

ALHS 4333 – 060 – 81433: STRESS MANAGEMENT– FALL 2026**Course Modality:** Online Asynchronous **Credit Hours:** 3.00

1. Instructor Information

- **Instructor:** Benjamin Vickers, PhD
- **Email:** BVickers@uttyler.edu
- **Office Location:** Room 252, UT Tyler Health Science Center North, Building H
- **Office Hours:** In person or via Zoom or Teams on Tuesdays from 8:30–10:00 AM and Thursdays from 4:30–6:00 PM, or by appointment. Please email the instructor in advance to schedule a meeting via Zoom or Teams.

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 Textbooks

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

5. Special Course Notes for Online Asynchronous Delivery

This course is delivered entirely online in an asynchronous format. This means there are no scheduled live class meetings. Students are expected to engage with course materials, recorded lectures, quizzes, and exams independently through Canvas according to the course schedule.

- **Recorded Lectures:** One or two recorded lectures, approximately an hour long each, will be made available weekly on Canvas.
- **Technology Requirements:** Access to a reliable internet connection, a computer capable of running Canvas and any required external software, and a microphone/webcam if online proctoring is selected for assessments.
- **Online Proctoring:** Quizzes will require the use of Respondus LockDown Browser, an online proctoring service provided through Canvas. Exams may also require the use of Respondus Monitor, which provides additional proctoring capabilities, including webcam monitoring.
- **Communication:** All course communication to and from the instructor will occur via UT Tyler email or Canvas messaging and announcements. Students are responsible for regularly checking the course announcements, modules, and messaging inbox in Canvas in addition to their official UT Tyler emails. Students should expect a response to emails or Canvas messages within one to two business days. Messages received on Saturday, Sunday, or university holidays will be addressed on the next regular business day.

6. 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 50-minute time limit. Quizzes are open-book/open-note using only course materials (e.g.,

textbook, notes, and instructor-provided resources) and must be completed individually using Respondus LockDown Browser through Canvas. Students will receive 25 points for completing each quiz, and each question is worth 5 points, for a maximum score of 100 points per quiz.

- **Exams:** There will be two exams: a Midterm Exam and a Final Exam. Each exam will consist of 40 multiple-choice questions with a 2-hour and 10-minute time limit. Exams are cumulative, open-book/open-note using only course materials, and must be completed individually. Exams will be administered through Canvas and may require Respondus LockDown Browser and Respondus Monitor, including webcam monitoring. Additional details regarding exam content and format will be provided in Canvas.
- **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 1–2 full pages in length (excluding the cover page). Only the textbook and/or lecture notes may be used as sources.
- **Student Presentation Assignment:** Students will create a recorded presentation exploring 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 (14%: 2 × 7% each)
- Student presentation assignment (14%)
- Quizzes (32%: 4 × 8% each)
- Exams (40%: 2 × 20% each)
- **TOTAL:** 100%

Grading Scale:

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

C. Late Work and Make-Up Policy: Late work is not accepted except in cases of approved extensions due to documented extenuating circumstances, such as family emergencies or university-related activities (e.g., athletics or professional scholarly conferences). Students should communicate with the instructor as soon as possible when an extension is needed.

D. Attendance Policy: Although this course does not include synchronous meetings, students are expected to actively engage with course materials and complete assignments, quizzes, and exams by the stated deadlines. Attendance is not formally graded; however, consistent participation is essential for success.

7. Course Schedule

Module	Dates	Lesson	Topic	Reading
Module 1	Aug. 24–28	1	Course Introduction & Overview	—
		2	Living in an Upside-Down World	Seaward Ch. 1
Module 2	Aug. 31–Sept. 4	3	Nature of Stress	Seaward Ch. 2
		4	Health Psychology & Biopsychosocial Model -- Quiz 1	Sarafino Ch. 1
Module 3	Sept. 7–11	5	Sociology of Stress (Labor Day Holiday: Sept. 7 — No Classes)	Seaward Ch. 3
		6	Stress Management Presentations #1	Seaward Chs. 10–12
Module 4	Sept. 14–18	7	Physiology of Stress	Seaward Ch. 4
		8	Body Systems & Stress -- Quiz 2	Sarafino Ch. 2
Module 5	Sept. 21–25	9	Stress, Disease & Biopsychosocial Pathways I	Seaward Ch. 5
		10	Stress, Disease & Biopsychosocial Pathways II	Sarafino Ch. 4

Module	Dates	Lesson	Topic	Reading
Module 6	Sept. 28–Oct. 2	11	<i>Stress Management Presentations #2</i>	Seaward Chs. 13–15
		12	Psychology of Stress (not covered on Midterm Exam)	Seaward Ch. 6
Module 7	Oct. 5–9	13	Midterm Exam	—
		14	Stress Emotions	Seaward Ch. 7
Module 8	Oct. 12–16	15	Stress-Prone & Resistant Personalities -- Reflection 1	Seaward Ch. 8
		16	Stress & Spirituality	Seaward Ch. 9
Module 9	Oct. 19–23	17	Stress Appraisal & Coping I -- Quiz 3	Sarafino Ch. 3
		18	Stress Appraisal & Coping II	Sarafino Ch. 5
Module 10	Oct. 26–30	19	<i>Stress Management Presentations #3</i>	Seaward Chs. 16–18
		20	Health Behavior & Promotion	Sarafino Ch. 6
Module 11	Nov. 2–6	21	Substance Use & Abuse	Sarafino Ch. 7
		22	<i>Stress Management Presentations #4</i>	Seaward Chs. 19–21
Module 12	Nov. 9–13	23	Nutrition, Exercise & Safety -- Quiz 4	Sarafino Ch. 8
		24	Illness & Medical Treatment	Sarafino Chs. 9–10
Module 13	Nov. 16–20	25	<i>Stress Management Presentations #5</i>	Seaward Chs. 22–25
		26	Pain & Discomfort	Sarafino Chs. 11–12
Thanksgiving Break	Nov. 23–27	—	No Classes — Thanksgiving Holiday	—
Module 14	Nov. 30–Dec. 4	27	<i>Stress Management Presentations #6</i>	Seaward Chs. 26–28
		28	Course Review & Final Exam Prep - Reflection 2	—
Finals Week	Dec. 7–11	—	Final Exam	—

8. Artificial Intelligence (AI) Statement and 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.

9. Student Resources and University Policies and Information

A significant change at UT Tyler is that **Student Resources and University Policies and Information are maintained centrally inside the Canvas Syllabus Module**. This ensures that information on topics such as academic accommodations, student services, military and veterans information, Title IX-related resources, withdrawal information, and many other university policies remains current without requiring instructors to update them manually each semester.

Faculty may simply indicate that the official Student Resources and University Policies are available in Canvas rather than reproducing all of that text in the syllabus itself.

Therefore, important course policies, procedures, and student resources are provided in the Canvas Syllabus Module. Students are responsible for reviewing the information related to the following topics:

- **Student Accessibility and Resource (SAR) Office:** Information about requesting and receiving accommodations for students with documented accessibility needs.
- **Withdrawing from Class:** Guidelines for the withdrawal process, including potential impacts on financial aid, scholarships, veteran benefits, and the Texas 6-

drop rule.

- **Final Exam Policy:** General guidelines and expectations regarding final examinations.
- **Incomplete Grade Policy:** Requirements and procedures for assigning an “Incomplete” grade.
- **Academic Integrity and Scholastic Dishonesty:** Information regarding UT Tyler’s Honor Code and policies related to academic integrity and violations of scholastic standards.

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

Appendix A

Student Presentation Assignment

Purpose

Each student will create a recorded presentation 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.
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Presentation Format and Length

Presentations will be recorded and uploaded to Canvas.

Length: 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.
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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.