HS4208B: Understanding Stress

School of Health Studies, Faculty of Health Sciences

January-April 2024

Instructor Information

Instructor: Prof. Julia Yates (she/her)
Email: jyates23@uwo.ca
Weekly Office Hours: Wednesdays from 10:00-11:00AM EST

I acknowledge that I am not Indigenous, rather I am of settler-colonial ancestry. Although my heritage extends beyond Canada, I, like many other settler people, have benefited greatly from living and learning on the traditional lands of the Anishinaabek (Ahn-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), -ahpay- wuk) and Chonnonton (Ch- -on-gk-ton) Nations where Western University is currently housed. This land continues to be home to diverse Indigenous Peoples, and as a visitor on this land, I have an important responsibility to acknowledge the grounds on which I am privileged to pursue higher education.

As an educated, White, physically abled, woman, I recognize that I state this from a position of privilege. I am grateful to live, work, and thrive upon what is currently called London, Ontario. I also want to acknowledge the privilege I have through my access to post-secondary education. As an academic, I am given the opportunity to share my knowledge with others, while I know this is not often the case of my

Lecture and Reading Schedule (subject to change)

Week	Date	Topic	Reading(s)
1	Jan 9	Introduction to Course	Course Syllabus
	Jan 11	Introduction to Stress	
2	Jan 16	Foundational Concepts of Stress	Required: 1. Leandro, P. G., & Castillo, M. D. (2010). Coping with stress and its relationship with personality dimensions, anxiety and depression. Social and Behavioural Sciences, 15, 1562-1573. 2. McLean, C. P., Asnaani, A., Litz, B. T., & Hofmann, S. G. (2011). Gender differences in anxiety disorders: Prevalence, course of illness, comorbidity and burden of illness. Journal of Psychiatric Research, 45(8), 1027-1035.
	Jan 18	Stress Management in Practice Physical Activity	No readings
3	Jan 23		

25%	Understanding Stress in Diverse Populations Presentation	Mar 5, 7, 12, 14 In Class
35%	Final Exam	TBA Content from Weeks 1-13

Stress Management in Practice Assignments

To allow you to put into practice what you are learning in class, six times throughout the semester you will have the opportunity to engage in different forms of stress management (e.g., physical activity, social support). Each stress management in practice assignment will involve describing/exploring stress management techniques in creative ways (e.g., via a playlist, infographic, TikTok). Details regarding these assignments will be posted to the course site. You are required to complete 4 assignments; however, should you complete 4, your lowest grade will be dropped.

Understanding Stress in Diverse Populations Presentation

At the beginning of the semester, you will be assigned to a group. You will work together with your group to critically examine the experience of stress in a diverse population. Each group will select a population (with the instructor's approval) to (1) describe the population and prevalence of stress and ways in said population; (2) discuss how population-specific experiences may impact their stress; (3) explain three evidence-based strategies to support the health and well-being of their population before, during, and following experiences of stress. Each group will present on a different population. That is, populations will be chosen on a first-come first-serve basis.

Each group will create a dynamic presentation, worth 5%, that summarizes these objectives. These presentations will be done in rapid succession during class time. As such, a strict 20-minute limit will be enforced. The presentation itself can be anything you would like. You can do a slideshow, speech, comic strip, artistic piece, game—the sky is truly the limit. Presentations will take place during class time on March 5th, 7th, 12th, and 14th. The rubric will be posted on the course site. You are expected to submit your presentation via the 'Assignments' tab on OWL (see submission schedule below). Late submissions will be deducted 10% per day.

8. Use of Plagiarism Checking Software

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

9. Student Code of Conduct

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

10. Academic Offenses

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: Academic Calendar - Western University.

11. Support Services

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

1. Student Development Centre - http://academicsupport.uwo.ca/
2. Student Health - https://www.uwo.ca/health/
3. Registrar's Office - http://www.registrar.uwo.ca/
4. Ombudsperson Office - http://www.uwo.ca/ombuds/

12. Health and Wellness

The undergraduate experience is rewarding and challenging socially, emotionally, and intellectually. Finding ways to balance scholarly life with our p how to manage stress. Western provides several health and wellness-related services to students, which may be found at http://www.health.uwo.ca/. You can also check out the Campus Recreation Centre or the McIntosh Gallery (http://www.mcintoshgallery.ca), for alternative spaces to reconnect with your bodies and restore your spirit. You may also want to access local resources that are closer to where you are living during the school year. Recalibrating ourselves emotionally begins with slowing down,

reminding ourselves that we are ok, and taking a few deep, slow breaths. This remarkably effective strategy brings the body from stress mode into a

If you are in emotional or mental distress should refer to Mental Health@Western Mental Health Support- Health & Wellness Western University for a complete list of options about how to obtain help or Thames Valley Family Services (https://www.familyservicethamesvalley.com/), a trusted provider within the community. To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: Health & Wellness Western University. It's also advisable to have a wellness safety plan if you don't want to reach out numbers of a few trusted individuals is another strategy.

13. University and School of Health Studies Grading Information

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

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	