

HUEC 4064 – Family Stress Management

Fall Semester 2009

School of Human Ecology
Louisiana State University
Tuesday & Thursday 9:10 – 10:30 a.m.
152 Human Ecology

Instructor: **CASSANDRA CHANEY, PhD**
Office: 336 Human Ecology
Office Hours: Tuesdays & Thursdays,
1:30 p.m. – 2:30 p.m. or by appointment
Phone: 225-578-1729
E-mail: cchaney@agctr.lsu.edu

Community Partner: **ST. VINCENT DE PAUL**
Homeless Shelter: 1623 Convention St. (Ms. Iris Taylor)
Dining Hall: 1623 Convention St. (Ms. Denise Reyes)
Warehouse: 1010 Nicholson Drive (Ms. Pat Davenport)
Ms. Iris Taylor (225-383-7837, Extension 221)
Ms. Denise Reyes, (225-383-7837, Extension 207)
Ms. Pat Davenport (225-267-5447)

Stress is one of the most common words used in society today and a phenomenon that each one of us will experience at some point in our life. Stress affects people of all ages, professions and life situations.

While we have an innate understanding of stress and what it feels like to be stressed, defining stress can be tricky because we all react to it in different ways. However, stress can be defined as a physical, mental, or emotional strain or tension caused by our exposure to different incidence or occurrences in our lives. When we respond positively to these incidence or occurrences we do not feel stress. However, the minute we are faced with an incidence or occurrences that we feel we cannot handle, we may feel our stress mounting.

This is a **service-learning course**, which is defined as “a course-based, credit bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs; and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle & Hatcher, 1995).

The service-learning component requires students to apply established principles of Family, Child, and Consumer Sciences in a non-profit setting as part of the course project. Specifically, the service activity will involve providing twelve (12) service hours at *St. Vincent de Paul's* Homeless Shelter, Dining Hall, or Warehouse. The service-learning experience will allow students to examine different sources from where individuals experience a stress response: environment, social, physiology, and individual thoughts/perceptions. The stress response is studied as a product of the way in which individuals react to and interact with their environment and life situations. The relationship between stress and physiological/psychological illnesses is discussed. Practical and effective stress management options are also explored.

PREQUISITE: HUEC 2065. Strategies used by families to manage stress; current family stress management theory and research.

Course Objectives:

At the end of this course students will be able to:

- Define and identify stressors.
- Define and identify the purpose of stressors.
- Define and identify the physiological systems that are affected by stressors and the long-term effects and illnesses that can result from stressors.
- Define and identify the psychological effects of stressors.
- Identify the specific applications of stress as it relates to the workplace and different target groups.
- Identify different interventions.
- Define and identify your individual stressors and the effects of those stressors.
- Define and identify your current stress management style and determine its effectiveness.
- Demonstrate knowledge of family stress theory both theoretically (e.g., identifying currently recognized components in family stress models) and in terms of “real world” stressful family situations through class presentations and reflective papers.
- Analyze the effect of stress and crisis on individuals, families and their management.
- Demonstrate knowledge of and apply concepts, principles, theories, models and empirical findings of family stress and coping.
- Demonstrate knowledge of some of the basic methods used by outsiders to intervene effectively with distressed family systems and to provide programming for strengthening families.
- Demonstrate oral and written communication skills through the development of professional discipline specific skills, including peer review of the students’ work from HUEC 2065.
- Create effective stress management plans for individual clients and for workplace environments.
- Demonstrate an understanding of social issues impacting families through reflective essays, class discussion, and presentations.
- Demonstrate an understanding of civic responsibility through reflective essays, class discussion, and presentations.

Required Textbooks:

Boss, P. (2001). *Family stress management: A contextual approach* (2nd ed.). Thousand Oaks, CA: Sage [ISBN-10: 080397390X] [ISBN-13: 978-0803973909].

Boss, P., & Mulligan, C. (2003). *Family stress: Classic and contemporary readings*. Thousand Oaks, CA: Sage [ISBN: 0-7619-2612-7].

APA Style Manual [www.apastyle.org].

Required Readings :

- Hill, R. (1958). Generic features of families under stress (pp. 177-190). *In Family Stress: Classic and Contemporary Readings (2003)*. (Edited by Pauline Boss & Carol Mulligan). Thousand Oaks, CA: Sage.
- Walker, A.J. (1985). Reconceptualizing family stress. *Journal of Marriage and the Family*, 827-837.
- Boss, P. (1980). Normative family stress: Family boundary changes across the life span (pp. 193-200). *In Family Stress: Classic and Contemporary Readings (2003)*. (Edited by Pauline Boss & Carol Mulligan). Thousand Oaks, CA: Sage.
- Crosbie-Burnett, M. (1989). Application of family stress theory to remarriage: A model for assessing and helping stepfamilies. *Family Relations*, 38, 323-331.
- Darling, C.A., McWey, L.M., Howard, S.N. & Olmstead, S.B. (2007). College student stress: The influence of interpersonal relationships on sense of coherence. *Stress and Health*, 23, 215-229.
- Swick, K.J. (2008). The dynamics of violence and homelessness among young families. *Journal of Early Childhood Education*, 36, 81-85.
- Faber, A.J., Willerton, E., Clymer, S.R., MacDermid, S.M., & Weiss, H.M. (2008). Ambiguous absence, ambiguous presence: A qualitative study of military reserve families in wartime. *Journal of Family Psychology*, 22(2), 222-230.
- Daiski, I. (2007). Perspectives of homeless people on their health and health needs priorities. *Journal of Advanced Nursing*, 58(3), 273-281.
- Tischler, V., Rademeyer, A., & Vostanis, P. (2007). Mothers experiencing homelessness: Mental health, support and social care needs. *Health and Social Care in the Community*, 15(3), 246-253.
- Hartshorne, T.S. (2002). Mistaking courage for denial: Family resilience after the birth of a child with severe disabilities. *The Journal of Individual Psychology*, 58(3), 263-278.
- Patterson, J.M. & Garwick, A.W. (1994). Levels of meaning in family stress theory (pp. 105-120). *In Family Stress: Classic and Contemporary Readings (2003)*. (Edited by Pauline Boss & Carol Mulligan). Thousand Oaks, CA: Sage.
- Marks, L., Nesteruk, O., Hopkins-Williams, K., & Swanson, M. (2006). Stressors in African American marriages and families: A qualitative exploration. *Stress, Trauma, and Crisis*, 9, 203-225.
- Lindgren, M.S. & Renck, B. (2008). 'It is still so deep-seated, the fear': Psychological stress reactions as consequences of intimate partner violence. *Journal of Psychiatric and Mental Health Nursing*, 15, 219-228.
- Patterson, J.M. (2002). Integrating family resilience and family stress theory. *Journal of Marriage and Family*, 64, 349-360.
- Moe, J., Johnson, J.L. Wade, W. (2007). Resilience in children of substance users: In their own words. *Substance Use & Misuse*, 42, 381-398.
- Vandsburger, E., Harrigan, M., & Biggerstaff, M. (2008). In spite of all, we make it: Themes of stress and resilience as told by women in families living in poverty. *Journal of Family Social Work*, 11(1), 17-35.

Websites of Interest:

Depression: <http://www.webmd.com/depression/guide/detecting-depression>
 Futurehealth.org: <http://www.futurehealth.org/Simple/Stress-Management-Relaxation-Central-766.html>
 Holistic Online: http://www.holisticonline.com/stress/stress_home.htm
 Homelessness: <http://www.homelessresourcenetwork.org/causes.html>
 International Stress Management Association UK: <http://www.isma.org.uk/site/isma/content-folder/home>
 Mind Tools: <http://www.mindtools.com/smpage.html>
 PTSD: http://www.medicinenet.com/posttraumatic_stress_disorder/article.htm
 Schizophrenia: http://helpguide.org/mental/schizophrenia_symptom.htm
 Stress, Coping, and Balance: <http://www.cnn.com/HEALTH/diet.fitness/9906/01/stress.diet/>
 Stress Cure: <http://www.stresscure.com/>
 Stress Disorder: <http://www.killstress.org/>
 Stress Management: <http://stress.about.com/>
 Stress Relief Tools: <http://www.stress-relief-tools.com/>
 Undoing Stress: <http://www.lessons4living.com/stress%20topics.htm>

Class Expectations

Classroom Civility:

Because every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin ON TIME. All pagers, wireless phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when you enter the classroom. Disruption of class, whether by latecomers, noisy devices or inconsiderate behavior, is simply not acceptable. **Respect for individual differences and alternative viewpoints will be maintained at all times.**

Academic Integrity:

Scholarly activity is marked by honesty, fairness, and rigor. A scholar does not take credit for the work of others, does not take unfair advantages of others, and does not perform acts that frustrate the scholarly efforts of others. The violation of any of these principles is academic dishonesty. Academic Dishonesty includes the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements. Academic Dishonesty will be handled as outlined in the LSU Code of Student Conduct, which is available from the Dean of Students in Johnston Hall.

W Grade:

The university implemented a policy that limits the number of W grades that undergraduates are allowed. Therefore, you should carefully consider your schedule and make necessary adjustments before the last day to drop courses without receiving W grades (Monday, August 31, 2009). More information regarding this policy can be found on the W Grade Status link located under the Registration Services category.

Disability Statement:

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor as soon as possible to make necessary accommodations. The Office of Disability Services, 112 Johnston Hall, “assists students in identifying and developing accommodations and services to help overcome barriers to the achievement of personal and academic goals” (LSU General Catalog, 2000-2001).

Additional Campus Resources:

LSU Student Health Center: 578-6171

LSU Mental Health Service: 578-8774

Course Syllabus Modifications:

Changes and adjustments to the course syllabus as to the selection of readings and due dates may be made at any time during the semester. The schedule and procedures in this course are subject to change in the event of extenuating circumstances. Any changes will be reviewed with students in detail.

Additional Class Expectations:

1. Students are required to daily check for class announcements and course materials via the Moodle system on PAWS. It is the student’s responsibility to verify that the email address listed in the LSU directory via PAWS is correct.
2. Students are responsible for **all** material, announcements, handouts, and assignments presented and discussed in class. If you are absent, please contact another student to get missed notes, changes in assignments and other information. If you have a question about an assignment or anything else, the time to ask is **before** the deadline or exam day.
3. **This class is a senior-level course.** All written work must (a) follow APA guidelines and (b) be turned in at the beginning of the class period on the day it is due. Because this class is a senior-level course, by now, I assume that students understand and use the writing genre of our specific discipline. It is my expectation that all work is prepared in a professional manner. Work that does not follow the guidelines may not be evaluated and re-writes may be submitted **only** for work originally submitted on time.
4. **No late work will be accepted after the last class period.**
5. The University determines the date and time of the final examination. In cases of extreme hardship, a change to the final examination must be requested prior to the deadline established by the University.
6. **Participation:** In order to make the class experience a beneficial one, students are expected to attend and participate in all classes. Participation points will be earned through in-class activities, so you *must* attend class to receive these points. Participation points are **earned** through active participation in class lectures, discussions, and small group activities. Participation points will **not** be awarded if you are engaged in activities not relevant to class,

such as reading a newspaper, working on assignments for another class, sleeping, talking out of turn, or if you are late, or not present. In-class assignments will not be announced and cannot be made up.

7. In fairness to students who do attend and participate, an alternate assignment will be provided only in cases of extreme illness (documented) or death in the family per the day and time of the class. Students are either present and participate in the class experience; or they are absent, and therefore miss the class experience which cannot be reproduced.
8. **Reflection:** Reflection is an important part of the service-learning experience:

Reflection is the “intentional consideration of an experience in light of particular learning objectives.” The presumption is that community service does not necessarily, in and of itself, produce learning. Reflection activities provide the bridge between the community service activities and the educational content of the course. Reflection activities direct the student’s attention to new interpretations of events and provide a means through which the community service can be studied and interpreted, much as a text is read and studied for deeper understanding (Bringle & Hatcher, 1999).

In this class, formal reflection will take place three different ways:

- a) **Reflective essays:** Four times during the semester you will submit a 2-page essay in which you reflect on your experience including what you have experienced in terms of civic involvement and ethical considerations. Further, you should connect your expectations with the content of the course, analyzing how these fit together. Probing questions and guidelines will be provided for you to address in each essay.
 - b) **In-class discussion sessions:** These sessions will allow students an opportunity to share experiences with other students and learn from one another.
 - c) **Presentation of experience:** Students will present their ideas and work to the client and me at the end of the semester.
9. Being respectful of oneself, classmates, and the instructor.
 10. Arriving to class on time and prepared.
 11. Turning cell phones off when entering the classroom (or discretely turning them off if they ring in class).
 12. Not talking out of turn.
 13. Being honest.
 14. Submitting work on time (e.g., during the scheduled class time). Late assignments (e.g., assignments turned in after the scheduled class time) will not be accepted. You may turn in your assignment before the due date. However, assignments sent to me via email will automatically be deleted.

15. Cooperating with classmates on group projects.
16. Staying up-to-date on class assignments and announcements.
17. Approaching the instructor personally when you have questions, concerns, or extenuating circumstances.
18. Using proper formatting when writing e-mails. E-mails that are not properly formatted or include numerous errors will not receive a response. As I must prepare for the class, emails will be responded to between the hours of 1:00 p.m. – 10:00 p.m. on Tuesday and Thursday. Emails will be checked and responded to during the other days of the week.

St. Vincent de Paul Expectations:

1. Always arrive at your program site on time and immediately telephone Ms. Iris Taylor, Ms. Denise Reyes, or Ms. Pat Davenport in the event of an emergency.
2. Always smile and be enthusiastic with everyone with whom you come in contact.
3. Always conduct yourself in a professional manner. As my students, you are representing me, the department, and the university. Please make me proud.
4. Always respect the confidentiality of all guests of St. Vincent de Paul. The majority of these families (women and children) are vulnerable because they are poor and are coping with various forms of family stress. Specifically, this involves not sharing any information that a guest tells you in private.

Respecting guests of St. Vincent de Paul includes:

- a. DO directly look at, smile, speak to, and shake the hand of everyone with whom you come in contact. This shows that you are open and respectful of all administrators, volunteers, and guests (men, women, and children) who are served by this organization.
- b. DO look for commonalities between you and all guests. So, for example, if one of the women in the shelter tells that you she has three children (ages 10, 8, and 4), you might say, “My nieces are 8 and 4 too! The love to draw. What are some of the things that your kids like to do?”
- c. DO listen when people speak. I have found that people from vulnerable populations oftentimes have a lot to say but no one cares to listen. Show that you care by always looking at people when they speak, providing comments that show that you care (e.g., “Wow. That must have been very difficult for you. But you are a very strong person. I am sure that your children have a tremendous amount of respect for you.”).
- d. Do share things about yourself. In general, people from vulnerable populations are used to being asked questions (oftentimes in a very harsh tone). Show that you are open by sharing things about yourself (e.g., major, favorite subject, where you are from, how many siblings you have, your birth order, etc.).

- e. DO ask about something you discussed in an earlier conversation. So, for example if one of the guests shared that he was in the process of looking for a job at a construction company, you might say, “The last time I saw you, you told me that you were looking for a job with a construction company. Have you gotten any leads yet?”
- f. DO leave the conversation on a positive note. If the guests tell you that they haven’t received an interview yet, tell them that you are impressed with their hard work and am hopeful that they will soon find work. Always leaving the conversation on a positive note encourages the guests to want to be around you & leaves them feeling optimistic and hopeful.

Disrespecting guests of St. Vincent de Paul includes:

- a. DO NOT ask for personal information (e.g., their last name, OR the circumstances that lead them to seek help from the organization) from any guest. You might say, “Hi. My name is Jane (only provide your first name). What is your name?” Not asking for their full name respects the guests, and over time, enables you to build trust.
- b. DO NOT share any personal information that a staff member, guest, or any of their children share with you (e.g., their name, the names of their children, their place of origin, their health status, etc.).
- c. DO NOT take photographs of any guests unless they provide written consent.
- d. DO NOT discipline any children at the shelter.

Course Requirements

General Guidelines: Throughout the course of the semester, you will be asked to reflect upon the assignments. This reflection should include the three components detailed below:

1. **Mirror:** What have you learned about yourself?
2. **Microscope:** What have you learned? What were the pros and cons? What are some specific suggestions of improvement?
3. **Binoculars:** How will what you have learned influence your future behaviors, attitudes, or career decisions?

Service-Learning Hours (180 pts): Completing a total of twelve hours (1 hour per week over a period of 12 weeks) at St. Vincent de Paul’s Shelter, Dining Hall, or Warehouse.

Reflective Essays (120 pts): After certain readings, you will be asked to write four (4) essays describing your thoughts and feelings regarding that reading. This is to help you to identify how the theories, ideas, and experiences presented in the reading specifically relate to you, your family, as well as the clients of St. Vincent de Paul.

In-Class Discussion Sessions (100 pts): During class, you will be asked to participate in several individual and group activities with your fellow students. The purpose of these discussions is to highlight important theoretical and practical points from the readings and to link how the readings are related to you, your family, as well as the clients of St. Vincent de Paul. One discussion session will be dropped.

Workshop Proposal on Family Stress and Coping (100 pts): You will, in small groups, develop a written proposal accompanied by a professional presentation of a professional development-type workshop (to last 30 minutes) on Family Stress and Coping for the class and community partner. More specific details will be forthcoming.

Final Exam (100 pts): There will be one multiple-choice, essay-type cumulative exam in this course. A study guide will be provided.

Course Evaluation:

Grading will be on a point system. The points will be totaled at the end of the semester and the final grade will be based on the percentage of the total points accumulated as follows.

Grading Percentage:

93 - 100% = A; 85 - 92% = B; 77 - 84% = C; 65 - 76% = D; Below 65% = F

Total Points = 600 points

Scores:	Percentage:	Final Letter Grade:
520 – 600	90% or above	A
439 – 519	80%-89.99%	B
358 – 438	70%-79.99%	C
277 – 357	60%-69.99%	D
276 points or below	59.99% or below	F

Please note that grades will not be curved, rounded, or altered in *any way*.

NOTE: There are higher expectations for graduate students and they must complete an additional assignment.

<u>Assignments:</u>	<u>Points</u>
Service-Learning Hours (12 hours @ 15 points)	180
Reflective Essays (4 essays @ 35 points)	140
In-Class Discussion Sessions (25 @ 4 points)	100
Workshop Proposal on Family Stress and Coping	80
Final Exam	100

Total Points: 600

Tentative Schedule

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS</u>
August 25	Introductions Meet the Community Partners: St. Vincent de Paul Ms. Iris J. Taylor, MSW, GSW, Shelter/Housing Director Ms. Denise Reyes, Volunteer Coordinator Ms. Pat Davenport, Volunteer Coordinator Mrs. Bridgette Boe-O'Connor (FCCS Guest Lecturer)	Syllabus
August 27	What Is New In Family Stress Research	Boss (2001) (Chapter 1)
September 1	Conceptual Models of Family Stress	Boss (2001) (Chapter 2)
September 3	Generic Features of Families under Stress Due: Reflective Essay #1	Boss & Mulligan (2003) Chapter 14 (Hill, 1958)
September 8	Family Stress Theory Defined*	Boss (2001) (Chapter 3)
September 10	Reconceptualizing Family Stress	Walker (1985)
September 15	Normative Family Stress	Boss & Mulligan (2003) Chapter 15 (Boss, 1980) Crosbie-Burnett (1989)
September 17	Special Lecture: Dr. Paul Loeb	-----
September 22	College Students & Stress	Darling, et al (2007)
September 24	Coping, Adapting, & Resilience* Due: Reflective Essay #2	Boss (2001) (Chapter 4)
September 29	Boundary Ambiguity	Boss (2001) (Chapter 5) Swick (2008)
October 1	Fall Holiday – NO CLASS	-----
October 6 & 8	FILM: Ordinary People (Part 1 & Part 2)	-----
October 13	Ambiguity & Ambivalence in Family Stress Mgmt.*	Boss (2001) (Chapter 6) Faber, et al (2008)

October 15	Family Stress & Homelessness Due: Mid-Term Evaluation Logs	Daiski (2007) Tischler, et al (2007)
October 20	Family Stress & Denial* Due: Reflective Essay #3	Boss (2001) (Chapter 7) Hartshorne (2002)
October 22	Levels of Meaning in Family Stress Theory	Boss & Mulligan (2003) Chapter 8 Patterson & Garwick (1994)
October 27	Family Values & Belief Systems	Boss (2001) (Chapter 8)
October 29	Stress in African American Families	Marks et al (2006)
November 3	The Family's External Context	Boss (2001) (Chapter 9)
November 5	Psychological Stress & Intimate Partner Violence	Lindgren & Renck (2008)
November 10	Integrating Family Resilience & FST	Patterson (2002)
November 12	Resilience in Children of Substance Users Due: Reflective Essay #4	Moe, et al, (2007)
November 17	Stress & Resilience - Women Living in Poverty	Vandsburger, et al (2008)
November 19	Overcoming Trauma & Victimization	Boss (2001) (Chapter 10)
November 24	Where Have We Been & Where Are We Going? Handout: Final Exam Study Guide Discussion of Final Exam	Boss (2001) (Chapter 11)
November 26	Thanksgiving Holiday - NO CLASS	-----
December 1	Presentations of Family Stress and Coping Workshop Proposals Due: Final Evaluation Logs	-----
December 8	Final Examination	-----

<i>Final Exam: Tuesday, December 8th from 7:30 – 9:30 a.m. in Room 152 Human Ecology</i>
--

* The following guest lectures will be given by Mrs. Bridgette Boe-O'Connor, graduate student in Family, Child, and Consumer Sciences (FCCS).

CITATION INFORMATION –Chaney (2007)

Why do I need to cite things?

Because it is a matter of personal and professional honesty to show where you obtained certain ideas and concepts. Within the social sciences, people cite so that anyone reading their paper can go to the source and see for him or herself. Failure to cite properly is a form of cheating.

What do I have to cite?

You have to cite all ideas and concepts that you didn't come up with on your own. So, if you learned something from lecture, you need to cite the lecture. If you learned something from an essay in the book, you need to cite the essay, etc.

What is APA?

APA is the style used in most FCCS publications. (APA stands for American Psychological Association and is the organization that created and published the style rules). It might be different from what you learned in your rhetoric class, and sociology and women's studies publications use styles different from APA. However, you are expected to use APA in this class. No exceptions.

How do I cite in the body of a paper?

You weave citations into your sentences in a way that makes it easy to read. The citation information should always be in the same sentence as that to which it refers. Only direct quotes need page numbers.

Examples:

Chaney (introductory lecture, August 27, 2009) defined stress as...
Cohabitation is increasingly recognized as a valid arrangement in Europe (Hutter, 1989)
Henry Ford once said, "history is bunk" (in Brown, 1977. p. 42)

How do I cite my reference list?

Anything that you cite in your paper that is also published needs to be listed alphabetically in your reference list. That means lectures are cited in your paper, but not in your reference list.

If you are citing a book

[Left justify] Last name, first initial. (Year). Title of book with only first letter capitalized (italicize title). City in which published, State abbreviation: Name of publisher. [Tab indent following lines]

Example:

Coontz, S. (1992). *The way we never were: American families and the nostalgia trap*. New York, NY: Basic Books.

If you are citing an article in a book:

[Left justify] Author's last name, first initial. (year). Title of article with only first letter capitalized. In first initial, last name (Ed.), title of book with only first letter capitalized (italicize title) (pp. xx-xx). City in which published, State abbreviation: Name of publisher. [Tab indent following lines]

Example:

Chaney, C., Marks, L.D., Sasser, D., & Hopkins, K. (2008). "Train up a child in the way..." A qualitative study of how the Black church influences parents. In F. Columbus (Ed.), *Family relations*. Hauppauge, NY: Nova Science.

If you are citing a lecture:

Chaney, C. (What is New In Family Stress Research Lecture, August 27, 2009). Family Stress Management. Family, Child, and Consumer Sciences, Louisiana State University.