COURSE OBJECTIVES:

This course is an advanced graduate elective. Preventive stress management is a specialized topic whose foundations are medical, psychological, and organizational. The course has a theory, research, and practice base, paralleling programs such as The Duke Executive Health Program.

Stress is an inevitable feature of work and personal life, with important health effects for good (eustress) and ill (distress). While distress is not inevitable, stress is essential to our growth, development, change, and performance at work and home. The class is intellectually, psychologically and emotionally challenging. Through observation, stress diagnosis, and the use of preventive stress management, stress can contribute to health and achievement. The seminar has five specific objectives.

1. To examine professional and personal demands which cause stress and to examine health risk factors that inform vulnerability for distress.

2. To develop skill in stress diagnosis, identifying and interpreting the sources and consequences of stress at work.

3. To learn the preventive stress management framework which individuals and organizations can use to manage stressful and/or traumatic events.

4. To learn primary, secondary and tertiary prevention, such as learned optimism, time management, exercise, biofeedback, humor, yoga and confession.

5. To develop a preventive stress management plan, identifying known skills and new prevention activities based on health risks and work demands.

COURSE REQUIREMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topical Essay</td>
<td>100</td>
</tr>
<tr>
<td>Health Risk Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Workplace Diagnostic Project</td>
<td>100</td>
</tr>
<tr>
<td>Preventive Stress Management Plan</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
</tbody>
</table>

Total Possible Points: 500 points (100%)
REQUIRED MATERIALS:


DETAILED EXPLANATION OF COURSE REQUIREMENTS:

**Topical Essay**

This is a 7-page, double spaced review of at least seven (7 to 13) articles on a single stress topic during the past five years. Possible sources for the topical essay include:

- Academy of Management Executive
- Academy of Management Journal
- Academy of Management Review
- American Psychologist
- Harvard Business Review
- Health Psychology
- International Journal of Stress Management
- Journal of Applied Psychology,
- Journal of Occupational Health Psychology
- Journal of Organizational Behavior
- Journal of Personality and Social Psychology
- Organizational Dynamics
- Stress and Health (formerly Stress Medicine)

*(Popular press articles are not acceptable.)*

The intent of this assignment is to become familiar with a particular topic in the stress literature which is important to you. The essay is more than a summary of the articles; it should demonstrate synthesis, integration, and may well include your own critical thinking.
Health Risk & Inheritance Assessment

The Health Risk & Inheritance Assessment is designed to have you identify and evaluate possible individual health risks and vulnerabilities as well as inherited endowments and protection factors. Several sets of data are developed in class. The report should be a 3-section, 7 to 10 page paper.

Section 1: Biographical (Family/Personal History) Endowment

Review (a) the health risks and inheritance of your family of origin as well as (b) your own medical and psychological history. Include age and cause of death along with major illnesses. Identify protection factors and inheritance endowments which afford strength. Take the family of origin back 4 or 5 generations if possible.

Section 2: Instrument and Assessment Results

Summarize the results of instruments and assessments completed in class. Include Brief Stress & Coping Inventory (included more current version of LES, Exhibit 7.2, p. 134 in the text), anger inventory scores, blood chemistry analysis (esp. cardiovascular risk profile), and biofeedback results (if available). Include and label the raw data.

Section 3: Integration and Commentary

Discuss/interpret the results from the first two sections. What do the data mean?

[If this assignment becomes too problematic, please see Dr. Quick. Summary health risk data is required for the prevention plan.]

Workplace Diagnostic Project

This project is designed to engage you in an evaluation of work environment. This is a two part assignment reported in a 7 to 10 double space page paper.

Part 1: Diagnosis of the Work Environment

You must develop diagnostic data about the work environment. You have several options and instruments with which to do this. See especially Chapters 2, 5, and 6. The focus is the physical and psycho-social environment.

Part 2: Redesign Recommendations

You must make work redesign recommendations. In doing so, you should consider both the quality of your redesign suggestions and the probability/feasibility of implementation. See especially Chapters 9 and 10 for some ideas.

[Students who are not working may see Dr. Quick about an alternative, biographical research]
Preventive Stress Management Plan

Each student must prepare a personal preventive stress management plan in a 7 - 12 page written report. The plan should include three sections. [See pp. 270-274 (T)]

Section 1:  **Health Risk & Inheritance Summary** (1 page)

Summarize key findings from the Health Risk & Inheritance Assessment. This is not a rehash of the health risks; use a green-yellow-red traffic light format.

Section 2:  **Signs & Symptoms** (1-3 pages)

Identify specific stress/distress symptoms you experience. You may want to keep a 7-day, 24-hour diary twice during the semester to provide yourself with better detail about this part of the plan. See Exhibit 7.3 (p. 137) and Table 7.2 (p. 140) for ideas to use in a Daily Log (see p. 140).

Section 3:  **Prevention Activities** (6-8 pages)

3a - Identify and discuss current prevention activities and inheritance. What strengths and protection factors are foundations for your health?

3b - Identify prevention activities that are to be added to your plan. What risks and vulnerabilities do you need to guard against? The new prevention activities should be based on the risk assessment and symptom identification.

The plan should focus on your present and future development. Personal and family history is relevant because it informs vulnerabilities, risk factors, stressors, distress/strain symptoms, and inheritance.

Final Examination

A comprehensive essay exam over the text, readings, and lectures. Typically there are a pool of review questions discussed during the course of the semester from which the exam questions are drawn. The final has usually consisted of five (5) questions, all required, drawn from the pool.

Write-Ups for Class Discussions

In addition to graded work, there are three required write-ups for use in class discussions of three topics: stressful events/activities, pleasurable activities/events, and kind acts. Each of these three brief papers should be specific and descriptive.
# TOPICAL COURSE OUTLINE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Class Date</th>
<th>Reading Assignment</th>
<th>Guests/Exercises/Instruments</th>
<th>Assignment For</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The stress test(s?)</td>
<td>Aug. 28</td>
<td></td>
<td>Myths about stress</td>
<td></td>
</tr>
<tr>
<td>Labor Day - de-stress</td>
<td>Sept. 4</td>
<td></td>
<td>R&amp;R</td>
<td></td>
</tr>
<tr>
<td>** DEMANDS, HEALTH RISKS &amp; STRESS **</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The new organizational reality</td>
<td>Sept. 11</td>
<td>Chapter 1 &amp; 2 (T)</td>
<td>Lee Thurburn, UTA Alumn &amp; entrepreneur</td>
<td></td>
</tr>
<tr>
<td>Men &amp; women at work</td>
<td>Sept. 18</td>
<td>Chapter 3 (T)</td>
<td>Health Reports</td>
<td>Stressful Event/Activity</td>
</tr>
<tr>
<td>Individual consequences</td>
<td>Sept. 25</td>
<td>Chapter 4 (T)</td>
<td>Symptom discussion</td>
<td>Topical essay</td>
</tr>
<tr>
<td>Organizational fit &amp; consequences</td>
<td>Oct. 2</td>
<td>Chapter 5 (T)</td>
<td>Type A/Type B Spielberger (Q1)</td>
<td></td>
</tr>
<tr>
<td><strong>WORKPLACE DIAGNOSIS</strong></td>
<td>Oct. 9</td>
<td>Chapter 6 &amp; 7 (T)</td>
<td>Osipow &amp; Spokane (Q3)</td>
<td>Pleasurable Activity/Event</td>
</tr>
<tr>
<td><strong>PREVENTIVE STRESS MANAGEMENT</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-reliance</td>
<td>Oct. 16</td>
<td>Chapter 8 (T)</td>
<td>Self-Reliance Inventory (Q4)</td>
<td>Health risk &amp;</td>
</tr>
<tr>
<td>Topic</td>
<td>Class Date</td>
<td>Reading Assignment</td>
<td>Guests/Exercises/Instruments</td>
<td>Assignment for Evaluation/Review</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
<td>--------------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>PREVENTIVE STRESS MANAGEMENT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-regulation/biofeedback</td>
<td>Oct. 23</td>
<td>pp. 231-244 (T)</td>
<td>Wayne Martin, LCSW</td>
<td></td>
</tr>
<tr>
<td>Organizational Prevention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing work demands</td>
<td>Oct. 30</td>
<td>Chapter 9 (T)</td>
<td>Review OSI (Q3)</td>
<td></td>
</tr>
<tr>
<td>Improving relationships</td>
<td>Nov. 6</td>
<td>Chapter 10 (T)</td>
<td>SRI (Q4)</td>
<td>The Kind Act</td>
</tr>
<tr>
<td>Individual Preventive Stress Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing demands</td>
<td>Nov. 13</td>
<td>Chapter 11 (T)</td>
<td></td>
<td>Workplace diagnosis</td>
</tr>
<tr>
<td>Changing responses</td>
<td>Nov. 20*</td>
<td>Chapter 12 (T)</td>
<td>Kari Rollins, D.O.</td>
<td></td>
</tr>
<tr>
<td>Humor &amp; healing</td>
<td>Nov. 27</td>
<td>Chapter 13 (T)</td>
<td>Metcalf video recording</td>
<td></td>
</tr>
<tr>
<td>Healthy Organizations</td>
<td>Dec. 7</td>
<td>Chapter 14 (T)</td>
<td></td>
<td>Prevention plan</td>
</tr>
<tr>
<td>SUMMARY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works &amp; grace</td>
<td>Dec. 11</td>
<td>Chapter 15 (T)</td>
<td></td>
<td>Final exam</td>
</tr>
</tbody>
</table>

*The session with Dr. Rollins will meet at 7:30 p.m. at The Wellness Center in Fort Worth (details to follow).*
**UT Arlington and CoBA Policies**

**Student Support Programs**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

**Americans With Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112--The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act--(ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center) which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

**Academic Honesty**
Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

Drop Policy

It is the student's responsibility to complete the course or withdraw from the course in accordance with University Regulations. Students will not be dropped by the instructor for non-attendance. Students are strongly encouraged to verify their grade status before dropping a course after the first withdrawal date. A student who drops a course after the first withdrawal date may receive an "F" in the course if the student is failing at the time the course is dropped. Please refer to the Undergraduate and Graduate catalogs and the Schedule of Classes for specific university policies and dates.

Policy on Nonpayment Cancellations

Students who have not paid by the census date and are dropped for non-payment cannot receive a grade for the course in any circumstances. Therefore, a student dropped for non-payment who continues to attend the course will not receive a grade for the course. Emergency loans are available to help students pay tuition and fees. Students can apply for emergency loans by going to the Emergency Tuition Loan Distribution Center at E. H. Hereford University Center.

COBA Policy on Bomb Threats
Section 22.07 of the Texas Criminal Law states that a Class A misdemeanor is punishable by (1) a fine not to exceed $4,000, (2) a jail term of not more than one year, or (3) both such a fine and confinement. If anyone is tempted to call in a bomb threat, be aware that UTA has the technology to trace phone calls. Every effort will be made to avoid cancellation of presentation/tests caused by bomb threats to the Business Building. Unannounced alternate sites will be available for these classes. If a student who has a class with a scheduled test or presentation arrives and the building has been closed due to a bomb threat, the student should immediately check for the alternate class site notice which will be posted on/near the main doors on the south side of the Business building. If the bomb threat is received while class is in session, your instructor will ask you to leave the building and reconvene at another location. Students who provide information leading to the successful prosecution of anyone making a bomb threat will receive one semester’s free parking in the Maverick Garage across from the Business Building. UTA’s Crimestoppers may provide a reward to anyone providing information leading to an arrest. To make an anonymous report, call 817-272-5245.

COBA Policy on Food/Drink in Classrooms

College policy prohibits food and/or drinks in classrooms and labs. Anyone bringing food and/or drinks into a classroom or lab will be required to remove such items, as directed by class instructor or lab supervisor.