantitative research-based studies addressing self-awareness and growth, application to relationships, effect on resiliency and optimal functioning and wellbeing. Apply this knowledge to personal movement forward personally and personally. **Assignment:** Pay it Forward/Act of Gratitude Data shows us over and over that giving to others not only makes the world a kinder place and generates happiness in others but also makes us happier so this assignment will focus on giving to others through doing kind acts and sharing our gratitude for what they do in our lives. **Assignment:** What's Good It is easy to fall into a negative thinking pattern when we encounter rough patches in our lives. By writing down or internally listing What's Good in our lives on a daily basis, it rewires the brain to default on positive thinking versus negative thinking. Therefore, the purpose of this assignment is to find the good in our lives. That doesn't mean that we don't acknowledge the challenges and the emotions that accompany those challenges but rather that we face our challenges and then make a choice to move forward. We don't fight darkness with darkness

Module 6: Overview of Concepts Learned **Objectives** ● Identify and acknowledge moments of joy and gratitude in everyday experiences to foster a positive mindset ● Reframe challenges as opportunities for growth to develop resilience and optimism ● Foster a sense of community and connection by practicing acts of kindness that inspire others to pay it forward ● Enhance personal well-being by cultivating gratitude, which promotes emotional resilience and positive mental health ● Develop practical strategies for resilience by incorporating mindfulness techniques to manage stress effectively and adapt to life's challenges ● Cultivate self-awareness through mindfulness practices, enabling better emotional regulation and the ability to recover from setbacks with a balanced mindset.	**Assignment:** What's Good Reflection Using ChatGPT, list three benefits of looking for the positive in your life daily and then correlate those benefits to the following question. ● How does focusing on the positives in life influence your ability to handle challenges and setbacks? Please share a specific instance where one of the What's Good posts this session (Either your own or someone else's) helped you overcome a difficult situation or shift your personal perspective. **Assignment:** Pay it Forward/Acts of Gratitude Reflection Using ChatGPT, list three benefits of Paying it Forward/Sharing Your Gratitude and then correlate those benefits to the following question. ● How did Paying it Forward/Sharing Your Gratitude with others enhance your own sense of happiness this session? Please provide an example (Either from one of your submissions or from a peer's) that impacted you and share how continuing this activity could create a cycle of positivity in both your life and the lives around you. **Assignment:** Key Benefits of the Course For this assignment, students will revisit the topics covered during the session, researching their benefits using ChatGPT, and sharing insights into the topics that were most impactful. The goal is to reflect on the impact of these topics on understanding and personal growth as well as help identify concepts to talk about in the final paper.
Module 7: Be the Solution	**Assignment:**

Objectives ● 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	Be the Solution in Your Life 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. This will be a culmination of evidence-based quantitative research concepts learned and qualitative self-generated data practiced throughout the class that are designed to help students manage stress and develop greater resilience to manage the challenges of life, school and their professional future. In this final project, students will identify three concepts that stood out to them in self-care, develop a plan toward achieving them, and put in place evidence-based practices that will help them successfully overcome current and future stress obstacles.

XV. Assignments and Evaluative Procedures

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 four** 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, pulling verbiage and examples to support your statements.

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 **4 peers** in detail on their posts

What's Good Reflection Assignment: Using ChatGPT, list three benefits of looking for the positive in your life daily and then correlate those benefits to the following question.
- How does focusing on the positives in life influence your ability to handle challenges and setbacks? Please share a specific instance where one of the What's Good posts this session (Either your own or someone else's) helped you overcome a difficult situation or shift your personal perspective.

Pay it Forward/Acts of Gratitude Reflection: Using ChatGPT, list three benefits of Paying it Forward/Sharing Your Gratitude and then correlate those benefits to the following question.
- How did Paying it Forward/Sharing Your Gratitude with others enhance your own sense of happiness this session? Please provide an example (Either from one of your submissions or from a peer's) that impacted you and share how continuing this activity could create a cycle of positivity in both your life and the lives around you.

Key Benefits of the Course: For this assignment, students will revisit the topics covered during the session, researching their benefits using ChatGPT, and sharing insights into the topics that were most impactful. The goal is to reflect on the impact of these topics on understanding and personal growth as well as help identify concepts to talk about in the final paper.

BE THE SOLUTION In Your Life: Wellness beyond the Classroom

BE THE SOLUTION: Paper Assignment.

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*?
This will be a culmination of evidence-based quantitative research concepts learned and qualitative self-generated data practiced throughout the class that are designed to help you manage stress and develop greater resilience to manage the challenges of life, school and your professional futures. In this final project, you will identify three concepts that stood out in self-care, develop a plan toward achieving integration of those concepts into your life, and put in place evidence-based practices that will help you successfully overcome current and future stress obstacles.

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!**

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

ASSIGNMENT	POINTS	DUE DATE
All About You Post/Reply	**4**	*Module 1*
Self-Care Assignments	**21**	*Modules 1,2,3,4& 5*
Lecture Critical Thinking Questions	**20**	*Modules 1,2,3,4&5*
What's Good	**15**	*Modules 1,2,3,4&5*
Pay It Forward/Act of Gratitude	**20**	*Modules 1,2,3,4, &5*
What's Good Course Reflection	**4**	*Module 6*
Pay it Forward Course Reflection	**4**	*Module 6*
Key Course Concepts	**6**	*Module 6*
Be the Solution	**6**	*Module 7*
Total	**100**	

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 Emotions
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 Instinct & Intuition
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 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: Course Reflection
Assignment 1 What's Good Course Reflection
Assignment 2 Pay it Forward Course Reflection
Assignment 3 Course Key Concepts
Module 7: Be the Solution in Your Life
Assignment: Final Be the Solution Paper

XVI. Grading

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

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 (Instructor Specific)

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 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 screenshot 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) 7th 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.

Use of Generative AI is Generally Permitted Within Guidelines

Artificial Intelligence (AI), including ChatGPT, are being used in workplaces all over the world to save time and improve outcomes by generating text, images, computer code, audio, or other media. Use of AI tools is generally welcome and even encouraged [N.B.: This could say required in some instances] in this class with attribution aligned with disciplinary guidelines. AI tools might be employed to brainstorm, draft, edit, revise, etc. I will provide examples of how to properly cite use. Any submitted course assignment not explicitly identified as having used generative AI will be assumed to be your original work. Using AI tools to generate content without proper attribution will be considered a violation of the ASU Academic Integrity Policy, and students may be sanctioned for confirmed, non-allowable use. If at any point you have questions about what is permitted, contact the instructor to discuss before submitting work.

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.

<div align="center">**Grade Appeals/Grievance Procedure**</div>

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.

<div align="center">**Student Conduct Statement**</div>

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.

SSM 104–02: Handling Disruptive, Threatening, or Violent Individuals on Campus

Policy Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. Procedures All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances. Note: Physical contact that occurs during the performance of and as an integral part of participation in intercollegiate, intramural, or other sporting events, practices, or games is not, in itself, required to be reported

under this policy; it is understood that participants assume the risks of this contact when they choose to participate. Physical contact or other behavior that exceeds what is normally acceptable in regular play or participation or conduct that occurs outside of the context of regular play or participation should be reported and may violate university policy and applicable law. Incidents that occur on the ASU Downtown Phoenix campus that are determined to merit criminal charges will be forwarded to the Phoenix Police Department.

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.