Term: Spring 2013
Instructor: Dr. Lisa Saye
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Class Dates: Monday March 25, through midnight Sunday, June 02, 2013

Course Designation

This course serves to satisfy the major electives requirement (Area 1: Interpersonal and Organizational Behavior) for the BSOM program (Bachelor of Science in Organizational Management).

Course Purpose

The purpose of this course is to identify the causes of stress, understand the effects of stress on physical and mental health, and develop stress management skills.

Course Text
Learning Objectives

At the end of the course, students should have gained basic knowledge of the following:

- An understanding of the meaning of stress
- A familiarity with a variety of stressors
- An understanding of the effects of stress on physical, mental, emotional and spiritual health
- An understanding of the various stress management techniques and strategies
- A recognition of the importance of stress management techniques in advancing an individual’s career as well as the importance of managing organizations thereby helping to make organizations more productive
- An application of learning objectives through technical interaction and analytical creation through media

Course Text and Materials—Required

This course requires a variety of reading and viewing materials. Required materials should not be limited to the course textbook. In addition to required materials, additional readings, videos, articles or lectures may be indicated by the instructor.


Course Requirements

1. Read all assigned materials for each session.
2. Review the syllabus and course schedule for each week’s assignment.
3. Respond to all weekly questions (one question per week) posted on the discussion board (D)

Assessment Criteria (Assignment Descriptions Follow)

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<table>
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<tbody>
<tr>
<td>Discussion Forums</td>
<td>80 pts</td>
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<tr>
<td>Quizzes</td>
<td>80 pts</td>
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<td>Mid-Term Examination</td>
<td>50 pts</td>
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<td>Final Examination</td>
<td>50 pts</td>
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<tr>
<td>Final Project</td>
<td>100 pts</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>360 pts</strong></td>
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# Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>360-342</td>
<td></td>
<td>Exhaustive insight, thoughtful comments/critiques</td>
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<tr>
<td>A-</td>
<td>341-324</td>
<td></td>
<td>Sees many sides of an issue, writes clearly and logically</td>
</tr>
<tr>
<td>B+</td>
<td>323-312</td>
<td></td>
<td>Grasps subject matter at a level considered to be good to very good</td>
</tr>
<tr>
<td>B</td>
<td>311-300</td>
<td></td>
<td>Is an active learner, writes well and participates in class discussion</td>
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<tr>
<td>B-</td>
<td>299-288</td>
<td></td>
<td>Accomplishes more than the minimum requirements</td>
</tr>
<tr>
<td>C+</td>
<td>287-276</td>
<td></td>
<td>Demonstrates a satisfactory comprehension of the subject matter</td>
</tr>
<tr>
<td>C</td>
<td>275-264</td>
<td></td>
<td>Accomplishes the minimum requirements, writes at an acceptable level for college</td>
</tr>
<tr>
<td>C-</td>
<td>263-252</td>
<td></td>
<td>Has a good understanding of all of the material and course requirements</td>
</tr>
<tr>
<td>D+</td>
<td>251-233</td>
<td></td>
<td>Quality and quantity of work are below average</td>
</tr>
<tr>
<td>D</td>
<td>232-214</td>
<td></td>
<td>Quality and quantity of work are barely acceptable</td>
</tr>
<tr>
<td>F</td>
<td>&lt;214</td>
<td></td>
<td>Quality and Quantity of work are unacceptable</td>
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Discussion Forum (D)

The Discussion Forum is designed for students to discuss and examine the weekly readings. Each week (except for exam weeks), the student is required to participate in Discussion Forums with the rest of the class. This activity is interactive. Participation via postings should occur between Mondays through Sundays of the respective weeks of the assigned discussion forums. If a student does not participate in the discussion forum they will not receive any points. The discussion forum details are as follows:

- All postings must be made between Monday and Sunday
- There must be a minimum of 2 postings for each student each week. One posting will be in response to the question raised in the DF and the other posting must be a comment/critique of your classmates’ response(s). All responses to the question posed for the respective week must be submitted by Thursday of each week. You will have until Sunday to post your comments/critiques.
- You will be graded on both participation and quality of your responses/comments/critiques.
- One-line responses will not be accepted. Please provide an exhaustive well-thought out rationale for your arguments.
- The maximum points you can receive for each forum is 10.
- When/where appropriate, I will comment on the responses or provide additional information to expand the discussion.

Students will be required to:

A. Answer all questions and respond in a substantive manner to the postings of at least two other students per discussion question.
   a. The initial response to each discussion question should be a minimum of 200 words supported by at least one academic reference source hyperlinked to your source.
   b. The response to the posts of other students should be substantive – a substantive response provides additional information, comments on a specific area, inquires with a relevant follow-up question, and cites additional reference sources.

Quizzes (Q)

There will be quizzes related to the readings assigned for each session. The quizzes are multiple and true/false choices. Students will have access to the quizzes weekly and should complete them on a timely basis. The quizzes must be completed within the due dates submitted in Blackboard (no exceptions). Do not email or fax your answers. You may only enter the quiz ONCE. Multiple and true/false choices from the weekly quizzes are selected as choices on your mid-term and final exams.
Mid-Term Examination (X)

There will be a mid-term examination during Week 6. This is an open book examination that includes multiple and true/false choices as well as essay type responses to questions covering chapters of your text assigned from Week 1 to Week 5.

Final Examination (X)

There will be a final examination during Week 10. This is an open book examination that includes multiple and true/false choices as well as essay type responses to questions covering chapters of your text assigned from Week 7 to Week 9.

Final Project (Case Analysis Paper)

Case Analysis Paper

Students will select a stress case and write an analytic paper describing it. A stress case may include problems with supervisors or coworkers, loss of employment, reorganization at work, divorce, death of spouse, health problems, relationship problems, problems in achieving certain goals, or other events/experiences that generate stress. You may pick your own stress case or the stress case of someone you know. Please do not simply rely on pages and pages of personal content without making an application to the course concepts and themes. Submitted papers that go on and on in this manner will not receive full credit. The paper should be 7-9 pages long and contain 4 content areas:

Content Area 1. Introduction. Description of the stress case (what happened, what is happening, and/or what might happen. This chapter should describe the stress case from the beginning to the end. Then, it should classify the stress (types of stress-distress; acute stress, chronic stress) and list stress symptoms (physical symptoms, emotional symptoms, relational symptoms).

Content Area 2. Stressors (bioecological, psychointrapersonal, and/or social stressors). This chapter lists the stressors that are associated with the stress case and explain them. If personality types and stressors are related, they should be explained.

Content Area 3. Stress coping strategies used. What coping strategies were used and how they were used.

Content Area 4. Conclusions. Brief summary of the paper, statements about any remaining unresolved aspects of the stress case, statements about the lessons learned from the stress case, statements about the lessons learned by going through the case analysis paper writing process, statements about how we can apply the lessons learned to our career and/or our life, and other concluding remarks.
(The following additional information is relevant to the case analysis paper:

1. Students should select a stress case about which information can be collected. This means that the case should be about your own stress experience or the stress experience of someone you know.

2. Additional information that cannot be included in the text because of space limitations can be included in an appendix.

3. The acceptable writing style is APA.

4. A references page should be included at the end of the paper but is not part of the 7-9 page requirements. References may include books (including the textbook), journal articles, newspaper articles, reports, etc. A minimum of 5 references are expected.

5. The paper (and the exam) has to be turned in through the Digital Drop Box. Please do not mail, fax, or email it.

6. Also, the following pieces of advice may be appropriate.

   - It is always a good idea to polish the paper in regards to spelling and grammar.
   - It is always a good idea to follow the paper guidelines as closely as possible.
   - It is a good idea to utilize the information pieces/subjects/topics/concepts that were covered in the class/textbook.
   - Well-written papers are usually perceived in a more favorable light than sloppy papers. Asking someone else to read it and comment on it before it is submitted is a good idea (You may consult the Learning Enhancement Center if you would like to sharpen your writing skills).
   - Please avoid missing sections or incomplete sections.
   - Some minor editorial items can affect the overall quality of the paper as well. For example, having a nice cover page, a page number on all pages and a neat references page sometimes help.
   - Please make sure you write your name on the first page (title page) of the paper itself (because, when it is printed from the digital drop box, it is printed without the comments that are attached to the original posting).

7. Please make sure to incorporate the concepts/theories/techniques of stress management that we learned from the textbook and during the course into your paper.
Grading Criteria for the Case Analysis Paper

1. **Relevancy.** Whether the paper topic meets the criterion established for the paper. It needs to be about a stress case that can be used to apply concepts from the course.

2. **Organization of the paper.** Components of the paper—How well the paper handles each component of the paper laid out in the Case Analysis Paper guidelines section of the syllabus. Please note that including (handling) all the components are very important. The following sentences will not apply to most of you, but just in case, I will write them here. A well-written paper that may be relevant will not receive a passing grade unless it is written following the paper guidelines and unless it is written using the information that we learn from the textbook/course and other relevant sources. This is to prevent the submission of a paper written by someone else for some other course.

3. **Writing quality.** Well-written papers will be valued more highly than sloppy papers. You may get feedback from others for this purpose. In case you think you may need to sharpen your writing skills, you may contact the Learning Enhancement Center at the University. You can get the necessary information from the LEC website [www.laverne.edu/~lec](http://www.laverne.edu/~lec) . Or, call (909) 593-3511 ext. 4342. At least in the beginning, however, you should not be concerned about writing quality itself. Instead, you should write an outline that includes all the components in the Case Analysis Paper guidelines without worrying about technical writing issues. That way, your creative juice can flow more freely. At the last stage, of course, you should polish your writing.

   A. **Quality of analysis.** This includes the way the nature of the stress is explained, the correct classification of stressors, the correct assessment of the coping strategies, the quality of discussions that followed, and the quality of recommendations that are made. Please note that the quality of analysis may depend on the quality of research and information that is used. It is required to use the information that we learn from the textbook/course in this process.

   B. **Revelation of personal growth and development.** The last section of the paper deals with the lessons learned and the application of the lessons to your career and/or your life. This section can reveal the reader whether the writer understood the meaning of stress, stressors, stress coping strategies, and whether the writer seriously thought about applying the lessons learned to some aspect of his/her life.

**Technology Statement:** In order to be able to view the hyperlink or video portion of the class assignment, you must make certain that you have the current browser type. Run a browser check before attempting the assignments to determine computer capability.
Course Designations

**WF**
Designates an unofficial withdrawal from a course.

**INC**
According to the ULV catalog, incompletes are authorized only when it is impossible for the student to complete the course because of illness or other justifiable cause and only with a formal petition from the student to the professor. Please read the grading policy section of the ULV catalog. INC grades may be assigned if the student meets all three of the following conditions. 1) The student faces an emergency (serious illness, death in the family, or unavoidable job transfer). 2) The student participates in at least 60% of the course work. 3) The student completes at least 60% of the course requirements.

Course Policies

*Late Submissions*

Course requirements (exam, assignment, paper) that are fulfilled late will receive one full letter grade lower than their original grade. This is to insure equitable grading for all students, and to allow for timely grading by the instructor. Note: The paper that is due at the end of the term must be turned in by the due date.

*Academic Honesty Policy*

Each student is responsible for performing academic tasks in such a way that honesty is not in question. For more details, please read the Classroom Conduct and Academic Honesty sections in the University of La Verne’s Catalog. Please note that plagiarism can lead to expulsion. Students are free to use the words, phrases, formats, and other items in the textbooks when they complete the exam. If they are used in the paper, specific page numbers should be provided. Copied postings of other students’ weekly postings or other works will not be accepted.
COURSE OUTLINE

BB – Blackboard  C – Content  D – Discussions  I – Information

Weekly Reading and Activity Schedule
(Each week begins on Monday at Midnight and ends on Sunday at Midnight)

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<tr>
<th>Weeks, Location and Dates</th>
<th>Topic and Activities</th>
<th>Assignments</th>
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<tr>
<td><strong>Week 1</strong>&lt;br&gt;Online/Blackboard</td>
<td>Stress Management&lt;br&gt;Stress Management On-line Seminar (Univ of Florida)</td>
<td>Syllabus/Intro (BB/I)&lt;br&gt;Read Greenberg Chapter 1&lt;br&gt;<em>What is Stress?</em> (PowerPoint Lecture; BB/I)&lt;br&gt;Watch Online Stress Management Seminar: Lesson One: <a href="http://hillsboroughfcs.ifas.ufl.edu/Stress-Management.html">http://hillsboroughfcs.ifas.ufl.edu/Stress-Management.html</a>&lt;br&gt;Discussion Forum (Based on Chapter reading/Video/PowerPoint): <em>What is Stress?</em> (BB/D)&lt;br&gt;Quiz: Greenberg Ch 1 (BB/C)</td>
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<td><strong>Week 2</strong>&lt;br&gt;Online/Blackboard</td>
<td>Stress Psychophysiology, Stress and Illness and Disease, Stress Management Online Seminar (Univ of Florida)</td>
<td>Read Greenberg Chaps. 2 and 3&lt;br&gt;Watch Online Stress Management Seminar: Lesson Two: <a href="http://hillsboroughfcs.ifas.ufl.edu/Stress-Management.html">http://hillsboroughfcs.ifas.ufl.edu/Stress-Management.html</a>&lt;br&gt;Discussion Forum (Based on Video): <em>Your Body’s Response to Stress</em> (BB/D)&lt;br&gt;Quiz: Greenberg Chaps. 2/3 (Single Quiz) (BB/C)</td>
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<td><strong>Week 3</strong>&lt;br&gt;Online/Blackboard</td>
<td>Stress Intervention Models</td>
<td>Read Greenberg Ch. 4&lt;br&gt;<em>Intervention</em> (PowerPoint Lecture; BB/I)&lt;br&gt;Discussion Forum (Based on Text Ch. 4/PowerPoint Lecture): <em>Feedback Loops in Stress Model</em> (BB/D)&lt;br&gt;Quiz: Greenberg Ch. 4 (BB/C)</td>
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</table>
| Week 4 | Online/Blackboard | Life-Situation Interventions; Life-Situation Interventions, IntraPersonal/InterPersonal Stress Management Online Seminar (Univ of Florida) | Read Greenberg Chaps. 5 and 6
Watch Online Stress Management Seminar: Lesson Three:
http://hillsboroughcfs.ifas.ufl.edu/Stress-Management.html
Discussion Forum (Based on Video and Chaps 5/6): How can adjusting stressors like time management and attitude reduce stress? (BB/D)
Quiz: Greenberg Chaps. 5/6 (Single Quiz) (BB/C) |
| Week 5 | Online/Blackboard | Perception Interventions, Spirituality and Stress, Meditation, Autogenic Training, Imagery, Relaxation Stress Management Online Seminar (Univ of Florida) | Read Greenberg Chaps. 7, 8, 9, 10, 11
Watch Online Stress Management Seminar: Lesson Four:
http://hillsboroughcfs.ifas.ufl.edu/Stress-Management.html
Discussion Forum (Based on Video and Text Chaps. 9-11): Describe and debate Biofeedback techniques of relaxation? (BB/D)
Quiz: Greenberg Chaps. 9-11 (Single Quiz) (BB/C) |
| Week 6 | Online/Blackboard | Mid-Term Exam Due February 17 (Midnight) | Cumulative Chapters 1-11 (True/False, Multiple Choice) |
| Week 7 | Online/Blackboard | Physiological Arousal Interventions, Strategies for Decreasing Stress, Management Online Seminar (Univ of Florida) | Read Greenberg Chaps. 12, 13
Decreasing Stress (PowerPoint Lecture; BB/I)
Watch Online Stress Management Seminar: Lesson Five:
http://hillsboroughcfs.ifas.ufl.edu/Stress-Management.html
Discussion Forum (Based on Video and Text Chaps. 7-11): Are self-help groups significant for decreasing stressful behaviors? (BB/D)
Quiz: Greenberg Chaps. 12/13 (Single Quiz) (BB/C) |
| Week 8 | **Online/Blackboard** | Diversity and Stress, Occupational Stress, Stress and the College Student, Stress Management Online Seminar (Univ of Florida) | Read Greenberg Chaps. 14, 15, 16  
Watch Online Stress Management Seminar: Lesson Six:  
http://hillsboroughfcs.ifas.ufl.edu/Stress-Management.html  
Discussion Forum (Based on Video and Text Chaps. 14-16):  
How does Greenberg’s discussion of Diversity Stress, Occupational Stress and Stress and the College Student relate to your personal stress? Which suggestions are offered in the Converse that may help in addressing these types of stress? (BB/D)  
**Quiz:** Greenberg Chaps. 14-16  
(Single Quiz) (BB/C) |
| --- | --- | --- | --- |
| Week 9 | **Online/Blackboard** | Family Stress, Stress and the Elderly, Stress Management Online Seminar (Univ of Florida) | Read Greenberg Chaps. 17 and 18  
Watch Online Stress Management Seminar: Lesson Seven and Complete the Evaluation:  
http://hillsboroughfcs.ifas.ufl.edu/Stress-Management.html  
Discussion Forum (Based on Video and Text Chaps. 17-18):  
Explain how family stress can produce desired or undesired stress? What theme(s) have you discovered during this term (in the text or in other research) that helps with lessening the negative effects of family stress? (BB/D)  
**Quiz:** Greenberg Chaps. 17-18  
(Single Quiz) (BB/C) |
| Week 10 | **Online/Blackboard** | Final Exam*  
Case Analysis Paper Due**  
*No Discussion Forum, No Activities* | Final Exam: Cumulative Chapters 12-18  
(True/False, Multiple Choice)(BB/C) |

**NOTE:**  
*The Final Examination is due by Midnight, Sunday, June 02nd  
**The Case Analysis Paper is due by Midnight, Friday, March 31st**