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. TExES 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 base of Contemporary Research in Stress Physiology and Stress Management (20 points)

Each week students will complete 10-20 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.

4. Design and Monitor a Self-Management Single Subject Research Project (40 points)

1. Each student will choose a personal stress related symptom occurring in your 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 (2007-2011).
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</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/11</td>
<td>Course Overview (Syllabus &amp; Policies) Goal Interview</td>
<td>Greenberg 1-3</td>
</tr>
<tr>
<td>1/18</td>
<td>Stress Theory Physiology or Stress Response</td>
<td>Lehrer 1-3; Greenberg 4-8</td>
</tr>
<tr>
<td>1/25</td>
<td>Evaluating our Personal Response: Self Assessment: Anxious; Angry; worried; worthless? (inventory)</td>
<td>Davis 15; 13; 18;</td>
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<tr>
<td>2/1</td>
<td>Mind body connection: Body Awareness And Biofeedback</td>
<td>Davis 2; Handout; Smith TBA;</td>
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<tr>
<td>2/8</td>
<td>Commitment &amp; Change Processes: Practice and Perseverance Self Compassion</td>
<td>Handout; Germer TBA</td>
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<tr>
<td>2/15</td>
<td>Self management Strategies: Goal Setting &amp; Time Management</td>
<td>Davis 16;</td>
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<tr>
<td>2/22</td>
<td>Thought Stopping; Refuting Irrational Thoughts and self effacement Cultivating Self Acceptance</td>
<td>Davis 12; Self compassion; Germer TBA</td>
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<tr>
<td>2/29</td>
<td>Six families of Stress management: Physical and Mental Mindful Breathing</td>
<td>Davis 3; Handout; Smith TBA</td>
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<tr>
<td>3/7</td>
<td>Exercise &amp; Yoga Form Stretching</td>
<td>Davis 20; handout; Greenberg 12; 13</td>
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<tr>
<td>3/21</td>
<td>Progressive Muscle Relaxation</td>
<td>Davis 4</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
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<tr>
<td>3/28</td>
<td>Autogenics</td>
<td>Davis 9</td>
</tr>
<tr>
<td>4/4</td>
<td>Visualization, Imagery, relaxing self talk</td>
<td>Davis 6; Greenberg 9-11; Smith TBA;</td>
</tr>
<tr>
<td>4/11</td>
<td>Meditation: concentrative and Mindfulness</td>
<td>Davis 5; others</td>
</tr>
<tr>
<td>4/18</td>
<td>Managing interpersonal environment: Assertiveness Training; Interpersonal mindfulness</td>
<td>Davis 17; Stahl &amp; Goldstein : 9</td>
</tr>
<tr>
<td>4/25</td>
<td>Specific Applications</td>
<td>Greenberg 15-18</td>
</tr>
<tr>
<td>5/2</td>
<td><em>Single Subject Research Paper due</em></td>
<td>TBA</td>
</tr>
</tbody>
</table>

**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


