

San José State University.
Department of Kinesiology.
KIN 69, Stress Management: A Multidisciplinary Perspective.
Section 01, Fall 2018.

Course and Contact Information.	
Instructor:	Ms. Billie Jo (BJ) Grosvenor, MS, RC, RTC, CTRS.
Office Location:	YUH 245.
Email:	billiejo.grosvenor@sjsu.edu .
Office Hours:	Mondays 10:45am – 11:45am.
GE Category:	Area E – Human Understanding & Development.
Classroom:	YUH 236.
Class Days/Time:	Mon & Wed 7:30AM – 8:45AM.
First Day of Class Instruction:	Wednesday, August 22 2018.

Faculty Web Page and MYSJSU Messaging.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found in the Canvas Learning Management System course login website at <http://sjsu.instructure.com>. Students enrolled in the course are responsible for regularly checking with the messaging system through Canvas and MySJSU to learn of any updates.

Course Description.

The stress process and its relation to health and disease, lifestyle, and the sociocultural environment. Analysis of physiological, psychological, sociological, and environmental parameters of stress, emphasizing development of personalized stress management strategies to enhance academic, personal, and social development.

Goal.

The primary goal of this course is to enhance a student's ability to understand and effectively manage stress through:

- an understanding of the psychological, physiological, and social/cultural aspects of stress.
- the incorporation of stress management techniques into one's lifestyle, with particular emphasis on identifying and utilizing available university resources to support academic, personal, and social development, and reduce stress associated with the transition to a university environment.
- an understanding of the stress process and its relation to health and disease.

GE Learning Outcomes (GELO).

Upon successful completion of this course, students will be able to:

GELO 1. recognize the physiological, social/cultural, and psychological influences on their well-being (demonstrated by the Stress Log Assignment);

GELO 2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan (demonstrated by the Lifetime of Stress Assignment);

GELO 3. use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals (demonstrated by the University Resources assignment); and

GELO 4. recognize themselves as individuals undergoing a particular stage of human development, how their well-being is affected by the university's academic and social systems, and how they can facilitate their development within the university environment (demonstrated by the University Resources assignment).

Course Learning Outcomes (CLO).

Upon successful completion of this course, students will be able to:

- CLO 1. identify stressors experienced throughout the life span, with particular emphasis on stressors experienced by college students.
- CLO 2. analyze psychological, social/cultural, and environmental influences on one's experience of stress, and their impact on health and well-being.
- CLO 3. describe the physiological stress response and its relationship to health, disease, quality of life, and well-being.
- CLO 4. analyze and understand the dynamics of stress and the ways in which stress management may enhance one's options and potential throughout the life span.
- CLO 5. develop competency in a variety of specific stress management techniques including behavioral and cognitive methodologies to reduce the negative impact of stress.
- CLO 6. identify and utilize available university resources to enhance academic, personal, and social development, and reduce stress that may be associated with the transition to a university environment.
- CLO 7. discuss stressors unique to diverse groups and gain personal understanding of behaviors and values of others by working throughout the semester with students from diverse backgrounds.

Required Textbook.

Greenberg, J. S. (2017). Comprehensive stress management (14th ed.). Boston: McGraw-Hill.

Library Liaison - Kinesiology

Ms. Adriana Poo (adriana.poo@sjsu.edu).

Course Requirements and Assignments.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

This course combines theory and experiential learning. Personal applications emphasized. Classes consist of lecture, large and small group discussions, multimedia presentations, and guided laboratory activities.

ASSESSMENT ACTIVITIES, EVALUATION, AND GRADING CRITERIA.

NOTE: Assignment 2, 3 and 4 – These assignments are to be uploaded in Canvas. If students attempt to **turn in via paper** on the day due, the assignment will NOT be graded. Students have MISSED the submission format and time.

CLASS ACTIVITIES.	POINTS	LEARNING OBJECTIVES.
Assignment 1. Engaged Participation: Worksheets (34 points), Laboratory Activities (20 points) and Canvas Discussions (6 points).	60 points.	GELO 2, CLO 5.
Assignment 2A. University Resource Verbal Presentation – Team Assignment [2 person] (above average verbal skills, eye contact and demonstrated ability to teach not just read PPT slides).	30 points.	GELO 3, 4, CLO 6, 7.
Assignment 2B. University Resource PPT. BOTH students upload in Canvas to receive a grade.	15 points.	GELO 3, 4, CLO 6, 7.
Assignment 2C. University Resource Paper (2 pages). BOTH students upload in Canvas to receive a grade.	30 points.	GELO 3, 4, CLO 6, 7.
Assignment 3. Stress Log – 7 Days - Individual - 2 page synthesis paper . Upload Paper in Canvas	30 points.	GELO 2, CLO 1, 2, 3, 4.
Assignment 4. Occupational Stress Paper . Individual Assignment. 2 page synthesis. Upload Paper in Canvas.	60 points.	GELO 2.
Assignment 5. Two Exams . Location - Canvas (quiz tool) <u>or</u> in class (ScanTron 882-E). Announced in class – prior to exam.	50 points.	GELO 1, 2, CLO 2, 3, 4.
Assignment 6. Final Exam Day. A Lifetime of Stress . Synthesis paper. Team Assignment [5 person]. All team members must be present at final exam in order to receive points. Upload in Canvas on day of final exam.	30 points.	GELO 1, 2 CLO 2, 3, 4.
TOTAL POSSIBLE POINTS.	300.	Divide by 3 to determine your points cumulating to 100%.

NOTE 1: **NO make-up or late assignments allowed**, no matter the reason. Worksheets are to be printed (from Canvas) and brought to class for use on the day assigned.

NOTE 2: **NO make-up or late discussion allowed**, no matter the reason. Discussions are to be posted by the time and on the date listed in the class calendar and in Canvas. Discussions are to be posted by 7:00AM – before the start of class.

NOTE 3: **NO make-up exams allowed**, no matter the reason. The final exam will NOT be given early. It will occur on the final exam day and time frame set by the university.

NOTE 4: Examples of **classroom activities** include small/large group discussions, written responses in discussion tool in Canvas to videos, and in-class writing. Examples of **lab activities** include participation in, and reflective writing about, interventions: meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, cognitive reappraisal, social engineering, creative problem solving, time management, systematic desensitization, or biofeedback and self-regulation activities.

NOTE 5: Active participation in all lecture and laboratory sessions is expected. EACH student is to make an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected.

Excellent participation: Always reads assigned material before class. All self-assessments are completed before class and demonstrate the ability to apply course content to one's life. Student actively and appropriately contributes to, and participates in, class activities, including discussions and labs. Written work and class contributions demonstrate excellent thought and insight.

Above average participation: Assigned material is usually read before class. Self-assessments are completed with some application to one's life. Student usually contributes to class discussions. Written work and class contributions demonstrate thought and insight.

Average participation: Assigned material is sometimes read before class. Most self-assessments are completed with some application to one's life. Student occasionally contributes to class discussions. Written work and class contributions demonstrate some thought and insight.

Below average participation: Student attends class but is frequently unprepared (has not completed assigned readings or self-assessments). Rarely contributes to class discussions; demonstrates minimal thought and insight.

Assignment of Grades:

100% - 94% = A	93% - 90% = A minus	89% - 87% = B plus
86% - 83% = B	82% - 80% = B minus	79% - 77% = C plus
76% - 73% = C	72% - 70% = C minus	69% - 67% = D plus
66% - 63% = D	62% - 60% = D minus	< 59.5% = F

MAJOR ASSIGNMENTS GENERAL INFORMATION:

NOTE 1: All general education courses are required to assess students' written work including grammar, clarity, conciseness, and coherence. Out-of-class assignments are to be well written with correct grammar and spelling. Grades may be lowered on assignments that fail to meet these criteria.

NOTE 2: All major assignments are due on the dates indicated, and should be typed, double-spaced, using normal typeface and margins (e.g., 12 point font, 1 inch margins). Assignments will be evaluated on the following criteria: (a) content, (b) organization, (c) analysis and critical thinking, (d) citing and use of appropriate references, when required, (e) syntax, grammar, and spelling.

NOTE 3: All assignments must be original work for this course, thus Turnitin.com may be used. Assignments should reflect a students' best work, and must be uploaded to Canvas, prior to the start of class by 7:00AM. **NO LATE PAPERS ACCEPTED, NO MATTER THE REASON.**

MAJOR ASSIGNMENTS DESCRIBED.

ASSIGNMENT 1. Engaged Participation and Laboratory Activities.

Students will utilize material from the:

- Textbook assessment worksheets;**
- Discussion topics – separate from lab activities** - posted in Canvas;
- Lab activities - class questions/ canvas prompts**(due before the start of class by 7:00am);

to determine points earned in this category.

Canvas discussion prompts are due after every LAB. Criteria - students will post a reflection of their own experience with the LAB. Refer to the posted class calendar for exact dates. **Do not rely solely on the Canvas generated “to do list.” Students will ONLY post a discussion response IF THEY WERE IN CLASS ON THE DAY OF THE LAB.** Students who post a “fabricated and dishonest” reflection will be reported to the office of Student Conduct and Ethical Development.

Worksheets will be discussed in class. Students will be required to bring in a **printed copy** of the assigned chapter worksheet to validate work completed BEFORE CLASS BEGINS and engagement in class. Notebook paper with handwritten comments/numbers WILL NOT BE accepted for a grade.

IF STUDENTS DO NOT HAVE A PRINTER, an on campus resource is available - Associated Students Print and Technology Center has self-service printers available for your use. Located in the Student Union. Cost per page .17 cents. Total semester cost for worksheets = \$3.06 www.as.sjsu.edu.

The due dates and delivery method of all engaged participation activities are noted in the class calendar. Attendance is imperative to stay current with LAB assignments. Again, verify assignment due dates and deliverables with class calendar, do not exclusively use the Canvas “to do list!”

Due Day and Date	Lab Assessment Worksheet Chapter & Number	Worksheet Title → Two (2) Points Each (34 pts) Complete and Detailed Information Required. Dates also listed in Calendar. 17 cents. Total semester cost for worksheets = \$3.06 www.as.sjsu.edu
Wed, 8/29. (2 worksheets)	1.1 2.2	What Causes Your Stress? What Are Your Physiological Reactions to Stress?
Wed, 9/5.	3.2	Why Did You Get Sick as a Result of Stress?
Wed, 9/12.	12.1	How Do You Cause Stress and What Will You do About It?
Mon, 9/17 (3 worksheets)	4.1 4.2 5.1	Budgeting While in School: Using a Worksheet to Help Manage How Intimate Are Your Friendships? What Eustressors Have You Experienced?
Mon, 10/1.	6.2	What Hassles Do You Encounter?
Wed, 10/3.	7.1	How Assertive Are You?
Mon, 10/10. (2 worksheets)	8.2 8.5	Are You A Type A? What Is Your Locus of Control?
WED, 10/24 (2 worksheets)	16.2 16.3	How Stressful Is Your job? Do You Have Burnout or Brownout?
Wed, 10/31.	13.1	Can You Overcome Roadblocks to Exercise?
Mon, 11/26.	15.3	How Well Do You Know Diverse Groups and Individuals?
Mon, 12/3. (3 worksheets)	8.1 9.2 14.2	What Kind of Sense of Humor Do You Have? How Forgiving Are you? Are Your Lifestyle Behaviors Healthy?

ASSIGNMENT 2. University Resources (Verbal Presentation, PPT and Narrative Paper)

Working in teams of 2 students each – you will explore two (2) campus resources that may reduce personal, academic, environmental, or social stressors, and facilitate academic life and student learning. (Resources will be assigned in class to each team).

PPT Requirement. Each student will verbally present their assigned resources to the class and each student will upload the PPT to Canvas. Students are expected to demonstrate above average verbal skills, eye contact and a demonstrated ability to teach not just read PPT slides.

The Paper Requirement. Must include a) a detailed description of the assigned SJSU resources, b) how these resources help students effectively manage stress and enhance academic life, c) a reflection of how the team worked together, d) each team member's specific contribution to the project, and e) how conflicts, if any, were resolved. Each student will upload a written paper (2 pages).

NOTE: Teams are responsible for having their own laptop to connect to the HDMI or VGA cords that connect to the LCD projector in the room. Problems connecting, forgot your adaptor = zero for grade. The university has an equipment loan program - <http://www.sjsu.edu/at/ats/index.html>.

ASSIGNMENT 3. Occupational Stress Paper + Professional Interview.

For the occupational stress paper, students will investigate potential stressors likely to be encountered in their chosen careers by reviewing the literature and will interview at least one (1) person working in that career (verifiable contact information must be submitted. The professor will verify the authenticity of the professional source).

RESEARCH. A minimum of two (2) professional journal articles related directly to your future career must be used. Students will review the literature on a topic related to stress or stress management from a professional journal article found in the SJSU databases. The peer-review process helps to ensure that high quality articles are published. For this assignment, it is recommended that you begin searching for articles using ACADEMIC SEARCH PREMIER (library's databases). Once in Academic Search Premier - check the box to limit your search to peer-reviewed articles.

INTERVIEW PORTION OF ASSIGNMENT. Include how your interviewee identifies stress in their life (lack of sleep, no time for eating, harsh verbal response, etc.) and the methods they use by to cope with life/work stressors. All references must be cited in the text (narrative paragraphs), and a reference list/works cited must be included. Papers are to be 2-3 pages, not including reference list.

WRITING REQUIREMENTS. Write a concise summary of the research, integrating information from the two (2) journal articles and the interview.

ASSIGNMENT 4. Stress Log.

Individual students will record on an e-form provided by the professor - routine and unique stressors encountered during 1 week (7 days – Sun-Sat). For example, driving to school/work each morning through heavy rush hour traffic is routine, but getting a flat tire is (one hopes) unique.

Next, record your psychological and emotional reactions to these stressors, how you responded physically to the stressors (physiological stress response), and how you coped with each stressor (use of interventions). After recording entries for 7 days, analyze your entries, identifying patterns of stressors, responses, and coping methods. Discuss the patterns you observe, and include methods that could have been employed to cope more effectively with the identified stressors, including use of appropriate university and community resources. A 2 page reflective summary of your log will be submitted for grading.

ASSIGNMENT 5. Two (2) Exams - During Semester

During the term, students will be tested on specified chapters listed in calendar. The format maybe matching, multiple choice, true/false or short answer essay. NO make-up exams allowed.

ASSIGNMENT 6. Final Exam Day. A Lifetime of Stress – Team Paper

Discuss the patterns you observe, and include methods that are currently being or could be employed to cope more effectively with the identified stressors, including use resources identified in the textbook; instructions below.

BEFORE THE TEAM BEGINS TO WRITE CONTENT – each student will reflect on their college years, then imagine themselves in 30 years, in 50 years (make the mental distinction between the 3 time periods). What does life look like? What types of stressors are do you / will you encounter? Next, as a team compare notes. Prepare responses for the questions, based on imaging of life going forward and in reflection of content from the text. Each team member must upload the collaborative assignment to canvas. All names must be listed on paper submitted

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

OUT-OF-CLASS ASSIGNMENTS / HOMEWORK:

NOTE: All general education courses are required to assess students' written work including grammar, clarity, conciseness, and coherence. Out-of-class assignments are to be well written with correct grammar and spelling. Grades may be lowered on assignments that fail to meet criteria.

All out-of-class assignments are due on the dates indicated, and should be typed, double-spaced, using normal typeface and margins (e.g., 12 point font, 1 inch margins). Assignments will be evaluated on the following criteria: (a) content, (b) organization, (c) analysis and critical thinking, (d) citing and use of appropriate references, when required, (e) syntax, grammar, and spelling. All assignments must be original work for this course. Assignments should reflect your best work, and must be uploaded to Canvas.

CLASSROOM PROTOCOL

NOTE 1: All students will demonstrate respect for themselves, each other, and the instructor at all times. Intense discussions are encouraged, but never at the expense of respect and understanding of your peers or the professor. We may not agree with one another, but we do need to hear and respect one another.

NOTE 2: Use of cell phones and lap tops (during instructional hours) for purposes other than class activities can be reported to the department of Student Conduct and Ethical Development. This is a time for you to unplug. Our class format is a blend of experiential and small group discussion.

Consent for Recording of Class and Public Sharing of Instructor Material – MUST BE OBTAINED

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. **You must obtain the instructor’s permission to make audio or video recordings in this class.** Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. No posting in social media, websites or video sites is allowed.”
 - The instructor’s process for granting permission. The students must submit a written request for the whole semester.
 - In classes where active participation of students or guests may be on the recording, permission of those students and/or guests must be obtained as well in writing.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources.

Tentative Class Schedule. As of Wednesday, August 22, 2018.

Guest LAB Facilitator – Yoga – Monday, October 15 comfortable clothes – will be using mats.

Schedule subject to change based on instructional needs. Changes announced in class, prior to the change occurring.
NO make-up or late assignments allowed, no matter the reason. Worksheets are to be printed and brought to class on day assigned.
NO make-up or late discussion allowed, no matter the reason. Discussions are to be posted by the time and on the date listed in the class calendar and in Canvas. Discussions are to be posted by 7:00AM – before the start of class.
NO make-up exams allowed, no matter the reason. The final exam will NOT be given early. Occurs on exam day/time set by university.

Day/Dates.	Content.	Readings In Greenberg.	Due On Canvas And / Or - Due In Class.
Week 1. Wed 8/22.	WEDNESDAY Welcome to KIN 69. 1) Course assignments 2) Attendance expectations 3) Requirement for printing worksheets [no notebook paper submissions, must be on form – turn in on day it is due approximately \$3.10] 4) Get to know your peers - student intros.		HOMEWORK: Read CH 1 & 2.
Week 2. Mon 8/27. & Wed 8/29.	MONDAY CH 1 - Introduction to Stress CH 2 - Psychophysiology of Stress <i>* Important Terminology and Constructs.</i> WEDNESDAY	CH’s 1, 2.	DUE in Class - Wednesday, 8/29: Printed from Canvas – no handwritten worksheets accepted for grade. Worksheet: 1.1 – <i>What Causes Your Stress?</i>

	<p>VIDEO: How The Body Responds To Stress: Way To See Stress Explained (physiological) https://www.youtube.com/watch?v=sQj6GMrt8EE</p> <p>Worksheets: 1.1 & 2.2</p> <p>LAB 1: Meditation 1 (focus on breathing). Mindful Breathing Meditation (3+ Minutes) - Seated</p>		<p>Worksheet: 2.2 – What Are Your Psychophysiological Reactions to Stress?</p> <p>HOMEWORK: Read CH 3.</p>
<p>Week 3. Mon 9/3. & Wed 9/5.</p>	<p>MONDAY – LABOR DAY – NO CLASS</p> <p>WEDNESDAY CH 3 – Stress and Illness/Disease DISCUSS: University Resources Project: Assign Teams & SJSU Resources. TO DO: Teams - Identify date and time to visit resource. Note: University Resources Paper and PPT is NOTE: DUE on day assigned for each team’s Presentation by 7:00am (before class). (Presentations begin on 9/17, end on 11/14). Worksheet: 3.2 LAB 2: Diaphragmatic Breathing</p>	CH 3.	<p>DUE: In Canvas discussion – due before class @ 7:00am Wednesday, 9/5 Meditation 1. NOTE: Respond to the Q’s IF YOU WERE IN CLASS.</p> <p>DUE in Class: Printed from Canvas – no handwritten worksheets accepted for grade. Wednesday, 9/5 Worksheet: 3.2 – Why Did You Get Sick as a Result of Stress?</p> <p>HOMEWORK: Read CH 10 & 12.</p>
<p>Week 4. Mon 9/10. & Wed 9/12.</p>	<p>MONDAY CH 10 – Meditation Discuss: Stress Log Discuss: Occupational Interview & Research</p> <p>WEDNESDAY CH 12 – Other Relaxation Techniques VIDEO: Stress, Portrait of a Killer – Part 1 & 2 "Stress today will affect your health tomorrow and for years to come" This shows scientifically how stress causes sickness and death in humans and animals. Whereas, lack of stress causes health." Worksheet: 12.1</p>	CH 10, 12.	<p>DUE: In Canvas discussion – due before class @ 7:00am Monday, 9/10 – Reflection on Diaphragmatic Breathing NOTE: Respond to the Q’s IF YOU WERE IN CLASS.</p> <p>DUE in Class: Printed from Canvas – no handwritten worksheets accepted for grade. Wednesday, 9/12 Worksheet: 12.1 – How Do You Cause Stress and What Will You do About It?</p> <p>HOMEWORK: Read CH 4 & 5.</p>
<p>Week 5. Mon 9/17. & Wed 9/19.</p>	<p>MONDAY Team 1 – University Resource Presentation CH 4 – Stress and the College Student CH 5 – Intervention Worksheets: 4.1 & 4.2 & 5.1</p> <p>WEDNESDAY Team 2 – University Resource Presentation Exam #1 Review</p>	CH’s 4, 5	<p>DUE: In Canvas discussion – due before class @ 7:00am Monday 9/17 Reflection on Video: Stress, Portrait of a Killer – Part 1 & 2. NOTE: Respond to the Q’s IF YOU WERE IN CLASS.</p> <p>DUE in Class: Printed from Canvas – no handwritten worksheets accepted for grade.</p>

			<p>Monday, 9/17 Worksheet: 4.1 – <i>Budgeting While in School: Using a Worksheet to Help Manage</i> AND Worksheet: 4.2 – <i>How Intimate Are Your Friendships?</i> AND Worksheet: 5.1 – <i>What Eustressors Have You Experienced?</i> HOMEWORK: Review PPT - Effective Study Habits</p>
<p>Week 6. Mon 9/24. & Wed 9/26.</p>	<p>MONDAY Exam #1 – TERMINOLOGY Online in Canvas NOTE: ALL STUDENTS ARE TO TAKE THE EXAM BY THEMSELVES NO SHARING OF ANSWERS</p> <p>WEDNESDAY ON-LINE REFLECTION OF READING – Journal Article – ‘Resilient College Students in School-to-Work Transition.’ STUDENTS: Find required response prompts in discussion & in assignment description.</p>	<p>Exam CH’s 1-5, 10, 12</p>	<p>Monday, 9/24 – EXAM – in Canvas. No in-class session. DUE: WED 9/26 Synthesis: Stress Log</p> <p>Wednesday, 9/26 – Online Reflection of Reading – Post in Canvas. No in-class session. HOMEWORK: Read CH 6 & 7.</p>
<p>Week 7. Mon 10/1. & Wed 10/3.</p>	<p>MONDAY Team 3 – University Resource Presentation Introduce Occupational Stress project. CH 6 – Life-Interventions: Intrapersonal Worksheet: 6.2</p> <p>WEDNESDAY Team 4 – University Resource Presentation CH 7 – Life Interventions: Interpersonal Worksheet: 7.1</p>	<p>CH’s 6, 7</p>	<p>DUE in Class: Printed from Canvas – no handwritten worksheets accepted for grade. Monday, 10/1 Worksheet: 6.2 – <i>What Hassles Do You Encounter?</i></p> <p>DUE in Class: Printed from Canvas – no handwritten worksheets accepted for grade. Wednesday, 10/3 Worksheet: 7.1 – <i>How Assertive Are You?</i> HOMEWORK: Read CH 11 & 8.</p>
<p>Week 8. Mon 10/8. & Wed 10/10.</p>	<p>MONDAY Team 5 – University Resource Presentation CH 11 – Autogenic Training, Imagery & PMR. LAB 3: Autogenic training + imagery.</p> <p>WEDNESDAY Team 6 – University Resource Presentation</p>	<p>CH’s 11, 8</p>	<p>Wednesday, 10/10 Worksheet: 8.2 – <i>Are You A Type A?</i> AND Worksheet: 8.5 – <i>What Is Your Locus of Control?</i></p>

	Team 7 – University Resource Presentation CH 8 – Perception Interventions Worksheet: 8.2, 8.5.		HOMEWORK – Prep: Monday, 10/15 – come to class in comfortable clothes.
Week 9. Mon 10/15. & Wed 10/17.	MONDAY LAB 4: YOGA – with Dana. Wear comfortable and loose clothing. Please consider tops/shirts that would be revealing when in prone position or kneeling position. Will be using mats. Bring a towel to use if you have sensitive joints in kneeling position. Come to class 5 minutes before start. Be ready for Yoga at 7:30 am. Session will take entire class period. WEDNESDAY Team 8 – University Resource Presentation Team 9 – University Resource Presentation Team 10 – University Resource Presentation IN-CLASS WORK - A Lifetime of Stress. Team Assignment [5 persons].		DUE: In Canvas discussion – due before class @ 7:00am Wednesday, 10/17 – Autogenic Training + Imagery. NOTE: Respond to the Q's IF YOU WERE IN CLASS. AND Reflection –Yoga with Dana. NOTE: Respond to the Q's IF YOU WERE IN CLASS. HOMEWORK: Read CH 16.
Week 10 Mon 10/22. & Wed 10/24.	MONDAY Team 11 – University Resource Presentation Team 12 – University Resource Presentation LAB 5: 6-min Mindfulness of Body and Breath. WEDNESDAY Team 13 – University Resource Presentation CH 16 – Occupational Stress Worksheet: 16.2, 16.3	CH 16	DUE in Class: Printed from Canvas – no handwritten worksheets accepted for grade. Worksheets: Wednesday, 10/24 16.2 – <i>How Stressful Is Your Job?</i> AND 16.3 – <i>Do You Have Burnout or Brownout?</i>
Week 11. Mon 10/29. & Wed 10/31	MONDAY ON-LINE CLASS - REFLECTION OF VIEWING TEDx – POST IN CANVAS DISCUSSION How to Humor Your Stress Loretta LaRoche TEDxNewBedford 20:50 minutes https://www.youtube.com/watch?v=bZMJdhe4xhQ WEDNESDAY Team 14 – University Resource Presentation CH 13 - Physiological Arousal Interventions (healthy lifestyles). Worksheet: 13.1 LAB 6: Meditation (focus on sounds or music).	CH 13	DUE in Class: Worksheet: Wednesday, 10/31 13.1 – <i>Can You Overcome Roadblocks to Exercise?</i>
Week 12. Mon 11/5. & Wed 11/7.	MONDAY Exam #2 – Review WEDNESDAY Exam #2 –In Class–ScanTron 882-E + Pencils	Exam CH's 6, 7, 8, 11, 13, 16	DUE: WED 11/5 PAPER: Occupational Stress.

	Multiple Choice – True/False		
Week 13. Mon 11/12. & Wed 11/14.	MONDAY VETERANS DAY – NO CLASS WEDNESDAY Team 15 – University Resource Presentation (Last day of presentations – no make-ups) IN-CLASS WORK - A Lifetime of Stress. Team Assignment [5 persons]. LAB 7: Progressive muscular relaxation.		
Week 14. Mon 11/19. & Wed 11/21.	MONDAY ON-LINE CLASS - REFLECTION OF VIEWING TED talk – POST IN CANVAS DISCUSSION Video: TED talk on Power Posing – 21 min https://www.ted.com/search?q=amy+cuddy WEDNESDAY – NON INSTRUCTIONAL DAY Thursday and Friday – Thanksgiving Holiday		DUE: In Canvas discussion – due before class @ 7:00am Monday 4/16 – Progressive Muscular Relaxation. NOTE: Respond to the Q’s IF YOU WERE IN CLASS.
Week 15. Mon 11/26. & Wed 11/28.	MONDAY CH 15 - Diversity and stress. Worksheet: 15.3 Activity: Ball Pass – Stress Questions Activity: 8-min Mindfulness Activity WEDNESDAY CH 17 – Family Stress LAB 8: Meditation with a mantra word.	CH’s 15, 17	DUE: In Canvas discussion – due before class @ 7:00am Monday, 4/23 – Meditation (sounds/music) NOTE: Respond to the Q’s IF YOU WERE IN CLASS. DUE in Class: Worksheet: Monday, 11/26 15.3 – How Well Do You Know Diverse Groups and Individuals?
Week 16. Mon 12/3. & Wed 12/5.	MONDAY CH 9 – Spirituality and Stress CH 14 – Strategies for Decreasing Stressful Behaviors Worksheet: 8.1, 9.2, 14.2. WEDNESDAY LAB 9: Mindful Eating (Professor brings supplies) LAB 10: Art As Relaxation (Professor brings supplies) Activity: Humor – Bring a CLEAN Joke to class to share with your peers!	CH’s 9, 14	DUE: In Canvas discussion – due before class @ 7:00am Monday, 4/30 – Meditation with a Mantra Word. NOTE: Respond to the Q’s IF YOU WERE IN CLASS. DUE in Class: Worksheet: Monday, 12/3 8.1 – What Kind of Sense of Humor Do You Have? AND 9.2 – How Forgiving Are you? AND 14.2 – Are Your Lifestyle Behaviors Healthy?
Week 17. Mon 12/10.	MONDAY – Last Day Of Classes Final Day - Prep Session – Culminating Experience. A Lifetime of Stress. Team		DUE: In Canvas discussion – due before class @ 7:00am Monday, 12/10

	Assignment [5 person).		Art as Relaxation AND Mindful Eating NOTE: Respond to the Q's IF YOU WERE IN CLASS.
Final Exam. FRIDAY 12/17	Final Exam: 7:15AM – 9:30AM A Lifetime of Stress. Synthesis paper. Team Assignment [5 person). Upload in Canvas on day of final exam – while in the classroom during the testing period. http://info.sjsu.edu/static/catalog/final-exam-schedule-fall.html	DUE: A Lifetime Of Stress – Team Paper Mon 12/17	NOTE – DIFFERENT TIME. No make-up assignment. Assignment not accepted early. All team members must be present to receive points for assignment.