

**THE UNIVERSITY OF WESTERN ONTARIO
LONDON, CANADA**

**School of Health Studies
Health Sciences 4208A - Understanding Stress**

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.

LEARNING OUTCOMES

By the end of this course, students should be able to:

- Describe and illustrate understanding of key concepts related to various manifestations of stress.
- Critically analyze and discuss research relevant to topics of interest including, stress, fear, anxiety, depression, despair, traumatic stress, motivation, meaning making.
- Use skills of reflection and critical analysis to enable them to make substantial contributions to a group appraisal of course scholarship.
- Write comprehensive and coherently articulated critical analyses of course readings.
- Conduct a search of both academic and grey literature, and critically analyze and review selected literature sources.
- Present literature review in the form of an annotated bibliography, statement of research interest, and summary of research.
- Apply research findings to inform the creation of a dynamic video presentation on a topic relevant to course content.

Prerequisites: Health Sciences 2250A/B; Registration in the third or fourth year of the School of Health Studies.

Antirequisites: Health Sciences 4091A 001 (if taken in 2014-2016).

COURSE INFORMATION

Instructor: Dr. Marnie Wedlake, PhD, RP
Email: mwedlak@uwo.ca **(contact me using this email address only)**

Office Hours: Immediately following classes & by appointment

Course Website: <https://owl.uwo.ca>

Days, Times, and Location of Lectures:

Mondays - 9:30am to 11:30am - HSB 236 *****class attendance is required**

Wednesday - 9:30am to 10:30am - HSB 236 *****class attendance is required**

TEXTBOOKS

Horwitz, A. V., & Wakefield, J. C., (2012). *All we have to fear: Psychiatry's transformation of natural anxieties into mental disorders*. New York, NY: Oxford.

Csikszentmihalyi, M. (2008). *Flow: The psychology of optimal experience*. New York, NY: Harper Perennial Modern Classics.

Frankl, V. E. (2006). *Man's search for meaning*. Boston, MA: Beacon Press.

*****All 3 textbooks are required.**

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

LEARNING ENVIROMENT

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. Ideally, we will co-create a learning environment that welcomes and encourages group dialogues that are dynamic, passionate, and open-minded. That is, a learning experience that is vital and engaging for all.

Reading during a lecture, using cell phones/texting, not turning off cell phone ringers, the disturbing consumption of food or drink, littering the classroom, the use of iPods, Facebook, Twitter, and other

activities which may impede the ability of you or other students to learn are unacceptable behaviours.

As a collective, we will create a learning environment that is supported by civility and mutual respect. In doing so, we will set the stage for a healthy and stimulating intellectual forum. Finally, if you are having problems with any aspect of the course, please contact me. I am committed to your learning experience, I am approachable, and I welcome your comments, your constructive criticisms and, of course, your questions.

NOTE TAKING:

Good note taking skills are important, if not essential, in both the academic environment and in other professions. For these reasons, the responsibility for note taking in class is that of the students. It will be your responsibility to create the full complement of notes from each class. Any additional content such as from films, additional readings, etc, will be examinable. Should you miss any classes, you are responsible for retrieving the relevant notes from classmates. Please do not ask me for lecture notes and/or PowerPoint slides - they will not be given to you. If you find that the lectures are moving too quickly or too slowly, please let me know. If others feel the same way then I will do my best to accommodate the majority of the class. If you are having difficulties taking notes for any reason, let me know, and I will try to help you find a student who may be willing to share notes with you.

NOTE: 90% attendance is required to pass this course and medical documentation will be required for absences. Any such documentation must be submitted, by the student, directly to the appropriate Faculty Dean's office. It will be the Dean's office that will make the determination whether accommodation is warranted.

TPOICS COVERED IN CLASSES AND READINGS

The following is a list of the topics that will be covered in this course:

- Fear & Anxiety - Dis-order vs. Disorder
- A Brief Historical Overview of Anxiety & Anxiety As Disorder
- Fear & Anxiety as Pathology
- Stress, Anxiety & Depression
- Existential Despair
- Traumatic Stress
- The Biomedical Paradigm's Shaping/Fashioning of Anxiety
- Stress, Anxiety & the Pharmaceutical Industry
- Moving Out of Fear and Into Flow
- The Interrelatedness of Consciousness, The Self, Enjoyment, and Quality of Life
- An Examination of Flow
- The Mind and Flow
- Responding to Chaos & Anxiety
- Making Meaning & Making Sense

EVALUATION

1. Group Critical Reading Logs - Worth 25% (Log 1 = 5%, Logs 2 & 3 = 10% each) of final grade.

Due dates: CRL 1 - Mon Oct 15/18; CRL 2 - Mon Nov 12/18; CRL 3 - Mon Dec 10/18

In small groups, students will meet each week, during class time, to discuss assigned readings. Group discussions should be reflective, and should be aimed at enabling critical analysis of the assigned readings.

Each group will maintain a critically reflective reading log that will be based on their collective experience of the course readings. The group reading logs are meant to provide an in-depth analysis of some aspect(s) of the weekly readings.

Each critical reading log must include at least 10 direct citations to weekly readings, using the current APA Style Manual for in-text citations and references lists. Students may write in the first person (using "I/we" statements).

Groups will be randomly assigned, and a new group will be created for each one of the three group critical reading log assignments.

Additional details on this set of assignments will be provided in class. See class schedule for due dates. Late critical reading logs will not be accepted and will receive a mark of '0'.

Critical Reading Logs must:

- Be typed in 12-point font, with 1-inch page margins, written in double-spaced paragraph form.
- Be 6 to 8 pages in length, pages must be numbered.
- Each Critical Reading Log will have a title page that includes: The full names of each of the students in the group (last names first, given names second), course name & number, submission date.

Critical reading logs that do not satisfy these formatting requirements will be penalized 1 full mark per error or omission to a maximum of 3 marks. Spelling errors, major grammatical errors, and multiple typos, will be penalized 1 mark each to a maximum of 3 marks. Lesser penalties may be applied as warning.

Critical Reading Log Grading Scale:

5.0/5 or 10/10 - Outstanding - Could not expect more at this level

4.5/5 or 9/10 - Excellent - Extremely well-developed interpretation and critical thinking

4.0/5 or 8/10 - Very Good - Commendable interpretation with some good discussion

3.5/5 or 7/10 - Good - Interesting interpretation with some discussion

3.0/5 or 6/10 - Average - Average interpretation and discussion

2.5/5 or 5/10 - Barely Acceptable - Weak interpretation and discussion

2.0/5 or 4/10 - Not Acceptable - Significant errors or shortcomings

1.5/5 or 3/10 - Not Acceptable - Major errors and shortcomings

1.0/5 or 2/10 - Not Acceptable - Unacceptable academic work at this level

0.5/5 or 1/10 - Not Acceptable - Unacceptable command of writing and grammar at this level

0/5 or 0/10 - Not Acceptable - Critical reading log not submitted

2. Group Project (consists of 3 separate but related parts):

PART 1 - Conceptualization & Annotated Bibliography. Pt 1 - Due on Mon Oct 22/18	15%
PART 2 - An overview of the research presented using PowerPoint. Pt 2 - PowerPoint slides due Mon Oct 22/18	10%
PART 3 - A 10- to 12-minute video. Pt 3 - Due on date of presentation - either Mon Dec 3/18 or Wed Dec 5/18	25%

3. Mid-term Exam - In class on Monday, November 5, 2018 **25%**

About the Group Project: By the 3rd class (Mon Sept 17/18) you will be randomly assigned to a group. The number of people in each group will be dependent on the total number of students in the class. Throughout the remainder of the course, you will (as a group) undertake a critical review, and create a representation of experience, by making a video presentation of your work. **The overall theme for this project is 'Experiences of Stress'**. Also during the 3rd /Sept 17th 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 three parts. **Part 1** will be comprised of an in-depth statement that will detail how your group has conceptualized your topic (i.e. your interpretation), and a 12-reference annotated bibliography. **Part 2** will be a PowerPoint presentation giving a detailed overview of the research that your group will present to the class at the end of the term when videos are shown. **Part 3** will take the form of a video that you will create, and that will be shown to the class, also at the end of the term.

*****Additional details regarding the expectations for the group project will be discussed at the beginning of the term.**

Parts 1 & 2 - Both your in-depth statement and your PowerPoint presentation will be due on **Monday, October 22nd**. **Both must be submitted for grading through OWL.** These documents will be subjected to electronic plagiarism scanning, through Turnitin.com.

Part 3 - You will create a short video that you will present to the entire class during one of two randomly assigned presentation dates. The length of your video will be a minimum of 10 minutes and a maximum of 12 minutes.

Timing of Presentations - The PowerPoint presentations of your research should be 5 to 7 minutes in length. Your video will be 10 to 12 minutes long. You will have 3 to 5 minutes for Q&A. Your entire presentation to the class should take between 18 and 24 minutes.

*****This part of the group project emphasizes application and creative presentation of research, critical thinking, and content, over the more technical aspects of video production. To this end, it is understood that most videos will be made using basic technology that is common to most students, i.e. smart phones and basic video editing software.**

All presentations will take place during class on Monday, December 3rd and Wednesday, December 5th. Presentation dates will be randomly assigned to each group. ***** Attendance at both classes is required.**

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.

SCHEDULE OF LECTURES AND READINGS

***** Schedule changes - dates of topics and readings - may occur as the course progresses.**

September 10th to September 12th

- Introductions
- Overview of Course, Expectations, etc
- Overview of Assignments
- Group Project Q&A
- Taking Notes

READINGS: None

September 17th to September 24th

- Fear & Anxiety - Dis-order vs. Disorder
- A Brief Historical Overview of Anxiety
- Anxiety as Disorder

READINGS:

- Chapters 1, 2, 3 & 4 in Horwitz & Wakefield
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September 26th to October 3rd

- Group Project Check-in
- Fear & Anxiety as Pathology
- Stress, Anxiety & Depression

READINGS:

- Chapters 5 & 8 in Horwitz & Wakefield
 - Possible selected additional readings (references or links will be posted on OWL)
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October 8th to October 12th - FALL READING WEEK - NO CLASSES

October 15th to October 17th

- Traumatic Stress

READINGS:

- Chapter 7 in Horwitz & Wakefield
- Possible selected additional readings (references or links will be posted on OWL)
- A feature length film

Monday October 15th - CRITICAL READING LOG #1 IS DUE

October 22nd to October 24th

- The Biomedical Paradigm's Shaping/Fashioning of Anxiety
- Stress, Anxiety & the Pharmaceutical Industry

READINGS:

- Chapter 6 in Horwitz & Wakefield
- Possible selected additional readings (references or links will be posted on OWL)

Monday October 22nd - PARTS 1 & 2 OF GROUP PROJECT ARE DUE

October 29th to October 31st

- Group Project Check-in
- Existential Despair
- Introduction to Flow

READINGS:

- Chapter 1 in Csikszentmihalyi
 - Possible selected additional readings (references or links will be posted on OWL)
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Monday November 5th - MID TERM EXAM

November 7th to November 14th

- Moving Out of Fear and Into Flow
- The Interrelatedness of Consciousness, The Self, Enjoyment, and Quality of Life

READINGS:

- Chapters 1, 2 & 3 in Csikszentmihalyi
- Possible selected additional readings (references or links will be posted on OWL)

Monday November 12th - CRITICAL READING LOG # 2 IS DUE

November 19th to November 21st

- An Examination of Flow

- The Mind and Flow

READINGS:

- Chapters 4, 6 & 8 in Csikszentmihalyi
 - Possible selected additional readings (references or links will be posted on OWL)
-

November 26th to November 28th

- Responding to Chaos & Anxiety
- Making Meaning & Making Sense

READINGS:

- Chapter 9 in Horwitz & Wakefield
 - Chapters 9 & 10 in Csikszentmihalyi
 - Frankl (the entire book)
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December 3rd to December 5th

- Group Projects, Parts 2 & 3 - Presentations
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Monday December 10th - CRITICAL READING LOG # 3 IS DUE

GENERAL COURSE NOTES

Regarding the Use of Plagiarism Checking Software:

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>)

On the Use of Electronic Devices:

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any of the following electronic devices during ANY of the tests, quizzes, midterms, examinations, or other in-class evaluations: cellphones, smart phones, smart watches, smart glasses, audio players or recorders of any sort, video cameras, video games, DVD players, televisions, laptop/notebook/netbook computers, flashlights or laser pointers.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your

professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class. **Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.**

Statement on Academic 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 Web site:
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Accommodation for illness:

<http://www.westerncalendar.uwo.ca/2017/pg117.html>

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:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

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.

Support Services, as follows:

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/>
2. Student Health -- <http://www.shs.uwo.ca/student/studenthealthservices.html>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

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.uwo.ca/health/> if you desire more information on this topic.

On Health and Wellness:

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://www.mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <http://www.health.uwo.ca/>.

If you are in emotional or mental distress should refer to Mental Health@Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: https://uwo.ca/health/mental_wellbeing/education/module.html.

The School of Health Studies grade policy:

The university-wide descriptor of the meaning of letter grades, as approved by Senate:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work that is clearly above average
B	70-79	Good work, meeting all requirements and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable.
F	below 50	Fail

It is expected that the grades for this course will fall between 74 and 80%. In the event that the course average falls outside this range, a constant may be added (or subtracted) from each student's grade, by the instructor, to bring the class average in line with school policy.