

San José State University
Department of Kinesiology
KIN 69, Stress Management: A Multidisciplinary Perspective
Section 03, Fall 2015

Course and Contact Information

Instructor:	Jennifer Schachner
Office Location:	TBA
Telephone:	(408) (482-4961)
Email:	(Jennifer.schachner@sjsu.edu)
Office Hours:	TBA and by appointment
Class Days/Time:	Tuesday and Thursday/ 12:00- 1:45
Classroom:	YUH 236
GE Category:	Area E – Human Understanding & Development

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 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. 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* (13th ed.). Boston: McGraw-Hill.

ISBN (custom version at Spartan Bookstore): 9781121897434

ISBN (loose-leaf from Publisher): 9780077804831

Library Liaison

The Kinesiology library liaison is Emily Chan, (408) 808-2044, Emily.Chan@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:

Stress Log (GELO #1, CLO #1,2,3,4).	10%.
University Resources (GELO #3,4, CLO #6,7).	10%.
Occupational Stress or Mini-Review Paper (GELO #2).	10%.
Midterm Examination(s).	20%.
Final Comprehensive Examination.	10%.
In class labs and participation	20%
Outside class assignments,(GELO #2, CLO #5).	20%.

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 contributions to class discussions; demonstrates minimal thought and insight.

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 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;		

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 during class. A vibrating cell phone is still an activated cell phone. Please remove all headphones or earpiece devices during class. 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 around you. Students who engage in these activities will be asked to leave the classroom.

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). Except for the book activities. These can be handwritten on the actual activity sheet or typed. 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. Book Activities are to be turned in as hard copy only. There is no dropbox in Canvas for the book activities.

Deduction for late assignments (university resources, stress log, occupational stress or mini-review paper): Points will be deducted for all late assignments unless there are serious and compelling reasons. Instructor must be notified immediately. For all late assignments, the following will be followed. For each day that an assignment is late, the grade will be dropped by 1 letter grade. After one week, the assignment will not be accepted.

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.

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.

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.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Feb. 3 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 Feb. 10. However, students who receive add codes should use them as soon as possible.

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

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course. "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." 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. "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."

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor,

in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

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 [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All writing specialists have gone through a rigorous hiring process, and they are well trained to assist students at all levels and within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to



scan this code.)

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

Proposed Schedule

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

Date	Content.	Reading Assignments.	Written Assignments.
8/20	Introduction/Syllabus		
8/25	What is Stress?	Ch. 1	1.1 and 1.2
8/27	Stress and the College Student	Ch. 4	4.1, 4.2 and 4.3
9/1	Occupational and Family Stress <i>Mindfulness Lab</i>	Ch. 16/17	
9/3	Meditations <i>Meditations Lab</i>	Ch. 10	
9/8	Communications		
9/10	Psychophysiology	Ch. 2	2.1 and 2.2
9/15	Psychophysiology	Ch. 2	
9/17	Psychological/ Biofeedback <i>Biofeedback Lab</i>	Ch. 11/12	
9/22	Video: Portrait of a Killer		In class assignment
9/24	Presentations		
9/29	Presentations		
10/1	Presentations		Paper Due- University Resource
10/6	Midterm #1 (1,2, 4,10, 11, 12, 16, 17)		
10/8	Stress/Illness and Disease	Ch. 3	3.1, 3.2 or 3.3
10/13	Stress/Illness and Disease	Ch. 3	
10/15	Spirituality and Diversity <i>Guided Imagery Lab</i>	Ch. 9/15	15.1, 15.2 or 15.3
10/20	Video: Happiness		In class assignment

10/22	Life Situation Interventions	Ch. 5/6/7	
10/27	Life Situation Interventions	Ch. 5/6/7	
10/29 11/3	Perception/Positivity <i>Autogenic Training Lab</i> Progressive Muscle Relaxation <i>Lab</i>	Ch. 8/11	11.1
11/5 11/10	Midterm Review Midterm #2 (3,6,7,8,9,11,15)		Paper topic Due to Canvas
11/12 11/17	Strategies to Decrease Stress Physical Activity and Stress <i>Physical Activity Lab: Wear athletic clothes</i>	Ch. 14 Ch. 13	Acts of Kindness Due to Canvas
11/19 11/24	Social Media and Stress Art and Music Therapy <i>Art Therapy Lab</i>	Readings on Canvas Readings on Canvas	
11/26 12/1	NO CLASS - HOLIDAY Coping with Loss	Readings on Canvas Readings on Canvas	
12/3	Humor Therapy		
12/8	Final Review		
	FINAL EXAM	12/11 @ 9:45	