

San José State University.
Department of Kinesiology.
KIN 69, Stress Management: A Multidisciplinary Perspective.
Section 01, Fall 2017.

Course and Contact Information.	
Instructor:	Ms. Billie Jo (BJ) Grosvenor, MS, RC, RTC, CTRS.
Office Location:	YUH 245.
Email:	billiejo.grosvenor@sjsu.edu .
Office Hours:	Wed 1:45pm – 2:45pm or by appointment.
GE Category:	Area E – Human Understanding & Development.
Classroom:	YUH 236.
Class Days/Time:	Mon & Wed 7:30AM – 8:45AM.
First Day of Class Instruction:	Wednesday, August 23, 2017.

Faculty Web Page and MYSJSU Messaging.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found in the learning management system – Canvas. Students enrolled in the course are responsible for regularly checking with the messaging system through MySJSU and Canvas to learn of any updates.

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.

Goal.

The primary goal of this course is to enhance a 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 course, students will be able to:

- GELO 1. recognize the physiological, social/cultural, and psychological influences on their well-being;
GELO 2. recognize the interrelation of the physiological, social/cultural, and psychological factors on their development across the lifespan;
GELO 3. use appropriate social skills to enhance learning and develop positive interpersonal relationships with diverse groups and individuals; 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.

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 backgrounds.

Required Textbook.

Greenberg, J. S. (2016). Comprehensive stress management (17th ed.). Boston: McGraw-Hill. Text should be purchased at the Spartan Bookstore. Custom version at Spartan Bookstore.

Library Liaison - Kinesiology

Ms. Adriana Poo (adriana.poo@sjsu.edu).

Course Requirements and Assignments.

SJSU classes are designed such that in order to be successful, **it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week)**, including preparing for class, participating in course activities, completing assignments, and so on.

More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>. This course combines theory and experiential learning.

Personal applications emphasized. Classes consist of lecture, large and small group discussions, multimedia presentations, and guided laboratory activities.

ASSESSMENT ACTIVITIES, EVALUATION, AND GRADING CRITERIA.

CLASS ACTIVITIES.	POINTS	LEARNING OBJECTIVES.
Assignment 1. Engaged Participation: Worksheets, Discussions, Classroom and Laboratory Activities.	75 points.	GELO 2, CLO 5.
Assignment 2. University Resources Presentation and Narrative Paper.	60 points.	GELO 3, 4, CLO 6, 7.

Assignment 3. Occupational Stress Narrative Paper.	45 points.	GELO 2.
Assignment 4. Stress Log – 7 Days (2 page narrative synthesis paper).	45 points.	GELO 1, CLO 1, 2, 3, 4.
Assignment 5. Quizzes/Exams.	45 points.	
Assignment 6. Final Examination.	30 points.	
TOTAL POSSIBLE POINTS	300	Divide by 3 to determine your points cumulating to 100%

NOTE 1: Examples of classroom activities include small/large group discussions, written responses to videos, and in-class writing. Examples of lab activities include participation in, and reflective writing about, interventions: meditation, autogenic training, progressive muscle relaxation, diaphragmatic breathing, visualization/guided imagery, cognitive reappraisal, social engineering, creative problem solving, time mgt, systematic desensitization, or biofeedback and self-regulation activities.

NOTE 2: Active participation in all lecture and laboratory sessions is expected. EACH student is to make an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected.

NOTE 3: NO make-up exams allowed, no matter the reason. The final exam will NOT be given early. It will occur on the final exam day and time frame set by the university.

Assignment of Grades:

100% – 94% = A	93% - 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	< 59.5% = F

MAJOR ASSIGNMENTS GENERAL INFORMATION:

NOTE 1: 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.

NOTE 2: All major 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.

NOTE 3: All assignments must be original work for this course, thus Turnitin.com will be used.

Assignments should reflect a students' best work, and must be uploaded to Canvas, prior to the start of class by 7:00AM. **NO LATE PAPERS ACCEPTED, NO MATTER THE REASON.**

MAJOR ASSIGNMENTS DESCRIBED.

Assignment 1. Engaged Participation and Laboratory Activities.

Students will utilize material from the textbook (completion of textbook chapter Lab Assessment worksheets, discussion prompts written on Canvas and in class discussions, and professor prepared

handouts will be used to determine points earned in this category. The due dates and delivery method will be announced in class. Attendance is imperative in order to stay up with lab and class work covering in order to demonstrate competence with the material and obtain points. Worksheets will be placed in “notebook” and submitted to professor for grading.

Lab Assessment Worksheet Chapter & Number	Due Day and Date	Worksheet Title → Two (2) Points Each (36 pts) Complete and Detailed Information is Required. Dates also listed in Calendar.
1.1	Wed 8/3	What Causes Your Stress?
2.1	Wed 9/6	How Much Do You Know About Stress Psychophysiology?
3.2	Wed 9/13	Why Did You Get Sick as a Result of Stress?
4.1	Mon 9/18	Budgeting While in School: Using a Worksheet to Help Manage
4.2	Mon 9/18	How Intimate Are Your Friendships?
5.1	Wed 9/20	What Eustressors Have You Experienced?
6.2	Mon 10/2	What Hassles Do You Encounter?
7.1	Wed 10/11	How Assertive Are You?
8.1	Mon 10/16	What Kind of Sense of Humor Do You Have?
8.2	Wed 10/18	Are You A Type A?
8.5	Wed 10/18	What Is Your Locus of Control?
9.2	Mon 11/27	How Forgiving Are you?
12.1	Wed 9/6	How Do You Cause Stress and What Will You do About It?
13.1	Wed 11/1	Can You Overcome Roadblocks to Exercise?
14.2	Wed 11/8	Are Your Lifestyle Behaviors Healthy?
15.3	Wed 11/5	How Well Do You Know Diverse Groups and Individuals?
16.2	Mon 10/23	How Stressful Is Your job?
16.3	Mon 10/23	Do You Have Burnout or Brownout?

Assignment 2. University Resources.

Working in teams, students will explore two (2) campus resources that may reduce personal, academic, environmental, or social stressors, and facilitate academic life and student learning. (Resources will be assigned in class to each team). Teams will present the resources to the class and each student will turn in a description of the assigned resources, including how these resources can help students effectively manage stress and enhance academic life. The written paper (2 pages) should reflect how the team worked together, each team member’s contribution to the project, and how conflicts, if any, were resolved.

Assignment 3. 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 (1) person working in that career (verifiable contact information must be submitted. The professor will verify the authenticity of the professional source).

RESEARCH AND WRITING REQUIREMENTS: For the Occupational Stress Paper, a minimum of two (2) professional journal articles that relate directly to your future career must be used. 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. Students will review the literature on a pre-approved topic related to stress or stress management. 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 SPORTDiscus or Academic Search Premier (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 (in the narrative paragraphs), and a reference list / works cited must be included. Papers will be 2-3 pages, not including reference list.

Assignment 4. Stress Log.

Individual students will record on an e-form provided by the professor - routine and unique stressors encountered during 1 week (7 days – Sun-Sat). 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 page reflective summary of your log will be submitted for grading.

Assignment 5. Two (2) During Semester Exams

During the term, students will be tested on specified chapters listed in calendar. The format will be multiple choice - and - true/false. NO make-up exams allowed, no matter the reason.

Assignment 6. Final Exam

On the final exam date, specified by university administration, students will be assessed on their learning. The format of questions will be multiple choice - and - true/false. NO make-up exams allowed, no matter the reason. The final exam will NOT be given early.

Classroom Protocol

NOTE 1: 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 of your peers or the professor. We may not agree with one another, but we do need to hear and respect one another.

NOTE 2: Use of cell phones and lap tops (during instructional hours) for purposes other than class activities can be reported to the department of Student Conduct and Ethical Development. This is a time for you to unplug. Our class format is a blend of experiential and small group discussion.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
 - The instructor's process for granting permission is to be in writing for the whole semester.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well in writing.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent."

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 the Office of Graduate and Undergraduate Programs' Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/> Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Tentative Class Schedule. As of Wednesday, August 23, 2017.

Subject to change based on instructional needs. Announced in class, prior to the change occurring.

Day/Dates.	Content.	Readings In Greenberg & Homework.	Due On Canvas. and/or Due In Class.
Week 1. Wed 8/23.	Welcome to KIN 69 Course introduction; assignments, expectations & student introductions		HOMEWORK: Read CH 1 & 2.
Week 2. Mon 8/28. & Wed 8/30.	Introduction to Stress; Psychophysiology of Stress (<i>neuroendocrine response, and physiological pathways</i>). Important Terminology and Constructs. Lab: Meditation 1 (focus on breathing).	CH's 1, 2.	DUE in Class: Worksheet: Wed, 8/30 1.1 - What Causes Your Stress?
Week 3. Mon 9/4. & Wed 9/6.	Campus Holiday (9/4) No Class Introduction to Stress; Psychophysiology of Stress - Cont. (9/6) (<i>neuroendocrine response, and physiological pathways</i>). Lab: Diaphragmatic Breathing.	CH's 2, 3, 12.	DUE in Class: Worksheet: Wed, 9/6 2.1 - How Much Do You Know About Stress Psychophysiology? 12.1 - How Do You Cause

			Stress and What Will You do About It? DUE: Canvas Discussion: Wed, 9/6 Meditation 1
Week 4. Mon 9/11. & Wed 9/13.	Psychophysiology of stress (cont'd), stress-related disorders (<i>effects of chronic stress on cardiovascular system & immune function</i>). Video: Stress, Portrait of a Killer YouTube Discuss: University Resources Project: Assign Teams & SJSU Resources. Note: <u>University Resources Paper is DUE on Day Assigned for Each Team's Presentation.</u> Lab: Yoga	CH 3, 10.	DUE in Class: Worksheet: Wed, 9/13 3.2 - Why Did You Get Sick as a Result of Stress? DUE: Canvas Discussion: Wed, 9/13 Reflection on Diaphragmatic Breathing
Week 5. Mon 9/18. & Wed 9/20	Discuss - Video: Stress, Portrait of a Killer Stress and the college student. Effective Study Habits Exam #1 Review Work in teams on University Resources. Lab: 8-min mindfulness activity	CH's 4, 5	DUE in Class: Worksheet: Mon, 9/18 4.1 - Budgeting While in School: Using a Worksheet to Help Manage 4.2 - How Intimate Are Your Friendships? DUE in Class: Worksheet: Wed, 9/20 5.1 - What Eustressors Have You Experienced? DUE: Canvas Discussion: Wed, 9/20 Reflection on Yoga
Week 6. Mon 9/25. & Wed 9/27	Exam #1 - Online in Canvas (9/25) ALL STUDENTS ARE TO TAKE THE EXAM BY THEMSELVES – NO SHARING OF ANSWERS On-line Canvas Discussion: (9/27) Reflection on 8-min Mindfulness Activity	Exam CH's 1-5, 10, 12	Mon, 9/25 - EXAM Wed, 9/27 DUE: Canvas Discussion: Eight (8) minute mindfulness activity* <i>Professor at National Recreation Conference</i>
Week 7. Mon 10/2. & Wed 10/4.	Introduce Occupational Stress project. Life-situation interventions. Time Management Strategies. University resources presentations.	CH's 6, 7, 11	DUE in Class: Worksheet: Mon, 10/2 6.2 - What Hassles Do You Encounter?
Week 8. Mon 10/9. & Wed 10/11.	University resources presentations. Lab: Autogenic training + imagery.	CH's 7, 11, 16	DUE in Class: Worksheet: Wed, 10/11 7.1 - How Assertive Are You?
Week 9. Mon 10/16.	University resources presentations. Occupational stress, burnout, characteristics	CH's 8, 16	DUE in Class: Worksheet: MON, 10/16

& Wed 10/18.	of high level performers, time mgt (review). Perception interventions. Smart Spending		8.1 - What Kind of Sense of Humor Do You Have? DUE in Class: Worksheet: WED, 10/18 8.2 - Are You A Type "A"? 8.5 - What Is Your Locus of Control? DUE: Canvas Discussion: WED, 10/18 Autogenic Training + Imagery
Week 10. Mon 10/23. & Wed 10/25.	University resources presentations. Exam #2 – Review (10/23). Exam #2 – In-class (10/25).	CH's 6, 7, 8, 11, 16	DUE in Class: Worksheet: MON, 10/23 16.2 - How Stressful Is Your job? 16.3 - Do You Have Burnout or Brownout?
Week 11. Mon 10/30. & Wed 11/1.	University resources presentations. Physiological arousal interventions (healthy lifestyles). Lab: Progressive muscular relaxation.	CH 13	DUE in Class: Worksheet: WED, 11/1 13.1 - Can You Overcome Roadblocks to Exercise?
Week 12. Mon 11/6. & Wed 11/8.	University resources presentations. Strategies for decreasing stressful behaviors. Video: TED talk on Power Posing – 21 min https://www.ted.com/search?q=amy+cuddy Lab: Meditation (focus on sounds or music).	CH 14	DUE: MON, 11/6 PAPER: Occupational Stress. DUE in Class: Worksheet: WED, 11/8 14.2 - Are Your Lifestyle Behaviors Healthy? DUE: Canvas Discussion: WED, 11/8 Progressive Muscular Relaxation
Week 13. Mon 11/13. & Wed 11/15.	University resources presentations. Diversity and stress. Lab: Meditation with a mantra word.	CH 15	DUE in Class: Worksheet: WED, 11/15 15.3 - How Well Do You Know Diverse Groups and Individuals? DUE: Canvas Discussion: WED, 11/15 Meditation (sounds/music)
Week 14. Mon 11/20. & Wed 11/22.	(11/20) Family stress. Lab: Mindful eating. (11/22) Non-instructional Day (Thanksgiving Holiday – Thur-Fri)	CH 17	DUE: Canvas Discussion: MON, 11/20 Meditation with a Mantra Word
Week 15. Mon 11/27.	University resources presentations. Other relaxation techniques.	CH's 9, 12	DUE in Class: Worksheet: MON 11/27

& Wed 11/29.	Stress Profile CH 3 Handout – Self Assess Lab: Art therapy.		9.2 - How Forgiving Are you? DUE: Canvas Discussion: WED, 11/29 Mindful Eating
Week 16. Mon 12/4. & Wed 12/6.	University resources presentations. Stress Profile CH 1 Handout – Self Assessment at End of Term		DUE: MON 12/4 Stress Log Reflective Paper DUE: Canvas Discussion: WED, 12/6 Art Therapy
Week 17. Mon 12/11.	Last Day of Classes for Term Final Exam Study Session		
Final Exam. THURSDAY. 12/14.	Final Exam: 7:15AM – 9:30AM Multiple Choice – True/False Scan Tron + Pencils	CH's 9, 12, 13 13, 15, 17	