

School of Public Health

Syllabus and Course Information



PubH 1001: Success Over Stress

Spring 2017

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| Credits: | 1 credit |
| Meeting Day(s), Time & Place: | This course is entirely web-based, delivered via a Moodle course site |
| Instructor: | Sarah Keene, M.S.Ed. M.Phil.Ed. |
| Email: | skeene@umn.edu |
| Phone: | 612-626-8335 |
| Office Address: | We are located in Suite 350-1 in the McNamara Alumni Center |
| Fax: | 612-625-8950 |
| Office hours: | By appointment. We are happy to meet with students and are here to help you succeed! |

Instructional Team: Due to the enrollment size and peer-education-based philosophy of the Success Over Stress course, it is taught by a team of people, including undergraduate Teaching Assistants (TAs), a tech administrator, and an instructor. The team works together closely toward the goal of providing all students with a positive learning experience. The instructor is responsible for the development of content and assignments and oversees the day-to-day operations of the course. The tech administrator helps students troubleshoot any tech issues that may arise. Your TA will guide you through the course and is a great resource; we are confident in your TA's ability to provide you with accurate answers to your questions and valuable feedback on your coursework. TAs are students who've done well in the course and completed Peer Educator training, which addresses confidentiality as well as listening, responding, referral, and other skills. Please contact your TA any time you have questions or concerns. Further, don't hesitate to contact the instructor if you have questions or concerns about your TA or other aspects of the course.

Contact Information

*Please record (or print) the following Instructional Team contact information. That way, you can still contact us in the event that you have difficulty connecting to the Internet or otherwise don't have access to the syllabus.

Teaching Assistant: Name and contact information will be announced via the Moodle course site and email.

Tech Administrator: *Email:* ritech@umn.edu

Our mailing address is:
The Rothenberger Institute

350-1 McNamara Alumni Center
200 Oak St. SE
Minneapolis, MN 55455-2008

Our intercampus mail code is: 2004B

Communication

Communication is important in any college course, but especially in an online course. We encourage all students to frequently check the announcements and news discussion forum in the Moodle course site for up-to-date course information. In addition, we strongly recommend that you check your U of M email daily. Your University email account is the primary form of communication for Success Over Stress; **you are responsible for reading all course-related emails sent to your University email account and contacting us in a timely manner with any questions you may have.**

Email Us

Please use your official University of Minnesota account for all email correspondence with us.

- **Please do not use personal email accounts to contact us for course related matters;** we will only respond to emails sent from University email accounts.
- When sending an email, help ensure a quick response by **including the name of your course and section number in the subject heading.** The course team works with and teaches multiple classes on multiple campuses.
- Our goal is to respond to emails within one-two business days; do not expect an immediate response.

Post a Message in the Discussion Forum in Moodle

If you have questions or comments that are not private and could benefit other students, please post them to the discussion forum in the Moodle course site rather than sending an email; you may even find that your question has already been answered.

I. Course Description

Success Over Stress is offered through the Rothenberger Institute (RI). RI provides a suite of wellness-based courses focusing on the knowledge and skills students need to lead healthy, productive, and balanced lives. For more information, visit [the Rothenberger Institute website](#).

The intent of this course is two-fold: to increase students' understanding of stress so that they may better manage it in their own lives, and to empower them to help others to reduce and manage their stress as well. In line with a public health perspective, the topic of stress will be approached from a holistic health perspective and the impact of stress on all aspects of life will be considered. We hope to provide students with tools to help them during their college years – and throughout the rest of their lives as well. "Stress" is a term with varied meanings and "stress management" has become a popular topic in our society. In this course, we will study and dissect this topic in order to gain a clear understanding of its causes, effects, and consequences – for students and society at large. The course will also provide students with resources they can use to manage their stress more effectively.

Acknowledgements

The contents of Success Over Stress have been developed with the contributions of numerous instructors. Sarah Keene, the current instructor, has been involved with the majority of recent content and modifications. Former faculty/instructors, including Jolynn Gardner and Jerri Kjolhaug had roles in

either the conceptual development or actual content of the current course, and are acknowledged for their contributions. We also acknowledge Sarah Sevcik, Amy LimBybliw, Emily Matson, and Xiong Xy for their contributions.

II. Course Prerequisites

This course is intended for undergraduate students who want a basic knowledge of one or more of the main topic areas, guidance on how to improve their health-related behaviors, and are ready to consider and/or experiment with a variety of strategies.

III. Course Goals and Objectives

At the conclusion of this course, the learner will be able to demonstrate, via various evaluation methods, a thorough understanding of the concepts listed below:

1. Identify the leading sources of stress for college students and common personal triggers.
2. Convey an understanding of the concepts of stress, perception, strain, long-term outcomes, and coping.
3. Discuss and convey an understanding of the stress process. Students will also be able to identify the components of the stress process and provide examples in each component.
4. Identify and discuss the potential negative health outcomes of chronic or unaddressed stress.
5. Critically assess unique personal coping styles and preferences.
6. Identify best practices for addressing interpersonal conflicts, academic stress, financial stress, and time management.
7. Describe several different maladaptive coping styles, both cognitive and behavioral.
8. Discuss the role of outlook and social support in managing and coping with stress.
9. Demonstrate an understanding of various relaxation strategies.
10. Critically assess the impact of sleep, nutrition, and physical activity on stress.
11. Identify and access appropriate campus resources that can help students with concerns related to stress, mental health, time management, health issues, academic concerns, and other concerns.

IV. Methods of Instruction and Work Expectations

Course Workload Expectations

Success Over Stress is a one (1) credit online course. The University expects that for each credit, you will spend a minimum of three hours per week attending class, reading, studying, completing assignments, etc. over the course of a 15-week semester. Thus, this course requires approximately 45 hours of effort spread over the course of the term in order to earn an average grade.

However, because this course is entirely web-based, you are not required to attend any lectures or classroom sessions. Instead, this is an interactive, computer-based class; your time will be spent interacting with online lessons, reading online articles, and completing assigned coursework via the Moodle course site. Viewing the lessons online is the same as going to class, except you can complete this course while in bed, at a coffee shop, or from anywhere else you have access to the Internet!

Moodle Course Site

You can find all course related materials on our Moodle course site. You are expected to access the course site at least once per week; be sure to check the announcements and discussion forums often for the most up-to-date course information.

To access the course site:

- [Log into your MyU](#) using your UMN Internet ID and password
- Click on “Key Links” in the maroon horizontal menu bar toward the top of the page
- Click on “Moodle”

Once the Moodle homepage opens, scroll down to the link for this course; click it to access the course site.

If it has been more than 24 hours since you have registered and you have problems accessing the Moodle course site, email [Moodle Support](#) for help.

Computer and Internet Expectations and Access

Success Over Stress requires use of the Internet for access to the course site and University email. You are assumed to have reliable access to a computer and high-speed Internet. If you don't have reliable computer and/or Internet access at home, the [University has many free, public computer labs](#) on campus.

In addition to those mentioned in the link above, most libraries on campus, as well as public libraries in the community, have computers with reliable Internet for general use.

Computer Skills and Online Course Readiness:

You are expected to have basic computing skills. If you are concerned about how you will succeed in an online course, we encourage you to review the [U of M Resources and Tips and Training](#) provided by the U of M, Twin Cities' digital campus initiative.

U of M Technology Support

The U of M provides technical support services to students through the Office of Information Technology (OIT). [U of M tech support](#) can help with any questions about your University accounts (Email/Google Apps, Moodle access, myU Portal, passwords, etc.); you can also search for answers or chat live with a support staff member. You can also call the Help Desk (612-301-4357 or 1-HELP on campus) or stop by Tech Stop ([locations and hours](#)).

Note: U of M Tech and Moodle support are not able to access or make any changes to our Moodle course site. If you have issues within the course site, visit “Technology Issues with Course Materials” below for more information.

V. Course Text and Readings

This course does not have an assigned textbook. All of the course lessons and readings can be accessed via the Moodle course site.

Interactive Lessons

Some students learn better when they see or read learning materials (visual). Others learn better when they hear the learning materials (auditory). Others may need to be moving or doing something in order to learn the material (tactile/kinesthetic); for these students, participating in activities or taking notes in their own words reinforces the learning process.

We have designed the interactive lessons to meet all three learning styles. You can control the way in which you access the material. We encourage experimentation with the following options to discover which works best for you.

- Click through the lesson pages while at the computer, stopping to read and/or listen to each page and complete the interactions.
- Download the lesson transcripts using Adobe Reader and read the text from the computer or print the file to read from hard copy.
- Download the lesson .mp3 and listen to it from an iPod or other .mp3 player.

If you choose to read the transcripts or download the lesson .mp3s, you're still expected to revisit the online lessons to engage with the interactive activities.

Access to interactive online lessons will end after the semester is over; if you think you would like to refer back to lesson content after the semester is over, be sure to download the lesson transcripts and/or audio files.

Browser Recommendations for the Online Interactive Lessons

The Rothenberger Institute recommends using newer versions of Mozilla Firefox or Google Chrome as your web browser when accessing the online interactive lessons through the Moodle course site. Both of these web browsers can be downloaded for free:

- [Download the latest version of Firefox](#)
- [Download the latest version of Google Chrome](#)

Note: We do **not** recommend using Internet Explorer as your web browser to view the online interactive lessons.

Videos in Interactive Lessons

The interactive lessons feature unscripted videos of real students from Minnesota college campuses discussing their opinions on course related topics. While valuable and relevant to the course in some way, the views expressed by students featured in these videos may not necessarily represent the views or recommendations of the Rothenberger Institute. For this reason, content within student videos will not be assessed in quizzes. However, all other videos, unless otherwise noted, contain required content that may be assessed in quizzes and assignments.

Supplemental Readings

Supplemental readings are provided. Many of readings are accessible via web links, but others are posted to the course site in PDF format; in order to open them, you will need Adobe Acrobat Reader, which can be [downloaded for free](#).

VI. Course Outline/Weekly Schedule

THERE ARE DUE DATES. All coursework must be submitted via the Moodle course site before the date and time specified below; note that there is something due by 9:00pm CST every Tuesday throughout the term.

| Wk | Date | What is due? | Topics Covered | Points |
|--------------------------------|------|--|---|--------|
| 1 | 1/17 | Course Orientation Quiz | Syllabus & Tech Hub Website | 0 |
| | | Introductory Post in Forum OR on Flipgrid | You! | |
| Module 1 | | | | |
| 2 | 1/24 | Intentions Reflection | Intro to Stress | 5 |
| 3 | 1/31 | Mindset Reflection | Intro to Stress | 10 |
| 4 | 2/7 | Quiz: Module 1 | Intro to Stress, Stress: The Science and Sources, Stress and Health, & Intro to Coping | 20 |
| 5 | 2/14 | Coping Reflection | Intro to Coping | 10 |
| Module 2 | | | | |
| 6 | 2/21 | Quiz: Module 2 | Unique Stressors of College, Time and Money-related Stress, Academic and Interpersonal Stress, & Coping with Grief and Loss | 20 |
| 7 | 2/28 | Daily Hassles Log & Reflection (Parts 1 & 2) | Stress: The Science and Sources | 10 |
| 8 | 3/7 | Time Management Reflection | Time and Money-related Stress | 10 |
| Spring break! Nothing due! | | | | |
| Module 3 | | | | |
| 9 | 3/21 | Quiz: Module 3 | Maladaptive Coping Behaviors, Maladaptive Cognitive Coping | 15 |
| 10 | 3/28 | Worry Reflection | Maladaptive Cognitive Coping | 15 |
| Module 4 | | | | |
| 11 | 4/4 | Resilience Challenge Pt 1 | Outlook and Social Support | 5 |
| | | Quiz: Module 4 | Outlook and Social Support, Relaxation Strategies to Try, Stress and Health Behaviors, Creating Your Stress Management Plan | 25 |
| 12 | 4/11 | Relaxation Strategy Practice | Relaxation Strategies to Try | 10 |
| 13 | 4/18 | Resilience Challenge Pt 2 | Outlook and Social Support | 10 |
| 14 | 4/25 | Letter of Gratitude Reflection | Outlook and Social Support | 10 |
| Finishing Up The Course | | | | |
| 15 | 5/2 | Final Reflection: My Stress Management Plan | All Lessons | 25 |

Note on Assignments: The Daily Hassles Log requires a minimum of **four** days of logging, including two weekend days. Please plan ahead.

VII. Evaluation and Grading

Assessments Overview

Your performance in this course will be assessed in a variety of ways, including quizzes, behavior logs, and reflections. A brief summary of each category is included here. More specific instructions are located in the submission descriptions in the Moodle course site.

It is expected that you do your own work and that you work individually. Cheating will not be tolerated and will be dealt with according to University policy.

Quizzes

Moodle Support also recommends that you complete quizzes using a wired, high-speed Internet connection (not a wireless connection) to limit potential issues with Internet connectivity that could result in quizzes not submitting properly. If you typically use a wireless router, we strongly recommend that you plug your computer/laptop directly into your router using a LAN cable while taking quizzes.

While we understand that technical problems could still occur, it is your responsibility to take all the steps possible to limit potential issues that may interrupt the submission of your quiz answers; the course team reserves the right to take these factors into consideration when making final determinations on quizzes that do not submit properly.

Course Orientation Quiz (0 points, but required)

The course orientation quiz is required and should be taken after you have read the entire syllabus and carefully reviewed the Tech Hub website linked in the Moodle course site that are available in the “start here” section of the course site. You should be able to identify the course goals, policies, and procedures, as well as general technical requirements for accessing the interactive lessons. You will not be able to view any of the course materials until you receive 100% on the Orientation Quiz, but you can take the quiz as many times as necessary to receive that score.

Content Quizzes (1 x 15 points + 2 x 20 points + 1 x 25 points = 80 points)

There are four required quizzes throughout the semester. You are given a short window of time to complete your quiz, so be sure to carefully review the required content for each quiz before beginning.

All quizzes include multiple-choice or true/false questions. The quizzes are timed, and you will be allowed an average of 1 minute per question to complete each quiz.

Quiz Times and Scores

Pay attention to the timer so that you complete and submit your quiz before the 9:00 pm CST deadline. Even if your quiz timer shows you still have time left, only answers saved at the 9:00 pm CST deadline will count, so be sure to start your quiz with enough time to complete it before it closes. You will be allowed one attempt on each quiz.

You will be able to review quiz questions, scores, and correct answers immediately upon submitting a quiz on the course site. We encourage you to review the correct answers for any questions you may have answered incorrectly; this will further your understanding of important course concepts and help guide your studying for future quizzes and assignments. Feel free to contact us if you have any questions.

Assignments

Activity and Reflection Assignments (2 x 5 points + 7 x 10 points + 1 x 15 points = 95 points)

There are eight required reflection assignments. You will be asked to answer questions that help you reflect on an activity or course content.

Final Reflection (25 points)

The final course reflection will require you to reflect on things you have learned from this course, and how you plan to maintain healthy stress management in the future.

Saving and Submitting Coursework

Students are expected to submit all course assignments in a PDF file format. PDF files can easily be opened on all computers; requiring this file format ensures that the instructional team can open all submitted assignment files and students receive credit for submitting their assignments on time. Directions on how to convert a variety of word processing file formats to PDFs can be found in the Tech Hub website. **Documents that students submit are considered final;** students may not submit more than one version or draft of each assignment.

In addition, we strongly encourage you to **save an electronic copy of each of your assignments to a portable flash drive and/or email the file(s) to yourself.** This is especially important if you are using a public computer, but is also recommended even if you have another copy saved on your personal computer.

Checking Assignment Scores and Feedback

It is our goal to complete the grading of assignments within a week of their deadline. In addition to grading your work, we provide feedback relevant to your knowledge, attitudes, and/or behavior. Be sure to read the feedback that's in the comment box and/or attached for you. This will enhance your learning experience, and it is expected in this course. You can check your assignment score and feedback by clicking the assignment title. Then, scroll to the bottom of the page. You should see your score and feedback.

Please let us know if you have any questions about assessment feedback or your scores. If you have general questions about your grade, email your TA. If you would like an assignment or quiz score or your final grade to be reconsidered by the instructional team, please email the TA *within two weeks of grading* with a detailed justification as to why you believe your score or final grade should be reconsidered.

Technical Issues with Course Materials

You are expected to submit all coursework on time and **it is your responsibility to ensure that your work is submitted properly before the deadline.** Double-check your quiz and assignment submissions right after you submit them by returning to your submission and scrolling down to the bottom of the

instructions page; assignments successfully submitted will be attached on this page or your quiz score should appear if it was successfully submitted.

If you experience technical difficulties while navigating through the course site or attempting to submit coursework:

1. Search for a solution in the RI Tech Hub website, linked in the Moodle course site.
2. If you cannot find a solution, you should submit a Tech Help Form within 30 minutes of the problem's occurrence. This form is located in the RI Tech Hub Website, linked on your Moodle course site. Provide as much information as possible, so your tech administrator can best help you as soon as possible. You can expect a response within 1-2 business days to help resolve the problem.
3. If you cannot access the Moodle course site, [contact Moodle support](#) and explain what you are experiencing so they can help you.

Late Work

Because there is something due every week throughout the term, it's especially important to stay on track with your coursework. If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted for only a limited amount of time (up to 24 hours past its deadline) and will be worth only half credit. This means that all work submitted after 9:00 pm CST on its given due date will earn a maximum of half credit; so, do not wait until the last minute to submit! No work will be accepted more than 24 hours past its posted deadline. The only potential exception to this policy is for a legitimate reason as defined below. Also note, extra credit opportunities are posted on the course site if you wish to make up lost points, but extra credit will not be accepted for any credit past its posted deadline.

Makeup Work for Legitimate Reasons

If you experience an extraordinary event that prevents you from completing coursework on time and you would like to make arrangements to make up your work, contact your TA as soon as possible. Per University policy, legitimate reasons for making up work may include illness, a serious accident or personal injury, hospitalization, a death or serious illness within the family, bereavement, religious observances, subpoenas, jury duty, military service, participation in intercollegiate athletic events, or similar situations. Further, circumstances that qualify for making up missed work must be verifiable (e.g., copy of funeral program or obituary, doctor's note, etc.) and will be handled by the instructional team on a case-by-case basis; they will always be considered but not always granted. They do not include "working too much," "took too many credits," and so forth. Additionally, such circumstances do not include voting in local, state, or national elections. For complete information, please see the [U of M's policy on Makeup Work for Legitimate Absences](#).

Optional Extra Credit (up to 15 points)

You may earn a maximum of 15 points of extra credit throughout the semester. All extra credit opportunities are optional. They are meant to enhance what you're learning throughout the course content and may take several forms (e.g., optional/bonus work on required assignments, experiential activities, campus or community events related to course topics, current events articles, etc.). Check the course outline (on the main page) to see extra-credit opportunities as well as the news and

announcements forum for additional extra credit opportunities that may become available throughout the semester.

Grade Calculation

There are 200 total points possible in this class. You can calculate your course grade throughout the semester:

1. Add the points earned on the work that’s been graded. Include any points earned through extra credit. Do not include your score from the Orientation Quiz, as it is required, but not worth any points toward the course total. (Note: you can view your scores by clicking on the “grades” link located within the “Administration” block. This block can be found on the left-hand side of the course site.)
2. Divide that number by the total number of points that were possible on the work that’s been graded. *Do not include extra credit in the total points possible, or work that’s been submitted but not yet graded.*

Grading Scale

The University uses plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following, and you can expect the grade lines to be drawn as follows:

| <u>% In Class</u> | <u>Grade</u> | <u>GPA</u> | | | |
|-------------------|--------------|------------|----------|----|-------|
| 92 - 100% | A | 4.000 | 72 - 77% | C | 2.000 |
| 90 - 91% | A- | 3.667 | 70 - 71% | C- | 1.667 |
| 88 - 89% | B+ | 3.333 | 68 - 69% | D+ | 1.333 |
| 82 - 87% | B | 3.000 | 60 - 67% | D | 1.000 |
| 80 - 81% | B- | 2.667 | ≤ 59% | F | |
| 78 - 79% | C+ | 2.333 | | | |

A = achievement that is outstanding relative to the level necessary to meet course requirements.

B = achievement that is significantly above the level necessary to meet course requirements.

C = achievement that meets the course requirements in every respect.

D = achievement that is worthy of credit even though it fails to meet fully the course requirements.

F = failure because work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (Incomplete).

S = achievement that is satisfactory, which is equivalent to a C- or better

N = achievement that is not satisfactory and signifies that the work was either 1) completed but at a level that is not worthy of credit, or 2) not completed and there was no agreement between the instructor and student that the student would receive an I (Incomplete).

Please see the [U of M’s policy on Grading and Transcripts](#) for more information.

Grade Option Change

For full-semester courses, you may change your grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e., summer and half-semester) can be found at [One Stop Student Services](#).

Incomplete Contracts

A grade of incomplete (“I”) shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an “I” requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). Students can learn more information and initiate an incomplete contract through the [SPHGrades website](#).

Note: We will not grant an “I” grade unless a majority of the coursework has already been completed satisfactorily (e.g. 75% of the coursework has been completed at or above a C-level). See [the U of M's policy on Incomplete Grades](#) for more information.

University of Minnesota Uniform Grading and Transcript Policy

More information on the policy can be found on [Policy Library Website](#).

VIII. Other Course Information and Policies

Other Important Dates

Please visit the [University’s academic calendar](#) for important University dates, deadlines, and holidays.

Course Evaluation

Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered. The SPH collects student course evaluations electronically using a [software system called CoursEval](#). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grade as soon as the faculty member renders the grade in [SPHGrades](#). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not.

Note: This is School of Public Health procedure—not a University-wide policy—and therefore applies to Public Health courses only. Responses will remain anonymous and will not be released to the course instructor until after final grades have been submitted.

Course Withdrawal

Students should refer to [the Refund and Drop/Add Deadlines for the particular term or information and deadlines for withdrawing from a course](#). As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must [contact the School of Public Health Office of Admissions and Student Resources](#) for further information.

Student Conduct

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of

the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to [Board of Regents Student Conduct Code](#).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. Please see [the U of M's policy on the Use of Personal Electronic Devices in the Classroom](#) for more information.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis (As defined in the [Student Conduct Code](#)). If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see the [U of M's policy on Teaching and Learning: Instructor and Unit Responsibilities](#).

The Office for Student Conduct and Academic Integrity has compiled a useful list of [Frequently Asked Questions pertaining to scholastic dishonesty](#). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

Indiana University [offers a clear description of plagiarism and an online quiz](#) to check your understanding.

Appropriate Student Use of Class Notes and Course Materials:

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of

the academic community. For additional information, please see the [U of M's policy on the Appropriate Student Use of Class Notes and Course Materials](#).

Sexual Harassment

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult the [Board of Regents Policy on Sexual Harassment](#)

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult the [Board of Regents Policy on Equity, Diversity, Equal Opportunity, and Affirmative Action](#).

Topic Sensitivity

In higher education, it is common for courses to contain content that exposes students to sensitive content, including trauma, racism, classism, violence, rape/sexual assaults, and other content that one might find upsetting, disturbing, or triggering. If you have significant difficulty with any of the course assignments, activities, or discussions, please discuss this with the instructor so it can be addressed. Additionally, course assignments ask you to reflect on your personal experiences related to course topics. You're encouraged to share only at the level you are comfortable sharing. If something in the course triggers uncomfortable thoughts or feelings, please take care of yourself and seek help if necessary or desired. Visit [the Student Mental Health website](#) for information about resources and services that are available to you, and please contact the instructor if you have any questions or concerns that may hinder your full and meaningful participation in the course. Your wellbeing is important to us.

Inclusive Language

While, for the most part, our culture uses a gender-binary and sex-binary framework—thinking and functioning in terms of men and women when discussing gender, or male and female when discussing biological sex, we at the Rothenberger Institute recognize that this doesn't encompass everyone's experience or identity and have therefore used inclusive language throughout the course. Such language consists of words and phrases that demonstrate respect for how a variety of individuals self-identify their gender and sexual orientation, describe their bodies and relationships, and express their sexuality. When we report research results, we use the same terms used by the researchers, recognizing that some of the research may not be inclusive. Despite its potentially exclusionary nature, we have chosen to include such research within the lessons because we believe that the data still has value in informing and supporting our discussions and may be the only or best data available on a given topic.

Disability Accommodations

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC at 612-626-1333 (V/TTY) or [email the DRC](#) to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please visit the [DRC website](#).

Mental Health and Stress Management

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the [Student Mental Health website](#).

The Office of Student Affairs at the University of Minnesota:

The [Office for Student Affairs](#) provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

Academic Freedom and Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, your adviser, the associate dean of the college ([Dr. Kristin Anderson](#), 612-626-8568), or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

** Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

Student Academic Success Services (SASS)

Students who wish to improve their academic performance may find assistance [from Student Academic Support Services](#) (SASS). While tutoring and advising are not offered, SASS provides resources such as individual consultations, workshops, and self-help materials.

Student Writing Support

[The Center for Writing](#) provides one to one tutoring services to students for all levels of writing; students can schedule appointments to meet face-to-face with a student writing consultant, drop by during drop in hours (15 Nicholson Hall), or work with a consultant online.

Role and Purpose of Policies

The above course policies are consistent with University of Minnesota policies and have been developed through previous experience with students. They are meant to help you meet the expectations of the course and to ensure that all students are held to the same, consistent standards and treated fairly.

IV. Appendix

| Module | Learning Component | Objectives |
|-------------------------------|--|---|
| Introduction to Stress | <i>Intro to Stress</i> | <ul style="list-style-type: none"> • Describe the relationship between stress and resilience • Define wellbeing • Discuss some of the myths and misconceptions surrounding stress • Identify the stages of change and steps involved in changing behavior |
| | <i>Stress: The Science and Sources</i> | <ul style="list-style-type: none"> • Describe the stress process • Explain General Adaptation Syndrome • Identify role-related stressors • Illustrate the role perception plays in the experience of stress |
| | <i>Stress and Health</i> | <ul style="list-style-type: none"> • Identify sources of excess or chronic stress and describe its various health-related impacts • Discuss the signs and symptoms of common mental health concerns |
| | <i>Intro to Coping</i> | <ul style="list-style-type: none"> • Distinguish various coping styles, recognize your current style, and identify your preferred style • Provide examples of various coping strategies within each style or family |
| | <i>Module 1 Quiz</i> | Assess the learning objectives of the following lessons: <ul style="list-style-type: none"> • Intro to Stress • Stress: The Science and Sources • Stress and Health • Intro to Coping |
| | <i>Intentions Reflection</i> | <ul style="list-style-type: none"> • Describe various coping styles, recognize your current style, and identify your preferred style |
| | <i>Mindset Reflection</i> | <ul style="list-style-type: none"> • Illustrate the role perception plays in the experience of stress |
| | <i>Coping Reflection</i> | <ul style="list-style-type: none"> • Describe various coping styles, recognize your current style, and identify your preferred style |

| Module | Learning Component | Objectives |
|--------------------------|--|---|
| Sources of Stress | <i>Unique Stressors of College</i> | <ul style="list-style-type: none"> • Identify the unique stressors of college life • Outline multiple strategies for coping with various college-specific stressors |
| | <i>Time- and Money-related Stress</i> | <ul style="list-style-type: none"> • Illustrate helpful strategies for managing stress around time • Describe the steps involved in conducting a financial inventory and the benefits of budgeting |
| | <i>Academic and Interpersonal Stress</i> | <ul style="list-style-type: none"> • Identify sources of academic and interpersonal stress and discuss ways to prevent and manage this stress • Recognize the importance of effective communication to manage potential conflicts with roommates, partners, professors, family members, and others • Identify and practice effective and assertive communication strategies and techniques |
| | <i>Coping with Grief and Loss</i> | <ul style="list-style-type: none"> • Define grief, mourning, and bereavement; • Identify strategies that can provide emotional relief during times of grief; and • Illustrate ways to support those who are grieving or in distress. |
| | <i>Module 2 Quiz</i> | Assesses the learning objectives of the following lessons: <ul style="list-style-type: none"> • Unique Stressors of College • Time- and Money-related Stress • Academic and Interpersonal Stress • Coping with Grief and Loss |
| | <i>Daily Hassles Log and Reflection</i> | <ul style="list-style-type: none"> • Illustrate the role perception plays in the experience of stress • Identify sources of academic and interpersonal stress and discuss ways to prevent and manage this stress • Identify the unique stressors of college life |
| | <i>Time Management Reflection</i> | <ul style="list-style-type: none"> • Illustrate helpful strategies for managing stress around time |

| Module | Learning Component | Objectives |
|---|--|---|
| <p style="text-align: center;">Unhealthy Coping Module</p> | <p style="text-align: center;"><i>Maladaptive Coping Behaviors</i></p> | <ul style="list-style-type: none"> • Explain what makes a coping behavior maladaptive • Identify common maladaptive coping behaviors • Describe the signs and symptoms of unhealthy coping behaviors • Refer to appropriate resources and apply relevant strategies to address unhealthy coping behaviors |
| | <p style="text-align: center;"><i>Maladaptive Cognitive Coping</i></p> | <ul style="list-style-type: none"> • Describe common maladaptive cognitive coping strategies • Illustrate the connection between maladaptive cognitive coping strategies, stress, and health outcomes • Identify ways to change maladaptive cognitive tendencies in your own life |
| | <p style="text-align: center;"><i>Module 3 Quiz</i></p> | <p>Assesses the learning objectives of the following lessons:</p> <ul style="list-style-type: none"> • Maladaptive Coping Behaviors • Maladaptive Cognitive Coping |
| | <p style="text-align: center;"><i>Worry Reflection Assignment</i></p> | <ul style="list-style-type: none"> • Identify the unique stressors of college life • Illustrate the role perception plays in the experience of stress |

| Module | Learning Component | Objectives |
|------------------------------|---|--|
| Healthy Coping Module | <i>Outlook and Social Support</i> | <ul style="list-style-type: none"> • Summarize the value of emotional awareness, expression, and regulation; • Define emotional intelligence; • Describe cognitive strategies for improving outlook; and • Identify the benefits of building and maintaining a strong social support network. |
| | <i>Relaxation Strategies to Try</i> | <ul style="list-style-type: none"> • Describe several relaxation strategies and their potential benefits; and • Assess opportunities for when and how different relaxation strategies could fit in your own life. |
| | <i>Stress and Health Behaviors</i> | <ul style="list-style-type: none"> • Describe the ways in which health behaviors can help or hinder stress management efforts; • Discuss recommendations regarding activity, nutrition, sleep; and • Identify areas of opportunity in your own life and apply practical strategies to improve or maintain health and wellbeing. |
| | <i>Creating Your Stress Management Plan</i> | <ul style="list-style-type: none"> • Define the stages of the Transtheoretical Model of Change; • Interpret which stage of change an individual is in based on readiness and motivation; and • Identify several coping strategies for different sources of stress. |
| | <i>Resilience Challenge Parts 1 & 2</i> | <ul style="list-style-type: none"> • Describe cognitive strategies for improving outlook; and • Identify several coping strategies for different sources of stress. |
| | <i>Module 4 Quiz</i> | <p>Assesses the learning objectives of the following lessons:</p> <ul style="list-style-type: none"> • Outlook and Social Support • Relaxation Strategies to Try • Stress and Health Behaviors • Creating Your Stress Management Plan |
| | <i>Relaxation Strategy Practice</i> | <ul style="list-style-type: none"> • Assess opportunities for when and how different relaxation strategies could fit in your own life. |

| Module | Learning Component | Objectives |
|------------------------------------|----------------------------|---|
| | <i>Letter of Gratitude</i> | <ul style="list-style-type: none"> • Describe cognitive strategies for improving outlook; and • Identify areas of opportunity in your own life and apply practical strategies to improve or maintain health and wellbeing. |
| Finishing up the Course | <i>Final Reflection</i> | <ul style="list-style-type: none"> • Identify areas of opportunity in your own life and apply practical strategies to improve or maintain health and wellbeing. • Identify several coping strategies for different sources of stress. |