



Arizona State University

Watts College of Public Service and Community Solutions

School of Social Work

SWU 250: STRESS MANAGEMENT TOOLS

2025

ONLINE SYLLABUS

I. Name and Number of Course

Stress Management Tools I

Instructor: India Purnell, LMSW

Office/Zoom: Zoom link will be provided.

Email: India.purnell@asu.edu

Office Hours: by appointment only

II. Program Level

- Undergraduate: Credits 3

III. Course Requirement

- Credit: 3 credits
- Elective Approved for SB/ GOLD

IV. Land Acknowledgement

The School of Social Work acknowledges, with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian 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

Helps students develop an understanding and behaviors to create a healthy balance in their lives by studying the bio/psycho/social aspects of wellness.

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

Prerequisite: None

VIII. Course Overview

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

Each of the course modules 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.

This course explores fundamental theories and principles that underpin essential stress management skills by advancing students' understanding and application across a range of contexts including human behavior and interaction, relationships, social structures and institutions. Throughout this course, students will explore interconnected concepts (through qualitative and quantitative approaches) that play pivotal roles in managing stress. Students are also required to challenge the diverse and personal nature of stress as it applies to individuals and cultural groups who live together in a stressful, complex and evolving world.

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 <i>Social workers apply research findings to inform and improve practice, policy, and programs and understand quantitative and qualitative research methods</i> <i>Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to</i>	<p>Explain the behavioral phenomena of stress and incorporate the concept of mindfulness as it applies to psychology and physiology to reduce stress</p> <p>Practice personal reflection as to differentiate between personal and professional stressors and resulting affective reactions</p> <p>Demonstrate and</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>	<p>Brain Training Reflections/Self-Awareness Activities: 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.</p> <p>Critical Thinking Questions & Discussions for Module 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</p>

<p><i>building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing.</i></p>	<p>practice inter and intrapersonal resolution via mindfulness</p> <p>Integrate lifestyle choices that support personal and interpersonal growth and behavior modifications.</p> <p>Explain the impact of stress physiologically and psychologically by understanding the sympathetic and parasympathetic nervous systems</p> <p>Identify evidence-based practices that promote down regulation of the nervous system from sympathetic to parasympathetic promoting neuroplasticity</p> <p>Apply self-awareness and self-regulation to manage the influence of personal biases</p>		<p>with which the practices/concepts can be utilized as well as the simplification of complex phenomena</p> <p>Research & Relevancy: Identify academic studies and resources on mindfulness/stress management evidence-based modalities correlated to physical and mental well-being, including diverse research-based knowledge. Student feedback needs to address the quantitative analysis and applicability as well as the subjectivity, ethics and generalizability of the research.</p> <p>Final Stress Management Self-Care Plan: 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 paper, students will clarify their individual goals, develop a plan toward achieving them, and put in place evidence-based self-</p>
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	<p>(judgement) and values in personal and professional experiences</p> <p>Apply mindfulness concepts to real-world scenarios</p> <p>Explore, assess and rectify personal stress patterns.</p>		care practices that will help them successfully overcome current and future stress obstacles.
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p><i>Social Workers apply knowledge of human behavior and 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</i></p>	<p>Combine qualitative and quantitative approaches to stress management and explain how researchers can gain a comprehensive understanding of how mindfulness and self-care contribute to human experiences of well-being and resilience.</p> <p>Explain why an integrated approach can inform the development of interventions and programs aimed at promoting mindfulness and self-care practices</p>	<p>Knowledge Values Skills Cognitive and Affective Processes</p>	<p>Brain Training Reflections/Self-Awareness Activities: 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.</p> <p>Critical Thinking Questions & Discussions for Module 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</p>

	<p>to enhance mental health and quality of life.</p> <p>Research the importance of diversity and difference in shaping life experiences both professionally at the micro, mezzo, and macro levels as well as personally with both intra and inter-relationships.</p> <p>Explore the impact of culture on lifestyle habits and behaviors that affect levels of stress.</p>		<p>phenomena</p> <p>Research & Relevancy: Identify academic studies and resources on mindfulness/stress management evidence-based modalities correlated to physical and mental well-being, including diverse research-based knowledge. Student feedback needs to address the quantitative analysis and applicability as well as the subjectivity, ethics and generalizability of the research.</p> <p>Final Stress Management Self-Care Plan: 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 paper, students will clarify their individual goals, develop a plan toward achieving them, and put in place evidence-based self-care practices that will help them successfully overcome current and future stress obstacles.</p>
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<p>Competency 11: Professional Growth and Development</p> <p><i>Social workers build skills in developing strategies for self-care and gaining knowledge about the social work profession, including licensing.</i></p>	<p>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.</p> <p>Identify how refinement and integration with other disciplines offer promise for further insights into the intricacies of human behavior.</p> <p>Discuss and apply how the actions of people can make an impact on others.</p> <p>Apply understanding of mindfulness modalities in practical life applications both personally and professionally</p>	<p>Knowledge</p> <p>Values</p> <p>Skills</p> <p>Cognitive and Affective Processes</p>	<p>Brain Training Reflections/Self-Awareness Activities: 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.</p> <p>Critical Thinking Questions & Discussions for Module 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</p> <p>Research & Relevancy: Identify academic studies and resources on mindfulness/stress management evidence-based modalities correlated to physical and mental well-being, including diverse research-based knowledge. Student feedback needs to address the quantitative</p>

	Research the impact of culture on personal lifestyle habits and behaviors that affect individual and community stress levels.		analysis and applicability as well as the subjectivity, ethics and generalizability of the research. Final Stress Management Self-Care Plan: 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 paper, students will clarify their individual goals, develop a plan toward achieving them, and put in place evidence-based self-care practices that will help them successfully overcome current and future stress obstacles.
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GOLD Competencies/ Student Learning Objectives

At the end of this course students will demonstrate:

Utilization of Behavioral and Social Science Approaches: Apply qualitative self-assessment to explore the benefits of nature and recreation, social relationships, financial literacy, gratitude, and the three pillars of health (mindful eating, body movement, and sleep). Reflect on how these elements, combined with mindfulness practices, contribute to self-care, well-being, and resilience. [SLO1]

Identify the benefits of nature and recreation, relationships and social connection, financial literacy, gratitude and the three pillars of health (mindful eating, body movement and sleep),

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, sociology, and environmental science. 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 modules 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.

Module 1: Welcome to SWU 250

Module 2: Mindfulness, Sympathetic/Parasympathetic NS, Neuroplasticity & Self-Regulatory Behaviors

Module 3: Physiological Health Through Mindful Nutrition, Exercise & Sleep

Module 4: Benefits of Nature & Recreation

Module 5: Mindful Inter and Intra-Relationships

Module 6: Boundaries and Finances

Module 7: Gratitude

Module 8: Stress Management Personal Self-Care Plan

XI. Key Course Concepts

This course aims to 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.

Social Science and Behavioral Methods in

Predicting or Understanding Human Behavior

The Power of Play and Leisure

Stress and Neuroscience

The Senses and Perception

Mindfulness and Meditative Practices

Gratitude and Positive Relationships

Emotional Wellbeing and Happiness

Physical Health Foundations: Nutrition, Exercise, and Sleep

Nature and Health

Boundaries and Finances

Integrative Health Practices

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.

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. Readings: Students will choose from the following articles to apply for assignments

Scott Seckel, E. G. (2022). *Meditation can improve cognitive performance, lower stress*.

Manotas, M., Segura, C., Eraso, M., Oggins, J., & McGovern, K. (2014). Association of Brief Mindfulness Training with Reductions in Perceived Stress and Distress in Colombian Health Care Professionals. *International Journal of Stress Management*, 21(2), 207–225.

Christina Congleton, Britta K. Holzel, Sarah W. Lazar (Ed.). (2015). *Mindfulness can literally change your brain*. Harvard Business Review.

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.

Lothes II, J. E., Matney, S., & Naseer, Z. (2022). Sitting Meditation (Mindfulness) and Music Meditation Effects on Overall Anxiety and Test Anxiety in a College Student Population. *Building Healthy Academic Communities Journal*, 6(1), 29–46.

- Seguias, L., & Tapper, K. (2018). The effect of mindful eating on subsequent intake of a high calorie snack. *Appetite*, 121, 93–100.
- Lofgren, I. E. (2015). Mindful Eating: An Emerging Approach for Healthy Weight Management. *American Journal of Lifestyle Medicine*, 9(3), 212–216.
- Webb, J. B., Rogers, C. B., Etzel, L., & Padro, M. P. (2018). “Mom, quit fat talking—I’m trying to eat (mindfully) here!”: Evaluating a sociocultural model of family fat talk, positive body image, and mindful eating in college women. *Appetite*, 126, 169–175.
- Shaw, R., & Cassidy, T. (2022). Self-Compassion, Mindful Eating, Eating Attitudes and Wellbeing Among Emerging Adults. *The Journal of Psychology*, 156(1), 33–47.
- Clark, D., Schumann, F., & Mostofsky, S. H. (2015). Mindful movement and skilled attention. *Frontiers in Human Neuroscience*, 9, 297–297.
- Rusch, H. L., Rosario, M., Levison, L. M., Olivera, A., Livingston, W. S., Wu, T., & Gill, J. M. (2019). The effect of mindfulness meditation on sleep quality: a systematic review and meta-analysis of randomized controlled trials. *Annals of the New York Academy of Sciences*, 1445(1), 5–16.
- Tapper, K. (2022). Mindful eating: what we know so far. *Nutrition Bulletin*, 47(2), 168–185.
- Yu, Z., & Tan, M. (2016). Disordered eating behaviors and food addiction among nutrition major college students. *Nutrients*, 8(11), 673.
- Hashmi, D., & Ramesh, N. (2021). Benefits of mindful eating intervention in the medical school curriculum: A medical student’s perspective. *Journal of Nutrition Education and Behavior*, 53(1), 91.
- Kaliman, P. (2019). Lifestyle and well-being: Potential epigenetic benefits of mindfulness training, healthy eating and physical activity. In *Enhancing Resilience in Youth* (pp. 39–55). Springer International Publishing.
- Rao, S., Jamuna, & Jekayinfa, O. J. (2024). Mindless and mindful eating and its impact on physical and mental health. In *Neuroscientific Insights and Therapeutic Approaches to Eating Disorders* (pp. 270–283). IGI Global.
- Dutt, S., Keyte, R., Egan, H., Hussain, M., & Mantzios, M. (2018). Healthy and unhealthy eating amongst stressed students: considering the influence of mindfulness on eating choices and consumption. *Health Psychology Report*, 7(2), 113–120.
- Bennett, B. L., & Latner, J. D. (2022). Mindful eating, intuitive eating, and the loss of control overeating. *Eating Behaviors*, 47(101680), 101680.

- Meyer, L. P., & Leppma, M. (2019). The role of mindfulness, self-compassion, and emotion regulation in eating disorder symptoms among college students. *Journal of College Counseling*, 22(3), 211–224.
- Kim, K.-J., Kim, J.-S., & Yoon, D. H. (2024). Physical activity and depression: Nationwide evaluation of depression and physical activity in South Korea. *Exercise Science*, 33(2), 176–183.
- Zhang, J., Zheng, S., & Hu, Z. (2022). The effect of physical exercise on depression in college students: The chain mediating role of self-concept and social support. *Frontiers in Psychology*, 13, 841160.
- Shaw, R., & Cassidy, T. (2022). Self-Compassion, Mindful Eating, Eating Attitudes and Wellbeing Among Emerging Adults. *The Journal of Psychology*, 156(1), 33–47.
- Furuyashiki, A., Tabuchi, K., Norikoshi, K., Kobayashi, T., & Oriyama, S. (2019). A comparative study of the physiological and psychological effects of forest bathing (Shinrin-yoku) on working age people with and without depressive tendencies. *Environmental Health and Preventive Medicine*, 24(1), 46–46.
- Wen, Y., Yan, Q., Pan, Y., Gu, X., & Liu, Y. (2019). Medical empirical research on forest bathing (Shinrin-yoku): a systematic review. *Environmental Health and Preventive Medicine*, 24(1), 70–70.
- Van Gordon, W., Shonin, E., & Richardson, M. (2018). Mindfulness and Nature. *Mindfulness*, 9(5), 1655–1658.
- Tsevreni, I. (2022). A contemplative approach in the framework of environmental education: The potential of mindfulness. *Nature and Culture*, 17(2), 215–234.
- Freeman, C., & Tonkin, A. (2019). A playful working life and beyond. In *Play and Playfulness for Public Health and Wellbeing* (pp. 133–145). Routledge.
- Chan, E. (2023). What is playful learning and why is it important for the future of museums? *Neues Museum*, 23(4).
- Lausch, S., & Rossetto, K. (2023). (Re)discovering interpersonal relationships and self-authorship in STEM Graduate school through mindfulness. *Journal of Social and Personal Relationships*, 40(5), 1471–1494.
- De Cristofaro, V., Pellegrini, V., Salvati, M., & Giacomantonio, M. (2023). Examining and understanding patterns of cognitive, emotional, and behavioral jealousy: Dispositional Mindfulness as a protective factor in romantic relationships. *Journal of Social and Personal Relationships*, 40(5), 1368–1397.
- Twenge, J. M., Spitzberg, B. H., & Campbell, W. K. (2019). Less in-person social interaction with peers among U.S. adolescents in the 21st century and links to loneliness. *Journal of Social and Personal Relationships*, 36(6), 1892–1913.

- Anderl, C., Hofer, M. K., & Chen, F. S. (2024). Directly measured smartphone screen time predicts well-being and feelings of social connectedness. *Journal of Social and Personal Relationships*, 41(5), 1073–1090.
- Dorrance Hall, E., & Scharp, K. M. (2021). Communicative predictors of social network resilience skills during the transition to college. *Journal of Social and Personal Relationships*, 38(4), 1238–1258.
- Leonard, H. D., Campbell, K., & Gonzalez, V. M. (2018). The Relationships among Clinician Self-Report of Empathy, Mindfulness, and Therapeutic Alliance. *Mindfulness*, 9(6), 1837–1844.
- Lin, C.-C. (2016). The roles of social support and coping style in the relationship between gratitude and well-being. *Personality and Individual Differences*, 89, 13–18.
- Kaniuka, A. R., Kelliher Rabon, J., Brooks, B. D., Sirois, F., Kleiman, E., & Hirsch, J. K. (2021). Gratitude and suicide risk among college students: Substantiating the protective benefits of being thankful. *Journal of American College Health: J of ACH*, 69(6), 660–667.
<https://doi.org/10.1080/07448481.2019.1705838>
- Rayner, A., & Caine, A. (2021). Practicing gratitude and the life-changing benefits it can bring. *In Practice*, 43(6), 338–340.
- 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.
- Luan, M., Zhang, Y., & Wang, X. (2023). Gratitude reduces regret: The mediating role of temporal focus. *Journal of Happiness Studies*, 24(1), 1–15.
- Sheng, W., & Fang, S. (2024). Impact of moral elevation on college students' sense of meaning of life: The mediating roles of gratitude and Perceived Social Support. *Psychology Research and Behavior Management*, 17, 1103–1114.
- Greenway, T. S., Ming, M. S., Ratchford, J. L., Glanzer, P. L., Dougherty, K. D., & Schnitker, S. A. (2024). The predictive value of virtue: Many virtues predict lower depression and anxiety symptom scores among college students...but gratitude dominates. *Journal of College and Character*, 25(2), 140–158.
- Tewari, P., Panchal, K. K., & Singh, S. K. (2024). Psychological capital and gratitude correlate to mental health among undergraduate college students: A literature review. *International Journal of Research Publication and Reviews*, 5(5), 8017–8023.
- Tolcher, K., Cauble, M., & Downs, A. (2024). Evaluating the effects of gratitude interventions on college student well-being. *Journal of American College Health: J of ACH*, 72(5), 1321–1325.
- Harper, C., Curs, B. R., Beasley, J., Mao, X., & Green, J. R. (2023). A Brief Budgeting Intervention's Association with Financial Self-Efficacy in a College Student Success Course. *Financial Counseling and Planning*, 34(3), 393–403.

Barrett, F. (2018). Better budgeting: College students make use of financial apps. In *University Wire*. Uloop, Inc.

Emily Mays Reporter. (2021). Money management made easy for college students with budgeting apps. In *University Wire*. Uloop, Inc.

Limbu, Y. B., & Sato, S. (2019). Credit card literacy and financial well-being of college students: A moderated mediation model of self-efficacy and credit card number. *International Journal of Bank Marketing*, 37(4), 991–1003.

Aydin, A. E., & Akben Selcuk, E. (2019). An investigation of financial literacy, money ethics and time preferences among college students: A structural equation model. *International Journal of Bank Marketing*, 37(3), 880–900.

LeBaron-Black, A. B., Kelley, H. H., Hill, E. J., Jorgensen, B. L., & Jensen, J. F. (2023). Financial Socialization Agents and Spending Behavior of Emerging Adults: Do Parents, Peers, Employment, and Media Matter? *Financial Counseling and Planning*, 34(1), 6–19.

Barboza, G., Bongini, P., & Rossolini, M. (2021). Financial (il)literacy vs. individual's behavior: evidence on credit card repayment patterns. *Financial Services Review (Greenwich, Conn.)*, 29(4), 247–276.

XIV. Course Schedule - Plan of Instruction

ACTIVITIES/ASSIGNMENTS
Module 1
Welcome to SWU 250
Objectives: <ul style="list-style-type: none">• Describe what this course is about.• Identify the assignments, expectations and grading breakdown.• Connect with peers.• Explain how looking for the positive in your daily life changes the way you perceive the world.
Assignment 1: All About You Post and Response (2pts) This is your chance to tell all of us about you. Please give us a little bit of your back ground and why you are taking this course.....After you have posted, please respond to 4 others and make connections (respond to their intro, did you have a commonality, something you liked that they said etc....always keep it positive)one of the best things you can do in a

course is network!
<p>Assignment 2: What's a Good Experience Discussion Post and Response (2pts)</p> <p>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 daily, 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</p>
Module 2
Mindfulness/Meditation & Stress
<p>Objectives:</p> <ul style="list-style-type: none"> • Neuroscience • Define mindfulness • Understand the impact of stress physiologically and psychologically • Identify the sympathetic and parasympathetic nervous systems • Compare rumination and projection and explain their correlation to the stress response • Explain how guided meditation, moving meditation or mindful practices train the brain to self-regulate and be present • Apply meditation, mindfulness and moving meditation practices to deregulate the nervous system • Collect, assess and correlate research to personal and professional self-care.
<p>Assignment 1: What's a Good Experience Discussion Post and Response. (2pts)</p> <p>(See Description from Module 1)</p>
<p>Assignment 2: Lecture on Neuroscience of Stress (4pts)</p> <p>The Neuroscience of Stress and Mindfulness and Meditation</p> <p>In this assignment, the neuroscience of stress and mindfulness is explored alongside breathing exercises. Required readings provides a biological and psychological framework for understanding how stress affects the brain and body. Required readings and video lecture provides stress management techniques that are informed by research and reviewed to determine their efficacy in reducing the negative impact of stress on mental and physical health. Mindfulness is recognized in social and behavioral sciences for its impact on emotional regulation, stress reduction, and overall well-being. Researchers employ both qualitative methods (such as interviews) and quantitative methods, (like MRI's and physiological surveys), to investigate how mindfulness practices can improve mental health outcomes and</p>

enhance emotional resilience (SOBE L01).

Students watch a 25-minute lecture and read the following article:

Seckel, S., & Greguska, E. (2022). Meditation Can Improve Cognitive Performance, Lower Stress [Review of *Meditation Can Improve Cognitive Performance, Lower Stress*]. *ASU Thrive*, 25(2), 56–59.

https://news.asu.edu/sites/default/files/220315_asu_thrive_magazine.pdf

Answering the questions posed, identify the most important evidence-based concepts you learned in the recorded lecture and reading. Give several examples of how you can utilize those concepts to your personal and professional life, analyzing how the synthesis of evidence-based concepts correlate to behavioral responsiveness both physically and psychologically.

Assignment 3: Research (6pts)

In this assignment, you will research the relevancy of Mindfulness, Meditative Practices and Neuroplasticity and identify how they correlate to one another as well as explain how you can apply the information to your own life personally or professionally (Professionally can be school, an internship or a job, personally can be inter/intrapersonal relationships).

Part 1: Mindfulness, Meditative Practices and Neuroplasticity

1. Using ChatGPT, list benefits for each of the following topics (Seven benefits total); Two for *Mindfulness*, Two for *Guided Meditations*, Two for *Moving Meditations* (Yoga, Tai Chi or Qigong) and One for *Neuroplasticity*. Make sure that you appropriately cite the use of ChatGPT and here is a link to help you do

so: <https://libguides.asu.edu/c.php?g=1311696&p=9700102>

2. In a minimum of a paragraph (5-7 complete sentences), explain how these benefits correlate/overlap with one another and how you could **specifically apply** this information to your own life.

Part 2: Research - Pick one of the studies (Located in Canvas on the assignment page) and answer the following questions.

3. Identify what study you used and provide a brief overview of the study, explaining the results and how they were achieved. This should be a minimum of a paragraph (5-7 complete sentences) and make sure that you cite the article (APA) at the end of the paragraph.

4. Using the study you read, identify and explain how the findings relate to the benefits obtained from ChatGPT (Part 1 of this assignment), drawing specific connections between the study/article's key points and the benefits provided by ChatGPT. Provide clear examples to support your explanation. Does this shift your perspective on the topic? Explain your response. (This should be a minimum of two complete paragraphs...5-7 complete sentences per paragraph).

Assignment 4: Brain Training (Reflection Journal) (4pts)

The purpose of this assignment is for the student to synthesize qualitative research that will be used for the final self-care stress management paper (Module 8). Understanding emotional regulation and attention to the present moment is shown to increase quality of life and have positive results in life satisfaction. This assignment is meant to broaden students' understanding that stress is a natural physiological response to an individual experience and provide resources and skills to help students improve management of stress reactions. Because this is an ongoing assignment, it will also provide longitudinal insight into their development of self-awareness in analyzing and amending/maintaining personal behavioral patterns that may support/hinder personal and professional movement forward. This data will be foundational in the implementation of their final paper (SOBE L01).

Students are given the option to choose from multiple self-care activities, participate and then submit a personal reflection consisting of the following questions that need to be answered with a minimum of a paragraph per question (Minimum of one page):

1. What did you do? Please describe your experience.
2. Identify how you felt before and after the experience. Please be detailed analyzing both the physical and psychological reactions.
3. Did you have expectations for how you thought this should go? Be honest, it is through this reflection that we start to see our patterns and can then focus on what serves us and let go of what does not.
4. Would you do this again? Why or why not?

Below Module 8, you will see resources that contain Yoga, Tai Chi & Qigong YouTube tutorials. Please choose one to participate in and then reflect on your experience. You may also attend a live class or if you have a different YouTube channel that you like, feel free to participate in that but please do at least 20 minutes as well as provide the link to the tutorial you participated in.

Option 1: Try One of the Following Moving Meditations (Yoga, Tai Chi & Qigong)

Below Module 8, you will see resources that contain Yoga, Tai Chi & Qigong YouTube tutorials. Please choose one to participate in and then reflect on your experience. You may also attend a live class or if you have a different YouTube channel that you like, feel free to participate in that but please do at least 20 minutes as well as provide the link to the tutorial you participated in.

Option 2: Meditation

Below Module 8, you will see resources that contain different meditations. Please choose one to two to participate in, reflecting on the experience. You may also attend a live class or if you have a different YouTube channel that you like or meditation app that you use, feel free to participate in that but please do at least 20 minutes and cite the meditation/meditations you participated in.

Option 3: Mindfulness

Choose an activity that you can purposely engage in and pay attention to your senses (Sight, touch, feel, hearing, taste). Examples would be cooking, eating, walking, coloring, cleaning etc....it can be any activity. The key is to make sure that you are checking in with your senses as you do this to stay present and aware. Please spend at least 20 minutes on your activity, reflecting on the experience.

The purpose of self-reflective journaling is to serve as a practical tool for applying the behavioral and social science concepts discussed in the course. It encourages students to critically analyze their thoughts, behaviors, and social contexts, fostering greater self-awareness, informed decision-making, and positive behavioral change. Through this process, students will develop a personalized stress management and self-care plan (reflected in the final assignment), while utilizing and synthesizing the skills and knowledge acquired throughout the course.

Module 3

Mindful Eating, Body Movement & Sleep

Objectives:

- Be aware of how the body communicates stress as well as relaxation.
- Summarize the importance of sleep physically and psychologically.
- Appraise personal sleep patterns and identify how to improve sleep.
- Identify how you incorporate rest in your life.
- Apply meditation, mindfulness and moving meditation practices to deregulate the nervous system
- Collect, assess and correlate research to personal and professional self-care.
- Explain and apply the importance of self-care through mindfulness with food/eating
- Understand the importance of body movement correlated to mental and physical health
- Self-Identify areas that the body holds stress and apply learned concepts for prevention
- Know your food habits and patterns and how they influence your nutrition and diet
- Be aware of the nutrients that constitute a healthy diet
- Incorporate healthful foods and nutrients into your diet
- Integrate regular physical activity into your life

Assignment 1: What's a Good Experience Discussion Post and Response (2pts)

(See Description from Module 1)

Assignment 2: Lecture (4pts)

This lecture is on the transformative power of self-care through the three pillars of health: mindful nutrition, movement, and sleep. These interconnected foundations are not only essential for physical vitality but also deeply influence our mental and emotional well-being. By understanding and nurturing these pillars, we can create a balanced and sustainable approach to health, empowering ourselves to thrive in all aspects of life.

Please watch the following lecture and answer the **four questions embedded within the lecture**. Each question should be **at least a paragraph (5-7 complete sentences)**, 12 font, Times New Roman and double spaced (Four paragraphs total). Pull information directly from the lecture to support your statements (We need to know that you watched and understood the lecture) and be personal and self-reflective (Remember this course is for you and about your personal self-awareness and growth)

Assignment 3: Research (6pts)

In this assignment, you will research the relevancy of Mindful Eating, Movement (Exercise or Moving Meditations) and Sleep and identify how they correlate to one another as well as explain how you can apply the information to your own life personally or professionally (Professionally can be school, an internship or a job, personally can be inter/intrapersonal relationships).

Part 1: Mindful Eating, Movement & Sleep

1. Using ChatGPT, list two benefits for *Mindful Eating*, two benefits of *Exercise*, and three benefits of *Sleep* (Seven benefits total). Make sure that you appropriately cite the use of ChatGPT and here is a link to help you do

so: <https://libguides.asu.edu/c.php?g=1311696&p=9700102>

2. In a minimum of a paragraph (5-7 complete sentences), explain how these benefits correlate/overlap with one another and how you could **specifically apply** Mindful Eating, Movement and Sleep to your own life.

Part 2: Research - Pick one of the studies/articles and answer the following questions.

3. Identify what study/article you used and provide a brief overview of the study/article, explaining the results and how they were achieved. This should be a minimum of a paragraph (5-7 complete sentences) and make sure that you cite the article (APA) at the end of the paragraph.

4. Using the study/article you read, identify and explain how the findings relate to the benefits obtained from ChatGPT (Part 1 of this assignment), drawing specific connections between the study/article's key points and the benefits provided by ChatGPT. Provide clear examples to support your explanation. Does this shift your perspective on the topic? Explain your response. (This should be a minimum of two complete paragraphs...5-7 complete sentences per paragraph).

Assignment 4: Brain Training (Reflection Journal) 4pts

(See Description from Module 2)
Module 4
Benefits of Nature & Play
<p>Objectives:</p> <ul style="list-style-type: none"> • Explain the correlation between nature and self-regulation. • Develop strategies to incorporate more time outdoors. • Recognize the correlation between stewardship and mindfulness. • Discuss the importance of play in self-regulation and creativity. • Personally, analyze the integration of play into your life and the benefits it can bring. • Apply meditation, mindfulness and moving meditation practices to deregulate the nervous system • Collect, assess and correlate research to personal and professional self-care.
<p>Assignment 1: What's a Good Experience Discussion Post and Response (2pts)</p> <p>(See Description from Module 1)</p>
<p>Assignment 2: Lecture (4pts)</p> <p>This lecture is on the vital role of nature and play in self-care and overall health. Immersing ourselves in natural environments and embracing playful activities rejuvenates the mind, body, and spirit, fostering resilience and creativity. By reconnecting with these essential elements of our well-being, we can reduce stress, enhance mental clarity, and promote a deeper sense of joy and balance in our lives.</p> <p>Please watch the following lecture and answer the four questions embedded within the lecture. Each question should be at least a paragraph (5-7 complete sentences), 12 font, Times New Roman and double spaced (Four paragraphs total). Pull information directly from the lecture to support your statements (We need to know that you watched and understood the lecture) and be personal and self-reflective (Remember this course is for you and about your personal self-awareness and growth)</p>
<p>Assignment 3: Favorite Place & Activity Post and Reply (4pts)</p> <p>Integrating nature and play into your life offers numerous physical, mental, and emotional benefits. Spending time in nature reduces stress, boosts mood, and enhances overall well-being by promoting relaxation and a sense of connection to the environment. Play, whether through sports, games, or creative activities, stimulates cognitive function, fosters creativity, and improves social bonds. Combining nature and play, such as hiking, gardening, or outdoor team activities, provides exercise while deepening appreciation for the natural world. Together, these activities create a balanced lifestyle that supports both physical health and emotional resilience.</p>

In this Post/Reply you will do the following:

1. Post a personal picture of your favorite place to be in nature. This can be the woods, the beach, the desert, the park or just your own backyard (Remember, nature is in both rural and urban areas). Provide a brief description of the location and how it makes you feel.
2. Share an activity that you really enjoy that you consider to be play. How often do you integrate this into your life?
3. Reply to four of your peer posts, commenting on their picture or the activity they shared. See if you can find a connection to what they shared and always be thoughtful, positive and kind. Each peer response should be a minimum of 3-4 complete sentences.

Assignment 4: Brain Training (Reflection Journal) 4pts

(See Description from Module 2)

Module 5

Relationships

Objectives:

- Access and acknowledge both the light and dark components that make us who we are.
- Measure, via research, the value of establishing and maintaining relationships to our physical and mental health.
- Promote positive family, intimate and work relationships.
- Acknowledge parts of yourself needing development.
- Sustain healthy emotional intelligence.
- Developing emotional resiliency.
- Practice forgiveness and gratitude.
- Apply meditation, mindfulness and moving meditation practices to deregulate the nervous system
- Collect, assess and correlate research to personal and professional self-care.

Assignment 1: What's a Good Experience Discussion Post and Response (2pts)

(See Description from Module 1)

Assignment 2: Lecture (4pts)

This lecture is on the significance of mindful relationships in fostering self-care and overall well-being. Our connection with ourselves and others deeply influence both our physical and mental health, shaping our resilience, stress levels, and sense of belonging. By cultivating relationships rooted in presence, empathy, and mutual support, we create a foundation for greater self-awareness, emotional stability, and holistic wellness.

Please watch the following lecture and answer the **four questions embedded within the lecture**. Each question should be **at least a paragraph (5-7 complete sentences)**, 12 font, Times New Roman and double spaced (Four paragraphs total). Pull information directly from the lecture to support your statements (We need to know that you watched and understood the lecture) and be personal and self-reflective (Remember this course is for you and about your personal self-awareness and growth)

Assignment 3: Research (6pts)

Developing interpersonal and intrapersonal relationships is vital for personal and social growth. Interpersonal relationships foster strong connections with others, enhancing collaboration, communication, and mutual support in both personal and professional settings. Intrapersonal relationships, or the relationship you have with yourself, promote self-awareness, emotional regulation, and personal resilience. Together, they create a foundation for empathy, understanding, and effective problem-solving. Cultivating both types of relationships leads to healthier interactions, great self-confidence, and a more fulfilling life overall.

Assignment Criteria:

1. Using Chat GPT, list 2 benefits of using mindfulness to develop interpersonal relationships, and 2 benefits of using mindfulness to develop intrapersonal relationships (You may use bullet points). Make sure to cite ChatGPT.
2. In a minimum of two paragraphs (5-6 complete sentences per paragraph), explain how these benefits overlap, what commonalities they share and **two specific examples** of using these benefits in your own life to improve the relationship you have with yourself and others.

Please watch one of the Brene Brown videos (Provided via the ASU Library) and answer the following question.

3. Identify which video you watched, and in a minimum of three paragraphs, explain the key concept/concepts presented, your thoughts on the video and **specifically share** how you can, according to Dr. Brown, integrate the concept/concepts into your own life to enhance your relationship with yourself and others (Be specific).

TEDTalks : Brené Brown - Listening to Shame. (2012). Infobase.

https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991009314789703841Links to an external site.

TEDTalks : Brene Brown - The Power of Vulnerability. (2010). Infobase.

https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991005494539703841Links to an external site.

Episode 1, The Language of Emotion and Human Experience (Brené Brown, Atlas Of The Heart). (2023). Home Box Office,.

https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991048915986403841Links to an external site.

[an external site.](#)

Episode 2, Places We Go When Things Are Uncertain or Too Much (Brené Brown, Atlas Of The Heart). (2023). Home Box Office,.

https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991048915986303841[Links to an external site.](#)

Episode 3, Places We Go When We Compare (Brené Brown, Atlas Of The Heart). (2023). Home Box Office,.

https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991048906300603841[Links to an external site.](#)

Episode 4, Places We Go When Things Aren't What They Seem (Brené Brown, Atlas Of The Heart). (2023). Home Box Office,.

https://search.lib.asu.edu/permalink/01ASU_INST/pio0a/alma991048906300503841[Links to an external site.](#)

Episode 5, Places We Go With Others - And The Framework for Meaningful Connection (Brené Brown, Atlas Of The Heart). (2023). Home Box Office,.

Assignment 4: Brain Training (Reflection Journal) 4pts

(See Description from Module 2 for options 2, 3 & 4)

Option 1: What are your Character Strengths?

We talked a lot about how we must know ourselves to truly have positive and solid relationships...it starts with us and this character strength survey does exactly that, allows us to see what our top strengths are so that we can use those strengths personally and professionally.

Go to the authentic happiness website hosted through the University of Pennsylvania and Dr. Martin Seligman's Team (Seligman was one of the first researchers to suggest we look at what's right vs wrong with people and promoted positive psychology).

There you will take the VIA Character Strengths Assessment (Instructions located below). · Go to: <https://www.authentic happiness.sas.upenn.edu/> (Links to an external site.)

- Choose the language you wish to proceed in (located on the top right)
- Go to Questionnaires and select VIA Survey of Character Strengths
- Register (Create a Username and Password)
- Take The 240-question survey.....Be Honest and go with your gut responses!!

Module 6
Boundaries and Finances
<p>Objectives:</p> <ul style="list-style-type: none"> • Differentiate between porous and rigid boundaries • Evaluate and adjust personal boundaries • Understand the importance of financial boundaries • Understand the fundamentals of financial literacy • Recognize emotional spending triggers • Analyze spending habits • Create a balanced budget • Practice intentional financial decision-making • Develop strategies to mitigate financial stress
<p>Assignment 1: Discussion - What's a Good Experience Post and Response (2pts)</p> <p>(See Description from Module 1)</p>
<p>Assignment 2: Emotions and Finances (6pts)</p> <p>Emotions heavily influence how we spend money, often driving impulsive purchases or decisions based on feelings rather than logic. For instance, stress or sadness may lead to "retail therapy," where spending provides temporary relief but can create financial strain later. Positive emotions, like excitement can also lead to overspending on celebrations or gifts to maintain the high. By understanding the emotional triggers behind financial decisions, we can create healthier spending habits and align our choices with long-term goals. In this assignment, students will analyze their monthly spending and identify essential vs nonessential spending, tying personal emotions to nonessential spending and identifying how the money saved from emotional spending could have been used to support financial goals.</p>
<p>Assignment 3: Boundaries (4pts)</p> <p>Boundaries help define our limits, not only in relationships but also in financial decisions, ensuring we allocate resources in ways that align with our values. In relationships, setting boundaries helps us maintain healthy dynamics and avoid overextending ourselves emotionally or financially. Similarly, financial boundaries guide how we spend money, preventing overspending, impulse purchases, or supporting others beyond our means. By respecting these boundaries, we cultivate financial health and maintain balanced, respectful relationships. In this assignment, students will differentiate between porous, rigid and healthy boundaries and identify how these boundaries affect both our emotional health and our spending, applying healthy strategies to maintain both positive mental health and balanced finances.</p>

Assignment 4: Finance Research (4pts)

Financial literacy is crucial for responsive living as it equips individuals with the knowledge to manage money effectively, avoid excessive debt, and build a solid financial foundation for the future.

In this Discussion, students will choose one of the topics below and, using ChatGPT or a reputable website as a resource, answer the question associated with the chosen topic. The response should be thoughtful, well-developed, and clearly address the question. Once a response has been posted, the student will read through their peers' posts and provide comments on four of them, with each comment being a minimum of one paragraph. Comments should add value by offering insights, asking follow-up questions, or expanding on peer's ideas.

Topics & Their Questions (Choose 1)

1. Budgeting Basics: Identify the key components of creating a monthly budget (Be detailed and make sure to cite). Explain why you chose this topic (This should be a minimum of a paragraph).

2. Understanding Credit Scores: Explain what a credit score is and identify the key factors that influence a credit score (Be detailed and make sure to cite). Explain why you chose this topic (This should be a minimum of a paragraph).

3. Understanding Student Loans: Research the differences between federal and private student loans (Be detailed). Explain why you chose this topic (This should be a minimum of a paragraph).

4. Emergency Savings: Explain why having an emergency savings fund is important and how much a person should ideally save (Be detailed and make sure to cite). Explain why you chose this topic (This should be a minimum of a paragraph).

5. Investing for Beginners: Identify the basics of investing including concepts like compound interest and risk vs reward (Be detailed and make sure to cite). Explain why you chose this topic (This should be a minimum of a paragraph).

6. Understanding Interest Rates & Debt: Explain how interest rates on credit cards and loans work, and why it is important to pay down debt quickly (Be detailed and make sure to cite). Explain why you chose this topic (This should be a minimum of a paragraph).

Module 7

Gratitude

Objectives:

- Explain the benefits of gratitude for both psychological and physiological health

- Apply gratitude and pay it forward in your personal and professional lives
- Correlate the ability of self-regulation in moving forward with gratitude
- Apply meditation, mindfulness and moving meditation practices to deregulate the nervous system
- Collect, assess and correlate research to personal and professional self-care.

Assignment 1: Discussion - What's a Good Experience Post and Response (2pts)

(See Description from Module 1)

Assignment 2: Gratitude (2pts)

Thoughtful, clear and concise responses to questions asked from viewing a Ted Talk on gratitude. Using the context of the Ted Talk, students will reflect on a moment in their life when they felt a profound sense of gratitude for something seemingly ordinary. Students identify how this experience changed the way they view daily life and explain how they actively incorporate gratitude into their daily routine. Students then reply to two peers, commenting on their post, thanking them and letting them know the impact they had on them throughout the session.

Assignment 4: Favorite Research (3pts)

In this course, students are expected to engage with a variety of curated weekly materials, including lectures, videos and required readings, which cover key themes such as mindfulness, stress management and the neuroscience of stress, nature and recreation, relationships, gratitude, and self-care. Throughout the session, students are also asked to research the strengths and weaknesses of mindfulness/stress management evidence-based modalities correlated to physical and mental well-being with their feedback addressing the quantitative analysis and applicability, the subjectivity, ethics and generalizability of the research.

In this assignment (Favorite Research), students are asked to build upon previous research and identify three or more favorite evidence-based course concepts they have learned, showing an understanding of the strengths and limitations of the neuroscience of the nervous system (Sympathetic and parasympathetic) when addressing the stress response physically and psychologically. Students choose a minimum of three academic studies (Approved studies are embedded within each module) critically evaluating the quantitative analysis and applicability as well as the subjectivity, effectiveness and generalizability of the research. This is a one to two-page paper, properly cited in APA convention. In essence, this is an annotated bibliography, setting the academic foundation for the final self-care stress management paper (Located in Module 8), ensuring the student's understanding of the topic, their ability to critically evaluate the strengths and limitations of behavioral assessment methods and assessment of the effectiveness of the research while connecting to broader academic discourse.

Assignment 5: Brain Training (Reflection Journal)

(See Description from Module 2)
Module 8
My Stress Management Self-Care Plan
Objectives: <ul style="list-style-type: none"> • Identify and apply three academic studies comparing the strengths and weaknesses of the data as they pertain to personal behavioral changes • Reflect upon stressful triggers in your life personally and professionally and apply positive mind-body practices to move forward responsively. • Specify what you are grateful for personally and externally. • Determine what self-care practices you are willing to implement daily. • Choose how you will move forward as a contributor to the world looking at the empirical evidence of sustainable human change with personal behavioral adaptations
Final Assignment: My Self-Care Plan (7pts) <p>This assignment is a four to six-page culmination of evidence-based quantitative research concepts learned (Research and relevancy assignments & discussion boards located in modules 2-7) and qualitative self-generated data (Self-reflective journaling, modules 2-7) integrated 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 (Properly cited in APA format). In this final paper, students will communicate their individual goals, develop a plan toward achieving them (identifying strengths and limitations), and integrate a minimum of three evidence-based self-care practices that will help them successfully overcome current and future stress obstacles utilizing the research from the Module 7 assignment (Favorite research) as well as the self-generated data they have created through weekly self-reflective journaling. Students will conclude the paper by identifying how implementing these behavioral changes will contribute to society. (SOBE LO3)</p>

COURSE ASSIGNMENTS AND POLICIES:

XV. Assignments and Evaluative Procedures

What's Good

In each Module, students will post one statement illustrating what they feel is good in their life now. It can reflect anything the student wishes to share, for example, getting assignments in on

time, saying something positive to a friend, initiating a self-care activity for yourself. This doesn't need to be more than 3-4 sentences. Don't forget to post responses as well!

Module Lectures

The purpose of this assignment is to engage with the lecture content by thoughtfully reflecting on key concepts presented and applying them to critical thinking questions. Responses need to be thoughtful and well-articulated, providing specific examples and or insights from the lecture. A minimum of one paragraph per question is required.

Research & Relevancy Assignments

In this assignment, you will Identify the benefits of mindfulness/stress management evidence-based modalities correlated to physical and mental well-being, including diverse research-based knowledge. Student feedback needs to address the quantitative analysis and applicability as well as the subjectivity, ethics and generalizability of the research as well as explain how you can apply the research/information you find to your own life personally or professionally (Professionally can be school, an internship or a job, personally can be inter/intrapersonal relationships). There are approved academic studies embedded within each of the modules. Students will also be asked to utilize ChatGPT.

Favorite Research

Identify favorite course concepts via academic studies and resources on mindfulness/stress management. This must include evidence-based modalities correlated to physical and mental well-being, including diverse research-based knowledge. Student feedback needs to address the quantitative analysis and applicability as well as the subjectivity, ethics and generalizability of the research. Chosen concepts shall be integrated into the student's final stress management self-care plan.

Brain Training (Reflection Journals)

The purpose of this assignment is for the student to synthesize qualitative research that will be used for the final self-care stress management paper (Module 8). Understanding emotional regulation and attention to the present moment is shown to increase quality of life and have positive results in life satisfaction. This assignment is meant to broaden students' understanding that stress is a natural physiological response to an individual experience and provide resources and skills to help students improve management of stress reactions. Because this is an ongoing assignment, it will also provide longitudinal insight into their development of self-awareness in analyzing and amending/maintaining personal behavioral patterns that may support/hinder personal and professional movement forward. This data will be foundational in the implementation of their final paper (SOBE L01).

My Stress Management Self- Care Plan

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 paper, students will clarify their individual goals, develop a plan toward achieving them, and put in place evidence-based self-care practices that will help them successfully overcome current and future stress obstacles.

Summary of Assignments

Activity		Points
All about You		2
What's Good/Gratitude Discussions		16
Lecture Discussions		20
Research		35
Brain Training		20
Self-Care Plan		7
Total		100

XVI. Grading

Grade	Percentage	Points Range
A+	97 % – 100 %	97-100
A	93 % – 96 %	93-96
A-	90 % – 92 %	90-92
B+	87 % – 89 %	87-89

B	83 % – 86 %	83-86
B-	80 % – 82 %	80-82
C+	77 % – 79 %	77-79
C	70 % – 76 %	70-76
D	60 % – 69 %	60-69
E	Below 60%	59 and below

Plus/Minus System

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.

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.

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

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.

Drop and Add Dates/Withdrawals

This course adheres to a schedule and may be part of a sequenced program, therefore, there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

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](#).

Use of Generative AI is Generally Permitted Within Guidelines

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: Modules 2 & 4
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.”

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)

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>

(Optional) Share the link of the GenAI conversation in the reference. The ASU Library Guide provides the guidance: <https://libguides.asu.edu/c.php?g=1311696&p=9756477>.

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.

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.