
HPW 320 | DEVELOPING STRESS RESILIENCE AND MANAGEMENT PROGRAMS

Fall 2022: September 6 - December 15, 2022

Tuesday and Thursday, 2:00-3:15 pm CST, except 11/24/22 (Holiday)

Classroom Zoom Link

Meeting ID: 984 1618 5105

Passcode: 666840

Instructor: Maestra Yvette Mari Robles, MA, NBC-HWC, RYT500

Office: Virtual

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COURSE DESCRIPTION

In this course you will learn the scientific foundations of stress at the intersection of mind, body and spirit. You will explore and experience ancient and contemporary holistic stress management and resilience building practices, prioritizing your own healing, cultivating self-awareness. You will gain project development and management skills while researching, co-designing, and co-teaching an on-line stress management/ resilience workshop as your final project. Lastly, you will learn the importance of honoring diverse ways of being and knowing and how to create safety when leading groups. Throughout this course you can expect to develop your leadership, vulnerability, courage, and authentic voice.

TEXTBOOKS

- *Managing Stress: Skills for Self-care, Personal Resiliency, and Work-life Balance in a Rapidly Changing World*, 10th Edition, Brian Luke Seaward. Jones and Bartlett Learning, 2022.
- *The Art of Peace and Relaxation Workbook*, 7th Edition, Brian Luke Seaward, Jones and Bartlett Learning, 2012.
- *Daring Greatly: The Courage*, Brené Brown. Penguin Publishing Group, 2015.

COURSE ASSIGNMENT DUE DATES

There is a course calendar attached to this syllabus that contains due dates for all assignments. Due dates for chapter readings, articles, videos, etc. are also found in **Assignments** and your **To Do List** in Canvas. It is your responsibility to check the course calendar regularly so you are aware of due dates. The course calendar may be updated throughout the semester to meet emergent needs. You will be notified if the calendar is updated via **Announcements** in Canvas and during class.

COURSE MATERIALS AND CANVAS

Canvas is used as a course management tool in HPW 320. Assignment descriptions and grading rubrics are posted in the **Assignments** module. Due dates for class preparation are listed on the **Syllabus** page in Canvas and will show up on your **To Do List** in Canvas. Grades are posted in the **Gradebook**. Presentation slides, handouts and course materials are posted in the **Home** page under modules that correspond to topics listed on the course calendar. Please read the *Start Here - Important Course Information* module in Canvas.

COURSE CALENDAR + HW

Week	Date	MODULE 1: STRESS - IDENTIFYING CAUSES AND IMPACTS	Assignments
1	9/6/22	Introduction: Course + Cohort	Get your books!
	9/8/22	<ul style="list-style-type: none"> - What does it take to be a healer? - Daring Greatly Book Review Assignment 	<i>Daring Greatly</i> : xii-chapter 2, pg. 56
2	9/13/22	Defining and Understanding Stress	Chapter 1: The Nature of Stress, pgs. 3-28 APR Workbook: exercises 1.2, pg. 5; 1.8, pg. 13; 1.9, pg. 15
	9/15/22	Embodiment and the Role of Experience	Chapter 3: The Physiology of Stress, pgs. 55-70 APR Workbook: exercises 3.1, pg. 25; and 3.2, pg. 27
3	9/20/22	Physiology of Stress	Chapter 4: Stress and Disease, pgs. 73-106 APR Workbook: exercises 4.1, pg. 29; 4.2, pg. 31; and 4.3, pg. 32
	9/22/22	Stress and Disease Models	Chapter 6: The Stress Emotions: Anger, Fear and Joy, pgs. 143-162 APR Workbook: exercises 6.1, pg. 61; 6.2, pg. 63; and 6.3, pg. 65
4	9/27/22	The Stress Emotions: Anger, Fear and Joy	Chapter 7: Stress Prone and Stress Resistant Personalities Traits, pgs. 165-185
	9/29/22	<ul style="list-style-type: none"> - Stress Prone and Stress Resistant Personality Traits - Stress Management Workshop Presentation Assignment 	<i>Daring Greatly</i> : chapter 3, pgs. 59-111 and chapter 4, pgs. 112-171
MODULE 2: INDIVIDUAL AND SOCIAL IMPLICATIONS OF STRESS			
5	10/4/22	<ul style="list-style-type: none"> - Module 1 Integration - Stress Resilience Final Paper Assignment 	Chapter 2: The Sociology of Stress, pgs. 33-50 APR

			Workbook: exercises 2.1, pg. 17; and 2.2, pg. 19
	10/6/22	The Sociology of Stress	Read articles and watch video
6	10/11/22	<ul style="list-style-type: none"> - Nonviolent Communication - A love language - Health Inequities and Stress - Identity, Stress and Belonging Assignment 	<i>Daring Greatly</i> : chapter 5, pgs. 172-182 and chapter 6, pgs. 184-212
	10/13/22	<ul style="list-style-type: none"> - Unconscious Bias & Courageous Conversations - Submit Stress Resilience Final Paper topic 	Read articles and watch video DUE: Email Stress Resilience Final Paper topic to Maestra @ 5pm
7	10/18/22	Forgiveness and Compassion	Chapter 9: Cognitive Restructuring: Reframing, pgs. 231-251
	10/20/22	Cognitive Restructuring: Reframing	Chapter 10: Healthy Boundaries, pgs. 253-264
8	10/25/22	Healthy Boundaries	Complete <i>Daring Greatly</i> Book Review
	10/27/22	<i>Daring Greatly</i> Discussion	DUE: <i>Daring Greatly</i> Book Review @ 5pm in Canvas
MODULE 3: STRESS MANAGEMENT, EXPLORATIONS AND EMBODIMENT			
9	11/1/22	Stress and Human Spirituality	Chapter 8: Stress and Human Spirituality, pgs. 189-227 APR Workbook: exercises 8.3, pg. 104; 8.6, pg. 108; 8.13, pg. 121; and 8.14, pg. 124
	11/3/22	MODALITY: Prayer and Faith	Chapter 22: Music Therapy, pgs. 465-480 Meet with your Team
10	11/8/22	MODALITY: Mindfulness and Meditation	Chapter 21: Mental Imagery and Visualization, pgs. 477-461 Meet with your Team

	11/10/22	MODALITY: Hatha Yoga	Chapter 18: Diaphragmatic Breathing, pgs. 399-405 Meet with your Team
11	11/15/22	Workshop Planning + Team Check-in w/ Maestra	Bring all materials needed for workshop planning and development
	11/17/22	Workshop Planning + Team Check-in w/ Maestra	Bring all materials needed for workshop planning and development
12	11/22/22	Workshop Planning + Team Check-in w/ Maestra	Bring all materials needed for workshop planning and development
	11/24/22	NO CLASS: HOLIDAY	DUE: Identity, Stress and Belonging paper @ 5pm in Canvas
13	11/29/22	WORKSHOP Team 1: Communication Skills in the Digital Age	DUE: Team 1 - Stress Management Workshop outline, handout, log sheet, and self eval @ 5pm in Canvas
MODULE 4: IMPLEMENTING STRESS MANAGEMENT INTERVENTIONS AND PROGRAMMING			
14	12/1/22	WORKSHOP Team 2: Mental Imagery and Visualization	DUE: Team 2 - Stress Management Workshop outline, handout, log sheet, and self eval @ 5pm in Canvas
	12/6/22	WORKSHOP Team 3: Resource Management - Time and Money	DUE: Team 3 - Stress Management Workshop outline, handout, log sheet, and self eval @ 5pm in Canvas
15	12/8/22	WORKSHOP Team 4: Progressive Muscle Relaxation and Autogenic Training	DUE: Team 4 - Stress Management Workshop outline, handout, log sheet, and self eval @ 5pm in Canvas
	12/13/22	WORKSHOP Team 5: Physical Exercise, Nutrition	DUE: Team 5 - Stress

		and Stress	Management Workshop outline, handout, log sheet, and self eval @ 5pm in Canvas
16	12/15/22	WORKSHOP Team 6: Journal Writing	DUE: Team 6 - Stress Management Workshop outline, handout, log sheet, and self eval @ 5pm in Canvas
		LAST DAY OF CLASS	DUE: Stress Resilience Building Final Paper @ 5 pm CST in Canvas

* Note: Curriculum subject to modifications and updates.

HPW 320 ASSIGNMENTS

ATTENDANCE + PARTICIPATION | 50 POINTS

Your engagement in the class matters. You are an important member of the classroom community. Your experience and perspectives will contribute to the knowledge that is co- created in class. Your full self is welcome and your leadership is required. To truly learn stress resilience building and management, self-awareness and presence must be cultivated. We will practice both during our time together. Class engagement is connected to attendance. Lastly, it is expected that you have your video on, that you are visible within the frame of the video and that you participate in chat, breakout groups, and polls.

DARING GREATLY BOOK REVIEW AND IN-CLASS DISCUSSION | 75 POINTS

Students read the book *Daring Greatly* by Brené Brown, write a two-page summary of the book, and participate in a book discussion in class. The book discussion is held on the day the book review is due, which is indicated on the course calendar. Guided questions for discussion will be provided in class. The two-page book summary must be typed, 11pt. font and 1.0 line spacing.

IDENTITY, STRESS AND BELONGING PAPER | 100 POINTS

The purpose of this assignment is to better understand the role of identity and how it contributes to a person's stress level. Students also explore their own biases and relationship to inclusivity, stress and belonging. You will have a conversation with a friend, family member, classmate, and or colleague about their self identities and how it contributes to stress. The written assignment, typed, two pages, 1.0 space, 11pt. font is a summary of your conversation, reflection and learning.

STRESS MANAGEMENT WORKSHOP PRESENTATION | 100 POINTS

In teams students present a workshop for their peers on a specific stress resilience building and management topic, strategy or coping technique. You will be randomly assigned a team and topic. A

presentation deck with at least five references are required. This is due the day of your presentation at 5pm.

STRESS MANAGEMENT WORKSHOP: OUTLINE, HANDOUT, TIME LOG, AND SELF EVAL | 50 Points

With your team you will co-create a presentation outline and participant handout. You will also complete a time log documenting your work on the team and a self evaluation to reflect on your leadership, learning and future growth opportunities in developing stress resilience building and management programming for the public. This is due the day of your presentation at 5pm.

STRESS RESILIENCE BUILDING PAPER | 125 POINTS

Participate in four stress resilience building and management relaxation techniques independent of this class and write a two-page paper summarizing your experiences. The encouragement is to pick a topic you are interested in understanding more about and use this as a growth opportunity. The two-page summary must be typed, 11 pt. font and 1.0 line spacing.

WRITING RESOURCES

UWSP has a Writing Lab in Room 018 ALB (ext. 3568). They have a substantial library of resources, and you can also set up appointments for assistance and editing from trained peer tutors.

- [APA Style Help](#)
- [APA Formatting and Style Guide](#)

GRADING

GRADED ASSIGNMENTS	POINTS		POINTS	PERCENT	GRADE
Attendance + Participation	50		475-500	95-100%	A – A+
<i>Daring Greatly</i> Book Review and Participation	75		450-470	90-94%	A-
Identity, Stress and Belonging Reflection Paper	100		435-445	87-89%	B+
Stress Management Workshop	100		420-430	84-86%	B

Stress Management Workshop Outline, Handout, Time Log, and Self Eval	50		400-415	80-83%	B-
Relaxation and Healthy Coping Techniques Paper	125		385-395	77-79%	C+
			370-380	74-76%	C
TOTAL	500		350-365	70-73%	C-

PROFESSIONALISM

As students in the College of Professional Studies, you are earning a degree that prepares you to enter the workforce as a professional. The classroom is a training ground for learning and practicing professional behaviors. The values and attitudes that make you a successful student transfer to the workplace and are highly valued by employers. These values and attitudes include:

1. Commitment to excellence
2. Honesty and integrity
3. Respect
4. Accountability
5. Compassion

ATTENDANCE

Attending class is an expectation of the HPW program. For learning to occur in this course, you need to attend class, be present, and engaged. Therefore, please come to class prepared. Ask questions, contribute to discussion, participate with an open mind and heart, and challenge yourself. *For every class missed beyond two, ten points will be deducted from your point total at the end of the semester.* Be sure to communicate with me regarding absence from class.

LATE WORK

Assignments need to be turned in on time to earn full credit. *Ten percent of the point total of an assignment is deducted per day that an assignment is late.* If extenuating circumstances arise, communicate with Maestra Yvette Mari to arrange an extension on the due date.

CELL PHONE USAGE

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and other messages is disruptive and disrespectful to our class community, whether we are virtual or in the classroom. Please silence your phone during class and refrain from using it unless it is an emergency. Your respect for this guideline is appreciated as it helps create a positive learning community.

FACE COVERINGS AND COVID-19 PRECAUTIONS

At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

OTHER COVID -19 GUIDANCE

- Please monitor your own health each day. If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
- As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

CARE TEAM

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you need additional support which I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting here:

- [Anonymous Report - Dean of Students | UWSP](#)

TITLE IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. If you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students. Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

- [Dean of Students | UWSP](#)
- [Title IX Page](#)

DISABILITY AND ACCOMMODATIONS

In accordance with federal law and UW System policies, UWSP strives to make all learning experiences as accessible as possible. If you need accommodations for a disability (including mental health, chronic or temporary medical conditions), please visit with the [Disability and Assistive Technology Center](#) to determine reasonable accommodations and notify faculty. After notification, please discuss your accommodations with me so that they may be implemented in a timely fashion.

DATC: datctr@uwsp.edu | 715/346-3365 | 609 Albertson Hall, 900 Reserve Street

FERPA

The [Family Educational Rights and Privacy Act \(FERPA\)](#) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

ACADEMIC INTEGRITY

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it. For more information on UWS chapter 14 visit:

- [Student Conduct - Dean of Students | UWSP](#)

COPYRIGHT INFRINGEMENT

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of serious consequences. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

REPORTING INCIDENTS OF BIAS/HATE

It is my intent that students from all backgrounds be well-served by this course; that students' learning needs be addressed both in and out of class; and that the diversity each student brings to this class be viewed as a resource, strength and benefit.

It is my intent to present materials and activities that are respectful of gender identity, sexual orientation, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students.

If you have experienced a bias incident, an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal, at UWSP, you have the right to report it:

- [Anonymous Report - Dean of Students | UWSP](#)

You may also contact the Office of the Dean of Students directly at: dos@uwsp.edu
Diversity and College Access is available for resources and support of all students:

- [Diversity and College Access | UWSP](#)

CLERY ACT

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#).

Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act page](#).

THE DRUG FREE SCHOOLS AND COMMUNITIES ACT (DFSCA)

DFSCA requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances.

- [Center for Prevention](#)