



5055 Santa Teresa Blvd
Gilroy, CA 95023

Course Outline

COURSE: KIN 92 **DIVISION:** 40 **ALSO LISTED AS:** HE 92

TERM EFFECTIVE: Summer 2024

CURRICULUM APPROVAL DATE: 06/11/2024

SHORT TITLE: STRESS MANAGEMENT

LONG TITLE: Stress Management

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

Out of Class Hrs: 108.00

Total Learning Hrs: 162.00

COURSE DESCRIPTION:

This course examines the stress process and its relationship to health, disease, lifestyle and the sociocultural environment. Stress across ones lifespan will be examined with emphasis on available resources and stress management strategies. Also listed as HE 92. (C-ID PH 107).

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Explain the psychological, physiological, sociological and cultural aspects of stress.
2. Incorporate stress management techniques into one's lifestyle, with particular emphasis on identifying and utilizing available college resources to support academic, personal, and social development, and reduce stress associated with the transition to a college environment.
3. Describe the stress process and its relationship to health and disease.

COURSE OBJECTIVES:

By the end of this course, a student should:

1. Define stress from a physiological, sociological and research-based perspectives.
2. Students will describe and analyze stress psychophysiology.
3. Compare and contrast the sympathetic and parasympathetic responses.
4. List the three stages of the general adaptation syndrome
5. Explain the fight or flight response.
6. Describe stress response and its relationship to health, disease, quality of life, and well-being.
7. List and describe specific health conditions stress may cause.
8. Discuss family stress interventions, identify personal family stressors and possible interventions specific to them.
9. Discuss stressors unique to diverse groups and gain personal awareness of behaviors and values of others from diverse backgrounds.
10. Discuss behavior change theories.
11. Recognize methods for decreasing stressful behaviors.
12. Appraise the relationship between exercise and health. Name and discuss the principles of exercise. Students will assess their fitness levels and if necessary, determine an exercise program appropriate for them.
13. Define occupational stress and state why it is a concern. Students will determine if they have occupational stress and identify ways to manage this type of stress.
14. Students will develop competency in a variety of specific stress management techniques.
15. Students will evaluate their own stress, how it's caused and what interventions they can use to manage.
16. Students will assess their time management techniques.
17. Students will analyze how assertive they are, evaluate their communication skills and how they resolve conflict.
18. Identify and utilize available college resources to enhance academic, personal, and social development; and reduce stress that may be associated with the transition to a college environment.
19. Identify stressors experienced throughout the life span, with particular emphasis on stressors experienced by: the younger college student, the older college student, and the minority college student.
20. Define meditation.
21. Discuss the process of meditation.
22. Identify the various types of meditation and list their benefits.
23. State the benefits of autogenic training and of progressive relaxation.

COURSE OBJECTIVES (CONTINUED):

24. Explain how to do autogenic training and progressive relaxation.
25. Students will identify and discuss which of the three relaxation techniques presented work for them and why.
26. Students will list what personally causes them stress.

COURSE CONTENT:

Curriculum Approval Date: 06/11/2024

5 Hours

1. Welcome; Course Syllabus; Expectations; Student Introductions;

1A. Introduction to Stress - Scientific foundations

a. Defining stress

i. stress - real or imagined, chronic stress

ii. stressors

iii. distress

iv. eustress

6 Hours

B. Researchers & scientific studies

a. Cannon - fight or flight

b. Selye - physiological responses to stress - General adaptation syndrome - Alarm, resistance, exhaustion

c. Lazarus - coping - transactional model

d. Ornish - nutrition, coronary heart disease

e. Spiegel - interrelationships among the social environment, mind, brain and body to understand how stress and support can influence health

f. Ader & Cohen - Psychoneuroimmunology (PNI)

h. Pert - PNI and neuropeptides

j. Taylor - Gender differences, tend and befriend

k. Holmes & Rahe - Stress/life change/illness (Life events & social readjustment)

l. Benson - The relaxation response/meditation

3 Hours

2. Stress Theory

a. Life events theory

b. Hardiness theory - personalities and disease

-Type A Friedman & Rosenman, Type C Temeshok, Type D Denollet

c. Social support theory

3. Stress Reactivity

a. fight or flight

b. strains - physical, psychological or behavioral

c. gender differences

6 Hours

4. Stress psychophysiology

a. The Brain

b. The Endocrine System

c. The autonomic nervous system - sympathetic & parasympathetic

d. The Cardiovascular system

e. The Gastrointestinal system

f. The Muscles

g. The skin

COURSE CONTENT (CONTINUED):

6 Hours

5A. Stress and Illness/Disease

- a. Hot Reactors
 - b. Psychosomatic Disease
 - c. Stress & the Immunological System
 - d. Stress & Serum Cholesterol
 - i. Specific conditions but not limited to: Hypertension, Stroke, Coronary Heart disease, Headaches, Cancer
- B. PTSD
- C. Stress & other conditions
- a. miscarriage
 - b. Anderson & Williams -stress injury model

3 Hours

6A. Stress and the College Student

- a. Younger college student
- b. Older college student
- c. Minority college student

B. Interventions

14 Hours

7. Life Situation & Perception Interventions

A. Intervention

- i. Coping - Lazarus
- B. A model of stress
- C. comprehensive stress management
- D. Eustress & the model

8. Life-situation interventions

A. Intrapersonal

- a. eliminating unnecessary stressors
- b. nutrition & stress
 - i. eating disorders, bulimia, anorexia nervosa
 - ii. pseudostressors
 - iii. diet & health including alcohol, tobacco/vapes and other drugs
- c. noise and stress
- d. life events & stress
- e. hassles & chronic stress

f. success analysis

B. Interpersonal

- a. asserting yourself
- b. conflict resolution
- c. communication
- d. emotional intelligence
- e. technostress
- f. time management including goal setting
- g. social support networking

C. Perception interventions

- a. selective awareness
- b. perspective & selective awareness
- c. attitude of gratitude

COURSE CONTENT (CONTINUED):

- d. humor
- e. Type A behavior pattern
- f. self esteem
- g. locus of control
- h. anxiety management
- i. test anxiety
- ii. trait & state anxiety
- iii. panic disorder
- iv. social phobia (social anxiety disorder)
- v. specific phobias
- vi. coping techniques
- i. Resiliency
- j. Hardiness
- k. Spirituality and stress
- i. spiritual health
- ii. religion & spirituality
- iii. forgiveness & health
- l. control theory
- m. social support theory
- n. placebo effect
- o. volunteerism
- 9. Emotional Arousal interventions
- a. setting up roadblocks
- b. relaxation techniques
- i. meditation
- ii. autogenic training
- iii. imagery
- iv. progressive relaxation
- v. biofeedback
- vi. diaphragmatic breathing
- vii. body scanning
- c. massage & acupressure
- d. yoga & stretching
- e. repetitive prayer
- f. quieting reflex
- g. calming sequence
- h. mindfulness
- i. music & relaxation
- j. Tai Chi
- k. pets & stress

COURSE CONTENT (CONTINUED):

10. Physiological arousal interventions

A. Exercise & Health

11. Behavior Change Interventions

A. Strategies

a. Health & lifestyle behaviors

B. Assessment

C. Barriers to action

D. Locus of control

E. methods for decreasing stressful behaviors

a. self-monitoring

b. tailoring

c. material reinforcement

d. social reinforcement

e. social support

f. contracting

g. shaping

h. reminders

i. self-help groups & profession help

F. application of behavior change techniques

G. Behavior change theories & stress

a. Stages of change theory

b. Health belief model

c. Self-Efficacy Theory

d. Goal-setting theory

3 Hours

12. Diversity & Stress

A. Diverse populations

B. Health status

C. Poverty & Education

D. Family lives

E. Age & physical challenges

F. Sexual Orientation

3 Hours

COURSE CONTENT (CONTINUED):

13. Occupational Stress

- A. Definition
- B. Occupation stress cycle
- C. Gender & Occupational stress
- D. Disease & Occupational stress
- E. Workaholics
- F. Burnout
- G. Women & working outside the home
 - a. Jobs & wages
 - b. coping
 - c. retirement
 - d. family friendly work related policies
 - e. work-family balance
- H. interventions
- I. working in the home
- J. Managing occupational stress

3 Hours

14. Family stress

- A. Family needs & the changing family
- B. Marriage
- C. Cohabitation
- D. Divorce
- E. Single-parent families
- F. Gay and Lesbian families
- G. Family stressors
 - a. dual career families
 - b. children
 - c. family planning
 - d. adoption
 - e. mobility
 - f. violence
 - g. financial stressors

2 Hours

Final Exam.

METHODS OF INSTRUCTION:

Lecture, discussion, multi-media presentation, guest speaker.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours 45

Assignment Description

Read related textbook chapters. Study for exams.

Required Outside Hours 36

Assignment Description

Complete written assignments such as Journal and Paper.

Required Outside Hours 27

Assignment Description

Homework: Such as Worksheet Assessments and College Resources information sheets.

METHODS OF EVALUATION:

Writing assignments

Evaluation Percent 25

Evaluation Description

Journal entries, written paper

Problem-solving assignments

Evaluation Percent 25

Evaluation Description

Weekly assignments

Objective examinations

Evaluation Percent 25

Evaluation Description

Exams

Other methods of evaluation

Evaluation Percent 25

Evaluation Description

Participation in classroom activities and discussions.

REPRESENTATIVE TEXTBOOKS:

Comprehensive Stress Management, 15th Edition, Greenberg, Jerrold, McGraw-Hill Education, 2021 or a comparable textbook/material.

ISBN: 978-1260835083

13th Grade Verified by: Publisher

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

CSU E, effective 201970

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201970

Not Transferable

UC TRANSFER:

Not Transferable

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: PH

CSU Crosswalk Course Number: 107

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000603155

Sports/Physical Education Course: N

Taxonomy of Program: 083500