



Department of Dance and Theatre
College of Liberal Arts and Social Sciences
FALL 2024

Stress Reduction Through Movement

DANC 1100.001/301

Tuesdays & Thursdays: 2:00 pm - 3:20 pm

Location: DATH 111

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DATH Office Phone: 940-565-1121

Office hours: By appointment. Zoom or in-person (in DATH 103J)

Course Description:

An introductory course designed to acquaint and equip the student with diverse and global perspectives on wellness and health maintenance. Some units of study include 1) varying scientific and general wellness philosophies and disciplines; 2) the mind-body connection; 3) therapeutic massage and integrative bodywork; 4) various movement and therapeutic practices including artistic forms and fitness forms that highlight strength, flexibility, balance, creativity, and endurance; 5) sciences that highlight body and brain systems (i.e, anatomy, physiology, neuroscience, kinesiology, nutrition, etc). This course develops an understanding of the power each of us have to affect the immune system alongside mental, emotional, and spiritual states, and to know how to best support the body's efficient promotion and maintenance of general wellbeing and health. The course is 3 credit hours.

Course Materials:

No required reading. Supplemental readings will be assigned and provided by the instructor as the course proceeds.

Recommended reading:

- Martha Davis, Elizabeth Robbins Eshelman, and Matthew McKay, *The Relaxation & Stress Reduction Workbook*, Sixth Edition. Oakland, CA: New Harbinger Publications, Inc., 2008.
- Hanna, Thomas. 1988. *Somatics: Reawakening the Mind's Control of Movement, Flexibility, and Health*. Cambridge, MA: De Capo Press.

Required Materials:

-Notepad/Journal (standard 8 x 11 size) and writing utensil for self-reflective JOURNALS throughout the semester (**NOT digital**).

Recommended Materials:

-laptop/tablet for occasional use in class sessions (such as research/class work)

Course Objectives:

Throughout this experiential course, students will develop a basic understanding of their body, its systems, and how it operates in optimal and everyday conditions, which include “stressed” states. A more fortified connection with their body will also be facilitated. At first, an exploration of the baseline states in one’s body and mind will be established; dissecting what stress means on a global and personal scale. An introduction to basic anatomy, physiology, and kinesiology will follow to provide a foundational understanding of the body & its systems. The course will then explore different techniques, modalities, and theories that have been proven to ease stresses on the body, improve body performance, and enhance overall well being. Regular investigations of these will occur through practical applications, open discussions, further research/reading, and self-reflection. Space will be provided for students to actively participate and disseminate the knowledge through practice, reflection, and study. In this course, students will practice their critical thinking, communication, and will develop a personal responsibility for their learning and the practical application of knowledge to benefit their wellbeing.

Classroom Etiquette & Student Expectations:

- Create a **safe space** by practicing respect, empathy, and maturity at all times. As a very experiential course, we will often be testing things for ourselves which may feel uncomfortable and awkward. Intentionally creating a safe space where it is understood that we are all learning is necessary for a successful student experience.
- Come to class prepared. Bring anything that is required for that day (completed assignments, readings, additional equipment, etc.). Turn off your cell phones or leave them on silent during class. At the beginning of every class, you will be asked to put your cell

phones in an isolated area, to symbolize the “turning off” of the device to the student while they are in class. You are responsible for how you learn in this course so please make the most of this opportunity for yourself.

- Be ready to start class on time. It is advised to arrive 5-10 minutes earlier so that you can warm-up and/or set yourself up for optimal learning. If you need to change prior to class, please do so with enough time to settle before we begin.
- No food or drink during class (no chewing gum). Water bottles are acceptable and encouraged.
- Remain open-minded, positive, and eager to learn. Reaching the course objectives successfully (and beyond) will rely on your own attitude and mindset each time you come to class. Be an active participant, don't be afraid to push yourself, and openly allow space to support others in their learning.
- Check email or Canvas regularly to stay updated on any last minute updates, notices, or etc. regarding the course.
- Uphold professionalism at all times. This is a university level learning environment and as such, you are expected to remain professional in all facets of the course. Show up in a way that exhibits the **serious investment** you have in yourself.
- Exhibit appropriate behavior in communication and correspondences (i.e, email or in class). Maintain clear, concise and appropriate language in email; no emojis or slang words. Be sensitive of sharing any private information.
- If any issues arise, the instructor may call on the student to remedy the situation immediately or in extreme cases, may be asked to leave class. If etiquette and expectations continue to NOT be met, students may need to work with the instructor to collaboratively find a solution as soon as possible.

Attire:

-Please wear comfortable clothing to allow freedom of movement **every day**. Wearing layers of clothing is recommended to accommodate for fluctuating temperatures. Some moments will be lying still on the ground while other times will be active with increased heart rates.

-Ultimately, it is to the discretion of the student what to wear and how to show up to class considering the class expectations to uphold. Recommendations are:

*No jeans/denim or short shorts.

*Hair ideally should be pulled back out of the face when participating in movement exercises to minimize distraction.

Course Evaluation Procedures:

Daily Participation:

Majority of your learning will be dependent on daily class participation. Your willingness to fully engage and work hard consistently will be weighed heavily through coursework/assignments. In order to achieve an exemplary grade in this course, the expectation is that you will consistently work to observe and uphold classroom etiquette, student expectations, and thoroughly complete assignments. It is also mandatory to abide by the attendance policy (see below).

Daily Participation includes:

- o Partaking in the practical application of taught topics, concepts, techniques, etc.
- o Observing peers' practices in class and providing feedback when requested
- o Actively listening to presentations by instructor or peers, taking notes if needed
- o Contributing to classroom discussions on topics (sharing insights, asking questions, etc.)
- o Engaging fully in group work activities throughout the term
- o Consistent attendance (see Attendance Policy below)
- o If sitting out for any reason to only observe class, see section on "Sitting Out" below.

Assignments:

o **Journal:** A completed self-reflective journal entry (starting at a '*1 full page minimum*' then progressing to a '*2 full pages minimum*') will be required to be completed at the beginning of the week (**every Tuesday**) which covers reflection regarding the topic(s) discussed the week prior.

*NOTE: Please make sure your page is **100% FULL** (points will be deducted for not meeting the

minimum requirements). They should be written on standard 8x11 sized paper/journal.

The purpose of these entries is to allow the student to further synthesize and comment on any topics discussed during class. It is encouraged for the student to be honest and open yet critical; able to analyze and explain the rationale of their written thoughts. Journals can also be utilized as spaces for general reflection; as the theory remains that everything impacting an individual (personally, professionally, academically, etc.) is relevant to one's journey of health, wellness & stress reduction. Journal entries will be collected and graded approximately once every month.

Daily participation grades are worth 30% of one's total grade, which include journals and other 'in-class assignments'.

o **Out of Class Assignments:** These are additional assigned tasks/activities/etc. that supplement what is learned/taught in class. Some of this work may include additional research/reading outside of class. This work will further inform the students' understanding of a concept to be able to fully engage in class discussions, the practical application of concepts in class, and to increase general knowledge about subject matter. **These assignments are worth 20% of one's final grade.**

o For ALL assignments that are required via online submission, please note the time it is due by AND the method of submission (via email or Canvas or in person).

Midterm Group Project:

There will be a 10 minute group presentation project required at the midpoint of the term. The topic is based on the group's interest. It can be either experimental (i.e., testing an application of a taught stress reduction method from class) or research driven (i.e., history/background of a stress reduction practice explored in class). The group topic must be approved prior to starting. Despite the group nature of the project, each student will be graded individually and is expected to uphold equal involvement in the presentation. A major portion of the grade will incorporate a peer-grading and self-grading system, which will be created in class. The project must include 3-4 credible sources cited in APA format. There will be some time allotted during class hours to support the development and practice of the presentation. **This project is worth 20% of your total grade.**

Final Projects:

Wellness Lab (multi day)

In lieu of a final exam, students will participate in a multi-day final project that will take place during class sessions in the final weeks of the term. The purpose of this project is to create a specified, relevant wellness plan (3-6 months) via a combination of individual work and small group collaboration utilizing (and reflecting on) concepts, practices, and skills learned throughout the semester. Although a completed wellness plan (“final product”) will be turned in for each student at the end of the term, the Wellness Lab will be process driven. As a result, a system of daily outputs/submission, such as peer and self feedback surveys and “end of day” drafts, will serve as measurements of progress. More information will be given in class and via Canvas closer to the end of term.

End of Year Reflection Project

This is technically the *final* step of the Wellness Lab in practical & relevant application. First, students will review & assess their previously written journal entries. They will utilize AI technology to derive themes from their entries to spot what type of support they need in their personal lives. From concepts learned via the Wellness Lab process in class, each student will draft an informal plan of action (roughly for 3- 6 months) addressing some of their needs. Students will present these findings via a written OR a video submission. **The 2 final projects are worth 30% of your total grade.**

Extra Credit:

Throughout the semester, there will be opportunities to receive extra credit outside of the formal coursework. Opportunities will be posted in Canvas. Some of these extra credit opportunities include attending a wellness class/event outside of class, utilizing a therapeutic modality that is not taught in class (or in addition to what was taught in class), or interviewing wellness specialists. These can also be used as alternative assignments for makeup purposes (see *Alternative Assignments* section).

Grading Breakdown	Grade Weight (%)		Grading Scale	
Daily Participation: attendance, in-class activities & discussions, in- class reading/research, Journals	30%		100-90%	A
Assignments: out of class homework/activities, out of class required reading/research	20%		89-80%	B
Midterm Group Project & Presentation	20%		79-70%	C
Final Projects: <i>Wellness Lab</i> & Reflection Project	30%		69-60%	D
TOTAL:	100%		Below 60%	F

**It is recommended that you keep your graded work throughout the semester. This is in case there are discrepancies with any grading records. Students can track their grades & progress via Canvas.*

Late Work, Makeup Work, and Alternative Assignment Policy:

NO late work is accepted. A deadline for each assignment is posted in Canvas, *however*, there is a *24 hour grace period* that is offered for most submissions. Once that 24 hour grace period has passed, any submitted work will NOT be graded. Technical issues are not a valid excuse for missing the *grace period* deadline. Even if an assignment is submitted one minute late, it will **not** be graded. If there is an issue submitting on Canvas, a student can email their submission/files directly to the instructor; this submission must also meet the *grace period* deadline and will **not** be graded if submitted late. In general, it is recommended to turn something in rather than nothing. Incomplete submissions will earn credit vs. a '0' for an assignment that lacked a submission.

In extenuating circumstances, an exception can be made to the late work policy. A student must communicate with the instructor within 1 week of the occurrence. The student is then required to submit substantiated documentation which will only be accepted if it is in alignment with UNT Policy 06.039 regarding excused absences. The required documentation to validate a late submission must be from valid sources such as doctor, school official, coach, family member, etc. Alternatively, the student can reach out to the Dean of Students to request assistance and advocacy in their coursework. The Dean of Students will then contact the instructor directly to validate the student's situation and needs.

Typically, a student **can not** make up a missed assignment. A student should contact the instructor immediately so that a remedial plan can be created. In most cases, they can submit an **alternative assignment** to make up for the points missed. This can be done via the submission of a chosen extra credit assignment. That assignment must be submitted into the Canvas assignment portal **FOR** the assignment missed (**NOT** in extra credit submission portals). Students have until the end of the semester to submit alternative assignments for makeup reasons. They must inform the instructor when they submit their alternative assignment and will not receive any additional 'EXTRA' credit points.

Attendance Policy:

- Generally, the expectation is that students are fully responsible for their engagement with all mandatory in-person elements of this course (performances, class, etc). It is on the student to stay in line with the policies stated in the syllabus. As such, there is a “no questions asked” policy for all absences. There is no need for documentation or proof of an absence.
- Because of the significance of class participation on the learning objectives of this course, daily attendance is **extremely important**. This course differs significantly from other university classes regarding attendance requirements.
- Roll will be called each class or on occasion, a sign in sheet will be utilized to record attendance. Signing in for another student on these sheets **will not** be tolerated.
- Students are permitted four (4) absences for the duration of the course. On the fifth absence, a student's overall grade will be lowered by 20%; for example, an 80% becomes a 60%. On the sixth absence, **a failing grade** for the course will be assigned to the student.
Note: there will be opportunities given to make up for absences throughout the semester.
- If absent from class, a student is expected to learn all missed material before returning to class. They may still engage in any Packback discussions online, if any were assigned. As mentioned in the late work policy above, a student can **ONLY** make up points from missed assignments after communicating with the instructor within 1 week of occurrence (see syllabus protocol for submitting alternative assignments).

Sickness/Injury Policy:

o As mentioned prior, no matter the nature of the absence, there is a “no questions asked” policy. If a student is sick and cannot attend class, they **do not** have to inform the instructor. It is the student’s responsibility to learn all missed material before returning to class AND to make up any points from missed assignments via the alternative assignment policy stated above.

o If an injury or a condition/illness prevents a student from participating fully in course activities, it is still required for the student to be present for class. To be considered active in class participation, the student must still take part in as many aspects of the class as possible that do not put additional strain on their condition (see *Daily Participation* section). The instructor may determine to give the student alternative assignments to compensate for the reduced physical participation. Alternative assignments may also apply to students who choose to omit themselves from any portion of a class such as a movement activity/session specifically (see *Sitting Out Policy*).

o If the injury/illness/condition impacts the student’s engagement in the course significantly, the student will be encouraged to reach out to the Dean of Students for further accommodations. The instructor will then work collaboratively with the student to create a plan to ensure continuing engagement in the course.

o If the injury or condition/illness prevents the student from engaging in any physical activity for more than 2 weeks (with zero physical participation), the instructor may determine that the student should drop, withdraw, or receive an incomplete for the course.

Tardiness & Early Departures (Classroom) & Sitting Out Policy:

- To be able to ensure a smooth class experience every day, students **must** come to class on time. Tardiness is not acceptable. Anyone who is **more than 10 minutes** late will have their tardy documented and counted against them.
- Early departures from class are not permitted.
- **Three tardies and/or early departures will equal one absence**, with the potential to lower a students’ grade (*See Attendance Policy above*).

- Due to the personal and potentially vulnerable nature of the course, there are times that students can make a request to only observe class and not physically participate in specific activities. Ideally, the observation request should be made **prior** to class and approved by the instructor. However, due to the dynamic nature of the class, students can opt out of a specific activity on any given day upon notifying the instructor and having their request approved [*It is expected that students will advocate for their own well-being and comfort throughout the course and be able to communicate their needs accordingly. However, it is the general expectation that students participate fully in class activities (accommodations can be made for specific health issues or abilities)*].

Once a student is approved to observe a class, they will be expected to focus on observation and note-taking, which is turned into the instructor at the end of class. While observing, students should sit at the front of the studio and remain attentive, engaged, and actively taking notes. Students should not study for other courses, sleep, use their cell phone, or distract other students in side conversations during class. Because participation is imperative to successful learning, no student should be consistently sitting out without a substantial reason.

Cheating/Plagiarism:

NO cheating or plagiarism is allowed. If caught, you will receive a “FAIL” for the assignment and you may be removed from the class! The University upholds a strict policy on academic dishonesty. This can also include falsifying your attendance or misrepresenting work.

Course Calendar FALL 2024

Date	AUGUST
20 (Tu)	Course Introduction. Syllabus Review. “What is stress? How do you embody stress?” I
22 (TH)	“What is stress? How do you embody stress?” II EFT Tapping <i>*HW: Stress “Dis-embodiment”</i>
27 (Tu)	Mind & Body Connection I: Visualization <i>*journal entry due</i>
29 (TH)	Mind & Body Connection II: Nervous System (Trauma & Triggers) <i>*HW: Podcast</i>

Date	SEPTEMBER
3 (Tu)	Anatomy & Physiology <i>*BRING LAPTOP</i> <i>*Journals collected #1 (2 entries)</i>
5 (TH)	Breathwork & Meditation <i>*choose midterm groups</i>
10 (Tu)	<i>Guest Instructor: Leah Frazier</i> <i>Healing Sound Bath Session</i> <i>*journal entry due</i> <i>*midterm topics finalized</i>
12 (TH)	Library Orientation at Willis Library Room 130, First Floor (DO NOT go to DATH 111)
17 (Tu)	Nutrition <i>*midterm reference due</i> <i>*journal entry due</i>
19 (TH)	Massage & Bodywork
24 (Tu)	<i>NO Class-Midterm Prep & Check Ins</i> <i>*Journals collected #2 (3 entries) due @ check in</i>
26 (TH)	<i>NO Class-Midterm Prep & Check Ins</i> <i>*Presentation files due SEP 30th 11:59 PM</i>

Date	OCTOBER
1 (Tu)	Midterm Group Project Presentations I <i>*journals returned</i>
3 (TH)	Midterm Group Project Presentations II
8 (Tu)	No Class- Reset & Rest <i>*Intentional Rest Activity: Field Trip!</i>
10 (TH)	No Class- Reset & Rest <i>*Intentional Rest Activity: Field Trip!</i>
15 (Tu)	<i>Guest Instructor: Aaron Bowley</i> <i>Qi Gong & Tai Chi</i> <i>*NO</i> <i>journal entry due today</i>

Date	OCTOBER
17 (TH)	<i>*Virtual* Guest Instructor: Volta Voloshin-Smith Art Therapy</i>
22 (Tu)	Mindful Movement & Somatics: Feldenkrais <i>*journal entry due</i>
24 (TH)	<i>Guest Instructor: Brandy Michele Adams Yoga Nidra</i>
29 (Tu)	Games & Play as wellness (Human Foosball) <i>*journal entry due</i>
31 (TH)	No Class- Self-Guided Mindful Walking Activity (in journal)

Date	NOVEMBER
5 (Tu)	High Intensity & Calisthenics OR Zumba <i>*journal entry due</i> Wellness Lab/Final Project Briefing
7 (TH)	<i>Stress Reduction Student Panel</i>
12 (Tu)	Wellness Lab # 1 <i>*BRING LAPTOP</i> *Journals collected #3 (4 entries)
14 (TH)	Wellness Lab # 2 <i>*BRING LAPTOP</i>
19 (Tu)	Wellness Lab # 3 <i>*BRING LAPTOP</i>
21 (TH)	No Class - Reset & Rest <i>*Yoga Nidra at home</i>
26 & 28	No Class – THANKSGIVING BREAK!!!!!!

Date	DECEMBER
3 (Tu)	Wellness Lab # 4: Reflection Project <i>*BRING LAPTOP</i> End of Term Wrap-up/Review (in class)
5 (TH)	<i>Reflection Project</i>
9 (MON)	<i>Finals Week— NO EXAM</i> <i>All Reflection Project Files Due by MONDAY DEC 9th at 11:59 PM</i>

*****Syllabus & Schedule is subject to change at the discretion of the instructor.***

UNIVERSITY POLICIES

Academic Integrity (Policy 06.003)

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence.

Accommodating Students with Disabilities (ODA Statement) (Policy 16.001)

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu."

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward email. (<https://it.unt.edu/eagleconnect>).

Student Course Evaluation (SPOT)

Student feedback is important to help improve the quality of instruction and student experience in their courses. The SPOT (Student Perceptions of Teaching) survey allows students to submit confidential feedback on their experiences. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. For additional information, please visit the SPOT website (<http://spot.unt.edu/>) or email spot@unt.edu.

Technical Requirements/Assistance:

If you ever have any issues with the technical systems needed to access course resources, correspondences, or for assignment submissions. Please contact the instructor and also the UNT Help Desk: <http://www.unt.edu/helpdesk/index.htm> or through email: helpdesk@unt.edu. Phone: 940.565-2324 In Person: Sage Hall, Room 130

Code of Conduct (Policy 07.012):

The University of North Texas is deeply committed to advancing educational excellence and preparing students to become thoughtful, engaged citizens of a diverse, global community. The University has established the Code of Student Conduct to promote the wellbeing, honor and dignity of all who live, learn and work in our educational community. The Code of Student Conduct is intended to foster a safe environment conducive to learning and development, as well as to hold students accountable through an educational process that balances the interests of individual students with the interests of the University. Students and student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and upholds the integrity and values of the University community.

Create a Safe Space:

- Practice respect, empathy, and maturity at all times.
- Contribute to a collaborative & safe environment where everyone can engage in attuning to their bodies throughout class activities (and outside of class) without fear of external judgment or criticism.

Come Prepared:

- Check Canvas daily to stay up to date with notifications & correspondences.
- Bring all required materials (completed assignments, readings, equipment, etc.) to class.
- Put cellphones/devices away during class (not in your pocket).
- Abide by the late work submission and makeup work policies (see syllabus).
- Take responsibility for your learning by making the most of every opportunity.
- Arrive 5-10 minutes early to warm up or prepare for class.

Classroom Etiquette:

- No food, drink, or chewing gum during class. Water bottles are acceptable and encouraged.
- Act in maturity. Take classwork seriously, understanding that what you give is what you get” to optimize your experience. This is life work, not just school work.
- Know that students are allotted 4 absences (maximum) in the semester and understand that grades will begin to be affected following any proceeding absences.
- Engage in class/group/partner discussions and support your learning by:
 - Wearing comfortable clothes suitable for optimal movement (utilize layers for comfort).
 - Putting away your cellphone to avoid distractions (NOT in your pocket!).
 - Being aware of assignment deadlines.
 - Contacting the instructor before any issues become a problem; the sooner the better!

Communication:

- Check your email or Canvas regularly for updates or notices regarding the course.
- Uphold professionalism in all communications and behavior, including in-person and written correspondences.

Behavior and Consequences:

- The instructor may address any issues immediately, and in extreme cases, students may be asked to leave class.
- If expectations are repeatedly not met, the student will work with the instructor to find a collaborative solution as soon as possible.

By signing this contract, I acknowledge that I have read AND understood the expectations & guidelines listed above and respective policies detailed in the syllabus. I agree to adhere to these standards to create a safe & rich environment to optimize learning for myself & others.

Student Name: _____ **Student Signature:** _____

Date: _____