



Course: PHED 160: Stress Management for Healthy Living
Units: 2.0
Fall 2015
Location: WPH 103 or otherwise noted by instructor
Instructor: Stephanie Sweet Eggert, MS, HHC
Office: PED 203
Office Hours: by appointment
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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.

Learning Objectives

- Describe different types of stressors
- Identify the psycho-physiological indicators of excessive stress
- Analyze the models of stress
- Describe the mind-body connection
- Understand the different thought streams which contribute to either a stressful or vital life
- 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)

Prerequisite(s): none

Co-Requisite (s): none

Concurrent Enrollment: none

Recommended Preparation: none

Course Notes

Class is schedule to meet in the classroom, however some classes will meet outside of the classroom for activity. **Proper athletic attire is required for several classes due to the physical nature of some activities.** Most Wednesday classes will meet in front of the PE building unless otherwise announced by instructor. Please check Blackboard regularly for updates, class notes, powerpoints, and announcements.

Technological Proficiency Required: Powerpoint or Prezy for final presentation.

Required Readings and Supplementary Materials

Online course reader is posted on **Blackboard**. Supplemental handouts posted accordingly to topic. Assignments and five handouts will be given only in class.

Description and Assessment of Assignments

1. **Assignments:** These will be given to you in class. Each assignment correlates with the topic discussed in classes. All handed in work is to be typed, unless otherwise noted in directions. Each assignment is out of 10 points. Additional information may be posted on Blackboard.
2. **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 its portion results in point deduction.
 - c. **All citations must be noted** along with your presentation and must be submitted prior to presentation date.
3. **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. Each student is responsible for their organization and full presentation of all material from class. Portfolio is to be handed in in a bound booklet. Due week 14

Grading Breakdown

How will students be graded overall, including the assignments detailed above. Participation should be no more than 15%, unless justified for a higher amount. All must total 100%.

Assignment / Exam	Points	% of Grade
Assignments 1-4	40 points (10 pts each)	16%
Presentation	60 points	24%
Attendance & Participation	80 points	32%
Stress Portfolio	70 points	28%
TOTAL	250	100%

Assignment Submission Policy

Assignments are always submitted IN CLASS on the date noted on the syllabus

Additional Policies

ALL ASSIGNMENT MUST BE HANDED IN ON TIME – the date that they are due (as noted on the syllabus). NO LATE ASSIGNMENTS ARE ACCEPTED. Missed classes are counted as a full absence unless appropriate documentation is handed in IN A TIMELY MATTER to instructor. .

Course Schedule: A Weekly Breakdown

	Topics/Daily Activities	Readings and Homework	Due Dates
Week 1	Introduction/Orientation: Stress vs. Vitality, Stress Today W: Outdoor Activity	Chapter 1	
Week 2	Labor Day Intro to Yogic Technology for Vitality In-class Breath Lab	Chapters 2,3,4	
Week 3	Stress, physiology, and the mind STRESS: Portrait of a Killer	Ch. 5	Assignment #1 Due – food & breathing log
Week 4	Nutrition: Stress vs. Vitality W: IM Field Fitness Activity Lab	Ch. 6 + handouts	
Week 5	Healthy Lifestyles, Mindfulness continued Nutrition continued	Ch. 15 + handouts	
Week 6	W: Meet in classroom Intro to Chronobiology	Ch. 8 + handout	Assignment #2 Due
Week 7	Chronobiology continued W: Qi Gong Energy Lab	handouts	
Week 8	Time and Life Management W: Yoga Room. Addiction Meditation	Ch. 11	
Week 9	Money Matters	Ch. 12 Ch. 21 & 22	Assignment #3 due
Week 10	Scarcity vs. Abundance Outdoor Activity & Prosperity Meditation	Class Worksheet	
Week 11	Managing Emotions + meditation The Mind & Energy	Ch. 16,17	
Week 12	RELAXATION EXAM REVIEW		Assignment #4 due
Week 13	FINAL EXAM	Final is IN CLASS – scantron & #2 pencil	PORTFOLIO DUE
Week 14	PRESENTATIONS		
Week 15	PRESENTATIONS		

Statement on Academic Conduct and Support Systems

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.

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.