**COURSE OVERVIEW**

Welcome to **CSV 302, Stress Reduction for a Healthier Life**. Offered weekly, it responds to the health and wellness needs of our students and community. The course’s interdisciplinary team is dedicated to providing valuable techniques for stress reduction and enhancing your well-being in a safe and supportive environment. The presenters will synthesize research articles on stress and the self and teach you proven stress reduction techniques and concepts. The assignments will be such that you, the student, will experience a variety of modalities that once practiced, will assist in stress reduction on a holistic level and help you have a better understanding of yourself. This course is a holistic approach to the impact that stress has on the mind, body and emotions of the college student; it will take an interdisciplinary approach to stress reduction, exploring how stress affects you physically, mentally, emotionally and behaviorally.

Stress is the number one health-related cause of academic difficulties as researched by the American College Health Association which surveyed over 350,000 students from 2002-2006. Stress is the body’s natural response to a perceived threat. Some stress can make life interesting–too much can be disruptive to the mind, body and emotions. This is a one-to three-credit course that takes a holistic view of stress and stress reduction and how it affects the body’s hormones and systems and also, how it interacts with the body’s functions, i.e., sleep, nutrition and relationships. The first half of each class is devoted to the current research regarding the impact of stress and how it impacts students’ health and well-being.

The second half of the class focuses on proven stress reduction techniques, i.e., body relaxation response, deep breathing, visualization, meditation and stretches. Because of the experiential nature of this course, we ask that the student participate actively to get the most out of this class – you cannot be a passive learner. It is essential that you keep up with the readings, be involved in the exercises and keep a respectful open mind in which you can contribute in an effective manner.

E-mail for an appointment or to raise any concerns.
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**ASSIGNED READING – Required before each designated class**

**ASSIGNED WRITING – Is a response to each topic and presenter**

You are expected to integrate what you have read on a topic with what you have learned in the class (guest speaker.) To meet this objective, specific quotations from the required reading, class or concept that made you think or inspired you, will be expected as part of your response.
**QUESTIONS:**  EACH ANSWER MUST BE ONE FULL PAGE, TYPED.
(There is no right or wrong response. This is a reaction paper to your experience.)

Week 1.  Write about what “stresses” you out. Do you do anything about it?

Week 2.  How does stress affect you? Have you noticed any patterns of stress in your life?

Week 3.  What can you control in your life for better health?

Week 4.  Seeing time, or lack of time, as a source of stress, how can you better manage your time?

Week 5.  What are your thoughts on meditation and what it can do for you? Are there any barriers you foresee preventing you from practicing meditation?

Week 6.  How has social media affected your relationships?

Week 7.  What does alcohol do for you? Do you use alcohol as a stress reliever or does it create stress in your life?

Week 8.  What kind of an eater are you? Would you make any changes?

Week 9.  What is your signature strength? How do you use your signature strength on a daily basis?

Week 10.  Do you think you get enough sleep? How does sleep deprivation affect you? What could you do differently?

Week 11.  Can you identify the benefits of exercise/yoga in your daily life?

Week 12.  Presentations

Week 13.  Presentations

**FINAL PROJECT AND PRESENTATIONS:**

THREE PAGE PAPER: How this class has changed the way I view my life.
LEARNING OUTCOMES:

1. Students will demonstrate knowledge of how stress impacts the physical, emotional, mental, behavioral and spiritual aspects of their lives.
2. Students will demonstrate knowledge of, and be able to utilize different stress reduction techniques, i.e., meditation, relaxation response, stretching and exercise, visualization, increase in self-awareness, and journaling.
3. Students will be able to identify methods to incorporate stress reduction techniques into their daily lives.
4. Students will be able to identify personal and campus resources to draw upon during times of stress.
5. Students will be able to identify ways that they have become more aware of themselves, their environment, their ability to make healthy choices and their interactions.

OBJECTIVES:

1. To identify three factors that stress you and how you respond to stress.
2. To identify at least five stress reduction techniques relevant to you.
3. To learn about your identity by self-reflection, journaling, class discussion and choices – increasing your self-awareness.
4. To take what you have learned and share with URI community through Community Service.

CLASSROOM ETIQUETTE:

We ask that you:

1. Be on time for class. Class starts at 4:00 p.m. sharp.
2. Show respect to the workshop facilitator by not talking to your neighbor. These faculty and staff members donate their time and expertise to us.
3. Turn off your cell phones.
4. Remember that your attendance during the entire workshop is counted towards your grade. Any exceptions should be discussed with the facilitator.
5. Share your thoughts with the group. Please enter into the group discussions one at a time.
6. Remember that sitting in silence during Meditation may be difficult for you; however, we ask you to respect the quiet time of the group.

COMMUNITY SERVICE:

Small groups of students, supervised by Sheila Mitchell, RN, BSN, will conduct a stress reduction workshop once a month in an assigned dorm. A list of Community Service opportunities will be provided. You may choose your own; please obtain approval from instructor.
**REQUIRED:**

1. Participation and discussion during the class.
2. Attend all classes – five-point deduction per absence.
3. Respect and confidentiality.
4. Read all assignments and come to class prepared.
5. Weekly journal entry on how this week’s class affected you.

**POINT SYSTEM:**

*One Credit* = 100 points

- 50 Points   Community Involvement Program: assess and plan a strategy to reduce stress for students
- 15 Points   Reaction Paper/Presentation
- 10 Points   Participation/discussion in class
- 25 Points   Weekly journal entry/questions

**GRADING:**

The following scale will be used:

- 93.5 to 100    A
- 89.5 to 93.4   A-
- 86.5 to 89.4   B+
- 83.5 to 86.4   B
- 79.5 to 83.4   B-
- 76.5 to 79.4   C+
- 73.5 to 76.4   C-
- 66.5 to 69.4   D+
- 0 to 59.4      F
COURSE POLICIES:

Attendance. Please keep in mind that attendance is required at all scheduled class meetings and is vital to the success of the class. As a result, more than two (2) class absences for any reason will result in a letter grade drop in your final grade for each additional absence. Exceptions to this policy will only be made in the case of student athletes who miss class due to university scheduled matches and events outside of their control. Anyone with scheduled absences must turn in an official schedule to the instructors by the second class meeting. Whenever a class is missed for any reason, the student is still responsible for all class material. If you feel that your absence should be given special consideration, please contact the instructor.

ASSIGNMENTS:

Speeches must be given on the days assigned and cannot be made up or rescheduled. Please enter your assignments on sakai. Students must turn in all major and minor assignments in order to receive a final grade in the class.

Please communicate with me via e-mail in case of illness.
Sheila Mitchell: sheilag22@uri.edu
CSV 302 – Spring 2016

CSV’s Community Service component requires you to participate in an event here on the URI campus. These events should be related to a campus health issue.

For one credit you will spend 3 hours participating in these events. The following is a list of events/activities that are available for your participation. Your involvement might be helping to set up, surveying students and/or engaging other students in activities. If there is an event that you wish to be involved in that takes place off campus, you will need to get prior permission.

COMMUNITY SERVICE OPPORTUNITIES

1. **Wednesday Wellness Clinics with Health Education** *

   Memorial Union & Hope Commons

2. **Health Education Events**
   a) Martin Luther King Week – January 31 – February 6, 2016@ Multicultural Student Services Center, register @ uri.edu/mcc
   b) Rhody Outpost Food Pantry – go to uri.edu and look @ calendar of events for information
   c) March 16, 2016 – Beach Party – Memorial Union, Union Square
   d) April 6, 2016 – Health Fair, Memorial Union, Booths 3, 4 & 5 & Hope Commons
   c) April 27, 2016 – Stress Relief Day on the Quad (if raining, MU Union Square)

3. **Workshops**

   Health-related workshops in dorms, sororities/fraternities, etc.

4. **Develop your own...**

*Please refer to URI Health Education’s Semester @ a Glance/Healthy Campus pamphlet for Wellness Clinic topics and location of the day.*
To help you keep track of your participation, please use the following log:

Name ____________________________________________________________

Activity __________________________________________________________

Date ____________________________________________________________

Time ____________________________________________________________

How did you participate? __________________________________________

_________________________________________________________________

_________________________________________________________________

Evaluation ________________________________________________________

_________________________________________________________________
INTRODUCTION

1. Name: ___________________________________________________

2. Major and Academic Level: ____________________________________

3. What stresses you out? What do you do about it? ____________________
   ______________________________________________________________
   ______________________________________________________________

4. An adjective that best describes you is ____________________________

5. What are you most proud of at this stage of your life? _______________  
   ______________________________________________________________

6. What is your personal motto...something that guides the way you  
   approach your life/school? ________________________________________  
   ______________________________________________________________