

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-003-178

KIN 2700 – Stress Management for Healthy Living

General Education Committee

Date: 11/08/2017

Executive Committee
Received and Forwarded

Date: 11/15/2017

Academic Senate

Date: 11/29/2017
First Reading
01/17/2018
Second Reading

BACKGROUND:

This is a revisioned course.

RESOURCES CONSULTED:

Faculty

Department Chairs

Associate Deans

Deans

Office of Academic Programs

DISCUSSION:

The GE Committee reviewed this ECO and found that it satisfies the GE SLO's and other requirements of GE Area E.

RECOMMENDATION:

The GE Committee recommends approval of GE-003-178, KIN 2700 – Stress Management for Healthy Living GE Area E.

KIN - 2700 - Stress Management for Healthy Living

D. Course - Modify/Delete General Education

General Catalog Information

Choose action* Modify Delete

Modification Summary* Course was an existing quarter course that has been converted to a semester course.

Department*

Kinesiology and Health Promotion

Semester Subject Area*

Semester Catalog Number* 2700

Quarter Subject Area

Quarter Catalog Number 370

Course Title* Stress Management for Healthy Living

Units

C/S

Classification	C-02 (Lecture Discussion)
<p>To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf</p>	
Component	Lecture
Instruction Mode	<input type="checkbox"/> Face-to-Face <input type="checkbox"/> Fully Asynchronous <input type="checkbox"/> Hybrid w/Asynchronous Component <input type="checkbox"/> Web-Assisted
Grading Basis	Graded Only
Repeat Basis	May be taken only once
If it may be taken multiple times, limit on number of enrollments	1
Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)	
Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)	
Choose appropriate type(s) of course(s)*	<input type="checkbox"/> Major Course <input type="checkbox"/> Service Course <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
General Education Area / Subarea*	E

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/Documents/GE%20Semester%20Program%20Revised31.pdf>

I. Catalog Description

Catalog Description	A holistic approach to stress management; preventing and/or alleviating physical symptoms of stress; exploration of the mind/body connection. Meets GE Area E.
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II. Required Coursework and Background

Prerequisite(s)

Corequisite(s)

Pre or Corequisite(s)

Concurrent

III. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.

Upon successful completion of this course, students will be able to:

Clarify and express personal ideas and opinions pertaining to stress management and emotional health issues (GE SLO Ia & IVa)

Identify personal perceptions or behaviors that inhibit emotional wellness and work to overcome them (GE SLO IVa).

Increase awareness of stressors, emotional, physical, and behavioral reactions to them, and incorporate coping and relaxation techniques (GE SLO IVb).

Demonstrate a cognitive understanding of stress theory and concepts, psychosocial and physiological aspects of stress, and methods of coping with stress (GE SLO IVa).

If this is a course for the major, describe how

these outcomes relate to the mission, goals and objectives of the major program.

This is a GE course.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping.

This course meets the description of the GE Area E:

Stress Management is a field of study that requires the ability to analyze factors that contribute to or impede physical, mental, emotional, intellectual, spiritual, and social well-being. Just as the dimensions of health are interrelated (i.e. when one dimension is affected, other dimensions are affected), stress and health are interrelated. This course incorporates critical thinking, self-reflection, and coping and relaxation techniques that promote vitality and well-being within all dimensions of health. 'Stress Management for Healthy Living' is a course that provides students with tools and techniques for improving their well-being by making changes in cognitive perceptions and functional behaviors.

Describe how these outcomes relate to the associated GE Learning Outcomes. Refer to mapping link below.

GE SLO 1a: Write effectively for various audiences.

The first course objectives is 'Clarify and express personal ideas and opinions pertaining to stress management and emotional health issues.' The predominant course requirement that corresponds to and fulfills this objective is the Critical Thinking Activity (although all of the course requirements require a writing component). This assignment requires students to choose from a list of questions that pertain to a variety of emotional health issues and that require critical thinking each week. They'll write their responses on a template and then copy and paste on the Discussion Board on Blackboard for their classmates to view. And they'll submit all their responses to the instructor on the template for grading at the end of the semester. All of their written responses must contain a minimum of 2,000 words. Grading criteria for their responses are: (1) included the minimum word count; (2) contains no grammatical errors; and (3) included only their thoughts, ideas, and opinions.

GE SLO IVa: Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

The second course objective is to 'identify personal perceptions or behaviors that inhibit emotional wellness and work to overcome them.' The course requirements that corresponds to and fulfills this objective is a book review. Students are to select a book that pertains to an individual issue that prevents optimal emotional well-being. For example, students who have a problem controlling their temper are encouraged to choose a book on anger management, whereas students who have the opposite problem of not speaking up may select a book on assertiveness. Or a student who lives beyond his/her financial means, may choose a book on basic financial management. This assignment provides students the opportunity to tailor the class to fit their needs. In other words, it requires them to analyze stress-inducing factors that impede their well-being. They'll read from their book each week and report on what they learned and/or implemented.

GE SLO IVb: Demonstrate activities, techniques or behaviors that promote intellectual or cultural growth.

The third course objective is 'increase awareness of stressors, emotional, physical, and behavioral reactions to them, and incorporate coping and relaxation techniques.' The course requirements that correspond to and fulfill this objective are the Self-Reflection Activities and Relaxation Techniques. The Self-Reflection Activities require students to incorporate a variety of coping techniques such as effective communication skills, creative problem solving, or time management to alleviate or even eliminate their stressors. By the end of the semester, they will have been exposed to roughly 15 coping techniques.

The Relaxation Techniques require students to take their heart rate before and after practicing a variety of mindfulness training and meditation exercises. Additionally, they will rate their experience and write a reaction statement as to the effectiveness of the technique. By the end of the semester, they will have been exposed to over 20 relaxation techniques.

GE SLO IVc: Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Students will have the option of participating in a variety of stress management venues on campus: Counseling and Psychological Services (CAPS), the Student Health Services (SHS), and the Bronco Recreational and Intramural Complex (BRIC).

**General
Education
Outcomes**

Ia. Write effectively for various audiences

IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

IV. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials

Texts may vary with instructor and over time. Examples of possible texts include:

Daugherty, A. (2014). From Mindfulness to Heartfulness: A Journey of Transformation through the Science of Embodiment. Balboa Press.

Fish, K. (2012). Stress Management for Healthy Living. Kendall Publishing.

Lecture notes, various media clips and current papers on diverse topics may be made available on Blackboard.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

V. Minimum Student Material

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Material	Computer
	Internet Service / access to Blackboard
	E-mail
	Microsoft Word
	Webcam for online sections

VI. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities	External Support
	None
	Physical Space & Major Equipment
	SMART Lecture room with seating for 60 students for hybrid sections

VII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline	1. Understanding Stress
	Defining Stress
	Types of Stress
	Types of Stressors
	Personality & Stress
	Psychology of Stress
	Mind/Body Connection
	Physiology of Stress

Consequences of Stress
Stress & Health

2. Coping Techniques

Creative Problem Solving
Power of Thoughts
Cognitive Restructuring
Power of Emotions
Communication Skills
Time Management
Exercise & Stress

3. Relaxation Techniques

Introduction to Relaxation Techniques
Diaphragmatic Breathing
Meditation
Power of Sight: Mental Imagery
Power of Sound: Music Therapy
Power of Touch: Massage Therapy
Power of Smell: Aromatherapy

4. Additional Techniques

Autogenic Training
Pet Therapy
Nutrition
Behavior Modification: Putting it all together

VIII. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

Instructional Methods

Lecture

Small and large group discussion

Participation in relaxation techniques

Online engagement

IX. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc.

Student learning of course content is assessed and measured by (1) critical thinking assignments, (2) a book review, (3) a stress journal, and (4) a midterm exam and final exam.

For the critical thinking assignments, students are required to select from a list of questions that require values clarification and articulation of personal opinions, thoughts, and ideas. The questions are based on the lectures and are designed to not only sharpen critical thinking skills, but also to help students synthesize and articulate their opinions about the material presented in the lectures.

For the book review, students are required to select and read a book pertaining to emotional wellbeing that interests them and/or applies to them. For example, students who have a problem with experiencing stress due to frequently being late, might choose a book on time management. Students write their reaction to the book and include something they learned from their reading. The book review allows students to tailor the class to fit their needs and interests.

For the stress journal, students are required to (1) incorporate coping techniques (e.g. time management exercise, communication skills assignment, etc.), (2) relaxation techniques in which they take their heart rate before and after completing the technique, and (3) self-reflection activities that require students to identify their stressors and their reactions to their stressors, etc.

For the exams, students will demonstrate a cognitive understanding of the concepts discussed in the lectures by completing two multiple-choice

exams.

Describe the meaningful writing assignments to be included.

Meaningful Writing Assignments: The two assignments that require significant writing are the critical thinking assignments and the book review. Each assignment requires ½ page each week or 1 page total each week. Thus, the total amount of writing is roughly 15 pages by the end of the semester. The instructor will review and evaluate submissions on a regular basis providing feedback and comments directed at improving on-going and future written works.

Describe how these evaluation methods align to the course and program outcomes, as appropriate. Alternatively, you may include or attach a matrix to align the methods to the outcomes.

A matrix of Course Student Learning Outcomes vs Methods of assessment:

Student Learning Outcomes	Methods of Assessment			
	Written Exams	Self-Reflection Activity/Stress Journal	Critical Thinking Assignments	Book Review
Clarify and express personal ideas and opinions pertaining to stress management and emotional health issues.		X	X	X
Identify personal		X	X	X

perceptions or behaviors that inhibit emotional wellness and work to overcome them.				
Increase awareness of stressors, emotional, physical, and behavioral reactions to them, and incorporate coping and relaxation techniques.		X	X	
Demonstrate a cognitive understanding of stress theory and concepts, psychosocial and physiological aspects of stress, and methods of coping with stress.	X			

You can attach the matrix by clicking  located underneath the Proposal Toolbox header

Discuss how these methods may be used to address the associated GE Learning Outcomes listed above. Include or attach a matrix to align the evaluation methods to the outcomes.

These are the Evaluated Learning Outcomes for the GE choices:

Assessment Method	Ia	IVa	IVb	IVc
Written Exams	X			
Self-Reflection		X	X	X

Activity/Stress Journal				
Critical Thinking Assignment	X			
Book Review	X	X	X	

X. This OPTIONAL Section is for describing Course/Department/College specific requirements.

**Department/
College Required
ECO Information
(Optional)**