

**Department of Kinesiology.
San José State University.
KIN 69 - Stress Management: A Multidisciplinary Perspective.
Section 4, Spring 2012.**

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Office hours: MW 9:30-10:15
and by appointment.
Class Days/Time: TR 9:00-10:15.
Classroom: YUY 201A.

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

Goal:

The primary goal of this course is to enhance the 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 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.
- an understanding of the stress process and its relation to health and disease.

General Education Objectives:

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

Students shall:

- SLO #1. recognize the physiological, social/cultural, and psychological influences on their well-being;
- SLO #2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan;
- SLO #3. use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; and
- SLO #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.

Course Objectives (CO):

Upon successful completion of the course requirements, students will:

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

Textbooks:

Greenberg, J. S. (2011). *Comprehensive stress management* (12th ed.). Boston: McGraw-Hill.

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, Grading, and Assessment Activities:

Stress Log (SLO #1, CO #1,2,3,4).	15%.
University Resources (SLO #3,4, CO #6,7).	10%.
Occupational Stress Paper (SLO #2).	15%.
Midterm Examination(s).	25%.
Final Examination.	25%.
Participation in Classroom & Laboratory Activities (SLO #2, CO #5).	10%.

Examples of classroom activities include small and large group discussions, written responses to videotapes, other in-class writing, and quizzes. Examples of laboratory activities include participation in interventions such as meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, cognitive reappraisal, social engineering, creative problem solving, time management, systematic desensitization, biofeedback and self-regulation activities.

General Information:

- ! Academic Integrity (from the Office of Student Conduct and Ethical Development): “Your own commitment to learning, as evidenced by your enrollment at San José State University, and the University’s Academic Integrity Policy, requires 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 the website http://sa.sjsu.edu/student_conduct](http://sa.sjsu.edu/student_conduct) .
- ! Campus policy in compliance with the Americans with Disabilities Act: “If you need course adaptations or accommodations because of a disability, or if you need special arrangements in case the 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 DRC to establish a record of their disability.” DRC: Admin 110, 924-6000.
- ! 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.
- ! *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 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.*
- ! *September 6th 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. Unsatisfactory performance in course work is not a serious and compelling reason. The last day to add the course is February 13th . However, students who receive add codes should use them as soon as possible.*

Assignment of Grades:

100-97%. A plus;	96-93%. A;	92-90%. 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;
Below 60%. F;		

Example.

Component.	% Earned.	%.	X.	Points Possible.	Points Earned.
Stress Log.	88%.	.88	X.	15.	13.2 .
University Resources.	91%.	.91 .	X.	10.	9.1 .
Occupational Stress	90%.	.90 .	X.	15.	13.5 .
Participation and labs.	93%.	.93 .	X.	10.	9.3 .
Midterm 1.	83%.	.83 .	X.	25.	20.1 .
Final Exam.	87%.	.87 .	X.	25.	21.7 .
					86.9 .
					Grade: B plus.

Out-of-Class Assignments:

- ! *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.*
- ! Deduction for late assignments (university resources, stress log, occupational stress paper):

Due Date.	Received.	Deduction.
Tuesday.	After class Tuesday. Wednesday through Thursday (in class) Saturday through the following Monday	Drop 1 grade step (e.g., A minus \equiv B plus) Drop 1 full grade (A \equiv B) Drop 2 full grades (A minus \equiv C minus)
Thursday	After class Thursday Friday Saturday through the following Monday	Drop 1 grade step (e.g., A minus \equiv B plus) Drop 1 full grade (A \equiv B) Drop 2 full grades (A minus \equiv C minus)
Assignments turned in after 1 week will not be accepted. Speak to the instructor for more info.		

- ! **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 full page, or more, per day), 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 to 3 page summary of your log will be submitted along with the analysis and the 7 plus pages of the stress log. Complete instructions of this assignment will be given in class.

! **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 resources, 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) restrictions on use (e.g., hours of operation, who may use the resource, whether appointments are needed, cost, 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 to 3 pages). Complete instructions will be given in class.

! **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 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 instructor permission, 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, including methods used by your interviewee to cope with stressors. After the summary, include your analysis of the findings.

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 Academic Search Premier (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 or reference list. Include the business card of the person interviewed and staple it to the front cover of your paper. After the paper, include the typed interview questions and answers. Complete instructions for this assignment will be given in class.



The following information on academic integrity has been excerpted from the San José State University Academic Integrity Policy (policy S04-12). [The complete policy is available at http://www2.sjsu.edu/senate/S04-12.pdf](http://www2.sjsu.edu/senate/S04-12.pdf).

***SAN JOSE STATE UNIVERSITY.
ACADEMIC INTEGRITY POLICY.***

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university's Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university's degrees are compromised.

Student Role.

It is the role and obligation of each student to:

- 1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.*
- 2. Know what the consequences of violating the Academic Integrity Policy will be, students' appeal rights, and the procedures to be followed in the appeal.*
- 3. Foster academic integrity among peers.*

1.0 Definitions of Academic Dishonesty:

1.1 Cheating:

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

- 1.1.1 Copying, in part or in whole, from another's test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;*
- 1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;*
- 1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;*
- 1.1.4 Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;*
- 1.1.5 Altering or interfering with the grading process;*
- 1.1.6 Sitting for an examination by a surrogate, or as a surrogate;*
- 1.1.7 Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.*

1.2 Plagiarism:

At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

- 1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;*
- 1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.*

2.0 Notification of Standards of Detecting Plagiarism:

- 2.1 SJSU or its faculty may subscribe to and/or use plagiarism detection services.*

COURSE CONTENT & TENTATIVE SCHEDULE.

Date.	Content.	Reading Assignments.	Written Assignments.
Jan. 26	Course introduction, the nature of stress, fight-or-flight response, general adaptation syndrome, distress/eustress, wellness.	Chapter 1	
Jan. 31	Stress model, stressors, stress & university life. Explanation of campus resources		
Feb. 02	Psychophysiology of Stress	Chapter 2	
Feb. 07	Psychophysiology of stress, cont.		
Feb. 09	Lab: Diaphragmatic Breathing	pp. 233-234	
Feb. 14	The Mind-Body Relationship: Illness/disease	Chapter 3	
Feb. 16	University resources and presentations		University Resources due
Feb. 21	How to prepare a stress log/Time Management	pp. 113-116	
Feb. 23	Stress and Gender		
Feb. 28	Lab: Progressive Muscle Relaxation	pp. 211-219	
Mar. 01	Stress and the Role of Perception (Intervention)	Chapter 4	
Mar. 06	Psychosocial Stress: Personality and Stress	Chapter 7	
Mar. 08	Conflict Resolution/Anger Management	Chapter 6	
Mar. 13	Lab: Guided Imagery	pp. 209-211	
Mar. 15	Midterm Examination		
Mar. 20	After Midterm Review		
Mar. 22	Fitness and Nutrition	Chapters 5, 12	
Apr. 03	Fitness and Nutrition, Cont.		Stress Log due
Apr. 05	Lab: Autogenic Training	pp. 203-211	
Apr. 10	Occupational Stress and O.S. paper	Chapter 15	
Apr. 12	Spirituality	Chapter 8	
Apr. 17	Sleep and Sleep Deprivation		
Apr. 19	Intrapersonal Interventions/Lab: Meditation	Chapters 5, 9	
Apr. 24	Diversity and Stress	Chapter 14	
Apr. 26	Lab: Art and the Creative Process		

May 01	Stress Across the Lifespan: Birth – College	Chapters 16,17,18	
May 03 May 08 May 10 May 15	Stress Across the Lifespan: college & family Stress Across the Lifespan: older adulthood Lab: Biofeedback and Systematic Desensitization Review for final exam/Last day of instruction	pp. 229-233, 147- 148	Occupational Stress paper due on May 8th
May 22	Final: Tuesday, May 22	7:15 – 9:30 am	Bring a scantron 882-E