Course Days and Time:
Course Location:
Instructor:
Phone:
Email:
Office Hours:

I. Name of Course: SWU 250 Stress Management Tools I
II. Program Level: Undergraduate: Credits 3
III. Course Requirements
   Credit: 3 credits
   Required: Managing Stress and Mindful Living Undergraduate Certificate
   Approved for SB credit
IV. Course Description:
Exposes students to the research behind stress and improving quality of life through the practice of mindfulness.

V. Rationale for the Course:
The course combines the bio/psycho/social aspects of wellness to fully address stress reduction and stress management. This course is designed to help students reduce and manage stress by developing an understanding of how their behaviors can facilitate healthy balance in their lives. Because all students are confronted with stress, how one manages and deals with their stress
impact’s all areas of their lives. Life stressors can impact one’s physical and psychological health negatively, impairing their ability to perform tasks and maintain a high level of quality of life. Often students’ inability to cope with stress leads to an increased risk of failing classes, withdrawing from school, establishing reasonable goals and time lines for school assignments, prioritizing personal and academic life and overall wellbeing and health. Students will have various opportunities to reflect on their own coping skills and be exposed to wellness through a variety of topics covered in both lecture and readings.

**Theoretical Frameworks and Course Themes:**

1. **Humanistic Model of Personal Growth and Theory of Motivation**

The basis of this model focuses on self-actualization and moving toward optimal growth potential. Four key professionals, Alfred Adler, Carl Jung, Carl Rogers and Abraham Maslow pioneered humanistic psychology. Their research on the process of self-actualizing individuals led to the concepts of social interest, an individual’s attitude in dealing with other people in the world, nonjudgmental listening and acceptance, becoming a fully functioning person, and self-actualization. Through the mindfulness practice students will develop tools to sharpen their ability to pay attention and develop an attitude of non-judgment toward self and others.

2. **Theory of Multiple Intelligence and Learning Styles**

The ten tools of effective learning are: preparing, dealing with fears, taking risks, establishing trust, practicing self-disclosure, being direct, listening, and thinking for yourself, avoiding negative self-fulfilling prophecies and practicing outside of the classroom. The safety created in this course offers students various opportunities to have partner experience, group experience and multiple learning activities that will facilitate student learning in a non-threatening manner.

3. **Social Interdependence, Experiential Learning and Action Theory**

The Social Interdependence Theory, developed by Lewin and expanded upon by Deutsch, state the type of interdependence used in a situation, such as cooperation and competition, will determine how people interact with each other, which will guide the outcome. Through group assignments, students will identify the roles that feel most comfortable for them and those which are challenging. The goal of experiential learning is to impact the learner in several ways: 1) offer students various learning opportunities with multiple mediums of teaching and assignments, and 2) stimulate student attitudes in a positive direction creating an atmosphere that enhances the individual.

4. **Eco Psychology**

Eco Psychology is the study of the relationship between humans and their environment. Understanding the issues that affect our environment is explored by identifying problems in human psychology and society. Eco Psychology focuses on learning and examining how people
can engage with their environment in ways that serve the growth and maintenance of both the planet and human population.

VI. **Course Competencies**

1. **Core Competency EP 2.1.1** – Identify as a professional and conduct oneself accordingly.
   a. Adhere to respectful boundaries.
   b. Develop healthy relationships through effective communication with self and others.
   c. Develop time-management skills

   **Practice behaviors 1a, 1b and 1c**
   a. Demonstrate non-judgmental communication [In class exercises]
   b. Personal and group critique of readings and class exercises
   c. Develop a mindfulness practice [using tapes, workbook and class exercises]

2. **Core Competency EP 2.1.3** – Apply critical thinking to inform and communicate professional judgments
   a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom.
   b. Demonstrate effective oral and written communication in working with students

   **Practice behaviors 3a, 3b and 3c**
   a. Complete a comprehensive synthesis of the literature associated with a specific quality of life time [Research Fast Fact Assignment]
   b. Demonstrate collaboration with student groups [Research Fast Fact]
   c. Participate in discussions with leaders in the health community

3. **Core Competency EP 2.1.7** - Apply knowledge of human behavior and the social environment
   a. Critique and apply knowledge to understand person and environment.
   b. Explore the impact of environment on humans and vice versa

   **Practice behavior 3a and 3b**
   a. Develop awareness and strategies of environmental factors that influence lifestyle patterns (In class exercise]
   b. Explore the impact of culture on lifestyle habits and behaviors that affect levels of stress.

VII. **Course Units**
Unit 1: Understanding and Evaluating the Impact of Stress

Unit 2. Developing Mindfulness Practice and Quality of Life Strategies

Unit 3: Understanding the elements of effective communication in relationships

Unit 4: Explore Passion and Personal Vision in school, work and personal life.

VIII. **Key Course Concepts**
Stress reduction; Time-management
Immune power personality; Goal setting
Nutrition; Effective communication
Self-actualization; Humor
Body scan; Spirituality
Rest and relaxation; Experiential learning
Guided imagery; Recreation
Multi-tasking; Wellness
Mindfulness
Environment; Power of the breath
Autonomic nervous system
Balanced living; quality of life Neurotransmitters

IX. **ASU and Related Professional Policies**
Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy:**
[http://provost.asu.edu/academicintegrity/policy](http://provost.asu.edu/academicintegrity/policy)

**Student Code of Conduct:**
[http://students.asu.edu/srr/code](http://students.asu.edu/srr/code) (click on ABOR Student Code of Conduct)

**Computer, Internet, and Electronic Communications Policy:**

**Missed Classes Due to University Sanctioned Activities:**
X. **Accommodations for Students with Disabilities**

If you are a student with a disability and have need of assistance or special accommodations, please review the following policy:  
http://www.asu.edu/aad/manuals/ssm/index.html#700  and contact the ASU Disability Resource Center (DRC). Students requesting accommodations for a disability must be registered with the DRC, and must submit appropriate documentation to the instructor from the DRC. Students enrolled with the School of Social Work Downtown Phoenix Campus and Tucson Component locations may contact the DRC at the Downtown Phoenix Campus:  
http://campus.asu.edu/downtown/DRC

XI. **HIPPA Policy Statement:**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow someone to know who the person was needs to be changed or eliminated. This includes
obvious things like names and birthdates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender.

**COURSE OUTLINE**

**XII. Required Textbook and Readings**

Required Text and Readings:


10 peer reviewed journal articles selected from professional journals for the fast fact presentation.

**COURSE OUTLINE, LEARNING OBJECTIVES and READING ASSIGNMENTS**

**XIII. Course Schedule - Plan of Instruction**

Unit 1: Understanding and Evaluating the Impact of Stress

<table>
<thead>
<tr>
<th>Week 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>• Review of course objectives, content, assignments, expectations, and grading criteria</td>
</tr>
<tr>
<td>• Introduction to framework of Stress Management and Quality of Life</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
</tr>
<tr>
<td>-Pre-test: Explore the elements of personal balance, KIMS Questionnaire, MAC Questionnaire, Stress Questionnaire</td>
</tr>
</tbody>
</table>

**Required Reading:**

Napoli, M and Roe, S. (2016). *Life by Personal Design Prologue- Personal Design Quality of Life Wheel*

**Assignment for this week:**

Complete Personal Balance Wheel in *Life by Personal Design* page ix and bring to class on second day of week one.
Week 2:

Objectives:

- The 4 Step MAC Model
- Core knowledge base of the tenets of balanced living
- Experiential Learning and Action Theory
- Impact of culture on lifestyle habits

Required Reading:
Chapter 2: Four Step Mac Guide. pp. 15-33

Assignments for this week:

Assignment 1:
Critical Thinking Chapter Reflection: Tools for Mindful Living Chapters 1 and 2: Complete 1-2 page double spaced submission using the Critical Thinking Template

Assignment 2:
Journal – Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

Assignment 3:
Vision Board Activity:
Vision Board question #1—How will I respond to stress?

- Start preparing and working on your Vision Board. You are expected to work on this throughout the course.
Week 3:

Objectives:

- Explore mindfulness, its theoretical framework and application in a variety of settings
- Explore how mindfulness can be used in your work and personal lives
  Developing personal time-management Class CTL discussion
- The neuroscience of stress and impact on behavior

Required Reading:

Chapter 1: Mindfully Creating the Life You Love pp. 1-16

Assignments for this week:

Assignment 1:
Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 3 and Life By Personal Design Chapter 1: Complete 1-2 page double-spaced submission using the Critical Thinking Template.

Assignment 2:
Journal – Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

Assignment 3:
Vision Board Activity:
Vision Board question #2—How will I be more mindful in my life?

- Start preparing and working on your Vision Board. You are expected to work on this throughout the course.
Week 4:

Objectives:

• Know your food habits and patterns and how they influence your nutrition and diet
• Be aware of the nutrients that constitute a healthy diet
• Incorporate healthful foods and nutrients into your diet
• Monitor your BMI and, if appropriate, cholesterol levels
• Eat foods that are in harmony with your body
• Look for ways to enjoy and have joy when eating
• Use the Mindful Four Step MAC Guide to eat mindfully

Required Reading:

Assignments for this week:

Assignment 1:
Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 4 and Life By Personal Design Chapter 2: Complete 1-2 page double-spaced submission using the Critical Thinking Template.

Assignment 2:
Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

Assignment 3:
Vision Board Activity:
Vision Board question #3—How will I be more mindful with my food?

• Start preparing and working on your Vision Board. You are expected to work on this throughout the course.
Unit 2: Developing Quality of Life Strategies

Week 5:

Objectives:

- Consider the influence of your body image on your life
- Identify your body type
- Understand the importance of mobility
- Pursue your favorite recreation and play to increase your activity level
- Integrate regular physical activity into your daily life
- Use the Mindful Four Step MAC Guide to maximize your body’s vitality

Required Reading:
Chapter 3: Maximizing Your Body’s Vitality pp. 36-56.

Assignments for this week:

Assignment 1:
Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 5 and Life By Personal Design Chapter 3: Complete 1-2 page double-spaced submission using the Critical Thinking Template.

Assignment 2:
Journal – Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

Assignment 3:
Vision Board Activity:
Vision Board question #4—How will I be more mindful with my body?

- Start preparing and working on your Vision Board. You are expected to work on this throughout the course
Week 6:

Objectives:

• Become aware of the importance of relaxation
• Integrate personal relaxation strategies into your life
• Appreciate the benefits of rest
• Explore the significance of napping behaviors
• Become aware of the consequences of poor sleep habits
• Recognize what happens during sleep
• Incorporate healthy sleep behaviors
• Use the Mindful Four Step MAC Guide to balance rest and relaxation

Required Reading:
Chapter 4: Discovering Your Balance: Rest And Relaxation. pp. 57-83.
Chapter 6: Stretch Your Body To Your Personal Edge. pp. 87-111.

Assignments for this week:

Assignment 1:
Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 4 and Life By Personal Design Chapter 6: Complete 1-2 page double-spaced submission using the Critical Thinking Template.

Assignment 2:
Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

Assignment 5:
Vision Board Activity:
Vision Board question #5—How will I be more mindful with Rest & Relaxation?
<table>
<thead>
<tr>
<th>Week 7 &amp; 8: Student Mid-Term Presentations (Fast Facts)</th>
<th>-Fast Facts Research Presentations</th>
</tr>
</thead>
</table>

| Week 9: Spring Break | Be thinking about the ‘What’s Good Wellness Activities’ |
### Week 10:

**Objectives:**

- Promote positive family, intimate, and work relationships
- Recognize the impact of the Internet on relationships
- Acknowledge the parts of yourself needing development
- Sustain healthy emotional intelligence
- Practice forgiveness and gratitude
- Use the Mindful Four Step MAC Guide in all relationships

<table>
<thead>
<tr>
<th>Required Reading:</th>
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<table>
<thead>
<tr>
<th>Assignments for this week:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 1:</strong></td>
</tr>
<tr>
<td>Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 7 and Life By Personal Design Chapter 5: Complete 1-2 page double-spaced submission using the Critical Thinking Template.</td>
</tr>
<tr>
<td><strong>Assignment 2:</strong></td>
</tr>
<tr>
<td>Journal – Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections</td>
</tr>
<tr>
<td><strong>Assignment 3:</strong></td>
</tr>
<tr>
<td>Vision Board Activity:</td>
</tr>
<tr>
<td>Vision Board question #6: How will I be more mindful with my senses?</td>
</tr>
<tr>
<td><strong>Assignment 4:</strong></td>
</tr>
<tr>
<td>Vision Board Activity:</td>
</tr>
<tr>
<td>Vision Board question #7: How will I be more mindful with my relationships?</td>
</tr>
</tbody>
</table>
**Week 11:**

**Objectives:**

- Importance of clean water, air and land
- Sustainable energy
- Essentials for supporting quality life
- Global warming
- Reducing your carbon footprint
- Creating a healthy environment for ourselves and children
- Personal solutions for sustainable living in home, work and community

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**Required Reading:**


**Assignments for this week:**

**Assignment 1:**

Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 8 and Life By Personal Design Chapter 6: Complete 1-2 page double-spaced submission using the Critical Thinking Template.

**Assignment 2:**

Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

**Assignment 3:**

Vision Board Activity:
Vision Board question #8—How will I be more mindful of the environment?

• Start preparing and working on your Vision Board. You are expected to work on this throughout the course.
Week 12:

Objectives:

- Become Introspective and self-aware
- Incorporate the practice of self-reflection into your daily life
- Look for ways to be joyful and happy
- Recognize and act on your passions
- Use the Mindful Four Step MAC Guide to cherish your passions

Required Reading:

Assignments for this week:

Assignment 1:
Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 9 and Life By Personal Design Chapter 7: Complete 1-2 page double-spaced submission using the Critical Thinking Template.

Assignment 2:
Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

Assignment 3:
Vision Board Activity:
Vision Board question #9 What are My Top 5 Character Strengths?
Week 13:

Objectives:

- Recognize the importance of having a life vision
- Determine where you fit in the Johari Window
- Assess your willingness to take risks
- Identify your values and priorities
- Appreciate how resilience and leadership impact your life vision
- Design your personal life vision statement and map or vision board
- Use the Mindful Four Step MAC Guide to create the vision of your life

Required Reading:

Assignments for this week:

Assignment 1:
Critical Thinking Chapter Reflection: Tools for Mindful Living Chapter 10 and Life By Personal Design Chapter 8: Complete 1-2 page double-spaced submission using the Critical Thinking Template.

Assignment 2:
Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections (*Tools for Mindful Living* Chapter 10)

Assignment 3:
Vision Board question #10: How will I be mindful with communication?
**Assignments for this week:**

**Assignment 1:**
Mindful Awareness MAC Journal Entry and Mindful Meditation Experience Reflections

Peaceful Warrior Movie

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**Week 15 & 16**

Vision Board Presentations

Post Evaluations

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**COURSE ASSIGNMENTS AND POLICIES:**

**XIV Course Requirements**

1. **Assignment Policies:** In fairness to all students, assignment due dates are firm. All assignments must be turned in to Blackboard by 11:59 pm on the day that they are due. If an assignment is turned in after the due date, it will receive half credit up until 2 weeks before the end of the semester—after this period assignments will receive no credit (*With the exception of the Mindful Awareness Reflection Journals – due dates are firm for that assignment since it reflects the students progressive growth in self-reflection*). Do not delay submission until the last minute, as we do not consider technology failures adequate excuses for late submission. If you do encounter a technology issue, please email your paper, and we will accept the time stamp on the email as the submission time. (This means that you should have back-up copies of your paper on more than just your computer. We recommend a flash drive and/or Drop box). Individual extensions for rare, extenuating circumstances may be granted, so please speak to your instructor ahead of the due date if you foresee a need for additional time on your work.

2. **Class attendance and participation**

   **Class attendance** and **participation** is taken very seriously since most of your learning will occur during in class exercises and discussions. There will be a daily mindful activity that will take place each class worth 2pts per activity. **This cannot be made up** so any absences will result in a loss of those points.

   If any student accumulates more than 5 unexcused absences, the presiding professor retains the right to assess said student an incomplete or failing grade (E) for the class based upon individual circumstances and situation.
3. Participation will be evaluated by the following: 1) your participation in group exercises and classroom discussions, 2) evidence of having read the required materials, 3) evidence of your ability to apply the assigned course reading to all class assignments, 4) on-going contributions to classroom discussions. Attendance will be taken and you are responsible for getting all material (including assignments and/or schedule changes) you miss when you are absent or late. Consistent class attendance along with all of the above mentioned details are a requirement for this course.

4. All written work must be **original contributions**; i.e., not used in another course or another assignment. Written assignments should be neat, typed (12-point font, Times New Roman), and free of spelling, punctuation, and grammatical errors.

5. Cell phones are not permitted for use in class. Please refrain from using laptop computers for anything other than class-related activities (i.e. following power point presentations). If your laptop use becomes disruptive, I reserve the right to ban the use of laptops in class. Appropriate classroom behavior fitting that of a professional social worker is required.

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**Evaluation Criteria**

The course grade will be determined through the evaluation of five (5) assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date(s)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking assignments</td>
<td>weekly</td>
<td>36 points</td>
</tr>
<tr>
<td>Mindful Awareness Reflection Journal</td>
<td>weekly</td>
<td>20 points</td>
</tr>
<tr>
<td>Fast fact research presentation</td>
<td>Weeks 7 &amp; 8</td>
<td>20 points</td>
</tr>
<tr>
<td>Vision Board</td>
<td>Week 16</td>
<td>20 points</td>
</tr>
<tr>
<td>What’s Good Wellness Activity</td>
<td>On going</td>
<td>4 points</td>
</tr>
<tr>
<td>Mindful In-Class Activities</td>
<td>Weekly</td>
<td>50 points</td>
</tr>
<tr>
<td>Be the Solution (extra credit 6 points)</td>
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<td>Total: 150pts</td>
</tr>
</tbody>
</table>

Tools for Mindful Living/Chapter Readings/Activities and CD. (10 chapters at 2 points each for a total of 20 points) *(Each entry should be 1-2 double spaced pages following the*
A mindfulness practice is the key to fully living and experiencing the events in your life. When we are mindful, the simplest experience becomes more meaningful, thus, savoring every moment. We live in a society that places much emphasis on language and the cognitive process hence, we often repress our sensory experiences. In addition, paying attention to “what’s happening now without judgment” increases our ability to have healthy relationships as our ability to communicate effectively is enhanced. Here are your tools to develop a mindfulness practice. Enjoy the moment!

In writing your journal entries there are many opportunities to include personal experiences in your daily living. Listening to the Mindfulness CD will help you to develop personal mindfulness practice and can be included in your journal experience. You may wish to develop a daily practice and listen to the CD more often.

3. Mindful Awareness MAC Journal and meditation feedback (10 Journals = 2 points each for a total of 20 points)

Each week you will complete a Mindful Awareness Journal following each chapter in Tools for Mindful Living: Steppingstones for Practice, highlighting your mindfulness practice and meditation.

4. Life by Personal Design/Chapter Readings/Activities. Reflection Journal

(8 chapters at 2 points for a total of 16 points) (Each entry should be 1-2 double spaced pages following the critical thinking template listed below)

Life by Personal Design will explore mindfully improving your quality of life throughout the chapters. As you read each chapters and complete the activities, you will be asked to write a one to two page reflection journal related to your experience, thoughts, changes you undergo, and any awareness you gain.

**Critical Thinking Workbook Template:**

1. The most important information/key concepts we need to understand from these chapters are:
2. How can I use the information in the chapters to help me with my daily mindfulness practice?
3. In what ways will the material learned in these chapters help me manage my stress more effectively?
4. What are your thoughts and feedback regarding the information and activities for each chapter?

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It should go without saying, however, don’t forget to check for grammar, punctuation and spelling!
5. Fast Facts/Fast Facts Application (Total of 20 points)

Using the model of social interdependence and experiential learning students will be placed in a topic by the faculty member. Topics that may be selected follow one of these disciplines. ***Note that within each topic there are many subtopics you can choose from. For example, if you are given mindfulness, topics may include: Mindful Parenting, Mindful Meditation, Children and Mindfulness, or Mindful Breathing.

- Mindfulness & Stress
- Environment
- Exercise & Rest, Relaxation & Recreation
- Relationships & Communication
- Nutrition & Senses

Format for Fast Fact Presentation

Groups of 5 will contain students who have specialized in one of the research topics. Each student in the group will develop and research a “fast facts” page with 10 facts on the topic being presented. Students will research a specific area in their selected topic and list “10 evidenced based fast facts” about that topic using peer reviewed journals and book chapters. This must be a word-processed document and no more than two double-spaced page. Each student will post their facts on blackboard one week prior to presentation for the class to read before as well as respond to 6 of their peers. Each group will then have 30 minutes to discuss their topic and facts amongst themselves in the inner circle. A class discussion will follow the presentation to answer questions, give opinions and share knowledge and thoughts. Understanding the implications for diversity should be included in your presentation. You will be graded on delivery, organization, content, and literature review. This is a team effort and will be graded on how well the team integrates and shares responsibilities in the presentation. This means your peers have the ability to impact total points earned based on how well you shared responsibility, work, cooperated, and organized your presentation.

5. What’s Good Wellness Event (Total of 4 points).
You are required in this class to participate in two approved Wellness events. Events that are approved will be broadcasted throughout the semester on Blackboard. It is your responsibility to locate one approved Wellness event and attend it. You will need to complete an evaluation form along with a signature demonstrating your participation in the event in order to receive a grade.

6. VISION BOARD POSTER (Total of 20 points)

This is a culmination of several shorter assignments conducted throughout the class that are designed to help students clarify their goals, develop a plan toward achieving them, and simultaneously discover their individual codes of conduct, life observations and passions that will help students successfully overcome current and future stress obstacles.

a. The intention of this assignment is for each student to create a VISION that can be continually referenced and updated throughout this course as well as into the future. Students are to complete and submit the 10 class assignments as they are requested to develop their individual VISION BOARDS. These assignments will be short self-assessment questions that will require thought. They should be submitted as written responses to the question posed via Blackboard.

b. Each presentation is to include not only the student’s composed answers to the ten (10) VISION BOARD assignments but also include relevant pictures, family/friend photos, images of places, people, and other materials that students feel best represents their complete vision for their goals and future life dreams. Students will be asked to Post and Reply to each other’s VISION Board’s as preparation for a final in-class activity.

Extra Credit:

BE THE SOLUTION: In this assignment, you have several options to choose from (choose only one of the three options):

BE THE SOLUTION Option #1: Paper Assignment.

This option is for those of you that like to write and self-reflect. This formal written assignment requires a minimum of 3 pages double-spaced. In this formal paper you will focus on the following question: “Discuss how you are applying at least 5 concepts learned in SWU250 and how you are applying or using them in your personal life.” The expectation is for you to reference and cite specific examples that demonstrate how you are applying the concept(s) of choice to your life. Use research (class readings, and or research articles) to cite and underscore your examples reflecting how and why these concepts are important and support personal wellness.

BE THE SOLUTION Option #2: Create a Video

This option is for those of you who like technology and creating engaging, educational videos.
The video needs to address a specific “theme” that you select from one of the subjects we cover in SWU250. In this video you need to discuss the concept (explored in class) and educate your identified target audience as to why the concept you are exploring is important to them. There needs to be a “strong message” that draws your audience into the subject matter. At the conclusion of your video the audience should be able to identify the subject matter you addressed, be able to discuss why the subject matter is important, and what the purpose or “message” is of your video. It could also conclude with action steps or “next steps” your target audience can initiate. Music, professionalism, organization and creditability are all factored into the grade as well as being able to execute the above criteria.

BE THE SOLUTION Option #3 Watch Peaceful Warrior movie and paper assignment

Watch the Peaceful Warrior movie and write a 2-3 page double spaced paper reflecting your experience, feedback, lessons and thoughts.

All of the above BE THE SOLUTION assignments will need an Authorization to Release and will not be given back to you (so make sure you keep a personal copy for yourself) as they will become the property of ASU and could be used to promote this class or be available on our webpage.

Details that require your attention:

This class requires preparation and involvement. It is important that you keep up with the readings. We have no exams, but a lot of writing. Your papers must be typed 12 font with 1 to 1½ inch margins, double-spaced. You must use APA style in citations and references. Please seek assistance as needed to review your papers to assure that you turn in your best possible work free of typos and grammatical errors. The clarity of your writing will be criteria in grading all your work. In addition:

- Assignments dates may be changed. If you miss class it is your responsibility to
- Check with the instructor or other students concerning any changes announced in class or any material missed.
- Should you have an emergency and have to miss an assignment, please contact the instructor as soon as possible, preferably within 24 hours afterwards.
- Regular attendance is essential to learning
- You are expected to come to class prepared. Plagiarism (using other people’s work without including proper citation or credit) is a violation of university policy and will not be tolerated in this class.
- Any work that you do for this class MUST be your own. Students are responsible for reviewing and complying with all ASU policies including the following:
  - Academic Integrity Policy
    (http://www.asu.edu/studentlife/judical/integrity.html)
· Student Code of Conduct (http://www.asu.edu/aad/manuals/sta/sta104-01.html)
· Computer, Internet and Electronic Communications Policy (http://www.asu.edu/aad/manuals/acd/acd125.html)

· Always make a copy, for yourself, of any written assignment you hand in. Although it happens infrequently, written assignments do sometimes get lost. To avoid any problems make and keep a copy.
· Please be considerate and respectful of others: Cell phones are not permitted for use in class. Please refrain from using laptop computers for anything other than class-related activities (i.e. following power point presentations). If your laptop use becomes disruptive, I reserve the right to ban the use of laptops in class. Appropriate classroom behavior fitting that of a professional social worker is required.
· In grading papers I take the following into consideration:
  · Organization and clarity of ideas presented, including an introduction and summary section. Economy of words count!
  · Adequacy and thoroughness of responses to all the instructions in the assignment.
  · Ability to use class and reading material to do critical analysis
  · Use of and integration of supportive data and ideas from the literature properly cited.
  · Writing quality (e.g., proper use of punctuation, correct grammar, spelling and sentence structure), proper use of non-sexist/non-racist language.
· **Student Discretion:**

  Please take into consideration that this class is both didactic and experiential where self-exploration will be part of the weekly activities. Some of the course content (readings, media clips, classroom discussion) may contain content considered to be sensitive and could stimulate negative emotional responses in you because of prior adverse life experiences (sexual abuse, combat or other traumatic events). If you are not comfortable with any of these activities or you find yourself experiencing adverse reactions to the content you need to make an appointment with me to discuss your concerns immediately or seek out the guidance of a licensed mental health professional.

### Course Grading Scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100—97</td>
</tr>
<tr>
<td>Grade</td>
<td>Score</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>A</td>
<td>96.9—93</td>
</tr>
<tr>
<td>A-</td>
<td>92.9—90</td>
</tr>
<tr>
<td>B+</td>
<td>89.9—87</td>
</tr>
<tr>
<td>B</td>
<td>86.9—83</td>
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<tr>
<td>B-</td>
<td>82.9—80</td>
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<tr>
<td>C+</td>
<td>79.0—77</td>
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<tr>
<td>C</td>
<td>76.9—73</td>
</tr>
<tr>
<td>C-</td>
<td>72.9—70</td>
</tr>
<tr>
<td>D+</td>
<td>69.9—67</td>
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<tr>
<td>D</td>
<td>66.9—63</td>
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<tr>
<td>D-</td>
<td>62.9—60</td>
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<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

**GRADING GUIDELINES FOR UNDERGRADUATE COURSES**

An “A” grade at the undergraduate level means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. All written assignments must be organized and in correct APA format. Assignments should use proper grammar and be punctuated correctly. To receive an “A” grade a student must go above and beyond the basic expectations for the course.

A “B” grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.
A “C” grade at the undergraduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A “D” or “E” at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.