TIME: TR 9:25 – 10:40 a.m.

PLACE: Room 111, Silcox Physical Education and Health Center

INSTRUCTOR: Susan E. Balinsky, DrPH, CHES

OFFICE HOURS: MWF: 9:00 - 9:45 a.m.; 11:00-11:40 a.m. TR or by appointment

OFFICE: Room 315, Silcox Physical Education and Health Center

PHONE: 953-8242 (direct) 953-5558 (Department Office) 953-6757 (FAX)

E-MAIL: BalinskyS@cofc.edu

WEB SITE: www.cofc.edu/~balinsky

PREREQUISITES: None


COURSE DESCRIPTION: The student will learn how to facilitate implementation and evaluation of wellness programs for individuals and worksite locations. An examination of the physical and psychological factors that affect health throughout the life cycle will be made.


COURSE OBJECTIVES: Students will be able to
1. define wellness
2. identify physical and psychological factors that influence current and long term health
3. identify methods to improve personal and employee wellness
4. create and follow a four-week behavior change contract
5. identify the psycho-physiological consequences of stress
6. compare wellness factors typical of various stages of the life cycle (personal, occupational)

REQUIREMENTS: 38 % Outside assignments and projects
62 % Examinations and quizzes

DESCRIPTION OF PROJECTS: 1. **Stress Assessments** (15 points = 2.2%) Due 8-30

Complete the ten (not #6 noise) personal stress assessments. Do NOT make any marks on the question sheets. Blacken in the corresponding score on the profile summary sheet. Draw a line between dots. The first assessment is in your textbook on p. 100 (Lab Assessment 5.2). If you are older than the “typical” college student, complete p. 101 (Lab Assessment 5.3) instead.

Type a summary of what you learned from this exercise. Do you agree with the results of each section of this summary? Why or why not?
2. **Homework/Stress Portfolio** (46 points = 6.8 %)  
See individual due dates

Complete the following ten textbook portfolio activities. Be sure to give both numeric totals and to interpret your score in words.

*Assignments 1- 9 may be had clearly hand written or typed.

<table>
<thead>
<tr>
<th>Assign. #</th>
<th>Pts.</th>
<th>Chap</th>
<th>page</th>
<th>LA</th>
<th>due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>1</td>
<td>17</td>
<td>1</td>
<td>8-25</td>
</tr>
</tbody>
</table>
|           |      |      |      |     | *Be sure to include the last part: I commit to ...........
| 2         | 4    | 13   | 291-292 | 13.1 | 9-20    |
|           |      |      |      |     | *Give total points for each section and do summary
| 3         | 4    | 3    | 61   | 9-27 |
|           |      |      |      |     | * Note: what you can do for the person
| 4         | 4    | 6    | 123-124 | 6.1  | 10-25   |
| 5         | 4    | 6    | 126-127 | 6.3  | 10-25   |
| 6         | 4    | 7    | 161   | 7.2  | 11-1    |
| 7         | 4    | 7    | 165   | 7.6  | 11-1    |
| 8         | 4    | 7    | 166-167 | 7.7  | 11-1   |
| 9         | 4    | 17   | 409   | 17.1 | 11-29   |
| 10* (type)| 10   | 18   | 434   | 18.2 | 12-1    |

***Type assignment #10. Complete A (1-10), the first part of B  
(List 10 material possessions of yours that you cherish the most.), and E. You do **not** need to do parts C and D.

3. **Health Service Activity** (50 points = 7.4 %)  
Due 11/15

Complete ten hours of service to campus or community organizations. Select sites that will enhance your learning in your field. Using the forms provided, document your service hours and complete a reflection form for each site.

4. **Project** (100 points = 14.8 %)

* Keep all of these documents (even drafts) as documentation for your final paper!

A. **Stress Log** (10 points = 1.5%)

DUE 9-8

Keep a log from August 25 – September 7 (14 days). Using the form provided, keep a daily stress (eustress and distress) log. Indicate the date, time, place, source/circumstances, tension level and coping strategy.

*Make an entry for every day.

**HINTS:**

1. Focus on observation and not change.
2. Try to keep record keeping as "unstressful" as possible.
3. Do NOT wait to enter stressful events into your diary. If you cannot make an entry immediately, try to record it before your next meal. It is impossible to accurately remember the information each night.
4. Your project will only be as useful as you make it.
B. Contract/Plan (25 points = 3.7%) DUE 9-27

**Print a copy of the grading rubric from WebCT and attach it to the top of your typed plan!** It will not be graded if there is no rubric.

Develop a simple plan to reduce your "distress over a **four week** (28 day) period. Your plan should be based on what you have learned about your patterns of stress-related responses and behaviors. The more clearly defined and specific your understanding of your stressors and reactions, the better your ability to change them.

For example, to say that your major problem is "feeling over-whelmed" in school does not really describe the problem, much less suggest ideas on what to do about it. This is just a starting point. Break the issue down to specifics: looking at course requirements results in thoughts of failure (This is too much for me, I don't know what is going on, etc.) or feelings of inadequacy (fear, anxiety, embarrassment, etc.). Other competing role demands (work, family) may also be a factor. Your present way of dealing with this may be to procrastinate, to work harder, to diet, to go on a self-improvement plan, to "keep it all inside," to argue, to swear, etc.

1. Identify one aspect to change. Simple is better. Trying "everything" can be overwhelming and discouraging (stress!). Focus on a single, observable and measurable aspect of your "stress." It is better to implement a small plan successfully than to fail to reach a major one.

2. Contract strategies (This may be a contract with yourself or another person)
   Select at least **two** different strategies in your initial plan.
   Write specific objective(s) which may be progressive and establish a reward system for each week. For additional technique(s), use those suggested in your textbook, class discussion and readings. Many of you will use shaping and/or reminders. Be specific as to how you plan to implement these two strategies to reduce your distress.
   **NOTE:** Be sure that these techniques are observable and measurable.

C. Implementing and Revising (part of E below)

You will most likely need to change your plan/contract after you implement it. Document the aspects of the plan that are/are not working and what adjustments you have made. You may end up redefining the problem entirely and change the project completely.

**If your problem “vanishes,” see me as soon as possible.**

i.e. communication with your roommate was the problem and s/he moved out.

D. Second Stress Log (5 points = 0.7%) Due 11-1

Complete a second stress log from Oct. 21-30 (10 days) to get a better picture of how your semester plan is working/has worked. You will turn this in as part of section E of your final paper.
E. **Evaluation Paper** (60 points = 8.9%) Due 11-22
Submit your materials in a pocket folder with your name on the outside.

**NOTES:**
1. TEN POINTS WILL BE DEDUCTED IF YOUR PROJECT IS NOT SUMITTED IN THE FOLLOWING FORMAT.

The final paper is not a research paper. The paper should be typewritten and double-spaced. Points will be deducted for errors in spelling, grammar, and punctuation. The report (1-5) should be approximately three to five (3-5) pages in length. **Quality** is more important than quantity. **Use the numbers 1-7 to identify each section of your paper.**

**USE THIS FORMAT! (Write 1. and answer the question)**

1. Why did you choose this specific aspect of your stress? (3)

2. What changes did you make in your initial contract/plan? Explain why you made these changes and discuss why they were or were not effective. If you did not make any changes, what contributed to your initial success? (4)

3. What did you learn from your second stress log? Did your stressors change? (3)

4. In your opinion, was this behavior change a success? Explain why or why not. Be specific. (8)

5. After completing this project, what would you have done differently to achieve your desired outcome? (6)

6. How effective do you believe a contract is for achieving a behavior change? Provide at least three specific reasons for your answer. (6)

7. Documentation (30)
Submit your completed contract (your 4 week data included) plus detailed information as to whether you earned and gave yourself your reward.

Also, turn in sections A-D of this project. Documentation includes any logs or journals you kept during the designated period. Do not submit things such as your day planner, but do turn in copies of the appropriate pages. If your initial plan was not accepted, submit all versions including the final, accepted one.

4. **Relaxation Log** (30 points = 4.4%) DUE 11-17
Keep a log from 11-3 through 11-16. Using the form provided, keep a log of relaxation techniques used. Make note of all techniques used, whether for 30 seconds or 30 minutes. Although exercise is an excellent means of relaxation/stress reduction, use the methods discussed in class. Try to use a variety of the following techniques: breathing, PMR, autogenic training, guided imagery, yoga, or meditation. **To earn all possible points** (30), you must have at least fifteen minutes of documented time per day for ten of these fourteen days. This does not include any relaxation exercises done during class time.
Grading for relaxation log (per day):

- 15+ minutes: 3 points
- 11-14 minutes: 2 points
- 5-10 minutes: 1 point
- 1-4 minutes: .5 point
- < 1 minute: zero points

5. **Relaxation Session** (15 points = 2.2 %) **DUE 12-1**

Conduct a relaxation session for a group of at least four individuals for at least fifteen (15) minutes total time. This may be a progressive muscle relaxation, autogenic training, or guided imagery session.

Submit a **typed paper** providing the details of your event (date, length, type), a summary of how the session went, and a sheet signed by the participants verifying that they participated.

**EXAMINATIONS:**

- Exam 1 (100 points = 14.8%) Chap. 1,2,10,17
- Exam 2 (100 points = 14.8%) Chap. 3,4,10,11,14
- Exam 3 (100 points = 14.8%) Chap. 5,6,7,9,11,intervention
- Exam 4 (100 points = 14.8%) Chap. 8,12,17,18, pp.228-229,intervention

**QUIZZES:**

A total of 20 points in quizzes will be given throughout the semester. These may be announced or unannounced, in class or on WebCT.

**EVALUATION SCALE:**

- 90-100% = A 608-676 points
- 88-89% = A- 594-607 points
- 85-87% = B+ 574-593 points
- 80-84% = B 540-573 points
- 78-79% = B- 527-539 points
- 75-77% = C+ 507-526 points
- 70-74% = C 473-506 points
- 68-69% = C- 459-472 points
- 66-67% = D+ 446-458 points
- 64-65% = D 432-445 points
- 62-63% = D- 419-431 points
- <62% = F < 419 points

**EVALUATION CRITERIA:**

- Exam 1 100 points 14.8%
- Exam 2 100 points 14.8%
- Exam 3 100 points 14.8%
- Exam 4 100 points 14.8%
- Stress Assessment 15 points 2.2%
- HW/Stress Portfolio 46 points 6.8%
- Health Service Activity 50 points 7.4%
- Project (total) 100 points 14.8%

  **Project breakdown:**
  - Stress Log 1 10 points
  - Contract/ Plan 25 points
  - Stress Log 2 5 points
  - Paper/Doc 60 points
  - Relaxation Log 30 points 4.4%
  - Relaxation Session 15 points 2.2%
  - Quizzes 20 points 3.0%

**TOTAL POINTS** 676 points
**Bonus Point Option:** Due on or before December 1

Community Service Participation  (5)
Participate in one charity event in which you raise a minimum of $15 for that particular charity. **Bring documentation** to Dr. Balinsky by December 1.
i.e. Jump Rope for Heart (Fri, Oct. 7; 9am-2pm; Silcox Gym)  For this event, you must participate for a minimum of 30 minutes. Bring the donation money with you to the event. Cash (no change) or checks made to the American Heart Association will be accepted.

<table>
<thead>
<tr>
<th>COURSE CONTENT: (Tentative)</th>
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<tbody>
<tr>
<td><strong>Date</strong></td>
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</table>
| 8-23 | Introduction, Assessments  
Learning Activities: lecture, small group |  |
| 8-25 | What is Wellness? What is the role of stress?  
Assessments (summary sheets) 
* Start stress log  
Learning Activities: lecture, discussion, individual work | 1 |
| 8-30 | Theories of Stress   
Stress Assessment due  
College as a Worksite Environment  
Learning Activities: lecture, discussion, individual work, group work | 16 |
| 9-1 | College as a Worksite Environment  
Learning Activities: lecture, discussion | 16 |
| 9-6 | Stress Psychophysiology  
Learning Activities: lecture, discussion, group work | 2 |
| 9-8 | Stress Psychophysiology  
Stress log due  
Learning Activities: | |
| 9-13 | Contracts/Behavioral Objectives; PMR  
Learning Activities: lecture | 10 |
| 9-15 | **Exam 1**  
Chap. 1,2,10,16  
Learning Activities: examination | |
| 9-20 | Strategies to Decrease Stressful Behavior  
#2 due  
Learning Activities: lecture, discussion | 13 |
| 9-22 | Strategies to Decrease Stressful Behavior  
Learning Activities: lecture, discussion, group work | |
| 9-27 | Stress and Illness/Disease  
“The Plan” Due  
#3 due  
Learning Activities: lecture, discussion | 3 |
| 9-29 | Stress and Illness/Disease, Diversity and Stress  
Review and discussion of the plans  
Learning Activities: group work | 14 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>10-4</td>
<td>Intervention, Case Study</td>
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<td>Learning Activities: lecture, discussion, small group work</td>
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<td>10-6</td>
<td>Yoga w/ Skip Rector in RSS 245</td>
<td>11</td>
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<td>Learning Activities: lecture</td>
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<td>10-7</td>
<td>Jump Rope for Heart (optional) Not a class day</td>
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<td>10-11</td>
<td>Autogenic Training</td>
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<td>Learning Activities: lecture</td>
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<td>10-13</td>
<td>Exam 2</td>
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<td>Chap. 3,4,10,11,13,14</td>
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<td>10-18</td>
<td>Fall Break</td>
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<td>10-20</td>
<td>Life Situations: Intrapersonal</td>
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<td>Start 2nd stress log</td>
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<td>Learning Activities: lecture, discussion</td>
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<td>Last day to withdraw from classes w/ grade of &quot;W&quot;</td>
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<td>10-25</td>
<td>Life Situations: Interpersonal</td>
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<td>#4, 5 due</td>
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<td>Learning Activities: lecture</td>
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<td>10-27</td>
<td>Life Situations: Interpersonal Case Study</td>
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<td>Learning Activities: lecture, discussion, small group work</td>
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<td>11-1</td>
<td>Perception Intervention</td>
<td>7</td>
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<td>Second stress log due #6,7,8 due</td>
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<td>Learning Activities: lecture</td>
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<td>11-3</td>
<td>Meditation, Other Relax. Techniques</td>
<td>9,11</td>
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<td>Start relaxation log</td>
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<td>Learning Activities: lecture</td>
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<td>11-8</td>
<td>Spirituality and Health</td>
<td>8</td>
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<td>Learning Activities: lecture</td>
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<td>11-10</td>
<td>Exam 3</td>
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<td></td>
<td>Chap. 5,6,7,9,11, intervention</td>
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<td>Learning Activities: examination</td>
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<td>11-15</td>
<td>Physiological Arousal</td>
<td>12</td>
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<td>Service hours due</td>
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<td>Learning Activities: lecture</td>
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<td>11-17</td>
<td>Occupational Stress</td>
<td>15</td>
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<td>Relaxation log due</td>
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<td>Ergonomics, EAPs</td>
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<td>Learning Activities: lecture</td>
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<td>11-22</td>
<td>Massage Therapy</td>
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<td></td>
<td>Paper due</td>
<td>p. 228-229</td>
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<td></td>
<td>Learning Activities: guest speaker</td>
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<tr>
<td>11-24</td>
<td>Happy Thanksgiving - No Class</td>
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</tbody>
</table>
11-29   Family Stress    #9 due   17
Diversity and Stress
Learning Activities: lecture, discussion

12-1  Stress and Older Adults  Relaxation session, #10 Due    18
Death and Dying
Learning Activities: lecture, discussion, individual/group work

12-10  EXAM 4    Chap. 8, 12,17,18, pp. 228-229, intervention
(Sat)  8 – 11 am

ATTENDANCE/: PARTICIPATION
This is an interactive, participatory class. Students are expected to be
present and actively involved every day. Attendance is required. You may miss
two classes without penalty. For each additional unexcused absence, your
final point total will be reduced by four points. An excused absence includes
illness, death of a family member or close friend, issues dealt with through
CARE, court appearance documented by copy of summons, or absence due to
participation in events as a representative of the College. All excused absences
must be supported by documentation.
NOTE: If you come to class late, it is your responsibility to make sure it
has been noted.

MAKE-UP EXAMS:
Exams will be given only on the scheduled days. There will be no make-up
exams except for excused absences. If you know you will have an excused
absence, see Dr. Balinsky before the exam is to be given. Exams will include
assigned reading, class notes, speakers, and audio-visual supplements.

ASSIGNMENTS/ LATE POLICY:
All assignments must be typed unless otherwise specified. Assignments are due
when collected in class. There will be an automatic five point deduction if you
have an unexcused absence on the due date and your assignment is not
turned in by the time they are collected. There will be a penalty of three
points for every school day the assignment is late. Points will be deducted for
errors in spelling, grammar and punctuation.

DISABILITY STATEMENT:
Any student eligible for and needing academic adjustments or
accommodations because of a disability is requested to speak with the
professor in a timely manner so that your needs can be addressed.

ELECTRONIC DEVICES:
All electronic devices should be turned off during class and should be kept out
of sight. This includes, but is not limited to, cell phones and MP3 players.

HONOR CODE:
The College of Charleston has an honor code that expects students to govern
their behavior. The honor code can be found in the current edition of the
Student Handbook.
RELAXATION LOG

Options: autogenic training, breathing techniques, guided imagery, meditation, PMR, yoga.

*Make an entry for each day – should have ≥ 15 minutes per day for at least 10 days

<table>
<thead>
<tr>
<th>Date</th>
<th>Time started</th>
<th>Type of Relaxation (as discussed in class)</th>
<th>Total time</th>
<th>General Feeling pre/post</th>
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</thead>
<tbody>
<tr>
<td>11-4</td>
<td>2 pm</td>
<td>breathing</td>
<td>2 min.</td>
<td>Tense/ less tense</td>
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<td></td>
<td>9pm</td>
<td>PMR</td>
<td>13 min.</td>
<td>Hyped/relaxed</td>
</tr>
</tbody>
</table>
# STRESS LOG

** Make an entry for each day

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Source</th>
<th>Tension Level</th>
<th>Coping Strategy Used</th>
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</thead>
<tbody>
<tr>
<td>8-27</td>
<td>10:45 a.m.</td>
<td>downtown</td>
<td>Parking ticket</td>
<td>3</td>
<td>Ripped up the ticket</td>
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</table>

Tension Level:
1 = slight
2 = moderate
3 = strong
4 = intense
5 = very intense
Health Service Activity Reflection

Name _______________________________ Class _______________________________
Professor(s) ___________________________ Semester ___________________________
Name of Organization ___________________________ Phone Number ________________
Contact Person ________________________ Phone Number ________________
Type of Activity _________________________ Total hours completed at this site ______

Reflective Questions

1. Briefly describe what you did at this site.

2. What did you learn from this experience?

3. How did you benefit from this experience professionally?

Honor Code:

I, ___________________________, certify that the above information is true, and that I performed the service activities described above. This information can be confirmed with the contact person identified.

______________________________     ____________
Signature of Student               Date
HEALTH SERVICE ACTIVITY TIME LOG

<table>
<thead>
<tr>
<th>YOUR NAME</th>
<th>DATE</th>
<th>TIME IN</th>
<th>TIME OUT</th>
<th>TOTAL HOURS</th>
<th>AUTHORIZED SIGNATURE</th>
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