

Department of Kinesiology
San José State University
KIN 69 - Stress Management: A Multidisciplinary Perspective

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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

Prerequisites: None

General Education Objectives: This course fulfills Area E (Human Understanding & Development) in the Core General Education program. Following are the student learning objectives for Area E:

Students shall:

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

Goal: The primary goal of this course is to enhance the student's ability to understand and effectively manage stress through:

- X an understanding of the psychological, physiological, and social/cultural aspects of stress.
- X the incorporation of stress management techniques into one's own 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.
- X an understanding of the stress process and its relation to health and disease.

Course Objectives

Upon successful completion of the course requirements, students will:

1. identify stressors experienced throughout the life span, with particular emphasis on stressors experienced by college students.
2. analyze psychological, social/cultural, and environmental influences on one's experience of stress, and their impact on health and well-being.
3. describe the physiological stress response and its relationship to health, disease, quality of life, and well-being.
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.
5. develop competency in a variety of specific stress management techniques including behavioral and cognitive methodologies to reduce the negative impact of stress.
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.
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.

Requirements and Expectations

Textbook: Comprehensive Stress Management. 14th edition Greenberg, Jerrold

Course Structure and Methods

The 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 and Grading

Stress Log	5%
University Resources	5%
Occupational Stress or Mini-Review Paper	5%
DVD responses (4)	10%
Examinations (Exams I, II&III)	75%(25% per exam)

Students can and will receive extra credit for IN-CLASS writing assignments that will be randomly Offered at NO specific evening. It pays to be present EVERY TUES AND/OR THURS class meeting.

- ! Active participation in all lecture and laboratory sessions is expected. This requires that EACH class member make an INDIVIDUAL COMMITMENT to be an active participant in the teaching/learning process. Individual contributions and differing viewpoints will be appreciated and respected. Most classes include both lecture/discussion and laboratory activities. Students are expected to promptly move from the lecture classroom to the laboratory.
- ! 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.
- ! Plagiarism and cheating are serious offenses. Minimally, the student will receive 0 points for the assignment or exam, and additional action may be taken by the instructor. Students should carefully read the attached information on academic integrity.
- ! MONDAY FEB 4 is the last day to drop this course without a “W” being assigned. According to university policy, dropping the course 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 course is MONDAY FEB 11. However, students who receive add codes should use them as soon as possible.
- ! Students who need accommodation due to a disability must register with SJSU’s Disability Resource Center (DRC). The Center will work with students to determine the disability, document it, and determine the services and accommodations necessary for student success. The DRC will contact the instructor to determine the types of consideration necessary. Students must register with the Center during the first 3 weeks of the semester.
- ! 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. Additionally, all general education courses are to address issues of diversity in an appropriate manner.

Assignment of Grades

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

Out-of-Class Assignments

- ! 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.

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

Due Date	Received	Deduction
Monday	After class Mon. through Wed. Thurs. through Fri. Sat. through the following Mon.	Drop 1 grade step (e.g., A- ≡ B+) Drop 2 grade steps (A- ≡ B) Drop 1 full grade (A- ≡ B-)
Wednesday	After class Wed. through Fri. Sat. through the following Mon. Tues. through the following Wed.	Drop 1 grade step (e.g., A- ≡ B+) Drop 2 grade steps (A- ≡ B) Drop 1 full grade (A- ≡ B-)
Students must speak with the instructor regarding assignments that are more than 1 week 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

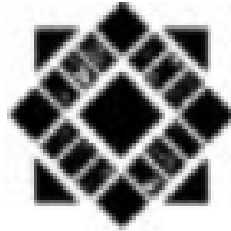
could have been employed to cope more effectively with the identified stressors, including use of appropriate university and community resources. A 2-3 page SUMMARY of your log will be submitted. **University Resources:** Working in groups, students will explore two campus resources that may reduce personal, 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, but not limited to, the following information: (a) name of the office/resource; (b) where it is located; (c) what the office/resource does, including how the resource can be of use to students; and (d) restrictions on use (e.g., hours of operation, who may use the resource, whether appointments are needed, cost, etc.). Focus your descriptions on how the resources may help students effectively manage stress and enhance academic life. The written paper should also include a description of each group member's contribution to the project. (2-3 pages)

! **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 preferably 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 Expanded Academic Index (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.



San José State **UNIVERSITY**

The following information on academic integrity has been excerpted from the San José State University Academic Integrity Policy (policy S04-12). The complete policy is available at <http://www2.sjsu.edu/senate/S04-12.pdf>.

SAN JOSE STATE UNIVERSITY ACADEMIC INTEGRITY POLICY

The University emphasizes responsible citizenship and an understanding of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university's Academic Integrity Policy. The public is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically and the university's degrees are compromised.

Student Role

It is the role and obligation of each student to:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and following the particular rules associated with specific classes, exams and/or course assignments. Ignorance of these rules is not a defense to the charge of violating the Academic Integrity Policy.
2. Know what the consequences of violating the Academic Integrity Policy will be, students' appeal rights, and the procedures to be followed in the appeal.
3. Foster academic integrity among peers.

1.0 Definitions of Academic Dishonesty

1.1 Cheating

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but

is not limited to:

- 1.1.1 Copying, in part or in whole, from another's test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;
- 1.1.2 Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
- 1.1.3 Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;
- 1.1.4 Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;
- 1.1.5 Altering or interfering with the grading process;
- 1.1.6 Sitting for an examination by a surrogate, or as a surrogate;
- 1.1.7 Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

1.2 Plagiarism

At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

- 1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;
- 1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

2.0 Notification of Standards of Detecting Plagiarism

- 2.1 SJSU or its faculty may subscribe to and/or use plagiarism detection services.

