

**MN WEST COMMUNITY & TECHNICAL COLLEGE
COURSE SYLLABUS**

DEPARTMENT: Health COURSE NUMBER.: 1130 CREDITS: 3

COURSE TITLE: Stress Management & Relaxation

CATALOG DESCRIPTION:

Provides a foundation for understanding the role of stress in the modern human condition. Mind/Body/Spirit interrelationships and emerging sciences of psychoneuroimmunology and subtle anatomy will be introduced. Experiential exploration of numerous coping skills and relaxation techniques is emphasized.

AUDIENCE: Anyone PREREQUISITES OR NECESSARY ENTRY SKILLS/KNOWLEDGE: None

LENGTH OF COURSE: 16 weeks (one semester/3 hours per week/48 total class hours)..

THIS COURSE IS USUALLY OFFERED:

☐ alternate even years ☒ alternate odd years
☒ fall ☐ spring ☒ summer (on demand) ☐ undetermined

INSTITUTIONAL COURSE GOALS/THEMES:

Four goals are emphasized in courses at MN West Community & Technical College. This section gives an account of how the structure of this course relates to each of these goals/themes.

- 1) **ACADEMIC CONTENT:** This course will help students improve their knowledge-base in the area of stress management and relaxation through ...
 - a) exposure to the continually updated academic material of this course both in the classroom and via out-of-class assignments. (See "Topics To Be Covered" section.)
 - b) planned learning activities designed to facilitate student academic outcomes. (See "Expected Student Learning Outcomes" section.)
- 2) **THINKING SKILLS:** This course will help the student improve the effectiveness of thinking skills through...
 - a) interactive lectures, discussions, small group activities, self-assessment activities, and journal writing which utilize values clarification strategies and critical thinking skills
 - b) (Also see "Expected Student Learning Outcomes" - especially #1, #2, #3, #4, #5, and #9.)
- 3) **COMMUNICATION SKILLS:** This course will help the student improve oral and written communication skills through ...
 - a) expectation of student responsibilities regarding class communication policies.
 - b) student practice via guided discussions, small group activities, and journal writing.
 - c) instructor feedback on written assignments and other learning activities.
- 4) **HUMAN DIVERSITY:** This course will help the student recognize, understand, and appreciate human diversity through ...

- a) the fostering of a classroom socio-emotional climate that is sensitive, respectful, and "safe" for the exploration of diversity issues as they relate to stress and relaxation management.
- b) the routine presentation of multiple perspectives on the topic at hand, extending invitation to share opinions, and recognition of the impact of cumulative experiences in shaping perspectives.
- c) (Also see "Expected Student Learning Outcomes" - especially #5 and #8.)

TOPICS TO BE COVERED:

I The Nature of Stress

- A) Paradigms for Understanding Human Nature, Subtle Anatomy, and Stress
- B) Stressors
 - 1) Types
 - 2) Sources
 - 3) Influences
- C) The Stress Response
 - 1) The Physiology of Stress
 - a) The Body's Adaptations - Acute
 - b) The Body's Adaptations - Chronic
 - c) Gender Differences ("Fight", "Flight", and/or "Tend-and-Befriend")
 - 2) The Psychology of Stress
 - a) Intellectual Responses
 - b) Emotional/Affective Responses
 - c) Spiritual Responses
 - d) Personalities (Stress-Prone/Stress-Resilient)
 - 3) Stress and Dis-ease (Psychoneuroimmunology)

II Lifestyle and Coping Strategies

- A) Behavior Modification
- B) Cognitive Restructuring
- C) Journal Writing
- D) Art Therapy
- E) Humor
- F) Creativity and Problem-Solving
- G) Communication Skills
- H) Time Management and Social Engineering
- I) Environmental Structuring
- J) Pet Therapy
- K) Hobbies
- L) Nutrition and Exercise
- M) Chronobiology and Sleep
- N) The Relaxation Response
 - 1) The Physiology of Relaxation
 - 2) The Psychology of Relaxation
 - 3) Eliciting the Relaxation Response
 - a) Diaphragmatic Breathing
 - b) Meditation
 - c) Progressive Muscle Relaxation
 - d) Mental Imagery, Visualization, Autogenic Training

- e) Tai Chi, Qigong, Yoga, Dance, and Other Restorative Movement
- f) Biofeedback Training
- g) Music Therapy
- h) Massage Therapy
- i) Other Relaxation Techniques
- K) Other Coping Techniques/Skills

LEARNING/TEACHING TECHNIQUES used in this course are:

<u> X </u>	Collaborative Learning	<u> X </u>	Problem Solving
<u> X </u>	Student Presentations	<u> X </u>	Interactive Lectures
<u> X </u>	Creative Projects	<u> X </u>	Individual Coaching
<u> </u>	Project Critiques	<u> X </u>	Films/Videos/Slides
<u> X </u>	Lecture	<u> </u>	Labs
<u> X </u>	Demonstrations	<u> X </u>	Other (Experiential Learning/Skill Practice)

ASSIGNMENTS and ASSESSMENTS for this class include:

<u> X </u>	Reading	<u> X </u>	Tests	<u> X </u>	Individual Projects
<u> X </u>	Oral Presentations	<u> X </u>	Worksheets	<u> X </u>	Collaborative Projects
<u> X </u>	Textbook Problems	<u> X </u>	Papers	<u> X </u>	Writing Portfolio
<u> X </u>	Group Problems	<u> </u>	Term Paper	<u> </u>	Art Portfolio
<u> </u>	Other				

Details of all the assignments and course requirements will be made in writing

EXPECTED COURSE OUTCOMES:

- 1) See discussion of "Course Goals/Themes" section above.
- 2) See "Expected Student Learning Outcomes" section below.

EXPECTED STUDENT LEARNING OUTCOMES: *The academic objectives of this course are that the student will be able to ...*

- 1) Become familiar with the basic concepts, terminology, and areas of study in the fields of subtle anatomy, psychoneuroimmunology, and stress and relaxation management.
- 2) Describe and appreciate the intimate internal connections between the body, the intellect, emotions, and the spirit and identify the manifestations of these connections in him-/herself.
- 3) Describe and appreciate the holistic relationships between an individual and external socio-environmental dimensions and identify the manifestations of these relationships in him-/herself.
- 4) Outline the many possible influences both the stress and relaxation responses have on the functioning of body/intellect/emotion/spirit and socio-environmental relationships and recognize his/her own set of influences.
- 5) Compare and contrast scientific and nonscientific paradigms of understanding human nature, subtle anatomy, and stress, identifying the cultural roots of these paradigms in the process.
- 6) Explore and experiment with various positive coping techniques for managing stress.
- 7) Explore and experiment with various positive relaxation techniques.

- 8) Become sensitive to and appreciate the diversity of attitudes, values, beliefs, and practices surrounding our understanding of human nature, subtle anatomy, the management of stress, and the role of relaxation in the promotion of holistic wellness.
- 9) Differentiate between healthy and unhealthy stress management and relaxation styles.
- 10) Practice and develop a unique repertoire of lifestyle coping skills and relaxation techniques that are practical and effective for him/her.

To receive reasonable accommodations for a documented disability, please contact the campus Student Services Advisor or campus Disability Coordinator as arrangements must be made in advance. In addition, students are encouraged to notify their instructor.

Veteran Services: Minnesota West is dedicated to assisting veterans and eligible family members in achieving their educational goals efficiently. Active duty and reserve/guard military members should advise their instructor of all regularly scheduled military appointments and duties that conflict with scheduled course requirements. Instructors will make every effort to work with the student to identify adjusted timelines. If you are a veteran, please contact the Minnesota West Veterans Service Office.

This document is available in alternative formats to individuals with disabilities by contacting the Student Services Advisor or by calling 800-658-2330 or Minnesota Relay Service at 800-627-3529 or by using your preferred relay service.

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The information in this course outline is subject to revision.

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