

**Department of Kinesiology
San José State University
KIN 69 Stress Management: A Multidisciplinary Perspective
Spring 2013**

Instructors:	Dr. Ted Butryn	Mr. Matthew Bejar, MA Candidate in Kinesiology (Sport Psychology)
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Class Days/Time:	M/W 10:30-11:45am	
Classroom:	IS 215	

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

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.

Course Objectives:

Upon completion of the course, students will be able to:

1. identify stressors experienced throughout the life span, 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 can 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 of 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.

Required Reading

Greenberg, Jerrold S. (2011). *Comprehensive Stress Management (12th ed.)*. New York: McGraw-Hill.

General notes

1. All materials must be original works of the student and typed with text and references in APA format.
2. Assignments are due at the *beginning* of class on the assigned date. Late assignments will be accepted, with a *non-negotiable* penalty of one letter grade per day. NO papers will be accepted by e-mail! If I don't have a hard copy, it's not considered turned in. I know that is not the most convenient means of handling late papers, but it assures that all students are treated fairly and equitably.
3. SJSU Academic Integrity Policy: 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>.
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. Further, instructors are now required to report infractions directly to the university.
4. Academic Honesty:
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by [Academic Senate Policy S04-12](#).
5. 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 The Disability Resource Center (924-6000), located in Adm 110) as soon as possible. Presidential Directive 97-03 requires that students with disabilities register with DRC to

establish a record of their disability.” Also, make an appointment to meet with the instructor of this course as soon as possible during one of the office hours provided on the greensheet.

6. Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University. Multiple infractions will result in removal from class and referral to the JAO. Students who disrupt the class in any other way, including talking when the instructor is talking, will also result in referral of the student to the JAO. Disruptions, in short, will not be tolerated for the sake of the quality of the learning environment.
7. In the classroom, faculty allow students to use computers only for class-related activities. Students who use their computers for other activities or who abuse the equipment in any way, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate (i.e., used for activities that are not class related).
8. Make note of all exams. Unless I see a death certificate, there are no “can I take it early” negotiations, so do NOT ask!
9. Only under extreme circumstances will an “incomplete” grade be assessed.
10. Finally, students are encouraged to periodically check out the Twitter page of Dr. Butryn for links, articles, etc. related to course content.

Academic Integrity

1. Academic integrity statement: Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all of your academic work. Faculty are required to report all infractions to the Office of Judicial Affairs. The policy on academic integrity can be found at:
http://sa.sjsu.edu/judicial_affairs/students/academic_integrity.html
2. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Please refer to the University’s Code of Student Conduct for actions that may result from student academic misconduct.
(http://sa.sjsu.edu/judicial_affairs/students/student_code_of_conduct.html)

Class Structure

Class will be a combination of lecture, seminar, small group discussion, and video. Since this class is part lecture format and part seminar/discussion format, students are expected to complete the reading assignments and make an effort to contribute to class whenever possible. Each member of the class has valuable knowledge and experiences, and the class will benefit from your diverse perspectives. Students must be prepared each class meeting to participate, and to actively engage with the course materials. While some topics may be somewhat controversial, this class should be a safe place for students to respectfully voice their views.

Course Writing Assignments: Students enrolled in Stress Management will complete both in-class and out-of-class writing tasks.

In-Class Writing

Students will engage in critical reflection and problem solving for a series of short in-class writing assignments. Students will be evaluated on the following criteria: 1) content, 2) clarity and conciseness of response, and 3) ability to generate creative ideas for the successful alleviation of stress.

Out-of-Class Writing: All out-of-class writing assignments are due on the dates indicated. Assignments should be typed, double-spaced, using normal typeface and normal 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. Assignments should reflect your best work.

University Resources: You will explore two campus resources available to students that may reduce personal, academic, environmental, or social stressors and facilitate academic life and student learning. (See categories at end of greensheet) You will turn in a description of these resources, including, but not limited to the following information: (a) name of the office/resource, telephone, and website; (b) where it is located; (c) what the office/resource does, including how the resource can be of use to students [be complete]; and (d) restrictions on use (e.g., hours of operation, who may use the resource, whether appointments are needed, cost, etc.); (e) include any brochures or other literature available. Focus your descriptions on how the resources may help students effectively manage stress and enhance academic life (Minimum of 1 page for each resource; 2-3 pages maximal for entire assignment). ~~Students will work in groups of 2-3.~~

- ¹Social Support Services: Student clubs and organizations, student government, fraternities and sororities, recreational activities, intercollegiate athletics
- ²Academic & Financial Support Services: Student Resource Center, academic advisors, Disability Resource Center & High Tech Center, EOP, re-entry program, computer centers, writing skills lab, math lab, library, reserve book room, programs for international students, honorary organizations, financial aid, work study, Career Center
- ³Personal Support Services: Counseling Services, Student Health Center, day care, speech lab, transportation solutions, Women's Resource Center, campus ministries

Stress Log : You will record routine and unique stressors encountered during one 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 community resources. (Summary of log will be turned in - *minimum* of 2 pages)

Occupational Stress: You will investigate potential stressors likely to be encountered in your chosen career by reviewing the literature and interviewing at least one person working in that career. For your review of literature, use a minimum of **two** professional journal articles that preferably relate directly to your career. If you are unable to locate articles relating directly to your career, you may use, with instructor permission, professional journal articles that discuss occupational stress of a more general nature. Write a concise summary of your research, integrating information from the *journal articles* and the interview. All references must be appropriately cited in the text, and a reference list must be included. (Minimum of 2 pages of text, not including reference list)

Evaluation:

University Resources	15%
Occupational Stress	15%
Stress Log	15%
Midterm Examination	25%
Final (Comprehensive) Examination	25%
In-class writing & Participation *	5%

Grading scale: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (93=A, 92=A-, 88=B+)

- Examples include: 1) contribute to discussions regularly, 2) develop critical questions and responses prior to and during class, 3) synthesize and make connections between academic and ‘real’ worlds, 4) exhibit professional behavior, and 5) show respect and interest in classmates’ comments.

Tentative Schedule

Date	Topic	Reading due	Assignment due / lab
1/23	Introduction (to course and each other)		
1/28	Working towards a theory & model of stress	G 1	
1/30	Psychophysiology	G 2	
2/4	Cont.		
2/6	Stress, illness, and disease	G 3	
2/11	Continue stress & disease		University Resources due
2/13	Psychology of stress	G 10, G 13	Smashing Machine video OR National Geographic video
2/18	Personality types and stress reactivity	G 10, G 13	
2/20	Intro to coping strategies	G ?	
2/25	Cognitive reframing & behavior modification	G 4, G 5, G 7	
2/27	Cont.		
3/4	Resonance		<i>Resonance video</i>
3/6	Communication & assertiveness	G 6	
3/11	Time management		
3/13	Midterm Exam		
3/18	Imagery & journaling	G 6, G 10	
3/20	Exercise and stress reduction	G 12	
3/25	Spring Recess/Recharging		NO CLASS
3/27	Spring Recess/Recharging		NO CLASS
4/1	Cesar Chavez Day		NO CLASS
4/3	Music therapy/Art therapy	G 16	
4/8	Cont./Discussion of Logs		Stress Log Due
4/10	Gender and Stress		
4/15	Cont.		<i>"Killing us Softly" video</i>
4/17	Poverty and stress		
4/22	Racial and ethnic diversity and stress	G 14	
4/24	Cont.		
4/29	Technostress		
5/1	Class off to do Occupational Stress Interview		
5/6	Stress and aging	G 18	
5/8	Occupational stress	G 15	Occupational Stress due
5/13	Wrap-up and review		
Final Exam: Monday, May 20 at 9:45am-12:00pm			