CNEP 5365: Stress Management and Integrated Wellness Practices
Course Time: TTH 6-9:45 pm

I. Course Description
Stress Management skills for managing stress, the identification of stressors in the environment and the development of health and wellness programs.

II. Rationale
This course is designed to sharpen skills that will enable the professional to improve the learning climate, maintain enthusiasm for teaching, relate better to others through communication processes, and manage more effectively activities and personnel that require an allocation of time.

III. State Adopted Proficiencies
Learner-Centered Knowledge:
A. The counselor applies a broad knowledge base that includes understanding the effects of stressors on the learner.

Learner-Centered Process:
B. The counselor participates in the development of health and wellness program that enhance learning opportunities.

Learner-Centered Responsive Services:
C. The counselor utilizes intervention and preventative strategies in assisting learners to utilize appropriate coping skills to manage stress.

Learner-Centered System Support:
D. The counselor designs strategies that impact the entire organization as programs are developed to provide an optimum learning environment.

IV. TEExES Competencies
A. Domain 1 – Understanding Learner
   Competency 001
   Environmental influences. The counselor understands the impact of environmental influences or learners achievement and facilitates a stress free environment.

   B. Competency 002
The counselor helps learners to develop coping skills to enable them to more efficiently manage stress.

V. Course Objectives and Specific Learning Outcomes

The course objectives are designed to address the needs of Masters Level Counseling Students in our CACREP accredited program. Accordingly, the course will emphasize theoretical foundations and experiential practice of stress management techniques. Participants will be exposed to the latest research on best practices in both lecture and experiential formats designed to build their skill capacity for application in their personal lives as well as in a variety of professional counseling settings. This emphasis is based on the following CACREP standards:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE – Studies that provide an understanding of all of the following aspects of professional functioning:
   
   d. Self-care strategies appropriate to the counselor role

2. SOCIAL AND CULTURAL DIVERSITY – Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

   a. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients

3. HUMAN GROWTH AND DEVELOPMENT - Studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

   h. Theories for facilitating optimal development and wellness over the life span

4. HELPING RELATIONSHIPS - studies that provide an understanding of the counseling process in multicultural society, including all of the following:

   a. An orientation to wellness and prevention as desired counseling goals; evaluation instruments and techniques in counseling

5. RESEARCH AND PROGRAM EVALUATION – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following.
e. The use of research to inform evidence-based practice

**Specific Learning Outcomes**

a. Students will demonstrate an understanding of the contemporary research based models of stress physiology and stress management.

b. Students will demonstrate and practice assessment of their own level of stress and design a behavioral management program, evaluate the plan and document using a single subject research design methodology. The behavioral management program will specifically address a self-identified issue for their self care.

c. Students will demonstrate an understanding of stress as it relates to overall wellness and prevention as desired counseling goals particularly related to lifestyle adjustments; and professional counseling practice by reviewing the literature in the area of stress and empirically validated approaches to combat its impact of overall wellness.

d. Students will explore diversity in application of evidence based stress management practices as they originate and apply to a diversity of individuals and client settings.

e. The students will demonstrate an understanding of single subject research methodology by completing a self-study of their own experience in use of evidence based stress management practice.

**VI. Course Topics**

A. Stress Theory & Response  
B. Nutrition & Exercise  
C. Breathing Techniques  
D. Body Awareness  
E. Progressive Muscle Relaxation  
F. Autogenics  
G. Visualization & Imagery  
H. Meditation  
I. Worry Control  
J. Thought Stopping  
K. Refuting Irrational Thoughts  
L. Goal Setting & Time Management  
M. Assertiveness Training  
N. Biofeedback
O. Self-Management Program

VII. Instructional Methods and Learning Activities
Lecture, Experiential Group Participation, Media, Modeling Techniques

1. Knowledge Based Assessments of Contemporary Research in Stress Physiology and Stress Management (20 points)

Students will complete multiple choice, and short answer questions based on the readings for the week. Completed chapter quizzes will be due at the beginning of the next class period.

2. Participation in Experiential Stress Management Activities and Personal Reflection Log (20 points)
We will usually spend a portion of each class period learning about a stress management technique. A short presentation of the theoretical foundation, historical context of the development and protocol for utilization will be followed by a guided practice of the technique. The specific techniques will be drawn from the Six families of Relaxation Techniques (Smith, 2005). Students will earn a participation grade for cooperative practice attempts and honest post-practice reflection sheet to be included in a portfolio at the end of the term consisting of all post-practice reflections completed throughout the term and a 1-2 page summary of the overall impact of specific techniques on their stress levels (25 points).

3. Review of contemporary Literature on Stress and Stress Management (20 points)
Each student will summarize using 5 empirical articles that focus on Stress and Stress Management in contemporary Counseling/Health setting. Articles must have been published in the past 4 years (2008-2011). Summaries must be written using APA format and are expected to be 1-2 typed pages in length.


1. Each student will choose a personal stress related symptom occurring in their life (physical, psychological, emotional or environmental) that you wish to change (increase, decrease, or stabilize).

   a. Track the personal stress related symptom for 1 week (creating a baseline of the symptom before the stress management treatment begins) by plotting the occurrences (frequency, duration, degree of intensity) of the symptom hourly, daily and/or weekly. Use some type of graphical
representation to show the symptoms history during the 1 weeks before treatment or at baseline (i.e. line graph, bar graph).

b. Stress management treatment will begin on the 2nd week. Once treatment has started, continue to track your personal stress related symptom just like you did before treatment began. Continue to track the symptom throughout the treatment duration. You should continue to record the occurrences of the symptom on the graphical representation you started before treatment; this information should include the frequency, duration and/or degree of intensity on an hourly, daily and/or weekly basis.

c. Once treatment ceases record the current status of your personal stress related symptom on the graphical representation.

d. You are required to write about your personal experiences in the stress management class with regards to your personal stress related symptom and what change, if any, that took place due to the stress management treatment.

e. Your typewritten, APA format, paper should take the form of a research paper utilizing single subject (you) research design. We will discuss this design in class. Your research paper should include the following:

   i. Title page
   
   ii. Target for intervention Description of your personal stress related symptom, why you wish to change it,

   iii. Intervention Strategy how you wish to change it (decrease, increase or stabilize)

   iv. Baseline measurement Description of your personal stress related symptom before treatment (how did it affect your life?)

   v. Integrity of intervention Description of your personal stress related symptom during treatment (how did it affect your life?)

   vi. Final Result (Follow-up) Description of your personal stress related symptom after treatment (how did it affect your life?) including

   vii. A graphical representation to show your personal stress related symptom’s history before, during, and after the treatment (i.e. line graph, bar graph)

   viii. Conclusions Overall thoughts of your personalized stress management treatment plan including at least one theoretical reference of how your ‘treatment results’ might have been expected from recently published literature (2007-2012).
VIII. Evaluation and Grade Assignment

Student grade will be based upon their diligence in completing assignments, projects, participating in experiential activities.

Student grades will be assigned based on the total points earned on course assignments.

A=90-100

B=80-89

C=70-79

D=60-69

IX. Course Schedule and Policies

A. Tentative Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Activities</th>
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| June 5; June 7 | Course Overview (Syllabus & Policies)  
Introduction to Definitions and Concepts.  
Mind/Body Connection  
Families of Stress management:  
Formal and Informal contexts of Coping, behavioral strategies and Practicing Relaxation Techniques  
Stress Theory Physiology of Stress Response | Greenberg 1-3  
Lab Assignments  
Identifying sources of Stress  
Evaluating our Personal Response to stress.  
| June 12    | Cultivating Mindfulness and an Attitude of Self Compassion  
Self Management: Exploration of Acceptance, Willingness, Commitment & Personal Change Processes | Greenberg 4-6; 13 ch 11 section on Mindfulness; Figuring out what you want for Yourself from Yourself, others and your environment.  
Stages of Change; goal setting interviews and Contracting (p.75)  
EX: Mindfulness of Breath & Self Compassion Exercise |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>June 14</td>
<td>Counselor Self Care, Biofeedback &amp; Body Awareness</td>
<td>Greenberg 10, 15, 17; Additional TBA</td>
<td>EX: Body Scanning &amp; Progressive Muscle Relaxation</td>
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<td>Knowledge based Assessment 1</td>
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<td>June 19</td>
<td>Physical Arousal and Behavior Change Mechanisms</td>
<td>Greenberg Ch. 12</td>
<td>EX: Assessment of Physical Health Indicators; Activity contracting</td>
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<td>EX: Mindful Movement: Yoga form Stretching</td>
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<td>June 21</td>
<td>Perceptual Coping Mechanisms designed for Managing stress, worry and anxiety</td>
<td>Greenberg 7</td>
<td>EX: Beliefs and cognitive strategies</td>
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<td>June 26</td>
<td>Spirituality and Contemplative Practices</td>
<td>Greenberg 8; 9; 11</td>
<td>EX: Intention and Consent</td>
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<td>Meditation: Concentrative and Mindfulness</td>
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<td>June 28</td>
<td>Autogenic Training and Imagery</td>
<td>Greenberg 10;</td>
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<td>July 3</td>
<td>Managing interpersonal environment: Assertiveness Training;</td>
<td>Greenberg 6; Stahl &amp; Goldstein 9</td>
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<td>Interpersonal mindfulness and implications for professional Counseling Practice</td>
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<td>July 5</td>
<td>Balancing Mindful Eating, Exercise, Rest and Connection</td>
<td>Stahl &amp; Goldstein 10</td>
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<td>July 6</td>
<td><em>Single Subject Research Paper due</em></td>
<td>Knowledge Based Assessment 2</td>
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**B. Class Policies**

*Attendance/tardiness*
Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Absences for university approved reasons will be accepted and considered when arranging for make-up credit. Unexcused absences will have a direct impact on grades as normally these absences result in the forfeiture of points available for earning on the day of absence.

Students will be responsible for make-up of all the missed work on days of their absence. Experiential exercises are an important component of the class some of which will require an alternate assignment to substitute for experiences missed. The alternative assignment will involve an activity/assignment commensurate in time and learning objectives to the one missed. All make ups must be arranged individually with the instructor.

**Late work and Make-up Exams**

Assignments are due during the periods designated for the course to meet. Overdue work will be deducted the equivalent of one letter grade each day tardy. No late work will be accepted beyond the last class day for the semester. Make-up exams must be scheduled within one week unless exceptional and verified circumstances apply.

**Cell Phone/Electronic Device Usage**

Cell phones and electronic paging devices are to be silenced during class times. Students serving on emergency call are to notify the instructor.

**Academic Integrity**

University students are expected to conduct themselves in accordance with the highest standards of academic integrity. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Students should familiarize themselves with University policy concerning academic integrity and academic misconduct by reading the Student Handbook. In this class, any academic misconduct will result in a grade of 0 on the assignment and a report submitted to Student Affairs. In addition, a grade of 0 in the course or departmental action may be initiated.

**Required method of scholarly citations**

Other than informal journal writing or similar assignments, all written work is to be typed and comply with the APA (6th Edition) writing and publication guidelines. Failure to follow APA guidelines may result in significant point reduction. Work will be evaluated for style, content, grammar, spelling, and syntax.
Classroom/professional behavior

The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment are expected.

X. Textbooks


Selected readings from:


Additional Reference Materials TBA:


Current research and contemporary readings in wellness and Stress management will be drawn from a broad theoretical spectrum including evidence based work in Counseling, behavioral medicine, and health psychology.

XI. Bibliography


XII. **Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. **Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Upd 3/28/2012