

Stress Management: A Multidisciplinary Perspective Section 02

KIN 69

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/13/2024

Contact Information

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Office Hours

In-Person: Mondays and Wednesdays 10:30 AM -11:30 AM or By appointment
SPX 170

Virtual Office Hours can be scheduled by appointment.

Course Description and Requisites

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.

GE Area: E

Letter Graded

* Classroom Protocols

Active Participation

Active participation in all lecture and in-class activities 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 contributes to class discussions; demonstrates minimal thought and insight.

Activities and Labs

Examples of classroom activities include small and large group discussions, written responses to videotapes and other in-class writing, and quizzes. 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. **If missed, lab activities can not be made-up.**

Cell Phones and Other Electronics

A few words on **cell phones, earbuds, headphones, and laptops**. Cell phones should be turned off and other distractions such as **earbuds and headphones 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.

Policy Recommendation Consent for Recording of Class and Public Sharing of Instructor Material

"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.**"

"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."

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Course Learning Outcomes (CLOs)

GE Area E: Human Understanding & Development

Area E courses prepare students for lifelong learning and enhance their understanding of the factors that contribute to overall well-being in college and across the human lifespan.

GE Area E Learning Outcomes

Upon successful completion of an Area E course, students should be able to:

1. describe and analyze the interrelationships among physiological, social/cultural, and psychological dimensions of human well-being;
2. think critically and communicate effectively about ethics and integrity in academic and non-academic settings;
3. reflect upon their own experiences along dimensions of well-being and engage in activities that promote human wellness across the lifespan; and
4. know how to access social and academic resources that enhance learning and facilitate positive interpersonal relationships with diverse groups and individuals.

Writing Practice: Students will write a minimum of 1500 words in a language and style appropriate to the discipline.

Course Materials

Comprehensive Stress Management

Author: Greenberg, J.S.

Publisher: McGraw-Hill and RENT MCG

Edition: 15th

ISBN: 13: 9781260240689

Availability: Spartan Bookstore

Price: Semester Rental \$70.00 Digital Purchase \$88.75

ebook is also available through McGraw-Hill:

([https://www.mheducation.com/highered/product/comprehensive-stress-management-](https://www.mheducation.com/highered/product/comprehensive-stress-management-greenberg/M9781260240689.html)

[https://www.mheducation.com/highered/product/comprehensive-stress-management-](https://www.mheducation.com/highered/product/comprehensive-stress-management-greenberg/M9781260240689.html)
[greenberg/M9781260240689.html.](https://www.mheducation.com/highered/product/comprehensive-stress-management-greenberg/M9781260240689.html))

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[stress-management-greenberg/M9781260240689.html.](https://www.mheducation.com/highered/product/comprehensive-stress-management-greenberg/M9781260240689.html))

Other Reading

Specific articles, handouts and links can be found in the weekly topic Canvas Modules.

Apps and Software

This course will use Kahoot!, a game-based learning platform, for in class and out of class activities.

Respondus LockDown Browser will be used for all in class exams.

Microsoft Office 365 and Microsoft Office Mobile are available at no cost to SJSU students. Visit Microsoft Office 365 Portal (<https://portal.office.com/> (<https://portal.office.com/>)). You can access the Office 365 Portal wit

Course Requirements and Assignments

Major Course Assignments

University Resource Project

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. The groups and resources will be assigned in class. The groups will present the resources to the class including a description of the assigned resources and how these resources can help students effectively manage stress and enhance academic life. The written paper (2 to 3 pages) should reflect how the group worked together (group dynamics), each group member's contribution to the project, and how conflicts and challenges, if any, were resolved.

Mini-Review Paper

For the mini-review paper, students will review the literature on a pre-approved topic related to stress management, and write a concise summary of the research, integrating information from peer-reviewed journal articles. This review of literature will use a minimum of three professional, peer-reviewed 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 Complete (one of the library's databases) and on the search menu, check the box to limit your search to peer-reviewed articles.

For this class, APA reference style will be used. All references must be appropriately cited in the text, and a reference list must be included. The paper will be 3-4 pages, not including the title page or reference list.

Stress Log and Reflective Paper

Students will identify and record specific stressors encountered and coping techniques used during a specified time period. For example, driving to school/work each morning through heavy rush hour traffic is a routine and a daily hassle that you might need to adapt to. However, getting a flat tire is (one hopes) a unique environmental stressor that may result in a greater stress response and require different coping techniques. Next, students will be asked to record their psychological (e.g., thoughts) and emotional responses (e.g., worry, frustration) to each stressor followed by physical responses (e.g., heart rate, muscle tension, headache) and the coping strategies used with each event. After recording entries for the specified time frame, students will analyze their entries and identify patterns of stressors, responses, and coping strategies. The analysis will inform a 2 to 3 page reflective paper discussing the patterns they observed and include insights into successful and less successful coping strategies as well as techniques that could have been employed to cope more effectively with the identified stressors.

Examinations

All examinations for this class will be in-person and may consist of multiple choice, true and false, matching, all of the above, and short answer questions. Students will need a laptop or iPad and LockDown Browser to take the exams.

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.

Grading Information

100-97%	A plus	96-93%	A	92-90%	A minus
89-97%	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

Criteria

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, reflect your best work, and must be uploaded to Canvas. **Emailed assignments will NOT** be accepted.

Deduction for Late Assignments

Monday	After due date Monday through Wednesday	Drop 1 grade step (e.g., A minus → B plus)
	Thursday through Friday	Drop 2 grade steps (A minus → B)
	Saturday through the following Monday	Drop 1 full grade (A minus → B minus)
Wednesday	After due date Wednesday through Friday	Drop 1 grade step (e.g., A minus → B plus)
	Saturday through the following Monday	Drop 2 grade steps (A minus → B)
	Tuesday through the following Wednesday	Drop 1 full grade (A minus → B minus)

Students must speak with the instructor regarding assignments that are more than 1 week late.

Breakdown

Course Activities and Assignments	Percentage of Course Grade
Participation in Classroom, Laboratory, and other Experiential Activities	15%

University Resource Presentation and Reflection Paper	10%
Mini Review Paper	15%
Stress Log and Reflection Paper	10%
Midterm Exam 1	15%
Midterm Exam 2	15%
Final Exam	20%

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), 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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Proposed Schedule, subject to change with fair notice.

Complete all readings before class meetings.

Date	Topics and Readings	Activities and Assignments	Due Date
W 8/21	Course Introduction		
M 8/26	Module 1: What is Stress? Textbook Ch. 1 and Stressors PDF Introduce Stress Log and Paper	Discussion post Major Life Events vs Daily Hassles	Canvas 8/28 11:59 PM
W 8/28	Module 2: Stress Appraisal and Coping Textbook Ch. 5 and Coping PDF	How Do You Cope with Stress? Complete the Brief Cope Scale before class today.	Submit the Brief Cope Score worksheet Canvas 8/30 11:59 PM
M 9/2	Labor Day- No Class		

W 9/4	<p>Module 3: A Model of Stress and Stress Psychophysiology</p> <p>Textbook Ch 5. pp.109-111 and Ch. 2</p> <p>Introduce University Resource Project</p>	University Resource Choice	Canvas 9/6 11:59 PM
M 9/9	<p>Module 3: Stress Psychophysiology Continued</p> <p>Textbook Ch. 2</p>		
W 9/11	<p>Module 4: Physiological Arousal</p> <p>Textbook Ch. 13</p>		
M 9/16	Midterm Review Modules 1-4		
W 9/18	Midterm 1 Modules 1-4	<p>In-Person</p> <p>Respondus LockDown Browser.</p> <p>Bring your laptop or iPad to class</p>	
M 9/23	<p>Module 5: Biofeedback, Diaphragmatic Breathing, and Heart Rate Variability</p> <p>Textbook Ch. 12 pp. 277-281 and HRV PDF</p>		
W 9/25	<p>Module 5: In class Biofeedback Lab Groups 6-10</p> <p>Half of the class (groups 6-10) will meet in person for the lab and the other half (group 1-5) will meet with their University Resource Group.</p>	Lab Worksheet	Canvas 9/30 11:59 PM

M 9/30	<p>Module 5: In class Biofeedback Lab Groups 1-5</p> <p>Half of the class (groups 1-5) will meet in person for the lab and the other half (group 6-10) will meet with their University Resource Group.</p>	Lab Worksheet	Canvas 9/30 11:59 PM
W 10/2	<p>Module 6: Stress and the College Student</p> <p>Textbook Ch. 4</p>	Habits of Highly Productive People (Time Management Intervention)	Canvas 10/11 11:59 PM
M 10/7	Presentations Groups 1-5	<p>Peer Review for Groups 1-5</p> <p>Groups 1-5 University Resource Team Dynamic Paper</p>	<p>Canvas 10/7 11:59 PM</p> <p>Canvas 10/7 11:59 PM</p>
W 10/9	Presentations Groups 6-10	<p>Peer Review for Groups 6-10</p> <p>Groups 6-10 University Resource Team Dynamic Paper</p>	<p>Canvas 10/9 11:59 PM</p> <p>Canvas 10/9 11:59 PM</p>
M 10/14	Introduce Mini Review Paper	Mini Review Paper Topic	Canvas 10/18 11:59 PM
W 10/16	<p>Module 7: Cognitive Distortions and Perception Interventions</p> <p>Cognitive Distortions PDF Putting Your Thoughts on Trial Worksheet</p>	Putting Your Thoughts on Trial	Canvas 10/16 11:59 PM
M 10/21	<p>Module 7: Personality Traits and Perception Interventions</p> <p>Textbook Ch. 8</p>		
W 10/23	<p>Module 8: Stress, Health, and Disease</p> <p>Textbook Ch. 3</p>		
M 10/28	<p>Module 8: Stress, Health, and Disease Continued</p> <p>Textbook Ch. 3</p>		

W 10/30	Video- Stress: Portrait of a Killer	Video Quiz	Canvas 10/30 11:59 PM
M 11/4	Midterm Review Modules 5-8		
W 11/6	Midterm 2 Modules 5-8	In-Person Respondus LockDown Browser. Bring your laptop or iPad to class	
M 11/11	Veterans Day – No Class		
W 11/13	Module 9: Autogenic Training, Imagery, and PMR Textbook Ch. 11		
M 11/18	Module 10: Behavior Change Strategies: Goal Setting and Motivation Textbook Ch. 14	Goal Setting Worksheet	Canvas 11/20 11:59 PM
W 11/20	Module 10: Behavior Change Strategies: Other Techniques Textbook Ch. 14		
M 11/25	Module 11: Occupational Stress Textbook Ch. 16	Mini Review Paper	Canvas 11/25 11:59 PM
W 11/27	Non-Instructional Day		
M 12/2	Module 12: Meditation and Mindfulness Textbook Ch. 10 and Ch.12 pg. 288		
W 12/4	Module 13: Asserting Yourself. Communication Skills Textbook Ch. 7 pp 147-153	Stress Log and Summary Paper	Canvas 12/6 11:59 PM

M 12/9	Last Day of Instruction – Final exam Review	Extra Credit	Canvas 11:59 PM
Final Exam F 12/13	12:15 PM - 2:30 PM in accordance with University Final Exam Schedule	In-Person Bring Laptop or iPad to class	