

## Module Title: Stress Management in the Workplace

**Target Audience:** All company employees who are currently on staff as well as future hires.

### Learning Objectives:

1. Provide healthy coping strategies to minimize stress.
2. Identify unhealthy responses to stressors.
3. List the 4 steps of cognitive reframing.

**Seat Time:** 30 minutes

### Outline:

- Course Intro/Navigation/Objectives
- Workplace Scenario
- Pre-Assessment
- Responses to Stressors
- Knowledge Check
- Coping Strategies
- Types of Exercise
- Knowledge Check
- Cognitive Reframing
- Knowledge Check
- Conclusion/Review
- Final Assessment
- Congratulations

**Font:** Lato (body) / Lato Black (bold; headings)

**Avatars:** 2 Avatars selected to represent Liz and James  
James – (Stressed out employee)  
Liz – (Employee asking for help with project)

### Color Palette:



## Custom border, titles, directions:



### Global Comments:

- All slides will have a custom top and bottom border using custom color palette.
- Use classic player in Storyline.
- Title bar (and applicable direction/subtitle bar) set on top of black border.
- Use of custom color scheme for shapes throughout; white font on colored background/black font on white background.
- Text in (brackets) should not appear on the slide or be recorded in voiceover (VO)
- If text in a callout is too long to display at once, fade-out/fade-in text and arrange sequentially on timeline; do not use scrolling text in callouts
- Seek bar is visible and controllable for learner on all slides and layers; Menu is “free”
- Maintain a 20 pixel padding of space of colored background on left and right edges of slides
- Slide numbers with with letters (3.2a) indicate layers for corresponding slide number
- Slide dimensions are 16:9 ratio with slide size (960:540)
- Track changes is on, so please use this to make corrections for questions or comments. Please use the comments feature. Please focus on accuracy of content throughout the course.

### Resources/References:

Content Summary  
[https://www.canva.com/design/DAFI2cKrDA0/BwBcXdPOQ01UccVyy8qyvQ/view?utm\\_content=DAFI2cKrDA0&utm\\_campaign=designshare&utm\\_medium=link&utm\\_source=publishsharelink](https://www.canva.com/design/DAFI2cKrDA0/BwBcXdPOQ01UccVyy8qyvQ/view?utm_content=DAFI2cKrDA0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink)

Slide [1.1]/ Menu Title: [Welcome]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background image: Photograph of clock with a person sitting in the middle of it typing on their laptop</p> <p>Course title displayed on photographic image</p> <p>Custom text box where learner types his/her name</p>	<p>[Slide Title] Welcome</p> <p>[Slide Text] Stress Management in the Workplace</p> <p>Text box that appears like the one below:</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 5px auto;">Type your name here</div>	<p>Hello and Welcome to Stress Management in the Workplace. The purpose of this course is to equip you with two valuable stress management techniques in order to minimize burnout rates. Burnout is a form of stress that is directly related to work. Hopefully, you will find this course valuable in preventing long-term burnout.</p> <p>Please type your name in the box and click the pen when you are ready.</p>	<p>Stress Management in the Workplace will fly in from the top with VO narration.</p> <p>The Text Box for learner name will fly in from the bottom with VO narration.</p> <p>The pen is highlighted with a glow effect. It will fly in from the bottom VO narration. The learner will click the pen to move on.</p>

Slide [1.2]/ Menu Title: [Let's Begin]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background image: Photograph of shirt with name tag</p> <p>Hello with learner name that will appear in the name tag</p> <p>Navigation and Start buttons will appear on screen</p>	<p>[Slide Title] Let's Begin</p> <p>[Slide Text] Learner Name</p> <p>Navigation Start</p>	<p>Before we begin, let's get comfortable with how to navigate the course. If you are familiar with the course navigation player, click start to begin. If you would like some guidance with navigating the course, please click the navigation button.</p> <p>When you're ready, let's get started!</p>	<p>When the slide opens appearing on the screen will be Hello and the learner's name on the name tag.</p> <p>The Start button will fly in from the bottom right with VO narration.</p> <p>The Navigation button will fly in from the bottom left with VO narration.</p> <p>Learner can click start or navigation to begin.</p>

Slide [1.3]/ Menu Title: [Navigation]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p>	<p>[Slide Title] Navigation</p>	<p>Before we begin, let's take a few minutes to review the course player. This will familiarize you with</p>	<p>Callout shapes (arrows) with text labels will fly in from the top following motion paths with timed</p>

<p>Background image: Photograph of a vehicle park on top of a rock overlooking a map</p>	<p>[Slide Text]  Callouts:  Previous  Next  Accessibility  Volume  Replay/Play  Seek Bar  Pause  Menu  Resources</p> <p>Click Next to continue</p>	<p>navigating the course. If you already feel comfortable with finding your way around you may click next at any time to proceed to the next slide.</p> <p>Click the previous or next buttons to go forward or backward throughout the course. Accessibility options are located here. To adjust the volume, click the volume control icon. Click the replay button to see the entire slide again. You can also pause the slide at any time using this button. To resume play, click the same button again. You can also pause or adjust the seek bar at any time to review a portion of the slide. To revisit a slide use the menu on the left. Finally, you can click the resources tab to access a condensed review of the course.</p>	<p>VO narration where they will point to the defined buttons on the course player.</p>
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Slide [1.4]/ Menu Title: [Workplace Scenario]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background image: Photograph of office space</p> <p>This slide begins with the the avatar of Liz (employee who needs help) on the left side of the slide facing the learner. James (stressed out employee) enters using a motion path from the right side of the slide. Once he enters, Liz turns to the right to face him staying on the right side</p>	<p>[Slide Title]  Workplace Scenario</p> <p>[Slide Text]  (Liz thought bubble)  Hmmm...I only have two days before I need to turn this project into Mr. Brown and I don't think I can get finished in time. I need help!</p> <p>(Liz callout)  Hi James! I could really use your help with this new project I am working on.</p> <p>(James callout)</p>	<p>(Liz)  (1) Hmmm...I only have two days before I need to turn this project into Mr. Brown and I don't think I can get finished in time. I need help!</p> <p>(Liz)  (2) Hi James! I could really use your help with this new project I am working on.</p> <p>(James)  (3) Listen Liz, I would love to help, but I have so much on my plate right</p>	<p>VO narration will be timed with the thought and callout bubbles when appearing on the slide.</p> <p>Slide begins with Liz thinking to herself alone in the office setting. James enters the slide from the left using a motion path.</p> <p>Liz changes pose to smiling after James enters when she says "Hi James!"</p>

<p>of the slide. James will stay on the left side of the screen facing Liz.</p> <p>The two avatars are slightly offset on the screen. They are not centered. James is offset on the left while Liz is offset to the right.</p> <p>Thought bubbles and callouts track their thoughts and conversation with one another. As they converse, the callout shape will appear and stay between on the screen.</p> <p>Liz has 3 poses: thinking, smiling, and conversing.</p> <p>James has 2 poses: smiling and upset.</p> <p>Liz changes from thinking to smiling between her first thought bubble and speech bubble. She then changes to conversing when James starts to speak for the first and only time on this slide.</p> <p>James' avatar changes from smiling to upset when Liz completes her second speech bubble where she asks for his help.</p>	<p>Listen Liz, I would love to help, but I have so much on my plate right now I can't do one more thing. I am so stressed out! I can't keep up!</p> <p>Click Next to continue</p>	<p>now I can't do one more thing. I am so stressed out! I can't keep up!</p>	<p>James changes pose to upset when he replies to Liz's question when she asks him for help.</p> <p>Callout shapes track their conversation with text timed with VO narration to come on and off the screen.</p> <p>The next button will be hidden on this slide until the timeline ends when it will reappear on the course player.</p>
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<b>Slide [1.5]/ Menu Title: [Objectives]</b>			
<b>Visual / Display:</b>	<b>Slide Text:</b>	<b>Narration / Voiceover:</b>	<b>Animation / Interaction:</b>
<p>Custom top and bottom border</p> <p>Background image: Same photograph of office space as seen on slide 1.4</p>	<p>[Slide Title] Objectives</p> <p>[Slide Text]</p>	<p>Narration: Stress is part of our everyday lives.</p> <p>Liz</p>	<p>VO narration will be timed with the callout bubbles when appearing on the slide.</p>

<p>making it appear as the same scene with James removed and Liz thinking about the conversation they had on slide 1.3.</p> <p>This slide begins with Liz's avatar offset to the left of the slide. Her body is 1/3 showing from her knees up. Callout shapes track what Liz is saying.</p> <p>Liz's avatar has two poses. The first pose is her standing facing the learner conversing. The second is her gesturing to the right to signal the learner to look at the objectives box that appears on the screen.</p> <p>Liz's avatar changes after her 3<sup>rd</sup> speech bubble appears but before the objectives appear on the screen.</p>	<p>(Liz callout) Healthy stress management benefits our overall well-being, relationships, job performance, and daily life in general.</p> <p>(Liz callout) James needs to find healthy ways to minimize stress.</p> <p>(Liz callout) By the end of this course you will be able to:</p> <p>Provide healthy coping strategies to minimize stress, Identify unhealthy responses to stressors, and List the 4 steps of cognitive reframing.</p> <p>Click Next to continue</p>	<p>(1) Healthy stress management benefits our overall well-being, relationships, job performance, and daily life in general.</p> <p>Liz (2) James needs to find healthy ways to minimize stress.</p> <p>Liz (3) By the end of this course you will be able to:</p> <p>Provide healthy coping strategies to minimize stress, Identify unhealthy responses to stressors, and List the 4 steps of cognitive reframing.</p>	<p>Slide begins with Liz talking to herself alone in the office setting.</p> <p>Liz changes pose to gesturing to the left drawing learner's attention to objectives on the screen staying off centered to the left of the slide.</p> <p>Callout shapes tracks Liz's speaking with text timed with VO narration to come on and off the screen. Speech bubbles fly in from the left of the screen. Objectives box flies in from the bottom of the screen.</p> <p>The next button will be hidden on this slide until the timeline ends when it will reappear on the course player.</p>
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Slide [1.6]/ Menu Title: [Pre-Assessment]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background image: Same photograph of office space as seen on slide 1.4.</p> <p>This slide begins with the avatar of James appearing upset.</p> <p>Pre-Assessment question and answers will appear on the screen as James' avatar stays the same.</p> <p>Avatar of James only has one pose.</p>	<p>[Slide Title] Pre-Assessment</p> <p>[Slide Text] What are some things James could do to manage his stress? Click on all that apply.</p> <p>Go the gym and lift weights for an hour.</p> <p>Grab a pizza on his way home and eat it all.</p>	<p>Narration: Let's take a minute to test your prior knowledge before we move on.</p> <p>What are some things James could do to manage his stress? Click on all that apply.</p> <p>Go the gym and lift weights for an hour.</p> <p>Grab a pizza on his way home and eat it all.</p>	<p>Pre-Assessment question and answers will fly in with timed VO narration.</p> <p>This slide begins with the avatar of James appearing upset.</p> <p>Learner will be given one attempt to answer the pre-assessment question and receive feedback depending on correct or incorrect answer.</p> <p>The submit button is disabled until the learner answers the question.</p>

	<p>Offer an alternative viewpoint to find a solution.</p> <p>Do some Yoga, Pilates, or stretching exercises.</p>	<p>Offer an alternative viewpoint to find a solution.</p> <p>Do some Yoga, Pilates, or stretching exercises.</p>	<p>Once the learner answers the question and clicks submit feedback will be given and the learner will click continue to advance to slide 2.1.</p>
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<b>Slide [2.1]/ Menu Title: [Responses to Stress]</b>		<b>Objective: [#1 &amp; #2]</b>	
<b>Visual / Display:</b>	<b>Slide Text:</b>	<b>Narration / Voiceover:</b>	<b>Animation / Interaction:</b>
<p>Custom top and bottom border</p> <p>This slide begins with a video from the storyline media library. The man is drinking to show an unhealthy response to stress.</p> <p>Text flies in from the bottom left of the slide.</p>	<p>[Slide Title] Responses to Stress</p> <p>[Slide Text] Drinking alcohol is an unhealthy coping strategy to manage stress</p> <p>Exercise is a healthy coping strategy to minimize stress</p> <p>Click Next to continue</p>	<p>Narration: Our brains are continually flooded with growing demands and information causing us stress and reducing our ability to focus and problem solve. The combination of all of these make it easy for us to choose unhealthy coping strategies.</p> <p>However, there are many steps we can take to avoid or reduce stress including promoting positive emotions and choosing healthy coping strategies.</p>	<p>This slide begins with a video of a man drinking showing and unhealthy stress response. Timed VO text flies in from the left.</p> <p>Another video of a woman doing Yoga fades in when the first video ends. This video is showing a healthy response to stress. There is timed VO text that flies in from the left on this slide.</p> <p>The next button will be hidden until the timeline ends on this slide.</p>

<b>Slide [2.2]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]</b>		<b>Objective: [#1 &amp; #2]</b>	
<b>Visual / Display:</b>	<b>Slide Text:</b>	<b>Narration / Voiceover:</b>	<b>Animation / Interaction:</b>
<p>Custom top and bottom border</p> <p>Graphic picture of cell phone located in the center of the slide. On the left side of the phone there will be a heading with 4 flashcards located under the heading.</p> <p>Heading – UNHEALTHY</p>	<p>[Slide Title] Unhealthy vs. Healthy Coping Strategies</p> <p>[Slide Text] Drag each flashcard into the box on the phone to learn about these healthy and unhealthy coping strategies.</p>	<p>Narration: Let's learn about healthy and unhealthy coping strategies by dragging each flashcard into the box on the phone.</p>	<p>This slide is a drag and drop activity where the learner drags the flashcards into a box located on a graphic picture of a cell phone to reveal information about each flashcard.</p> <p>The Next button will be hidden until the learner has dropped each flashcard into the box.</p>

<p>Flashcards labeled – Overeating, Aggressive Behavior, Drinking Too Much, and Procrastinating</p> <p>On the right side of the phone there will be a heading with 4 more flashcards located under the heading.</p> <p>Heading – Healthy</p> <p>Flashcards labeled – Making a Plan, Talking to Someone, Exercising, and Changing Mindset</p> <p>The phone will have a rectangular box near the top in the center that says Drag flashcard here</p>	<p>Unhealthy</p> <p>Overeating</p> <p>Aggressive Behavior</p> <p>Drinking Too Much</p> <p>Procrastinating</p> <p>Drag Flashcard Here</p> <p>Healthy</p> <p>Making a Plan</p> <p>Talking to Someone</p> <p>Exercising</p> <p>Changing Mindset</p> <p>Click Next to continue to knowledge check</p>		<p>Each flashcard will return to it's original spot when the learner drops the next flashcard into the box. Only one flashcard will be allowed to be placed into the box at one time.</p>
<p><b>Notes: There are 8 layers on this slide. Each flashcard “term” has a layer. The only thing that changes on each layer is the text that will appear for each flashcard term.</b></p>			

Slide [2.2a]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#2]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Overeating Overeating is an unhealthy coping strategy. Overeating can lead to obesity and health issues.	Learner drags Flashcard labeled overeating into box on phone and the text will appear that gives more information on overeating.
<p><b>Notes:</b> This is layer 1, “Term 1” for this drag and drop and activity.</p>			

Slide [2.2b]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#2]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Aggressive behavior Aggressive behavior is an unhealthy coping strategy that can lead to unemployment, legal, and relationship issues.	Learner drags Flashcard labeled aggressive behavior into box on phone and the text will appear that gives more information on aggressive behavior.
<p><b>Notes:</b> This is layer 2, “Term 2” for this drag and drop and activity.</p>			

Slide [2.2c]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#2]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Drinking too much Drinking too much is an unhealthy coping strategy which can lead to unemployment, legal, relationship, and health issues.	Learner drags Flashcard labeled drinking too much into box on phone and the text will appear that gives more information on drinking too much.
<b>Notes:</b> This is layer 3, "Term 3" for this drag and drop and activity.			

Slide [2.2d]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#2]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Procrastination Procrastination is an unhealthy coping strategy that can lead to feelings of hopelessness, helplessness, and depression.	Learner drags Flashcard labeled procrastination into box on phone and the text will appear that gives more information on procrastination.
<b>Notes:</b> This is layer 4, "Term 4" for this drag and drop and activity.			

Slide [2.2e]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Making a plan Making a plan is a healthy coping strategy leading to problem solving and feelings of control.	Learner drags Flashcard labeled making a plan into box on phone and the text will appear that gives more information on making a plan.
<b>Notes:</b> This is layer 5, "Term 5" for this drag and drop and activity.			

Slide [2.2f]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Talking to someone Talking to someone is a healthy coping strategy. You feel like you are supported and you're not alone.	Learner drags Flashcard labeled talking to someone into box on phone and the text will appear that gives more information on talking to someone.
<b>Notes:</b> This is layer 6, "Term 6" for this drag and drop and activity.			



Slide [2.2g]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Exercising Exercising is a healthy coping strategy and will lead to better long term physical and mental health.	Learner drags Flashcard labeled exercising into box on phone and the text will appear that gives more information on exercising.
<b>Notes:</b> This is layer 7, "Term 7" for this drag and drop and activity.			

Slide [2.2h]/ Menu Title: [Unhealthy vs. Healthy Coping Strategies]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 2.2	Same as slide 2.2	Changing your mindset Changing your mindset is a healthy coping strategy and will lead to positive thoughts which will put you in control of your situation.	Learner drags Flashcard labeled changing your mindset into box on phone and the text will appear that gives more information on changing your mindset.
<b>Notes:</b> This is layer 8, "Term 8" for this drag and drop and activity.			

Slide [2.3]/ Menu Title: [Knowledge Check ]		Objective: [#2]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom top and bottom border  Rectangle filled shape with thematic color containing assessment question  Rectangular filled shape with thematic color containing assessment answers	[Slide Title] Let's Review  [Slide Text] Choose the correct answer  Which is <u>NOT</u> a healthy coping strategy  Exercise Changing your mindset Overeating Talking to someone about your problem  Click the Submit button to continue	Let's Review Choose the correct answer Which is not a healthy coping strategy?	<b>This slide begins with narration.</b>  <b>The assessment question flies in from the bottom with timed VO narration.</b>  <b>The assessment answers fly in from the bottom with timed VO narration. The next button is hidden.</b>  <b>When the learner clicks submit the correct or incorrect layer will appear giving the learner feedback for their answer.</b>  <b>The learner will have two attempts for this knowledge check.</b>

**Notes:**

Slide [3.1]/ Menu Title: [Exercise for Stress Relief ]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>This slide begins with a photo of a woman walking her dog with their backs to the learner.</p> <p>There will be two rectangular shapes that fly onto the slide from the bottom. Both will be centered and stacked on top of one another. Each will have 28% transparency. The rectangles will use palette colors with border around each also using palette colors.</p> <p>The smaller rectangle will have the text How does exercise reduce stress? The larger rectangle will include two bulleted statements:</p> <ul style="list-style-type: none"><li>• Increases Emotional Resilience to Stress</li><li>• “Time-Out” hypothesis or take a break</li></ul>	<p>Exercise for Stress Relief</p> <p>How does exercise reduce stress?</p> <ul style="list-style-type: none"><li>• Increases Emotional Resilience to Stress</li><li>• “Time-Out” hypothesis or take a break</li></ul> <p>Click Next to continue to types of exercise</p>	<p>Now that you have learned some healthy and unhealthy responses to stress let’s learn two strategies to manage it.</p> <p>The first coping strategy we will talk about is exercise. How does exercise minimize stress? There are two main theories.</p> <p>The first theory is that exercise increases emotional resilience to stress. It reduces your body’s production of fight or flight hormones and stimulates feel good endorphins.</p> <p>The second theory is the time out hypothesis. This poses that a person can take a break. For example, a person can go for a brisk walk on their lunch break for 10 minutes to relieve stress.</p>	<p>The rectangle containing “How does exercise reduce stress?” will be timed with the VO narration.</p> <p>The rectangle with the two bulleted statements:</p> <ul style="list-style-type: none"><li>• Increases Emotional Resilience to Stress</li><li>• “Time-Out” hypothesis or take a break</li></ul> <p>Will be timed with the VO narration.</p> <p>The font of the bulleted point statements will change state and the color of the font will turn white when the VO narration talks about each one. The bullet points will also become the numbers 1 and 2. For example:</p> <ol style="list-style-type: none"><li>1. Increases Emotional Resilience to Stress</li><li>2. “Time-Out” hypothesis or take a break</li></ol>

Slide [3.2]/ Menu Title: [Types of Exercise]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background photo of person riding a bicycle down a road in country setting</p>	<p>[Slide Title] Types of Exercise</p> <p>[Slide Text] Types of Exercise</p>	<p>Narration: There are different types of exercise for minimizing stress. Click on each tab to learn more about types of exercise and examples of each one.</p>	<p>Accordion tabs appear on the slide when timeline begins on this slide. The learner can click on each tab to learn more about each exercise. The order the learner clicks is not important on this slide.</p>

<p>This slide is an accordion and the accordion is closed when the timeline begins until the learner clicks on the first icon.</p> <p>Tabs are parallelograms labeled Aerobic, Flexibility, and Strength. Strength tab is set to 15% transparency, Flexibility tab is set to 30% transparency, and Aerobic tab is set to 45% transparency. The visual display with the transparency settings makes each tab distinguishable.</p>	<p>Click on each tab to learn more about the types of exercises for reducing stress.</p> <p>Strength Flexibility Aerobic</p> <p>Click Next to continue</p>	<p>This may help to choose which one is best for you.</p>	<p>The next button will be hidden until the timeline ends for this slide.</p> <p>The learner can revisit each tab more than once.</p>
<p><b>Notes: This slide is the base layer. This has 6 layers. Layer 1 is Aerobic Exercise, Layer 2 is Flexibility Exercise, and Layer 3 is Strength Exercise. Layers 4-6 are all close layers so the accordion will close.</b></p>			

Slide [3.2a]/ Menu Title: [Types of Exercise] <i>Aerobic Exercise</i>		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top border</p> <p>Same as base layer 3.2</p> <p>Aerobic tab is now located to the right of the slide with flexibility and strength located on the right side of the slide.</p> <p>Rounded rectangular shape that is filled in with one of the palette colors. The shape also has an outline around it in one of the palette colors.</p>	<p>[Slide Title] Types of Exercise</p> <p>[Slide Text] Aerobic Exercise</p> <p>“Cardio” exercise increases your heart rate and breathing.</p>	<p>Narration: Aerobic exercise is also known as cardio exercise. It is physical activity that increases your heart rate and breathing. Examples of aerobic exercise are running, swimming, walking, biking, and dancing.</p>	<p>When this layer begins the Aerobic tab follows a motion path the right side of the slide. The flexibility and strength tabs stay on the left side of the slide.</p> <p>Box like this appears:</p> <div data-bbox="1539 1149 2022 1398" style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; background-color: #f8d7da; text-align: center;"> <p>Aerobic Exercise</p> <p>“Cardio” exercise increases your heart rate and breathing.</p> </div> <p>Another box appears with timed VO with examples of aerobic exercises.</p>

<p>Example:</p> <div data-bbox="107 172 558 407" style="border: 1px solid #f08080; border-radius: 15px; padding: 10px; background-color: #ffe6e6;"> <p style="text-align: center;">Aerobic Exercise</p> <p>“Cardio” exercise increases your heart rate and breathing.</p> </div>			
<p><b>Notes: Layer 1 Aerobic Exercise</b></p>			

Slide [3.2b]/ Menu Title: [Types of Exercise] <i>Flexibility Exercise</i>		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top border</p> <p>Same as base layer 3.2</p> <p>Flexibility and aerobic tabs are now located to the right of the slide with strength located on the left side of the slide.</p> <p>Rounded rectangular shape that is filled in with one of the palette colors. The shape also has an outline around it in one of the palette colors.</p>	<p>[Slide Title] Types of Exercise</p> <p>[Slide Text] Flexibility Exercise</p> <p>Flexibility exercises improve your range of motion and balance.</p>	<p>Narration: Flexibility exercises are another great way to engage your body and lower your stress. They also improve your range of motion and balance.</p> <p>Examples of flexibility exercises include Yoga, Pilates, and stretching.</p>	<p>When this layer begins the flexibility and aerobic tabs follow motion paths to the right side of the slide. The strength tab stays on the left side of the slide.</p> <p>Box like this appears:</p> <div data-bbox="1545 1222 1997 1446" style="border: 1px solid #f08080; border-radius: 15px; padding: 10px; background-color: #ffe6e6; margin-top: 10px;"> <p style="text-align: center;"><b>Flexibility Exercise</b></p> <p>Flexibility exercises improve your range of motion and balance.</p> </div>

<p>Example:</p> <div data-bbox="107 136 558 370" style="border: 1px solid black; border-radius: 15px; background-color: #f8d7da; padding: 10px; margin: 10px;"> <p style="text-align: center;"><b>Flexibility Exercise</b></p> <p>Flexibility exercises improve your range of motion and balance.</p> </div>			<p>Another box appears with timed VO with examples of flexibility exercises.</p>
<p><b>Notes: Layer 2 Flexibility Exercise</b></p>			

Slide [3.2c]/ Menu Title: [Types of Exercise] <i>Strength Exercise</i>		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top border</p> <p>Same as base layer 3.2</p> <p>Aerobic, Flexibility, and Strength tabs are all located on the right of the slide</p> <p>Rounded rectangular shape that is filled in with one of the palette colors. The shape also has an outline around it in one of the palette colors.</p> <p>Example:</p> <div data-bbox="107 1143 558 1328" style="border: 1px solid black; border-radius: 15px; background-color: #f8d7da; padding: 10px; margin: 10px;"> <p style="text-align: center;">Strength Exercise</p> <p>Strength exercise is resistance training to build muscle</p> </div>	<p>[Slide Title] Types of Exercise</p> <p>[Slide Text] Strength Exercise</p> <p>Strength exercise is resistance training to build muscle</p>	<p>Narration: Strength exercises use resistance to build muscle. This type of exercise involves shorter, higher intensity muscle engagement than aerobic exercise.</p> <p>Examples of strength exercise are weightlifting, leg squats, crunches, and push-ups.</p>	<p>When this layer begins all three tabs follow motion paths to the right side of the slide. There are no tabs on the left of the slide.</p> <p>Box like this appears:</p> <div data-bbox="1545 867 1997 1073" style="border: 1px solid black; border-radius: 15px; background-color: #f8d7da; padding: 10px; margin: 10px;"> <p style="text-align: center;">Strength Exercise</p> <p>Strength exercise is resistance training to build muscle</p> </div> <p>Another box appears with timed VO with examples of strength exercises.</p>
<p><b>Notes: Layer 3 Strength Exercise</b></p>			


Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background image: Same photograph of office space as seen on slide 1.4</p> <p>Knowledge check question will appear in a rectangle shape filled with a palette color as shown below. Rectangle will go all the way across the slide.</p> <div data-bbox="107 573 562 634" style="border: 1px solid black; background-color: #f8d7da; padding: 5px; margin: 10px 0;"> <p>How does exercise reduce stress?</p> </div> <p>Knowledge check answers appear in a rectangle shape filled with a palette color as shown below. Rectangle will go all the way across the slide.</p> <div data-bbox="113 837 560 1167" style="border: 1px solid black; background-color: #f8d7da; padding: 10px; margin: 10px 0;"> <p>It boosts “feel good” endorphins</p> <p>It increases emotional resilience</p> <p>It promotes over-all well being</p> <p>It makes you very tired and achy</p> </div> <p>Rectangles will be filled the same color.</p>	<p>[Slide Title] Knowledge Check</p> <p>[Slide Text] Click on each correct answer that applies</p> <div data-bbox="588 506 1050 568" style="border: 1px solid black; background-color: #f8d7da; padding: 5px; margin: 10px 0;"> <p>How does exercise reduce stress?</p> </div> <div data-bbox="588 596 1045 899" style="border: 1px solid black; background-color: #f8d7da; padding: 10px; margin: 10px 0;"> <p><i>Answer choices appear here:</i></p> <p><b>It boosts “feel good” endorphins</b></p> <p>It increases emotional resilience</p> <p><b>It promotes over-all well being</b></p> <p>It makes you very tired and achy</p> </div> <p>Click the submit button to continue</p>	<p>Narration: Let’s check you knowledge before we move on.</p> <p>Click the submit button once you have answered the question.</p> <p>How does exercise reduce stress?</p>	<p><b>When the timeline begins on this slide the question flies in from the bottom of the slide then the answers fly in from the bottom of the screen.</b></p> <p><b>There is a correct feedback layer and an incorrect feedback layer to this slide.</b></p> <p><b>The learner will be given two attempts.</b></p> <p><b>The correct layer (3.3a) will be shown with feedback if the learner clicks the correct answer. The incorrect layer (3.3b) will be shown with feedback given if the learner clicks on the incorrect answers.</b></p>

**Slide [3.3a]/ Menu Title: [Knowledge Check] Correct Layer**

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 3.3	<p>[Slide Title] Knowledge Check</p> <p>[Slide Text] Same as slide 3.3</p> <p>Correct!</p> <p>That's right! You selected the right responses. It boosts endorphins, releases emotional tension, and promotes well being.</p> <p>Continue</p>	Narration:	<p><b>Since the correct responses were selected the learner will see a rectangle appear on the slide that says:</b></p> <p>Correct!</p> <p>That's right! You selected the right responses. It boosts endorphins, releases emotional tension, and promotes well being.</p> <p>The learner will click continue to move on to the next slide.</p>

**Slide [3.3b]/ Menu Title: [Knowledge Check] Correct Layer**

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as slide 3.3	<p>[Slide Title] Knowledge Check</p> <p>[Slide Text] Same as slide 3.3</p> <p>Incorrect!</p> <p>Sorry! Try again! It boosts endorphins, releases emotional tension, and promotes well being.</p> <p>Continue</p>	Narration:	<p>Since the incorrect responses were selected the learner will see a rectangle appear on the slide that says:</p> <p>Incorrect!</p> <p>Sorry! Try again! It boosts endorphins, releases emotional tension, and promotes well being.</p> <p>The learner will click continue to go back to the base layer slide 3.3 to answer the question again. If the learner gets the question wrong again, they will not have another attempt.</p>

Slide [3.4]/ Menu Title: [Cognitive Reframing]		Objective: [3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background image: Photograph of typewriter with paper in the typewriter that says Deadline</p>  <p>Example of what screen will look like. Similar background photos can be used indicating a stressful issue/situation.</p>	<p>[Slide Title] Cognitive Reframing</p> <p>[Slide Text] What makes you feel stressed?</p> <p>Thoughts Feelings Stress</p> <p>Click Next to continue to steps of cognitive reframing</p>	<p>Narration: The second and final coping strategy is cognitive reframing. Cognitive reframing is a technique that consists of identifying and then changing the way situations, experiences, events, ideas, and our emotions are viewed. Think about what makes you stressed and how you could change your thought process. For example, our thoughts influence our feelings. This creates a reaction which can create stress. Cognitive reframing generates a more natural, positive mindset. It encourages positivity, helping people become more realistic, validating emotions, and providing new life skills.</p>	<p>When the timeline begins the question What Makes You Feel Stressed is timed to appear on the slide when the narrator says the phrase “Think about what makes you stressed.”</p> <p>The words Thoughts, Feelings, Stress are all timed to fly onto the slide from the bottom with VO narration. They will also be in transparent rectangular shapes with a selected palette color.</p> <p>Arrows are also timed to fly in from the bottom of the screen to point from Thoughts to Feelings, to Stress.</p> <p>Arrows are outlined with glow effect and a color will be chosen from the palette for the outline color.</p> <p>The learner will click the next button to move on.</p>


Slide [3.5]/ Menu Title: [Cognitive Reframing Scenario]		Objective: [3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background: Dark background, color picked from palette. No photograph on this slide.</p> <p>This slide begins with the the avatar of James on the right side of the slide</p>	<p>[Slide Title] Cognitive Reframing</p> <p>[Slide Text] (James thought bubble) Hmmm...I’m going to try this technique.</p>	<p>(James) Hmmm...I’m going to try this technique.</p> <p>(Liz) Hi James! What are you doing?</p> <p>(James)</p>	<p>VO narration will be timed with the thought and callout bubbles when appearing on the slide.</p> <p>Slide begins with James thinking to himself alone. Liz enters the slide from the right using a motion path.</p>



<p>thinking out loud to himself. Avatar of Liz follows a motion path onto the slide from the right to converse with James. She is smiling. James changes poses to smiling and facing right to face Liz when she enters the slide.</p> <p>Callout shapes track their conversation.</p> <p>The two avatars are slightly offset on each side of the slide. They are not centered. James is offset on the right while Liz is offset to the left. Their avatars are cropped at the knees so only 1/3 of their bodies are showing.</p> <p>As they converse, the callout shape will appear and stay between on the screen.</p> <p>Liz has 1 pose: conversing</p> <p>James has 2 poses: thinking and smiling</p> <p>James' avatar changes from thinking to conversing when Liz enters the slide.</p>	<p>(Liz callout) Hi James! What are you doing?</p> <p>(James callout) Hi Liz! I thought I would try the cognitive reframing technique we learned in our training.</p> <p>(Liz callout) That's a great idea!</p> <p>(James callout) I think it encourages more positive thinking which will assist in reducing my stress levels.</p> <p>(James callout) I have this thought that my boss hates me! If that was the case he would not have given me a raise or a good evaluation.</p> <p>(James callout) If I use the 4 steps, Listen, Identify, Evaluate, and Replace I can refute my negative thinking and replace it with something positive.</p> <p>(James callout) I mean, how do I know if Mr. Brown hates me unless I ask him? I did get an outstanding review and a nice raise.</p> <p>(James callout) After evaluating the situation, I feel much better. The duties he has given me is only because he trusts me and values my work ethic.</p>	<p>Hi Liz! I thought I would try the cognitive reframing technique we learned in our training.</p> <p>(Liz) That's a great idea!</p> <p>(James) I think it encourages more positive thinking which will assist in reducing my stress levels.</p> <p>(James) I have this thought that my boss hates me! If that was the case he would not have given me a raise or a good evaluation.</p> <p>(James) If I use the 4 steps, Listen, Identify, Evaluate, and Replace I can refute my negative thinking and replace it with something positive.</p> <p>(James) I mean, how do I know if Mr. Brown hates me unless I ask him? I did get an outstanding review and a nice raise.</p> <p>(James) After evaluating the situation, I feel much better. The duties he has given me is only because he trusts me and values my work ethic.</p> <p>(Liz) I'm so glad you are able to reframe your thinking to help minimize your</p>	<p>James' avatar changes from thinking to conversing when Liz enters the slide.</p> <p>Callout shapes track their conversation with text timed with VO narration to come on and off the screen.</p> <p>The next button will be hidden on this slide until the timeline ends when it will reappear on the course player and the learner can click next to continue.</p>
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	<p>(Liz callout) I'm so glad you are able to reframe your thinking to help minimize your stress levels. It's not good for your health to be so stressed out all of the time!</p> <p>Click Next to continue</p>	<p>stress levels. It's not good for your health to be so stressed out all of the time!</p>	
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**Slide [3.6]/ Menu Title: [Cognitive Reframing – 4 Steps] Objective: [3]**

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border This is the base layer</p> <p>No background photo on this slide. Background is formatted with a dark color from the palette.</p>  <p>The words listen, identify, evaluate, and replace will be inside a filled shape using a color from the palette. A photo or icon can be used to refer to the words as shown here and placed on the filled shape with the word placed underneath.</p>	<p>[Slide Title] <b>Cognitive Reframing – 4 Steps</b></p> <p>[Slide Text] <b>Click on each word to learn about the 4 steps in cognitive reframing.</b></p> <p><b>Listen</b></p> <p><b>Identify</b></p> <p><b>Evaluate</b></p> <p><b>Replace</b></p> <p><b>Click Next to continue to knowledge check</b></p>	<p>Narration: When you seek to engage in cognitive restructuring, there are 4 major steps you will need to follow: Listen, Identify, Evaluate, and Replace. Click on each word to learn about the 4 steps.</p>	<p>Each photo and word will fly in at the same time from the left of the slide with timed VO narration.</p> <p>The learner will click on the photo/word and the text will appear giving information about each step of cognitive reframing.</p> <p>The order the learner clicks in is not restricted.</p> <p>The next button will be hidden until the timeline ends on this slide.</p>

**Notes: This slide has 4 layers: 3.6a, 3.6b, 3.6c, 3.6d. Each word has its own layer. Text will appear underneath the word the learner clicks on.**

Slide [3.6a]/ Menu Title: <i>[Insert Title]</i>		Objective: [3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as 3.6 Layer a - Listen	<p>[Slide Title] Cognitive Reframing – 4 Steps</p> <p>[Slide Text] Same as 3.6 Listen to your self-talk. What thoughts automatically arise? Write your thoughts down so you can identify patterns in your thinking.</p>	<p>Narration: Listen to your self-talk. What thoughts automatically arise? Write your thoughts down so you can identify patterns in your thinking.</p>	<p>Learner clicks listen photo/word. Text giving information about the 1<sup>st</sup> step in cognitive reframing will appear under the word listen.</p>

Slide [3.6b]/ Menu Title: <i>[Insert Title]</i>		Objective: [3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as 3.6 Layer b - Identify	<p>[Slide Title] Cognitive Reframing – 4 Steps</p> <p>[Slide Text] Same as 3.6</p> <p>Analyze your thoughts and identify any that may cause stress. Look for patterns of negative thoughts.</p> <p>Click Next to continue to knowledge check</p>	<p>Narration: Analyze your thoughts and identify any that may cause stress. Look for patterns of negative thoughts.</p>	<p>Learner clicks identify photo/word. Text giving information about the 2<sup>nd</sup> step in cognitive reframing will appear under the word identify.</p>

Slide [3.6c]/ Menu Title: <i>[Insert Title]</i>		Objective: [3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as 3.6 Layer c - Evaluate	<p>[Slide Title] Cognitive Reframing – 4 Steps</p> <p>[Slide Text] Same as 3.6</p>	<p>Narration: Evaluate the identified patterns. Break down the thoughts into what supports the thought and how can you refute it.</p>	<p>Learner clicks evaluate photo/word. Text giving information about the 3<sup>rd</sup> step in cognitive reframing will appear under the word evaluate.</p>

	Evaluate the identified patterns. Break down the thoughts into what supports the thought and how can you refute it.  Click Next to continue to knowledge check		
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Slide [3.6d]/ Menu Title: [Insert Title]		Objective: [3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Same as 3.6 Layer d - Replace	[Slide Title] Cognitive Reframing – 4 Steps  [Slide Text] Same as 3.6  Replace negative thoughts with healthy and balanced alternatives. Review the evidence from step 3 to help you.  Click Next to continue to knowledge check	Narration: Replace negative thoughts with healthy and balanced alternatives. Review the evidence from step 3 to help you.	Learner clicks on replace photo/word. Text giving information about the 4 <sup>th</sup> step in cognitive reframing will appear under the word replace.

Slide [4.1]/ Menu Title: [Review]		Objective: [1,2,3]															
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:														
Custom top and bottom border  There is a picture of a notebook with a pencil to the right of it with a total of 3 different tables displayed on the pages of the notebook. There is one table displayed on the left page of the notebook. The two other tables are located on the page on the right hand side of the notebook.  Left:	[Slide Title] Review  [Slide Text] (Tables displayed below): Responses to Stress <table border="1" data-bbox="590 1258 1041 1497"> <tr> <td>Healthy</td> <td>Unhealthy</td> </tr> <tr> <td>Make a Plan</td> <td>Overeating</td> </tr> <tr> <td>Talk to Someone</td> <td>Aggressive Behavior</td> </tr> <tr> <td>Exercise</td> <td>Drinking Too Much</td> </tr> <tr> <td>Change Mindset</td> <td>Procrastinating</td> </tr> </table>	Healthy	Unhealthy	Make a Plan	Overeating	Talk to Someone	Aggressive Behavior	Exercise	Drinking Too Much	Change Mindset	Procrastinating	Let's take a minute to review. Look over the healthy and unhealthy responses to stressors and the two coping strategies to minimize stress.  Click on the Next button when you are ready to move on to the quiz.	The learner's attention is brought to the 3 tables displayed on the page for him/her to review before taking the assessment. This is a condensed version of the course information. Each table is different sized. Tables will look like the ones below and contain the same text. The <b>first table</b> displayed on the <b>left</b> will have 2 columns and 5 rows.  <table border="1" data-bbox="1549 1438 2001 1505"> <tr> <td>Healthy</td> <td>Unhealthy</td> </tr> <tr> <td>Make a Plan</td> <td>Overeating</td> </tr> </table>	Healthy	Unhealthy	Make a Plan	Overeating
Healthy	Unhealthy																
Make a Plan	Overeating																
Talk to Someone	Aggressive Behavior																
Exercise	Drinking Too Much																
Change Mindset	Procrastinating																
Healthy	Unhealthy																
Make a Plan	Overeating																

Responses to Stress	
Healthy	Unhealthy
Make a Plan	Overeating
Talk to Someone	Aggressive Behavior
Exercise	Drinking Too Much
Change Mindset	Procrastinating

Right:

Coping Strategies	
Exercise	
Aerobic	Running, Dancing, Swimming
Strength	Weightlifting, push-ups, pull-ups
Flexibility	Pilates, Stretching, Yoga
Cognitive Reframing	
4 Steps	Listen, Identify, Evaluate, Replace

Coping Strategies	
Exercise	
Aerobic	Running, Dancing, Swimming
Strength	Weightlifting, push-ups, pull-ups
Flexibility	Pilates, Stretching, Yoga
Cognitive Reframing	
4 Steps	Listen, Identify, Evaluate, Replace

Talk to Someone	Aggressive Behavior
Exercise	Drinking Too Much
Change Mindset	Procrastinating

The **first table** on the **right** contains 3 rows with each type of exercise listed on the left and examples of each listed on the right with a title bar at the top (title is Exercise) of the table.

Exercise	
Aerobic	Running, Dancing, Swimming
Strength	Weightlifting, push-ups, pull-ups
Flexibility	Pilates, Stretching, Yoga

The **bottom table** on the **right** has 1 row with a title bar (title is Cognitive Reframing) at the top. In the row on the left are the words 4 Steps and on the right the 4 steps of cognitive reframing are listed.

Cognitive Reframing	
4 Steps	Listen, Identify, Evaluate, Replace

The font of the text in the title bars and headings are white on a background color from the color palette. The font for text in all of the rows is black on a white background.

			<p>This will be listed in the resources tab and the learner will be given the option to print and take away for a reference from the module.</p> <p>Responses to Stress Heading and 1<sup>st</sup> table fly in from bottom with timed VO narration.</p> <p>Coping Strategies, exercise, and cognitive reframing tables, fly in from bottom with timed VO narration.</p> <p>Next button is hidden until timeline ends on this slide.</p>
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Slide [4.2]/ Menu Title: [Assessment Instructions]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Background photo of the word TEST with a transparency of 82%. Picture is formatted with color used in palette.</p>	<p>[Slide Title] Assessment Instructions</p> <p>[Slide Text]</p> <ul style="list-style-type: none"> <li>• Let's check your understanding of what you have learned throughout this course.</li> <li>• The assessment contains 5 questions.</li> <li>• You must score at least an 80% on the quiz to pass.</li> <li>• The assessment is not timed and you may take it as many times as needed to get a passing score.</li> </ul> <p>Good Luck!</p> <p>Click Next to continue to the Quiz</p>	<p>Let's check your understanding of what you have learned throughout this course. The assessment contains 5 questions. You must score at least an 80% on the quiz to pass. The assessment is not timed and you may take it as many times as needed to get a passing score. Good Luck!</p> <p>Click next when you are ready.</p>	<p>When the timeline starts on this slide each bulleted point will display on the screen with timed VO narration.</p> <p>The next button will be hidden until the timeline ends on this slide when the learner will be able to click Next to move on to the quiz.</p>

Slide [4.3]/ Menu Title: [Question #1]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>2 shapes in form of rectangles with the shape filled in a color from the palette. White font used for the text.</p> <p>The rectangles will be centered on the screen and they will go all the way across the screen.</p> <p>First rectangle will contain the assessment question and the second triangle will contain the assessment answer choices.</p>	<p>[Slide Title] Question #1</p> <p>[Slide Text] Click on each correct answer that applies</p> <p>Matt works in the admissions office. They have recently implemented a new computer system. He is having a difficult time learning the new program. He is extremely stressed and doesn't feel like he can do his job. Which of the following are healthy responses to stressors?</p> <p>Answer Choices: Go home and have a few drinks after work to relax</p> <p><b>Go for a short ten minute walk on his lunch break</b></p> <p><b>Make a plan to get help from an experienced coworker</b></p> <p>Tell himself he will not be able to learn the new program</p>	<p>Narration: Matt works in the admissions office. They have recently implemented a new computer system. He is having a difficult time learning the new program. He is extremely stressed and doesn't feel like he can do his job. Which of the following are healthy responses to stressors?</p>	<p>When the learner clicks submit, the multiple choice answer(s) will be submitted and learner advances to next slide (question #2).</p> <p>The learner will not receive feedback with correct and incorrect feedback layers.</p> <p>The learner will answer all 5 of the assessment questions in order first. The learner will get their score after answering the questions on the results page.</p> <p>If the learner does not pass, they can come back and see the review layers that Storyline will generate: 4.3a, 4.4a, 4.5a, 4.6a, and 4.7a. These layers will not be created as feedback layers for each question. They will be generated by Storyline once the results slide is created. Feedback will be put in "post quiz review" on the form view on each assessment question.</p>
<p><b>Notes: All final assessment questions will be hidden from the menu</b></p>			

Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
(Post Review Layer) Same as slide 4.3	Same as slide 4.3  Post Review Feedback: Matt should've chosen to go for a short ten minute walk on his lunch break or make a plan to get help from an experienced coworker if he were making healthy choices.	Post Review Feedback: Matt should've chosen to go for a short ten minute walk on his lunch break or make a plan to get help from an experienced coworker if he were making healthy choices.	Learner can click Next to advance through the review feedback on each slide.

Slide [4.4]/ Menu Title: [Question #2]		Objective: [#2]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom top and bottom border  2 shapes in form of rectangles with the shape filled in a color from the palette. White font used for the text.  The rectangles will be centered on the screen and they will go all the way across the screen.  First rectangle will contain the assessment question and the second triangle will contain the assessment answer choices.	[Slide Title] Question #2  [Slide Text] Click on each correct answer that applies  Jessica had a terrible day at work. She yelled at her coworker, but later identified her negative thinking and evaluated the situation to find that she had overreacted. After work she went for a run and drank a bottle of wine. Which of her responses to stress were unhealthy?  Answer Choices: <b>Drinking</b> Cognitive Reframing <b>Aggressive Behavior</b> Exercise	Narration: Jessica had a terrible day at work. She yelled at her coworker, but later identified her negative thinking and evaluated the situation to find that she had overreacted. After work she went for a run and drank a bottle of wine. Which of her responses to stress were unhealthy?	Same settings seen on slides 4.3-4.7

**Notes: All final assessment questions will be hidden from the menu**



Slide [4.4a]/ Menu Title: [Question #2] <i>Post Review Feedback</i>		Objective: [#2]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
(Post Review Layer) Same as base layer slide 4.4	Same as slide 4.4  Post Review Feedback: Jessica's unhealthy responses to stress were her aggressive behavior toward her coworker and drinking an entire bottle of wine.	Post Review Feedback: Jessica's unhealthy responses to stress were her aggressive behavior toward her coworker and drinking an entire bottle of wine.	Learner can click Next to advance through the review feedback on each slide.

Slide [4.5]/ Menu Title: [Question #3]		Objective: [#3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom top and bottom border  2 shapes in form of rectangles with the shape filled in a color from the palette. White font used for the text.  The rectangles will be centered on the screen and they will go all the way across the screen.  First rectangle will contain the assessment question and the second triangle will contain the assessment answer choices.	[Slide Title] Question #3  [Slide Text] Choose True or False <b>The sequential steps in cognitive reframing are Listen, Identify, Evaluate, and Replace.</b>  Answer Choices: <b>True</b> False	Narration: Remember, the steps in cognitive reframing are <b>Listen, Identify, Evaluate, and Replace.</b>	Same settings seen on slides 4.3-4.7
<b>Notes: All final assessment questions will be hidden from the menu</b>			

Slide [4.5a]/ Menu Title: [Question #3] <i>Post Review Feedback</i>		Objective: [#3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
(Post Review Layer) Same as base layer slide 4.5	Same as slide 4.5  Post Review Feedback:	Post Review Feedback: Remember, the steps in cognitive reframing are <b>Listen, Identify, Evaluate, and Replace.</b>	Learner can click Next to advance through the review feedback on each slide.

	Remember, the steps in cognitive reframing are <b>Listen, Identify, Evaluate, and Replace.</b>		
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Slide [4.6]/ Menu Title: [Question #4]		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom top and bottom border	<p>[Slide Title] Question #4</p> <p>[Slide Text] Which is an example of a healthy response to a stressor?</p> <p>Answer Choices:</p> <p>Allen was upset that he was given an extra task at work. He went out to the bar after work to have a few drinks.</p> <p><b>Allen was upset that he was given an extra task at work. He went out for a run after work to boost his mood.</b></p> <p>Allen was upset that he was given an extra task at work. He spent all afternoon scrolling through TikTok.</p> <p>Allen was upset that he was given an extra task at work. He got angry with his coworker for asking for his help.</p>	<p>Narration: Which is an example of a healthy response to a stressor?</p>	Same settings seen on slides 4.3-4.7

Notes: All final assessment questions will be hidden from the menu

Slide [4.6a]/ Menu Title: [Question #4] <i>Post Review Feedback</i>		Objective: [#1]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
(Post Review Layer) Same as base layer slide 4.6	Same as slide 4.6  Post Review Feedback: A healthy response to a stressor is going for a run.	Post Review Feedback: A healthy response to a stressor is going for a run.	Learner can click Next to advance through the review feedback on each slide.

Slide [4.7]/ Menu Title: [Question #5]		Objective: [#1 & #3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom top and bottom border	[Slide Title] Question #5  [Slide Text] Choose all that apply  Jennifer feels like her boss is always mad at her and gives her more work than she can handle. How can Jennifer be more positive to minimize her stress levels? Click all that apply.  Answer Choices: Jennifer can go complain to her coworkers.  <b>Jennifer can try the cognitive reframing technique.</b>  Jennifer orders a pizza and eats a sleeve of Oreo's.	Narration: Jennifer feels like her boss is always mad at her and gives her more work than she can handle. How can Jennifer be more positive to minimize her stress levels? Click all that apply.	Same settings seen on slides 4.3-4.7

	<p><b>Jennifer can get more exercise to boost endorphins.</b></p> <p>Click Submit to see your score</p>		
<p><b>Notes: All final assessment questions will be hidden from the menu</b></p>			

Slide [4.7a]/ Menu Title: [Question #5] <i>Post Review Feedback</i>		Objective: [#1 & #3]	
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
(Post Review Layer) Same as base layer slide 4.7	Same as slide 4.7  Post Review Feedback: Jessica's unhealthy responses to stress were her aggressive behavior toward her coworker and drinking an entire bottle of wine.	Post Review Feedback: Jessica's unhealthy responses to stress were her aggressive behavior toward her coworker and drinking an entire bottle of wine.	Learner can click Next to advance through the review feedback on each slide.

Slide [4.8]/ Menu Title: [Results]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
Custom top and bottom border  Color from palette is shown as background on slide	[Slide Title] Quiz Results  <b>[Slide Text]</b>  Your Score: XX%  Passing Score: 80%	Narration is only on success and failure layers.	<b>Base layer will be visible from success and failure slides.</b>  Show success layer 4.8a when timeline starts if results are equal to or greater than 80% which is the passing score.  Show failure layer 4.8b when timeline starts if results are less than the passing score of 80%.  Results variable reference shows the percent score that the learner

			<p>achieved and the passing score of 80% that the learner must have in order to pass.</p> <p>Built in graded quiz variable reference displays learner score where XX appears on the slide and 80% shows the passing score where YY appears on the slide.</p>
<p><b>Notes: Results slide has a success and failure layer.</b></p>			

Slide [4.8a]/ Menu Title: [Results] Success Layer			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Color from palette is shown as background on slide</p>	<p>[Slide Title] Quiz Results</p> <p>[Slide Text] Congratulations! You Passed! XX% Review Quiz Click Next to Continue</p>	<p>Narration: Congratulations! You passed the quiz for stress management in the workplace. If you would like to review your answers, click on review quiz. If not, click on next to continue.</p>	<p>Learner has the option to review the quiz questions and answers or to click next to go to the next slide.</p>

Slide [4.8b]/ Menu Title: [Results]			
Visual / Display:	Slide Text:	Narration / Voiceover:	Animation / Interaction:
<p>Custom top and bottom border</p> <p>Color from palette is shown as background on slide</p>	<p>[Slide Title] Quiz Results</p> <p>[Slide Text] Sorry, you didn't pass!</p>	<p>Narration: Sorry! You didn't pass the quiz. You need at least an 80% to pass. To review the questions and your answers, click on review quiz. To try the quiz again, click on retake the quiz.</p>	<p>Review Quiz: shows correct/incorrect response when reviewing the questions and shows review layers on each assessment slide.</p> <p>Retake Quiz: resets results slide and jumps to slide 4.3</p>

	<p>You need at least an 80% to pass.</p> <p>XX%</p> <p>Review Quiz</p> <p>Retake Quiz</p>		
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<b>Slide [4.9]/ Menu Title: [Congratulations]</b>			
<b>Visual / Display:</b>	<b>Slide Text:</b>	<b>Narration / Voiceover:</b>	<b>Animation / Interaction:</b>
<p>Custom top and bottom border are seen here but they are much larger on this slide.</p>	<p>[Slide Title]</p> <p>You're Finished</p> <p>Congratulations!</p> <p>You have completed Stress Management in the Workplace</p> <p>Thank you for participating!</p> <p>Exit</p> <p>Click the Exit button to conclude this course</p>	<p>Narration:</p> <p>Congratulations! You did it! You have completed the Stress Management in the Workplace training course. I hope you enjoyed it and have learned some coping strategies that will work for you to minimize your stress levels.</p>	<p>Exits the course when the learner clicks the Exit button.</p>