COURSE DESCRIPTION

In this course we will undertake a critical examination of the notion of stress, broadly speaking. The topics covered will include, but will not be limited to: stress as fear, stress as anxiety, dis-order vs. disorder, responses to accumulated adversity, traumatic stress, existential despair, the concept of “flow” according to the scholarship of M. Csikszentmihalyi, stress as opportunity, stress as motivator, stress as a facilitator of meaning making.

COURSE OBJECTIVES

- Students will broaden perspectives and advance understanding regarding stress, fear, anxiety, and related subject matter, and responses to same.
- Students will examine the interrelatedness of relevant constructs, including stress, fear, anxiety, depression, despair, motivation, meaning making.
- Students will complete an applied research project using photovoice to examine perceptions of stress.
- Students will put privileged assumptions up to question.
- Students will exercise and strengthen various skills related to research, e.g. review & critical analysis of literature, proposal writing, presentation of findings.
- Students will co-create a learning environment that welcomes and encourages group dialogues that are dynamic, passionate, and open-minded, i.e. co-create a learning experience that is vital and engaging.

Prerequisites: Enrolment in the third or fourth year of any program within the School of Health Studies, or permission of the School of Health Studies.

Antirequisites: None

COURSE INFORMATION

Instructor: Dr. Marnie Wedlake, PhD
Email: mwedlake@uwo.ca

Office Hours: Immediately following classes & by appointment
Course Website: https://owl.uwo.ca

Times and Location of Lectures:
- Mondays 9:30am to 11:30am P&AB-34
- Wednesday 9:30am to 10:30am P&AB-34

TEXTBOOKS


***All 3 textbooks are required.

***Some additional readings may be assigned. Links to these will be posted on OWL.

LEARNING ENVIRONMENT

This course experience will function according to the assumption that successful learning happens in environments where learning is co-created by the instructor and the students.

As the instructor, I will endeavour to provide students with classes that are optimally engaging, motivating, and interesting. In return, I will expect students to attend all classes, and to contribute to the collaborative nature of the learning experience through their active participation in discussions, by completing the assigned readings, and by offering constructive feedback as will be deemed useful to the overall learning experience.

SPECIAL NOTES

Your Mental Health and Wellbeing:
This course deals with very serious issues in the area of mental health, some of which may be distressing for some students. Please speak with me, or your academic counselor, if you have any concerns about your own mental health and wellbeing in relation to course content. Western University has excellent Mental Health and Wellbeing services available for students in need of additional guidance and support in this area. See Western’s Health and Wellness information webpage at http://www.health.uwo.ca/mental_health/index.html if you desire more information on this topic. Immediate help in the event of a crisis is available by phoning 519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.
SDC’S Learning Skills Services:
Learning Skills counselors are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall and Winter terms in the drop-in Learning Help Centre, and year-round through individual counseling. They may be found in WSS Rm 4100, or at http://www.sdc.uwo.ca/learning.

SCHEDULE OF LECTURES AND READINGS

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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<tr>
<td>Sept 8 &amp; 10</td>
<td>Introduction; Overview of Photovoice; Group Project Q&amp;A</td>
<td>Chapter 1 in Horwitz &amp; Wakefield + selected readings (links will be posted on OWL)</td>
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<tr>
<td>Sept 15 &amp; 17</td>
<td>Fear &amp; Anxiety - Dis-order vs. Disorder, A Brief Historical Overview of Anxiety &amp; Anxiety As Disorder</td>
<td>Chapters 2, 3 &amp; 4 in Horwitz &amp; Wakefield</td>
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<td>Sept 22 &amp; 24</td>
<td>Fear &amp; Anxiety as Pathology; Stress, Anxiety &amp; Depression; Existential Despair</td>
<td>Chapters 5 &amp; 8 in Horwitz &amp; Wakefield + selected readings (links will be posted on OWL)</td>
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<td>Sept 29</td>
<td>Traumatic Stress – A Case Study, Demonstrated in a feature length film (<strong>THIS FILM IS 2:00:00 IN LENGTH SO PLEASE ARRIVE ON TIME AS IT WILL BE STARTED RIGHT AT 9:30AM)</strong></td>
<td>Chapter 7 in Horwitz &amp; Wakefield + selected readings (links will be posted on OWL)</td>
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<tr>
<td>Oct 1</td>
<td>Traumatic Stress, cont’d <em><strong>RESEARCH PROPOSALS DUE IN CLASS TODAY</strong></em></td>
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<tr>
<td>Oct 6 &amp; 8</td>
<td>The Biomedical Paradigm’s Shaping/Fashioning of Anxiety;</td>
<td>Chapter 8 in Horwitz &amp; Wakefield</td>
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<td>Oct 13</td>
<td>THANKSGIVING DAY STAT HOLIDAY - NO CLASS</td>
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<td>Oct 15</td>
<td>Stress, Anxiety &amp; the Pharmaceutical Industry</td>
<td>Selected readings (links will be posted on OWL)</td>
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<td>Oct 20</td>
<td>MID-TERM EXAMINATION</td>
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<td>Oct 22</td>
<td>Moving Out of Fear and Into Flow</td>
<td>Chapter 1 in Csikszentmihalyi</td>
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<tr>
<td>Oct 27 &amp; 29</td>
<td>Consciousness, The Self, Enjoyment, Quality of Life</td>
<td>Chapters 2 &amp; 3 in Csikszentmihalyi</td>
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<tr>
<td>Nov 3 &amp; 5</td>
<td>An Examination of Flow</td>
<td>Chapter 4 in Csikszentmihalyi</td>
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<tr>
<td>Nov 10 &amp; 12</td>
<td>The Mind and Flow</td>
<td>Chapters 6 &amp; 8 in</td>
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### EVALUATION

**Group Project:** During the 3rd class (Mon, Sept 15/14), you will be asked to form groups of four or five. Throughout the remainder of the course, you will (as a group) undertake a critical review, and create a representation of experience using photovoice. **The overall theme for this project is Student Perceptions of Stress.** Also during the 3rd/Sept 15th class, each group will choose a sub-theme within this broader theme. You will choose your sub-theme from a list of options, which will be posted on OWL prior to this class. This project will be graded in four stages: a research proposal, a 10-reference annotated bibliography, the conference proceedings that will be made available prior to the research day (December 1/14), and a poster presentation. Your poster presentation will outline the results of your critical review and, it will demonstrate how your group has used photovoice to create a representation of student perceptions of stress.

In July of 2015, **The International Society for the Study of Individual Differences** will be holding their biennial conference at Western. The final requirement for this project will include an abstract that would be considered suitable for submission to this conference. Of note - submission of abstracts to this conference is not required for this course. However, students should aim to create an abstract that would be worthy of submission to this conference should they choose to do so.

**Research Proposal:** The research proposal should include a thesis statement (i.e., a statement of the purpose of your literature review), along with a summary of the expected impact of the review topic, and a description of databases that you will query for your review. There are no restrictions to the length of this document, but it is expected that the proposal will be one to two double-spaced pages.
in length. Your group’s research proposal will be due on Wednesday, October 1st. The research proposal must be submitted for grading through OWL. This document will be subjected to electronic plagiarism scanning, through Turnitin.com. You must also submit a hard copy of your research proposal in class on Wednesday, October 1st.

10-reference Annotated Bibliography: By this stage of your project, you will have identified at least ten (10) references that you will use in the course of your critical review. Your group will be required to discuss (in point form) the purpose, methodologies & methods, and conclusions of ten of these references. Please note that you are expected to present the findings in the studies in your own words...do not simply “cut and paste” from the articles. You should also attempt to evaluate the evidence presented in these articles, and come to some conclusion as to the impact of this article on the thesis of your review. There are no restrictions as to the length of this document, but it is expected that the annotated bibliography will be eight to ten double-spaced pages in length. Your group’s annotated bibliography will be due on Monday, October 27th. The annotated bibliography must be submitted for grading through OWL. This document will be subjected to electronic plagiarism scanning, through Turnitin.com. You must also submit a hard copy of your annotated bibliography in class on Monday, October 27th.

Conference Proceedings: This document will be circulated to your classmates in advance of the poster day at which the final component of your group project (the poster presentation) will be evaluated. This document should include a description of the thesis statement that is driving the critical review, along with a well-supported discussion of the expected impact of the review. Evidence should be presented from the articles reviewed (ideally, the same articles reviewed within the annotated bibliography), and this evidence should be critically evaluated within the proceedings. Finally, you are expected to present the conclusions of your review, in a way that directly relates to the evidence presented within your proceedings document. Your group’s conference proceedings will be due on Wednesday, November 19th. The conference proceedings may be no more than 5 single-spaced pages in length (using 12-point Times New Roman Font). You will be given a formatting template (using Microsoft Word) to guide your creation/formatting of these proceedings. The conference proceedings must be submitted for grading through OWL. This document will be subjected to electronic plagiarism scanning, through Turnitin.com. You must also submit a hard copy of your annotated bibliography in class on Wednesday, November 19th.

Poster Presentation: On Monday, December 1st, you will present your critical review and photovoice representation of experience, to your classmates, as an interactive poster presentation. You will be graded not only on the quality of the poster itself, but the quality of your responses to the questions asked of you by examiners. Additional information regarding the requirements for this part of this project will be posted on OWL. A MS PowerPoint poster presentation template will also be made accessible through OWL.

Note regarding group work: Students will, as a group, monitor the distribution and completion of all aspects of the work required to complete group assignments. Included in this is the requirement of all groups to ensure assignments are completed and submitted by the deadlines as stated in this outline. Deadlines missed as a result of any experiences of conflict (perceived or otherwise) within the group will not be accepted.
Examinations

Both examinations will be comprised of a combination of multiple choice and short answer questions, and will be closed book.

*Important Note Regarding the Use of Electronic Devices During Examinations:* Unless you have medical accommodations (supported by required documentation) that require you to do so, you may not use any of the following electronic devices during the examinations: cellphones, smart phones, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, desktop computers, flashlights, laser pointers, or power tools of any sort.

**MISSED DUE DATES & MAKEUP EXAMINATIONS**

You must have a valid medical or compassionate reason for missing the scheduled due dates for all parts of the group assignment, the mid-term examination, or the final examination, and documentation for your absence must be filed with the main office of the School of Health Studies. See relevant section of this outline for information concerning acceptable documentation of illness. Retroactive assignment and/or exam accommodations (i.e., for assignments and/or exams that have been written) will not generally be granted.

**GENERAL COURSE NOTES**

*Course Website*

Other than the textbooks that you purchase, this course is a totally “paperless” course, and as such the course website will be your sole source for lecture overheads and course information (including this course outline). Due to privacy regulations, grades will only be provided to you through the course website. I cannot, under any circumstance, convey grades via email, or over the phone.

*Email*

I am happy to answer your questions via email, and will do my best to answer your emails promptly. You must, however, use your UWO email address for all correspondence regarding this course. Because the University ‘anti-spam’ programs often reject email from Gmail, Hotmail, Yahoo, and other public email addresses, there is no guarantee that I will receive your emails if you send them from a public email program – or from any off-campus server, when sending email using any method other than the university’s webmail system.

*Lecture Attendance*

You are expected to attend every class, as some material that is covered during lectures will not be featured in the readings.
Eating and Drinking in Class
Out of consideration for your fellow students, please refrain from eating during class (lidded beverages are acceptable).

Grade Adjustments
Final grades in this course will be taken to the closest integer (i.e., I will “round off” decimals). Reading logs and exam grades will be calculated out of 100% to one decimal place. I will not, under any circumstances, “bump up” your grade (i.e., to facilitate professional school applications etc.). This includes grades that end in a “9”. Along similar lines, I will not reweight papers or examinations for reasons other than those outlined above.

Use of Cellphones During Class
Please ensure that any cellphones, pagers, or other communication devices on your person are turned off, or have their ringers silenced (or turned to vibrate) during lectures and labs. Please refrain from texting during lectures.

Use of Laptops During Class
If you plan to bring your laptop to class, please restrict your computer use to course-related activities, and refrain from using instant messaging clients, video games, or other software packages that might be distracting to students sitting near you.

Recording Lectures
You are not permitted to create audio or video recordings of my lectures.

PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS
In the first instance, all appeals of a grade must be made to the course instructor (informal consultation). If you are not satisfied with the decision of the course instructor, a written appeal must be sent to the Program Director. If you consider this response to be unsatisfactory, you may then appeal to the Dean of the Faculty of Health Sciences. If this response is unsatisfactory, you may appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office.

ADDITIONAL STATEMENTS

Student Code of Conduct
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at The University of Western Ontario, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For more information, visit http://www.uwo.ca/univsec/board/code.pdf.
English Proficiency for the Assignment of Grades


Accommodation for Medical Illness or Non-Medical Absences


The University recognizes that a student’s ability to meet his/her academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet his/her academic responsibilities.

A UWO Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician or walk-in clinic. An SMC can be downloaded under the Medical Documentation heading of the following website: [https://studentservices.uwo.ca/secure/index.cfm](https://studentservices.uwo.ca/secure/index.cfm).

Documentation is required for non-medical absences where the course work missed is more than 10% of the overall grade. Students may contact their Faculty Academic Counselling Office for what documentation is needed.

Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner. Documentation for any request for accommodation shall be submitted, as soon as possible, to the appropriate Academic Counselling Office of the student’s Faculty of registration. For BHSc students, you may go to the School of Health Studies Office in HSB room 222.

Scholastic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website: [http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf](http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf).

Additionally,

1. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com ([http://www.turnitin.com](http://www.turnitin.com)).
2. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Student Development Centre -- [http://www.sdc.uwo.ca/ssd/](http://www.sdc.uwo.ca/ssd/)