

San José State University
Department of Kinesiology
KIN 69, Stress Management: A Multidisciplinary Perspective
Section 02, Fall 2017

Course and Contact Information

Instructor:	Karin Jeffery, Ph.D.
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Office Hours:	Monday 12:00 - 2:45 p.m., or by appointment
Class Days/Time:	MW 3:00-4:15 p.m.
Classroom:	YUH 236
GE Category:	Area E – Human Understanding & Development
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Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) 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. 3 units

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 (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. (2013). *Comprehensive stress management* (10th ed.). Boston: McGraw-Hill.
Available on Canvas.

Library Liaison

The Kinesiology library liaison is 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](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

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 Classroom & Laboratory Activities (GELO #2, CLO #5).	110 points.
University Resources Presentation + Paper (GELO #3,4, CLO #6,7).	10 points.
Occupational Stress or Mini-Review Paper (GELO #2).	15 points.
Stress Log (GELO #1, CLO #1,2,3,4).	15 points.
Midterm Examination.	25 points.
Final Examination.	25 points.

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

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 Final Course Grade

200-194 points = A-plus	193-186 points = A	185-180 points = A-minus
179-174 points = B-plus	173-166 points = B	165-160 points = B-minus
159-154 points = C-plus	153-146 points = C	145-140 points = C-minus
139-134 points = D-plus	133-126 points = D	125-120 points = D-minus
Below 120 points = F		

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.

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, in addition to submitting a hard copy at the beginning of class on the due date.

Deduction for late assignments (university resources, stress log, occupational stress or mini-review paper):

Due Date.	Received.	Deduction.
Monday.	After class Monday through Wednesday. Thursday through Friday. Saturday through the following Monday	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)
Wednesday	After class Wednesday through Friday Saturday through the following Monday Tuesday through the following Wednesday	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)
Students must speak with the instructor regarding assignments that are more than 1 week late.		

Assignment 1. 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 will be assigned in class.) Groups 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 to 3 pages) should reflect on how the group worked together, each group member's contribution to the project, and how conflicts, if any, were resolved.

Assignment 2. Occupational Stress or Mini-Review 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 two 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.

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 list must be included. For this assignment, a maximum of two sentences may be direct quotations. Papers will be 2-3 pages, not including reference list.

Assignment 3. 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. A 2 to 3 page reflective summary of your log will be submitted.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit the [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Proposed Schedule

Subject to change with fair notice. Changes will be announced in class and/or posted on Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 23	Course welcome.
2	Aug. 28	Icebreaker with Peer Mentor David. Lecture: What is Stress? (Greenberg). Stress Lab 1: UCLA MARC Breathing Meditation (5 minutes).
2	Aug. 30	More about Mindfulness. Handout and activity: Yes-No-Maybe list. Lecture: Stress Psychophysiology (Greenberg). Lab: Repeat UCLA MARC Breathing Meditation (5 minutes).
3	Sept. 4	No class – Labor Day (campus closed).
3	Sept. 6	“Colors” workshop with Peer Mentor David. Stress, Biochemistry, and Power Posing. Video: TED talk: <i>Your Body Language Shapes Who You Are</i> + video worksheet. Stress Lab 2: UCLA MARC Breath, Sound, Body Meditation (12 minutes) Deadlines: Introductory Discussion – Getting to Know Each Other; Write-up of Stress Lab 1.
4	Sept. 11	Yoga for Stress Management. Stress Lab 3: Intro to Yoga, with special guest instructor. Yoga handouts and websites.
4	Sept. 13	Stress Lab 3, continued: Intro to Yoga. Deadline: Write-up of Stress Lab 2.
5	Sept. 18	Video: <i>Stress, Portrait of a Killer</i> + video worksheet. Introduce University Resources Project.
5	Sept. 20	Video: <i>Stress, Portrait of a Killer</i> (continued). Work in groups on University Resources Project. Lecture: Autogenic training and imagery (Greenberg). Stress Lab 4: Autogenic training. Deadlines: Write-up of Stress Lab 3; Extra Credit quiz: Semester Start To-Do List.

Week	Date	Topics, Readings, Assignments, Deadlines
6	Sept. 25	Special guest presenter: Gerardo Garay on stress and disability.
6	Sept. 27	Finish <i>Stress, Portrait of a Killer</i> + in-class discussion. Stress Lab 5: UCLA MARC Meditation for Working with Difficulties (7 minutes). Deadline: Write-up of Stress Lab 4.
7	Oct. 2	University Resources presentations.
7	Oct. 4	University Resources presentations, continued. Lecture: Body scanning (Greenberg). Stress Lab 6: Body scanning. Deadline: Write-up of Stress Lab 5.
8	Oct. 9	University Resources presentations, continued. Lecture: Internal/External Locus of Control (Greenberg) + in-class discussion.
8	Oct. 11	TED talk: <i>Inside the Mind of a Master Procrastinator</i> . Lecture: Procrastination and time management. Stress Lab 7: Quieting Reflex + Instant Calming Sequence (Greenberg). Deadline: Write-up of Stress Lab 6.
9	Oct. 16	Mid-semester check-in: Mental Firewall Worksheet. Lecture: Occupational stress, burnout, characteristics of high-level performers. Stress Lab: Repeat Autogenic Training (with music).
9	Oct. 18	Introduce Occupational Stress project. Lecture: Occupational stress, burnout (continued); progressive relaxation. Stress Lab 8: Progressive Relaxation (Greenberg). Deadline: Write-up of Stress Lab 7.
10	Oct. 23	Lecture: Life-situation interventions (general, interpersonal).
10	Oct. 25	Lecture: Life-situation interventions, continued (intrapersonal and interpersonal). Stress Lab 9: UCLA MARC Loving Kindness Meditation (9 minutes). Extra Credit: Attend Campus Reading Program presentations by Rob Shindler: Oct. 25 at 10:30 (MLK) or Oct. 26 at 3:30 (Tower Hall). Deadline: Write-up of Stress Lab 8.

Week	Date	Topics, Readings, Assignments, Deadlines
11	Oct. 30	Lecture: Life-situation interventions, continued (interpersonal). Deadline: Midterm Exam (take-home).
11	Nov. 1	Lecture and in-class practice: Internal/external locus of control (review); the D.E.S.C. method. Stress Lab 10. Imagery: A Day at the Beach. Deadline: Write-up of Stress Lab 9.
12	Nov. 6	Lecture: Perception interventions.
12	Nov. 8	Workshop: Smart Spending with Peer Mentor David. Stress Lab 11: Diaphragmatic breathing with focus on ambient sounds or music. Deadline: Write-up of Stress Lab 10 (last required write-up).
13	Nov. 13	Lecture: Family stress. Introduce Stress Log project.
13	Nov. 15	Lecture: Family Stress, continued; Family Systems Theory. Stress Lab 12: Walking meditation.
14	Nov. 20	Strategies for Decreasing Stressful Behaviors.
14	Nov. 22	NO CLASSES (campus is open).
15	Nov. 27	Lecture and in-class practice: Art therapy; mind mapping; bullet journals.
15	Nov. 29	Workshop: Exam Preparation with Peer Mentor David. Stress Lab 13: TBA.
16	Dec. 4	Lecture: Other relaxation techniques.
16	Dec. 6	Catch-up day. Stress Lab 14: TBA
17	Dec. 11	Final exam review; semester wrap-up!
Final Exam	Dec. 13	Final exam: All readings, lectures, and labs after Midterm. Time: 12:15-2:30 p.m. Link to final exam schedule: http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12629.15859.html