

**San José State University**  
**CHHS/Department of Kinesiology**  
**KIN 69, Stress Management: A Multidisciplinary Perspective**  
**Section 02, Spring 2021**

**Course and Contact Information**

Instructor:	Michelle Ruban, M.A.
Office Location:	Zoom
Email:	Michelle.ruban@sjsu.edu
Office Hours:	By appointment via Zoom
Class Days/Time:	Section 02: Wed 3:00-4:15pm
Classroom:	Canvas/Zoom
GE Category:	Area E, Human Understanding and Development

**Course Format**

This course will adopt an online delivery format using Canvas. The class will meet weekly through Zoom during scheduled class time and all remaining materials will be delivered on Canvas asynchronously. Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free [equipment loan](#) program available for students. Students are responsible for ensuring that they have access to [reliable Wi-Fi](#) during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See [Learn Anywhere](#) website for current Wi-Fi options on campus.

**Canvas and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/firstname.lastname> and/or on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates. For help with using Canvas see [Canvas Student Resources page](#) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

**Course Description**

The stress process and its relation to health, disease, lifestyle, and the sociocultural environment. Physiological, psychological, sociological, and environmental parameters of stress across the lifespan, emphasizing university resources and stress management strategies to enhance academic, personal, and social development.

## Course 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 (GELOs)

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

- GELO 1. recognize the physiological, social/cultural, and psychological influences on their well-being; ***assessed by the Stress Log assignment***
- GELO 2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan; ***assessed by the Stress Philosophy assignment and Occupational Stress or Mini Review Paper assignment***
- GELO 3. use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; ***assessed by the University Resources assignment***
- 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; ***assessed by the University Resources assignment***

## Course Learning Outcomes (CLOs)

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 Textbook (Available on Canvas – see *Modules*)**

Greenberg, J. S. (2017). *Comprehensive stress management* (14<sup>th</sup> ed.). Boston: McGraw-Hill.  
ISBN: 9781259848247. (see *Modules* tab on Canvas)

## **Other Readings**

Other readings for the course such as research articles and videos will be made accessible through Canvas.

## **Library Liaison**

The kinesiology library liaison is Adriana Poo ([Adriana.Poo@sjsu.edu](mailto:Adriana.Poo@sjsu.edu))

## **Course Requirements and Assignments**

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.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## **Recording Zoom Classes**

This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).

## **Students are not allowed to record without instructor permission**

Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy ([S12-7](#)) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

## **Out-of-Class Assignments Policy:**

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 the dates indicated, and should be typed, double-spaced, using APA format, 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. Any forms of plagiarism will be reported to the office of Student Conduct and Ethical

Development. Assignments should reflect your best work, and must be uploaded to Canvas, in addition to submitting a hard copy at the beginning of class on the due date.

### **Participation in Classroom & Laboratory Activities: 20% of grade**

Participation includes online discussion postings, quizzes, contributions to live class discussions, and take-home laboratory activities, and possible quizzes. See Canvas for details.

Discussion postings will include small and large group discussions, written responses to videos/readings/question prompts/etc. Examples of laboratory activities include reflections and self assessment related to 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 makes an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected. See Canvas for details.

### **University Resources Group Project: 15% of grade**

Working in groups, students will explore a minimum of two campus resources that may reduce personal, academic, environmental, or social stressors, and facilitate academic life and student learning. (Resources and groups will be assigned by the instructor). Groups will present their resources live (during a zoom session) to the class in the form of an informational flyer/pamphlet that will be shared electronically with the class. Within the presentation, groups should emphasize how these resources can help students effectively manage stress and enhance academic life. Each student will individually be assigned to complete a self and group evaluation form describing the group dynamics during collaborative work on the University Resources Project. See Canvas for additional details.

### **Occupational Stress or Mini-Review Paper (student's choice): 15% of grade**

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 three professional journal articles that 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 the interviewee to cope with stressors. Minimum of 3-4 pages not including reference list.

For the mini- review paper, students will review the literature on a pre-approved topic (students must message the instructor to get approval for their chosen topic) related to stress or stress management. For the review of literature, students will use a minimum of four (4) professional journal articles. Write a concise summary of the research, integrating information from the journal articles. Minimum of 3-4 pages not including reference list.

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. See Canvas for additional details.

### Midterm Exam: 15% of grade

Make-up exams are permitted only for illness and emergency (truly extraordinary circumstances – proof/evidence may be required). 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 midterm exam will be available through Canvas on the scheduled day (please refer to course calendar). It will cover material from both lecture and lab from the first half of the course. The exam will include multiple choice, true/false, matching, and possibly short answer questions. The midterm exam will **NOT** be given early. The date of the midterm exam is subject to change with fair notice. See Canvas for additional details.

### Stress Log: 15% of grade

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 2-4 page reflective summary of your log will be submitted. Students are required to cite TWO (2) primary sources (i.e. academic journal articles, etc.) in the summary paper (APA Style). See Canvas for additional details.

### Final Assessment – Stress Philosophy: 20% of grade

Students will be asked to define what the words *health* and *wellness* mean to them personally. Definitions will be based on what students already know, and perhaps have been taught or exposed to. Why is health so important? How is the state of one's health influenced by stress? Where do you see yourself 10, 30, 50 years from now? What types of stressors do you think you may encounter? If you were to continue your current lifestyle for the next three to five decades, how do you see yourself at that point in the future? Your health philosophy guides your state of health. What is your health philosophy (include your approach to managing stress)? What has influenced your philosophy up to now (e.g., parents, teachers, friends, books)? Be specific. Students are required to cite course content frequently using APA format. See Canvas for additional details.

**Late Assignment Policy:** deduction for late assignments (includes participation/homework assignments & major assignments) described below. See Canvas for specific grading rubrics.

Due Date.	Received.	Deduction.
Sunday	After class Sunday through Tuesday. Wednesday through Friday. Saturday through the following Sunday.	Drop 1 grade step (e.g., A minus → B plus) Drop 2 grade steps (A minus → B) Drop 1 full grade (A minus → B minus)
Tuesday	After class Tuesday through Thursday. Friday through Sunday. Monday through the following Tuesday.	Drop 1 grade step (e.g., A minus → B plus) Drop 2 grade steps (A minus → B) Drop 1 full grade (A minus → B minus)
Friday	After class Friday through Sunday. Monday through Wednesday. Thursday through the following Friday.	Drop 1 grade step (e.g., A minus → B plus) Drop 2 grade steps (A minus → B)

		Drop 1 full grade (A minus → B minus)
<b>Students must speak with the instructor regarding assignments that are more than 1 week late.</b>		

**Grading Information:**

Participation – labs, discussions, reflections, homework, etc. (GELO 2; GELO 3; CLO 5).	20%.
Stress Log (GELO 1; CLO 1,2,3,4).	15%.
University Resources (GELO 3,4; CLO 6,7).	15%.
Occupational Stress or Mini-Review Paper. (GELO 2, CLO 2,3,4,5)	15%.
Midterm Examination (GELO 1,2; CLO 1, 2, 3, 4, 5)	15%.
Final Assessment – Stress Philosophy. (GELO 2; CLO 2,4,5)	20%.

**Assignment of Grades:** *This course must be passed with a C- or better as a CSU graduation requirement.*

Grade	Percentage
A plus	96.5 to 100%
A	92.5 to 96.4%
A minus	89.5 to 92.4%
B plus	86.5 to 89.4 %
B	82.5 to 86.4%
B minus	79.5 to 82.4%
C plus	76.5 to 79.4%
C	72.5 to 76.4%
C minus	69.5 to 72.4%
D plus	66.5 to 69.4%
D	62.5 to 66.4%
D minus	59.5 to 62.4%
F	59.4 and below

**Example.**

Component.	% Earned.	%.	X.	Points Possible.	=	Points Earned.
Participation.	88%.	.88 .	X.	20.	=	17.6
Stress Log.	85%.	.85 .	X.	15.	=	12.75
University Resources.	90%.	.9 .	X.	15.	=	13.5
Occupational Stress or Mini-Review Paper.	80%.	.85 .	X.	15.	=	12.75
Midterm.	86%.	.86 .	X.	15.	=	12.9

Final Assessment – Stress Philosophy.	85%.	.85 .	X.	20.	=	17
<b>“This course must be passed with a C- or better as a CSU graduation requirement.”</b>						86.5
						Grade: B+

### 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 expected to be courteous during online classes. Any student engaging in disruptive behavior may be asked to leave the session. Please turn off all cell phones, pagers, PDAs or other electronic devices. The use of anything that beeps or vibrates during class is disruptive and will not be tolerated. Further disruption may be cause for the student’s behavior being reported to the SJSU Office of Student Conduct and Ethical Development.

All materials must be original works of the student and typed with text and reference in APA format.

Assignments are due *as specified on Canvas as well as the course calendar* unless otherwise noted. Late papers will be penalized according to late penalty on previous page.

There are NO make-ups for in-class labs or activities, with the exception of officially sanctioned University activities or serious and compelling personal circumstances. So, it will be important to regularly attend class.

Only under extreme circumstances will an “incomplete” grade be earned, and use of the “incomplete” grade will be consistent with SJSU policies.

Students are encouraged to periodically check the course homepage for various websites and other information (e.g. quiz/exam hints, current events) related to the course.

### University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

**February 8, 2021** is the last day to drop this class without a “W” being assigned. According to university policy, dropping the class 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 class is **February 15, 2021**. However, students who receive add codes should use them as soon as possible.

### Land Acknowledgement

While we gather at San José State University, we are gathered on the ethnohistoric tribal territory of the Thámien Ohlone, who were the direct ancestors of the lineages enrolled in the Muwekma Ohlone Tribe, and who were missionized into Missions Santa Clara, San José, and Dolores. The San José State University community also recognizes the importance of this land to the indigenous Muwekma Ohlone people of this region, and consistent with our principles of community and diversity strives to be good stewards on behalf of the Muwekma Ohlone Tribe whose land we occupy.

## KIN 69 – Stress Management Proposed Schedule

\*\*\*Subject to fair change with notice. All changes will be posted on Canvas.\*\*\*

WEEK & DATES	CONTENT (MODULES)	ASSIGNMENTS *all homework assignments & exams due by 11:59pm on due date
1 – 1/27	Course Intro  Ch. 1 - What is Stress?	Discussion Post due 2/2
2 – 2/3	Ch. 4 – Stress & the College Student <i>Review University Resources Assignment</i>	
3 – 2/10	Ch. 2 – Stress Psychophysiology	
4 – 2/17	Ch. 3 – Stress, Illness, Disease Film: <i>One Nation Under Stress</i> Review Occupational Stress Paper	<b><i>ALL University Resources Flyers due 2/17 before start of class Groups 1-5 present on 2/17 One Nation Under Stress Film Handout due 2/23</i></b>
5 – 2/24	Ch. 16 – Occupational Stress	<b><i>Groups 6-10 present on 2/24 University Resources Self &amp; Group Evaluation Form due 2/28</i></b>
6 – 3/3	Ch. 13 – Physiological Arousal Interventions/Physical Activity	
7 – 3/10	Ch. 5 – Interventions & Ch. 8 – Perception Interventions	<b><i>Occupational Stress Paper due 3/12</i></b>
8 – 3/17	Ch. 10 – Meditation & Ch. 11 – Imagery (only)& Ch. 12 Diaphragmatic Breathing (only) Review Stress Log Assignment	
9 – 3/24	<b>Midterm (Chapters 1-5, 8, 10, 11 - imagery only, 12 - diaphragmatic breathing only, 13, 16) due 3/24</b>	<b><i>Midterm &amp; Extra Credit Quiz due 3/24</i></b>
10 – 3/31	SPRING BREAK!	
11 – 4/7	Ch. 12 – Other Relaxation Techniques & Ch. 14 – Strategies for Decreasing Stressful Behavior	

<b>12 – 4/14</b>	Ch. 11 – Autogenic Training & Progressive Relaxation Review Stress Philosophy Assignment	<b><i>Stress Log due 4/13</i></b>
<b>13 – 4/21</b>	Ch. 6 – Intrapersonal & Ch. 7 – Interpersonal Interventions	
<b>14 – 4/28</b>	Ch. 9 – Spirituality & Sleep Hygiene	
<b>15 – 5/5</b>	Ch. 15 – Diversity & Stress Film: <i>In Sickness &amp; In Wealth</i>	<i>In Sickness &amp; In Wealth</i> Film Handout due 5/11
<b>16 – 5/12</b>	Ch. 17 – Family Stress	
<b>17 – 5/17</b>	<b><i>Stress Philosophy due 5/17</i></b>	