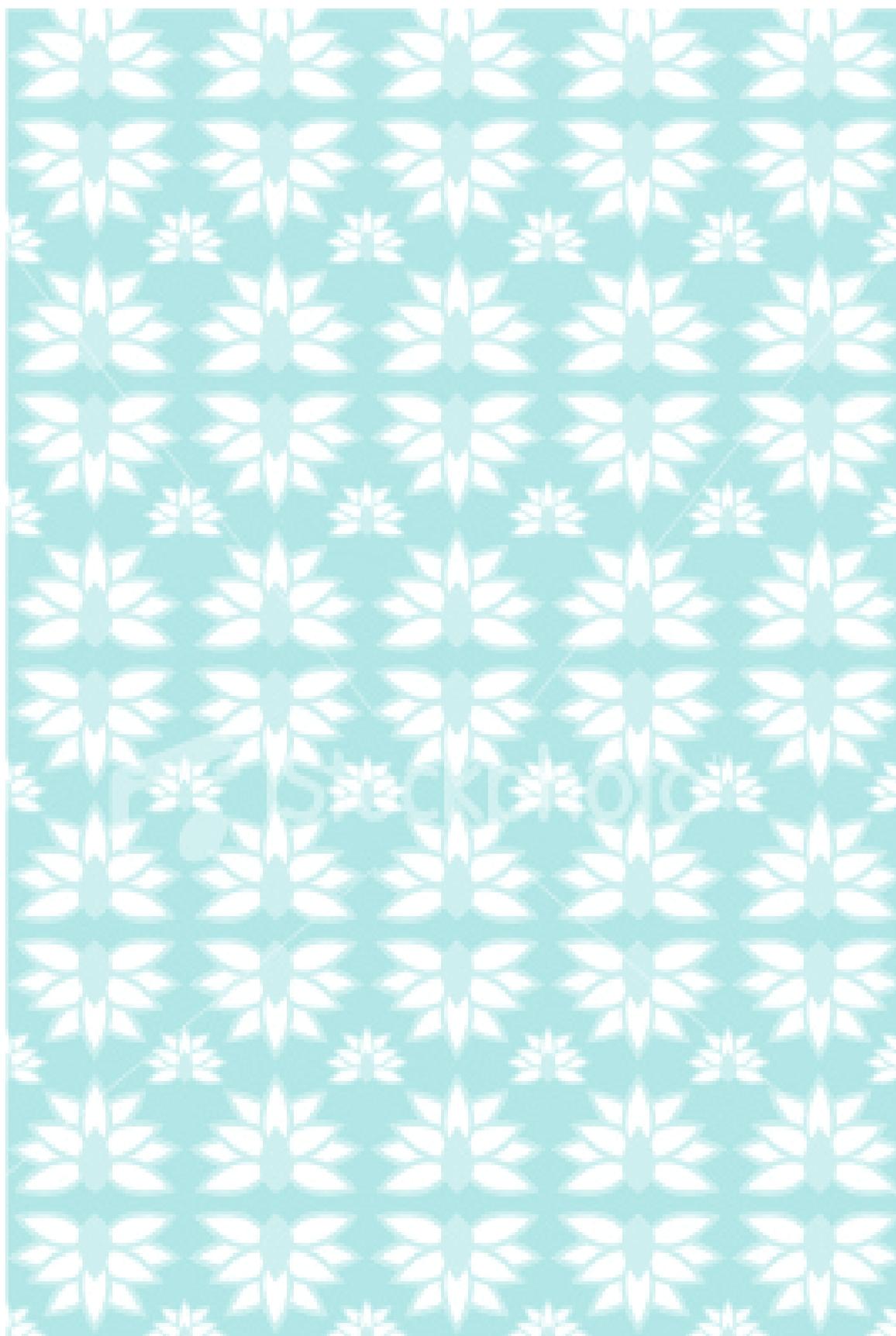




A Student's Guide to Coping with Stress

Technical Report—Draft

Sarah Lydic



# Table of Contents

Introduction	4
Instructional Goal	6
Instructional Analysis	8
Audience and Content Analysis	10
Performance Objectives	14
Criterion-Referenced Test Items	15
Instructional Strategy	16
Media Selection Rationale	30
Formative Evaluation Plan	30

# Introduction

## Rationale –

As a general rule, students are usually stressed. Of course there is the stereotype of the “student lifestyle,” one that consists of parties, experimentation of all sorts, clubs, friends, Greek life, and so on with a life that demands little in the way of responsibility. However, for some students, their life is far from this idealistic notion. Deadlines loom with no reprieve over weekends, students find themselves seated behind computer screens for much of their days, financial worries can take over, and students with rigid schedules may find little time to socialize and may find themselves lonely and isolated. Frequently, work for school is not even the student’s main concern, as students are sometimes faced with weighty lives and choices. Much has been written about the student lifestyle. See *Binge*, for example, for a look into today’s university campus. Students desperately need balance in their lives and healthy ways to manage negative stressors. However, those who need this balance the most may not seek it out. It is easy to see any time not spent on schoolwork as time poorly spent. But the benefits of stepping away from work, learning to recognize negative stressors, and learning healthy ways to deal with the mental and physiological effects of the stress can, in the end, make a student more productive. Following an hour workshop about negative stress, a student may return to his or her work with renewed vigor and vision. The student may save time if he or she can learn how to lead a more balanced life and can use his or her time more wisely and productively. Although financial gains are not the prime motivation for leading a more mindful life, students may save on frivolous purchases, medical bills, and tuition for extra semesters spent in school.

## *About the author –*

Sarah Lydic is a full-time graduate student at the Indiana University of Pennsylvania studying Adult Education and Communications Technology. She is also a graduate assistant in the department. Some people are good at science. Some are good at sports. Sarah is good at being stressed. Therefore, she has had to find ways to deal with her stress. In 2000, she took a yoga class and was amazed at the powerful effects. Since then, she has sought out yoga as a way to bring peace and balance to her life – she has practiced in her pajamas, stood on her head in the office, taken a class with Baron Baptiste, and learned how to be a beginner over and over and over again. She also seeks out other creative ways to de-stress such as writing and making art (two disciplines in which she has degrees).

# Instructional Goal

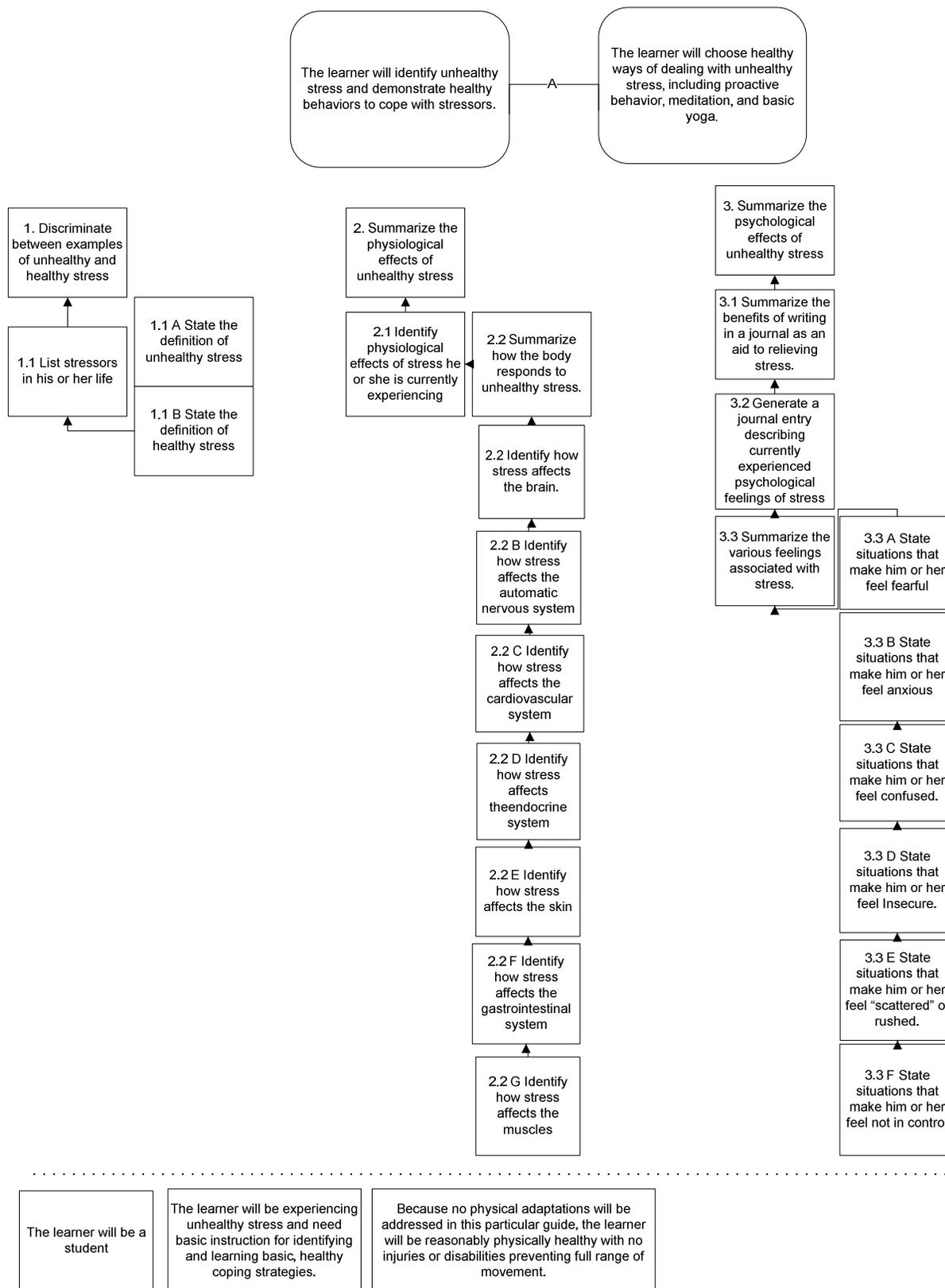
The learner will choose to deal with negative stressors in their life in healthy ways. This goal is in the attitudinal domain and, therefore, achievement of this goal is difficult – if not impossible – to measure. However, this end goal is composed of several smaller goals in other domains that can be measured. For example, the learner will be asked to identify stressors in his or her own life, which is an example of the intellectual domain. The learner will also be expected to execute a sun salutation (which falls in the psychomotor domain), and to summarize the effects stress can have on the body (an action requiring verbal information). As the authors of the text state, attitudinal goals are, “quite often long-term goals that are extremely important but very difficult to evaluate in the short term.” The purpose of this one hour workshop is not to strap the learner with more stress through demanding mental and physical exercises, but to show him or her ways to make life more manageable.

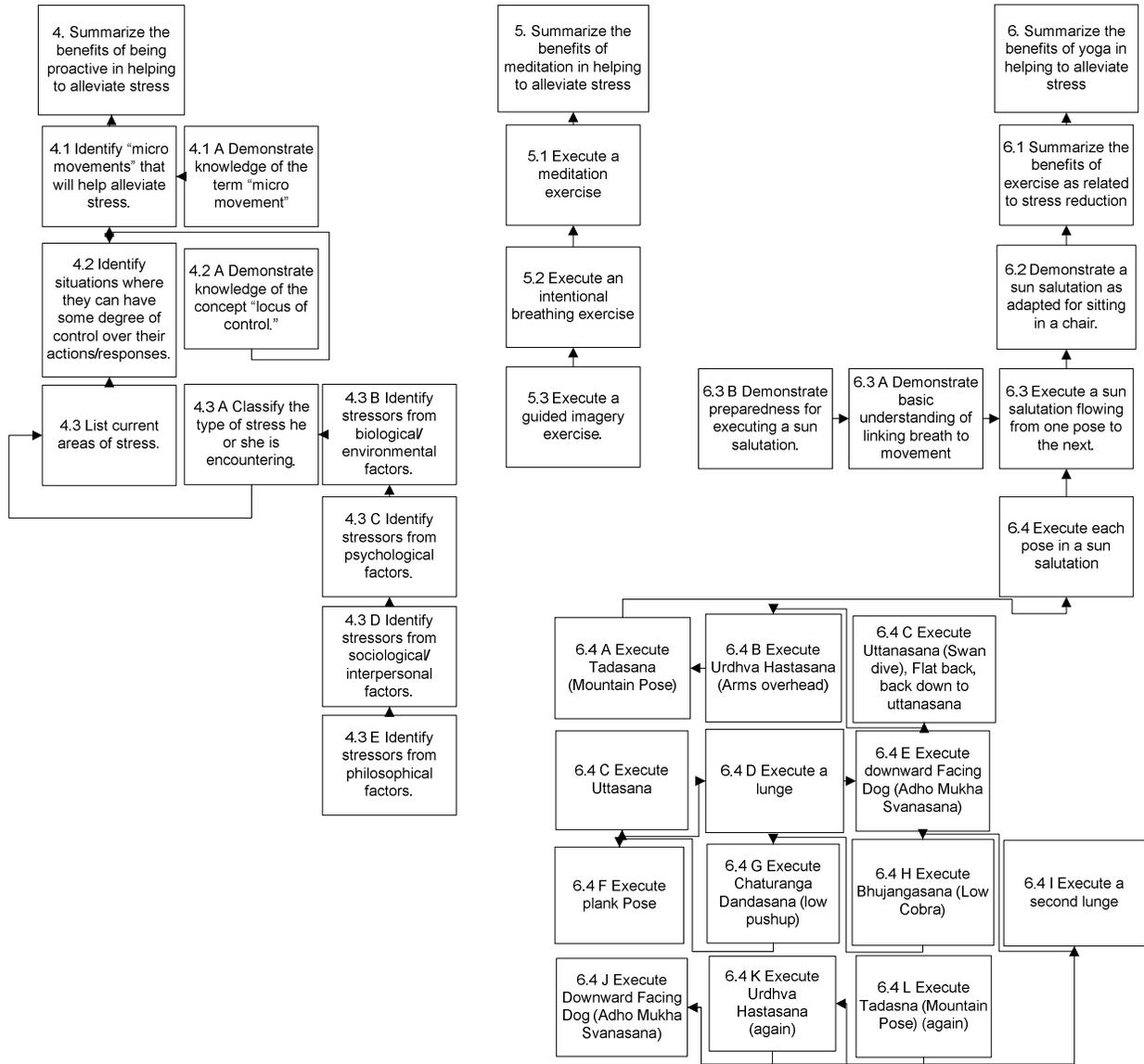


“You can search throughout the entire universe for someone who is more deserving of your love and affection than you are yourself, and that person is not to be found anywhere. You yourself, as much as anybody in the entire universe, deserve your love and affection.”

– Buddha

# Instructional Analysis





## Audience & Content Analysis

Entry Behaviors	Learner identifies with “being stressed” and is receptive to the general idea of mind-body awareness.
Prior Knowledge	The learner may have prior knowledge about stress and stress management, but this knowledge is not essential.
Attitude Toward Content	Learners are willing to try different exercises and explore various ways of managing negative stress and anxiety.
Attitudes Toward Potential Delivery System	The ideal delivery system for this sort of instruction would be a workshop in which learners are physically present with the instructor. In lieu of that, this module allows the learner to master on his or her own time. Particularly busy, or self-conscious students may prefer learning this way instead of in person.
Motivation for Instruction (ARCS)	<p>A (Attention) The learner will not be graded or required to participate in the instruction. Also, it directly serves their needs and may be entertaining, so they may instantly find themselves interested in participating.</p> <p>R (Relevance) It goes without saying that most students need time away from studying to learn positive ways to cope with stress.</p> <p>C (Confidence) Though mastering new skills, the learner’s confidence will increase, particularly in the section about locus of control.</p> <p>S (Satisfaction) If the learner feels as though his or her stress level goes down as a result of participating in the instruction, he or she will be rewarded and know their time was well spent.</p>

<b>Education &amp; Ability Level</b>	The learner will be a college student, though the education level is not as much of a factor in the instruction as are the particular environmental factors college students encounter as compared to the population in general. Students are accustomed to reading material and applying it.
<b>General Learning Preferences</b>	General learning preferences of the group will probably vary as much as within any sample group. People's preferences vary – whether they like to learn through doing, through reading, or through listening. Because of the print nature of the module, variances in learning preference will be kept in mind; however, most learning will take place through reading and then physically doing the exercises.
<b>Attitudes Toward Training Organization</b>	This publication will not be distributed by any set group on campus. It may be available in the university Health and Wellness Center, a reputable establishment on campus. (The author's mother works in the University Health Center, and this publication may be used as reading material in the waiting room.)
<b>Group Characteristics</b>	It is well-known that college students of all levels are, or can be, under a great deal of stress. Learners may be motivated to pick up the book and/or start reading out of desperation and do not know where else to start to manage their stress levels.

## Performance Context Analysis

Information Categories	Performance Site Characteristics
<b>Managerial Supervisory Support</b>	There is no managerial supervisory support necessary for the learning in this module. In fact, in going through the instruction, the learner should realize that stress reduction is for his or her own personal benefit.
<b>Physical Aspects of the Site</b>	There are no set physical aspects for where the learner will interact with the material initially. Since the module will only be distributed on the IUP campus, learners will either review the instruction while on campus, or in the privacy of their own dorms, homes, or apartments.
<b>Social Aspects of the Site</b>	Learners may go through the instruction with another peer; however, this is not necessary. The instruction is geared so the learner can work independently.
<b>Relevance of Skills at Site</b>	The skills the learner will master through the instruction will help prepare him or her for how to deal with stressors in everyday life. By taking an hour to assess their current wellbeing and practice new skills, they will be better prepared to deal with obstacles in life.

## Learning Context Analysis

Information Categories	Learning Site Characteristics
Number/Nature of Sites	Each place in which each learner reviews the material will be considered a site. The number of copies of the manual that will be printed depends directly on the author's budget at this point. In the future, departments within the Center for Health and Wellness at IUP may fund more copies, increasing the number of sites in which learners would practice stress-reduction techniques.
Site Compatibility with Instructional Needs	The learner is free to review the instruction at a place and time that is most convenient for him or her. The only suggestions for finding a space conducive to learning may be a relatively quiet and private place, free of distractions and where the learner would not feel self-conscious doing a beginning yoga sequence.

## Demographics

The demographics for my publication consist of mostly 18-21 year old college students. If they encounter the publication and are willing to work through the instruction, they may be more predisposed to asking for help, or seeking out resources when they sense they need help.

# Performance Objectives

1. Given a diagram of the human body (with only the areas most affected by stress included), the learner will describe the effect stress has on the three areas of the body of which he or she is most acutely aware. The learner will perform this objective within three minutes.
2. Given a “journal” page with prompts, the learner will describe how he or she feels in each situation. The learner will have five minutes to perform this objective.
3. Given a “journal” page with a chart, the learner will identify five areas of stress in his or her life and describe one “micro movement” he or she can do to help alleviate each source of stress. The learner will have five minutes to perform this objective.
4. Given written cues for a breathing exercise, the learner will execute meditation. The learner will spend approximately one minute performing this objective.
5. Given written directions, prompts, and images, the learner will execute a sun salutation. The learner will have two minutes to perform this objective.

# Criterion-Referenced Test Items

Subordinate Skills	SCOAT Objective	Test Item
<p>Identify physiological effects of stress that he or she is currently experiencing.</p> <p>Areas most affected by stress:</p> <ul style="list-style-type: none"> <li>Brain</li> <li>Automatic Nervous System</li> <li>Cardiovascular System</li> <li>Endocrine System</li> <li>Skin</li> <li>Gastrointestinal System</li> <li>Muscles</li> </ul>	<p>Given a diagram of the human body (with only the areas most affected by stress included), the learner will describe the effect stress has on the three areas of the body of which he or she is most acutely aware. The learner will perform this objective within three minutes.</p>	<p>Identify the three areas of the body where you most acutely experience stress. For each area briefly describe the physiological response to stress your body undergoes. Take about three minutes to complete the exercise. You can always come back to it later if you want to elaborate.</p>
<p>The learner will summarize the various feelings associated with stress. These include</p>	<p>Given a "journal" page with prompts, the learner will describe how he or she feels in each situation. The learner will have five minutes to perform this objective.</p>	<p>For each prompt, state how you feel in each situation. Take about five minutes to do this exercise.</p>
<p>The learner will summarize the benefits of being proactive in reducing stress. Students will identify situations where they can have some control, and identify small actions to work towards having control in those areas.</p>	<p>Given a "journal" page with a chart, the learner will identify five areas of stress in his or her life and describe one "micro movement" he or she can do to help alleviate each source of stress. The learner will have five minutes to perform this objective.</p>	<p>In the first column of the chart, identify five areas of stress (or individual stressors) in your life. In the next column, list one small, do-able, kind action you could take to help alleviate this source of stress. Spend about five minutes on this exercise.</p>
<p>The learner will summarize the benefits of meditation for alleviating stress. Presented meditation forms include a labyrinth exercise, a breathing exercise, and a guided imagery exercise.</p>	<p>Given written cues for a breathing exercise, the learner will execute meditation. The learner will spend approximately one minute performing this objective.</p>	<p>Follow the written instructions for the breathing exercise to spend about one minute meditating.</p>
<p>The learner will execute a sun salutation composed of the various poses:</p> <ul style="list-style-type: none"> <li>Tadasana</li> <li>Urdhva Hastasana (Arms overhead)</li> <li>Uttanasana (Swan dive), Flat back, back down to uttanasana</li> <li>Lunge</li> <li>Downward Facing Dog (Adho Mukha Svanasana)</li> <li>Plank Chaturanga Dandasana (low pushup)</li> <li>Bhujangasana (Low Cobra)</li> <li>Child's Pose</li> </ul>	<p>Given written directions, prompts, and images, the learner will execute a sun salutation. The learner will have two minutes to perform this objective.</p>	<p>Following the images, directions, and prompts, try your best to do a sun salutation. Take about two minutes for this exercise. (It's okay to take as much time as you need, though!)</p>

# Instructional Strategy

Cluster	Objectives	Time
1	The learner will discriminate between healthy and unhealthy stress.	5 minutes
2	The learner will summarize the physiological effects of unhealthy stress	10 minutes
3	The learner will summarize the psychological effects of unhealthy stress.	10 minutes
4	The learner will summarize the benefits of being proactive when dealing with stressors.	10 minutes
5	The learner will summarize the benefits of meditation in helping to alleviate stress.	10 minutes
6	The learner will summarize the benefits of yoga in helping to alleviate stress.	15 minutes

# Preinstructional Strategy

<i>Preinstructional Activities</i>
<p><b>Motivation</b> – Introductory material will be included pertaining to why the instruction is necessary, noting general trends and fads in stress management, and offering a friendly welcome from the author.</p>
<p><b>Prerequisite Skills</b> – The only true prerequisite skill required to participate fully in the instruction is having full range of bodily motion and being able to move gently without pain or injury.</p>
<p><b>Objectives</b> – Learners will be informed of each of the six basic objectives and the time allotted to each before the instruction begins. This will give them an idea of what they can expect and how much time they will need to allocate for each section.</p>
<p><b>Media Selection</b> – The media will be print-based.</p>
<i>Assessment</i>
<p><b>Pretest</b> – No formal pretest will be given, but the learner will be asked to record his or her resting heart rate before beginning the module. He or she will also be asked to rate his or her level of stress on a scale at the same time.</p>
<p><b>Practice Tests</b> – The only practice tests that will be administered will be the informal exercises in each section.</p>
<p><b>Posttests</b> – No formal posttest will be given. But the learner will be asked to again record his or her resting heart rate and rank his or her level of stress on a scale.</p>
<i>Follow Through Activities</i>
<p><b>Memory Aids</b> – The yoga section will feature a poster-sized version of the sun salutation. Adhesive stickers may also be provided so learners can make their own memory aids.</p>
<p><b>Transfer</b> – Wording throughout the entire module will encourage transfer of learning to everyday life.</p>
<p><b>Media Selection</b> – The media will be print-based. Additional media sources will be provided to the learner as recommended resources.</p>

## Content Presentation & Student Participation

Objective 1:

The learner will discriminate between healthy and unhealthy stress.

### Content Presentation

Content:

The content for this section will describe the history of the study of stress. Terms will be defined such as healthy and unhealthy stress., stressor, and

Examples:

Examples of stress in general will be presented.

**Table 1.1**  
A day in the life of Joe and Roscoe

Stressor	Joe (chronic stress pattern)	Roscoe (healthy stress pattern)
Oversleeps—awakes at 7:30 instead of 6:30	Action: Gulps coffee, skips breakfast, cuts himself shaving, tears button off shirt getting dressed. Thoughts: I can't be late again! The boss will be furious! I just know this is going to ruin my whole day. Result: Leaves home anxious, worried, and hungry.	Action: Phones office to let them know he will be late. Eats a good breakfast. Thoughts: No problem. I must have needed the extra sleep. Result: Leaves home calm and relaxed.
Stuck behind slow driver	Action: Flashes lights, honks, grits teeth, curses, bangs on dashboard with fist. Finally passes on blind curve and nearly collides with oncoming car. Thought: What an idiot! Slow drivers should be put in jail! No consideration of others!	Action: Uses time to do relaxation exercises and to listen to his favorite radio station. Thought: Here's a gift of time—how can I use it?
Staff meeting	Action: Sits in back, ignores speakers, and surreptitiously tries to work on monthly report. Thoughts: What a waste of time. Who cares what's going on in all those other departments? I have more than I can handle keeping up with my own work. Results: Misses important input relating to his department. Is later reprimanded by superior.	Action: Listens carefully, and participates actively. Thoughts: It's really good to hear my coworkers' points of view. I can do my work a lot more effectively if I understand the big picture of what we're all trying to do. Results: His supervisor compliments him on his suggestions.
Noon—behind on deskwork	Action: Skips lunch. Has coffee at desk. Spills coffee over important papers. Thoughts: That's the last straw! Now I'll have to have this whole report typed over. I'll have to stay and work late.	Action: Eats light lunch and goes for short walk in park. Thoughts: I'll be in better shape for a good afternoon with a little exercise and some time out of the office.
Evening	Action: Arrives home 9 p.m. Family resentful. Ends up sleeping on couch. Does not fall asleep until long into the morning. Thoughts: What a life! If only I could run away and start over! It's just not worth it. I'll never amount to anything. Results: Wakes up late again, feeling awful. Decides to call in sick.	Action: Arrives home at usual time. Quiet evening with family. To bed by 11 p.m., falls asleep easily. Thoughts: A good day! I felt really effective at work, and it was nice reading to the kids tonight. Results: Wakes up early, feeling good.

This chart from "Dealing with Potential Stress" from *Medical Self Care* will be adapted as the prime example/non-example.

Media Selection:

Material in this section will be exclusively print-based.

## Student Participation

### Practice Items.

Given lists of behaviors exhibited by people who have healthy stress and those who have unhealthy stress, the learner will circle traits that he or she sees him or herself exhibiting. The learner will spend approximately two minutes on this item.

### Feedback.

A written discussion/synopsis of the section will be provided. The learner will draw his or her own conclusions about how the material relates to his or her own life.

### Media Selection.

Material in this section will be exclusively print-based.

## Content Presentation & Student Participation

Objective 2:

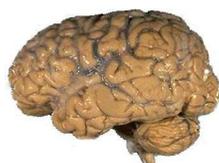
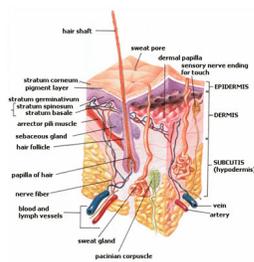
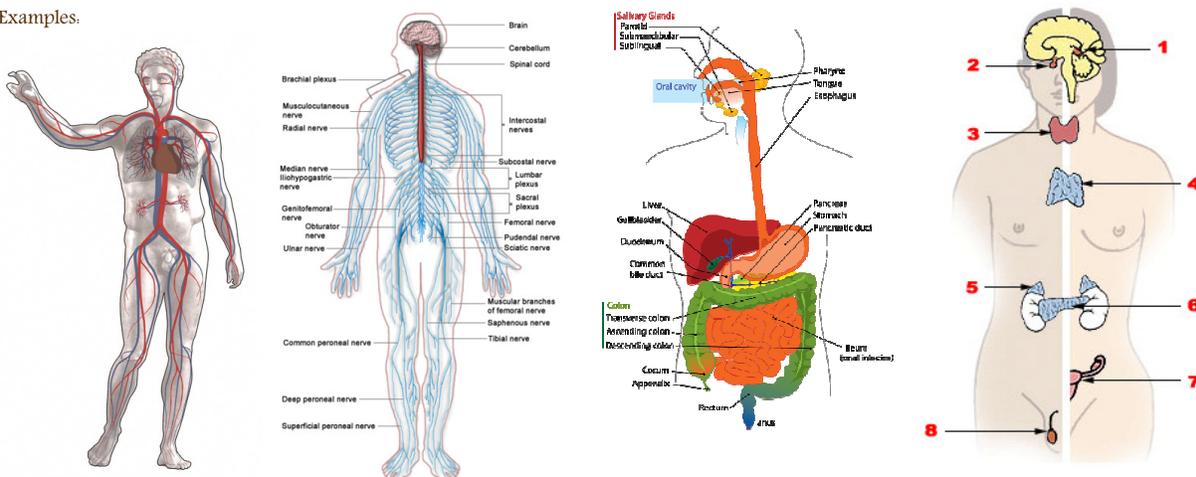
Given a diagram of the human body (with only the areas most affected by stress included), the learner will describe the effect stress has on the three areas of the body of which he or she is most acutely aware. The learner will perform this objective within three minutes.

## Content Presentation

Content:

The learner will be presented with content about physiological responses to stress. Bodily systems will be identified and definitions will be provided when necessary. Emphasis will be placed on understanding general processes in layman's terms so the learner has a better understanding of the systems at work in his or her own body.

Examples:



Parts of the anatomy that will be addressed include —

- The cardiovascular system
- The automatic nervous system
- The endocrine system
- The skin
- The brain
- The gastrointestinal system
- The muscles

Media Selection:

Material for this section will be exclusively print-based.

## Student Participation

### Practice Items:

Given a diagram of the anatomy described, the learner will identify the three areas of the body where he or she most acutely experiences stress. For each area the learner will briefly describe the physiological response to stress the body undergoes. This will take about three minutes, but the learner will be encouraged to spend more time on the activity later if he or she wishes.

### Feedback:

The learner will not be given specific feedback because of the nature of print materials. However, debriefing questions will be asked that lets the learner assess the exercise for him or herself in order to recognize early signs of stress in the future and encourage awareness of the health dangers associated with too much negative stress.

### Media Selection:

Materials for this selection will be exclusively print based.

## Content Presentation & Student Participation

### Objective 3:

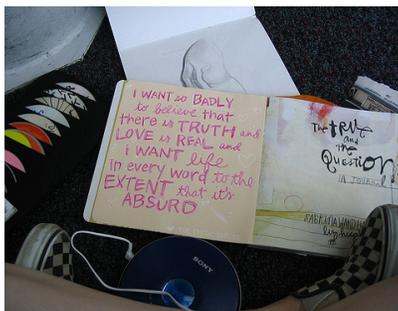
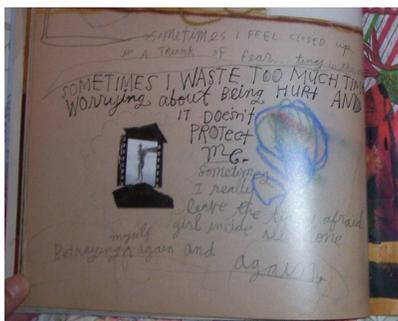
The learner will summarize the psychological effects of unhealthy stress.

## Content Presentation

### Content:

The learner will identify various feelings associated with negative stress and personalize the content for his or her own unique situation. Journaling and creative outlets will be discussed.

### Examples:



The learner will be presented with example journal entries that emphasize creativity and vulnerability. The work of Sabrina Ward Harrison, SARK, and

### Media Selection:

This section will be exclusively print based; however, learners will be encouraged to use whatever artistic media they wish — colored pens, collaged images, etc.

## Student Participation

### Practice Items:

For each prompt, state situations that make you feel a certain way. Take about five minutes to do this exercise.

This section is still being revised, but example prompts may include:

I feel anxious when...

This confuses me...

I am afraid of...

Pages will include visual prompts as well to give the learner a starting place.

### Feedback:

The learner will be encouraged to gain their own satisfaction through completing the pages. The only feedback will be increased self-awareness on the part of the learner.

### Media Selection:

The media for this section will be exclusively print-based. However, journal pages will be "started" for the learner in the same manner as Sabrina Ward Harrison's *The True and The Questions*. These visual and verbal prompts will encourage learners to be honest with themselves and identify their feelings.

Objective 4:

The learner will summarize the benefits of being proactive when dealing with stressors.

## Content Presentation

Content:

Content will be presented about concrete actions learners can take when presented with stressful situations. Often issues of stress arise because the person feels helpless to do anything about a situation, or if the situation is so big as to look unmanageable. The learner will discriminate between different kinds of stress — environmental, interpersonal, situational — and will identify “micro movements” (the tiniest of actions) they can take in order to have a clearer understanding of the stress and experience an internal locus of control to some extent. The learner will also identify when situations are indeed too stressful to be handled by one person alone in the current circumstances and will emphasize the need for socialization and

Examples:

A diagram such as this may be presented if one can be used without copyright infringement.

Figure 1: Locus of Control



SARK's “micro movement” worksheet may be helpful to include. The following is from her worksheet —

“Micromovements are tiny, tiny little steps you can take towards completions of your life. I'm a recovering procrastinator and perfectionist and I have a short attention span, so I invented Micromovements as a method of completing projects in time spans of 5 minutes or less. I always feel like I can handle almost anything for 5 minutes!

Here's an example of a project that can sit on a list for months or even years

CLEAN THE CLOSET. (It's too big! Nobody wants to do it.)

Procrastinators are great mental rehearsers. They can clean the closet in their mind dozens of times without any actual movement! And then there can be no failure or success... Here's an example of a micromovement.

THURSDAY, 10 AM, OPEN THE DOOR TO THE CLOSET.

After completing this micromovement, you simply choose another gentle, small step...”

Media Selection:

Materials in this section will be strictly print-based.

## Student Participation

### Practice Items.

Take about five minutes to complete the chart below.

A source of stress for me	What kind of stress is it? (Environmental? Situational? Inter- personal?)	What can I reasonably expect to come of this situation?	What is one "micro movement" I can take to help alleviate this stress?

### Feedback.

The learner will be reassured about the stress he or she is experiencing and will be referred to helpful resources if necessary.

### Media Selection.

Materials in this section will be strictly print-based.

## Content Presentation & Student Participation

Objective 5:

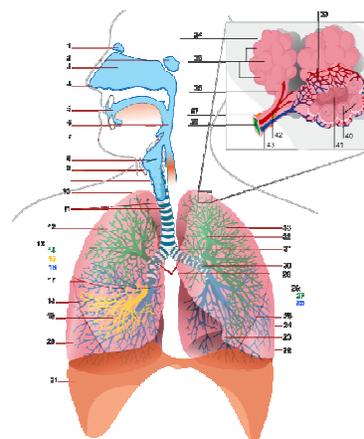
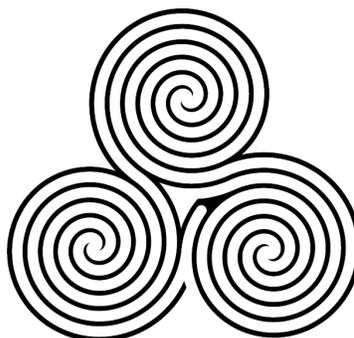
The learner will summarize the benefits of meditation in helping to alleviate stress.

### Content Presentation

Content:

In this section, the student will be introduced to basic meditation techniques for diminishing stress and improving health and wellbeing. The text will describe various ways of meditating, emphasizing the health benefits and minimizing the religious connotations. Students will be introduced to labyrinths, breathing exercises, and guided imagery.

Examples:



Meditation can have different definitions, and people may meditate for different reasons. The term "meditation" is often bothersome, so substitute your own word if you'd like. Though people practice different techniques, meditation is an ancient practice. Labyrinths, breathing exercises, and guided imagery practices can all help people "center."



Media Selection:

This materials in this section will be print-based.

## Student Participation

### Practice Items.

The labyrinths pictured on the previous page will be enlarged to cover full pages of the text so the learner can follow the path with his or her finger. (Traditional labyrinths are used with walking meditation; however the material is adapted so the learner can still reap the benefits.)

A deep breathing exercise will be introduced. This exercise may be generated by an expert, such as Dr. Andrew Weil's Relaxing Breath exercise here. <http://www.drweil.com/drw/u/ART00521/three-breathing-exercises.html>. The learner should monitor his or her breath for a few minutes and note any physiological or mental changes. Instruction about physical posture during this exercise will be included.

Learners will be asked to participate in a guided imagery exercise. The learner will be prompted to imagine him or herself in a particular setting. The script for this exercise may be generated by an expert. Below is one example from <http://www.mentalhelp.net>.

- Find a private calm space and make yourself comfortable.
- Take a few slow and deep breaths to center your attention and calm yourself.
- Close your eyes.
- Imagine yourself in a beautiful location, where everything is as you would ideally have it. Some people visualize a beach, a mountain, a forest, or a being in a favorite room sitting on a favorite chair.
- Imagine yourself becoming calm and relaxed. Alternatively, imagine yourself smiling, feeling happy and having a good time.
- Focus on the different sensory attributes present in your scene so as to make it more vivid in your mind. For instance, if you are imagining the beach, spend some time vividly imagining the warmth of the sun on your skin, the smell of the ocean, seaweed and salt spray, and the sound of the waves, wind and seagulls. The more you can invoke your senses, the more vivid the entire image will become.
- Remain within your scene, touring its various sensory aspects for five to ten minutes or until you feel relaxed.
- While relaxed, assure yourself that you can return to this place whenever you want or need to relax.

Open your eyes again and then rejoin your world.

### Feedback.

The student will be encouraged to listen to his or her own body and mind for feedback and note what they liked about the exercises, what they did not like, what they will try again, and note their stress level on a scale before meditating and after meditating.

### Media Selection.

The material in this section will be presented in print format. However, it would be extremely useful to have the guided imagery section available on a CD. This way people can close their eyes and are not dependent on another person reading the material or do not have to try to relax while simultaneously reading. A list of further resources will be provided.

## Content Presentation & Student Participation

Objective 6:

The learner will summarize the benefits of yoga in helping to alleviate stress.

### Content Presentation

Content:

In this section, the learner will be presented with an introduction to yoga and the health and stress relieving benefits of a yoga practice. A brief history of yoga will be explained. The learner will be assured that no religious beliefs need to be adapted in order to practice yoga as described in the book. The mind-body awareness, physical movement, and breathing aspects will be emphasized. Each postured will be described in detail.

Examples:



Each step of the sun salutation will be described and illustrated with a corresponding photo. (If no royalty-free images are available, photos will be of the author.) The sequence will then be adapted for use while seated in a chair, so the student can draw on yoga even in the middle of writing a paper.

Poses covered will be:

- Tadasana
- Urdhva Hastasana (Arms overhead)
- Uttanasana (Swan dive), Flat back, back down to Uttanasana
- Lunge
- Downward Facing Dog (Adho Mukha Svanasana)
- Plank Chaturanga Dandasana (low pushup)
- Bhujangasana (Low Cobra)
- Child's Pose

Media Selection:

Currently the material will only be available in print. However, the student will be referred to internet sites where he or she can see a free demonstration of a sun salutation before practicing it. Additionally, the student is encouraged to listen to calming music of his or her liking while engaging in the movement activity. The student will be presented with a list of suggested musical artists.

## Student Participation

### Practice Items:

The learner will be asked to demonstrate each individual pose before linking all the poses together in a sun salutation.

The learner will execute a sun salutation.

The learner will execute an adapted "chair version" of a sun salutation.

Emphasis will be placed on injury prevention and mind-body awareness. Students are at a disadvantage for this section because they are not in a classroom environment. They will be encouraged to try what they can and not just to skip over this section.

### Feedback:



Because of the nature of the materials, giving feedback is difficult. Learners will be encouraged to practice in front of a mirror in order to be aware of the positions of their body. Additionally, each figure in the diagram will have helpful tips for mastering the pose in a way that meets the learner where he or she is. For example, in Downward Facing Dog, the learner will be encouraged to imagine that they have tennis balls under their palms and feet. This will help them achieve a deeper stretch and correct positioning.

### Media Selection:

Current materials are only in print form. However, in this section, the chart diagramming how to do a sun salutation will be larger than 8.5x11". A larger poster-sized diagram will be folded and included for ease of reference.

## Media Selection Rationale

The module will be created in print form. Printed material provides the conveniences of portability and immediate tangibility. The student will not need to be in front of a computer or any other media device in order to participate fully. Additionally, writing by hand can be sometimes even more immediate than typing. A connection between mind and body is formed through mark-making. It is important to meet the student where he or she is, and it is therefore important for them not to have to master new skills just in order to access the information.

## Formative Evaluation Plan

In order to learn about the effectiveness of the module, I will embark on a formal plan of evaluation. This will allow me to know what parts of the module need to be revised and which parts work well. First, a one-on-one evaluation will be conducted with a peer, another student at IUP. The student will provide me with written, and possibly verbal feedback about their experience with the module. I will then revise based on their input about pacing, writing, exercises, mastery of objectives, and general usefulness of the module. Next, a small group evaluation will take place with 6-8 students at IUP. These students will be selected from the general student body. One may be selected from a yoga class as someone who is self-motivated and would have special insight into the material presented. Another will be selected because he or she desperately needs to learn how to master stress. Others will be selected in order to have a diverse sample population where a variety of perspectives will be represented. Finally, a field trial will take place with a revised version of the module available at the IUP Center for Health and Wellness. The module will originally be available in the waiting room of the health center. An optional survey will be included on the last page of this version in order to gain feedback from the trial.