

Department of Kinesiology
San Jose State University, San Jose, California
KIN 69 – Stress Management: A Multidisciplinary Perspective
Fall 2009, Section 05, 1:30 – 2:45 pm, YUH 201A

Instructor: Barbara Hutchings

Office: SPX 301

Office hours: T/Th 11:00 – 12:00 &
and by appointment

Telephone: (408)924-3057

Email: bhutchings@kin.sjsu.edu

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. 3 units.

Prerequisites: None

General Education Objectives: This course fulfills Area E (Human Understanding & Development) in the Core General Education program. Following are the student learning objectives for Area E:

Students shall:

1. Recognize the physiological, social/cultural, and psychological influences on their well-being. (This objective is satisfied by the following assignments: stress log, university resources, and occupational stress assignments.)
2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan. (This objective is satisfied by the following assignments: stress log, university resources, and occupational stress assignments.)
3. use appropriate social skill to enhance learning and develop positive interpersonal relationships with diverse groups and individuals. (This objective is satisfied by the following assignments: university resources and occupational stress assignments.)
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. (This objective is satisfied by the university resources assignment.)

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

- X an understanding of the psychological, physiological, and social/cultural aspects of stress.
- X the incorporation of stress management techniques into one's own 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.
- X an understanding of the stress process and its relation to health and disease.

Course Objectives

Upon successful completion of the course requirements, students will:

1. identify stressors experienced throughout the lifespan, with particular emphasis on stressors experienced by college students.
2. analyze psychological, social/cultural, and environmental influences on one's experience of stress, and their impact on health and well-being.
3. describe the physiological stress response and its relationship to health, disease, quality of life, and well-being.
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.
5. develop competency in a variety of specific stress management techniques including behavioral and cognitive methodologies to reduce the negative impact on stress.
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.
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.

Requirements and Expectations

Textbook: Seaward, Brian Luke – Managing Stress Principles and Strategies for Health and Well Being – Fifth Edition – Jones and Bartlett Publishers

Course Structure and Methods

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

Evaluation and Grading

Stress Log	15%
University Resources	10%
Occupational Stress	15%
Quizzes & Laboratory Activities	10%
Midterm examination	25%
Final examination	25%

Active participation in all lecture and laboratory sessions is expected. This requires that EACH class member makes an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing

viewpoints will be appreciated and respected. Most classes include both lecture/discussion and laboratory activities. Students are expected to promptly move from the lecture classroom to the laboratory.

Make-up exams are permitted only for illness and emergency (truly extraordinary circumstances). The student is responsible for notifying the instructor and for making arrangements at the earliest possible time. (In most cases, the exam must be completed prior to the next class meeting). All requests for make-up exams will be evaluated on an individual basis. The final exam will NOT be given early.

Plagiarism and cheating are serious offenses. Minimally, the student will receive 0 points for the assignment or exam, and additional action may be taken by the instructor. Students should carefully read the attached information on academic integrity.

September 3rd is the last day to drop this course without a “W” being assigned. According to university policy, dropping the course after the drop deadline is permissible only for serious and compelling reasons, and requires written documentation. The last day to add the course is September 11. However, students who receive add codes should use them as soon as possible.

Students who need accommodation due to disability must register with SJSU’s Disability Resource Center (DRC). The center will work with students to determine the disability, document it, and determine the services and accommodations necessary for student success. The DRC will contact the instructor to determine the types of consideration necessary. Students must register with the center during the first 3 weeks of the semester.

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. Additionally, all general education courses are to address issues of diversity in an appropriate manner.

Assignment of Grades

97-100%	A+	80-82%	B-	63-66%	D
93-96%	A	77-79%	C+	60-62%	D-
90-92%	A-	73-76%	C	Below 60%	F
87-89%	B+	70-72%	C-		
83-86%	B	67-69%	D+		

Example

Component	Points Possible	% Earned	Points Earned
Stress Log	15	88%	13.2
University Resources	10	91%	9.1
Occupational Stress	15	90%	13.5
Quizzes and Labs	10	93%	9.3
Midterm Exam	25	83%	20.1
Final Exam	25	87%	21.7
Totals	100		86.9
			Grade = B+

Out-of-Class Assignments

All out-of-class assignments are due on the dates indicated, should be typed and double-spaced, should use New Times Roman and 12 point fonts, and should use 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 referenced, when required, and e) syntax, grammar, and spelling. All assignments must be original work for this course. Assignments should reflect your best work. All papers must be turned in on time. Late papers will be accepted for only documented and appropriate reasons (decided by the instructor) and late papers will lose one grade for each day late.

Stress Log: Students will record routine and unique stressors encountered during 1 week (7 days). 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 (at least one page per day) on the log pages, 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 (2-3 pages in length along with the 7 plus pages of the stress log).

University Resources: Working in groups, students will explore campus resources that may reduce personal, academic, environmental, or social stressors, and facilitate academic life and student learning. (Resources will be assigned in class.) Groups will present the resources to the class and each group will turn in a description of the assigned resource, including, but not limited to, the following information: a) name of the office/resource; b) where it is located; c) what the office/resource does, including how the resource can be of use to students; and d) restriction on use (e.g., hours of operation, who may use the resource, whether appointments are needed, costs, etc.). Focus your descriptions on how the resources may help students effectively manage stress and

enhance academic life. The written paper should also include a description of each group member's contribution to the project (2-3 pages).

Occupational Stress: For the occupational stress paper, students will investigate potential stressors likely to be encountered in their chosen careers by reviewing the literature and by interviewing at least one person working in that career. A minimum of two professional journal articles that preferably relate directly to the career must be used. If students are unable to locate articles directly relating to their careers, they may use, with permission of the instructor, professional journal articles that discuss occupational stress of a more general nature. Write a concise summary of the research, integrating information from the journal articles and the interview(s), including methods used by your interviewee(s) to cope with stressors.

Professional journal articles, or scholarly articles, have undergone a review process before publication. This means that the article has been reviewed by experts and typically revised prior to publication. 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 Expanded Academic Index (one of the library's databases) and on the search menu, check the box to limit your search to peer-reviewed articles.

All references must be appropriately cited in the text, and a reference list must be included. For this assignment, a maximum of two sentences may be direct quotations. Papers will be 2-3 pages, not including title page and reference page.

University Policies

Academic Integrity

“Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical development. The policy on academic integrity can be found at http://sa.sjsu.edu/student_conduct”

Campus Policy in compliance with the American Disabilities Act

“If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case of building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.”

Tentative Stress Management Calendar for fall 2009

Date	Topic	Chapters
8-25	Introduction to Stress Management	
8-27	The nature of stress	1

	Explanation of campus resources	
9-1	Psychophysiology of stress	2
9-3	Cont.	
9-8	Lab: Diaphragmatic breathing/Meditation	17, 18
9-10	The mind-body relationship: illness and disease	3
9-15	Stress and gender	4
9-17	<u>Campus resource papers and presentations due</u>	
*9-22	How to prepare a stress log	
9-24	Stress and the role of perception (Interventions)	13
9-29	Lab: Progressive muscle relaxation (PMR)	24
10-1	Psychosocial stress: personality and stress	6
10-6	Conflict resolution and anger management	5
10-8	Time management	15
10-13	Lab: guided imagery	20
	<u>Stress log due</u>	
10-15	<u>Midterm Exam</u>	
10-20	Go over midterm	
10-22	Fitness and nutrition	27,28
10-27	Cont.	
10-29	Lab: autogenic training	25
11-3	Occupational stress	12
*11-5	Coping strategies	8,9
11-10	Spirituality	7
11-12	Sleep deprivation	16
11-17	Diversity and stress	14
11-19	Lab: art and the creative process	
11-24	Stress across the lifespan/birth to college life	
11-26	Thanksgiving, no classes	
12-1	Stress across the lifespan/college and family	11
	<u>Occupational stress paper due</u>	
12-3	Stress across the lifespan/older adulthood	
12-8	Review for final Exam	
12-15	<u>Final exam (Tuesday): 12:15-2:30 PM</u>	

* No class on furlough days