

REH 230
SURVIVING AND THRIVING AS HUMAN SERVICE PROFESSIONALS

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OFFICE HOURS: BY APPOINTMENT DURING WINTER TERM

COURSE DESCRIPTION:

Human service professionals are particularly susceptible to stress and burnout because the nature of their work involves continuous, direct involvement in the daily lives and challenges of people they assist. Professionals in the education, health and human service fields need to be aware of the causes, signs, and symptoms of stress because of the potential negative impact on the people they serve. Focus is on those appropriate coping strategies used to react to stress and avoid burnout.

LEARNING OBJECTIVES:

As a result of this course, learners will be able to:

- recognize the signs and symptoms of stress and burnout
- analyze cognitive distortions that may contribute to stress level
- plan for and carry out difficult conversations more constructively
- learn goal setting and time management strategies
- identify factors that lead to job stress, turnovers, and other organizational characteristics which can impact quality of services

ASSIGNMENT	DUE DATE	% OF GRADE
Catching the Critic Journal	12/30 through 1/5 (6 days of entries)	10%
Self-Concept Inventory (SE p.42)	12/31/03	10%
Outline of Personal Values/Impact of These "Shoulds" on Personal and Professional You (SE p.114-115)	Preliminary on 12/31 Final paper on 1/5	10%
Beliefs Inventory	12/31	5%
Time Log and Stress Awareness (TLSA) Diary	1/6 through 1/13	10%
One Difficult Conversation Plan and Assessment	1/12	10%
Interview with a Service Provider	1/13	10%
The "Me" Paper	1/15	5%
Stress Management Plan	1/16	20%
Attendance	All Classes	10%

DATE	ACTIVITIES/TOPICS	PREPARATION FOR CLASS
MONDAY 12/29/99 9-12 a.m.	Introductions Expectations Course Outline/Purposes Stress Overview Santa Claustrophobia Self-Esteem The Pathological Critic	
TUESDAY 12/30/99 9-12 a.m.	Revised Weaknesses/Corresponding Strengths Most Admired People List Accurate Self-Assessment Personal Logo and Slogan Creative Reminders	Read SE Ch 1. pp. 1-3, Ch 2 all, Ch.4 pp. 41- the 1 st para of p. 45 Catching the Critic Journal
WEDNESDAY 12/31/99 9-12 a.m.	Beliefs Inventory The Tyranny of the “Shoulds” Typing the “Shoulds” Potential Outcomes Impact on Personal Me Impact on Professional Me	Read SE Ch. 7 Catching the Critic Journal ☉ Preliminary “Shoulds” Outline (SE Text p. 124-125) due ☉ Beliefs Inventory due ☉ Self-Concept Inventory (SE text p.42) due
THURSDAY 1/1/04	HAPPY NEW YEAR	Catching the Critic Journal
FRIDAY 1/2/04		
MONDAY 1/5/04 9-12 a.m.	Should “AHAs”! Disarming the Critic Cognitive Distortions Identifying Self-Statements, Distortions, and Rebuttals	Read SE Ch.3, Ch. 5 ☉ Final Outline of Personal Values/Impact of These “Shoulds” on Personal and Professional You due ☉ Catching the Critic Journal due

DATE	ACTIVITIES/TOPICS	PREPARATION FOR CLASS
TUESDAY 1/6/04 9-12 a.m.	Compassion You're watching WHAT?! Handling Mistakes	Read SE Ch. 6, Ch. 8 TLSA Diary
WEDNESDAY 1/7/04 9-12 a.m.	Difficult Conversations Overview Reflection on a Past Difficult Conversation	Read DC Intro, Ch.1, Ch.6. TLSA Diary
THURSDAY 1/8/04 9-12 a.m.	Details of the Difficult Conversation Conflict Resolution Creating a Learning Conversation Getting Started Problem Solving	Read DC Ch. 2, 3, 4, 5 TLSA Diary
FRIDAY 1/9/04 9-12 a.m.	Putting it All Together Sharing and Editing Plans Job stress	Read DC Ch. 7, 8, 9, 10, 11 TLSA Diary
MONDAY 1/12/04 9-12 a.m.	Job Stress Turnover in Rehabilitation and Human Service Organizations Stress Signs and Symptoms Stress and You Burnout	Read Handouts TLSA Diary ⊙ One Difficult Conversation Plan And Assessment due
TUESDAY 1/13/04 9-12 a.m.	Time Management and Procrastination Coping Skills Assertiveness Training	Read Handouts ⊙ TLSA Diary due ⊙ Interview with Service Provider due
WEDNESDAY 1/14/04 9-12 a.m.	Roadblocks and excuses Service Provider Interviews The Noose Organizational Characteristics Contributing to Job Satisfaction	Read Handouts
THURSDAY 1/15/04 9-12 a.m.	Pygmalion Empowerment Getting Things Done When You're Not in Charge	Read Handouts ⊙ The "Me" Paper due
FRIDAY 1/16/04 9-12 a.m.	Self-Esteem, Difficult Conversations, Stress, and the Professional You Surviving and Thriving	⊙ Stress Management Plan due

REQUIRED TEXTS:

McKay, M., & Fanning, P. (2000). *Self-Esteem* (3rd ed.). Oakland, CA: New Harbinger Publications.

Stone, D., Patton, B., & Heen, S. (1999). *Difficult Conversations*. New York: Penguin Putnam Inc.

WORDS FROM YOUR INSTRUCTORS:

1. Late assignments are unacceptable. Assignments are to be submitted at the beginning of the class on the date they are due. Any assignment received after that time is subject to grade reduction. **ALL assignments must be submitted in order to receive a passing grade for the class.**
2. Early assignments are unacceptable, as much of the content will need to be synthesized in class.
3. All written assignments must be typed, double-spaced, and free of spelling, punctuation, and grammatical errors. APA standards should be observed in attribution.
4. This course is time sensitive, and attendance at every class period is expected.
5. All assignments must be completed and submitted in order to receive a passing grade for the course.
6. The University of Maine at Farmington is a community of learners. We come together to learn from and teach each other. Inherent in that relationship is an expectation of academic integrity, an ethic of scholarship. The UMF Code of Academic Integrity is in force in this classroom, as it is throughout campus. Students are expected to educate themselves about these ethical standards and seek advice from professors when they have questions about academic integrity. The Code of Academic Integrity is included in the 2003-2004 university catalogue at:
<http://catalog.umf.maine.edu/show.php?type=subcategory&&id=37&&version=2003-2004>

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