

University of Southern California

PHYSICAL EDUCATION DEPARTMENT

PHED 160: Stress Management for Healthy Living

Instructor: Stephanie Sweet-Eggert, MS, HHC
Office hours: Mon. 1-2:30pm
Tu. & Thu. 9-9:45am
Also by appointment

Email: seggert@usc.edu
Office: PED 108

COURSE DESCRIPTION

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

COURSE OBJECTIVES

- Describe the different 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
- 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)

COURSE READER: Online course reader is posted on **Blackboard**. Supplemental handouts posted accordingly to topic.

GRADING: Point Distribution:

COGNITIVE 50%		PSYCHOMOTOR 50%	
Assignments	40 pts. (10 pts. each)	Stress Portfolio	100 pts.
Exam	60 pts.	Class Participation	100 pts.
Presentation	100 pts.		(400 total)
360 – 400 points = A- to A 320 – 359 points = B- to B+ 280 – 319 points = C- to C+ 240 – 279 points = D- to D+ Below 240 points = F		PASS/NO-PASS grading status, Pass = greater or equal to 280 points *Plus and minus grades will be issued accordingly for each letter grade range based on grade percentage earned. See above grading scale for grade percentage.	

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COURSE OUTLINE*

Every class will involve a lecture/class component and a physical component/activity lab

Week & dates	Topic	Worksheets
Week 1 1/13 – 1/17	Introduction/Orientation: Stress vs. Vitality, Stress Today	Ch. 1
Week 2 1/20-1/25	Stress, physiology, and the mind Intro to Yogic Technology for Vitality	Ch. 2, 3, 4
Week 3 1/27-1/31 NO CLASS MONDAY, 1/20 (MLK day)		
1/31	Last day to drop/add or change registration status	
Week 4 2/3-2/7	Nutrition: Stress vs. Vitality	Ch. 15 + handouts Assignment #1 due
Week 5 2/10-2/14	Healthy Lifestyles Intro to Chronobiology Qi Gong	Ch. 15 + handouts
Week 6 2/17-2/21 NO CLASS MONDAY, 2/17 (President's Day)		
Week 7 2/24-2/28	Managing Emotions The Mind & Energy	Ch. 8 Vitality Journal Due
Week 8 3/3-3/7	Time and Life Management	Ch. 11
Week 9 3/10-3/14	Money Matters Scarcity vs. Abundance	Ch. 12 Exercise Journal Due
3/17-3/22 ☺ SPRING BREAK ☺		
Week 10 3/24-3/28	Intro to Relaxation	Ch. 16
Week 11 3/31 – 4/4	Relaxation continued	Ch. 17, 21, 22
Week 12 4/7 – 4/11	Exam Review	Journal Due
4/11	Last day to drop class with a “W”	
Week 13 4/14 – 4/18	Presentations	
Week 14 4/21- 4/25	Presentations	Portfolio Due
Week 15 4/28 – 5/2	VITALITY ☺	

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

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Assignment Descriptions

1. **Stressors & Gratuities**: Details discussed in class. Begin in week 2, due week 4
2. **Vitality Journal**: Begin in week 4, due week 7. Record a total of 6 entries (or more) at different times over the course of these 3 weeks. Guidelines are given in class at week 4. This log will be attached in your Portfolio at the end of the semester.
3. **Exercise Journal**: Each class exercise session and 1 day on your own will be recorded. Include the exercise and your response. This log will be attached in your Portfolio at the end of the semester. You are required to choose some form of physical activity or exercise at least 1x/week as a method of stress reduction in addition to attending all activity sessions during the semester.
4. **Presentation**: Students will organize a 5-10 minute (per person) in-class presentation on a specific stress management technique not covered in class. These presentations must be visually displayed (ie. Video, PowerPoint, Prezi, etc.) AND interactive in nature (the class participates in the particular technique).
 - a. **Topics will be decided** and communication and collaboration begins prior to week 12.
 - b. **A reflection will be turned in by each student after presented.** This may be emailed or turned in by the following class session. Failure to submit is portion results in point deduction.
 - c. **All citations must be noted** along with your presentation and must be submitted prior to presentation date.
5. **Stress Portfolio**: This is a collection of class worksheets, journal entries, assignments, exercise log, and anything additional which has been helpful for you throughout the semester. These things are to be completed and saved throughout the semester. All of these items will be collected at the END of the semester. Due week 14

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.–5:00p.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.

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.

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.