PUBH 1001

Success Over Stress
Fall 2018

COURSE & CONTACT INFORMATION

Credits: 1 credit
Meeting Day(s), Time, and Place: This course is entirely web-based, delivered via Moodle course site
Office hours: By appointment. We are happy to meet with students and are here to help you succeed!

INSTRUCTIONAL TEAM

Success Over Stress is taught by a team of people, including undergraduate Teaching Assistants (TAs), a tech administrator, and one instructor. We work together to provide all students with a positive learning experience. Your TA will guide you through the course and is a great resource; we are confident in your TA's ability to provide accurate answers and valuable feedback. TAs have completed Peer Educator training, which addresses confidentiality as well as listening, responding, referral, and other skills.

Contact Type	Contact Information	Role	When to Contact
Teaching Assistant	Name and contact information announced via Moodle course site	Assigns grades and provides individual feedback on each assignment. Connects students to campus, community, and national resources and services.	Questions or concerns about the class, assignments, deadlines, etc. Your TA will respond promptly and is your first line of contact!
Technical Support	Via tech help form or ritech@umn.edu	Troubleshoots technical issues related to the Moodle site or course content.	Issues with the Moodle site, the online learning modules, or quizzes or assignments. But be sure to check the *TECH HUB* first where we have info on frequent questions/issues. Note: UMN Tech and Moodle Support are not able to make

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			any changes to our Moodle course site or address issues regarding the online learning modules.
Instructor	Laurie Lucachick, MPH 612-624-9971 lucac007@umn.edu McNamara Alumni Center, Suite 350-1 200 Oak St. SE Campus Mail Code: 2004B	Facilitates the course. Creates course content.	Questions about the course content, to submit a letter from the Disability Resource Center, to request an extension or approval to submit work late (be sure to look at the *Late Work policy* in this syllabus), or anything else!

Please save this contact information to your computer or print it. That way, you can still contact us in the event that you have difficulty connecting to the Internet or accessing the syllabus.

COMMUNICATION IN ONLINE COURSES

Communication is especially important in an online course. The course site announcement forums/discussions and email will be used to communicate with students. 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. We strongly recommend that you check your U of M email daily. Our goal is to respond to emails within one 1-2 business days and instructional staff does not reply to emails outside of business hours.

TIPS FOR CONTACTING US

● Per FERPA laws, use only your official University of Minnesota account for email correspondence with us.
● Include the name of your course and section number in the subject heading. The course team works with and teaches multiple classes on multiple campuses and it may help us get back to you faster.

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.

COURSE PREREQUISITES

There are no prerequisites for this course and it is intended for undergraduate students.

COURSE GOALS & 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:

- Identify the leading sources of stress for college students and common personal triggers.
- Convey an understanding of the concepts of stress, perception, strain, long-term outcomes, and coping.
- 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.
- Identify and discuss the potential negative health outcomes of chronic or unaddressed stress.
- Critically assess unique personal coping styles and preferences.
- Identify best practices for addressing interpersonal conflicts, academic stress, financial stress, and time management.
- Describe several different maladaptive coping styles, both cognitive and behavioral.
- Discuss the role of outlook and social support in managing and coping with stress.
- Demonstrate an understanding of various relaxation strategies.
- Critically assess the impact of sleep, nutrition, and physical activity on stress.
- 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.

METHODS OF INSTRUCTION AND WORK EXPECTATIONS

COURSE WORKLOAD EXPECTATIONS

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

This course is entirely online. Therefore, your time will be spent interacting with online learning modules, reading online articles, and completing assigned coursework via the Moodle course site.

TECHNOLOGY

You will use the following technology tools in this course. Please make yourself familiar with them. You are expected to have basic computing skills, such as using a word processing program, uploading files, opening and sending email, etc.

If you are concerned about your computer readiness to complete this online course, we encourage you to review the [U of M Resources & Tips and Training for students](#), the [Tech Hub Website](#), or contact your instructor. (See also: [SPH Student Policies: Technology Readiness](#))

- **[Moodle](#):** Training is available via [OIT Self-Help Guide: Moodle Resources for Students](#)
- **CogBooks Interactive Learning Modules:** All learning content in this course is delivered through the CogBooks platform. Review the [Online Learning Module Orientation](#) video for an introduction to using this tool.
- **Word processing program**: Visit the [RI Tech Hub](#) for a complete list of options & instructions. RI recommends:
  - Microsoft Word, training is available at [lynda.umn.edu](#).
  - Google Docs, training is available via [OIT Self-Help Guide](#) or [lynda.umn.edu](#)
- **PDF files:** [RI Tech Hub](#) has directions on converting a variety of word processing file formats to PDFs.
- **Adobe Acrobat Reader:** For supplemental readings; available as [free download](#) from Adobe.
- **Internet Browser**: Google Chrome or Mozilla Firefox recommended. (Internet Explorer not recommended.)
- **Flipgrid, optional** (for extra credit assignment): Flipgrid is a tool that allows you to record a 90-second video response and view others' responses. Links and instructions can be found within the Moodle course site's assignment pages.

The [University has many free, public computer labs](#) on campus with reliable Internet and the technology necessary to complete the course. Additionally, computers with reliable Internet for general use are available at most campus and community libraries.

LEARNING COMMUNITY

School of Public Health courses ask students to discuss frameworks, theory, policy, and more, often in the context of past and current events and policy debates. We do not come to our courses with identical backgrounds and experiences and building on what we already know about collaborating, listening, and engaging is critical to successful professional, academic, and scientific engagement with topics.

If you engage with other students using the forum, you are expected to engage with each other in respectful and thoughtful ways. This can mean:

- Respecting the identities and experiences of your classmates.
- Avoid broad statements and generalizations. Group discussions are another form of academic communication and responses to instructor questions in a group discussion are evaluated. Apply the same rigor to crafting discussion posts as you would for a paper.
- Consider your tone and language, especially when communicating in text format, as the lack of other cues can lead to misinterpretation.

Like other work in the course, all student to student communication is covered by the [Student Conduct Code](#).

COURSE TEXT & READINGS

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

ONLINE LEARNING MODULES IN COGBOOKS

The online learning content was developed by the Rothenberger Institute and is delivered through CogBooks, an external learning platform. The modules in the CogBooks platform provide you with a

personalized learning path based on your understanding of core course concepts, which you'll demonstrate using a slider bar.

The online learning modules include interactions (reflection opportunities, practice quiz questions, and other educational activities) intended to reinforce and/or check your understanding of course learning objectives before the objectives are assessed in graded quizzes and assignments. While the brief assessments within the CogBooks platform are not point-earning and do not count toward your final grade, investing time in these activities will help you succeed in the course; the more you put into the course by reflecting honestly on what you're learning, the more you will get out of this course.

Course materials are available to enrolled students for personal use only. By enrolling in this course, you're agreeing not to share the materials with other students, make them publicly available, or otherwise distribute them, as this is a violation of copyright and not permitted.

Note: Access to the online learning modules will end after the term is over; however, a PDF version of the module transcripts will be available for download at the end of the term. In addition, you may submit a request form at any point throughout the term to download the PDF version of the module transcripts.

VIDEOS IN ONLINE LEARNING MODULES
The online learning modules feature unscripted videos of real students from Minnesota college campuses discussing their opinions and experiences related to topics covered in the course modules. While valuable and relevant to the course, 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

INCLUSIVE LANGUAGE
Our culture, for the most part, 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 sex assigned at birth. However, we 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 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.

COURSE OUTLINE/WEEKLY SCHEDULE
This course has specific deadlines. All coursework must be submitted via the course site before the date and time specified on the site. **Note: assignments and quizzes are due by 5:00 PM CST throughout the term.**

Wk	Date	What is due?	Topics Covered	Points
1	**ASAP**	Course Orientation Quiz	Syllabus & Tech Hub Website	0
1	**ASAP**	Introductory Post in Forum OR on Flipgrid	You!	0
Foundations of Stress Management				

2	Sept 11	Mindset Reflection	Intro to Stress	15
3	Sept 18	Foundations of Stress Management Quiz	Intro to Stress, Stress: The Science and Sources, Stress and Health, & Intro to Coping	20
4	Sept 25	Daily Hassles Log & Reflection (Parts 1 & 2)	Stress: The Science and Sources	15
Sources of Stress				
5	Oct 2	Sources of Stress Quiz	Unique Stressors of College, Time and Money-related Stress, Academic and Interpersonal Stress, & Coping with Grief and Loss	20
6	Oct 9	Time Management Reflection **OR** Coping Reflection	Time and Money-related Stress Intro to Coping	10
Maladaptive Coping				
7	Oct 16	Maladaptive Coping Quiz	Maladaptive Coping Behaviors, Maladaptive Cognitive Coping	15
8	Oct 23	Worry Reflection	Maladaptive Cognitive Coping	15
Adaptive Coping and Application				
9	Oct 30	Resilience Challenge Part 1	Outlook and Social Support	10
10	Nov 6	Adaptive Coping and Application Quiz: Part 1	Outlook and Social Support, Relaxation Strategies to Try,	15
11	Nov 13	Resilience Challenge Part 2	Outlook and Social Support	15
12	Nov 20	Relaxation Strategy Practice **OR** Letter of Gratitude Reflection	Relaxation Strategies to Try Outlook and Social Support	10
13	Nov 27	Adaptive Coping and Application Quiz: Part 2	Stress and Health Behaviors, Creating Your Stress Management Plan	15
14	Dec 4	Nothing due! Work ahead!		
Finishing Up the Course				
14	Dec 11	Final Reflection: My Stress Management Plan	**All Modules**	25

Note on Assignments: The Daily Hassles Log requires a minimum of five days of logging, including two weekend days. Please plan ahead. You may submit work early. However, we cannot guarantee

that it will be graded early because priority will be given to work that's already been due. Our goal is to grade work within 7 days for assignments.

SPH and University Policies & Resources

The [School of Public Health website](#) maintains up-to-date information about resources available to students, as well as formal course policies. Students are expected to read and understand all policy information available at this link and are encouraged to make use of the resources available. The course policies outlined in the syllabus and on the SPH website 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.

The University of Minnesota has official policies, including but not limited to the following:
- Grade definitions
- Scholastic dishonesty
- Makeup work for legitimate absences
- Student conduct code
- Sexual harassment, sexual assault, stalking and relationship violence
- Equity, diversity, equal employment opportunity, and affirmative action
- Disability services
- Academic freedom and responsibility

The University offers academic, community, financial, and wellbeing resources to support undergraduate students. We care about your wellbeing and encourage you to learn more about these valuable [student resources](#), including:
- [Disability accommodations](#)
- [Housing and financial instability resources](#)
- [Technology help & readiness](#)
- [Academic support](#)

Please note that this is not an exhaustive list. We invite you to contact your TA, instructor, or Academic Advisor if you would like help identifying campus resources that are relevant to you.

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](#).

Evaluation & Grading

Assessments Overview
Your performance in this course will be assessed through quizzes and assignments; the course schedule is finalized before start of the term and will not change after the first day. A brief summary of each assessment 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. Academic dishonesty will not be tolerated and will be dealt with according to University policy.

QUIZZES

COURSE ORIENTATION QUIZ (0 POINTS, BUT REQUIRED)

The course orientation quiz is required and is based on information in the syllabus, orientation video, and Tech Hub website (linked in the Moodle course site). This quiz is available in the "Click Here To Get Started" section of the course site. 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 (3 X 15 POINTS + 2 X 20 POINTS = 85 POINTS)

There are five required quizzes throughout the term. All quizzes include multiple-choice or true/false questions.

QUIZ TIMES AND SCORES

You are given a short window of time to complete your quiz (approximately a minute per question), so be sure to carefully review the required content for each quiz before beginning. Complete and submit your quiz before the 5:00 pm CST deadline. If your quiz is in-progress, only answers saved before the **5:00 pm CST** deadline will count. 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. Contact your TA or the instructor if you have any questions.

ASSIGNMENTS

ACTIVITY AND REFLECTION ASSIGNMENTS (3 X 10 POINTS + 4 X 15 POINTS = 90 POINTS)

There are seven 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.

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:

% In Class	Grade	GPA
93 - 100%	A	4.000
90 - 92%	A-	3.667
87 - 89%	B+	3.333
83 - 86%	B	3.000
80 - 82%	B-	2.667
77 - 79%	C+	2.333
73 - 76%	C	2.000

70 - 72%	C-	1.667
67 - 69%	D+	1.333
63 - 66%	D	1.000
< 62%	F	

- 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).

GRADE CALCULATION

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

1. Go to the "Grades" link located within the "Navigation" block in Moodle.
2. Add the points earned on the work that's been graded. Include any points earned through extra credit. **Reminder**: **The Orientation Quiz is required, but points do not count toward the course total.**
3. 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.*

EVALUATION & GRADING POLICIES

As noted in the SPH & University Policies & Resources section of the syllabus, there is essential information for students on the SPH Student Policy website, including a Grading Policies section with information on grade option changes, course evaluations, withdrawals, and more.

5:00 P.M. CST DEADLINES

The Rothenberger Institute has decided on a 5:00 p.m. deadline for assignments and quizzes throughout the term. Turning your assignment in at 5:00 p.m. means that the evening is available for you to practice habits that foster wellbeing and engage socially with your community; this deadline also encourages you to plan ahead and work on assignments in advance, which is one effective strategy for reducing academic stress. Public health professionals work to change policies to make the world a healthier place; by building a system that supports health we are improving health outcomes for students!

SAVING & SUBMITTING COURSEWORK

Documents that students submit are considered final; students may not submit more than one version or draft of each assignment.

Moodle will only accept assignments in a PDF file format. Directions on how to convert a variety of word processing file formats to PDFs can be found in the [Tech Hub](#) website.

In addition, we strongly encourage you to save an electronic copy of each of your assignments to your Google 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.

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**.
- Open your PDF file prior to uploading it to Moodle to ensure that all of your answers are visible.
- 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.
  - Quiz scores should appear if your quiz was successfully submitted.

Moodle Support 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. All computer labs have a wired Internet connection (see [Computer Labs locations and hours](#).) Note: Moodle support recommends that you do not use a tablet or mobile phone device to complete online 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 into consideration the steps taken to decrease potential issues and report them in a timely manner when making final determinations on quizzes that do not submit properly.

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](#) (also linked in the Moodle course site).
2. If you cannot find a solution, submit a [Tech Help Form](#) (in the RI Tech Hub Website) **within 30 minutes** of the problem's occurrence.
   a. Provide as much information as possible, so the tech team can best help you as soon as possible.
   b. You can expect a response within 1-2 business days to help resolve the problem.
3. If you cannot access this course in Moodle, contact Moodle@umn.edu for help.

Note: UMN Tech Help or Moodle Support Teams **cannot** assist you with questions, problems, or access issues regarding the online learning modules, the CogBooks platform, or make changes to our Moodle course site. Please submit a [Tech Help Form](#) for help.

CHECKING ASSIGNMENT SCORES AND FEEDBACK

It is our goal to complete the grading of assignments within 7 days of their deadline. In addition to grading your work, TAs provide feedback relevant to your knowledge, attitudes, and/or behavior. Read your TA's feedback to enhance your learning experience. You can check your assignment score and feedback by clicking the assignment title then scrolling to the bottom of the page.

If you have general questions about your grade, email your TA. If you would like an assignment, quiz score, or final grade to be reconsidered by the instructional team, email your instructor *within two weeks of the assignment or quiz deadline or within 48 hours of final grades being submitted (whichever comes first)* with a detailed justification as to why you believe the grade should be reconsidered.

LATE ASSIGNMENTS

If you have other priorities when a quiz or assignment is due, plan ahead and submit the work early. Late work will be accepted within a 24-hour window past its deadline for up to half credit. 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 posted deadlines.

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 instructor within 48 hours of the missed deadline if an event could not have been anticipated and at least 48 hours prior if it is anticipated. Per University policy, legitimate reasons for making up work may include:

- illness
- serious accident or personal injury
- hospitalization
- death or serious illness within the family
- bereavement
- religious observances
- subpoenas
- jury duty
- military service
- participation in intercollegiate athletic events

Because this course is entirely online and all materials are available to students from the first day of the term, we expect students to plan accordingly if travels or access to internet will cause them to miss a deadline. Note that our deadlines are generally set for 5:00 p.m. CST, so traveling to a different time zone will require additional planning. Further, circumstances that qualify for making up missed work will be handled by the instructional team on a case-by-case basis; they will always be considered but not always granted. For complete information, view the 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 term. Extra credit opportunities 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 Moodle Course Site to see extra-credit opportunities as well as the news and announcements forum for additional extra credit opportunities that may become available throughout the term.

SCHOLASTIC DISHONESTY, PLAGIARISM, CHEATING, ETC

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). For additional information, please see the official policy.

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. 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.

INCOMPLETE CONTRACTS

Please review the SPH Student Policies page for Incomplete Contract information. A grade of incomplete, "I," can be assigned by the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be written by the instructor and signed by both the instructor and the student before the last day of the term. Note: Incompletes are always assigned at the discretion of the instructor and we will not grant an "I" grade unless a substantial portion of the coursework has already been completed satisfactorily.