

ARGOSY UNIVERSITY / SAN FRANCISCO BAY AREA
STRESS MANAGEMENT
College of Business Spring 2005

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General Information

Weeklong seminar January 26-30, 2005

Instructor Name Mike Whitty, PhD

Email address: whittymd@udmercy.edu

Instructor Contact Information 248 703 9009

Office Hours – 5:00 p.m. Monday, Wednesday, Friday Location - Point Richmond

Instructor's Background

Professor Michael Whitty currently teaches at the University of Detroit Mercy Graduate School of Business where he also serves as Director of the Institute for Building Sustainable Communities. He has a 35 year history of presenting workshops on stress management. Professor Whitty has integrated the tools and techniques of stress management from east and west to provide an experiential training seminar for corporations, educational institutions and government agencies. In addition, Professor Whitty teaches international business, management, organizational development, organizational behavior, business ethics and many courses in the social sciences and the humanities such as arts management, arts and events promotion, marketing the arts, starting your own business and creativity/innovation management. He hosts a weekly radio show and does talks on media. Professor Whitty has taught abroad, consulted in Asia and currently serves as the National Vice Chancellor of the International Association of Educators for World Peace, a global network of interdisciplinary educators.

Stress Management Control

This course examines the organizational factors that cause stress and identifies the costs of stress to the organization and individual. Emphasis is placed on the principles and methods of preventive stress management, including the improvement of individual-organizational relationships, the shaping of organizational policies and procedures, and the design of effective stress management training, employee assistance, and personal wellness programs.

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Mission Statement

The Argosy School of Business is committed to the goal of providing quality graduate and undergraduate business education in a manner that fulfills both the personal and professional goals of the working adult learner and the expected needs of the local, national and international business community. While recognizing the significance of technology in modern business practice, the Argosy School of Business is distinctive in its behavioral approach to the challenges of management both people and processes. The Argosy School of Business seeks to achieve this mission through the recruitment, development and maintenance of highly-skilled and motivated faculty who teach their fields of specialty from professional experience as well as theoretical knowledge; and through the provision of student learning experiences that link theory with practice and reflect the multidisciplinary demands of a workplace that is increasingly global, diverse and technologically oriented.

Course Objectives

1. To be able to identify individual's suffering from stress-related issues in the work environment. This includes developing a knowledge base of the characteristics of depression, anxiety, and substance abuse disorders.
2. To understand the basic physiology that a person may experience working in a stress-related arena.
3. To develop a plan to monitor and refer individuals needing employee assistance. This includes assigning an employee the task of being the employee assistance officer, how to approach and make a referral.
4. To be able to prevent and/or change the work culture in order to have a healthy, productive, work environment (i.e., how to utilize a management style when staff feel as though they participated in decision-making so they can control outcomes of work objectives).

Required Texts and Other Course Materials

The Relaxation & Stress Reduction Workbook by [Martha Davis, Ph.D.](#), [Matthew McKay, Elizabeth Robbins Eshelman, Matthew McKay](#)

A professional HRM trainers manual for managers and leaders

Also examine my seventy five titles in the course syllabus particularly the following:

Biberman and Whitty, editors, Work and Spirit, University of Scranton Press 2000.

Internet keyword search: stress, work culture, wholistic health, humanistic psychology, spirituality and work, attitudinal healing, mediation, Eastern religions, martial arts
Internet – stress management blogs, websites, links.

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Course Description/Teaching Methods

Interactive seminar on stress management techniques for use in teaching, training and consulting: cases, group processes, games and related tools for self improvement and professional development will be provided in order to enhance professional performance and career success. Instructor's teaching methods include non-traditional processes of inquiry or presentation – interactive, highly experiential approach, exercises and videos; role of students as individuals and as members of teams or groups; regular small group breakout activity, cases, field trips and possibly guest speakers.

Prerequisites - none

Course Student Learning Outcomes

Students are expected to know a full range of tools and techniques for reducing personal and professional stress in a wide variety of career contexts and situations. Students should be able to train, consult or teach stress management after taking this course.

Policies and Schedules

Expectations for student conduct - active participation and attention (this includes decreasing distractions from pagers and ringing cell phones along with demonstrating respect for different student personalities and professional backgrounds).

Accommodations or adaptations will be made for documented special needs.

Guidelines for specific assignments such as research papers, group presentations

Daily oral presentations, small group exercises, experiential stress reduction techniques and video discussions will be summarized in a daily journal and a final reflection paper due on the last day.

Campus and other resources available

computer lab/internet, library, video, duplication services

Course Assessment

1. Paper to be used for training in the work environment – 25%.
2. Presentations and group participation in class – 75%.

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Grading Policy

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	50 – 59%

A – full participation, class presentations, final reflection paper and on-line research
B - limited participation, modest input and class leadership, fewer contributions to class

There will be limited opportunity to redo assignments for better grade or extra credit due to the intensive one week format.

Implication of missing or late assignments

You need to submit assignments on a daily basis and are expected to provide oral feedback on readings, handouts and video sessions.

Academic Honesty

Students are expected to submit original work. Scholarly resources and other sources of information must be documented appropriately. In addition, it is not permitted to resubmit work produced for one course in a subsequent course. It is your responsibility to seek clarification from me if you are unsure whether your work meets these expectations. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from Argosy University.

Accommodations

It is the policy of Argosy University/DC to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

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<i>For 15 week courses, if a student drops:</i>	<i>Refund percentage</i>
<i>By noon of the second Friday after the session start date</i>	<i>100%</i>
<i>After noon of the second Friday of session start date</i>	<i>0%</i>

<i>For 7 1/2 week courses, if a student drops:</i>	<i>Refund percentage</i>
<i>Within the first 7 days of the session start</i>	<i>100%</i>
<i>After the 7th day of the session start date</i>	<i>0%</i>

In order to receive a refund of 100%, dropped courses must be communicated to Student Services by Add/Drop form the following dates. Please note the noon deadline for 15 week courses.

<u>Fall 2004</u>	<u>Spring 2005</u>	<u>Summer 2005</u>
<u>September 17, 2004</u> for 15 week Fall 2003 courses	<u>January 26-30</u> One week intensive course	
<u>September 14, 2004</u> for Session I 7½ week courses		
<u>November 4, 2004</u> for Session II 7½ week courses		

Grades

Students dropping a course before the end of the add/drop period will have the course removed from their transcript. A record of the course attempted remains on the student's ledger and in the student's academic record. Students who drop after the end of the add/drop period and before 67 percent of instructional time will receive a "W" on their transcripts. Students who complete more than 50 percent of instructional time may not withdraw from a course. [Deadlines for dropping with a "W" grade are as follows:](#)

NOTES: Disclaimer: This syllabus is subject to change.

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Course Schedule

Day 1

- Overview of class and expectations
- Instructor will:
 - present stressful components in work settings
 - present cases of people suffering from stress
 - discuss biological complications of effects of stress
 - Discuss “signs and symptoms” of people suffering from stress

Cultural, social and psychological aspects of stress reduction: Taiwan, PRC, Japan and Korea

Break

- Instructor will:
 - discuss management and organizational styles and how they might develop stress-related situations
 - discuss components of an effective Employee Assistance Program

Introduction of East-West models for stress reduction

Importance of psychological attitudes to health and personal effectiveness

Discussion of the text book and Internet websites.

Day 2

- Students will:
 - select and present articles related to stress in work settings.
 - present cases of individuals suffering from stress in the work environment

Professional and personal tools and techniques for coping with stress (tailored to apply to Taiwan and your personal career aspirations)

Break

- Students will:
 - select and present articles of biological effects of stress on individuals.
 - develop a list of “signs and symptoms” of individuals suffering from stress

Tools and techniques for teaching, training and consulting – experiential exercises

Day 3

- Students will:
 - select and present articles of management and organizational styles and how they might be related to stressful situations
 - discuss Employee Assistance Program and how this might be beneficial to workers

Practical skills to take with you on your career path
How to apply good organizational leadership process to reduce stress

Break

Cases and exercises to experience the application of these tools to teaching, training and consulting

Day 4

Enhancing your creativity and finding your authentic work

- Students will:
 - successful Employee Assistance Programs from effective businesses
 - discuss research related to successful Employee Assistance Programs
 - working documents to be used in business for training purposes

Break

Creating a stress-free future, building a new worldview

Day 5

Facilitated discussion of how your new awareness and skills can apply to your PhD program, intensive class formats, any future teaching, training or consulting in your future career. You can practice with the remaining classes.

Students will:

- present reflection assignment
- - share insights and highlights from their daily journal entry
- - identify the useful tools and techniques for their future careers
- - conduct a mini stress reduction workshop

Break

Experiential field trip and sharing of the insights and highlights of the week

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Participation

Given the format of this course, it is critical that you come to class having read and completed assignments. Our limited class time will be spent in highly interactive discussion, making advance preparation an absolute necessity. Your learning, and that of your classmates, will be maximized when everyone has adequately prepared for class.

Another component of participation is timely arrival to class. Because of the interactive nature of this course, coming in late presents a disruption that steals the classes' focus from learning. Make the commitment to come to class on time for everyone's benefit.

Disability Statement

It is the policy of the Argosy University-Northwest to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations to complete the instructor's course requirements, the student must notify the Director of Student Services. Procedure for documenting student disability and the development of reasonable accommodation will be provided to students upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. It is the student's responsibility to present the form (at his or her discretion) to the instructor in order to receive the requested accommodations. In an effort to protect student privacy, Student Services will not discuss the accommodation needs of any student with instructors.

Academic Dishonesty / Plagiarism Statement

The University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.

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Technology Statement

Argosy University encourages the use of technology throughout the curriculum. This course uses overheads and other technology as may be required.

Class Attendance Policy

Attendance is expected for all classes.

Late Assignments

The rigor of this course requires that all assignments be submitted on the due date. Late assignments cannot be accepted.

Suggested Readings

Bailyn, Lotte. *Breaking the Mold: Women, Men and Time in the New Corporation*. New York: Free Press, 1993.

Bandler, Richard. *Using Your Brain—For a Change. Neurolinguistic Programming*. Moab, Utah: Real People, 1985.

Bandler, Richard, and Grinder, John. *Frogs Into Princes. Neurolinguistic Programming*. Moab, Utah: Real People, 1979. *Reframing—Neurolinguistic Programming and the Transformation of Meaning*. Moab, Utah: Real People, 1982.

Barasch, Marc. *The Healing Path: A Soul Approach to Illness*. New York: Jeremy P. Tarcher/Putnam, 1993.

Bardwick, Judith. *Danger in the Comfort Zone: From Boardroom to Mailroom - How to Break the Entitlement Habit That's Killing American Business*. New York: Amacom, 1991.

Barrentine, Pat, ed. *When the Canary Stops Singing: Women Perspectives on Transforming Business*. San Francisco: Berrett-Koehler, 1993.

Barnett, R., and Rivers, C. *She Works / He Works: How Two-Income Families are Happier, Healthier, and Better Off*. New York: HarperCollins, 1996.

Bepko, Claudia, and Drestan, Jo-Ann. *Singing at the Top of Our Lungs: Women, Love, and Creativity*. HarperCollins, 1993.

Blumstein, Philip, and Schwartz, Pepper. *The American Couple: Money, Work, and Sex*. New York: Morrow, 1983.

Boldt, Laurence G. *Zen and the Art of Making a Living*. New York: Arkana, 1993.

Borysenko, Joan and Miroslav. *The Power of the Mind to Heal: Renewing Body, Mind and Spirit*. Carson, Calif.: Hay House, 1994.

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- Bremner, J. D. (1999a). Acute and chronic responses to stress: Where do we go from here? (Editorial) *American Journal of Psychiatry*, 156, 349-351.
- Bremner, J. D. (1999b). Does stress damage the brain? *Biological Psychiatry*, 45, 797-805.
- Bremner, J. D., Southwick, S. M., Darnell, A., & Charney, D. S. (1996). Chronic PTSD in Vietnam combat veterans: Course of illness and substance abuse. *American Journal of Psychiatry*, 153, 369-375.
- Bremner, J. D., Southwick, S. M., Johnson, D. R., Yehuda, R., & Charney, D. S. (1993). Childhood physical abuse in combat-related posttraumatic stress disorder. *American Journal of Psychiatry*, 150, 235-239.
- Breslau, N., Davis, G. C., & Andreski, P. (1991). Traumatic events and posttraumatic stress disorder in an urban population of young adults. *Archives of General Psychiatry*, 48, 216-222.
- Brewin, C. R., Andrews, B., Rose, S., & Kirk, M. (1999). Acute stress disorder and posttraumatic stress disorder in victims of violent crime. *American Journal of Psychiatry*, 156, 360-366.
- Brindley, D., & Rolland, Y. (1989). Possible connections between stress, diabetes, obesity, hypertension and altered lipoprotein metabolism that may result in atherosclerosis. *Clinical Science*, 77, 453-461.
- Bronte, Lydia. *The Longevity Factor: The New Reality of Long Careers and How It Can Lead to Richer Lives*. New York: HarperCollins, 1993.
- Burns, David, M.D. *The Feeling Good Handbook*. New York: Plume, 1989.
- Cameron, Julia. *The Artist's Way: A Spiritual Path to Higher Creativity*. New York: Jeremy P. Tarcher, 1992.
- Cameron-Bandler, Leslie, Gordon, David, and LeBeau, Michael. *Know-How: Guided Programs for Inventing Your Own Best Future*. San Rafael, Calif.: FuturePace, 1985.
- Carlsen, Mary Baird. *Creative Aging: A Meaning-Making Perspective*. New York: W.W. Norton, 1991. *Meaning-Making: Therapeutic Processes in Adult Development*. New York: W.W. Norton, 1988.
- Carney, R., Saunders, R., Freedland, K., Stein, P., Rich, M., & Jaffe, A. (1995). Association of depression with reduced heart rate variability in coronary artery disease. *American Journal of Cardiology*, 76, 562-564.
- Charney, D. S., Deutch, A. Y., Krystal, J. H., Southwick, S. M., & Davis, M. (1993). Psychobiologic mechanisms of posttraumatic stress disorder. *Archives of General Psychiatry*, 50(4), 295-305.
- Chopra, Deepak. *Ageless Body, Timeless Mind: The Quantum Alternative to Growing Old*. New York: Harmony Books, 1993.
- Cousins, Norman. *Head First: The Biology of Hope*. New York: E. P Dutton, 1989.

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Crosby, Faye J. *Juggling: The Unexpected Advantages of Balancing Career and Home for Women and Their Families*. New York: Free Press, 1991.

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Denniston, Denise. *The TM Book: How to Enjoy the Rest of Your Life*. Fairfield, Iowa: Fairfield, 1986.

Dent, Harry S., Jr. *Job Shock: Four New Principles Transforming Our Work and Business*. New York: St. Martin's, 1995.

Diamond, D. M., Fleshner, M., Ingersoll, N., & Rose, G. M. (1996). Psychological stress impairs spatial working memory: Relevance to electrophysiological studies of hippocampal function. *Behavioral Neurosciences*, 110, 661-672.

Dienstfrey, Harris. *Where the Body Meets the Mind*. New York: HarperCollins, 1993.

Dominguez, Joe, and Robin, Vickie. *Your Money or Your Life: Transforming Your Relationship with Money and Achieving Financial Independence*. New York: Viking Penguin, 1992.

Dossey, Larry. *Meaning and Medicine: Lessons from a Doctor's Tales of Breakthrough and Healing*. New York: Bantam, 1991.

Dotto, Lydia. *Losing Sleep: How Your Sleeping Habits Affect Your Life*. New York: William Marrow, 1990.

Douillard, John. *Body, Mind and Sport: The Mind-Body Guide to Lifelong Fitness and Your Personal Best*. New York: Harmony, 1994.

Dreher, Henry. *The Immune Power Personality: 7 Traits You Can Develop to Stay Healthy*. New York: Dutton, 1995.

Estes, Clarissa Pinkola. *Women Who Run with the Wolves: Myths and Stories of the Wild Woman Archetype*. New York: Ballantine, 1992.

Evans, Williams, Ph.D., and Rosenberg, Irwin, M.D. *Biomarkers: The 10 Keys to Prolonging Vitality*. New York: Simon and Schuster, 1992.

Faelten, Sharon, and Diamond, David. *Take Control of Your Life: A Complete Guide to Stress Relief*. Emmaus, Pa.: Rodale, 1988.

Faludi, Susan. *Backlash: The Undeclared War Against American Women*. New York: Crown, 1991.

Fassel, Diane. *Working Ourselves to Death: The High Cost of Workaholism and the Rewards of Recovery*. San Francisco: HarperSanFrancisco, 1990.

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Figley, C. (Ed.). (1978). *Stress disorders among Vietnam veterans*. New York: Brunner/Mazel.

Flach, Frederick, M.D. *Resilience: Discovering a New Strength at Times of Stress*. New York: Fawcett Columbine, 1988.

Fletcher, Jerry L. *Patterns of High Performance: Discovering the Ways People Work Best*. San Francisco: Berrett-Koehler Publishers, 1993.

Fox, Matthew. *The Reinvention of Work: A New Vision of Livelihood for Our Time*. San Francisco: HarperCollins, 1994.

Friedan, Betty. *The Fountain of Age*. New York: Simon and Schuster, 1993.

Friedman, M. J., Charney, D. S., & Deutch, A. Y. (Eds.). (1995). *Neurobiological and clinical consequences of stress: From normal adaptation to PTSD*. New York: Raven Press.

Fritz, Robert. *The Path of Least Resistance: Learning to Become the Creative Force in Your Own Life*. New York: Fawcett Columbine, 1984. *Creating*. New York: Fawcett Columbine, 1991.

Fuller, B. F. (1992). The effects of stress-anxiety and coping styles on heart rate variability. *International Journal of Psychophysiology*, 12, 81-86.

Gardner, David C., and Beatty, Grace Joely. *Stop Stress and Aging Now*. Windham, N.H.: American Training and Research Association, 1985.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books, 1993.

Gerzon, Mark. *Coming into Our Own: Understanding the Adult Metamorphosis*. New York: Delacorte, 1992.

Godfrey, Joline. *Our Wildest Dreams: Women Entrepreneurs Making Money, Having Fun, Doing Good*. New York: HarperBusiness, 1992.

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Grillon, C., Ameli, R. Woods, S. W., Merikangas, K., & Davis, M. (1991). Fear-potentiated startle in humans: Effects of anticipatory anxiety on the acoustic blink reflex. *Psychophysiology*, 28, 588-595.

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Hanh, Thich Nhat. *Peace Is Every Step: The Path of Mindfulness in Everyday Life*. New York: Bantam, 1992.

Hewlett, Sylvia Ann. *When the Bough Breaks: The Cost of Neglecting Our Children*. New York: Harper Perennial, 1991.

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Kabat-Zinn, Jon. *Full Catastrophe Living: Using the Wisdom of Your Body and Mind to Face Stress, Pain, and Illness*. New York: Delacorte, 1990. *Wherever You Go, There You Are*. New York: Hyperion, 1995.

Kanter, Rosabeth. *When Giants Learn to Dance: Mastering the Challenge of Strategy, Management, and Careers in the 1990s*. New York: Simon and Schuster, 1990.

Karasek, Robert. *Healthy Work: Stress, Productivity, and the Restructuring of Working Life*. New York: Basic Books, 1992.

Kaye, Yvonne, Ph.D. *Credit, Cash and Co-Dependency: The Money Connection*. Deerfield Beach, Fla.: Health Communications, 1991.

Kotter, John P. *The New Rules: How to Succeed in Today's Post-Corporate World*. New York: Simon and Schuster, 1995.

Krannich, Ronald L., Ph.D. *Change Your Job/Change Your Life: High Impact Strategies for Finding Great Jobs in the 90s*. Manassas Park, Va.: Impact Publications, 1994.

Krittayaphong, R., Cascio, W., Light, K., Sheffield, D., Golden, R., Finkel, J., Glekas, G., Koch, G., & Sheps, D. (1997). Heart rate variability in patients with coronary artery disease: differences in patients with higher and lower depression scores. *Psychosomatic Medicine*, 59, 231-235.

Kulka, R. A., Schlenger, W. E., Fairbank, J. A., Hough, R. L., Jordan, B. K., Marmar, C. R., & Weiss, D. S. (1990). *Trauma and the Vietnam war generation: Report of findings from the national Vietnam veterans readjustment study*. New York: Brunner/Mazel.

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Langer, Ellen, Ph.D. *Mindfulness*. Lawrence, Mass.: Addison-Wesley, 1989.

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Lynch, James P., D.C. *Dr. Lynch's Holistic Self-Health Program: Three Months to Total Well-Being*. New York: Dutton, 1994.

Maddi, Salvatore R., and Kobasa, Suzanne C. *The Hardy Executive: Health Under Stress*. Chicago: Dow-Jones-Irwin, 1984.

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Melohn, Tom. *The New Partnership: Profit by Bringing Out the Best in Your People*. Essex Junction, Vt.: Oliver Wight, 1994.

Moore, Thomas, Ph.D. *Care of the Soul: A Guide for Cultivating Depth and Sacredness in Everyday Life*. New York: Harper Perennial, 1992.

Moyers, Bill. *Healing and the Mind*. New York: Doubleday, 1993.

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Noer, David M. *Healing the Wounds: Overcoming the Trauma of Layoffs and Revitalizing Downsized Organizations*. San Francisco: Jossey-Bass, 1993.

Northrup, Christanne, M.D. *Women's Bodies, Women's Wisdom*. New York: Bantam, 1994.

Ornish, Dean, M.D. *Program for Reversing Heart Disease*. New York: Random House, 1990.

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**In-Residence, Tutorial, Online¶
Stress Management Control¶**

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This course examines the organizational factors that cause stress and identifies the costs of stress to the organization. Emphasis is placed on the principles and methods of preventive stress management from an organizational perspective, including the improvement of individual-organizational relationships, the shaping of organizational policies and procedures, and the design of effective stress management training, employee assistance, and personal wellness programs.¶

¶

Mission Statement¶

¶

The Argosy School of Business is committed to the goal of providing quality graduate and undergraduate business education in a manner that fulfills both the personal and professional goals of the working adult learner and the expected needs of the local, national and international business community. While recognizing the significance of technology in modern business practice, the Argosy School of Business is distinctive in its behavioral approach to the challenges of management both people and processes.¶

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The Argosy School of Business seeks to achieve this mission through the recruitment, development and maintenance of highly-skilled and motivated faculty who teach their fields of specialty from professional experience as well as theoretical knowledge; and through the provision of student learning experiences that link theory with p[... [1]

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Spring 2003¶
Wednesdays – 5:00 p.m.

In-Residence, Tutorial, Online Stress Management Control

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Page Break

Course Objectives

- To be able to identify individuals suffering from stress-related issues in your work environment. This includes developing a knowledge base of the characteristics of depression, anxiety, dissociative and substance abuse disorders.
- To understand the basic physiology that a person may experience working in a stress-related arena.
- To develop a plan to monitor and refer individuals needing employee assistance. This includes assigning an employee the task of being the employee assistance officer, how to approach and make a referral, and handling insurance, transportation, etc.
- To be able to prevent and/or change the work culture in order to have a healthy, yet productive, work environment (i.e., how to utilize a management style when staff

feel as though they participated in decision-making so they can control outcomes of work objectives.

Course Assessment

Final paper to be a comprehensive manual of the objectives listed above to be used for training in the work environment – 75%.

Selection of articles pertaining to the above topics to be presented in class – 25%.

Grading Policy

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	50 – 59%

Holistic Grading Guide for Writing Assignments

For an “**A**”

The thesis statement or topic sentence is clear and well defined. The introductory paragraph of the essay is excellent.

Body paragraphs or supporting sentences show logical development and clear relationships. Body paragraphs contain topic sentences. Transitions are used effectively. Ideas are illustrated with specific examples.

The conclusion or concluding sentence signals the end of the essay or paragraph by summarizing points or idea.

The writer follows all of the specific requirements for the assignment.

The written piece shows a superior writing style and originality in presenting these ideas.

The writing contains no writing errors or few writing errors that detract from the content.

For a “**B**”

The thesis statement or topic sentence is obvious but may need development. The introductory paragraph of the essay is good.

Body paragraphs or supporting sentences show good development and relationships. Body paragraphs contain topic sentences and supporting details. Transitions are used. Ideas are illustrated with examples.

The conclusion or concluding sentence signals the end of the essay or paragraph. The concluding paragraph summarizes the major points of the essay.

The writer follows the requirements for the assignment.

The written piece shows an above-average writing style.

The writing may contain a few errors that detract from the content.

For a “C”

The thesis sentence or topic sentence is apparent but may be vague or too general.

The introductory paragraph of the essay may need some improvement.

Body paragraphs or supporting sentences may show loose development or lack examples. Body paragraphs may contain undeveloped topic sentences.

Transitions could be used more effectively.

The conclusion or concluding sentence may lack a signal of the end of the essay or paragraph. The conclusion may lack a summary of major points.

The writer follows most of the requirements for the assignment.

The written piece shows an average writing style but lack of original thought.

Writing errors may detract from the content.

For a “D”

The thesis sentence or topic sentence is unclear or undeveloped. The introductory paragraph of the essay may be in need of improvement.

Body paragraphs or supporting sentences may lack development. Examples are not used to support ideas. Body paragraphs may lack topic sentences. Transitions are not used effectively.

Conclusion or concluding sentence may be lacking.

The writer may not have followed the requirements of the assignment.

The written piece may show below-average writing style.

Writing errors detract from the content.

Page Break

For an “F”

The thesis or topic sentence is ineffective or lacking. The introductory paragraph of the essay is in need of major improvement.

Body paragraphs or supporting sentences are undeveloped or incoherent. Information is not presented in a logical manner. Transitions and topic sentences may be undeveloped or lacking. Ideas lack development.

The conclusion or concluding sentence may be lacking.

The writer does not follow the requirements of the assignments.

The piece shows an immature writing style.

Serious writing errors detract from the content.

Course Schedule

Week 1

Overview of class and expectations

Instructor will:

present stressful components in work settings.
present cases of people suffering from stress.
discuss biological complications of effects of stress.
Discuss “signs and symptoms” of people suffering from stress.

Break

Instructor will:
discuss management and organizational styles and how they might develop stress-related situations.
discuss components of an effective Employee Assistance Program.

Week 2

Students will:
select and present articles related to stress in work settings.
present cases of individuals suffering from stress in the work environment

Break

Students will:
select and present articles of biological effects of stress on individuals.
develop a list of “signs and symptoms” of individuals suffering from stress

Page Break

Week 3

Students will:
select and present articles of management and organizational styles and how they might be related to stressful situations.
begin discussion of Employee Assistance Program and how this might be beneficial to workers

Week 4

Students will:
obtain copies of successful Employee Assistance Programs from effective businesses.
discuss research related to successful Employee Assistance Programs.
present final working document to be used in your business for training purposes.

Participation

Given the format of this course, it is critical that learners come to class having read and completed assignments. Our limited class time will be spent in highly interactive discussion, making advance preparation an absolute necessity. Your learning, as well as

that of your classmates, will be maximized when everyone has adequately prepared for class.

Another component of participation is timely arrival to class. Again, because of the interactive nature of this course, coming in late presents a disruption that steals the classes' focus from learning. Make the commitment to come to class on time for everyone's benefit.

Disability Statement

It is the policy of the Argosy University-Northwest to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations to complete the instructor's course requirements, the student must notify the Director of Student Services. Procedure for documenting student disability and the development of reasonable accommodation will be provided to students upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. It is the student's responsibility to present the form (at his or her discretion) to the instructor in order to receive the requested accommodations in class. In an effort to protect student privacy, Student Services will not discuss the accommodation needs of any student with instructors.

Academic Dishonesty / Plagiarism Statement

The University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. The University further considers resubmission of work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from the University.

Technology Statement

Argosy University encourages the use of technology throughout the curriculum. This course uses overheads and other technology as may be required.

Class Attendance Policy

Attendance is expected for all classes.

Late Assignments

The rigor of this course requires that all assignments be submitted on the due date. Late assignments cannot be accepted.

Assignments for each weekend are to be completed before the first class session of the weekend.

Suggested Readings

(NOTE: Students are free to locate additional sources for proposed topics.)

Bailyn, Lotte. *Breaking the Mold: Women, Men and Time in the New Corporation*. New York: Free Press, 1993.

Bandler, Richard. *Using Your Brain—For a Change. Neurolinguistic Programming*. Moab, Utah: Real People, 1985.

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Bremner, J. D., Southwick, S. M., & Charney, D. S. (1994). Etiologic factors in the development of posttraumatic stress disorder. In C. M. Mazure (Ed.), *Does stress cause psychiatric disease?* (pp. 149-186). Washington, DC: American Psychiatric Press.

Bremner, J. D., Southwick, S. M., Darnell, A., & Charney, D. S. (1996). Chronic PTSD in Vietnam combat veterans: Course of illness and substance abuse. *American Journal of Psychiatry*, 153, 369-375.

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Cameron-Bandler, Leslie, Gordon, David, and LeBeau, Michael. *Know-How: Guided Programs for Inventing Your Own Best Future*. San Rafael, Calif.: FuturePace, 1985.

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Dominguez, Joe, and Robin, Vickie. *Your Money or Your Life: Transforming Your Relationship with Money and Achieving Financial Independence*. New York: Viking Penguin, 1992.

Dossey, Larry. *Meaning and Medicine: Lessons from a Doctor's Tales of Breakthrough and Healing*. New York: Bantam, 1991.

Dotto, Lydia. *Losing Sleep: How Your Sleeping Habits Affect Your Life*. New York: William Morrow, 1990.

Douillard, John. *Body, Mind and Sport: The Mind-Body Guide to Lifelong Fitness and Your Personal Best*. New York: Harmony, 1994.

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Estes, Clarissa Pinkola. *Women Who Run with the Wolves: Myths and Stories of the Wild Woman Archetype*. New York: Ballantine, 1992.

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Handy, Charles. *The Age of Unreason*. Cambridge: Harvard Business School Press, 1989.

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SYLLABUS ACKNOWLEDGEMENT FORM

COURSE: STRESS MANAGEMENT CONTROL B7404 SPRING SEMESTER 2003

I have read the attached syllabus for this class and understand the requirements, expectations and policies herein.

Signature: _____

Date: _____