

**Course Outline**

**COURSE:** HE 92                      **DIVISION:** 50                      **ALSO LISTED AS:** KIN 92

**TERM EFFECTIVE:** Fall 2019                      **CURRICULUM APPROVAL DATE** 3/12/2019

**SHORT TITLE:** STRESS MANAGEMENT

**LONG TITLE:** Stress Management

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

**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.

**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
- 72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Explain the psychological, physiological, and social/cultural aspects of stress.
- Measure of assessment: exam, homework

Year assessed, or planned year of assessment:2019

Semester:Fall

This SLO addresses cultural diversity

Institution Outcome Map

1. Communication:

1.1 Students will communicate effectively in many different situations, involving diverse people and viewpoints.

1.2 Speaking: Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

1.3 Listening: Students will listen actively and respectfully to analyze the substance of others' comments.

1.4 Reading: Students will read effectively and analytically and will comprehend at the college level.

1.5 Writing: Students will write in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.

2. Cognition:

2.1 Students will think logically and critically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.

2.2 Analysis and Synthesis: Students will understand and build upon complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion.

2.3 Problem Solving: Students will identify and analyze real or potential problems and develop, evaluate, and test possible solutions, using the scientific method where appropriate.

2.4 Creative Thinking: Students will formulate ideas and concepts in addition to using those of others.

2.5 Quantitative Reasoning: Students will use college-level mathematical concepts and methods to understand, analyze, and explain issues in quantitative terms.

2.6 Transfer of Knowledge and Skills to a New Context: Students will apply their knowledge and skills to new and varied situations.

4. Social Interaction:

4.1 Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.

4.2 Teamwork: Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.

4.3 Effective Citizenship: Students will take personal responsibility for being informed, ethical and active citizens of their community, their nation, and their world.

6. Personal Development and Responsibility:

6.1 Students will develop individual responsibility, personal integrity, and respect for diverse people and cultures.

6.2 Self-management: Students will demonstrate habits of intellectual exploration, personal responsibility and physical well being.

6.3 Ethics and Values: Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgements and decisions.

6.4 Respect for Diverse People and Cultures: Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.

7. Content Specific:

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.

Measure of assessment:demonstration, exam, homework

Year assessed, or planned year of assessment:2019

Semester:Fall

3. Describe the stress process and its relationship to health and disease.

Measure of assessment:exam, homework, discussion

Year assessed, or planned year of assessment:2019

Semester:Fall

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date 3/12/2019

6 Hours

Content: Welcome; Course Syllabus; Expectations; Student Introductions; Introduction to Stress; What is Stress (CH 1); Stress Psychophysiology (CH 2)

Student Performance Objectives: Define stress and stressors. List what personally causes you stress.

3 Hours

Content: Stress Psychophysiology Continued (CH 2)

Student Performance Objectives: Describe what you know about stress psychophysiology.

3 Hours

Content: Meditation (CH 10); Autogenic Training, Imagery, and Progressive Relaxation (CH 11)

Student Performance Objectives: Define meditation. Identify the various types of meditation and list their benefits. Discuss the process of meditation. State the benefits of autogenic training. State the benefits of progressive relaxation.

3 Hours

Content: Autogenic Training, Imagery, and Progressive Relaxation Continued (CH 11)

Student Performance Objectives: Explain how to do autogenic training. Explain how to do progressive relaxation. Discuss which of the three relaxation techniques presented might work for you and why.

3 Hours

Content: Stress and Illness/Disease (CH 3)

Student Performance Objectives: List and describe specific health conditions stress may cause. Describe stress response and its relationship to health, disease, quality of life, and well-being.

3 Hours

Content: Exam (CH 1, 2, 3, 10, 11); Stress and the College Student (CH 4)

Student Performance Objectives: 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.

3 Hours

Content: Stress and the College Student Continued (CH 4); Gavilan College Resources

Student Performance Objectives: 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.

3 Hours

Content: Gavilan College Resources Continued; Intervention (CH 5)

Student Performance Objectives: 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. State what eustressors you have experienced.

3 Hours

Content: Gavilan College Resources Continued; Life-Situation Interventions: Intrapersonal (CH 6)

Student Performance Objectives: 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. Discuss how you can eliminate unnecessary stressors.

3 Hours

Content: Life-Situation Interventions: Interpersonal – Communication, Conflict Resolution, Time Management (CH 7)

Student Performance Objectives: Analyze how assertive you are. Investigate how you resolve conflicts. Evaluate your communication skills. Assess your time management techniques.

3 Hours

Content: Perception Interventions (CH 8); Other Relaxation Techniques (CH 12)

Student Performance Objectives: Explain how stress is caused for you personally and what you will do about it. Develop competency in a variety of specific stress management techniques.

3 Hours

Content: Exam (CH 4, 5, 6, 7, 8, 12); Occupational Stress (CH 16)

Student Performance Objectives: Define occupational stress and state why it is a concern. Determine if you have occupational stress and identify ways to manage this type of stress.

3 Hours

Content: Physiological Arousal Interventions - Healthy Lifestyles (CH 13)

Student Performance Objectives: Appraise the relationship between exercise and health. Name and discuss the principles of exercise. Assess your fitness level and if necessary determine an exercise program appropriate for you.

3 Hours

Content: Strategies for Decreasing Stressful Behaviors (CH 14)

Student Performance Objectives: Recognize methods for decreasing stressful behaviors. Discuss the behavior change theories.

3 Hours

Content: Diversity and Stress (CH 15)

Student Performance Objectives: Discuss your experiences with diverse groups and individuals. Discuss stressors unique to diverse groups and gain personal awareness of behaviors and values of others from diverse backgrounds.

3 Hours

Content: Family Stress (CH 17)

Student Performance Objectives: Identify family stressors specific to your life. Discuss family stress interventions.

2 Hours

#### **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

Percent of total grade: 40.00 %

30% - 50% Journal, Paper

Problem-solving assignments

Percent of total grade: 20.00 %

10% - 30% Worksheets, College Resources

Objective examinations

Percent of total grade: 30.00 %

20% - 40% Exams

Other methods of evaluation

Percent of total grade: 10.00 %

**REPRESENTATIVE TEXTBOOKS:**

Greenberg, Jerrold. Comprehensive Stress Management, 14th Edition. Boston: McGraw-Hill Education, 2017.

ISBN: Greenberg, Jerrold

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201970

UC TRANSFER:

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: KIN

CSU Crosswalk Course Number: 69

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:

Sports/Physical Education Course: N

Taxonomy of Program: 083700