

**Department of Kinesiology  
University of Texas at Arlington**

**Stress Management - HEED 4310  
Spring 2009**

**Course Syllabus**

- Instructor:** Wendell Hawkins
- Class Meetings:** TTR 8:00 – 9:20 a.m.
- Office Hours:** By appointment
- Office Location:** Activities Building, #111,  
Ph: 817 272 3120, Fax: 817 272 3232  
Box 19259  
e-mail: thehawk@uta.edu
- Required Texts:** Seaward BL (1999). Managing Stress (3<sup>rd</sup> edition).  
Jones and Bartlett publishers.
- Course Prerequisites:** None
- Course Description:** Analysis of the psychophysiology of stress and the role of stress in the development of acute and chronic diseases. Examine personal and medical uses of stress management techniques.
- Course Objectives:** The student will be able to:
- 1 Recognize life change events and relate these to positive/negative health effects.
  - 2 Describe the physiological responses to stress and associate these responses to the development of stress-related illnesses.
  - 3 Distinguish between productive and non-productive stress.
  - 4 Identify and implement stress management techniques.
- Course Description:** Designed to present topics in health not currently offered in existing curriculum. May be repeated for credit when the topic changes.
- Assignments:**
- |   |                          |
|---|--------------------------|
| Mid-term/Final                            | 200 pts. (100 pts. each) |
| Journal (3x/weekly)                       | 50 pts.                  |
| <u>Assignments, Paper or Presentation</u> | <u>50 pts.</u>           |
|   | 300 pts.                 |
- Academic Dishonesty:** It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. 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.

Scholastic 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 part to another person, taking an examination for another person, and 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)

**Students with Disabilities:** If you require an accommodation based on disability, I would like to meet with you in the privacy of my office the first week of the semester to be sure you are appropriately accommodated.

**Attendance and Drop Policy:** Departments are no longer allowed to add students to rolls or drop students from rolls without written permission from the student. We are no longer required or allowed to drop students for never attending. Therefore, it is the responsibility of the student to either add or drop classes or withdraw from the University. Specific deadlines set by the University can be found in the current Schedule of Classes.

**Tentative Lecture/Topic Schedule (course content):**

**Final Examination:**  **Final Exam Comprehensive**  
 **Final Exam Non-Comprehensive**  
 **No Final**

\ The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

**MISSION:** To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Diversity
- Technology
- Field Experiences

- Collaboration

- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

### Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

### Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

### Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

### Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

### Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

### Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

### Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.