

San José State University

College of Applied Sciences & Arts/Kinesiology

KIN 69, Stress Management: A Multidisciplinary Perspective Section 02, Spring 2018

Course and Contact Information

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Office Hours:	Wednesday noon to 1:15 p.m., or by appointment
Class Days/Time:	Monday/Wednesday 9:00-10:15 a.m.
Classroom:	YUH 236
GE Category:	Area E – Human Understanding & Development
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Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) 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. 3 units.

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

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 Texts/Readings

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

Library Liaison

The Kinesiology library liaison is Adriana Poo (adriana.poo@sjsu.edu).

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

This 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:

Participation in Classroom & Laboratory Activities (GELO #2, CLO #5).	30%
University Resources Presentation (GELO #3,4, CLO #6,7).	10%
Occupational Stress Essay + Annotated Bibliography (GELO #2).	10%
Stress Log (GELO #1, CLO #1,2,3,4).	15%
Midterm Examination 1.	10%
Midterm Examination 2.	10%
Final Examination.	15%

Examples of classroom activities include small and large group discussions, written responses to videos, and other in-class writing. Examples of laboratory activities include participation in, and reflective writing about, 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.

Active participation in all lecture and laboratory sessions is expected. This requires that each class member make an individual commitment to actively participate in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected.

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.

Grading Scale

100-98% = A plus	97-93% = A	92-90% = A minus
89-88% = B plus	87-83% = B	82-80% = B minus
79-78% = C plus	77-73% = C	72-70% = C minus

69-68% = D plus	67-63% = D	62-60% = D minus
Below 60% = F		

Due Dates and Lateness Penalties

For all assignments, grades will be reduced by 10% for every day late, starting **immediately** after the deadline.

Examples:

- If a 10-point assignment is due on Wednesday at 11:59 p.m., and is submitted on Thursday any time between 12:00 a.m. and 11:59 p.m., the grade will be reduced to 9 points.
- Similarly, the grade will be reduced to 8 points for 2 days late, 7 points for 3 days late, etc.

Students must speak with the instructor about assignments that are 7 days late or more.

Classroom Protocol

All students should 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. We may not agree with one another, but we do need to hear and respect one another.

Students are strongly encouraged to attend and participate in all class sessions. Students shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith with prior written notification via email to the instructor.

Out-of-Class Assignments

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.

All out-of-class assignments are due on Canvas on the dates indicated (no hard copies are necessary) 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.

Assignment 1. University Resources

Working individually or in groups, students will explore a campus resource 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 their resource to the class, including how these resources can help students effectively manage stress and enhance academic life.

Assignment 2. Occupational Stress Essay and Annotated Bibliography

For the occupational stress paper, students will investigate potential stressors likely to be encountered in their chosen careers, as follows:

1. Working individually or in groups, students will discuss and share the types of stressors, both general and job-specific, that they expect to encounter. Each student will submit a 2-page (600-1000 word) essay on these stressors.
2. Each student will submit an annotated bibliography about these stressors, using a minimum of three professional journal articles that relate directly to the career. 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. 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.

More details on the format and content of the annotated bibliography will be provided in class.

Assignment 3. Stress Tracker Log Project

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 (we hope) 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. Note any methods that you could have used to cope more effectively with the identified stressors, including use of appropriate university and community resources. A 2- to 3-page reflective summary of your log will be submitted.

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 the [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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 the Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

KIN 69 Section 02
Stress Management: A Multidisciplinary Perspective, Spring 2018
Tentative Course Schedule*

*Subject to change with fair notice. Changes will be announced in class and/or via email and Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Jan. 24	Course introduction, greensheet, textbook.
2	Jan. 29	Icebreaker; introduction to stress; psychophysiology of stress. Stress Lab 1: UCLA MARC Breathing Meditation (5 minutes).
2	Jan. 31	Meet Peer Mentor David (and Athos). Psychophysiology of stress, continued. Readings due: Greenberg Ch. 1. <i>What is Stress?</i> and Ch. 2. <i>Stress Psychophysiology</i> .
3	Feb. 5	“Colors” workshop with Peer Mentor David. Video: TED talk: <i>Your Body Language Shapes Who You Are</i> + discussion. Stress Lab 2: UCLA MARC Breath, Sound, Body Meditation (12 minutes).
3	Feb. 7	Psychophysiology of stress, stress-related disorders (effects of chronic stress on various systems of the body). Readings due: Greenberg Ch. 3. <i>Stress and Illness/Disease</i> , and Ch. 12. <i>Other Relaxation Techniques</i> . Introduce University Resources Project. Deadline: Description of your experience with Stress Lab 1.
4	Feb. 12	Video: <i>Stress, Portrait of a Killer</i> (the “Baboon video”) + discussion. Reading due: Greenberg Ch. 9. <i>Meditation</i> . Stress Lab 3: UCLA MARC Body Scan for Sleep. Deadline: Description of your experience with Stress Lab 2.
4	Feb. 14	Time Management Workshop with Peer Mentor David. Work in groups on University Resources presentations. Deadline: Online quiz: Syllabus + course expectations.
5	Feb. 19	Stress Lab 4: Autogenic training. Deadline: Description of your experience with Stress Lab 3.
5	Feb. 21	Catchup day/Midterm Exam 1 review and study guide. Meetings with Peer Mentor David.

Week	Date	Topics, Readings, Assignments, Deadlines
		Work in groups on University Resources presentations.
6	Feb. 26	Midterm Exam 1: Greenberg Chapters 1-3, 9, 12, plus all lectures, labs, and videos.
6	Feb. 28	University Resources presentations.
7	Mar. 5	University Resources presentations, continued. Reading due: Greenberg Ch. 10. <i>Autogenic Training and Imagery</i> . Stress Lab 5: UCLA MARC Meditation for Working with Difficulties (7 minutes). Deadline: Description of your experience with Stress Lab 4.
7	Mar. 7	University Resources presentations, continued. Introduce Occupational Stress project: essays + research article summaries.
8	Mar. 12	Life-situation interventions, the D.E.S.C. method. Readings due: Greenberg Ch. 6, 7, 16. Stress Lab 6: "A Day at the Beach." Deadline: Description of your experience with Stress Lab 5.
8	Mar. 14	Occupational stress, burnout, characteristics of high-level performers, time management (review). Perception interventions. Readings due: Greenberg Ch. 8, 11.
9	Mar. 19	Smart Spending Workshop with Peer Mentor David. Stress Lab 7: Progressive relaxation. Deadline: Occupational Stress essays. Deadline: Description of your experience with Stress Lab 6.
9	Mar. 21	Introduce annotated bibliography format for Occupational Stress project Deadline (in-class writing activity): Description of your experience with Stress Lab 7.
10	Mar. 26-30	SPRING BREAK – NO CLASS
11	Apr. 2	Midterm 2 review and study guide.
11	Apr. 4	Midterm Exam 2: Greenberg Chapters 6-8, 10, 11, 16, plus all lectures and labs since Midterm 1.
12	Apr. 9	Physiological arousal interventions (healthy lifestyles).

Week	Date	Topics, Readings, Assignments, Deadlines
		Reading due: Greenberg Ch. 13.
12	Apr. 11	Physiological arousal interventions, continued. Stress Lab 8: Meditation with focus on music.
13	Apr. 16	Strategies for decreasing stressful behaviors. Reading due: Greenberg Ch. 14.
13	Apr. 18	Stress Lab 9: UCLA MARC Loving Kindness Meditation (9 minutes). Deadline: Description of your experience with Stress Lab 8.
14	Apr. 23	Diversity and stress. Deadline: Occupational stress annotated bibliography. Introduce Stress Tracker Log project. Reading due: Greenberg Ch. 15, <i>Diversity and Stress</i> .
14	Apr. 25	Stress Lab 10: Mindful eating. Deadline: Description of your experience with Stress Lab 9.
15	Apr. 30	Family stress. Reading due: Greenberg Ch. 17.
15	May 2	Stress Lab 11: 8-minute guided meditation. Deadline: Description of your experience with Stress Lab 10.
16	May 7	Other relaxation techniques. Readings due: Greenberg Ch. 9, 12.
16	May 9	Finals Preparation Workshop with Peer Mentor David. Stress Lab 12: Art therapy. Deadline: Stress Tracker Log project.
17	May 14	Final exam review and end-of-semester potluck.
Final Exam	May 22	Final exam: All readings, lectures, and labs after Midterm 2. Time: 7:15-9:30 a.m. Final exam schedule: http://info.sjsu.edu/static/catalog/final-exam-schedule-spring.html