



## Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

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**Semester:** Spring 2025

**Year:** 2025

**Course Prefix:** HLSC 2400

**Course and Section #:** HLSC 2400 X01

**Course Title:** Concepts of Stress Management

**Credits:** 3

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### ***Course Description***

For those interested in developing skills and techniques necessary to work with clients in stress reduction programs. Includes identifying, managing, and eliminating stress in individuals, families, and communities. Examines effects of stress on the immune, endocrine, and nervous systems and the relationship to disease. Teaches stress reduction application and methods in wellness and health care settings.

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### ***Course Attributes***

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

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### ***Instructor Information***

**Instructor Name:** Melinda Barber

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### ***Student Learning Outcomes***

- Define the construct of stress.
- Identify the sources of stress or stressors and the implications on wellness and health from those sources
- Determine personal reactions to stress.
- Distinguish between emotional-response and behavioral-response with regards to coping skills.
- Describe the effects of stress on physical, psychological, emotional, and social individual well-being.
- Demonstrate a variety of stress management techniques and their applications.

- Discuss the processes required to plan, implement, and evaluate a wellness program, especially focused on stress and anxiety.
- Explain how stress is assessed through various instruments.
- Analyze journal articles focused on stress-related topics.

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## ***Course Materials and Texts***

Olpin, M. & Hesson, M., Stress Management for Life (2020). 5th Edition, Cengage Learning. ISBN-13:978-0357363966

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## ***Course Requirements***

### **Course Assignments, Assessments, and Grading Policy**

#### **Assignments:**

Each module features a variety of engaging assignments designed to help students connect more deeply with the material. These may include personal reflections, watching thought-provoking documentaries, and more.

#### **Discussions:**

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It is okay to disagree in a discussion. In fact, much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial postdate which is usually a Sunday. Make sure you respond to two other students, making a substantial contribution to the discussion (i.e., "Thanks for your comments!" or "Great post!" do not count as substantial contributions).

#### **Assessments:**

All quizzes and exams will be administered through Canvas. Assessments are timed and may include a combination of true/false, multiple-choice, fill-in-the-blank, and essay questions.

Students will take one midterm exam and one final exam. The final exam is comprehensive and will be conducted during finals week.

Students are expected to prioritize academic responsibilities during finals week. Please avoid scheduling travel, work commitments, or other plans that may interfere with exam dates or assignment deadlines.

#### **Grading Policy:**

The following grading standards will be used in this class:

Grade	Percent
A	94-100%
A-	< 94-90%
B+	< 90-87%
B	< 87-84%
B-	< 84-80%
C+	< 80-77%
C	< 77-74%
C-	< 74-70%
D+	< 70- 67%
D	< 67-64%
D-	< 64-61%
E	< 61-0%

To succeed in this course, actively participate each week and submit all assignments on time. All assignments are accessible from the start of the semester, allowing you to work ahead if desired. However, discussion posts must be completed by their designated deadlines and the final exam cannot be taken early.

**Assignment Deadlines:** All coursework is due by 11:59 p.m. (Mountain Time) on the date listed in Canvas. Avoid submitting assignments at 11:58 p.m., as they may not upload in time if still processing at 11:59 p.m. Do not email assignments if you miss the submission window.

**Late Work Policy:** Late assignments are accepted for up to one week after the deadline, with a 10% deduction per day (up to 7 days). After the one-week grace period, late assignments will not be accepted.

**Unexpected Circumstances:** If an unforeseen situation arises, please contact me immediately so we can discuss possible solutions. With the exception of the final exam, you are welcome to submit assignments

early. In cases of prolonged absences, appropriate documentation, such as a doctor's note, may be required as verification.

**Final Exam:** The final exam must be completed during the last week of class (finals week) and cannot be taken early. Missed final exams cannot be made up.

**Grading Timeline:** Assignments will be graded within two weeks of the due date. Check your grades regularly and notify me promptly if you encounter any issues.

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### Required or Recommended Reading Assignments

Olpin, M. & Hesson, M., Stress Management for Life (2020). 5th Edition, Cengage Learning. ISBN-13:978-0357363966

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### General Description of the Subject Matter of Each Lecture or Discussion

Module	Chapter	Topic
1	1 & 2	<ul style="list-style-type: none"><li>• Introduction to Course</li></ul>
2	3	<ul style="list-style-type: none"><li>• The Science of Stress</li></ul>
3	4	<ul style="list-style-type: none"><li>• Mind/Body Connection</li></ul>
4	5	<ul style="list-style-type: none"><li>• Perception</li></ul>
5	6	<ul style="list-style-type: none"><li>• Thinking &amp; Choosing</li></ul>
6	7	<ul style="list-style-type: none"><li>• Mindfulness</li></ul>
7	8	<ul style="list-style-type: none"><li>• Managing Emotions</li></ul>
8	9	<ul style="list-style-type: none"><li>• Values &amp; Spirituality</li></ul>
Midterm		<ul style="list-style-type: none"><li>• Midterm Exam</li></ul>
9	10	<ul style="list-style-type: none"><li>• Time Management</li></ul>
10	11	<ul style="list-style-type: none"><li>• Money Matters</li></ul>
11	12	<ul style="list-style-type: none"><li>• Social Support/Relationships</li></ul>
12	13	<ul style="list-style-type: none"><li>• Creating a Healing Environment</li></ul>
13	14	<ul style="list-style-type: none"><li>• Alternative Medicine and Methods for Managing Stress</li></ul>

Module	Chapter	Topic
14	NA	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>

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## ***Required Course Syllabus Statements***

### **Generative AI**

#### **Artificial Intelligence (AI) Expectations and Requirements**

Students are permitted and encouraged to utilize AI tools and resources as part of their class assignments and studies. AI can be a valuable asset for research, content generation, data analysis, and more. However, students must use these tools responsibly and ethically.

When using AI, you should:

- **Acknowledge Assistance:** Clearly indicate when and how AI tools have been used in your work. Properly cite any AI-generated content or contributions as you would with any other source.
- **Maintain Academic Integrity:** Ensure that your use of AI does not compromise the originality of your work. Avoid using AI for tasks that should be completed independently, such as exams or assignments requiring personal reflection.
- **Verify Accuracy:** Be critical of the information generated by AI, as it may not always be accurate or appropriate. Always verify and cross-check information from reliable sources.

Responsible use of AI can enhance your learning experience and provide valuable insights. However, misuse or over-reliance on AI can hinder your academic development. Use these tools thoughtfully and in alignment with the college's academic integrity policies.

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### **Using Remote Testing Software**

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

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## ***Required University Syllabus Statements***

### **Accommodations/Students with Disabilities**

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu) or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at [DHHservices@uvu.edu](mailto:DHHservices@uvu.edu)

DHH is located on the Orem Campus in BA 112.

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### **Academic Integrity**

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

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### **Equity and Title IX**

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – [TitleIX@uvu.edu](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **Religious Accommodation**

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at [accessibilityservices@uvu.edu](mailto:accessibilityservices@uvu.edu). If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.