I. Course Description
The student will learn and develop Cognitive Behavioral and Rational Emotive Stress Management techniques and skills:
   A. To manage personal stress appropriately,
   B. To aid in the identification of stressors in the environment,
   C. To identify and better handle internal and external stressors,
   D. To develop health and wellness programs to obtain or improve an overall sense of well-being and
   E. To apply and teach all of these skills to future counseling clients and patients.

II. Rationale
This course will provide the student with a basic framework for understanding the body’s response to stress and learn the various proven techniques used to invoke the relaxation response to counter the effects of stress on the person. Both theory and practice will be emphasized, however the class is primarily experiential based. The course is applicable for all counseling students who want to learn how to use specific Cognitive Behavioral and Rational Emotive Behavioral techniques that will work with innumerable types of clients and disorders.

III. State Adopted Proficiencies
Learner-Centered Knowledge:
   A. The counselor applies a broad knowledge base that includes understanding the effects of stressors on the client and effective techniques to counter/manage stress.

Learner-Centered Process:
   B. The counselor participates in the development of a health and wellness program that will enhance the client’s well-being and empower the client strive for wellness.

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

Learner-Centered System Support:
   D. The counselor designs strategies that impact the entire organization as programs are developed to enhance overall well-being with a positive effect on the client’s systems of support. i.e. Primary, Educational, Occupational, Socio/Environmental.
IV. **TExES Competencies**
   A. Domain 1 – Understanding Learner  
      **Competency 001**  
      Environmental influences. The counselor understands the impact of environmental influences on learner’s achievement and facilitates a stress free environment.
   B. **Competency 002**  
      The counselor helps learners to develop coping skills to enable them to more effectively manage stress.

V. **Course Objectives and Outcomes**
   A. The student will demonstrate the ability to identify undesirable stressors.
   B. The student will demonstrate the ability to identify and monitor physiological reactions to stress.
   C. The student will demonstrate the ability to learn and master techniques to invoke the relaxation response and counter the effects of stress on the mind and body.
   D. The student will demonstrate the ability to create a climate where the person’s well-being is enhanced and optimum productivity can occur.
   E. The student will demonstrate the ability to develop a Cognitive-Behavioral self-management program for the purpose of properly quantifying and measuring the efficacy of techniques for research and helping clients achieve improvement.

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

VII. **Instructional Methods and Techniques**
   A. Lecture  
   B. Group Participation—Discussion involving small groups and entire class  
   C. Multi-Media  
   D. Guest Speakers  
   E. Demonstrations and modeling  
   F. Practical application for experiential based learning
VIII. Evaluation and Grade Assignment
A. Methods and Percentage of Final Course Grade-Each Assessment Constitutes

1. Traditional Assessment: Attendance, Participation and Personal Journal-20%
   a. Attendance: Due to the experiential nature of the course, attendance and participation at each class session is imperative. Students missing more than 1 class session will not be eligible for an “A”, and those missing 3 or more will not be eligible for a “B” in the course. There can be no “make-ups” for missed classes.
   b. Participation: Students will be expected to participate in the class discussions during the class teaching and the process periods at the conclusion of each session as a participant and as a future therapist. The focus will be on personal awareness, self-exploration and self-discovery. To improve skills, it will be necessary to practice the techniques learned in class on self and others outside of class. Although this practice is hard for a professor to capture for grading purposes, professionally speaking, what the student gets out of this experience will be directly related to what is put into it.
   c. Personal Journal: Students will maintain a personal journal summarizing their observations regarding their class experience and their personal growth. The minimum of one entry will be made after each class session describing what the student learned about themselves during that class session and technique. The entry should be a description of how the student experienced the information/technique taught, how they experienced that technique and their response to any other student’s comments during the class/process discussions. The journal is the student’s tool to track their “personal journey of self-discovery” not an evaluation of the instructor, techniques, or other students. If the student must evaluate or critique, then they will evaluate their reaction and try to determine why they are reacting or responding in the way that they are.

2. Performance Assessment: Term Project, Self-Management Program-80%
   a. Term Project-Journal Article Research-30%
      1) 5 articles from peer-reviewed journals each containing:
         2) 10%-Bibliography Reference Citation for that article in APA format
         3) 10%-A summary of the article
         4) 10%-The student’s personal reaction or critique of the article
   b. Self-Management Program-50%
      1) 20%-Quality of Design
      2) 20%-Written Report
      3) 10%-Oral Presentation

IX. Textbooks
X. Course Schedule for CNEP 5365.001: Stress Management

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17/18</td>
<td>Course Overview (Syllabus &amp; Policies)</td>
</tr>
<tr>
<td>1/24/18</td>
<td>Stress Theory, Stress Response and Relaxation Response</td>
</tr>
<tr>
<td></td>
<td>Physiological Responses and Effects</td>
</tr>
<tr>
<td>1/31/18</td>
<td>CBT, REBT &amp; Anger Management</td>
</tr>
<tr>
<td>2/7/18</td>
<td>Nutrition &amp; Exercise; Technique: Breathing Techniques &amp; Body Awareness</td>
</tr>
<tr>
<td>2/14/18</td>
<td>Technique: Progressive Muscle Relaxation</td>
</tr>
<tr>
<td>2/21/18</td>
<td>Technique: Autogenics</td>
</tr>
<tr>
<td>2/28/18</td>
<td>Technique: Meditation (Ash Wednesday)</td>
</tr>
<tr>
<td>3/7/18</td>
<td>Technique: Visualization &amp; Imagery</td>
</tr>
<tr>
<td>3/14/18</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>3/21/18</td>
<td>Worry Control; Technique: Visualization &amp; Imagery-Healing Light</td>
</tr>
<tr>
<td>3/28/18</td>
<td>Thought Stopping; Technique: Visualization &amp; Imagery-Relaxation Trigger</td>
</tr>
<tr>
<td>4/4/18</td>
<td>Refuting Irrational Thoughts; Technique: Visualization &amp; Imagery-Relaxation Trigger</td>
</tr>
<tr>
<td>4/11/18</td>
<td>Goal Setting &amp; Time Management; Technique: Visualization &amp; Imagery-Person or Animal Friend</td>
</tr>
<tr>
<td>4/18/18</td>
<td>Assertiveness Training; Technique: Visualization &amp; Imagery-Treasure Chest</td>
</tr>
<tr>
<td>4/25/18</td>
<td>Self Management Reports; All Assignments Due</td>
</tr>
<tr>
<td>5/2/18</td>
<td>Reading Day—No class</td>
</tr>
<tr>
<td>5/9/18</td>
<td>Final</td>
</tr>
</tbody>
</table>

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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
A. 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.

B. 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.

XIV. Instructions for Term Project-Journal Article Research
A. The purpose of this assignment is to provide a format for you to investigate recent literature on a topic or topics within the area of stress management. Limit yourself to material published since the year 2010.

B. You will be required to turn in five (5) summaries of your own choosing from PEER Reviewed Journals.

C. Make a complete concise summary of the article and research findings. Following the summary, include a PARAGRAPH CONTAINING YOUR PERSONAL EVALUATION.

D. You may use five (5) 5x8 index cards, one card for each article to complete your summary and personal evaluations. If you do not want to use 5x8 index cards, and you want to use the computer, you may use letter size sheets of paper (typed) to complete your summary and personal evaluations. For the letter size paper, please limit your summary and personal evaluation to one-half page per article.

E. A complete bibliographical reference following the APA format on the front side of the index card or letter size paper for each article (Author, title, date, journal, etc…) An example is:

F. Make a copy for yourself, if you desire, as the original will not be returned.

G. Provide a cover index card or page containing the course number (CNEP 5365), academic term, and your name. Bind index cards together with a rubber band or staple/clip pages together.

H. Evaluation will focus on appropriateness of selection, correctness of form, style of presentation, richness and accuracy of content, and personal evaluation.

XV. Instructions for Self-Management Program

A. Choose a personal stress related symptom or behavior occurring in your life (physical, psychological, emotional or environmental) that you wish to change (increase, decrease, or stabilize).

B. Track the personal stress related symptom for 2-3 weeks (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 2 weeks before treatment or at baseline (i.e. line graph, bar graph).

C. Stress management treatment will begin on the 3rd 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.

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

E. 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. Your typewritten, APA format, paper should include the following:
   1. Title page
   2. Description of your personal stress related symptom or behavior.
   3. Description of your personal stress related symptom or behavior before treatment (how did it affect your life?)
   4. Description of your personal stress related symptom or behavior during treatment (how did it affect your life?)
   5. Description of your personal stress related symptom or behavior after treatment (how did it affect your life?)
      A. Did you notice any change? When did you notice?  
      B. Which technique(s) did you find the most effective for you?  
      C. Overall what did you likes/dislikes about the course  
      D. What other benefits from the course did you happen to notice?  
   7. A graphical representation to show your personal stress related symptom or behavior’s history before, during, and after the treatment. (i.e. line graph, bar graph)