

ALHS 4333 – 060: STRESS MANAGEMENT– FALL 2026**Course Modality:** On-line**Credit Hours:** 3.00Modules open on Sundays at 8 am. **All times are US CST.**

1. Instructor Information

Instructor	Hosik Min, PhD, Associate Professor
Office	HPC #3075
Office Phone	903-730-3909
Email	hmin@uttyler.edu
Office Hours	by Appointment

2. Course Overview and Description

Study of the situations and underlying processes that result in emotional and physiological arousal, including life assessments and behavioral interventions for altering arousal levels. The course further explores how biological, psychological, and social factors influence stress, health, illness, and resilience, integrating scientific research with evidence-based strategies for effective stress management and well-being. **Prerequisites:** None.

3. Student Learning Outcomes (SLOs)

Upon successful completion of this course, students will be able to:

- **Explain** the biological, psychological, social, and behavioral factors that influence stress, health, and well-being using the biopsychosocial model.
- **Analyze** the relationships among stress, appraisal, coping, health behaviors, and physical and mental health outcomes.
- **Evaluate** evidence-based stress management techniques and explain their mechanisms, effectiveness, limitations, and practical applications.
- **Apply** course concepts to communicate informed recommendations for managing stress and promoting health in everyday life.

4. Required and Recommended Materials

- **Required Textbook(s)/Readings:**
- **Seaward, Brian Luke.** *Managing Stress: Skills for Anxiety Reduction, Self-Care, and Personal Resiliency*, 11th ed., Jones & Bartlett Learning, 2025, ISBN: 978-1-284-28315-0.
- **Sarafino, Edward P., and Timothy W. Smith.** *Health Psychology: Biopsychosocial Interactions*, 10th ed., Wiley, 2022, ISBN: 978-1-119-57780-5.



5. Course Assessment and Methods of Evaluation

- **Readings:** Textbook reading assignments are indicated in the course schedule. Additional assignments specific to each lecture will be posted as needed. Make sure to follow instructions for assignment completion posted within each module. You are responsible for any additional materials provided, so please check Canvas regularly.
- **Assignments:** Assignments will be given out throughout the course based on assigned readings and materials covered in each module as homework.
- **Asynchronous Sessions:** We have one **asynchronous session** every week. I will explain key concepts and applications from the textbook and my lecture slides. Although this is asynchronous, you need to watch the videos based on a course schedule. Also, to complete weekly assignment on time, watching videos are necessary. I will limit my lecture videos about 15 minutes; you might have more than 2 videos in one chapter.

6. Course Assignments, Assessments, and Grading

A. Descriptions of Major Assignments:

- **Quizzes:** There will be four quizzes covering material from designated weeks of the course. Each quiz will consist of 15 multiple-choice questions with a 30-minute time limit. Quizzes are open-book/open-note using only course materials (e.g., textbook, notes, and instructor-provided resources). You will have 2 minutes per question. **Once you begin the quiz, you MUST complete it.** There will be no second chance; after 30 minutes, your quiz will be closed automatically. These four quizzes will cover the midterm and the final.
- **Student Reflection Papers:** Two reflection papers will be assigned, with one focusing on material from the first half of the course and the other on material from the second half. Students will reflect on course content that was meaningful to them, explain its impact, and discuss how their learning may be applied in the future or used to help others. Papers must be submitted as Microsoft Word documents using Times New Roman 12-point font, double spacing, 1-inch margins, and no extra paragraph spacing. Each reflection should include a cover page and be 1 & 1/2 pages in length (excluding the cover page). Only the textbook and/or lecture notes may be used as sources.
- **Student Presentation Assignment:** Students will present an evidence-based stress management technique or strategy from an assigned chapter in Seaward's *Managing Stress*. Presentations will examine the technique's purpose, effectiveness, application, and connection to course concepts. See Appendix A for complete assignment guidelines.

B. Grading Weights and Scale: Your final course grade will be determined by the following:



- Reflection papers (25%: 2 × 100 points each)
- Student presentation assignments (25%: 2 × 100 points each)
- Quizzes (50%: 100 × 4)
- **TOTAL:** 100% (800 points)

Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Below 60%

C. Late Assignments/ Assessments: Students need to contact the Professor if they anticipate submitting an assignment late. Any late assignments will be subject to a 5% deduction each day for the first week (35% if submitted a week late) and an additional 10% for each day thereafter. Assignments turned in over 2 weeks late (14 days) will receive a grade of 0 for the assignment. This policy includes homework and any assignment. Reasonable accommodations will be made under special circumstances. If you need special accommodations, you must contact the Professor BEFORE the due date for the assignment.

D. Attendance Policy: as we meet in person once a week, if you miss more than 8 in person class times, you will get F automatically. If you miss 6-7 classes, you will receive one letter grade down: e.g., A to B, B to C, etc. If you miss 4-5 classes, you will receive 5 average-point down: e.g., if you have 85 on average, your final score will be 80; 82 to 77, etc. The absences from school events, athletics, and so on will be exempted from this policy.

7. Course Schedule

Dates	Lesson	Topic	Reading
Aug. 24-28	1	Introduction & overview	
	2	Living in Upside-down world	Seaward ch. 1
Aug. 31-Sep. 4	3	Nature of stress	Seaward ch. 2
	4	Health psychology & biopsychosocial model – Quiz 1	Safarino ch. 1
Sep. 7-11	5	Sociology of stress	Seaward ch. 3
	6	Stress management presentation #1	Seaward chs. 10-12
Sep. 14-18	7	Physiology of stress	Seaward ch. 4



	8	Body systems & stress – Quiz 2	Safarino ch. 2
Sep. 21-25	9	Stress, disease, & biopsychosocial pathways 1	Seaward ch. 5
	10	Stress, disease, & biopsychosocial pathways 2	Safarino ch. 4
Sep. 28- Oct. 2	11	Psychology of stress	Seaward ch. 6
	12	Stress management presentation #2	Seaward chs. 13-15
Oct. 5-9	13	Stress emotions	Seaward ch. 7
	14	Stress-prone & resistant personalities	Seaward ch. 8
Oct. 12-16	15	Stress & spirituality	Seaward ch. 9
	16	Student reflection 1	
Oct. 19-23	17	Stress appraisal & coping 1– Quiz 3	Safarino ch. 3
	18	Stress appraisal & coping 2	Safarino ch. 5
Oct. 26-30	19	Health behavior & promotion	Safarino ch. 8
	20	Stress management presentation #3	Seaward chs. 16-18
Nov. 2-6	21	Substance use & abuse	Safarino chs. 9-10
	22	Stress management presentation #4	Seaward chs. 19-21
Nov. 9-13	23	Nutrition, exercise, & safety – Quiz 4	Safarino ch. 8
	24	Illness & medical treatment	Safarino chs. 9-10
Nov. 16-20	25	Pain & comfort	Seaward chs. 11-12
	26	Stress management presentation #5	Seaward chs. 22-25
Nov 23-27		Thanksgiving holiday	
Nov. 30-Dec. 4	27	Course review – reflection 2	
	28	Stress management presentation #6	Seaward chs. 26-28
Finals		Final exam	

8. Student Responsibilities

Class etiquette dictates that you will:

1. Be active in class online as will be evidenced by participation in assigned activities as well as synchronous or asynchronous discussions.
2. Submit required assignments on time per requirement by the instructor. If there is any reason that may prevent a student from doing so, the student must inform the professor ahead of time and not make any excuses for failing to do so. It is your personal responsibility to complete assignments on time; make sure to use an electronic or paper calendar to keep up with your due dates for continued success in this course.

Email Correspondence: All email correspondence will be through the UT-Tyler/UTHSCT email system. Personal email accounts will not be used for any class related matters (ex. assignments, absence notifications, grades, etc.). All students are responsible for checking their UT-Tyler/UTHSCT email accounts regularly.

AI use policy: UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).

Instructor's AI Policy for This Course: Students may use AI tools for brainstorming or generating initial drafts for assignments and presentations only. All submitted work must be significantly revised, critically evaluated, and produced by the student. Any use of AI must be explicitly acknowledged, including a brief statement describing how the AI tool was used (e.g.,

"AI tool used for initial draft generation"). Students must also cite any sources used outside of course materials. Outside sources and AI tools are not permitted for quizzes or exams. Failure to properly acknowledge AI use or outside sources, or the use of unauthorized materials on quizzes or exams, constitutes a breach of academic integrity.

THIS SYLLABUS IS AN ACTIVE DOCUMENT AND IS SUBJECT TO CHANGE.

Resources to assist you in the course

- [UT Tyler Student Accessibility and Resource \(SAR\) Office](#) (provides needed accommodations to students with document needs related to access and learning)
- [UT Tyler Writing Center](#)
- [The Mathematics Learning Center](#)
- [UT Tyler PASS Tutoring Center](#)
- [UT Tyler Supplemental Instruction](#)
- [Upswing \(24/7 online tutoring\) - covers nearly all undergraduate course areas](#)
- [Robert Muntz Library](#) and [Library Liaison](#)
- [Canvas 101](#) (learn to use Canvas, proctoring, Unicheck, and other software)
- Digital Support Toolkit (for supported courses only. Students are automatically enrolled in the toolkit for supported courses)
- LIB 422 -- Computer Lab where students can take a proctored exam
- [The Career Success Center](#)
- [UT Tyler Testing Center](#)
- [Office of Research & Scholarship Design and Data Analysis Lab](#)

Resources available to UT Tyler Students

- [UT Tyler Counseling Center](#) (available to all students)
- [MySSP App](#) (24/7 access to Student Support Program counseling through phone or chat and online wellness resources available in a variety of languages)
- [Student Assistance and Advocacy Center](#)
- [Military and Veterans Success Center](#) (supports for our military-affiliated students)
- [UT Tyler Patriot Food Pantry](#)
- [UT Tyler Financial Aid and Scholarships](#)
- [UT Tyler Student Business Services](#) (pay or set up payment plans, etc.)
- [UT Tyler Registrar's Office](#)
- [Office of International Programs](#)
- [Title IX Reporting](#)
- [Patriots Engage](#) (available to all students. Get engaged at UT Tyler.)



University Policies and Information

Withdrawing from Class

Students may [withdraw](#) (drop) from this course using the [Withdrawal Portal](#). Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully [read the implications for withdrawing from a course and the instructions](#) on using the [Withdrawal portal](#).

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped includes those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the [Tuition and Fee Refund Schedule](#). **CAUTION #2:** All international students must check with the [Office of International Programs](#) before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. **CAUTION #4:** All veterans or military-affiliated students should consult with the [Military and Veterans Success Center](#).

* Students who began college for the first time before 2007 are exempt from this law.

Artificial Intelligence Statement

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considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy. *Refer to the About This Course section of the UT Tyler Syllabus Module for specific information on appropriate use of AI in your course(s).*

Final Exam Policy

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

Incomplete Grade Policy

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade *only when **all** of the following conditions are met:* (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

Grade Appeal Policy

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the

syllabus. The student should provide the rationale for the grade appeal and attach supporting document about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the [Registrar's Form Library](#).

NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA), the University of Texas at Tyler offers accommodations to students with learning, physical, and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler/> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with the Assistant Director Student Accessibility and Resources/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <https://www.uttyler.edu/disability-services>, the SAR office located in the Robert Muntz Library, LIB 460, email saroffice@uttyler.edu, or call 903.566.7079."

Military Affiliated Students

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you.



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The [Military and Veterans Success Center \(MVSC\)](#) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

Students on an F-1 Visa

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the [Student Conduct and Discipline policy](#) in the Student Manual Of Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in [University Policy 5.2.3](#). The course instructor will follow all requirements to protect your confidential information.

Absence for Official University Events or Activities

This course follows the practices related to [Excused Absences for University Events or Activities](#) as noted in the Catalog.

Absence for Religious Holidays

This course follows the practices related to [Excused Absences for Religious Holy Days as noted in the Catalog](#).

Absence for Pregnant Students

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the supports afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison in order to receive these supports. Students should reach out to the



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Parenting Student Liaison at parents@uttyler.edu and also complete the [Pregnant and Parenting Self-Reporting Form](#).

Campus Carry

We respect the right and privacy of students who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>.



Appendix A

Student Presentation Assignment

Purpose

Each student will present his/her on **one stress management technique or strategy** selected from an assigned chapter in Seaward's *Managing Stress: Skills for Anxiety Reduction, Self-Care, and Personal Resiliency* (Chapters 10–28).

The goal of this assignment is to help the class learn about a variety of evidence-based **stress management techniques and strategies**, including how they work, what research says about their effectiveness, and how they can be applied in everyday life.

Topic Selection

Topics will be selected on a **first-come, first-served basis**.

- Students will select one chapter from Seaward Chapters 10–28.
- A maximum of **four students** may select the same chapter.
- Students selecting the same chapter must choose **different techniques or strategies**.
- Students should identify their specific technique before beginning their presentation.

Presentation Format and Length

Presentations will be about 5-10 minutes. Students may use PowerPoint with narration, screen recording, recorded demonstrations, or another instructor-approved format.

Presentation Requirements

Your presentation should address the following:

1. Describe the technique

- What is the stress management technique or strategy?
- What does practicing this technique involve?

2. Explain how the technique is used

- How might someone incorporate it into daily life?
- Are there specific steps, exercises, or guidelines?

3. Discuss research evidence

- What does research say about its effectiveness?
- What are the strengths or limitations of current findings?

4. Explain why the technique may work

- Discuss relevant biological, psychological, and/or social processes involved in stress management.

5. Discuss practical application



- Who may benefit from this technique?
- What challenges might someone encounter when trying to use it?

When appropriate, include a brief demonstration or practical example of the technique.

Connection to Course Concepts

Conclude your presentation by briefly explaining:

- How the technique connects to **one concept from Seaward** discussed earlier in the semester.
- How the technique connects to **one concept from Sarafino** discussed earlier in the semester.
- Why this technique is a valuable addition to a person's stress management toolkit.

Research Expectations

Use your assigned Seaward chapter as the foundation for your presentation and incorporate **at least one additional scholarly or professional source** to support your discussion of the technique. Be sure to clearly cite and acknowledge any outside sources used in your presentation, including providing enough information for your audience to identify and locate the source.

Discussion Question

End your presentation with **one thoughtful discussion question** for your classmates related to the technique, its effectiveness, or its application.

Student Resources:

Faculty can update student resources to provide additional supports appropriate for each course.

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	



Content (45 points)	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	
	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	