

San José State University
CHaHSD/Department of Kinesiology
KIN 69, Stress Management: A Multidisciplinary Perspective
Section 02, Spring, 2022

Instructor:	Karen Moreno, PhDc, M.A.
Office Location:	SPX 170
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Office Hours:	Mondays and Wednesdays 11:00 AM – 11:45 AM and By Appointment
Class Days/Time:	Mondays and Wednesdays 1:30 PM – 2:45 PM
Classroom:	236 Yoshihiro Uchida Hall
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 a Hybrid design with synchronous in-person and Zoom class meetings, and online activities. Access to the Internet will be necessary to access the course materials and information provided through Canvas and assigned weblinks. The Midterm and Final examinations will be conducted with Respondus LockDown Browser. A webcam will be required for class meetings and the Midterm and Final examinations

MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#). You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) (or other communication system as indicated by the instructor) to learn of any updates. **For help with using Canvas see [Canvas Student Resources page](#).**

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).

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 (15th ed) or (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.

Final Examination or Evaluation

A final examination is the culminating activity for this course, which 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.

Determination of Grades

Grade	Points	Percentage
A plus	288 to 300	96 to 100%
A	279 to 285	93 to 95%
A minus	270 to 276	90 to 92%
B plus	258 to 267	86 to 89 %
B	249 to 255	83 to 85%
B minus	240 to 246	80 to 82%
C plus	228 to 237	76 to 79%
C	219 to 225	73 to 75%
C minus	210 to 216	70 to 72%
D plus	198 to 207	66 to 69%
D	189 to 195	63 to 65%
D minus	180 to 186	60 to 62%

Grading Information for GE "This course must be passed with a C- or better as a CSU graduation requirement."

Grading Information

Course Activities and Assignments	GELO	Percentage of Course Grade
Participation in Classroom & Laboratory Activities	(GELO 2; CLO 5)	20%
Stress Log and Paper	(GELO 1; CLO 1,2,3,4)	10%
University Resources PSA Project	(GELO 3,4; CLO 6,7)	10%
Occupational Stress Paper	(GELO 2)	20%
Midterm Examination		20%
Final Examination		20%

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.

Deduction for Late Assignments:

Due Date	Received	Deduction
Monday	After 11:59 PM Monday through Wednesday	Drop - 1 grade step (e.g., A minus → B plus)
	Thursday through Friday	Drop - 2 grade steps (e.g., A minus → B)
	Saturday through the following Monday	Drop - 1 full grade (A minus → B minus)
Wednesday	After 11:59 PM Wednesday through Friday	Drop - 1 grade step (e.g., A minus → B plus)
	Saturday through Sunday	Drop - 2 grade steps (e.g., A minus → B)
	Monday through the following Wednesday	Drop - 1 full grade (A minus → B minus)

Classroom Protocol

All students should always demonstrate respect for themselves, each other, and the instructor. 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 meetings. A vibrating cell phone is still an activated cell phone. Texting, e-mailing, or surfing on your cell phone or laptop are not appropriate class meeting 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:

Zoom class meeting activities include lectures and small and large group discussions. Online activities include reading articles and viewing videos, responding to guided video and article questions, participating in quizzes, writing personal reflections, and taking part in discussion boards. Additional activities include engaging with stress management 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.

Additional Information

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

University Policies

Per [University Policy S16-9](#), 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 \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

KIN 69-01, Stress Management Spring 2022, Proposed Schedule.

Subject to change with fair notice.

Complete all reading before class meetings

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
1	Wednesday 1/26		Course Introduction		
2	Monday 1/31	1	Topic: Stress Theories Reading: Textbook Ch 1: What is Stress?		
	Wednesday 2/2		Topic: Stress Theories Reading: Major Life Events vs Daily Hassles article link on Canvas	Activity: Major Life Events Vs Daily Hassles Discussion Post	2/7 11:59 PM Canvas
3	Monday 2/7	2	Topic: Stress Models and Coping Reading: Textbook Ch. 5: Interventions & Pg. 406-408 <u>Introduce Stress Log Assignment</u>	Activity: How do you Cope with Stress? Assignments Stress Log Week 1 Stress Log Paper Due 5/11 11:59 PM Canvas	2/9 11:59 PM Canvas 2/16 11:59 PM Canvas
	Wednesday 2/9	3	Topic: Stress Psychophysiology Reading: Textbook Ch 2: Stress Psychophysiology <u>Introduce University Resource Project</u>	Activity: University Resource Choice List	2/14 11:59 PM Canvas
4	Monday 2/14	3	Topic: Stress Psychophysiology	Activity: Kahoot! Stress Psychophysiology	2/16 11:59 PM Canvas
	Wednesday 2/16		Topic: Biofeedback, Diaphragmatic Breathing, and Heart Rate Variability Reading: Ch. 12 pg. 281-285 Biofeedback & Diaphragmatic Breathing HRV Handout	Activity: Kahoot! Stress Biofeedback	2/21 11:59 PM Canvas

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
5	Monday 2/21	3	In class Biofeedback ½ class Half of the class will meet in person for Biofeedback	½ class University Resource Group Project	
	Wednesday 2/23		In class Biofeedback ½ class Half of the class will meet in person for Biofeedback	½ class University Resource Group Project	
6	Monday 2/28	4	Topic: Stress and the College Student Reading: Textbook Ch 4: Stress and the College Student	Assignments: Stress Log Week 2	3/9 11:59 PM Canvas
	Wednesday 3/2		University Resource Project Presentations Groups 1-5	Presentations & Reflection Paper Grps 1-5 Activity: Peer Reviews	3/2 11:59 PM Canvas 3/2 11:59 PM Canvas
7	Monday 3/7		University Resource Project Presentations Groups 6-10	Presentations & Reflection Paper Grps 6-10 Activity: Peer Reviews	3/7 11:59 PM Canvas 3/7 11:59 PM Canvas
	Wednesday 3/9		Midterm Review		
8	Monday 3/14		Midterm Exam		
	Wednesday 3/16	5	Topic: Occupational Stress Reading: Textbook Ch 16: Occupational Stress & pp 159-161 Technostress and Time Management. <u><i>Introduce Occupational Stress Paper</i></u>	Assignment: Submit Paper Topic Activity: Habits of Highly Productive People	3/21 11:59 PM Canvas 3/23 11:59 PM Canvas
9	Monday 3/21		Topic: Occupational Stress Discuss Paper	Assignment: Annotated Bibliography Occupational Stress Paper Due 4/27 11:59 Canvas	4/6 11:59 PM Canvas
	Wednesday 3/23	6	Topic: Age Differences in Stress and Coping Reading: Zimmer-Gembeck & Skinner (2008)		

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
10	Monday 3/28		SPRING BREAK 3/28-4/1		
11	Monday 4/4	7	Topic: Stress, Health, and Disease Reading: Textbook Ch 3: Stress and Illness/Disease Infographic: What is PTSD	Activity: Kahoot! Stress, Allergies, and Arthritis Kahoot! Stress, Migraines, and Tension Headaches Assignment: Stress Log Week 3	4/6 11:59 PM Canvas 4/13 11:59 PM Canvas
	Wednesday 4/6		Video-Stress: Portrait of a Killer	Activity: Video Quiz	4/6 11:59 PM Canvas
12	Monday 4/11	8	Topic: Coping Techniques Mindfulness, and Meditation Reading: Textbook Ch 10: Meditation	Activity: Meditation Challenge	4/20 11:59 PM Canvas
	Wednesday 4/13		Topic: Coping Techniques Mindfulness, and Meditation		
13	Monday 4/18	9	Topic: Coping Techniques Autogenic Training, Imagery, and Progressive Muscle Relaxation Reading: Textbook Ch 11 Autogenic Training and	Activity: Kahoot! Autogenic Training Kahoot! Relaxation Techniques	4/20 11:59 PM Canvas
	Wednesday 4/20		Topic: Coping Techniques Autogenic Training, Imagery, and Progressive Muscle Relaxation		
14	Monday 4/25	10	Topic: Perception Interventions, Personality Traits and Stress, the Role of Self-Esteem and Locus of Control Reading: Textbook Ch 8 Perception Interventions	Assignment: Stress Log Week 4	5/4 11:59 PM Canvas

Week	Date	Module	Topics and Readings	Activities and Assignments	Due Dates
	Wednesday 4/27		Topic: Perception Interventions, Personality Traits and Stress, the Role of Self-Esteem and Locus of Control	Occupational Stress Paper Due Today	11:59 PM Canvas
	Monday 5/2	11	Topic: Communication Skills	Activity: Are You a Good Listener?	5/4 11:59 PM Canvas
	Wednesday 5/4		Topic: Communication Skills		
	Monday 5/9		Topic: Decreasing Stressful Behaviors Reading:		
	Wednesday 5/11		Topic: Decreasing Stressful Behaviors	Stress Log Paper Due Today	11:59 PM
Last Class	Monday 5/16		Final Exam Review		
Final Exam	Friday 5/20		Final Exam Friday 5/20 12:15 PM – 2:30 PM		