

Stress Management: A Multidisciplinary Perspective

KIN 69

Fall 2025 In Person 3 Unit(s) 08/20/2025 to 12/08/2025 Modified 08/19/2025

Contact Information

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Office Hours

Mondays and Wednesdays 12:30 PM - 1:30 PM or by appointment
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Course Information

Lecture

Tuesdays and Thursdays, 12:00 PM to 1:15 PM
YUH #236

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

Activities

This class will use both in-class and out-of-class activities. Examples of activities include small and large group discussions, reflective writing, and quizzes, as well as 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, biofeedback, and self-regulation activities. Participation in these activities is highly encouraged. Out of class activities will have a specific due date on Canvas. **If missed, in-class activities can not be made-up.**

Participation

Active participation in all lectures and 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.

Cell Phones and Other Electronics

A few words on **cell phones, earbuds, headphones, and laptops**. Cell phones **should be turned off and put away**. A vibrating cell phone is still an activated cell phone. Other distractions such as **earbuds and headphones should be removed during class meetings**. **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.”

SJSU KIN Diversity Statement

The Department of Kinesiology is committed to developing and implementing equitable curricula and teaching practices that reflect the diversity of our student body and departmental core values. The faculty strives to foster an inclusive learning environment where all students feel valued, supported, welcomed, and empowered to succeed in ALL classes. All students, inclusive of all, but not limited to ethnicities, socioeconomic and cultural backgrounds, gender identities and expressions, castes, religions, ages, sexual orientations, abilities, bodies, political affiliations, statuses, and nationalities, are encouraged to share their rich array of perspectives and experiences. KIN department faculty, staff, and students all have something of value to contribute. Everyone is expected to respect differences and demonstrate diligence in understanding how others' perspectives, behaviors, and views may be different from theirs.

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

ebook is also available through McGraw-Hill:

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

Library Liaison

Adriana Poo is the Health Science, Kinesiology, and Recreation, Liaison Librarian. (408)-808-2019.
adriana.poo@sjsu.edu

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 bases. 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

Tuesday	After due date Tuesday through Thursday	Drop 1 grade step (e.g., A minus → B plus)
	Friday through Saturday	Drop 2 grade steps (A minus → B)
	Sunday through the following Tuesday	Drop 1 full grade (A minus → B minus)
Thursday	After due date Thursday through Saturday	Drop 1 grade step (e.g., A minus → B plus)
	Sunday through the following Tuesday	Drop 2 grade steps (A minus → B)
	Wednesday through the following Thursday	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	20%
University Resource Presentation and Reflection Paper	10%
Mini Review Paper	15%
Stress Log and Reflection Paper	10%
Midterm Exam 1	20%
Final Exam	25%

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	Textbook and Other Reading Assignments	Activities	Writing Assignments
Th 8/21	Course Introduction			
Tu 8/26	M1: What is Stress? Discussing Stressors, Stress and University Life Time Management	Chaps. 1, 4		
Th 8/28	M1: Fight-or-Flight (Stress response), General Adaptation Syndrome Diaphragmatic Breathing	Chaps 1, 12 (Diaphragmatic Breathing)		
Tu 9/2	M2: Model of Stress, Coping, Appraisals, Relaxation Response Meditation	Chaps. 5, 10 (Meditation)		
Th 9/4	M3: Stress Psychophysiology Introduce University Resource Project	Chap. 2	University Resource Group Choices Due	
Tu 9/9	M3: Stress Psychophysiology <i>Continued</i>	Chap. 2	Time Management Activity	
Th 9/11	M4: Physical Activity, Nutrition, Sleep	Chaps. 13, 6(pp. 125-132)		
Tu 9/16	M5: Biofeedback, Self-Regulation, Heart Rate Variability Autogenic Training	Chaps. 11 (Autogenic Training), 12 (Biofeedback) pp. 277-281 HRV PDF		

Th 9/18	<p>M5: 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 9/18 11:59 PM	
Tu 9/23	<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 9/18 11:59 PM	
Th 9/25	Wrap up Biofeedback, Coping with Injury and PMR	Chap. 11 (Progressive Relaxation)		
Tu 9/30	Presentations Groups 1-5		Peer Review for Groups 1-5	Slides and Paper for Grps. 1-5 Canvas 11:59 PM
Th 10/2	Presentations Groups 6-10		Peer Review for Groups 6-10	Slides and Paper for Grps. 6-10 Canvas 11:59 PM
Tu 10/7	Midterm Review: M1-5			
Th 10/9	Midterm Exam	<p>In-Person</p> <p>Respondus LockDown Browser, Bring your laptop or iPad to class</p>		
Tu 10/14	Introduce Mini-Review paper - Literature review Activity			

Th 10/16	M6: Stress-related Disorders	Chap. 3	Mini Review Paper Topic Due 11:59 PM	
Tu 10/21	M6: Stress-related Disorders <i>continued</i>	Chap. 3		
Th 10/23	M7: Cognitive Distortions and Perception Interventions	Chap. 8		
Tu 10/28	M7: Anger, Fear, Jealousy, and Anxiety Disorders	Chap. 8		
Th 10/30	M7: Perception Interventions, Hardiness and Resilience	Chap. 8		
Tu 11/04	M8: Mindfulness			
Th 11/06	M9: Communication Skills (active listening, conflict resolution), Emotional Intelligence	Chap. 7		
Tu 11/11	Veteran's Day Campus Closed			
Th 11/13	M10: Styles of behavior (assertive, passive, aggressive), cultural (technostress, cyberbullying) and family influences on stress and coping styles	Chaps. 7, 17 (pp. 425- 441)		Mini Review Paper Due Canvas 11:59 PM
Tu 11/18	M11: Occupational Stress Theories	Chap. 16		
Th 11/20	M11: Burnout, Characteristics of High Level Performers, Work-life Balance	Chap. 16		

Tu 11/25	M12: Strategies for Decreasing Stressful Behaviors Goal Setting			
Th 11/27	Thanksgiving - No Classes			
Tu 12/02	M13: Philosophy and Spirituality, Coping with Grief Art and the Creative Process	Chap. 9		Stress log and summary paper Due Canvas 11:59 PM
Th 12/04	Course Wrap up and Final Exam Review			
Final Exam	Tuesday, 12/16 10:45 AM-12:45 PM in accordance with University Final Exam Schedule	In-Person	Respondus LockDown Browser, Bring your laptop or iPad to class	