



HARTWICK COLLEGE

Instructor: Valerie Bolger, MST & RYT

PE 134: Healthy Ways to Manage Stress

Location: D2L (Online Asynchronous)

Faculty Availability

Email: bolgerv@hartwick.edu

I will respond to emails within 24-48 hours. If you need immediate feedback, I will be available during online office hours.

Catalog Description

This course will introduce students to a comprehensive and holistic approach to manage stress. We will identify the clear connection between stress and quality of life. This course will provide coping strategies, life skills, and relaxation techniques, while discussing the nature of stress, psychology of stress, communication, eco-therapy, time and money management, nutrition & physical activity.

Credits: 3

Required Textbooks

Seaward, Brian L. (2021) Essentials of Managing Stress Fifth Edition. Jones & Bartlett Learning. Boulder, Colorado. ISBN: 9781284180725

Hanh, Thich Nhat (2015) How to Relax. Parallax Press. Berkeley, California. ISBN: 978-1-941529-08-9

Additional Resources

- A yoga mat, a quiet space, a headset, growing a potted plant is recommended.

Learning Outcomes

By the end of the course, students will be able to:

- Identify the clear connection between stress and quality of life.
- Demonstrate an understanding of relaxation techniques including meditation, yoga, visualization and mental imagery, and progressive relaxation.
- Demonstrate an understanding of exercise, nutrition, and time and money management in relation to a comprehensive and holistic approach to manage stress.
- Demonstrate an understanding of the psychology of stress, communication skills, eco-therapy, coping strategies, & life-skills.



- Develop self-efficacy, problem solving and stress management techniques applicable to all the above objectives.

Instructional Materials

Reliable internet, D2L (<http://d2l.hartwick.edu/d2l/login>), your College e-mail account, Zoom and Youtube.com.

It is highly recommended to print all course material from D2L ahead of time. Do not wait until the last minute to access D2L. Course work should be completed on Microsoft Word documents. Course work completed for discussions please copy and paste into discussion forum rather than uploading documents. To submit individual assignments, upload saved documents. Technology Resource Center (TRC) 607-431-4357 (HELP).

Teaching Pedagogy

Online lecture power point slides, discussions forums to analyze key concepts and relaxation techniques from required readings/ audio clips, learning journals and assessments. Provides multimedia and integrates Universal Design for Learning.

Network Netiquette

It is expected all **Ask a Question** Forums and **Discussion** Forums be presented in a professional manner. Inappropriate cyber behavior will not be tolerated. Avoid using slang, swear words, or blaming. Use good grammar and spelling. Be mindful of how words are delivered, avoid using all capital letters, as it can be considered shouting online.

Course Schedule

Module 1: Stress and the Present Moment

Icebreaker, Syllabus Quiz, Chapter 1: The Nature of Stress, Chapter 12: Communication Skills, Chapter 15: The Art of Breathing, Chapter 16: The Art of Meditation, & Chapter 24: Eco-therapy, Articles, Videos, Power Point Slides and Discussions, Quiz 1 and Part 1 Learning Journal.

Module 2: The Power of the Mind & Body and Managing Resources

Chapter 4: The Mind, Chapter 9: Time and Money: Effective Resource Management, Chapter 17: The Power of Mental Imagery and Visualization, Chapter 19: Massage Therapy and Bodywork, & Chapter 20: Hatha Yoga, Articles, Videos, Power Point Slides, Discussions, Quiz 2 and Part 2 Learning Journal.

Module 3: Being in Control of the Mind and Body

Chapter 2: The Body, Chapter 22: Nutrition, Chapter 23: Physical Exercise, & Chapter 6: Reframing: Creating a Positive Mind-Set, Chapter 26: Personal Relaxation, Articles, Videos, Power Point Slides, Discussions, Quiz 3 and Part 3 Learning Journal.

Assessments



Content	Assessment
Syllabus	Syllabus Quiz
Module 1: Chapter 1, Chapter 12, Chapter 15, Chapter 16, & Chapter 24	Quiz 1
Module 2: Chapter 4, Chapter 9, Chapter 17, Chapter 19, & Chapter 20	Quiz 2
Module 3: Chapter 2, Chapter 6, Chapter 22, Chapter 23, & Chapter 26	Quiz 3

Assessment Policy

All assignments and quizzes are due **on-time**. The specific due dates are listed above and located in each module under the section, “Due Dates.” A score of zero will be recorded in D2L grade book for not submitted work. Two points will be automatically deducted from work submitted late. Proper documentation is required to make-up any quizzes or assignments. I highly recommend starting all assignments early since technology failures are not excuses for late or missed work.

Grading Scale

A = 94 -100 A- = 90 – 93 B+ = 87 – 89 B = 84 – 86 B- = 80 – 83
 C+ = 77 – 79 C = 74 – 76 C- = 70 – 73 D+ = 67 – 69 D = 64 – 66 D- = 60 – 63
 A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 D- = 0.7

Evaluation

Assessments	Points
Assignments	
Icebreaker	5
M1: Learning Journal	4
M2: Learning Journal	4
M3: Learning Journal	4
Discussion Forums	
Initial Post	6 x 3
Response 1	5 x 3
Response 2	5 x 3
Quizzes	
Syllabus Quiz	5
Content Quiz 1	10
Content Quiz 2	10

Content Quiz 3	10
Total Points	100

Grading Rubric for Discussion Posts

Activity	Limited	Average	Outstanding
Initial Post	(2 points) Discussion postings show little or no evidence that readings were completed or understood. Does not provide citation of sources and/or paraphrases from any resources. Does not provide a related question. Does not consider the rules of netiquette. Does not provide relevant real-life applications. Less 200 word-count.	(4 points) Some questions answered. Submitted late. Discussion summarizes basic concept. Does not provide relevant real-life applications. Some grammar mistakes. Does not provide a related question to stimulate an ongoing conversation. Provides some citations and paraphrases from one resources. Less than 250 word-count. Considers the rules of netiquette some of the time.	(6 points) All questions are thoughtfully answered and fully developed in a scholarly manner. Submitted on time. Discussion shows an understanding of required readings and includes relevant real-life applications (work-experience, prior coursework, etc.) to support important points. Considers the rules of netiquette. No grammar mistakes. Provides a related question to stimulate an ongoing conversation. Provides 10% citations and consistently provides paraphrases from two different resources. At least 300 word-count.
Response 1	(1 point)	(3 points)	(5 points)

	<p>Discussion post does not respond to classmates' initial post with an ongoing relevant conversation and does not show evidence readings were completed. Does not consider netiquette (discussion shows disrespect for the viewpoints of others). Less than 100 word-count.</p>	<p>Late post. Simple "I agree" or "Nice post" reply without a citation or paraphrase from one reliable resource. Poor quality and some grammar mistakes. Includes an ongoing relevant conversation some of the time. Does not include a related question to stimulate an ongoing conversation. Responds to a classmate without relating discussion to the relevant course concepts. Considers the rules of netiquette some of the time. Less than 150 word-count.</p>	<p>Response is relevant to original questions. Quality discussion post to back up "I agree" or "Nice work" statements. Respond to at least one of your classmate's initial post including their first name in one post using the module's readings and lectures. Response shows evidence that readings were completed and understood by relating discussion to the relevant course concepts. The discussion stimulates and an ongoing conversation by asking a new related question. Provides a paraphrase and/or a citation from one reliable resource. Posted on-time. Considers the rules of netiquette. At least 200 word-count.</p>
Response 2	<p>(1 point)</p> <p>Discussion post did not respond to classmates' initial post with an</p>	<p>(3 points)</p> <p>Late post. Simple "I agree" or "Nice post" reply without citation and/or paraphrase from a</p>	<p>(5 points)</p> <p>Response is relevant to original questions. Quality discussion post to back up "I agree"</p>

	ongoing relevant conversation and does not show evidence readings were completed. Does not consider netiquette (discussion shows disrespect for the viewpoints of others). Less than 100 word-count.	resource. Poor quality and grammar mistakes. Includes an ongoing relevant conversation some of the time. Does not include a related question to stimulate an ongoing conversation. Responds to classmates without relating discussion to the relevant course concepts. Considers the rules of netiquette some of the time. Less than 150-word count.	or “Nice work” statements. Reply to a different classmate’s initial post including their first name using the module’s readings and lectures. Response shows evidence that readings were completed and understood by relating discussion to the relevant course concepts. The discussion stimulates and an ongoing conversation by asking a new related question. Provides a paraphrase and/or a citation from one reliable resource. Posted on-time. Considers the rules of netiquette. At least 200-word count.
--	--	--	---

Learning Journal Assignment

After completing each module, construct your Learning Journal assignment in the form of an essay. Include an introduction, body, and conclusion with at least **500 word-count** by answering all instructor’s questions. Follow the Grading Rubric for Learning Journal to earn full credit for these individual assignments. This assignment has been divided into parts – Module 1: Part 1 Learning Journal, Module 2: Part 2: Learning Journal and Module 3: Part 3 Learning Journal. Develop a scholarly and authentic essay summarizing what you have learned and how you are learning in each module.

Guided Questions:



1. After reviewing the module objectives from the assigned module, describe **one** learning objective you have achieved.
2. Which discussion forum contributed most to your personal and/or academic goals? How?
3. Briefly explain **one** key concept from **each** content area listed below. Two or three sentences for each concept is fine. Remember each learning journal assignment consists of one module.
4. What else would you like to add?

Module 1: Stress, Communication Skills, Breathing, Meditation, & Eco-therapy
Module 2: The Mind, Time, Money, Mental Imagery, Visualization, Massage Therapy & Hatha Yoga
Module 3: The Body, Positive Mind-Set, Nutrition, Physical Exercise, and personal relaxation.

Grading Rubric for Learning Journal

Criteria	Limited	Average	Outstanding
Grammar	0 Errors in spelling, capitalization, punctuation repeatedly distract the reader.	1 Spelling, punctuation, and capitalization errors distract or impair readability.	.5 Written with no errors in capitalization, punctuation, and spelling.
Content Objectives Discussion Content areas Added thoughts	1 The content lacks a clear point. Less than 1/2 the content covered. Missing objective achieved and discussion goal achieved.	2 Displays average understanding of overall course content. Missing 1/2 of the content areas, an objective, a discussion goal achieved and added thoughts.	3 Displays an outstanding understanding of overall course content. Included objectives achieved, goal achieved from a discussion forum, a brief explanation about all content areas and added thoughts.



Essay Format (at least 500 word-count)	0	.5	.5
<i>Introduction</i>	Less than half the questions are answered.	Some questions answered.	All questions answered.
<i>Body</i>	Introduction does not address the writing prompt.	Introduction is somewhat clear and only partially addresses the writing prompt.	Introduction is clear and adequately addresses the writing prompt.
<i>Conclusion</i>	Body is a random collection of information. No concrete details are present.	Body is a random collection of information.	Supporting details are relevant in body.
	Conclusion does not summarize main points. The paper just ends.	Conclusion somewhat summarizes main points.	Conclusion effectively wraps up essay.
Total Points	1	2	4

Attendance

This course is asynchronous. It is highly recommended to log into the course on D2L every day to avoid missing due dates and overwhelming amounts of work in a day. The initial discussion, responses, and submitting assignments and quizzes on time will count as your attendance. I encourage working ahead.

Academic Dishonesty

Definitions of Academic Dishonesty Claiming others' ideas as one's own, failing to acknowledge their ideas or language, and engaging in other unethical practices that seriously disrupt the pursuit of truth constitute academic dishonesty, which has no place in the academy and will not be tolerated at Hartwick College. Nearly every form of academic dishonesty is a species of plagiarism, which Alexander Lindey has defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (Plagiarism and Originality [New York: Harper, 1952], 2). Plagiarism, cheating and other dishonest behaviors directly related to academic performance are subject to penalty at Hartwick College. Complete details can be found at <https://www.hartwick.edu/academics/student-services/academic-affairs/academic-policies/>

Academic Adjustments and/or modifications

Hartwick College is committed to providing equal access to qualified students with disabilities.

Students must present instructor with an updated Academic Plan Letter for the semester in order to be eligible for academic adjustments. Hartwick College is committed to upholding and maintain all aspects of the Federal Americans with



Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a disability wishes to request academic adjustments, they should contact AccessAbilityServices@hartwick.edu. AccessAbility Services is located on the 5th floor of Yager Library in the Center of Student Success. Any information regarding a student's disability will remain confidential. Requests for academic adjustments should be made as early as possible.

Statement on Health and Success

Success in this course depends heavily on your personal health and wellbeing. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your other instructors and I strongly encourage you to reframe challenges as unavoidable pathway to success. Reflect on your role on taking care of yourself throughout the term, before demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in this course as soon as it occurs and before it becomes unmanageable. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you.

Emergency Numbers

Complete details of Hartwick College's emergency numbers can be found at <https://www.hartwick.edu/about-us/contact-us/emergency-numbers/>

Center for Student Success

<https://www.hartwick.edu/acadmics/student-services/center-for-student-success/>

Perrella Health Center

<http://www.hartwick.edu/campus-life/health-wellness/health-center/>

Stevens-German Library

<http://www.hartwick.edu/academics/stevens-german-library/>