

**Department of Kinesiology.
San José State University.
KIN 69 - Stress Management: A Multidisciplinary Perspective.
Section: 3. Semester & Year: Fall 2013.**

Instructor: Daniel Murphy.
Office: SPX 218.
Phone: 408-924-3028.
E-Mail: daniel.murphy@sjsu.edu.
Office Hours: MW 1:45pm. – 2:45pm;
TTH 1:30 – 2:45pm.
Class Days/Time: MW 3:00 – 4:15pm.
Classroom: MQH 234

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

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- 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. (2013). *Comprehensive stress management* (13th 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). | 15%. |

Occupational Stress or Mini-Review Paper (SLO #2).	15%.
Midterm Examination.	20%.
Final Comprehensive Examination.	20%.
Participation in Classroom & Laboratory Activities (SLO #2, CO #5).	15%.

Examples of classroom activities include small and large group discussions, written responses to videotapes, and other in-class writing. 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 3, 2013 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 September 10, 2013. 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.	91%.	.91 .	X.	15.	13.65.
University Resources.	93%.	.93 .	X.	15.	13.95.
Occupational Stress or Mini-Review Paper.	88%.	.88 .	X.	15.	13.2.
Participation.	90%.	.90 .	X.	15.	13.5.
Midterm 1.	76%.	.76 .	X.	20.	15.2.
Final Exam.	84%.	.84 .	X.	20.	16.8.
					86.3
					Grade: B.

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 (handouts, labs, postings, university resources, stress log, occupational stress or mini-review paper):
- Papers are -4% each day it is late, up to one week. Student must speak with instructor if paper is going to be late. Handouts and Lab assignments can be turned in late for ½ credit.

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, 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.

University Resources:

Working in groups, students will explore two 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 (using Prezi) and the 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). Turn in paper online to Canvas dropbox. No hard copy. Post Prezi link under UR Posting in the Discussion links Canvas.

Occupational Stress or Mini-Review Paper:

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.

For the mini-review paper, students will review the literature on a pre-approved topic

related to stress or stress management. For the review of literature, use a minimum of four professional journal articles. Write a concise summary of the research, integrating information from the journal articles.

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 3-5 pages, not including reference list.

Academic Integrity.

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Integrity Policy S07-2 requires approval of instructors.

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 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources.

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections.

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center.

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter.

SJSU Counseling Services.

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

KIN 69 COURSE CONTENT & PROPOSED SCHEDULE (subject to change).

Week or Date.	Content.	Reading Assignments.	Written Assignments.
Aug. 21	Course introduction		
Aug. 26	What is Stress? Stress model, stressors, stress & coping, , the nature of stress, fight-or-flight response, general adaptation syndrome, distress/eustress, wellness.	Read Ch. 1.	Lab 1.1.
Aug 28	Groups for University Resource Project. Movie: Stress Portrait of a Killer – Worksheet Canvas.		
Sep. 2	Stress Psychophysiology. Psychophysiology of stress (neuroendocrine response, physiological pathways;	Read. Ch. 2.	Lab 2.1, 2.2.
Sep. 4	Stress and Illness/Disease. Stress-related disorders (effects of chronic stress on the cardiovascular system & immune function).	Read Ch. 3.	Lab 3.2.
Sep. 9 Sep. 11	Stress and the College Experience.	Read Ch. 16.	Lab 16.1.
Sep. 16 Sep. 18	Interventions.	Read Ch. 4.	
Sep. 23 Sep. 25	Life Situations Interventions: Intrapersonal.	Read Ch. 5.	Labs 5.2, 5.3, 5.4.
Sep. 30 Oct. 2	U.R. Groups 1-3. U.R. Groups 4-6. University resources (personal, academic, financial, & social support services).		Due: University resources.

Oct. 7 Oct. 9	Life Situations Interventions: Interpersonal.	Read Ch. 6.	
Oct. 14 Oct. 16	Midterm. Perception Intervention.	Read Ch. 7.	Due: Stress Log. Lab 7.3, 7.5, 7.6, 7.7, 7.8, 7.9.
Oct. 21 Oct. 23	Meditation.	Read Ch. 9.	
Oct. 28 Oct. 30	Autogenic Training, Imagery, and Progressive Relaxation.	Read Ch. 10.	
Nov. 4 Nov. 6	Other Relaxation Techniques.	Read Ch. 11.	
Nov. 11 Nov. 13	Physiological Arousal Interventions.	Read Ch. 12 .	
Nov. 18 Nov. 20	Strategies for Decreasing Stressful Behaviors.	Read Ch. 13.	Lab 13.4.
Nov. 25 Nov. 27	Diversity & Stress. Killing Us Softly – video – handout.	Read Ch. 14.	Lab 14.1, 14.2.
Dec. 2 Dec. 4	Occupational Stress. SES.	Read Ch. 15.	Lab 15.1, 15.3. Due: KUS3. Due: Occupational stress or mini-review paper.
Dec. 9	Last day of Instruction. Catch-Up Day.		
Date & Time.	Final Exam. Friday December 13, 2013 12:15 – 14:30 Scantron T&E 200. http://info.sjsu.edu/static/schedules/final-exam-schedule-fall.html http://info.sjsu.edu/static/schedules/calendar-fall.html		