COURSE DESCRIPTION
Instruction on the effects of stress related to work, sport and academics; coping strategies are discussed and applied through physical conditioning activities. The nature of stress, determinant causes, and the physiological and psychological reactions to stress are addressed in the lecture segments of the course. The activity portion of the class will introduce and implement physiological, cognitive and behavioral stress management techniques and exercise programming.

PHYSICAL EDUCATION PROGRAM OBJECTIVES
Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:

- Define the various health components of fitness.
- Recognize the physical and mental benefits of increased activity.
- Examine the effect of nutrition, rest and other lifestyle factors that contribute to better health.

Students will be exposed to a variety of activities providing them the opportunity to:

- Utilize physical activity as a tool to manage stress.
- Empower themselves by setting and working toward realistic individual goals.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.
- Participate in active learning to stimulate physical education, health and fitness.

Students will demonstrate proficiency through knowledge and acquired skills enabling them to:

- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.
- Participate in active learning to stimulate continued inquiry about physical education, health and fitness.
- Understand and utilize various training methods.
- Assess individual levels of fitness components.
- Identify common health and fitness myths along with trends involved with the evolving nature of physical education. Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

COURSE OBJECTIVES
Upon completion of the course, students will be able to:

- Describe the types of stressors
- Identify the psycho-physiological indicators of excessive stress
- Analyze the models of stress
- Describe the mind-body connection
- Identify the contributing factors to the stress response
- Compare the differences between stress, anxiety, and arousal.
- Describe the many types of coping responses to stress.
- Describe the many somatic, behavioral, and cognitive stress management techniques.
- Explain the importance of exercise in combating the effects of stress.
- Actively engage in physiological, behavioral, and cognitive interventions throughout the semester.
- To apply theoretical concepts to one’s own experience to understand stress and its impact on health and our lives (experiential learning).
- Participate in interactive and dynamic classroom activities (active learning).
- Accept perspectives and experiences of all students in the class (divergent thinking).
- Foster an environment of self-directed learning (individual responsibility and self-challenge).
Stress Management Course Reader will be posted onto Blackboard and serve as course content and study guide.

**BLACKBOARD:** [http://blackboard.usc.edu](http://blackboard.usc.edu)

Class information will be posted. We will use resources posted on Blackboard in addition to the course textbook. Students should check the Announcements and their USC EMAIL as Instructor may need to add, delete, or update assignments or lecture topics.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
<th>Week(s)</th>
<th>Course Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>60</td>
<td>1-15</td>
<td>Regular active participation in class discussions, labs and activities is vital</td>
</tr>
<tr>
<td>Stress Presentation</td>
<td>100</td>
<td>Weeks 13-15</td>
<td>Presentation topic, outline and PowerPoint Presentation</td>
</tr>
<tr>
<td>Stress Portfolio</td>
<td>100</td>
<td>Wk. 13 Nov. 19</td>
<td>Includes: journals, assessments, write-ups and in class assignments</td>
</tr>
<tr>
<td>Exam</td>
<td>100</td>
<td>Wk. 12 Nov. 12</td>
<td>Comprehensive exam: Grade Master Form (blue)#25420</td>
</tr>
<tr>
<td>Assignment</td>
<td>40</td>
<td>Weeks 1-5</td>
<td>Current article on stress applicable to class with summary and class discussion.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>400</td>
<td></td>
<td>*No class-make ups, missed exams, quizzes, late assignments will be reduced 10% each day past due date.</td>
</tr>
</tbody>
</table>

**GRADING**

A (188+pts), A- (187-180pts), B+ (179-174pts), B (173-168pts), B- (167-160pts), C+ (159-154pts), C (153-148pts), C- (147-140pts), D+ (139-134), D (133-128pts), D- (127-120pts), F (119-0 pts) **Pass (140+ pts)**

* Course may be taken as a Letter Grade, Pass/Fail or Audit.

**COURSE REQUIREMENTS**

- Attend Class Regularly
- Participation in Activities / Labs
- Stress Management Portfolio
- Complete Assignments
- Presentation
- Final Exam

*Arriving late or leaving early is disruptive and a discourtesy to the class and instructor. Two tardies equals 1 absence. Excuses need to be good and funny. **Extra credit work and make-up work are not available. Make-ups will not be given for any of the cognitive or psychomotor components.** If you are absent on a day that an assignment is due, you must still submit your assignment in on time. Late assignments will NOT be accepted. It is your responsibility to attend class consistently and fulfill the requirements of this course.

**GENERAL CLASS POLICIES**

- Email is the preferred method of communication outside of class
- Prior reading of assigned material will be helpful.
- Please refer to black board before class for additional information.
- It is expected that all students will participate fully in each activity / exercise session.
- Wear appropriate clothing for the activity days. You will be held accountable for being properly prepared for class as well: proper attire and attitude.

**EQUIPMENT REQUIREMENTS**

Appropriate workout attire and safety wear. Recommendations include: water, athletic shoes, towel and locker. Lockers and towels are available through the Lyons Center as well other equipment and may be checked out with student ID.  *Please Note: USC Physical Education IS NOT responsible or any lost, stolen or damaged property. If you choose to bring any valuables to class, it is strongly recommended that they be locked up during class. Locker rooms are available in the PE building and the Lyons Center.*
**ASSIGNMENTS**

**Stress Portfolio: (25%)**
This is a collection of class worksheets, journal entries, assignments and the exercise log, which should be completed and saved throughout the semester. All inclusive, Stress Portfolio due week 13.

**Presentation: (25%)**
Students will present on a Stress Management Technique and organize a 15-20 minute in-class presentation on a specific stress management technique not covered in class. These presentations must be visually–displayed (i.e. video, PowerPoint, poster) or interactive in nature. Students will submit in writing or (email) their proposed presentation topic/technique to the instructor ASAP. Students will be required to work in groups. Groups must select different topics and will not be repeated.

**Final Examination: (25%)**  
*Grade Master Form #25420 (aka PE Scantron)*
One final examination will be scheduled. Students are responsible for all material covered. Examination will consist of multiple choice, true/false, short answer. This exam will be cumulative.

**COURSE OUTLINE***

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Monday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Chapter 1: Stress Today</td>
</tr>
<tr>
<td>2</td>
<td>Chapter 2: Self Assessment</td>
<td>Chapter 3: The Science of Stress</td>
</tr>
<tr>
<td>3</td>
<td>Video: Stress Portrait of a Killer Part 1</td>
<td>Video: Stress Portrait of a Killer Part 2</td>
</tr>
<tr>
<td>4</td>
<td>Chapter 4: The Mind Body Connection</td>
<td>Chapter 5: Power of Perceptions</td>
</tr>
<tr>
<td>5</td>
<td>Chp. 6: Thinking/Choosing</td>
<td>Chapter 7: Mindfulness As A Man Thinketh</td>
</tr>
<tr>
<td>6</td>
<td>Chapter 8: Managing Emotions</td>
<td>Chapter 11: Time and Life Management</td>
</tr>
<tr>
<td>7</td>
<td><em>Adrift: 47 Days with Sharks</em></td>
<td>Chapter 15: Healthy Lifestyles</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>(Exercise Activities dates TBD)</em></td>
</tr>
<tr>
<td>8</td>
<td>Chapter 15: Healthy Lifestyles</td>
<td>Chapter 15: Healthy Lifestyles</td>
</tr>
<tr>
<td>9</td>
<td>Chapter 16: Introduction to Relaxation</td>
<td>Chapter 16: Introduction to Relaxation</td>
</tr>
<tr>
<td>10</td>
<td>Chapter 16: Relaxation</td>
<td>Chapter 16: Relaxation</td>
</tr>
<tr>
<td>11</td>
<td>Chapter 17, 21, 22: Breathing, Meditation and Yoga</td>
<td>Chapter 17, 21, 22: Breathing, Meditation and Yoga</td>
</tr>
<tr>
<td>12</td>
<td>Exam Review</td>
<td>Exam (25%)</td>
</tr>
<tr>
<td>13</td>
<td><em>Exam Analysis</em></td>
<td>Presentations (25%)</td>
</tr>
<tr>
<td></td>
<td><strong>Stress Portfolio Due (25%)</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Presentations Day 2</td>
<td>Presentations Day 3</td>
</tr>
<tr>
<td>15</td>
<td>Presentations Day 4</td>
<td>Course Wrap-Up</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam Schedule Date: <strong>Final Assignment due. Stress Managed</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Please note this is a tentative outline and is subject to change. Changes will be announced in class and/or via email.*

PHED 160 Syllabus, Page 3 of 5
**2015 IMPORTANT DATES**

- **3rd week** Last day to add a class or drop a class without a W on permanent record
- **3rd week** Last day to change grading option (Letter Grade, P/NP, Audit)
- **12th week** Last day to drop a class with a W on permanent record

- MLK Day (Mon) January 19, 2015
- Presidents Day (Mon) February 16, 2015
- **3rd week** Last day to add a class or drop a class without a W on permanent record
- **3rd week** Last day to change grading option (Letter Grade, P/NP, Audit)
- **12th week** Last day to drop a class with a W on permanent record
- Classes End Friday May 1, 2015
- Exams Wed-Wed May 6-13, 2015

**STATEMENT FOR STUDENTS WITH DISABILITIES**

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

**STATEMENT ON ACADEMIC INTEGRITY**

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or http://scampus.usc.edu) contains the University Student Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

**ACADEMIC CONDUCT**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.

The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

**EMERGENCY PREPAREDNESS/COURSE CONTINUITY IN A CRISIS**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.
SUPPORT SYSTEMS
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students.

The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Updated: October 2014