

**San José State University**  
**KIN 69 Stress Management: A Multidisciplinary Perspective**

**Section 05, Spring 2013**

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<b>Office Hours:</b>	MW 9-10am, TTH 12-1pm or by appointment
<b>Class Days/Time:</b>	Jan 24 – May 9 TTH 10:30-11:45am
<b>Classroom:</b>	Boccardo Business Center 225
<b>GE Category:</b>	Area E (Human Understanding & Development)

**Faculty Web Page and MYSJSU Messaging**

Copies of the course materials such as the syllabus, and major assignment handouts may be found on my faculty web page at <http://www.sjsu.edu/people/karen.moreno> or accessible through the Quick Links>Faculty Web Page links on the SJSU home page. You are responsible for regularly checking with the messaging system through MySJSU. All papers must be submitted to Turnitin.com. Class id and password for turnitin.com will be given out the first day of class. It is your responsibility to upload your papers in a timely manner. Papers not uploaded will be result in a lowered grade.

**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.

**Course Goals and GE/SJSU Studies Learning Outcomes (LO)**

**Student Learning 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:

- 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 Content Learning Outcomes**

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.

Upon successful completion of this course, students will be able to:

- 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.

### **Required Texts/Readings**

#### **Textbook**

Greenberg, J. S. (2010). *Comprehensive stress management* (12<sup>th</sup> ed.). Boston: McGraw-Hill. Other Readings

#### **Library Liaison**

Peggy Cabrera is our library liaison. You can contact her for assistance at [peggy.cabrera@sjsu.edu](mailto:peggy.cabrera@sjsu.edu)

#### **Classroom Protocol**

All students should demonstrate respect for themselves, one another, and the instructor at all time. Intense discussions are always encouraged, but never at the expense of respect and understanding. We may not agree with one another, but we do need to hear one another.

**A few words on cell phones, headphones, and lap tops:** Cell phones should be turned off during class. A vibrating cell phone is still an activated cell phone. If cell phones do ring, or vibrate, during class 1 pt of the total grade will be deducted each time the phone rings. This can simply be avoided by turning off your phone. Please also remove headphones or earpiece devices associated with phones or mp3 devices during class. It lets me know that you are listening and attentive to your class surroundings. Additionally, texting on your cell phone, emailing, and chatting with others on your laptop are not appropriate classroom activities. They will distract your attention, as well as the attention of those around you. If

you would like to engage in technologically mediated activities, please do so outside of class. Students who engage in these activities will be asked to leave the classroom.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](#) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

### **Assignments and Grading Policy**

#### **General Information:**

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.

#### **Self-Assessments and Class Participation:**

Students should read assigned material and complete self-assessments before class so they can contribute to class discussions and activities. Some self-assessments will be collected; others may not be collected, but will form the basis for discussion. Examples of classroom activities include small and large group discussions, and short, in-class writing assignments. Examples of laboratory activities include participation in interventions such as meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, and biofeedback. Note that use of laptops in class is limited to note taking only.

Excellent participation: Assigned material is always read before class. All self-assessments are completed before class and demonstrate the ability to apply course content to one's life. Student actively and appropriately contributes to, and participates in class activities, including discussions and labs. Written work and class contributions demonstrate excellent thought and insight.

Above average participation: Assigned material is usually read before class. Self-assessments are completed with some application to one's life. Student regularly attends class and usually contributes to class discussions. Written work and class contributions demonstrate thought and insight.

Average participation: Assigned material is sometimes read before class. Most self-assessments are completed with some application to one's life. Student regularly attends class and occasionally contributes to class discussions. Written work and class contributions demonstrate some thought and insight.

Below average participation: Student attends class but is frequently unprepared (has not completed assigned readings or self-assessments). Rarely contributes to class discussions; demonstrates minimal thought and insight.

### **Stress Log, University Resources, and Occupational Stress or Mini-Review Paper:**

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, and should reflect your best work. Assignments with more than 5 errors will be returned. Papers must be resubmitted within 1 week and 10% will be deducted from the overall grade. All papers will be submitted through turnitin.com in addition to a hard copy presented at **the beginning of class**.

**Deduction for late assignments:** For every day that an assignment is late 5% will be deducted from the grade. Papers that are not submitted at the beginning of class are considered one day late.

#### **Stress Log:**

Students will record routine and unique stressors encountered during the semester. 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 the entries, analyze your entries and identify patterns of stressors, responses, and coping methods. Discuss the patterns you observed, and include methods that could have been employed to cope more effectively with the identified stressors, including use of appropriate university and community resources. In addition to the log, a 2 to 3 page reflective summary will be submitted. Detailed directions will be provided in the assignment packet.

#### **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 and each student 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 reflect of how the group worked together, each group members' contribution to the project,

and how conflicts, if any, were resolved (2 to 3 pages). Detailed directions will be provided in the assignment packet.

**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 peer-reviewed 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, peer-reviewed 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.

Peer-reviewed 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 reference list.

**Since You've Gotten This Far... 😊**

If you've read this far, take advantage of your good student habits and earn some extra credit. You will get five (5) extra credit points if you come to my office by January 8th, introduce yourself, and tell me a little about yourself. (Yes, to get the extra credit, you need to introduce yourself to me in my office even if I already know who you are.) The reasons for this assignment are (1) for me to get to know you, and (2) to help me make sure you get the most out of this class.

**Method of Evaluation and Assignment of Final Course Grade**

Stress Log (SLO #1, CO #1,2,3,4).	10%
University Resources (SLO #3,4, CO #6,7).	10%
Occupational Stress or Mini-Review Paper (SLO #2, CO #1,3,5).	10%
Self-Assessments & Participation in Classroom & Laboratory Activities. (SLO #1-4, CO #1,2,5,7).	20%
Midterm Examination 1. (SLO #1, CO #2, 3).	15%
Midterm Examination 2. (SLO #1, CO #2, 3).	15%
Final Comprehensive Examination. (SLO #2, CO #4, 6, 7).	20%

Final course grades will be assigned according to the following scale based on the accumulated total percentage during the semester.

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
						F	≤ 59

## **University Policies**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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 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 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 located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **Peer Connections**

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division

courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available.

The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. Please visit the [Peer Connections](http://peerconnections.sjsu.edu/) webpage for more information at <http://peerconnections.sjsu.edu/>

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

**KIN 69 Stress Management, Spring 2013  
Course Schedule**

*Schedule subject to change with advance notice.*

<b>Week</b>	<b>DATE</b>	<b>TOPICS, READINGS</b>	<b>ASSIGNMENTS DUE</b>
1	Thursday 1/24	Course Introduction	
2	Tuesday 1/29  Thursday 1/31	<b>Ch 1 What is Stress?</b> Groups for University Resource Project  <b>Ch 2 Stress Psychophysiology</b>	Lab 1.1,  Lab 2.1, 2.2
3	Tuesday 2/5  Thursday 2/7	<b>Ch 3 Stress and Illness/Disease</b>  <b>Ch 3 Stress and Illness/Disease cont ...</b>	Lab 3.2
4	Tuesday 2/12  Thursday 2/14	<b>Movie: Stress Portrait of a Killer</b> – In class worksheet  Stress Jeopardy – Review for exam	
5	Tuesday 2/19  Thursday 2/21	<b>Exam 1 Chapters 1-3</b>  <b>Ch 16 Stress and the College Student</b>	Lab 16.1
6	Tuesday 2/26  Thursday 2/28	<b>University Resource Presentations Grp 1-4</b>  <b>University Resource Presentations Grp 5-8</b>	Presentations and Papers Due Today!  Presentations and Papers Due Today!
7	Tuesday 3/5  Thursday 3/7	<b>University Resource Presentations Grp 9-10</b> <b>Ch 4 Interventions</b>  <b>Ch 4 Interventions cont...</b> APA format for Reference Page & citations, creating interview questions & conducting interviews, peer reviewed journal articles	Presentations and Papers Due Today! Lab 4.1
8	Tuesday 3/12	<b>Ch 5 Life Situations Interventions: Intrapersonal</b>	Labs 5.2, 5.3, 5.4

Week	DATE	TOPICS, READINGS	ASSIGNMENTS DUE
	Thursday 3/14	<b>Ch 5 Life Situations Interventions: Intrapersonal cont...</b> In class activity	Topic, references, interviewee, and interview questions for Occupational Stress/Mini Review Paper <b>Due Thursday!</b>
9	Tuesday 3/19  Thursday 3/21	<b>Ch 6 Life Situations Interventions: Interpersonal</b>  <b>Ch 6 Life Situations Interventions: Interpersonal cont...</b> In class activity	Labs 6.2, 6.3, 6.4
10	<b>3/24-4/1</b>	<b>SPRING BREAK</b>	
11	Tuesday 4/2  Thursday 4/4	<b>Ch 7 Perception Interventions</b>  <b>Ch 9 Meditation</b> In class activity	Lab 7.3, 7.5, 7.6, 7.7, 7.8, 7.9  Occupational Stress/Mini Review <b>Paper Due Thursday!</b>
12	Tuesday 4/9  Thursday 4/11	<b>Exam 2 chapters 4-7 &amp; 9</b>  <b>Ch 10 Autogenic Training, Imagery, and Progressive Relaxation</b> In class activity	
13	Tuesday 4/16  Thursday 4/18	<b>Ch 11 Other Relaxation Techniques</b>  <b>Ch 11 Other Relaxation Techniques cont...</b> In class activity	
14	Tuesday 4/23  Thursday 4/25	<b>Ch 12 Physiological Arousal Interventions</b>  <b>Ch 13 Strategies for Decreasing Stressful Behaviors</b>	Lab 13.4, Stress Log & Paper & Stress Activities <b>Due Today, Thursday!</b>
15	Tuesday 4/30  Thursday 5/2	<b>Ch 14 Diversity and Stress</b>  <b>Ch 14 Diversity and Stress</b> In class activity	Lab 14.1, 14.2
16	Tuesday 5/7	<b>Ch 15 Occupational Stress</b>	Lab 15.1, 15.3

<b>Week</b>	<b>DATE</b>	<b>TOPICS, READINGS</b>	<b>ASSIGNMENTS DUE</b>
	Thursday 5/9	Review - Stress Jeopardy	
<b>Final Exam</b>	<b>5/21</b> <b>9:45am –</b> <b>12pm</b>	<b>Final Exam</b>	