**Syllabus**

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**Virtual Campus – School of Business**

**1.**

Mission: Wayland Baptist University exists to educate students in an academically challenging and distinctively Christian environment for professional success and service to God and humankind.

**2. COURSE TITLE**: **MGMT 5339 (VC01) - Stress Management**

# 3. TERM AND DATES: Spring – (Feb. 24, 2014 - May 17, 2014).

# 4. INSTRUCTOR’S NAME: Dr. Nick O. Ejimabo,

# Associate Professor of Business and Education

5. OFFICE ADDRESS: Wayland Baptist University- Fairbanks Campus

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6. Office Hours, Building and Location: Monday & Thursday1pm – 6pm and (Friday – Saturday Online 9am – 9pm).

7. Class Meeting: ***This is an internet based class and does not have designated meeting times. Assignments are presented in weekly sessions and are due as noted on the course Calendar, and syllabus. Access to class materials is provided via Blackboard using Student login and password.***

**8. Catalog Description: Stress reaction and its relationship to specific illnesses and disease and effects on productivity with focus on intervention techniques.**

**This course examines the physiological, psychological, and interpersonal effects of stress. A variety of healthful coping mechanisms are identified with emphasis placed on students’ developing effective personal coping strategies.**

**9. Prerequisites: None**

**10. Required Textbook and Resources:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Book | Author | Ed | Year | Publisher | ISBN# |
| **Comprehensive Stress Management** | **Greenberg** | **13th** | **2013** | **McGraw-Hill** | **978-0-07-352972-1** |

**11. Optional Materials:**

1. ***Publication Manual of the American Psychological Association****: Sixth Edition*

(2010). American Psychological Association: Washington, DC. Go to: <http://www.apa.org>.

1. Access to WBU Learning Resources [**www.wbu.edu/lrc**](http://www.wbu.edu/lrc)
2. Internet and Library

**12. Course Outcome Competencies:**

**Upon completion of this course the student should be able to:**

* **Recognize life change events and relate these to the development of positive health.**
* **Distinguish between productive and non-productive stress.**
* **Develop and utilize coping strategies.**
* **Modify stressful behaviors.**
* **Develop physiological interventions.**
* **Develop progressive relaxation and biofeedback interventions.**
* **Demonstrate understanding of the subject and matter through class discussions.**
* **Demonstrate understanding through obtaining 80 to 90% on mid- term and final examinations, oral presentations and written reports.**

14. ATTENDANCE POLICY:

1. Campus Attendance Policy: Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor who will decide whether omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an Unsatisfactory Progress Report in the office of the dean. Any student who misses twenty-five (25%) or more of the regularly scheduled class meetings will receive a grade of F for that course. Student grade appeals should be addressed, in writing, to the campus dean.
2. Instructor’s Additional Policies: Additional attendance policies for each course, as defined by the instructor in the course syllabus, are part of Wayland’s attendance policy. Attendance for this virtual course will be documented by the student’s online participation in class and submission of online assignments, thus attendance will be determined by the student’s online participation in course activity—not the last log in.

**ACADEMIC HONESTY:** University students are expected to conduct themselves according to the highest standard of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**Plagiarism -** The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.*” - Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**15. Disability Statement: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.”**

**Note**: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

**16. COURSE REQUIREMENTS AND GRADING CRITERIA:** Appropriate online standard interactions will be expected at all times. We must show respect for one another in all circumstances. I will show respect for you by not belittling or ignoring you. You will show respect for me by giving attention to assignments. We will show respect for one another by exhibiting patience and courtesy in our exchanges. Courtesy and kindness is the norm for those who participate in my classes.

Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Business. Therefore, your ability to express your knowledge of Stress management concepts and theories within the conventions of academic discourse will be assessed through blackboard discussions and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as well as correct and appropriate format and construction.

1. The student will **read** all assigned materials, participate in class activities, and **complete assignments** at the appropriate time; **due dates are important.**
2. Weekly online **discussion board interactions** will allow **dialogue** among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. Students will ***post*** an answer to the question or statement and ***respond*** to three (3) others.
3. **Postings and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.**
4. The student will **complete short assignments and projects** designed for demonstrating understanding of the primary concepts introduced in the course.
   1. The student will read one peer reviewed journal article that are recent. The articles should have a publication of 2009 or newer. The student will prepare a two-page summary of the article and include how the article applies to the course subject matter and your audience.
   2. The student will complete three assignments for the course. All responses should be in complete sentences.

5. Individual Project/Term Paper: Each Student will complete one research paper for this class. The paper should be a minimum of ten pages of content, excluding coversheet, abstract and references, and should utilize at least ten references, five of them scholarly. Papers must utilize APA format. Topics for papers must also be pre-approved by the professor. To avoid a 10-point deduction from your final grade in the course, completed paper must be available by the ninth class meeting to submit online to Safe Assignment.

**METHODS OF INSTRUCTION:** The delivery system for the course will consist of Internet supported instruction utilizing Blackboard interactions. In an effort to accommodate the needs of students, instructional methods may include, but will not be limited to, the following: lectures, presentations, demonstrations, practice, and observations. Independent study and reading are essential elements of this course. Weekly submission of assignments is **required** during the course unless specific arrangements are made with the instructor.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT:**

1. Discussion board & Participations
2. Three Assignments
3. One Journal/Article Summary
4. Individual Project/Term Paper

**Course grading criteria:** All assignments are due as noted on course calendar. All assigned work must be word-processed. Assignments not completed on time will reflect a lowered grade of 10% deduction per day minimum. **Late work will not be accepted after 3 calendar days; late work for discussion board entries will not be accepted at all.**

**EVALUATION: UNIVERSITY GRADING SYSTEM:**

# **Grading Rubric**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Possible** | **Earned** |
| **Participation/Blackboard Discussions** (20 points weekly). | **200** |  |
| **Three Assignments- (100 points per each).** | **300** |  |
| **1 Recent Journal Article Summaries** | **100** |  |
| **Individual Project**/**Term Paper** | **400** |  |
| **TOTAL** | **1000** |  |

|  |  |
| --- | --- |
| **900-1000 points** | **A** |
| **700-899 points** | **B** |
| **500-699 points** | **C** |
| **300-499 points** | **D** |
| **0-299 points** | **F** |

|  |  |
| --- | --- |
| A 90-100 Cr Credit  B 80-89 NCR No Credit  C 70-70 I Incomplete\*  D 60-69 W Withdrawal  F below 60 WP Withdrew Passing  WF Withdrew Failing X No grade given  IP In Progress | A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.  **\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term. |

**17. Tentative Schedule: (Calendar, Topics, Assignments):**

This **course outline** serves merely as the anticipated roadmap I hope to use during this 11 weeks program. However, due to circumstances and the dynamic nature of this course, there may be some changes in the schedule. During such situations, you will be advised and changes will be discussed and noted accordingly. The dates and weeks listed below are the dates by which the course materials are expected to have been read. The due dates for all assignments should be considered and taken seriously as no late assignment/paper will be accepted.

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MGMT 5339- Stress Management = Workforce Development and Activities** | | | | |
| **Date** | | **Preparation Materials and Topics** | **Reading** | **Assignments** |
| 1 | **Feb. 24- Mar. 1st** | **Introduction: Syllabus, Course overview & Basic Instructions.**  **What is Stress and Stress Psychophysiology** | **Get Acquainted**  **Chapter 1 & 2** | **“Getting to Know you Process”**  **Discussion Board 1 (DB1)** |
| 2 | Mar. 2- 8 | **Stress and Illness/Disease**  **Stress and the College Student** | **Chapter 3 & 4** | **DB 2** |
| 3 | Mar. 9-15 | **Intervention and Stress Model**  **Life-Situation Intervention: Interpersonal** | **Chapter 5 & 6** | **DB 3**  **Assignment 1 Due** |
| 4 | Mar. 16- 22 | **Life-Situation Intervention: Interpersonal**  **Perception Interventions** | **Chapter 7 & 8** | DB 4;  ***Journal Article selection*** |
| 5 | Mar. 23 –31 | **Discussion on Individual term project/** |  | **DB 5.**  ***Submission of topic and overview*** |
| 6 | Apr. 1 –6 | Spirituality and Stress  Meditation | **Chapter 9 & 10** | **DB 6 ;Assignment 2 Due** |
| 7 | Apr. 6- 12 | Autogenic training, Imagery and progressive Relaxation, and Techniques | **Chapter 11 & 12** | **DB 7**  ***Journal Article Summary Due*** |
| 8 | Apr. 13 –19 | Physiological Arousal Intervention  Strategies for Decreasing Stressful Behaviors | **Ch. 13 & 14** | **DB 8**  **Assignment 3 Due** |
| 9 | Apr. 20 - 26 | **Diversity and Stress; Occupational Stress** | **Ch. 15 & 16** | **DB 9;** |
| 10 | Apr. 27- May 2 | **Family Stress**  **Study Reviews for term project** | **Chapter 17** | **DB 10** |
| 11 | May 4-10 | Individual term project due | **Individual term project due** | |

Note: **Professor reserves the right to alter this schedule as needed.**

**Individual Project/Journal Summary RUBRIC**

The student will research **One Peer reviewed journal** relating to Stress Management/Interventions. The student will prepare a two page summary discussing the information gained from the journal and how it relates to today’s organizational leaders and managers. The article must be recent and from a publication that is 2009 or more recent.

|  |  |  |
| --- | --- | --- |
| Component | Description | Points |
| Journal Topic | Is the topic relative to the course outcomes and the core knowledge beneficial to the student | 10 |
| Content | Is the content accurate and relative to the course objectives | 50 |
| Format and Grammar | Format is in paragraph form and in 12 Times New Roman Font | 30 |
| Source Documentation | APA format is used to document research sources | 10 |
| Total |  | 1. points |

**19. Format of Course deliverables**

All course assignment must be submitted in the class. All course deliverables must be constructed in Times New Roman, 12pt font, double spaced, and submitted in Microsoft Word format. The use of APA format prescribed in the Publication Manual of the American Psychological Association 6th Edition is encouraged.