

Comprehensive Course Syllabus

**WEL 251: Stress Management for Life
Fall 2019**

Course Description:

Stress Management for Life is a semester long course that employs a multi-disciplinary approach that will allow students to explore stress and numerous techniques to reduce and manage it. Students will deepen their understanding of stress and the stress response, observe and analyze their personal stress response, and explore various stress management techniques. Physical Movement is an essential part of this course. This course utilizes a proficiency based grading structure.

Prerequisite:

Moving and Learning

Instructor:

Instructor Name	Mrs. Mary Myers
Office Number	F-111
Telephone number	630-907-5955
Email address	mmyers@imsa.edu
Office Hours	By appointment A/D days: Mod 3

Meeting Days, Time and Room(s):

Section	1
A, B & D days	2:20– 3:15 p.m.
Location	Multi-purpose room/Main Gym/West Gym/Pool

Text(s) / Materials:

No text required. Students will receive a series of teacher-generated or self-generated handouts. A pen or pencil and a folder or some type of organizational binder must be brought to each class session. The folder or binder is required exclusively for this course. Additional materials and supplies may be needed and will be communicated in a timely manner. Cell phones, I-pods, MP3 players, etc. are not allowed in class. Students who enter the Wellness Room with a cell phone will need to put the phone in the box on the table when they arrive for class. If the phone is not properly taken care of when entering the Wellness Room, the

instructor reserves the right to take the phone to security after class. Computers will be used and students will be notified in advance when to bring them and a power supply to class.

Clothing:

Physical activity and exercise are an essential part of managing stress. Students must come to class prepared to participate and learn and wear active wear during activity sessions. Clean activity clothing and sneakers are required. Street clothes and shoes are not acceptable. Jeans and cargo shorts/pants are not allowed. Shirts must cover the entire torso of the body. Shirts showing the mid-section are not allowed. Wearing unacceptable messages (i.e. alcohol, drugs, sex, etc.) on clothing is not allowed. Belts and loose fitting jewelry are not acceptable athletic attire. Hair may be tied or bound up for comfort. Hats are not allowed in class. Students will be notified when activity sessions occur.

Dress appropriately for environmental conditions. Layering clothing is beneficial for appropriate temperature regulation and in situations of excessively loose clothing. During some activity sessions, compression/fitted/bike shorts, or leggings are necessary when wearing non-fitted shorts and tops or shirts that may slip during inverted movements may necessitate another layer beneath.

To keep the Wellness floors clean, students should change into clean, dry shoes before entering any Wellness room. Students will refrain from wearing shoes in the multi-purpose room. Classes will be conducted barefoot. If not properly dressed, points will be deducted from Learner Responsibility. Refer to the Grading Section for more details.

Equipment:

General physical activity and exercise equipment are available for student use. Students are to treat all equipment with respect and understand that there is a limited amount of equipment. Losing, breaking, or destroying equipment is not tolerated. Purposeful destruction of equipment will case for the student(s) to be charged for the equipment cost and loss of Learner Responsibility points. If an issue regarding equipment occurs, the student is required to bring this to the instructor's attention immediately.

Students are welcome to bring their own personal equipment to class. Students are responsible for their own equipment and the safekeeping of the item(s). Students who choose to bring their own equipment do so without the instructor or IMSA taking responsibility.

Essential Content:

Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Stress Management for Life will:

- A. **Demonstrate competency in a variety of motor skills and movement patterns.** Students will:
 - a. Demonstrate, adjust and name various basic movements in the explored physical movement for relieving stress
 - b. Learn how to be still in stress management techniques that promote relaxation
- B. **Apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.** Students will:
 - a. Understand the definition, causes, body's response, and symptoms of stress
 - b. Demonstrate an understanding of the various breathing methods and styles utilized in class.
 - c. Demonstrate an understanding of the science of stress
 - d. Learning how to be quiet, focused and still in non-traditional fitness methods which deeply rests the body and mind, enhancing attention and emphasizing calm
 - e. Move purposefully in the explored physical activity and exercise movements which relieve stress
 - f. Learn the purpose, value, benefits of mind-body fitness and how to use them as stress management tools
 - g. By reflecting on their experiences, develop an awareness and understanding of their process and how to improve it
- C. **Demonstrate the knowledge and skills to achieve and maintain health-enhancing levels of physical activity and fitness.** Students will:
 - a. Participate in a variety of traditional and non-traditional exercise for managing stress, promoting a healthy and productive lifestyle
 - b. Demonstrate the ability to monitor and adjust movements for safe and effective physical activity and exercise performance
 - c. Monitor wellness behaviors using a variety of resources, including available technology, logs, heart rate monitors, etc.
 - d. Develop greater awareness of self; how they feel and why; gain clarity about healthy choices and activities
- D. **Exhibit responsible personal and social behavior that respects self and others.** Students will:
 - a. Demonstrate respectful personal and social behavior
 - i. Act responsibly to avoid conflict
 - ii. Exhibit respect for the unique characteristics and abilities of peers
 - iii. Show cooperative and positive interactions with others
 - b. Appreciate the diverse background, participation, and history of stress and the explored management techniques and its participants
 - c. Exhibit respect for the unique characteristics and abilities of peers and compassion towards the diversity of skills and background in peers and in self while performing activities
 - d. Provide best effort

- e. Apply safe practices, rules, procedures, and etiquette in all activities
- E. **Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.** Students will:
 - a. Recognize the importance of physical activity and exercise to aid in relieving stress and its relationship with the dimensions of wellness (emotional, environmental, intellectual, physical, social, and spiritual/philosophical)
 - b. Monitor wellness behaviors through the use of logs, technology, etc.
 - c. Access, apply and critique information regarding self
- F. **Understand the role of nutrition, sleep, and stress management as behaviors which alleviate the effects of distress and assist us in developing and maintaining holistic wellness.** Students will:
 - a. Regularly monitor, record and analyze personal stress, emotional index and movements
 - b. Understand the benefits of stress relieving techniques
 - c. Participate in positive behaviors that manage stress
 - d. Establish a S.M.A.R.T. short-term wellness goal and create a process for goal achievement
 - e. Regularly monitor and record S.M.A.R.T. goal behaviors

SSLs and Outcomes: Formally assessed –

I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that enable complex thought through reflecting on personal wellness, self-assessing learner responsibility, performing kinesthetic movement, teamwork and collaboration, written assessments and quizzes, small and large group discussions and activities.

I.C. Students are expected to precisely observe and accurately record findings in order to evaluate and assess data and use as evidence to support statements. Students will use pen and paper and technology to collect data and journal their accomplishments, progress, and reflection.

I.D. Students are expected to evaluate the soundness and relevance of information and reasoning by using reputable information, demonstrating an understanding of the explored concepts and analysis of stress and its management through observation and comparison.

III.B. Students are expected to recognize, pursue, and explain substantive connections within and among areas of knowledge by articulating their understanding of the interconnections with stress and its management and how their stress interconnects with the dimensions of wellness and the context of their wellness in their everyday lives.

IV.A. Students are expected to construct judgments based on evidence by using authentic data to understand their personal stressors, develop a goal to aid in relieving stress and evaluate and reflect on their personal data.

V.A. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by recognizing their own ability in order to make safe and

effective decisions, recognizing their current capacity in order to progress, and participating and cooperating with self and others.

V.B. Students are expected to make reasoned decisions which reflect ethical standards, and act in accordance with those decisions through taking responsibility for their learning, collaborating with other students, and constructive critique of self and others.

V.C. Students are expected to establish and commit to a personal wellness lifestyle in the development of the whole self by being confident in their own abilities, and making informed decisions about the balance of each of the dimensions of wellness to become an educated lifelong learner.

Informally assessed –

I.B. Students are expected to construct questions which further understanding, forge connections, and deepen meaning in order to demonstrate competency in discussions, writing, and quizzes.

Instructional Design and Approach:

This course focuses on learning about stress and its response with an emphasis placed on student's increasing awareness of their personal stressors and response to them and exploring various techniques to aid in reducing stress. The overarching course design goal is to empower students to reduce and minimize stress through an interdisciplinary gamut of stress management tools.

During the course, students will regularly monitor and record their stressors, response to stress, emotional indexes, and participate in stress relieving techniques and document subsequent outcomes of each endeavor. Periodic analysis will be conducted as the students build their stress management tool box.

This course includes teacher-directed, student-directed, and self-directed activities and discussions. Learners should be prepared to participate in individual, small and whole group activities. Learning experiences are intended to guide students in the establishment and commitment to a positive wellness lifestyle.

Student Expectations:

Attendance:

Class begins at the appropriate scheduled times. You are allowed **five (5) minutes** to change. After these five (5) minutes you will be counted tardy. Please make every effort to be on time, as it helps the class run more smoothly. Learner Responsibility points will be deducted for tardiness, and absences; for more details refer to the Learner Responsibility in the Grading section. **Note:** Students may not dress for some class sessions. The instructor will notify the

students at the earliest convenience. These non-dress sessions will begin at the official class start time. Refer to the IMSA student handbook for details relating to absent times.

Section	1
Start Time	2:20 p.m.
Tardy Time	2:25 p.m.
Absent Time	2:30 p.m.

- **Absences**

As previously noted, Learner Responsibility points are deducted for absences. Excused absences, such as for an illness or a school-sponsored activity are eligible to be made-up. It is the responsibility of the student to contact the instructor in a timely manner (i.e. by the next class session) to discuss if an excused absence is eligible for a makeup.

Students more than 10 minutes late from the start of the course, need to get a time-stamped pass from the Attendance office and return to class with the pass for the instructor to sign. The student will return the pass to the attendance office by the end of the day. For example, if the course starts at 2:20 p.m. and the student arrives to class at 2:32 p.m., the student will be required to get a pass from the attendance office.

Contact must occur outside of class time, before the absence, or within one class day of returning to campus to discuss the make-up and receive the make-up directions. If eligible, a makeup card is issued and you will have **one (1) week** from the receipt of the make-up card to complete any activity portions that may have been missed to regain the lost points. Any written assignment may have a different time frame for make-up completion. For example, a graded assessment may be due at the start of the next class, whereas, a make-up for an activity segment is given up to **one (1) week**. If a make-up is not completed with the noted timeframe, Learner Responsibility and/or assessment points will not be earned. Complete make-ups during the quarter the absence occurs. However, special arrangements will be given to students absent during the last weeks of the quarter.

Activity make-up sessions must be completed under the supervision of and signed by a Wellness staff member. Wellness staff members are Mr. D. Hernandez, Mr. D. Lundgren, and Mrs. M. Myers.

To complete a make-up, the student must complete a make-up form, satisfy the noted expectations, and return the form and any requested information to the instructor by the due date noted. Only one make-up session is allowed per day.

Injuries/Illness

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Students who become injured or ill during the semester may need a medical permission slip to participate in the course. Depending on the severity and duration of the injury or illness, the student may be dropped from the course and will be enrolled in an elective during another semester.

Technology

It is an expectation when working on computers that only the websites and documents requested by the instructors are open. Having other sites and documents open will result in loss of instrument for two class sessions. This applies to inappropriate use of other technologies, such as cell-phones, ipods, ipads, kindles and similar. Additionally, headphones are not allowed in class and will follow the same procedure if found. The student will have to contact the teacher and make arrangements outside of class time to pick up the instrument.

Locker Rooms & Lockers:

Store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be dressed with proper activity clothing. If you come to class after the five minutes allocated for dress, you are tardy. Note that attendance timing applies even if you are not properly prepared for class due to attire issues. For example, coming in and putting on your shoes or asking to use the restroom after the start of class. Learner responsibility points will reflect both the timeliness and dress of the student. IMSA is not responsible for lost or stolen items.

In Summary, all students are expected to:

1. Assume ownership for own learning and challenge.
2. Be held responsible for any concepts, problems or announcements presented in class. Pop quizzes happen!
3. Attend **all** scheduled class meetings and be **on time, prepared, and dressed** for class.
4. Participate **fully** for the entire class period.
5. Dress appropriately in modest clothing for temperature conditions.
6. Act respectfully toward self, others, class environment, and content.
7. Complete all assigned work and submit graded assignments on time. Some assessments will not be graded. **All assignments are due on their assigned due date at the beginning of class.** Most assessments will be submitted in hard copy.
8. Use their **IMSA email account** to communicate electronically with the instructor.
9. Contribute positively and inclusively, enabling learning, through words and actions as a leader and a follower. Swearing and abusive language or actions will not be tolerated.
10. Be willing to improve skills and knowledge of physical activity/sport by listening receptively to classmates and teacher.
11. Submit assessments by the start of the class session. After this timeframe, assignments are late and will result in a reduction of Learner Responsibility points.

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12. Take all tests and quizzes at the scheduled time. Make-ups **are not** allowed for **unexcused absences**.
13. Contact the instructor to see if an excused absence is eligible for a make-up. Student must see the instructor outside of class time. Make-ups must be completed by the date on the form. All physical activity make-ups must be completed under the supervision of a Wellness staff member.
14. Not bring food or beverages (other than water bottles with lids) in the Wellness areas. Gum is not allowed.
15. Make sure sneakers are clean before entering any Wellness rooms.
16. Bring folders and writing utensil to each class session.
17. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.
18. Clean out their lockers at the end of the semester.

Academic Honesty:

The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty –cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.

It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA’s policy on academic honesty located in the student handbook. It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student’s own efforts.

Assessment Practices, Procedures, and Processes:

Grading:

Grading will be based on the student’s ability to be proficient in the curriculum. These assessments include the student’s responsibility as a learner, their effort, participation and attendance; individual and group projects; and self- and peer- assessments.

Common Assessments

Common assessments include, but are not limited to:

- S.M.A.R.T. goal and process
- Final Wellness Reflection

Learner Responsibility

- Student behavior and participation will be monitored. In-class learner responsibility points will be earned, but not limited to, the following:

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- Work Ethics: on task; actively involved in class (activities and discussion); demonstrates acceptable effort; recognizes and consistently applies rules, regulations, etiquette specific to tactics; applies learned motor skills; being awake
- Appropriate Social Skills: demonstrates respect for self, others, and content; displays positive leadership and followership abilities; engages in positive interactions; uses appropriate language
- Safety: participates in appropriate warm up and cool down activities; engages in proper use of equipment and facilities; follows directions and class and locker room policies; has appropriate dress for class
- Attendance
 - Learner responsibility points will be deducted for absences (excused and unexcused) and tardies.
 - Points for some Academy excused absences **may** be made up.

Submitted work will be returned in a timely fashion. **Note:** Graded work may not be returned until all students have completed or submitted the assessment.

Proficiency-Based Grading

Assessments are graded according to the student's proficiency of that course content, knowledge and / or skills. The proficiency scale is:

Highly Proficient	A-/A
Proficient	B
Developing	C/B-
Beginning	D/C-
Missing	F

Assessment Submission Requirements:

Assessments are due at the start of class. Write your name, date, and course section number on the upper right hand corner of your assessment, unless directed otherwise. Ensure that the proficiency chart is included and attached at the end of your paperwork. When submitting multiple pages, staple or paperclip them together.

For assessments where a student earns less than a proficient score of a B, s/he has the opportunity to revise her/his work or in some cases complete a similar assessment. Students earning a proficient score may elect to revise their work in an effort to earn a different score on the assessment.

Revised Assessment Submission Requirements

Revised assessments must be submitted in a timely manner. Revisions are due at the beginning of class, **two (2)** class sessions from the date the assessment is returned. Submissions received after the second class session will be graded, but will not yield a change in the student's earned score.

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- For example, if the assignment is returned on Monday, revisions will be collected at the start of class on Friday, assuming Wednesday is an I-day.

Revisions must be clearly visible. Response options include:

- **Bold**
- Colors: green, yellow, purple (Avoid gray hues, red and blue)
- Highlight

“Revision #2” must be written below your name, date and course section number on the upper right hand corner of the original assessment. If you will make edits on a typed version of an assessment, save this information as a separate document. Use this version to make edits. DO NOT delete any information; rather draw a line (~~draw a line~~) through any material you wish to remove. Make certain all original assessment documentation, teacher comments and proficiency chart are included.

If the original assessment work with teacher comments and proficiency charts are **NOT** utilized and submitted the revised work will not be graded and the original assessment score is the final grade.

Note that revisions are not allowed for some assessments. These assessments include, but are not limited, to

- **Learner Responsibility**
- **Final Wellness Reflection**

Submissions received after the second class session will be graded, but will not yield a change in the student’s earned score.

Sequence of Topics and Activities

The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how much the student puts into it. *The instructor reserves the right to change the schedule at any time.*

Date	Agenda
Week 1	Introduction to course and expectations Review Moving and Learning concepts (stress, wellness) Stress definition of terms <ul style="list-style-type: none">- Define stress, stressor, eustress, distress, acute stress, chronic stress- Define and explain the difference between eustress and distress- Differentiate between acute, acute episodic and chronic stress Dimension of wellness and stress

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	<ul style="list-style-type: none"> - Physical - Social - Intellectual - Emotional - Environmental - Spiritual/philosophical <p>Stress Assessment Stress Diary</p>
Week 2	<p>The Science of Stress The fight-or-flight response Describe the human stress response Explain the physiological and psychological indicators of stress Identify the stages of the General Adaptation Syndrome Time Management Physical Activity and Exercise Stress Diary continues Graded Assessment: S.M.A.R.T. Goal and Process</p>
Week 3	<p>Mind-body connection: Stress and Disease Perception and Stress Explain how the science of stress relates to stress management and prevention or reduction of disease risk The role of stress in disease and illness</p>
Week 4	<p>Healthy Lifestyles: Exercise Explain health and stress-relieving benefits of exercise and physical activity Explain the impact of stress on exercise and physical activity Physical Activity</p>
Week 5	<p>Healthy Lifestyles: Exercise Healthy Lifestyles: Nutrition Explain health and stress-relieving benefits of balanced nutritional intakes Explain the impact of stress on nutrition needs and body fat Discuss the relationship between stress and eating disorders Physical Activity</p>
Week 6	<p>Mindfulness Distinguish between mindfulness and mindlessness List the qualities of mindfulness</p>
Week 7	<p>Relaxation Distinguish between mindfulness and mindlessness List the qualities of mindfulness Healthy Lifestyles: Sleep Discuss the relationship between sleep and stress Explain the impact of stress on sleep and lack of sleep on stress levels</p>
Week 8	<p>Environmental Wellness Describe the role of color, light, smells, air, noise, temperature, nature and organization in creating a healing environment</p>
Week 9	<p>Emotional Wellness</p>

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	Explain how negative emotions relate to stress Describe the physiological manifestations of certain emotions Distinguish between guilt and worry Explain the differences between anger and hostility
Week 10	Stress and the other Dimensions of Wellness Explain the connection between values clarification and stress management Describe stress and its management in other cultures
Week 11 – 14	Stress Management Techniques Group Project
Week 15 - 16	Stress Management Techniques Group Project Stress Assessment
Week 17	Stress Management Techniques Group Project Wellness Reflection