

Department of Kinesiology
San José State University
KIN 69 - Stress Management: A Multidisciplinary Perspective
Class Location: YUH 201A
Spring 2012

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Description: This class will present the stress process and its relation to health and disease, lifestyle, and the sociocultural environment. Also being presented is an 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:

- X an understanding of the psychological, physiological, and social/cultural aspects of stress.
- X 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.
- X 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 edition).
The 11th edition is acceptable (and will probably save you some \$), however, you are responsible for any differences.

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)	10%
University Resources (SLO #3,4, CO #6,7)	10%
Occupational Stress or Mini-Review Paper (SLO #2)	15%
Midterm Examination	20%
Final Comprehensive Examination	25%
Intervention write-ups (SLO #2, CO #5)	5%
Homework (SLO #2, CO #5)	5%
Participation	5%
Quizzes	5%

Examples of Out of classroom Assignments include lab assessments, written responses to videos, "tell me about" writings, etc.

Examples of Intervention write-ups include written descriptions of and **participation** in interventions such as meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, etc.

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 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.
- ! *Active participation in all lecture and laboratory sessions is expected. This requires that ALL class members make an INDIVIDUAL COMMITMENT to be an active participant 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.*

Assignment of Grades

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

Out-of-Class Assignments

- ! *All out-of-class assignments are due on the dates indicated, and should be typed (except as indicated), 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.*

- ! Electronic copies (email, usb drives, etc.) will not be accepted under any circumstances.

- ! Assignments with multiple pages that are not stapled together **WILL NOT BE GRADED!**

- ! Deduction for late assignments (university resources, stress log, occupational stress or mini-review paper) 10% per day not including Sat – Sun. Homework and write-ups will not be accepted late.

Due Date	Received	Deduction
Monday	After start of class Mon.	Drop 3%
	After end of class Mon. - Tuesday	Drop 10%
	Wednesday	Drop 20%
Wednesday	After start of class Wed.	Drop 3%
	After end of class Wed. - Thursday	Drop 10%
	Monday	Drop 30%
Please remember, even a 50% F is better than a ZERO.		

- ! **Stress Log (2-3 pages):** 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 any coping mechanisms used (e.g. 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. Your log and a 2-3 page discussion (not a summary) of your log will be submitted.

- ! **University Resources (2-3 pages):** Working in groups, students will explore a 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 resource to the class and 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. Students will also turn in a short but detailed description of their partner's contribution, which does not count towards the 2-3 pages.

- ! **Occupational Stress (3+ pages) or Mini-Review Paper (4+ pages):** 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 page must be included (but is not included in the page length of the assignment). For this assignment, a maximum of two sentences may be direct quotations.



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>.

**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.*

1.1 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.*

Tentative Stress Management Calendar

Date		Topic	Reading due	Proposed intervention
01/25/12	W	Introduction: Expectations and course overview		
01/30/12	M	What is stress? Working towards a theory & model	1	
02/01/12	W	Stress theories and research continued	11.2	<i>Diaphragmatic breathing</i>
02/06/12	M	College life and stress in a nutshell	16	
02/08/12	W	Psychophysiology of Stress	2	
02/13/12	M	Psychology of Stress	4, 7.7-11	
02/15/12	W	Personality types and stress reactivity	7.6	
02/20/12	M	Stress, illness, and disease	3	
02/22/12	W	Stress and exercise	12	
02/27/12	M	Progressive relaxation	10.6	<i>Progressive relaxation</i>
02/29/12	W	Life Situation Interventions: Interpersonal	6.1-3, 6.5	
03/05/12	M	Life Situation Interventions: Intrapersonal	5	
03/07/12	W	All University Resources due and Presentations begin		
03/12/12	M	University Resources Presentations cont'd		
03/14/12	W	URP cont'd if needed	9	<i>Meditation</i>
03/19/12	M	Cognitive restructuring	7.1-4 10.5	<i>Visualization/guided imagery</i>
03/21/12	W	Midterm exam - Bring blue book/scantron		
03/26/12	M	Best Week Ever		
03/28/12	W	Best Week Ever		
04/02/12	M	Word Therapy		
04/04/12	W	Behavior modification	13	
04/09/12	M	Time management and social engineering	7.4	
04/11/12	W	Catch up day! Study Day! Self Examination Day!!!		
04/16/12	M	Other Interventions	11	Biofeedback
04/18/12	W	Humor therapy	7.5	<i>Bring your favorite joke</i>
04/23/12	M	Music therapy		
04/25/12	W	Art therapy		Bring your crayons & colored pencils or pens!
04/30/12	M	Stress across the lifespan --- Stress Log due	18	
05/02/12	W	Occupational Stress	15	
05/07/12	M	Stress and gender "Killing Us Softly" video	10.1-4	
05/09/12	W	Stress and "isms": Occupational Stress or Mini-Review due	14	<i>Autogenic training</i>
05/14/12	M	Stress and "isms":		Tears optional
Final Exam -- http://info.sjsu.edu/web-dbgen/narr/catalog/rec-1637.html				Bring blue book/scantron 882E