

**San José State University**  
**CHaHSD/Department of Kinesiology**  
**KIN 69, Stress Management: A Multidisciplinary Perspective**

**Section 09, Spring, 2021**

### **Course and Contact Information**

Instructor(s):	Karen Moreno, PhDc, M.A.
Office Location:	Online
Email:	karen.moreno@sjsu.edu
Office Hours:	Friday 11:45 AM to 12:45 PM or By Appointment email <a href="mailto:karen.moreno@sjsu.edu">karen.moreno@sjsu.edu</a> to schedule
Class Days/Time:	Friday 10:00 AM-12:45 PM
Classroom:	Online
GE/SJSU Studies Category:	Area E, Human Understanding and Development

### **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 Format**

This course has adopted an online format with synchronous and asynchronous class meetings, activities, and lectures. Access to the Internet will be necessary in order to access the course materials and information provided through Canvas and assigned weblinks. A webcam will be required for class meetings and the Midterm and Final examinations. Technology requirements include Microsoft Office Suite, and Adobe Acrobat DC. The Midterm and Final examinations will be conducted with Respondus LockDown Browser.

### **MYSJSU Messaging**

Course materials, such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System](http://sjsu.instructure.com) course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the system through [MYSJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu>. 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](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))

## **Course Goals**

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 (GELO)**

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 Age Differences in Stress and Coping);

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); and

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 (CLO)**

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 background.

## **Required Texts/Readings**

### **Textbook**

Greenberg, J. S. (2017). *Comprehensive stress management* (14th ed.). Boston: McGraw-Hill. ISBN: 9781259848247. (Available at Spartan Bookstore or online retailers)

### **Other Readings**

Specific articles can be found on Canvas.

### **Library Liaison**

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

## **Course Requirements and Assignments**

Course Syllabi 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 science, theory and experiential learning. Personal applications will be emphasized. Classes consist of lecture, large and small group discussions, multimedia presentations, and guided online laboratory activities.

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) at <http://www.sjsu.edu/senate/docs/S16-9.pdf>.
- Office of Undergraduate Education’s [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

### **Final Examination or Evaluation**

A final examination will be conducted online on the scheduled day provided on the calendar. The examination will be cumulative, and will consist of multiple choice, true and false, matching, fill-in, and short answer questions. The final exam will NOT be given early.

More details can be found in [University policy S17-1](http://www.sjsu.edu/senate/docs/S17-1.pdf) (<http://www.sjsu.edu/senate/docs/S17-1.pdf>) which states that “Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.”

### **Grading 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. All out-of-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, and (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 by the specified due date. Emailed assignments will NOT be accepted.

*More guidelines on grading information and class attendance can be found from the following university policies:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University Attendance and Participation Policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)
- [University Grading System Policy F18-5](http://www.sjsu.edu/senate/docs/F18-5.pdf) (<http://www.sjsu.edu/senate/docs/F18-5.pdf>)

## Determination 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

Participation in Classroom & Laboratory Activities (GELO 2; CLO 5). 20%.

Stress Log (GELO 1; CLO 1,2,3,4). 10%.

Age Differences in Stress and Coping (GELO 2; CLO 1,4). 5%.

University Resources (GELO 3,4; CLO 6,7). 10%.

Occupational Stress Paper (GELO 2) 20%.

Midterm Examination. 15%.

Final Examination or Evaluation. 20%.

### Example:

Component.	% Earned.	%.	X.	Points Possible.		Points Earned.
Stress Log.	91%.	.91.	X.	10.	=	9.1.
University Resources.	93%.	.93.	X.	10.	=	9.3.
Occupational Stress	88%.	.88.	X.	20.	=	17.6.
Age Differences in Stress & Coping	87%	.87.	X.	5.		4.35
Participation.	90%.	.90.	X.	20.	=	18.
Midterm Exam.	76%.	.76.	X.	15.	=	11.4.
Final Exam.	84%.	.84.	X.	20.	=	16.8.
						86.6.
						Grade: B plus.

## **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.

A few words on cell phones, headphones, and laptops: Cell phones should be turned off and other distractions removed during class. A vibrating cell phone is still an activated cell phone. Texting, e-mailing, or surfing on your cell phone or laptop are not appropriate classroom activities. They distract your attention, as well as the attention of those participating in the class with you.

## **Participation in Zoom Class Meetings and Online Activities:**

Examples of Zoom class activities include lectures and small and large group discussions. Examples of online activities include viewing videos, reading articles, and responding to guided video and articles questions; participation in quizzes, personal reflections and discussion boards, and interventions such as meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, cognitive reappraisal, social engineering, creative problem solving, time management, biofeedback, and self-regulation activities.

Active participation in all lecture and online activity 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 timely 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 out-of-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 on the due date. Emailed assignments will NOT be accepted.

**Deduction for late assignments:**

<b>Due Date.</b>	<b>Received.</b>	<b>Deduction.</b>
Monday	After 11:59 PM Monday through Tuesday	Drop 1 grade step (e.g., A minus → B plus)
	Wednesday through Thursday	Drop 2 grade steps (A minus → B)
	Friday through the following Monday	Drop 1 full grade (A minus → B minus)
Friday	After 11:59 PM Friday through Monday	Drop 1 grade step (e.g., A minus → B plus)
	Tuesday through the following Wednesday	Drop 2 grade steps (A minus → B)
	Wednesday through the following Friday	Drop 1 full grade (A minus → B minus)
Students must speak with the instructor regarding assignments that are more than 1 week late.		

**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.

**Additional Information**

This course will use APA citation and reference for all scholarly writing.

## KIN 69, Stress Management Spring 2021, Course Schedule

### Proposed Schedule. Subject to change with fair notice.

Changes will be announced in our Zoom Class session and posted on Canvas.

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
1	1/29 Fri	1	<b>Zoom Class Meeting</b>  <b>Topic:</b> Course Introduction, Defining Stress, Stress Theories <b>Reading:</b> Textbook Ch 1: What is Stress?  <b>Online Activities and Assignments</b>	1. Major Life Events vs Daily Hassles 2. Reading for Friday	<b>2/1</b>
2	2/5 Fri	2	<b>Zoom Class Meeting</b> <i>Introduce University Resource Project</i>  <b>Topic:</b> Stress Psychophysiology  <b>Reading:</b> Textbook Ch 2: Stress Psychophysiology  <b>Online Activities and Assignments</b>	1. Kahoot! Stress Psychophysiology 2. University Resource Choice List 3. Reading for Friday	<b>2/5</b> <b>2/10</b> <b>2/12</b>
3	2/12 Fri	3	<b>Zoom Class Meeting</b>  <b>Topic:</b> Stress Psychophysiology, Stress Models and Coping  <b>Reading:</b> Textbook Ch. 5: Interventions & Pg. 406-408 Interventions  <b>Online Activities and Assignments</b>	1. How do you Cope with Stress? 2. University Resource Group Meetings 3. Reading for Friday	<b>2/12</b> <b>2/12</b> <b>2/19</b>
4	2/19 Fri	4	<b>Zoom Class Meeting</b>  <b>Topic:</b> Stress and the College Student  <b>Reading:</b> Textbook Ch 4: Stress and the College Student  <b>Online Activities and Assignments</b>	1. University Resource Group Meetings	<b>2/19</b>
5	2/26 Fri	4	<b>Zoom Class Meeting</b> University Resource Project Presentations Groups 1-5  <b>Online Activities and Assignments</b>	<b>Presentations &amp; Reflection Paper Grps 1-5</b> 1. Peer Reviews 2. University Resource Group Meetings	<b>2/26</b> <b>2/26</b> <b>2/26</b>
6	3/5 Fri	4 & 5	<b>Zoom Class Meeting</b> University Resource Project Presentations Groups 6-10  <b>Topic:</b> Stress, Health, and Disease <i>Continued on the next page</i>	<b>Presentations &amp; Reflection Paper Grps 6-10</b> 1. Peer Reviews 2. Kahoot! Stress, Allergies, and Arthritis	<b>3/5</b> <b>3/5</b> <b>3/5</b>



Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
6	3/5 Fri		<b>Continued</b> <b>Reading:</b> Textbook Ch 3: Stress and Illness/Disease  <b>Online Activities and Assignments</b>	1. Kahoot! Stress, Migraines, and Tension Headaches 2. Reading for Friday	<b>3/5</b>  <b>3/12</b>
7	3/12 Fri	5	<b>Zoom Class Meeting</b>  <b>Topic:</b> Stress, Health, and Disease  <b>Reading:</b> Textbook Ch 3: Stress and Illness/Disease  <b>Online Activities and Assignments</b>	1. Video-Stress: Portrait of a Killer 2. Video Quiz	<b>3/12</b>  <b>3/12</b>
8	3/19 Fri		<b>Zoom Class Meeting</b>  <b>Topic:</b> Midterm Review  <b>Midterm Exam Online</b>	1. Reading for Friday	<b>3/26</b>
9	3/26 Fri	6	<b>Zoom Class Meeting</b> <u>Introduce Occupational Stress Paper</u>  <b>Topic:</b> Occupational Stress  <b>Reading:</b> Textbook Ch 16: Occupational Stress & pp 159-161 Technostress and Time Management.  <b>Online Activities and Assignments</b>	1. Habits of Highly Productive People	<b>3/26</b>
10	3/29- 4/2		<b>SPRING BREAK 3/29-4/2</b>		
11	4/9 Fri	7	<b>Zoom Class Meeting</b> <u>Introduce Stress Log Paper Assignment</u>  <b>Topic:</b> Diaphragmatic Breathing, Mindfulness, and Meditation  <b>Reading:</b> Textbook Ch 10: Meditation & Pg. 285  <b>Online Activities and Assignments</b>	1. Mindful Video & Discussion Post 2. Meditation Challenge	<b>4/9</b>  <b>4/16</b>
12	4/16 Fri	7	<b>Zoom Class Meeting</b>  <b>Topic:</b> Autogenic Training, PMR, and Biofeedback  <b>Reading:</b> Textbook Chs: 11 Autogenic Training & 12 pp. 281-285 Biofeedback  <b>Online Activities and Assignments</b>	<b>Stress Log Week 1</b> 1. Relaxation Techniques & Reflection Paper	<b>4/16</b>  <b>4/23</b>

<b>Week</b>	<b>Date</b>	<b>Module</b>	<b>Topics and Readings</b>	<b>Activities and Assignments</b>	<b>Due Dates</b>
13	4/23 Fri	8	<p><b>Zoom Class Meeting</b></p> <p><b>Topic:</b> Personality and Stress, the Role of Self-Esteem and Locus of Control</p> <p><b>Reading:</b> Textbook Ch 8 Perception Interventions</p> <p><b>Online Activities and Assignments</b></p>	<p><b>Stress Log Week 2</b> <b>Occupational Stress Paper</b></p> <p>1. Cognitive Restructuring</p>	<p><b>4/23</b> <b>4/23</b> <b>4/23</b></p>
14	4/30 Fri	9	<p><b>Zoom Class Meeting</b></p> <p><b>Topic:</b> Age Differences in Stress and Coping</p> <p><b>Reading:</b> Zimmer-Gembeck &amp; Skinner (2008)</p> <p><b>Online Activities and Assignments</b></p>	<p><b>Stress Log Week 3</b></p> <p>1. Age Differences</p>	<p><b>4/30</b> <b>4/30</b></p>
15	5/7 Fri	10	<p><b>Zoom Class Meeting</b></p> <p><b>Topic:</b> Physiological Arousal Interventions</p> <p><b>Reading:</b> Textbook Ch 13 Physiological Arousal</p> <p><b>Online Activities and Assignments</b></p>	<p><b>Stress Log Week 4</b></p> <p>1. Kahoot! Physiological Arousal</p>	<p><b>5/7</b> <b>5/7</b></p>
16	5/14 Fri	11	<p><b>Zoom Class Meeting</b></p> <p><b>Topic:</b> Asserting Yourself, Communication and Active Listening, Conflict Resolution, <b>Final Exam Review</b></p> <p><b>Reading:</b> Textbook Ch 7: Life Situation Interventions</p> <p><b>Online Activities and Assignments</b></p>	<p><b>Stress Log Paper</b></p> <p>1. Bad Communication Assessment</p>	<p><b>5/14</b> <b>5/14</b></p>
<b>Final Exam</b>	<b>5/21</b>		<b>Online 7:15 AM – 9:30 AM</b>		