### Revise Course (HCR 107, effective Fall 2014)

**Summary of Changes**
- Obtain HW attribute

<table>
<thead>
<tr>
<th>Course Changes</th>
<th>Current</th>
<th>Requested (Leave blank for no change)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prefix</strong></td>
<td>HCR</td>
<td></td>
</tr>
<tr>
<td><strong>Course Number</strong></td>
<td>107</td>
<td></td>
</tr>
<tr>
<td><strong>Credit Hours</strong></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Distribution Credit</strong></td>
<td>HW</td>
<td></td>
</tr>
<tr>
<td><strong>Schedule Type</strong></td>
<td>L/D</td>
<td></td>
</tr>
<tr>
<td><strong>Short Title (30 character maximum, including spaces)</strong></td>
<td>Basic Stress Mgt/Relaxation</td>
<td></td>
</tr>
<tr>
<td><strong>Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Level</strong></td>
<td>Undergraduate</td>
<td></td>
</tr>
<tr>
<td><strong>Is this same course also offered at the Grad (Undergrad) level</strong></td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Course Listing**

- Identification of stressors, stress responses, and stress management strategies including relaxation techniques for coping to minimize the negative effects of stress (e.g., loss of ability to adjust, fatigue, anxiety, lower productivity). Students learn to create a sense of personal power and balance through a holistic approach to well-being.

**Amended Prerequisites / Corequisites / Restrictions**

**Amended Course Description**

**Grading Mode (N grades are not allowed for any graduate programs)**
- Standard (ABCDE)

**Repeat Status**
- Not repeatable for additional credit

**Can be Y grade**
- No

**Cross Listings (will automatically be created/changed)**

https://sis.umflint.edu/prod/zwcc_course_change.view_change
Comments

Attempting to obtain Health and Well-Being designation for this course which provides important skills on how to maintain health through stress management.

"IF THIS AFFECTS PROGRAM REQUIREMENTS, A PROGRAM FORM IS REQUIRED"

<table>
<thead>
<tr>
<th>Name</th>
<th>Reviewer Type</th>
<th>Review Status</th>
<th>Review Time</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandra Alberto</td>
<td>GECC Reviewer</td>
<td>Pending</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kristina Hansen</td>
<td>Catalog Editor</td>
<td>Accepted</td>
<td>10-04-2013 10:27</td>
<td></td>
</tr>
<tr>
<td>Suzanne Selig</td>
<td>Department Chair</td>
<td>Accepted</td>
<td>10-04-2013 11:09</td>
<td></td>
</tr>
<tr>
<td>David Gordon</td>
<td>Deans Office</td>
<td>Accepted</td>
<td>10-04-2013 12:23</td>
<td></td>
</tr>
<tr>
<td>Brenda Cameron</td>
<td>Requester</td>
<td>Accepted</td>
<td>10-03-2013 11:51</td>
<td>Original Request</td>
</tr>
</tbody>
</table>

Accept or Reject request

|-----------------------|--------------------------|---------------------------|---------------------------------|---------------------------------|----------------------------------------|----------------------------------|--------------------------|---------------------------|-----------------|-------------------------------------|-------------------------|----------------------------------------|

<table>
<thead>
<tr>
<th>Reject Change Request</th>
<th>Reason</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reject / Amend Change Request</th>
<th>Reason</th>
</tr>
</thead>
</table>

RELEASE: 8.5.3
"Request for General Education Designation" Response detail

Email: brencam@umflint.edu

Course Title: Basic Stress Management and Relaxation

Department: PHHS

Course Prefix: HCR

Course Number: 107

Distribution Area Requested: Health & Well Being (HW)

Rationale for Distribution Designation and Alignment of Outcomes with Distribution Designation
This course provides information on the importance of the social aspects of health, the financial relationship between health and wellness and health care costs and the overall impact on the economy, the stress response that occurs as a result of prejudice, stereotypes and discrimination, and the impact stress has on the overall public health of Americans. Students learn through cognitive, affective, and psychomotor methods to manage their stress within, producing a positive physiological response.

Most important learning outcome:
1 - Reflect on one's own learning

Narrative:
Affective learning accomplished through completion of topic-related self-assessments required throughout course, helping students to develop an appreciation for the importance of managing stress and the role it plays in health promotion.

Assessment tools:
topic-related self-assessment assignments

Second most important learning outcome:
12 - Apply knowledge to complex issues

Narrative:
Students are taught about stress responses in relation to prejudice, stereotypes, and discrimination, and the overall impact stress has on an individual (and themselves). Students explore the consequences poor health has on the economy and information on the role of wellness and environmental sustainability. Students are provided numerous attempts to apply the knowledge gained to modify behavior and improve their own overall well-being.

Assessment tools:
Weekly quizzes are utilized to provide feedback to measure knowledge gained and learning logs provide the opportunity to describe behavior change practice, successes and challenges.

Third most important learning outcome:
9 - Demonstrate knowledge of economics, finance, health and well-being and science

Narrative:
Students are taught the economic relationship between health and wellness, health care costs, and the overall impact on the economy. This includes the wellness model and how the stress response is related to a person's level of functioning across the six dimensions of wellness, demonstrations of the relationship between science and how it has been used to better understand stress and thereby improve one's overall well-being.
Assessment tools:
Weekly quizzes are utilized to provide feedback to measure knowledge gained.

Learning outcome:
3 - Demonstrate the ability to think critically

Narrative:
This course requires students to distinguish among facts, inferences, opinions, and values as it relates to their own health and wellness. Students apply knowledge gained regarding the physiological basis of stress and how it is influenced by cognitive thinking and self-talk, social issues and support, emotional and mental health, time management, anger management, exercise, nutrition, relaxation techniques, and exercise these techniques in their personal lives.

Assessment tools:
Weekly quizzes, discussion board participation, and learning logs provide the opportunity to apply critical thinking skills.

Learning outcome:
6 - Participate in dialogue that involves respectful and careful listening

Narrative:
This course provides information on the importance of the social aspects of health and the perceived benefits that can be obtained through social networks. A three-part communication model is described along with an analysis of the relationship between communication and stress. Throughout the course students are able to express ideas, contribute to discussions, and be exposed to new ideas and perspectives in a respectful environment.

Assessment tools:
Discussion board responses to other classmates provides students the opportunity to practice respectful dialogue and careful listening skills.