

San José State University
CHaHS/Department of Kinesiology
KIN 69, Stress Management: A Multidisciplinary Perspective
Section 03, Spring 2021

Course and Contact Information

Instructor:	Cristina Carrillo
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Email:	cristina.carrillo@sjsu.edu
Office Hours:	Wednesday, 2:30-3:30 pm
Class Days/Time:	Online and asynchronous
Classroom:	N/A, online
GE Category:	Area E, Human Understanding and Development

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found 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 at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

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 (demonstrated by the Stress Log assignment);
- GELO 2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan (demonstrated by the Occupational Review paper);

- GELO 3. use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals (demonstrated 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 (demonstrated 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

Greenberg, J. S. (2017). *Comprehensive stress management* (14th ed.). Boston: McGraw-Hill.
ISBN: 9781259848247. (Available on Canvas)

Library Liaison

The kinesiology library liaison is Adriana Poo (Adriana.Poo@sjsu.edu), 408-808-2019

Course Requirements and Assignments

[University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) describes the expected time commitment for SJSJ courses: "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."

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 Discussions & Laboratory Activities (GELO 2; CLO 5)	20%.
Stress Log (GELO 1; CLO 1,2,3,4).	10%.
University Resources (GELO 3,4; CLO 6,7).	10%.
Occupational Stress Paper (GELO 2)	10%.
A Lifetime of Stress	5%.
Quizzes	10%.
Midterm Examinations	20%.
Final Examination	15%.

Assignment of Grades:

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

Example.

Component	Points Possible	Points Earned	X	Assignment Weight	=	Points Earned
Stress Log	100	95		10%		9.5
University Resources	100	100		10%		10
Occupational Stress	100	85		10%		8.5
A Lifetime of Stress	100	100		5%		5
Participation (10 activities)	100	90		20%		18
Midterm Exam 1	100	75		10%		7.5
Midterm Exam 2	100	88		10%		8.8
Final Exam	100	85		15%		12.75
Quizzes (10 quizzes)	100	96		10%		9.6
“This course must be passed with a C- or better as a CSU graduation requirement.”						89.6 Rounded to 90
						Grade: A-

Participation in Classroom and Laboratory Activities:

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

Excellent participation: Always reads assigned material 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 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 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.

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 class 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. 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.

Deduction for late assignments (University Resources, Stress log, A Lifetime of Stress Assignment, Occupational Stress Paper and Quizzes):

Assignments (University Resources, Stress Log, A Lifetime of Stress, Occupational Stress Paper and Quizzes) turned in after the due date and time, unless otherwise specified, will be considered late. There is a 10% penalty for each calendar day, or partial calendar day, that assignments are late. Assignments (University Resources, Stress log, A Lifetime of Stress Assignment, Occupational Stress Paper and Quizzes) will not be accepted 1 week past the due date.

****Participation assignments – Lab activities and Discussions are the exception and will not be accepted late. ****

Stress Log:

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. The stress log and a 2 to 3-page reflective summary of your log will be submitted.

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 and groups will be assigned and posted on Canvas.) Groups will submit a recording of their presentation.

Occupational Stress 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 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 your interviewee to cope with stressors.

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. Papers will be 4-5 pages, not including reference list.

Examinations:

Make-up exams are permitted only for illness and emergency (truly extraordinary circumstances). **The student is responsible for notifying the instructor prior to the start of the exam and making arrangements at the earliest possible time to schedule a make-up. A make-up exam will not be permitted if the instructor is notified after the exam has already started.** All requests for make-up exams will be evaluated on an individual basis. **The final exam will NOT be given early.**

The midterm exams and final exam will be given online over Canvas. It will cover material from both lecture and lab activities. The exams will include multiple choice, true/false, matching, select multiple answers and short answer questions. The midterm exams will NOT be given early. There will be a 72-hour window to complete each midterm exam. The date of the midterm exams are subject to change with fair notice.

The final examination will be given online over Canvas. It will be given on the final exam day (according to the final exam schedule as set forth by SJSU). The exam will include multiple choice, true/false, matching, select multiple answer and short answer questions. The exam will have a heavy emphasis on the final chapters in the course as well as a section on cumulative material. There will be a 72-hour window to take the final exam. **The final exam will NOT be given early.**

Canvas Discussion 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.

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 Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources.

February 8th 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 15th**. However, students who receive add codes should use them as soon as possible.

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Proposed Schedule

Subject to change with fair notice. Changes will be posted on Canvas

Week	Course Content	Reading Assignments	Written & Lab Assignments
0	Introduction to Course Content Optional Zoom meeting on Jan. 27 th at 4:30 pm. Recording will be posted for those that cannot attend.		Introductions Discussion due Feb. 5 th
1	Introduction to Stress	Chapter 1	Lab #1: Diaphragmatic Breathing due Feb. 3 rd Introductions Discussion due Feb. 5 th
2	Stress Psychophysiology	Chapter 2	Quiz #1 (Ch. 1 &2) due Feb. 12 th
3	Stress/Illness/Disease	Chapter 3	Lab #2: Progressive Muscular Relaxation due Feb. 17 th
4	Stress & the College Student *University Resources (U.R.) Assignment Assigned* Perception Interventions	Chapter 4 Chapter 8	Lab #3: Gratitude Exercise due Feb. 24 th Quiz #2 (Ch 3 & 4) due Feb. 26 th
5	Stress-Portrait of a Killer Intervention *Stress Log Assignment Assigned*	Chapter 5	Stress- Portrait of a Killer Extra Credit due Mar. 5 th Quiz #3 (Ch 8 &5) due Mar. 5 th
6	Midterm Exam Review Midterm Exam #1 (Ch 1, 2, 3, 4, 8)		Midterm #1 available Mar. 10-12 th
7	Life-Situation Interventions- Intrapersonal Life-Situations Interventions- Interpersonal	Chapter 6 Chapter 7	Lab #4: Happy Place due Mar. 17 th Quiz #4 (Ch. 6 & 7) due Mar. 19 th
8	Physiological Arousal Interventions *Occupational Stress Paper Assigned*	Chapter 13	U.R. Presentations due Mar 25 th Quiz #5 (Ch 13) due Mar. 26 th

Week	Course Content	Reading Assignments	Written & Lab Assignments
9	Spring Break!		
10	Strategies to Decrease Stressful Behavior Meditation & Mindfulness	Chapter 14 Chapter 10	Lab #5: Meditation due Apr. 7th Quiz #6 (Ch 14 & 10) due Apr. 9th U.R. Discussion due on Apr. 9th
11	Occupational Stress	Chapter 16	Quiz #7 (Ch 16) due Apr. 16rd
12	Midterm #2 Review Midterm #2 (Ch. 5, 6, 7, 10, 13, 14)		Stress Log due Apr. 23rd Midterm #2 available Apr. 21-23rd
13	Diversity & Stress Spirituality & Stress *A Lifetime of Stress Assignment Assigned*	Chapter 15 Chapter 9	Lab #6: Art/Creativity due Apr.28th Quiz # 8 (Ch. 15 & 9) due Apr. 30th
14	Relaxation Other Relaxation Techniques	Chapter 11 Chapter 12	Lab # 7: Yoga due May 5th Occupational Stress Paper due May 6th Quiz # 9 (Ch 11 & 12) due May 7th
15	Family Stress Final Exam Review	Chapter 17	Quiz #10 (Ch 17) due May 14th A Lifetime of Stress Assignment due May 17th Favorite Topic & What I Learned Discussion due May 17th
16	Final Exam (Ch. 9, 11, 12, 15, 16, 17) and cumulative material (see study guide)		Final exam available May 19- 21st