

**San José State University**  
**CHaHS/Department of Kinesiology**  
**KIN 69, Stress Management: A Multidisciplinary Perspective**  
**Section 81, Fall 2021**

**Course and Contact Information**

Instructor:	Lacey Atkinson, M.A.
Office Location:	Zoom
Telephone:	N/A
Email:	lacey.atkinson@sjsu.edu
Office Hours:	<b>Mon/Tue.</b> 8:00 – 9:00 am; or by appointment (hosted via Zoom)
Class Days/Time:	Tuesdays 12:00 pm – 1:15 pm
Classroom:	Online
GE Category:	Area E, Human Understanding and Development

**Course Format**

This is an online course that synchronous meetings as well as asynchronous content. Access to the internet will be necessary in order to get course materials and information provided through Canvas.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.

**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 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 (GELOs)**

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 the Occupational Review paper and Stress across Life Stages Assignment).
- 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); 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 (demonstrated by the University Resources assignment).

## **Course Learning Outcomes (CLOs)**

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. (2017). *Comprehensive stress management* (15<sup>th</sup> ed.). Boston: McGraw-Hill.

ISBN: 9781259848247. (Available at Spartan Bookstore or online retailers)

## **Library Liaison**

The kinesiology library liaison is Adriana Poo ([Adriana.Poo@sjsu.edu](mailto:Adriana.Poo@sjsu.edu)), 408-808-2019

## Course Requirements and Assignments

[University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), Course Syllabi (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) 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 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, Discussion & Laboratory Activities (GELO 2; CLO 5).	20%.
Stress Log Analysis(GELO 1; CLO 1,2,3,4).	15%.
Stress Across Life Stages Assignment (GELO 2; CLO 1,4,5)	5%
University Resources Presentation (GELO 3,4; CLO 6,7).	15%.
Occupational Stress Analysis (GELO 2)	15%.
Midterm Examination	15%.
Final Examination.	15%.

### 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;	

### **Participation in Classroom and Laboratory Activities:**

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. Students are expected to have webcams enabled during class.

**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. Students always has their webcam enabled. 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. Student usually has webcam enabled. 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. Student occasionally has webcam enabled. 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 and rarely, if ever, uses webcam.

### **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 (by due date on Canvas).

Example deduction for late assignments:

Due Date.	Received.	Deduction.
Sunday 11:59 pm	Tuesday 12 am	Subtract 4% from final grade for each calendar day late (in this case a total of 8%). This is equivalent to 2 grade steps i.e. A+ → A-
Assignments submitted more than <b>1 week</b> late <b><u>will not be accepted</u></b>		

### Stress Log Analysis:

Students will record routine and unique stressors encountered across a 7 week period. A reflection will be submitted on a weekly basis leading up to the due date of the analysis (see Canvas for details). 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, 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 3-4 page analysis of stress integrated with appropriate research will be submitted in addition to the stress log.

### University Resources Presentation:

Working in groups, students will explore a campus resource 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.

### Occupational Stress Analysis:

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.

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 3-4 pages, not including reference list.

## Examinations:

Make-up exams are permitted only for illness (with a doctors' note) and emergency (truly extraordinary circumstances). **The student is responsible for notifying the instructor prior to the start of the exam and making arrangements at the earliest possible time to schedule a make-up. A make-up exam will not be permitted if the instructor is notified after the exam has already started.** 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 examination will be on Canvas on the scheduled final exam day (according to the final exam schedule as set forth by SJSU). The exam will include multiple choice, true/false, matching, and short answer questions. **The final exam will NOT be given early.**

## 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: Screens should be on while on Zoom and microphones should be muted. Cell phones should be silent 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.

## 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 Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources.

Feb. 7 is the last day to drop courses without an entry on student's permanent record (D). 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. 14. However, students who receive add codes should use them as soon as possible.

### KIN 69(81) – Stress Management, Spring 2022 Proposed Schedule

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

Date.	Content (to be covered on that date).	Reading Assignments (should be done prior to that date).	Written Assignments (Due by Sunday at 11:59 pm).
T 2/1	<p><b>Course &amp; class introduction is recorded and posted on Canvas, please view prior to first class meeting (2/1)</b></p> <p>Intro to stress, what is stress?</p>	Chapter 1	CH 1 Assignment
T 2/8	<p>Meditation, Autogenic Training, Progressive Muscle Relaxation and Imagery</p> <p><i>(Introduce university resources assignment)</i></p>	Chapter 10, 11	<p>Tech Test Quiz</p> <p>CH 10/11 Reflection</p>
T 2/15	Intervention	Chapter 5	“Continuing to Implement” Assignment
T 2/22	Stress & the College Student	Chapter 4	<p>“Budgeting While in School” <b>OR</b></p> <p>“Time Management” Worksheet</p>
T 3/1	<p>Perception Intervention</p> <p><i>(Introduce Stress Log Entries)</i></p>	Chapter 8	<p>“Self-esteem” Worksheet <b>OR</b></p> <p>“Continuing to Implement” Assignment</p> <p><b>Due 3/6:</b> <b>University resources presentation</b></p>

T 3/8	Strategies for Decreasing Stressful Behaviors	Chapter 14	Stress Log #1 University Resources debrief
T 3/15	Physiological Arousal Intervention <i>(Introduce Occupational Stress Analysis)</i>	Chapter 13	Stress Log #2 Lab: 13.1
T 3/22	<b>MIDTERM (on Canvas, during class time)</b>		Stress Log #3
T 3/29	<b>NO CLASS (Spring Recess)</b>		
T 4/5	Occupational stress	Chapter 16	Stress Log #4 Labs: 16.3
T 4/12	Life-Situation Interventions: Interpersonal & Family Stress	Chapter 7, 17	Stress Log #5 Labs: 7.1 "Social Support" Reflection <b>Due 4/17: Occupational Stress Analysis</b>
T 4/19	Life Situation Interventions: Intrapersonal <i>(Introduce Stress Log Analysis)</i>	Chapter 6	Stress Log #6 Labs: 6.2
T 4/26	Stress Psychophysiology	Chapter 2	Stress Log #7
T 5/3	Stress and Illness/Disease	Chapter 3	Stress Across Life Stages Assignment



T 5/10	Other Relaxation Techniques & Spirituality and Stress	Chapter 12, 9	<b>Due 5/15: Stress Log Analysis.</b>
<b>T 5/24</b>	<b>FINAL EXAM</b> 9:45 am – 12:00 pm		