

UNIVERSITY OF LA VERNE

Department of Business Management and Leadership

Bachelor of Science in Organizational Management Program

MGMT 458 CRN_2169_2591 : Stress Management

ONLINE

Term: Fall 2015

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Class Dates: 8/31/2015 – 11/8/2015

Blackboard IM: You should also download blackboard instant messaging so that you can talk with your class mates and you can contact me. Anytime that you see me online, you are able to ping me with any questions that you may have using your BB IM. You can only access this feature if you download the BB IM to your computer. **Click on the Tools link first and then click on the BB IM link or the Collaborate Session link for the virtual office hours.**

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 understand stress and its causes and consequences, both in the personal and organizational setting, to develop stress management skills, and to explore

primary, secondary and tertiary stress prevention interventions for organizations and individuals.

Course Text

Quick, J.C., Wright, T.A., Adkins, J.A., Nelson, D.L., & Quick, J.D. (2013). *Preventive stress management in organizations* (2nd ed.). Washington, D.C.: American Psychological Association. ISBN 978-1433811852

Additional course material such as articles, video presentations, and self-assessments will be assigned during the various weeks of the program. These will be placed in Black Board for you (no additional purchase needed).

Learning Objectives

At the end of the course, students will:

- Understand the importance of stress and how it impacts both individuals and organizations.
- Analyze the sources of occupational stress and the consequences for organizations.
- Recognize how individuals differ in their experience and response to stress, and the resulting behavioral, psychological, and medical distress.
- Review the theoretical model of primary, secondary and tertiary stress prevention in personal and organizational settings.
- Study various stress management and prevention techniques/strategies available for personal and organizational development.
- Understand the leader's role in stress monitoring, management and prevention.
- Apply learning objectives and course material through interaction, professional and scholarly writing, and critical thinking.

Course Requirements

1. Read all assigned materials and watch video presentations for each session.
2. Review the syllabus and Black Board (Bb) course for assignment details.
3. Participate in weekly discussion boards.
4. Complete all assignments, quizzes, and papers on time.

Assessment Criteria (Activity Descriptions Follow)

Activity	Points possible	Subtotal
9 Discussion Forum Postings	15 each	135
4 Quizzes	15 each	60
1 Journal entry	20	20
1 Action plan	20	20
2 Quick Video Quizzes	5 each	10
1 Blog	5	5
2 Papers	50 and 60	110
	Total	360

Grading Scale

A	360-342
A-	341-324
B+	323-312
B	311-300
B-	299-288
C+	287-276
C	275-264
C-	263-252
D+	251-233
D	232-214
F	<214

Discussion Forums

The Discussion Forums are designed to enable students to participate in interactive, online discussion based on each week's content. Please read the following guidelines carefully in order to meet the requirements for postings.

Frequency and due dates

Each week (except for week 10), students are required to submit a minimum of 3 postings:

- An *initial posting* in response to a question set by the instructor is due every Sunday by 9 pm.
- 2 *additional postings* that engage the postings of classmates are due every week by 9 pm, Sunday.

There will be separate instructions for the **initial posting** and the **2nd and 3rd postings**, so please read the instructions carefully each week.

Students are welcome to comment on, respond to, and pose questions to as many of their peers as they wish during participation in the discussion forums. Grades are based on the best of your postings, but you must still meet the minimum requirements every week.

Students that do not participate in the weekly Discussion Forum, before the deadline of Sunday at 9 pm, will not receive any points for that particular Discussion assignment.

Format of postings:

- One-line responses will not be accepted. Please provide a well-thought out rationale for your arguments.
- Contribute additional information beyond the class text to enrich learning, and make connections to the textbook (at least one additional source each week).
- Support your writing with APA style citations and references for your sources of information, including the textbook, additional sources, and weekly readings (please see Appendix 1 at the end of this syllabus for APA style requirements).
- Provide links to additional sources where possible (e.g. online videos, articles, websites).
- Pose questions to your peers and answer questions posed to you.
- Use respectful language.
- Where appropriate, the instructor will comment on the responses or provide additional information to expand the discussion.
- All postings must be in your own words. Do not cut and paste from articles on the internet. Do not use another author's work without providing the proper citation. Even changing a few words or paraphrasing without citing your work is considered plagiarism.

Grading of Discussion Forum postings:

The maximum points you can receive for each forum is 15 (1st posting max 7 points, 2nd and 3rd postings, 4 points max each).

Grades criteria:

- 1) Postings are substantive. This means that your posting should:
 - Engage and apply the ideas and concepts in the course content and readings under discussion in the forum (relate your writing back to the textbook and readings).
 - Demonstrate thoughtful analysis and reflection, which provides new insights or raises questions that will promote further discussion in the forum.
- 2) Postings have the correct focus (answers the question) and meet the required word length (postings that are too short often are not able to meet the 'substantive' requirement; as a guide the initial posting should be around 400 words, and the 2nd and 3rd postings should be about 200-300 words).

- 3) Postings should reflect a scholarly tone and promote academic discussion, and not seem overly conversational or based on purely personal opinions. *Providing citations* will substantiate your words and support the connections you make between your learning and your experiences or opinions; and *bringing in additional sources* will demonstrate your reading around the topics
- 4) Postings demonstrate good writing quality – correct spelling and use of grammar

Please note these criteria apply to all 3 postings, not just your initial posting. Students who score higher grades in Discussion Forums are those who put as much effort into their comments and critiques in their 2nd and 3rd postings as they do in their first posting.

Grading criteria for each week's discussion forum is placed after the instructions every week to help you meet the requirements.

Quizzes

There will be 4 quizzes related to the course material, and 2 shorter Quick Video Quizzes that cover the content of certain video presentations. The quizzes are multiple and true/false choices and are open book. You may only complete each quiz ONCE.

Students will have access to the quizzes weekly and quizzes must be completed within the due dates submitted in Blackboard.

Please note that you cannot leave the testing page once you start the quiz. If you leave the page to go to the internet or access other materials, the quiz will close and score only the questions that were completed before you left the testing page.

Do not email or fax your answers.

Journal Entry

In week 2 you will be required to submit a journal entry via Black Board on an assigned topic relevant to the week's content. The journal entry is different from the Discussion Forum postings in that it is a personal reflection on a specific topic that is not viewable by the rest of the class. APA style is not required for the journal entry. Please do not attach your journal entry as a word document, but rather type or cut and paste from Word directly into the text editor. Detailed instructions will be given at the beginning of week 2 in Black Board.

Personal Stress Paper

At the end of week 5 students will submit their first paper. Chapter 3 and 4 of the class text

focuses on individual differences in the stress response and the impacts of stress on different aspects of our lives. How we perceive and interpret a stressor is known as cognitive appraisal, and determines whether we react to stressor as threatening or stressful (Quick, Wright, Adkins, Nelson, & Quick, 2013, chapter 3).

In this personal reflection paper, explain and discuss how your internal capabilities and characteristics influence your cognitive appraisal of stressors, and reflect on the positive and negative consequences of this for stress in your life.

Your paper should contain the following headings: Introduction, Personality and temperament, Attitudes and values, Behaviors and vulnerabilities, Conclusion

To supplement the information from the textbook and show your reading around the issues of stress and personal capabilities and characteristics, you must include a minimum of 3 additional sources* to substantiate your discussion. Your paper should demonstrate self-awareness and reflection, as well as your understanding and application of concepts from the textbook and readings.

Format requirements:

The paper must be 5-6 pages long (excluding title page and reference list) and follow APA style basics:

- Double-spacing (no 10 point additional spacing between paragraphs)
- 12 font Times New Roman
- 1 inch margins
- Title page (title of paper, student name, course name, instructor name)
- Page numbers top right
- Running head in capitals flush left
- Reference page
- Note: no abstract needed
- Use bolded, centered headings to create structure

APA style citations are required in the paper with a corresponding reference list at the end of the paper. Please refer to the Appendix “APA style citations and references” at the end of this syllabus, as well as <https://owl.english.purdue.edu/owl/resource/560/02/> for guidelines on correct APA style.

**Note regarding additional sources:*

There is no limitation on who can publish something on the internet, so many websites have never been checked for accuracy/correctness. Rather choose internet sources associated with universities, institutes, or well-known organizations, written by experts (e.g. qualified professionals or researchers), or available through the university library. The following link will give you more information about sources that are appropriate for papers, assignments and

scholarly writing: <https://owl.english.purdue.edu/owl/resource/553/1/>. Journals and books are always the preferred sources for academic writing – you can find instructions on how to perform basic library database searches in the Syllabus and Course Resources folder in Blackboard.

The paper has to be turned in through Black Board in .doc, .rtf, or .docx formats (MsWord compatible). Please do not mail, fax, or email papers.

SafeAssign is used to check for plagiarism and ensure academic integrity.

*Asking someone else who is a good writer to read your paper and comment on it before it is submitted is a good idea. You can consult the ULV's Learning Enhancement Center if you would like to be tutored on your writing and sharpen your writing skills:
<http://sites.laverne.edu/learning-enhancement-center/> or, call (909) 593-3511 ext. 4342.

Grading Criteria for the Stress Paper

- 1. Content.** Paper has the correct focus and addresses the topic.
- 2. Organization of the paper.** Paper meets the format requirements provided (for example: title page, reference list, page numbers, headings etc).
- 3. Writing quality.** Spelling, grammar, and clarity of expression.
- 4. Additional sources.** Use of at least 3 (appropriate) additional sources.
- 5. APA citations and references.** All sources (including textbook) are correctly cited in-text and referenced in a reference list.
- 6. Quality of analysis.** Paper demonstrates self-awareness and reflection, as well as an understanding and application of course concepts relevant to the topic.

Action Plan

A Personal Stress Action Plan will be submitted in week 7 based on the week's content. APA style is not required. Please do not attach action plan as a word document, but rather type or cut and paste directly into the text editor if needed. Action plans are viewed only by the instructor. Further detail will be provided at the beginning of week 7.

Organizational Case Paper

The case study and accompanying reading required for this paper will be provided for review in week 9. Detailed instructions can be found in the week 10 lesson, which will also be released at the beginning of week 9 in Black Board to give students enough time to complete and submit the paper. The case paper should be about 5-6 pages and demonstrate understanding and application of the course content. Further details will be provided in weeks 9 and 10.

Blog

In week 9 students submit a blog entry in Black Board on a topic relevant to the week's content. Blogs encourage sharing and class discussion. APA style is not required. Please submit your blog entry via the text editor and not as an attachment. Detailed instructions will be given at the beginning of week 9 in Black Board.

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 recommended for Black Board. Run a browser check before attempting to determine computer capability. Technology support is offered by the university (<http://sites.laverne.edu/technology/>).

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

There are no late Submissions of assignments. All work must be turned-in by the deadline. However, there is an extra credit assignment available toward the end of the semester.

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. Sources that are used in an assignment or paper must be clearly cited and referenced. Copied postings of other students' weekly postings or other works will not be accepted. Safe_Assign (online originality checking service) may be used to check the originality of your writing.

This syllabus may be modified at any time at the instructor's discretion.

COURSE OUTLINE

Weekly Reading and Activity Schedule

(Each week begins on the Monday and ends on Sunday at Midnight)

This outline is only a general guide. Each week's content will be available on Mondays in Black Board where you will find detailed instructions for that week.

Week	Topic	Textbook Chapters	Activities
1 8/31	Introduction to stress	1	Introductions; Discussion Forum; Video presentation; Weekly reading; Week 1 Quiz
2 9/7	Occupational stress	2	Discussion Forum; Video presentation with Quick Video Quiz 1; Weekly reading; Journal entry
3 9/14	Individual differences in the stress response	3	Discussion Forum; Video presentation; Weekly reading; Week 3 Quiz
4 9/21	Consequences of stress	4 and 5	Discussion Forum; Video presentation; Weekly reading; Week 4 Quiz
5 9/28	Preventive stress management theory; Organizational prevention part 1 (Protecting people)	7 and 8	Discussion Forum; Video presentation; Weekly reading; Personal stress paper due
6 10/5	Organizational prevention part 2 (Nurturing relationships)	9	Discussion Forum; Weekly readings required for discussion forum postings
7 10/12	Primary prevention for individuals: Managing and coping with stressors	10	Discussion Forum; Video presentation with Quick Video Quiz 2; Weekly reading; Personal stress action plan
8 10/19	Secondary and tertiary prevention for Individuals	11 and 12	Discussion Forum; Lesson; Weekly reading; Week 8 Quiz; Extra credit quiz
9 10/26	Leadership and stress	NA	Discussion Forum; Video presentation; Weekly reading; Blog; Case study and associated article for final paper
10 11/2	Case and closing	NA	Organizational Case Paper due

Appendix 1: APA style citations and references

In this class an emphasis is placed on *writing quality*, which contributes to your grade. This does not only mean clarity of expression and proper spelling and grammar, but also the correct citing and referencing of sources a student uses in his/her papers and discussion forum postings. Providing correct citations and referencing not only ensures that students are not plagiarizing, but also allows the instructor and the student's peers to track information and be able to read a cited source themselves. This contributes to shared learning and academic quality in an online course. Using citations in your writing ensures that your writing carries credibility and academic substance (opposed to writing that seems conversational and based purely on personal opinion). APA citation and referencing has become even more important in today's learning contexts where online sources are widely used by students and instructors.

The following information is merely a summary of some of the basic citation and reference rules. Please review the guidelines in the Purdue Online Writing lab for more detail: <https://owl.english.purdue.edu/owl/resource/560/1/>.

This website also has a sample paper in APA style for you to use when you are writing papers for this course. <https://owl.english.purdue.edu/owl/resource/560/18/>

IN-TEXT CITATIONS

An **in-text citation** is a 'marker' in your posting or writing to show and give credit to, the source of the information you have used.

- All ideas, concepts, facts, figures, illustrations, or quotations must be acknowledged. Citations add credibility to your writing by showing what experts and other authoritative sources say on an issue.
- For direct quotations (using someone else's exact words) use double quotation marks to enclose the quote, followed by the citation of the source in parentheses (Author, year of publication, p. #). For example:

"The first responsibility of the leader is to define reality. The last is to say thank you. In between the two the leader must be a servant and a debtor" (De Pree, 1989, p. 11).

Or

According to Greenberg (2013), "it is impossible, and undesirable, to eliminate all stress" (p. 115).

A direct quote always requires a page number. Notice the period is placed after the parentheses, not at the end of the quote.

- Citations with: One author: (Chen, 1977, p. 5)
Two authors: (Blank & Cohen, 1991, p. 34)
Three or more authors: use *et al* only after listing all the authors the first time: (Rodriguez et al., 1987, p. 5-6)
- If you just use an author's idea, but put it into your own words (paraphrasing), then use the author's name, followed by the date:

Hot reactors are people whose bodies over-react to stressors and may be more prone to ill-health (Greenberg, 2013).

Or

Greenberg (2013) explains that hot reactors are people whose bodies over-react to stressors and may be more prone to ill-health.

- **Citing an indirect source:**

Often students want to use a definition that is in the article/book that they are reading which is cited by the author but not written by them. It is preferable to use original sources as often as you can, but if you do need to cite an indirect source the following two examples illustrate how to do so correctly:

If you have an article by Pestonjee and Pandey (2013), which contains a definition by Keyes that you want to use:

Keyes defines emotional well-being as "a cluster of symptoms reflecting the presence/absence of positive feelings about life" (as cited in Pestonjee & Pandey, 2013, p. 240).

When you want to discuss a theory or concept cited in an article or book you are reading:

A model of positive work role behavior was proposed by Griffin, Neal and Parker (as cited in Pestonjee & Pandey, 2013).

- Please use <https://owl.english.purdue.edu/owl/resource/560/03/> to find further information on how to cite when:
 - there is no author
 - there is no page number
 - there is no date
 - the author is an institution or a government agency
 - you are citing interviews, emails and other personal communications

REFERENCING

In-text or parenthetical citations must be followed by a **reference list** at the end of your paper or posting, which provides full information on the sources so that others can find a specific source. Include all cited texts in your reference list.

- Reference list entries are listed in *alphabetical order* according to the author's last name. The year of publication immediately follows the author's name.
- Other information for proper identification includes the title of the article or book, name of journal, volume number, and page numbers, if applicable. The information that is included, and the format used (such as use of italics) will vary depending on the type of publication.
- A reference has five components: (1) Author's last name and first initial; (2) Year of publication; (3) Title of the book or article, capitalizing only the first word, proper nouns, and the first word after a colon if any, and the name of the journal, if any; (4) The city and state initial location of the publisher and; (5) the name of the publisher.

Some examples of references are included below, but full information can be found at: <http://owl.english.purdue.edu/owl/resource/560/05/>. Please use this resource to ensure the correct use and format of references.

A book:

Daft, R. L. (1992). *Organization theory and design* (8th Ed.). St. Paul, MN: West Publishing Co.

A journal article:

Harlow, H. F. (1983). Fundamentals for preparing psychology journal articles. *Journal of Comparative and Physiological Psychology*, 55, 893-896.

An online newspaper article:

Goleman, D. (1986, May 13). Relaxation: Surprising benefits detected. *The New York Times*. Retrieved from <http://www.nytimes.com/1986/05/13/science/relaxation-surprising-benefits-detected.html>

An online dictionary or encyclopedia:

Stress. (n.d). In *Merriam-Webster's online dictionary*. Retrieved from <http://www.merriam-webster.com/dictionary/stress>

Publication by institution/ government organization/ non-profit:

American Psychological Association (2012). *Stress in America: Our health at risk*. Retrieved from <http://www.apa.org/news/press/releases/stress/2011/final-2011.pdf>

MISSION STATEMENT

The Mission of the University

Through its academic and co-curricular programs, the University provides rich educational opportunities which relate to both the academic and personal development of its students. For its undergraduates, the University offers a challenging general education program, as well as a strong knowledge base in a particular discipline. Graduate programs at ULV are offered in selected professional disciplines. These programs are aimed at the practicing professional, and seek to relate theory to practice. Philosophically, the University emphasizes four major concerns which affirm a positive and rewarding life for its students:

1. **A Values Orientation.** The University affirms a philosophy of life which actively supports the health of the planet and its people. The University therefore encourages students to become reflective about personal, professional, and societal values in the light of this affirmation.
2. **Community and Diversity.** The University promotes the goal of community within a context of diversity. The University therefore encourages students to understand and appreciate the diversity of cultures which exists locally, nationally, and internationally. It also seeks to help students understand and enhance the interdependence of humans and their environment.
3. **Lifelong Learning.** The University commits itself to an approach to education that is lifelong in nature. Therefore, it teaches students how to learn, how to think critically, how to do responsible research, and how to access and integrate information in order to prepare them for career growth and flexibility, and continued personal growth.
4. **Community Service.** The University believes that service is a primary goal of the educated person. The University, therefore, encourages its students to experience the responsibilities and rewards of serving the human and ecological community.