COURSE REVIEW REPORT

**Course:** \_HPF 277 Stress Management

**Faculty Member Completing Review:**  \_Payge Hodapp **Date: \_**1/15/2014

***Please submit two complete printed copies, and an electronic copy, of the course review packet***

***(this form and all attachments) to the Curriculum Committee for approval. Detailed instructions***

***can be found at http://www.jccmi.edu/administration/deans/CourseProgramForms.htm.***

**Submit written responses to all of the following items:**

**General Information**

1. Has the course been taught in the last two years? Yes Semester last taught 14WN (see document 1) If it has not been taught in the past 2 years, explain why. N/A

2. Describe the target students for this course. Students in all programs of study can take this course to meet their ADO8 General Education requirement.

Is the course being scheduled at times/locations that best serve the target students? Yes, see document 1. Explain. HPF 277 is offered on all campuses. It is offered every semester, with offerings on weekdays, weekday evenings and occasionally on the weekend. A hybrid version is offered in the Lenawee ABD program on the weekends each Fall semester.

3**.** Is at least one full-time faculty member involved in teaching this course? No. If not, please explain. The course is taught by a competent and experienced group of Adjuncts, many with years of experience in Social Work, Psychology or related fields.

**Documentation**

1. Is the course description the same in the catalog, taxonomy summary, official course outline and syllabi? Yes, see documents 2 through 5B. (If necessary, attach a taxonomy change form to update the catalog description.)

Catalog: <http://www.jccmi.edu/studentservices/Catalog/2013-2014/catalog/coursedescriptions.pdf>

Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress. *Prerequisite: ENG 085\**

Taxonomy: Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress. *Prerequisite: ENG 085\**

Official Course Outline: Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress.

Syllabus: 14WN - Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress. *Prerequisite: ENG 085\**

The same description is found in the Catalog, Taxonomy Summary, Official Course Outline and all Course Syllabi.

2**.** Is the Official Course Outline current? Yes, see document 4. Update as needed and attach a copy. Updated 11/13

Attach an updated copy of the Taxonomy Summary form (incorporating any recent taxonomy changes). Attached as document 3.

3. Are the official course description and objectives consistent with what is taught by all faculty/all methods (full-time, part-time, face-to-face, online)? Yes If not, please explain. Discuss how that consistency was developed/is maintained. The syllabus topics and assignments are standard for all classes. The instructors have a HPF 277 resource manual with suggestions for class activities and discussions. Each year at the Departmental Meeting (during Fall Faculty Learning Days), instructors share methods and activities that were particularly effective, so others can use them. The Resource Manual is updated at least yearly to include these and other useful resources.

4. Are prerequisites appropriate to the content and correctly listed in the catalog and syllabi? Yes.

List the prerequisites: ENG 085.

5. If this course is a prereq for another class, have the two departments/lead faculty coordinated? Not a prereq for another course. List the course(s) for which this is a prereq: N/A

6. When was the syllabus last updated? 14WN Attach copies of the most recent syllabi, including copies of both face-to-face and online section syllabi. Attached are the face-to-face syllabus and the hybrid syllabus used by the ABD program – see documents 5A and 5B.

**Discipline and Quality**

1. What instructional methods are used (e.g. PowerPoint, group work, service learning, laboratory, etc.)? Discuss the effectiveness of these methods. Are there methods you would like to use but cannot for any reason? Explain. Instructional methods used include lecture, PowerPoint presentations, individual and small group work, audio and video materials, role play, demonstration and discussion.  
   In all formats, the class includes the presentation of relaxation methods and the utilization of positive practices that vary from week to week. Thus the course is provides variety to meet the needs of students with varied learning styles and preferences.  
   The hybrid ABD section of the course includes the use of the internet for personal research and its presentation with online discussion.

The ability to quickly and easily move tables and chairs, as found in JW on Central Campus, is a wonderful aid to creating more collegial spaces for small group work and discussions (as compared to lines of desks and chairs facing front that take time and effort to move and replace).  
It would be lovely for more HPF Adjuncts to be able to take the On Course seminar so we could work toward developing more of these strategies in HPF classes.

2. Are Associate Degree Outcomes explicitly stated in the syllabus and linked to course objectives? Yes ADO(s) assessed for (see documents 5A, 5B, 6):   
ADO 7 Understanding and using emotion: Manages and used emotions effectively   
Students will participate in activities utilizing skills of empathy and assertion.  
ADO 8 Personal Responsibilities: Sets goals and establishes a plan for personal improvement.   
 Students will design personalized health risk reduction and stress management plans.   
ADO 8 Personal Responsibilities: Understands that human behavior has consequences for the welfare of others.  
 Students will complete self-assessments related to lifestyle and risk.  
 Students will complete reflective assignments related to stress and health.   
ADO 8 Community Responsibilities: Participates in activities that benefit others.  
 Students will complete an assignment benefitting community.   
ADO 9 Supporting Team Members: Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions.  
 Students will participate in small group activities, supporting each other’s’ learning, using a cooperative learning model.  
ADO 9 Evaluating: Group members assess and evaluate self, individual, and group contributions.  
 Students will participate in small group activities involving assessment and evaluation, in the context of a cooperative learning model.

1. Attach a copy of the most recent assessment success data. Attached document - 6.

| **Skills & Behaviors** | **Proficient** | **Assignment/Measures** | **Success**  **Criteria** | **Student**  **Outcomes** |
| --- | --- | --- | --- | --- |
| ADO 7P: Rubric for Critical Thinking – [HPF 277] | | | | |
| **ADO 7 Understanding & Using Emotion** | Manages and uses emotion effectively. | Students will participate in activities utilizing skills of empathy and assertion. | 80% participation | 93.6% |
| ADO 8P: Rubric for Personal and Ethical Responsibility – [HPF 277] | | | | |
| **ADO 8**  **Personal Responsibilities** | 2. Sets goals and establishes a plan for personal improvement.  3. Understands that human behavior has consequences for the welfare of others. | 2. Students will design personalized health risk reduction and stress management plans.  3. Students will complete self assessments related to lifestyle and risk.  3. Students will complete reflective assignments related to stress and health. | 80% will complete a plan  80% will complete at least 2 stress assessments  80% will complete at least 2 reflective assignments | 98.7%  93.9%  99.35% |
| **ADO 8**  **Community Responsibilities** | Participates in activities that benefit others. | Students will complete at least one assignment benefitting community. | 80% will complete this type of assignment. | 96.7% |
| ADO 9P: Rubric for Working in Small Groups – [HPF 277] | | | | |
| **ADO 9**  **Supporting Team Members** | Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions. | Students will participate in small group activities, supporting each others’ learning, using a cooperative learning model | 80% participation | 94.0% |
| **ADO 9**  **Evaluating** | Group members assess and evaluate self, individual, and group contributions. | Students will participate in assessment and evaluation using a cooperative learning model. | 80% participation | 93.6% |

How have you revised the course based on the assessment data? No revisions were needed based on the 13WN data.

How have assessment data compared between face-to-face and online sections? There is only one hybrid section offered each year in the Fall for the ABD program at Lenawee. We collect ADO assessment data in Winter semester, so the hybrid ADO data is not usually collected. However, for the sake of comparison, the data was collected in 13FL, with the following results: all criteria but one were comparable and met with better than 90% participation.

If disparate, what measures are being undertaken to address this? Results were similar for the most part and greater than 90% success. In the ABD course, the only criterion that did not meet the 80% requirement is a key element of self-evaluation late in the course and will be presented with greater emphasis in 14FL.

**Currency**

1. Describe process(es) used to monitor/maintain currency/changes for this course. Attach supporting documentation as needed/appropriate. The course is reviewed annually on a number of levels:  
1) Format and delivery: Feedback is gained from student evaluations. There is an anonymous, computerized evaluation done toward the end of each course (example attached as document 7).   
 In addition, an HPF 277 Sandbox is created each year on JetNet with updated materials to be imported by instructors into their section.   
  
2) Content is reviewed annually when the syllabus is reviewed, usually during Spring Semester. Input from instructors over the previous year is considered for incorporation, if it has not already been.   
3) At least once a year, there is a meeting of all instructors. Changes to the syllabus are discussed. Instructors share successful class activities and ideas for teaching practice. (Agenda attached – see document 8.)   
 The Resource Manual of activities, discussion suggestions and resources is updated yearly to include new ideas and materials.  
4) Individual instructors bring their personal expertise and training to the classroom and their colleagues, including continuing education within their field of expertise, reading of professional journals, articles and books, conference attendance, etc.

2. What is the copyright date of the textbook? 2014 – see document 9.

Essentials of Managing Stress Brian Luke Seward, 3rd Ed., © 2014

If the book is more than 4 years old, include the rationale for its continued use. N/A

3. Is the course a component of a recent program review action plan? No. The Program Review will take place in April, 2014. If yes, describe actions taken. N/A

4. Is current technology appropriate/necessary to the course or field included in the content and/or methods? The course uses JetNet for assignment submissions and communication related to due dates or announcements in both face-to-face and hybrid format. During face-to-face classes, Powerpoint may be used as well as internet resources to enhance class content. Are necessary equipment and aids current? Describe the technology used. A connection to the internet can be slow or non-existent making access to JetNet or utilization of any computer technology problematic. The computer itself (or projector) may not work.

**Transferability**

1. Are the course requirements and prerequisites consistent with requirements for comparable courses at other colleges? Yes Explain Where the courses will transfer, the requirements and prerequisites are consistent.

2. How does the course transfer? (Provide course number when equivalent) – see document 10.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Institution | Equivalent Course | General Credit | No Credit | Unknown |
| SAU |  |  |  | X |
| SHU |  | PE Activity (2 cr.) |  |  |
| EMU |  | HLED General Credit (2 cr.) |  |  |
| GVSU |  | PED 100.0 General Credit |  |  |
| MSU |  |  | X |  |
| WMU | PEGN 1390 (2 cr.) |  |  |  |
| UM - Flint | HCR 107 |  | X |  |

**Explain any transfer problems.** I have contacted SAU and am awaiting a response regarding transferability. No HPF classes will transfer to UMAA.

**For Occupational Courses Only**

1. Is this a required course in an occupational program? Y/N Which program(s)? text

2. When was this course last discussed at an Advisory Committee meeting? \_date

How do external partners have input into this course? text

3. Have recent course/taxonomy changes been communicated to all programs that require this course? Y/N Explain text

**Attachments to include (print and electronic):**

\_\_ Current syllabus (at least 1 from each delivery method) Face-to-face and Hybrid syllabi are attached as documents 5A and 5B.

\_\_ Catalog course description – Document 2

\_\_ Taxonomy Summary form, including any recent changes – Document 3

\_\_ Official course outline - Document 4

\_\_ Assessment Plan (electronic copy to Assessment committee if it has been updated or not submitted previously) Document 6B through 6D

\_\_ Most recent assessment success data tables Document 6A

\_\_ This completed form

\_\_ Other supporting documentation/answers to questions/explanations Documents 1, 7 - 10

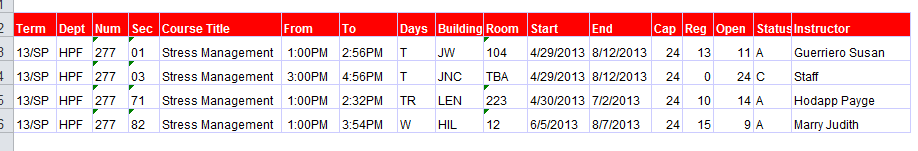
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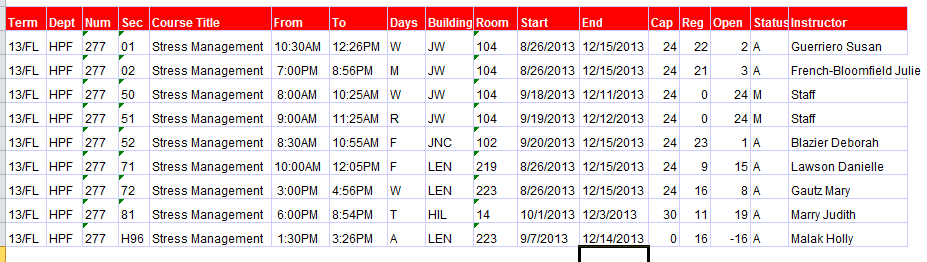
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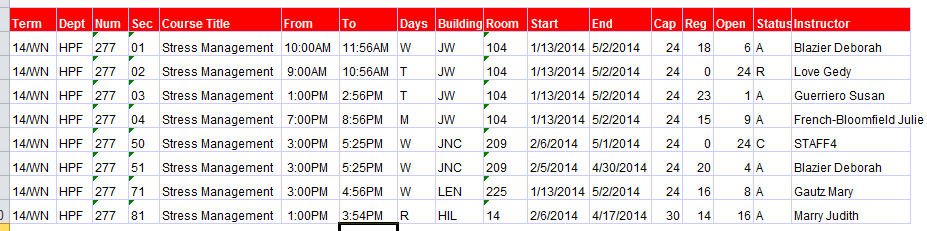
Date reviewed \_\_\_\_\_\_\_\_\_\_\_\_ Satisfactory/Needs more information Date approved \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tally Reports showing course offerings

Document 1



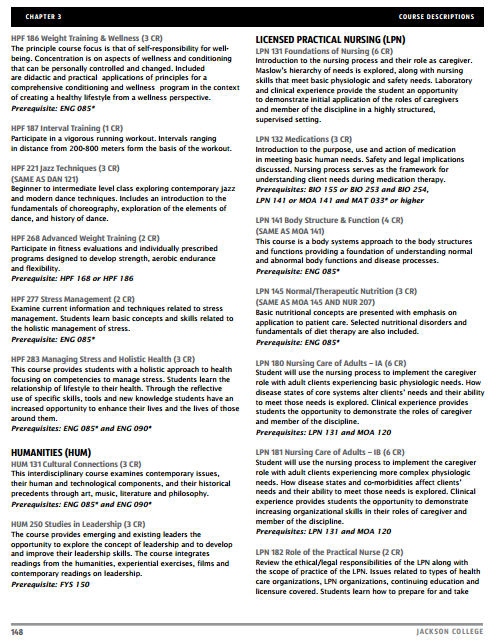




CATALOG ENTRY

Document 2

<http://www.jccmi.edu/studentservices/Catalog/2013-2014/catalog/coursedescriptions.pdf>



Taxonomy

Document 3

Summary Form

TAXONOMY

**(Master Course File)\***

*\*All fields must be completed*

Effective Date: 11/01/13

|  |  |  |  |
| --- | --- | --- | --- |
| HPF | **DISCIPLINE** | 277 | **NUMBER** |

|  |  |
| --- | --- |
| **TITLE:** | Stress Management |

|  |  |
| --- | --- |
| **TITLE ABBREVIATION:** | Stress Management |
| **(20 characters)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2 | **Credit Hours**  **(15 contact hrs = 1 cr hr)** | I | **Credit Type**  **I=Institutional C=Cont Ed** |
| 2 | **Billing Credits (BCH)**  **(15 contact hrs = 1 BCH)** | N | **Continuing Ed Units** |
| $29 | **Course Fee** | 2 | **Instructor Load (1 BCH = 15 contact hrs)** |
| N | **Pass or Fail Course (Y or N)** | 24 | **Maximum Seating Capacity** |
|  |  | N | **Instructor Permission Required (Y or N)** |

|  |
| --- |
| **Number of times course can be taken for credit (most courses are one time – see Registrar for options)**  **1** |

|  |  |
| --- | --- |
| **Pre-Requisites Required:** | ENG 085 |

|  |  |
| --- | --- |
| **Co-Requisites Required:** | None |
|  |  |
| **Special Program Requisites:** | None |

**COURSE DESCRIPTION:**

|  |
| --- |
| Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress. *Prerequisite: ENG 085\** |

|  |  |
| --- | --- |
|  | |
| **Signature of Department Chair / Date** **Signature of Academic Dean/ Date Curriculum Committee Chair / Date** | |
|  |  |
|  |  |
| **Registrar / Date** | **ACS Code** |

Official Course Outline

Document 4

**JACKSON COLLEGE OFFICIAL COURSE OUTLINE**

**Course number, title and credits; total time allocation**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Letter/Number | | **HPF 277** | | Credits | | | **1** | | Title | **Stress Management** | | | | |
|  |  | | |  | | |  | |  |  | | | | |
| Lecture/Discussion | **2** | | hrs/semester | |  | Lab | | **0** | | hrs/semester |  | Clinical | **0** | hrs/semester |

**Catalog Description and Pre- and Co-requisites (Same as taxonomy and catalog)**

Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress.

**Knowledge, Skills and Abilities Students Acquire from this Course (Educational Objectives)**

1) To improve one's personal knowledge of the holistic management of stress.

2) To increase awareness of the impact of choices on mental, emotional and physical wellbeing.

3) To motivate students to assume a greater sense of personal responsibility.

4) To work in groups and understand basic human relationships.

5) To complete all related assessments both written and oral.

6) To promote problem solving skills.

**Associate Degree Outcomes Addressed in this Course (These must appear in course syllabus.)**

**ADO 7** Understanding and using emotion: Manages and used emotions effectively

*Students will participate in activities utilizing skills of empathy and assertion.*

**ADO 8** Personal Responsibilities: Sets goals and establishes a plan for personal improvement.

*Students will design personalized health risk reduction and stress management plans.*

**ADO 8** Personal Responsibilities: Understands that human behavior has consequences for the welfare of others.

*Students will complete self-assessments related to lifestyle and risk.  
 Students will complete reflective assignments related to stress and health.*

**ADO 8** Community Responsibilities: Participates in activities that benefit others.

*Students will complete an assignment benefitting community***.**

**ADO 9** Supporting Team Members: Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions.

*Students will participate in small group activities, supporting each other’s’ learning, using a cooperative learning model.*

**ADO 9** Evaluating: Group members assess and evaluate self, individual, and group contributions.

*Students will participate in small group activities involving assessment and evaluation, in the context of a cooperative learning model.*

**Units/topics of Instruction**

Understanding Stress   
Enhancing Awareness: Symptoms and sources of stress   
Healing from with-in: Relaxation & Self-care   
Mind-Body Interaction  
Self Esteem - Perfectionism/value system/negative self-talk - Understanding support systems  
Effective Communication: Assertiveness  
Anger Management  
Meditation  
Diet and Appropriate Eating  
Exercise & Body Work  
Humor, Music, Art and Time Management  
Spirituality and Stress Management

**Instructional Techniques and Procedures**

A variety of methods are used: lecture, class discussion, small group collaborative activities including role play, video and computer aided presentations, opportunities for personal assessment of stress related symptoms and behaviors, practice in a variety of relaxation and stress reduction techniques

**Instructional Use of Computer or Other Technology**

Powerpoint presentations, research in online web resources, utilisation of various audio and video materials to demonstrate and support techniques of stress managment

**Instructional Materials and Costs to Students**

**Text**: Essentials of Managing Stress (with CD) 3rd Ed. by Brian Luke Seaward.

Copyright 2014

ISBN 9781449698027

Publisher: Jones & Bartlett

New: $115.95

Used: $87.00

**Course fee**: $29

**Skills and abilities students should bring to the course:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | a limited amount of material | |  |  | basic, pre-algebraic problems |
| Able to read | **X** | an average amount of material | | Able to compute |  | simple algebraic problems |
|  |  | an above average amount of material | |  |  | higher order mathematical problems |
|  |  |  | |  |  |  |
|  |  | relatively easy material | |  | **X** | short compositions |
| Able to read | **X** | moderately difficult material | | Able to write |  | medium length compositions |
|  |  | technical or sophisticated material | |  |  | lengthy compositions |
|  | | | | | | |  |  |  |  |  |
|  | **X** | | keyboard skills/familiar with computer |  |  |  |
| Able to use | **X** | | computer application (Use of JetNet) | Other necessary |  |  |
| technology | **X** | | web navigation (Hybrid course only) | Abilities |  |  |
|  |  | |  |  |  |  |

**The course is usually scheduled:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Day: | X | Fall | X | Winter | X | Spring | Evening: | X | Fall | X | Winter |  | Spring |

|  |  |  |
| --- | --- | --- |
| **Prepared by \_\_\_\_\_\_\_\_\_\_\_Payge Hodapp\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_11/04/13\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Approved by Dept. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Approved by Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Approved by Curr. Comm. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  | **Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**(Last names, please) Form Revised 12/4/00**

SYLLABI

Document 5A Face-to-Face

**HPF 277: STRESS MANAGEMENT (2 credit hours)**

**14WN (15 weeks) Syllabus**

**Instructor:**

**Contact: Email –**

**Phone –**

Required Text: “Essentials of Managing Stress” Brian Luke Seward, 3rd Ed., © 2014

**Course Description:** Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress. *Prerequisite: ENG 085\**

**Overview**: This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship between lifestyle and health. Through the reflective use of specific skills, tools, and new knowledge, students will have an increased opportunity to enhance their lives and the lives of those around them. **Prerequisite: ENG 085**

HPF 277 Components

**Associate Degree Outcomes (ADOs)**

The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in the college. The Associate Degree Outcomes addressed in this class include:

**ADO 7** Understanding and using emotion: Manages and used emotions effectively

*Students will participate in activities utilizing skills of empathy and assertion.*

**ADO 8** Personal Responsibilities: Sets goals and establishes a plan for personal improvement.

*Students will design personalized health risk reduction and stress management plans.*

**ADO 8** Personal Responsibilities: Understands that human behavior has consequences for the welfare of others.

*Students will complete self-assessments related to lifestyle and risk.  
 Students will complete reflective assignments related to stress and health.*

**ADO 8** Community Responsibilities: Participates in activities that benefit others.

*Students will complete an assignment benefitting community***.**

**ADO 9** Supporting Team Members: Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions.

*Students will participate in small group activities, supporting each other’s’ learning, using a cooperative learning model.*

**ADO 9** Evaluating: Group members assess and evaluate self, individual, and group contributions.

*Students will participate in small group activities involving assessment and evaluation, in the context of a cooperative learning model.*

**Course Objectives**

**1) To improve one's personal knowledge of the holistic management of stress.**

**2) To increase awareness of the impact of choices on mental, emotional and physical wellbeing.**

**3) To motivate students to assume a greater sense of personal responsibility.**

**4) To work in groups and understand basic human relationships.**

**5) To complete all related assessments both written and oral.**

**6) To promote problem solving skills.**

**Class Format:** Each class will include:

* Stress Management techniques such as forms of relaxation
* Problem solving activities
* Basic stress management concepts
* Coping skills and/or processing techniques

**HPF 277: STRESS MANAGEMENT**

**Course Grading**

|  |  |
| --- | --- |
| **KEYS TO YOUR SUCCESS** | |
| **Reading Review - 22 @ 10 pts.** | **220 pts.** |
| **Participation in class activities – varied; 15 @ 21 pts.** | **315 pts.** |
| **Weekly Journals – 11 @ 20 pts.** | **220 pts.** |
| **Stress Self Assessments - 2 @ 40 pts.** | **80 pts.** |
| **Practicums – 2 @ 45 pts.** | **90 pts.** |
| **Final Reflection and Evaluation** | **75 pts.** |
| **Total points available:** | **1000 pts.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grading** | | | | | | | | | | |
| **GP** | **Points** | **%** |  | **GP** | **Points** | **%** |  | **GP** | **Points** | **%** |
| **4.0** | **1000-940** | **94–100%** |  | **2.5** | **832-784** | **78-83%** |  | **1.0** | **685-637** | **64-68%** |
| **3.5** | **939-880** | **88-93%** |  | **2.0** | **783-735** | **73-77%** |  | **0.5** | **636-588** | **59-63%** |
| **3.0** | **879-833** | **83-87%** |  | **1.5** | **734-686** | **69-73%** |  | **0.0** | **< 588** | **< 58%** |

**Note**: Save this syllabus and all returned assignments until you have received your final grade. Any disputes over the final grade need to be addressed within four weeks of the end of class.

**I - Incomplete**:

The JC Incomplete Grade Policy can be found at the following address on the JC website: <http://www.jccmi.edu/policies/Academics/Policies/1003.pdf>

**PLEASE NOTE: ATTENDANCE, PARTICIPATION AND COMMUNICATION ARE EXPECTED.**

* Participations Points are awarded for participation in class activities and discussions.
* Tardiness or early departure may result in the loss of Participation Points.
* Students missing a class can view the class presentation and download any handouts on JetNet.
* **After two absences, your grade will be deducted by 0.5 for each additional absence.** (Example: 3.5 will be lowered to 3.0 on the third absence, to a 2.5 on the fourth absence, etc.)
* 5 classes or more missed for any reason, no grade above a 1.00 will be given.
* **Practicums** and the **Final Reflections** require preparation prior to class.

*Failure to come prepared for these in-class activities will result in up to a 50% reduction of any grade earned. The Worksheets and relevant information from class can be found on JetNet. Hard copies can be left in the office, if you contact the instructor prior to the missed class.*

* **JC email**: Students are responsible for any JC-related communications that are received via JC email. Check your email regularly. If you prefer to use a personal email account, instructions for forwarding JC email to another account can be found in the Resources for this course on JetNet. Your instructor may communicate with you via your JC email address.
* **CELL PHONES** are to be turned off during class. If you have an emergency that may result in a call, let the instructor know and keep your phone on vibrate only**.** *Use of cell phones during class (other than as described) indicates a lack of participation and may result in loss of participation points.*
* **No laptop computers** are permitted unless there is a documented learning disability that requires one.

**HELP**

Tutors (plus additional services for academic success) can be accessed by calling 517-796-8415 or by stopping by the Center for Student Success, Bert Walker Hall Room 123 on the Jackson Campus or the office at either JC @ LISD TECH, Adrian or the LeTarte Center, Hillsdale.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Center for Student Success at 517-796-8415 as soon as possible to set up a meeting to ensure that such accommodations are implemented in a timely fashion. It is the responsibility of the student to self-report needed accommodations to the CSS.

**HPF 277: Stress Management**

**Assignments & Responsibilities**

ASSIGNMENTS

HPF 277 is a 2 credit hour course. For each classroom hour, 2 hours of study (minimum) should be undertaken. Thus for a given course, double the weekly classroom hours should be set aside for studying, reading and engaging in course related activities.

**Weekly assignments include:**

1. **Textbook reading and Reviews based on the reading (and class material)**
2. **Relaxation Practices**
3. **Positive Practices**
4. **Reflections: Stress Assessments, Journal Entries, Final Reflections**

**All assignments are due on or before the due date given on the course schedule. There will be no exceptions to these deadlines. If absent, submit coursework online.** Please note any assignments submitted online are to be in the form **.rtf (Rich Text Format)** so they can be easily opened.

**1) WEEKLY READING ASSIGNMENT and READING REVIEW**

Each week there is a reading assignment (refer to the timetable). The Reading Reviews are found online and are based on the material in the assigned chapter. They consist of true/false and multiple choice questions. These test questions were made so that each answer seems like a viable answer to those who haven’t studied the text.

They will be available the time period for which the reading is assigned. You can print the Review out and have it available as you read the chapter. There is no time limit for taking the Review. You can submit your answers on JetNet at any point prior to the due date. **Once the due date is past, the answer key is available and Reading Reviews can no longer be accessed for submission.**

You can print a hard copy of the weekly Reading Review for use as you read. Answers must be submitted via JetNet. However, if you have a problem submitting your answers, the hard copy is a safety net.

**A WORD TO THE WISE: Re-set your JC password at the beginning of this (and each) semester to insure that you have access to JetNet.** JC passwords expire every 16-18 weeks.Expired passwords require a call to the JC Solution Center to re-set. The JC Solution Center may not be open when you need it (for example late at night or on the weekends)! An expired password is not an acceptable excuse for missed quizzes or journals.

**2) RELAXATION PRACTICES**

Each week, a relaxation practice is assigned. You will be introduced to techniques in the class. As well, the textbook is accompanied by a CD with 4 tracks providing varied relaxation practices. This practice should be used multiple times each week as part of your Stress Management program – daily would be ideal.

**3) POSITIVE PRACTICES**

Positive Practices are designed to impact your life on a number of levels: to promote and develop a positive mental attitude, to improve optimism and to encourage a conscious life design. Each set of activities is designed to provide you with a variety of ways of looking at how you think or offering daily practices for creating a positive mental attitude. At the end of the week, you will reflect on the impact of the practice and write about it in your journal. Once the week is over, you may choose to maintain the practice or let it go.

The basic idea is that you choose one option from those offered each week and practice it frequently during that time, observing your responses.

**4) REFLECTIONS: STRESS SELF ASSESSMENTS, JOURNAL ENTRIES**

**Stress Self Assessments:** At the beginning and near the end of the course, there is an extensive self-assessment to be completed and reflected on, regarding symptoms and coping strategies.

**Journal Entries are described in the addendum under** *“Journal Writing: General Comments”*. During many weeks, you will be reflecting on your stress management practices and learning, writing your thoughts in a journal. Please read *“Journal Writing General Comments”* for a further explanation of how to write your Journal entries. **These may be typed or handwritten (onto the journal form) and handed in *at the beginning of class* when due or submitted via JetNet (as document\_name.rtf) prior to that class (see Timetable). Late Journal Entries are not accepted*. If you are absent, submit your journal entry online.***

**The JOURNAL ENTRIES, and the POSITIVE PRACTICES and RELAXATION PRACTICES upon which they are based, are the core of this stress management course.** Working on a regular basis with the tools and skills that are presented, including taking the time to reflect on your responses, is the way that you will develop the habits that will make the difference in how you handle stress in your life. These are the practices that will stay with you and create a healthier, happier lifestyle for the duration of your life. Thus, the journals are worth 25-30% of the points for your grade.

**5) PRACTICUMS AND FINAL REFLECTIONS**

***The Self Esteem Practicum, Assertion Practicum and Final Reflections involve class activities that require preparation. You must come to class prepared in order to fully participate and benefit. Please ensure that you do the required work prior to attending class on these class days. (See course timetable.)***

**CAVEAT:**

Revisions to the syllabus are unlikely but possible, should circumstances require them.

If the instructor is unable to attend class, a notice will be posted outside the classroom door.

If JC is closed, local radio stations will carry the announcement.

HPF 277 Stress Management

Extra Credit Points:  ***Extra Credit work is voluntary.***

You may complete one or more Extra Credit assignments to gain points to improve your grade. These Reading Reviews will be available during the last week of the course. ***All Extra Credit work is due before the final class. Maximum RR XC Points possible: 20*.**

If you want to gain extra credit points, you have the option to read and then take the online Reading Review of one or both of the following chapters:

|  |  |
| --- | --- |
| **Chapter** | **Possible Points** |
| 19: Massage Therapy and Bodywork | 10 |
| 20: Hatha Yoga | 10 |

**The Extra Credit Reviews are different from the previous reviews:**

* **Incorrect answers take points off your score.** Each correct answer is worth 1 point; each incorrect answer is worth -0.5 points. Therefore, answer only the questions you know!

**Academic Honesty**

Be sure that all homework and assignments are your own work. Evidence of plagiarism or cheating on any exam or assignment will result in a "0" score for that assignment and notification of the Academic Dean. The JC **Academic Honesty Policy** can be found in your student handbook or on the JC website at this web address: <http://www.jccmi.edu/policies/Academics/Policies/1004.pdf>

**HPF 277 Calendar in Brief Winter 2014**

**(See HPF 277: PRACTICES AND ASSIGNMENTS for more details.)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Topic | Chapters | Practices |
| Week 1  Date: | **Introduction to Stress**  **Overview of Responsibilities** | Review Syllabus  Chapter 1 The Nature of Stress | Stress Self Assessment |
| Week 2  Date: | **Managing Stress -**  **Symptoms and Sources** | Chapter 2 The Body  Chapter 15 the Art of Breathing | Relaxation, **PWP**, Journal |
| Week 3  Date: | **Healing from Within –**  **Relaxation and Alternatives for Self Care** | Chapter 13 Add. Coping Skills  Chapter 24 Additional Relaxation Techniques | Relaxation, **PWP**, Journal |
| Week 4  Date: | **Models of Health and Disease;**  **Time Management** | Chapter 9 Time and Money  Chapter 14 The Art of Calm | Relaxation, **PWP**, Journal |
| Week 5  Date: | **Self Esteem: Environments, Restructuring Thoughts, Acknowledging Strengths** | Chapter 4 The Mind  Chapter 6 Reframing | Relaxation, **PWP**, Journal |
| Week 6  Date: | **Self Esteem:**  **Setting Boundaries, Goal Setting** | Chapter 17 The Power of Mental Imagery and Visualization | Relaxation, **PWP**, Journal  Prepare Self Esteem Practicum |
| Week 7  Date: | **Self Esteem Practicum** | Chapter 8 Simple Assertiveness & Healthy Boundaries  Chapter 16 The Art of Meditation | Relaxation, **PWP**, Journal |
| Week 8  Date: | **Effective Communication: Assertion I** | Chapter 3 The Emotions  Chapter 12 Communication Skills | Relaxation, **PWP**, Journal |
| Week 9  Date: | **Effective Communication: Assertion II** | Chapter 11 Creative Problem Solving | Relaxation, **PWP**, Journal  Prepare Assertion Practicum |
| Week 10  Date: | **Assertion Practicum** | Chapter 10 Expressive Art Therapy Chapter 21 Self Hypnosis & Autogenics | Relaxation, **PWP**, Journal |
| Week 11  Date: | **Anger Management, Meditation, Art** | Chapter 7 Comic Relief  Chapter 22 Nutrition | Relaxation, **PWP**, Journal |
| Week 12  Date: | **Nutrition** | Chapter 18 Soothing Sounds  Chapter 23 Physical Exercise | Relaxation, **PWP**, Journal |
| Week 13  Date: | **Fitness, Humor, Music** | Chapter 5 The Spirit | Relaxation, **PWP**, Stress Self Assessment (repeated) |
| Week 14  Date: | **Spirituality – Meaning and Purpose** | XC  Chapters 19 & 20 | Relaxation, **PWP**, Final Reflections |
| Week 15  Date: | **Final Reflections** |  |  |

Document 5B Hybrid

**HPF 277: STRESS MANAGEMENT (2 credit hours)**

**YR/FL (ABD) Syllabus**

**Instructor:**

**Contact: Email –**

Required Text: “Essentials of Managing Stress” Brian Luke Seward, 3rd Ed., © 2014

**Course Description:** Examine current information and techniques related to stress management. Students learn basic concepts and skills related to the holistic management of stress. *Prerequisite: ENG 085\**

**Overview**: This course provides students with a holistic approach to health focusing on competencies to manage stress. Students learn the relationship between lifestyle and health. Through the reflective use of specific skills, tools, and new knowledge, students will have an increased opportunity to enhance their lives and the lives of those around them.

HPF 277 Components

**Associate Degree Outcomes (ADOs)**

The Board of Trustees has determined that all JC graduates should develop or enhance certain essential skills while enrolled in the college. The Associate Degree Outcomes addressed in this class include:

**ADO 7** Understanding and using emotion: Manages and used emotions effectively

*Students will participate in activities utilizing skills of empathy and assertion.*

**ADO 8** Personal Responsibilities: Sets goals and establishes a plan for personal improvement.

*Students will design personalized health risk reduction and stress management plans.*

**ADO 8** Personal Responsibilities: Understands that human behavior has consequences for the welfare of others.

*Students will complete self-assessments related to lifestyle and risk.  
 Students will complete reflective assignments related to stress and health.*

**ADO 8** Community Responsibilities: Participates in activities that benefit others.

*Students will complete an assignment benefitting community***.**

**ADO 9** Supporting Team Members: Every team member is treated with respect. All members listen to all ideas. The work of each person is acknowledged. Members seek assistance from each other and ask questions.

*Students will participate in small group activities, supporting each other’s’ learning, using a cooperative learning model.*

**ADO 9** Evaluating: Group members assess and evaluate self, individual, and group contributions.

*Students will participate in small group activities involving assessment and evaluation, in the context of a cooperative learning model.*

**Course Objectives**

**1) To improve one's personal knowledge of the holistic management of stress.**

**2) To increase awareness of the impact of choices on mental, emotional and physical wellbeing.**

**3) To motivate students to assume a greater sense of personal responsibility.**

**4) To work in groups and understand basic human relationships.**

**5) To complete all related assessments both written and oral.**

**6) To promote problem solving skills.**

**Class Format:** Each class will include:

* Stress Management techniques such as forms of relaxation
* Problem solving activities
* Basic stress management concepts
* Coping skills and/or processing techniques

**HPF 277: STRESS MANAGEMENT**

**Course Grading**

|  |  |
| --- | --- |
| **KEYS TO YOUR SUCCESS** | |
| **Reading Review - 22 @ 10 pts.** | **220 pts.** |
| **Participation in class activities – varied; 8 @ 25 pts.** | **200 pts.** |
| **Weekly Journals – 11 @ 20 pts.** | **220 pts.** |
| **Stress Self Assessments - 2 @ 40 pts.** | **80 pts.** |
| **Hybrid Discussions – 7 @ 16 pts.** | **112 pts.** |
| **Practicums – 2 @ 45 pts.** | **90 pts.** |
| **Final Reflection and Evaluation** | **78 pts.** |
| **Total points available:** | **1000 pts.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grading** | | | | | | | | | | |
| **GP** | **Points** | **%** |  | **GP** | **Points** | **%** |  | **GP** | **Points** | **%** |
| **4.0** | **1000-940** | **94–100%** |  | **2.5** | **832-784** | **78-83%** |  | **1.0** | **685-637** | **64-68%** |
| **3.5** | **939-880** | **88-93%** |  | **2.0** | **783-735** | **73-77%** |  | **0.5** | **636-588** | **59-63%** |
| **3.0** | **879-833** | **83-87%** |  | **1.5** | **734-686** | **69-73%** |  | **0.0** | **< 588** | **< 58%** |

**Note**: Save this syllabus and all returned assignments until you have received your final grade. Any disputes over the final grade need to be addressed within four weeks of the end of class.

**I - Incomplete**:

The JC Incomplete Grade Policy can be found at the following address on the JC website: <http://www.jccmi.edu/policies/Academics/Policies/1003.pdf>

**PLEASE NOTE: ATTENDANCE, PARTICIPATION AND COMMUNICATION ARE EXPECTED.**

* Participations Points are awarded for participation in class activities and discussions.
* Tardiness or early departure from F2F classes may result in the loss of Participation Points.
* Students missing a class can view the class presentation and download any handouts on JetNet.
* **After one F2F absence, your grade will be deducted by 0.5 for each additional absence.** (Example: 3.5 will be lowered to 3.0 on the second absence and to a 2.5 on the third absence.)
* 3 F2F classes or more missed for any reason, no grade above a 1.00 will be given.
* **Practicums** and the **Final Reflections** require preparation prior to class.

*Failure to come prepared for these in-class activities will result in up to a 50% reduction of any grade earned. The Worksheets and relevant information from class can be found on JetNet. Hard copies can be left in the office, if you contact the instructor prior to the missed class.*

* **JC email**: Students are responsible for any JC-related communications that are received via JC email. Check your email regularly. If you prefer to use a personal email account, instructions for forwarding JC email to another account can be found in the Resources for this course on JetNet. Your instructor may communicate with you via your JC email address.
* **CELL PHONES** are to be turned off during class. If you have an emergency that may result in a call, let the instructor know and keep your phone on vibrate only**.** *Use of cell phones during class (other than as described) indicates a lack of participation and may result in loss of participation points.*
* **No laptop computers** are permitted unless there is a documented learning disability that requires one.

**HELP**

Tutors (plus additional services for academic success) can be accessed by calling 796-8415 or by stopping by the Center for Student Success, Bert Walker Hall Room 125 on the Jackson Campus or the office at either JC @ LISD TECH, Adrian or the LeTarte Center, Hillsdale.

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the office of Learning Support Services at 787-0800, extension 8270/8553 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

**HPF 277: Stress Management**

**Assignments & Responsibilities**

HPF 277 Components

HPF 277 is a 2 credit hour course. For each classroom hour, 2 hours of study (minimum) should be undertaken. Thus for a given course, double the weekly classroom hours should be set aside for studying, reading and engaging in course related activities.

**This class is Hybrid.** The class meets face-to-face (F2F) every other week for 2 hours (rather than weekly) for a total of 16 of the 30 class hours. Thus, fourteen hours of ‘hybrid’ learning are in the form of online discussions, which involve **personal research and discussion** in an online format (explained below).

**Assignments include:**

1. **WEEKLY TEXTBOOK READING AND REVIEWS based on the reading (and class material)**
2. **WEEKLY RELAXATION PRACTICES**
3. **POSITIVE WEEKLY PRACTICES**
4. **WEEKLY REFLECTIONS: STRESS ASSESSMENTS, JOURNAL ENTRIES, FINAL REFLECTIONS**
5. **HYBRID RESEARCH AND DISCUSSION**
6. **SELF ESTEEM PRACTICUM AND ASSERTION PRACTICUM**

**All assignments are due on or before the due date given on the course schedule. There will be no exceptions to these deadlines. If absent, submit coursework online.** Please note any assignments submitted online are to be in the form **.rtf (Rich Text Format)** so they can be easily opened.

**1) WEEKLY READING ASSIGNMENT and READING REVIEW**

Each week there is a reading assignment (refer to the timetable). The Reading Reviews are found on JetNet and are based on the material in the assigned chapter. They consist of true/false and multiple choice questions. These test questions were made so that each answer seems like a viable answer to those who haven’t studied the text.

They will be available the time period for which the reading is assigned. You can print the Review out and have it available as you read the chapter. There is no time limit for taking the Review. You can submit your answers on JetNet at any point prior to the due date. **Once the due date is past, the answer key is available and Reading Reviews can no longer be accessed for submission.**

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**2) WEEKLY RELAXATION PRACTICES**

Each week, a relaxation practice is assigned. You will be introduced to techniques in the class. As well, the textbook is accompanied by a CD with 4 tracks providing varied relaxation practices. This practice should be used multiple times each week as part of your Stress Management program – daily would be ideal.

**3) POSITIVE WEEKLY PRACTICES**

Positive Practices are designed to impact your life on a number of levels: to promote and develop a positive mental attitude, to improve optimism and to encourage a conscious life design. Each set of activities is designed to provide you with a variety of ways of looking at how you think or offering daily practices for creating a positive mental attitude. At the end of the week, you will reflect on the impact of the practice and write about it in your journal. Once the week is over, you may choose to maintain the practice or let it go.

The basic idea is that you choose one option from those offered each week and practice it frequently during that time, observing your responses.

**4) WEEKLY REFLECTIONS: STRESS SELF ASSESSMENT, JOURNAL ENTRY OR FINAL REFLECTIONS**

**Stress Self Assessments:** At the beginning and near the end of the course, there is an extensive self-assessment to be completed and reflected on, regarding symptoms and coping strategies.

**Journal Entries are described in the addendum under** *“Journal Writing: General Comments”*. During many weeks, you will be reflecting on your stress management practices and learning, writing your thoughts in a journal. Please read *“Journal Writing General Comments”* for a further explanation of how to write your Journal entries. **These may be typed or handwritten (onto the journal form) and submitted via JetNet (as document\_name.rtf). See Timetable for due dates. Late Journal Entries are not accepted*.***

**The JOURNAL ENTRIES, and the POSITIVE PRACTICES and RELAXATION PRACTICES upon which they are based, are the core of this stress management course.** Working on a regular basis with the tools and skills that are presented, including taking the time to reflect on your responses, is the way that you will develop the habits that will make the difference in how you handle stress in your life. These are the practices that will stay with you and create a healthier, happier lifestyle for the duration of your life. Thus, the journals are worth 25-30% of the points for your grade.

5) **HYBRID RESEARCH AND DISCUSSION**

**Every two weeks (from one F2F class to the next F2F class), there will be an online discussion related to the current readings and/or topic.**

From the AREA OF STRESS MANAGEMENT suggested, identify a topic of interest to you. Research your topic of interest using online resources. Aim for reputable sites: professional journals (e.g. ASCA), medical sites (e.g. Mayo Clinic) or government web-sites (including Youtube video clips from places such as Mayo Clinic, medical schools, Web MD, etc.) where appropriate. Websites with video or live presentations are preferred. (For example, YouTube with a medical reference can be used.)

The emphasis should be on how the topic links to your well-being in a meaningful way and/or with the practical application for stress management in your daily life.

|  |  |  |
| --- | --- | --- |
| 1st  week | Select a web link or video clip you found helpful and, for each, do the following:   1. **Include the complete URL web address,** with a very brief description of the link/clip/site. 2. Provide at least 2-3 specific concepts, ideas or practices that you have found useful in 2-3 sentences per concept /idea /topic. Provide enough information that your classmates can understand or use the idea/technique without having to visit the site. For example, a list of key strategies for letting go. 3. Comment on your impressions of the link/clip/site: useful or unhelpful aspects. (“Awesome website” – will get no points.) | 1. 2 points max 2. 6 points max 3. 2 points max   10 points max |
| 2nd  week | Read and comment on at least 2 of your classmate’s postings. These comments should be 2-3 sentences and reflect your thoughts on having checked out the site/clip reviewed or on a related experience or site/clip that you have found. Points are awarded according to length and depth of responses. | 3 points max per comment:   * 1 pt. for one or two sentences/1 line * 2 points for three or four sentences/2 full lines * 3 pts. for five + sentences/3 full lines |

Example of a Discussion Submission:

Topic: Stress Response

URL: <http://www.helpguide.org/toolkit/step_by_step_guide.htm>

**Overview:** The website was developed by a couple whose adult daughter committed suicide while depressed. There were few written resources available for dealing with stress and depression (gaining emotional balance) at that time, so they set out to make them available and hopefully help others learn about stress, emotions and how to handle them.

**Concepts:** 1) Among the useful concepts presented is how the site supports learning. Rather than just presenting written information, they offer written words, worksheets, videos and activities. The idea is that the combination of reading, seeing, listening and acting will have a deeper impact and more chance of creating change.

2) There is lots of information here on emotions and developing emotional intelligence. One idea that struck me was that just because we are not conscious of an emotion doesn’t mean that it isn’t affecting us. There are times we ignore our emotions, or perhaps we simply are not aware of them. But they are still having an impact on our biology and our responses, in ways that may not be healthy or helpful. So developing awareness of our emotions is a key skill and means to do this are offered on the site.

3) I liked the worksheet “Fixing Relationships with Humor” which gave the following useful tips: i) Use humor to defuse conflict. ii) Make sure you are both in on the joke. iii) Don’t use humor to cover up other emotions. iv) Develop your playful side.

**Impression:** The site is very well laid out and inviting. I started watching one of the videos (they are 3-4 minutes each) and ended up watching most of them. The materials are well organized, clear, easy to understand and relate to. The videos are short and engaging, in ‘bite-sized’ episodes and contain useful nuggets of information. There is a step-by-step-guide to help you get the most out of the site. It seems really professional, helpful and the multiple means of presentation did help me to learn. I expect **www.helpguide.org** will be useful when I no longer have a weekly class to remind me to manage my stress.

**6) PRACTICUMS**

***The Self Esteem Practicum and Assertion Practicum involve class activities that require preparation. You must come to class prepared in order to fully participate and benefit. Please ensure that you do the required work prior to attending class on these class days. (See course timetable.)***

**CAVEAT:**

Revisions to the syllabus are unlikely but possible, should circumstances require them.

If the instructor is unable to attend class, a notice will be posted outside the classroom door.

If JC is closed, local radio stations will carry the announcement.

HPF 277 Stress Management

Extra Credit Points:  ***Extra Credit work is voluntary.***

You may complete one or more Extra Credit assignments to gain points to improve your grade. These Reading Reviews will be available during the last week of the course. ***All Extra Credit work is due before the final class. Maximum RR XC Points possible: 20*.**

If you want to gain extra credit points, you have the option to read and then take the online Reading Review of one or both of the following chapters:

|  |  |
| --- | --- |
| **Chapter** | **Possible Points** |
| 19: Massage Therapy and Bodywork | 10 |
| 20: Hatha Yoga | 10 |

**The Extra Credit Reviews are different from the previous reviews:**

* **Incorrect answers take points off your score.** Each correct answer is worth 1 point; each incorrect answer is worth -0.5 points. Therefore, answer only the questions you know!

**Plagiarism and Cheating**

Be sure that all homework and assignments are your own work. Evidence of plagiarism or cheating on any exam or assignment will result in a "0" score for that assignment and notification of the Academic Dean. The JC **Academic Honesty Policy** can be found in your student handbook or on the JC website at this web address: <http://www.jccmi.edu/policies/Academics/Policies/1004.pdf>

**HPF 277 ABD Calendar in Brief FALL 201X**

**Journals, Reading Reviews and Discussions are due Sunday night at 11.55pm.   
Practicums, Final Reflections & XC RR are due at the beginning of the F2F class as noted\*.**

**(See HPF 277 ABD: PRACTICES AND ASSIGNMENTS for more details.)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Topic | Chapters | Practices/Assignments |
| Week 1  Date: 9/7 | **F2F: Introduction & Overview;**  **Managing Stress -**  **Symptoms and Sources** | Review Syllabus  Chapter 1 The Nature of Stress | Stress Self Assessment, Discussion |
| Week 2  Date: 9/14 |  | Chapter 2 The Body  Chapter 15 The Art of Breathing | Relaxation, **PWP**, Journal, Discussion Response |
| Week 3  Date: 9/21 | **F2F: Healing from Within –**  **Relaxation and Alternatives for Self Care; Models of Health and Disease;**  **Time Management** | Chapter 13 Add. Coping Skills  Chapter 24 Additional Relaxation Techniques | Relaxation, **PWP**, Journal, Discussion |
| Week 4  Date: 9/28 |  | Chapter 9 Time and Money  Chapter 14 The Art of Calm | Relaxation, **PWP**, Journal, Discussion Response |
| Week 5  Date: 10/5 | **F2F: Self Esteem: Environments, Restructuring Thoughts, Strengths, Healthy Boundaries, Goals** | Chapter 4 The Mind  Chapter 6 Reframing | Relaxation, **PWP**, Journal, Discussion |
| Week 6  Date: 10/12 |  | Chapter 17 The Power of Mental Imagery and Visualization | Relaxation, **PWP**, Journal, Discussion Response Prepare Self Esteem Practicum |
| Week 7  Date: 10/19 | **F2F: Self Esteem Practicum\*;**  **Effective Communication: Assertion I** | Chapter 8 Simple Assertiveness & Healthy Boundaries  Chapter 16 The Art of Meditation | Relaxation, **PWP**, Journal, Discussion |
| Week 8  Date: 10/26 |  | Chapter 3 The Emotions  Chapter 12 Communication Skills | Relaxation, **PWP**, Journal, Discussion Response |
| Week 9  Date: 11/2 | **F2F: Effective Communication: Assertion II; Anger Management** | Chapter 11 Creative Problem Solving | Relaxation, **PWP**, Journal, Discussion |
| Week 10  Date: 11/9 |  | Chapter 10 Expressive Art Therapy  Chapter 21 Self Hypnosis & Autogenics | Relaxation, **PWP**, Journal, Discussion Response  Prepare Assertion Practicum |
| Week 11  Date: 11/16 | **F2F: Assertion Practicum\*;**  **Meditation, Art** | Chapter 7 Comic Relief  Chapter 22 Nutrition | Relaxation, **PWP**, Journal, Discussion |
| Week 12  Date: 11/23 | **(WEEK OF THANKSGIVING)** | Chapter 18 Soothing Sounds  Chapter 23 Physical Exercise | Relaxation, **PWP**, Journal, Discussion Response |
| Week 13  Date: 11/30 |  | Chapter 5 The Spirit | Relaxation, **PWP**, Stress Self Assessment (again), Discussion |
| Week 14  Date: 12/7 | **F2F: Nutrition, Fitness, Humor, Music** | XC\*  Chapters 19 & 20 | Relaxation, **PWP**,  **Final Reflections\*,**  Discussion Response |
| Week 15  Date: 12/14 | **F2F: Spirituality – Meaning and Purpose;**  **Final Reflections\*** | All work (XC RRs and Final Reflections) is due at the beginning of class. | |

ADO SUCCESS TABLES

Document 6

HPF 277 Stress Management ADO Assessment Completed: 13WN

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course | Instructor | ADO 7 (Und & Using Emotion)  Manages and uses emotion effectively. → Students will participate in activities utilizing skills of empathy and assertion. | ADO 8 (Pers Resp)  Sets goals and established a plan for personal improvement. → Students will design personalized health risk reduction and stress management plans. | ADO 8 (Pers Resp)  Understands that human behavior has consequences for the welfare of others. →  Students will complete self-assessments related to lifestyle and risk. | ADO 8 (Pers Resp)  Understands that human behavior has consequences for the welfare of others. →  Students will complete reflective assignments related to stress and health. | ADO 8 (Com Resp)  Participates in activities that benefit others. → Students will complete at least one assignment benefitting community | ADO 9 (Support)  Every team member is treated with respect, etc. → Students will participate in small group activities, supporting each others’ learning, using a cooperative learning model | ADO 9 (Eval) Grp members assess and eval. self, ind. & group contribs. → Students will be participate in assessment and evalutaion using a cooperative learning model. |
| HPF 277.01 277 07 | D Blazier | 20 of 20  11 of 12 | 20 of 20  13 of 13 | 17 of 17  11 of 12 | 21 of 21  11 of 11 | 6 of 6  3 of 3 | 18 of 18  11 of 12 | 21 of 22  12 of 12 |
| HPF 277.02 | G Love | 21 of 23 | 23 of 23 | 23 of 23 | 23 of 23 | 21 of 23 | 21 of 23 | 21 of 23 |
| HPF 277.03 | S Guerriero | 22 of 25 | 24 of 25 | 19 of 25 | 24 of 25 | 25 of 25 | 24 of 25 | 22 of 25 |
| HPF 277.05 | J Bloomfield-French | 19 of 20 | 19 of 20 | 13 of 15 | 19 of 19 | 19 of 19 | 19 of 20 | 19 of 20 |
| HPF 277.71 | M Gautz | 19 of 19 | 19 of 19 | 19 of 19 | 18 of 18 | 14 of 14 | 13 of 14 | 17 of 17 |
| HPF 277.72 | D Lawson | 15 of 17 | 15 of 15 | 15 of 15 | 13 of 13 | 12 of 12 | 15 of 17 | 14 of 16 |
| HPF 277.81 | J Marry | 20 of 21 | 21 of 21 | 21 of 21 | 21 of 21 | 19 of 21 | 20 of 21 | 20 of 21 |
| **TOTALS** | **8 sections** | **147/157** | **154/156** | **138/147** | **150/151** | **119/123** | **141/150** | **146/156** |
|  | **8 reported** | **93.6** | **98.7** | **93.9** | **99.3** | **96.7** | **94.0** | **93.6** |
| **HPF 277 H96 13FL** | **1 section** | 13 of 14  **92.9%** | 14 of 14  **100%** | 10 of 14  **71.4%** | 14 of 14  **100%** | 14 of 14  **100%** | 13 of 14  **92.9%** | 14 of 14  **100%** |

ADO data results are used to 1) consider whether a change of content or assignments needs to be incorporated into the syllabus; 2) as a means of discussion among the instructors regarding teaching methods and course goals.

Document 7

**Student Evaluations Example**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HPF 277 Final Course Evaluation by Students (anonymous)** | | | |  |  |  |
| **Feedback: 8** | | | |  |  |  |
| **Questions: 26** | | | |  |  |  |
|  |  |  |  |  |  |  |
| **Question** | **Responses** |  |  |  |  |  |
| **Did you review the syllabus outside of class?** | **I read the syllabus carefully and understood the course expectations for grading (0)** | **I read the syllabus and understood most of the course expectation for grading (0)** | **I read the syllabus and was unclear about what it would take for me to pass the course. (0)** | **I did not review the syllabus. (0)** | **Average** |  |
| 7 | 1 | 0 | 0 | **0** |  |
| **Do you feel the course accomplished the goals published in the syllabus?** | **Exceeded my learning expectations (0)** | **Met some of my learning expectations (0)** | **Did not meet my learning expectations (0)** | **Did not have any expectation (0)** | **Average** |  |
| 6 | 1 | 1 | 0 | **0** |  |
| **Were the syllabus and additional materials organized in such a way as to promote your success as a student?** | **Extremely organized I knew exactly what needed to be done. (0)** | **Very organized I knew what needed to be done with almost no confusion (0)** | **Organized I knew what to do but I had a few questions. (0)** | **Some what organized I struggled a little bit (0)** | **Not organized I had no clue on what to do. (0)** |  |
| 4 | 3 | 1 | 0 | 0 |  |
| **Do you have any comments or recommendations related to the syllabus and its design?\*** | The syllabus was clear and easy to understand exactly what was expected of me throughout the course. | | | | |  |
| I felt that the syllabus was very well organized. | | | | |  |
| i would like to say that it was a very good class, however, i would have liked to been given a chance to see exactly what i could do to keep my grade where I wanted it without hassle. | | | | |  |
| I thought it was very clear and helpful! | | | | |  |
| The syllabus was very easy to understand and I referred to it many times throughout the semester. | | | | |  |
| **Please rate the Lecture content of the course.** | **Very engaging - I really enjoyed them. (0)** | **Engaged - I felt good about most of them. (0)** | **Not that engaging - somewhat interesting (0)** | **Not engaging at all - I attended class because I had to. (0)** | **Average** |  |
| 3 | 3 | 2 | 0 | **0** |  |
| **Do you have any recommendations for the instructor related to style and design of the Lectures?** | Please do not talk to us like we are incompitent children. | | | | |  |
| I like how you use a PowerPoint. | | | | |  |
| **Do you feel the activities within the classes were helpful in getting you to think about your responses as they related to the content of each lesson?** | **Exceptionally Helpful (0)** | **Very Helpful (0)** | **Somewhat helpful (0)** | **Not helpful (0)** | **Average** |  |
| 4 | 4 | 0 | 0 | **0** |  |
| **Do you have any comments or recommendations related to the activities within each lesson or the overall lesson design?\*** | no comments | | | | |  |
| I think everything was laid out very well and it was easy to understand the concepts and take away actions to apply to our day-to-day lives. | | | | |  |
| no | | | | |  |
| I feel that you have a very well organized lesson plan. It was very helpful to me to help understand and be able to start to control the stress in my life. | | | | |  |
| maybe more in class work rather than take home items. | | | | |  |
| I found each lesson to be informative and the material easy to follow. | | | | |  |
| The different meditation activities were very interesting and useful. I practiced several of them outside of class. | | | | |  |
| Good job getting us involved. | | | | |  |
| **How do you rate your involvement with the weekly practice aspects of the course?** | **Very Positive (0)** | **Positive (0)** | **Neutral (0)** | **Somewhat Negative (0)** | **Negative (0)** |  |
| 2 | 6 | 0 | 0 | 0 |  |
| **Did you find enough variety in the options for weekly practices?** | **More than enough options overall (0)** | **An adequate number of options generally (0)** | **Sometimes the options did not really suit me (0)** | **Often I did not find options that suited me (0)** | **Average** |  |
| 7 | 1 | 0 | 0 | **0** |  |
| **Do you have any recommendations for any additional discussion questions, class activities or weekly practice options?** | Many choices were given. No need to change anything. | | | | |  |
| maybe allow for individuals to decide somwthing related to that weeks subject on their PWP or therapy if they so chose. | | | | |  |
| no |  |  |  |  |  |
| **How helpful was the Self Esteem Plan to you?** | **Very Helpful (0)** | **Somewhat helpful (0)** | **Helpful (0)** | **Not helpful (0)** | **Did not do (0)** |  |
| 6 | 2 | 0 | 0 | 0 |  |
| **Do you have any comments or suggestions on how to improve the Self Esteem work?** | I am actually still working on them and that is extremely surprising for me. | | | | |  |
| nope it was well done | | | | |  |
| i did note an overall improvement | | | | |  |
| **How valuable did you find the Assertion work?** | **Very valuable (0)** | **Quite valuable (0)** | **Valuable (0)** | **Not valuable (0)** |  |  |
| 3 | 4 | 1 | 0 |  |  |
| **Do you have any suggestions or ideas for the Assertion work?** | how to be less assertive than more would have helped also. | | | | |  |
| no |  |  |  |  |  |
| **Did you find the Reading Reviews/Quizzes representative of the material covered?** | **Extremely representative (0)** | **Very Representative (0)** | **Representative (0)** | **Somewhat representative (0)** | **Not represenative at all (0)** |  |
| 4 | 4 | 0 | 0 | 0 |  |
| **Do you have any suggestions related to the Reading Reviews/quizzes? You can include issues about length of the quizzes, content, style of testing and etc.\*** | I thought the quizzes were good, just the right amount of questions | | | | |  |
| I think the reading review quizzes should have more questions and be worth more points. | | | | |  |
| **Please share the most significant learning (or change) you experienced as a result of this course.** | stress management | | | | |  |
| I learned a few different ways to try to teach myself to relax and not stress about every little thing. I also learned how to respectfully stand up to my boss. Thanks. | | | | |  |
| My biggest change from taking this course is when we worked on our nutrition and diet. The positive practices helped me realize I am allergic to certain additives which was extremely helpful. | | | | |  |
| my instructor and i had an after class discussion one afternoon. we shared our views on different aspect and she opened me up to a way of thinking that i had never fathomed before. | | | | |  |
| This class has taught me to be more confident in myself | | | | |  |
| taking the time to do what I want and like to do not just what I need or have to to. having some time for me. setting goals and seeing that I am working to make them complete. | | | | |  |
| I learned more effective techniques for anger management. | | | | |  |
| Learning different techniques to deal with stress and handling situations. | | | | |  |
| **Please assess your need to access the instructor for questions or concerns during the course via email.** | **Did not have need to contact the instructor (0)** | **Contacted instructor once or twice (0)** | **Contacted instructor 3 - 4 times (0)** | **Contactred Instructor 5 - 7 times (0)** | **Contacted instructor weekly or more often (0)** |  |
| 1 | 5 | 2 | 0 | 0 |  |
| **Please rate your instructor's communication as it relates to questions, e-mail and feedback.** | **Excellent - responded with in two business days. (0)** | **Good - responded with in three business days. (0)** | **Fair - Responded with in four days. (0)** | **Poor - Responded weekly or less. (0)** | **Did not contact the instructor (0)** |  |
| 5 | 1 | 0 | 1 | 1 |  |
| **Were the online resources helpful?** | **Very Helpful (0)** | **Somewhat helpful (0)** | **Helpful (0)** | **Not helpful (0)** | **Did not use (0)** |  |
| 5 | 2 | 1 | 0 | 0 |  |
| **Do you have any comments or concerns related to the online resources in this course?** | no | | | | |  |
| **How was the lesson structure and layout for you?** | **Very easy to follow (0)** | **Easy to follow (0)** | **Organized (0)** | **Somewhat organized (0)** | **Not organized at all (0)** |  |
| 4 | 4 | 0 | 0 | 0 |  |
| **Approximately how much time did you spend, on average, on the required work each week?** | **More than 8 hours a week (0)** | **6 - 8 hours a week (0)** | **4 - 6 hours a week (0)** | **2 - 4 hours a week (0)** | **1 - 2 hours a week (0)** | **Less than an hour a week** |
| 0 | 1 | 3 | 2 | 2 | 0 |
| **Do you have any suggestions on how to improve this Course?** | nope!Thought it was great. | | | | |  |
| **Do you have any closing thoughts about the course?** | overall a good course, but I believe for a 2 credit elective the workload was a bit heavy and took away from other courses. | | | | |  |
| I had an extremely positive experience in this class, Thank you. | | | | |  |
| I really enjoyed the course and I thought the book was a really good learning tool! | | | | |  |
| I am amazed at how much I learned about myself! | | | | |  |
| This was a very successful class for me. I was interested in this class to learn techniques that will help me relax and relieve sress, and I learned many different kinds throughout the semester. | | | | |  |
| Overall, I feel that this course was very well organized and thought out. I feel that Payge is an excellent instructor and was very polite and professional throughout the entire semester, Thank you. | | | | |  |
| no | | | | |  |
| Thank you for teaching me that not being able to visualize things is normal and easier steps to achieve it. | | | | |  |

Document 8

MEETING AGENDA

HPF Departmental Meeting **AGENDA**

Activity Instructors *FH 101,* *August 20, 2013 from 5.30pm to 6.30pm, CPR follows in*

GenEd Instructors *FH 101,* *August 21, 2013 from 5.30pm to 7.30pm*

SUBJECT TO CHANGE AS NEEDED

Sandwiches and drinks: please eat while we chat.

* INTRODUCTIONS
* SPECIFIC REQUESTS FOR THE MEETING?
* ADMIN AND RESOURCES
* INSTRUCTOR CONCERNS
* MEMORABLE EXPERIENCES FROM LAST YEAR’S TEACHING TO SHARE

**COMMUNICATION**

* Please check your contact details on the Adjunct Faculty list and update as needed
* Check your mail box in the Staff Room each time you teach.
* Check email on a regular basis
* FERPA means we cannot give details about the student’s work to anyone but the student. If there is a Message Phone (MP) number on file, then you can leave any message needed. They can update their phone number using the link on the Main Page of the JCC website, or by filling in the Message Phone form.

**NEWS**

* I will let you know anything I learn from the FLD meeting with the Deans.
* Affordable Health Care Act and Adjunct hours

**SYLLABI - the Contract**

* Individualize with instructor details and should include **due dates for any assignments, blanks to fill in are ok.**
* Continuity between sections for work required is a goal
* Change all JCC to JC
* Submit to print shop yourself: [CopyCenter@jccmi.edu](mailto:CopyCenter@jccmi.edu)
  + Include name of document, number of pages in document, color of paper, and whether you want it collated, stapled and or drilled. Tell them to charge to HPF if on Main Campus or the Satellite if in Hillsdale or Lenawee. Include when/where to deliver it or that you will pick up.
* Submit syllabus by uploading onto JetNet (no longer sent to Karen Marler)

**E-SERVICES AND JETNET**

* Eservices
  + Please check your stipends after the first paycheck
  + Find class rosters (with tel. nos. and MPs)
  + For Pay Advices and Stipends: E-Services > Employee > Employee Profile, Pay Advices
* JetNet – if you need help let me know.
  + All grades for assignments are to go on JetNet for access by Admin for future grade issues

**PROBLEMS OVER THE PAST YEAR**

* Children in classes
* Cheating
* Student Violence

**Benefit Policy** (This should be in the syllabus, if not, I will update later…)

Please remind students of the HPF benefit policy. If your class is on Main Campus, you can include a walk over to the Weight Room to encourage working out. Offer a schedule of hours and classes (you can get from Sandy) and have the health Release and Waiver Form for signing (return this, signed, to me).

Students enrolled in any HPF class can make use of the Weight Room during its public hours and can also attend LTL classes where space permits (though not Golf).

**ADMINISTRATION CHECKLIST**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ITEM | | Fall | Winter | Spring |
| Syllabus to   * Uploaded on special site on JetNet * Cc to Payge Hodapp, | |  |  |  |
| Grading | HVQ Grade 1  HVQ Grade 2  HVQ Grade 3 & MidTerm  Final Grade |  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Assignment Grades on JetNet | |  |  |  |
| ADO Data to Payge, WN only  HPF 160, 186, 277, 283 | |  |  |  |

Notes:

Medical withdrawals, Incompletes.

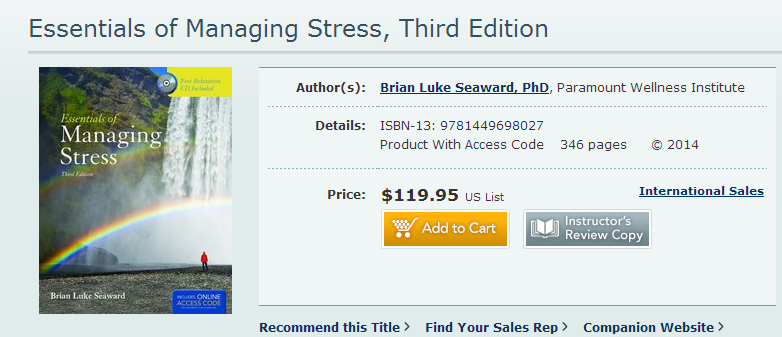
**ACTIVITY CLASSES**: which documents Instructor’s copy and which are Sandy’s responsibility

**GEN ED:**

* Stages of Change class activity
* HPF 160 –
  + Updated packet for Personal Challenge.
  + New Community Challenge
  + New edition of text so new test banks
* HPF 277 New text and test banks

TEXTBOOK

Document 9



Document 10

http://michigantransfernetwork.org/TranInst.asp

**Transferring Institution: Jackson Community College   
Subject: HPF   
Course: 277   
Receiving Institution: All Institutions**

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Central Michigan University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Central Michigan University**](http://michigantransfernetwork.org/Institution.asp?InstCode=169248) | [Central Michigan University](http://michigantransfernetwork.org/Institution.asp?InstCode=169248) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 277 | 2 | HSC | CRED | Health Sciences Credit | 2 |  |  |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Eastern Michigan University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Eastern Michigan University**](http://michigantransfernetwork.org/Institution.asp?InstCode=169798) |  | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 277 | 2 | HLED | 000 | General Transfer Credit | 2 |  |  |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Grand Valley State University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Grand Valley State University**](http://michigantransfernetwork.org/Institution.asp?InstCode=170082) | [Grand Valley State University](http://michigantransfernetwork.org/Institution.asp?InstCode=170082) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 277 |  | PED | 100.0 | General Credit |  |  |  |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    University of Michigan-Flint** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**University of Michigan-Flint**](http://michigantransfernetwork.org/Institution.asp?InstCode=171146) | [University of Michigan-Flint](http://michigantransfernetwork.org/Institution.asp?InstCode=171146) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 277 |  | HCR | 107 | Basic Stress Mgt/Relaxation |  |  |  |
| Comments: - | | | | | | | | |
|  | | | | | | | | |

| **Credit from...    Jackson Community College** | | | **that will transfer to...    Western Michigan University** | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | **Credit from...** | | [**Jackson Community College**](http://michigantransfernetwork.org/Institution.asp?InstCode=170444) | | | | |  |  |  | | --- | --- | --- | | **that will transfer to...** | [**Western Michigan University**](http://michigantransfernetwork.org/Institution.asp?InstCode=172699) | [Western Michigan University](http://michigantransfernetwork.org/Institution.asp?InstCode=172699) | | | | | | |
| **Subject** | **Course** | **Credits** | **Subject** | **Course** | **Course Title** | **Credits** | **General Credit** | **Waived Credits** |
|  | | | | | | | | |
| HPF | 277 | 2 | PEGN | 1390 | Relaxation | 2 |  |  |

**In addition:**

Top of Form

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Host Institution** | **Host City** | **Host State** | **Type** | **Subject / Crs Nbr** | **Course Title** | **UM Subject** | **UM Cat Nbr** | **Comments** | **Applicable To** |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 110 | GOLF | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 119 | INTRO TO YOGA | OTHER | NOT TRANSFERABLE | KINESIOLOGY WILL EVALUATE | LSA, Nurs, , Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 160 | WELLNESS | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 277 | STRESS MANAGEMENT | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 283 | MANAGING STRESS AND HOLISTIC HEALTH | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |

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http://www.ugadmiss.umich.edu/TCE/Public/CT\_TCESearch.aspx

From Dilip Das,

Payge -

It is correct that none of these courses - including the new one you describe -  will receive credit at UMAA. I'm certain that the yoga course will also not transfer to Kines.

Best regards,

Dilip

On Mon, Dec 9, 2013 at 3:37 PM, Hodapp Payge M <[HodappPaygeM@jccmi.edu](https://groupware.jccmi.edu/owa/redir.aspx?C=3Hpc4Ztx40e3LfgyYqV9AEElVt27y9AIjPGnX6sJFK3C00w9WsfCVvaA2g7rVGcoFQxkaBjjV_o.&URL=mailto%3aHodappPaygeM%40jccmi.edu)> wrote:

Hi Dilip,

Thanks for your help.

I have looked at the website to gather transfer information and found the following:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 110 | GOLF | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 119 | INTRO TO YOGA | OTHER | NOT TRANSFERABLE | KINESIOLOGY WILL EVALUATE | LSA, Nurs, , Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 160 | WELLNESS | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 277 | STRESS MANAGEMENT | OTHER | NOT TRANSFERABLE |  | LSA, Nurs, Kin, Mus, Art, Ed |
| JACKSON CMTY COLLEGE | JACKSON | MI | CC | HPF 283 | MANAGING STRESS AND HOLISTIC HEALTH | OTHER | NOT TRANSFERABLE |  |  |

So I do have a few questions:

         The aforementioned courses: HP 160, 277 and 283 – will these earn no credit at all – not even elective credit?

         Has Kinesiology completed the evaluation of HPF 119?

         We have a course as follows: HPF 186 Weight Training & Wellness (3 CR): “The principle course focus is that of self-responsibility for wellbeing. Concentration is on aspects of wellness and conditioning that can be personally controlled and changed. Included are didactic and practical applications of principles for a comprehensive conditioning and wellness program in the context of creating a healthy lifestyle from a wellness perspective. *Prerequisite: ENG 085\*”*(syllabus attached). Would this course transfer for any credit?

I appreciate your time and effort in answering these questions, especially at the end of the semester going into the holiday season.

With good wishes,

Payge

Payge Hodapp MSN

Lead Faculty, Health and Physical Fitness

Jackson College

2111 Emmons Road

Jackson, MI 49201

[517.990.1322](tel:517.990.1322)

[hodapppaygem@jccmi.edu](https://groupware.jccmi.edu/owa/redir.aspx?C=3Hpc4Ztx40e3LfgyYqV9AEElVt27y9AIjPGnX6sJFK3C00w9WsfCVvaA2g7rVGcoFQxkaBjjV_o.&URL=mailto%3ahodapppaygem%40jccmi.edu)

**SPRING ARBOR UNIVERSITY**

|  |  |
| --- | --- |
| **HLTH & PHY FIT (HPF)** | **SAU** |
| 160 (plus one of the following) | HPR 101 |
| 139, 161 through 268 |

http://www.arbor.edu/wp-content/blogs.dir/7/files/2012/11/Jackson\_Community\_College\_1112.pdf

**SIENA HEIGHTS UNIVERSITY**

Email from Brenda Doremus, Registrar at SHU: (Brenda Doremus [BDOREMUS@sienaheights.edu](mailto:BDOREMUS@sienaheights.edu))

Answers below in red

**From:** Hodapp Payge M [<mailto:HodappPaygeM@jccmi.edu>]   
**Sent:** Wednesday, December 04, 2013 1:31 PM  
**To:** Brenda Doremus  
**Subject:** Transfer credits from Jackson College

Dear Registrar,

Thank you for your time this afternoon.

From our phone conversation, I understand that the transfer equivalencies for the HPF classes from Jackson College to Siena Height University are as follows:

-          Up to 4 hours of HPF (Health and Physical Fitness) Activity classes will transfer to Siena as PE (Physical Education) activity classes   ok

-          The following classes would transfer as elective credits:  ok for elective

o   HPF 160 Wellness (1 credit)

o   HPF 277 Stress Management (2 credits)

o   HPF 283 Managing Stress and Holistic Health (3 credits)

-          HPF 186 Weight Training and Wellness is 3 credits of which 2 credits are activity (Weight Training) and 1 credit is Wellness.

o   So could I say that this class would transfer as 2 credits of PE activity class and 1 credit of elective? Activity

This information will be very helpful as I write my course reviews and then the HPF Program Review.

**ADRIAN COLLEGE**