

**Stress Management for Healthy Living**  
**PHED 160 (2 unit)**  
**Department of Physical Education**

**USC Dornsife**  
*Physical Education Program*

**Instructor:** Tim Burton  
**Class Room:** THH 110  
**Office Hours:** MW 1200-100

**Physical Education Bldg. #108**  
**Email:** [TLBURTON@USC.EDU](mailto:TLBURTON@USC.EDU)

### **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.

### **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).

### **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.

**TEXTBOOK**

Stress Management Course Reader will be posted onto Blackboard.

Grading	Points	Week(s)	Course Content
Class Participation	60	1-15	Regular active participation in class discussions, labs and activities is vital
Stress Presentation	100	13-15	Presentation topic, outline and PowerPoint Presentation
Stress Portfolio	100	13 Nov.18	Includes: journals, assessments, write-ups and in class assignments
Exam	100	12 Nov.11	Comprehensive exam: Grade Master Form (blue)#25420
Assignment	40	3 Sept. 9	Current article on stress applicable to class with summary and class discussion.
<b>Total</b>	<b>400</b>	<b>*No class-make ups or missed exam. Late assignments will be reduced 10% each day past due date.</b>	

**GRADING**

A 376+ points	B+ 359-348	C+ 319-308	D+ 279-268	F 239-0
A- 375-360	B 347-336	C 307-296	D 267-256	
	B- 335-320	C- 295-280 (PASS)	D- 255-240	

**BLACKBOARD:** <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.

**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.** You are not permitted to make-up absences in another section. **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 for 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.*

### **STRESS PORTFOLIO: 100 points**

This is a collection of class worksheets, journal entries, assignments and the exercise log, which should be completed and saved throughout the semester. All of your work will be collected at the **end** of the semester.

### **PRESENTATION: 100 points**

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: 100 points**

One final examination will be scheduled. Students are responsible for all material covered. Examination will consist of multiple choice, true/false, short answer, and essay questions. This exam will be cumulative.

### **PARTICIPATION: 60 points**

Includes being active and present during lectures, discussions, activities and all aspects of course. Participation includes contributing, sharing and overall involvement.

### **ASSIGNMENT: 40 points**

A current stress related article, applicable to class with typed summary and printed with in class discussion.

### **COURSE OUTLINE ( *Tentative* )**

<b>Week</b>	<b>Wednesday 1</b>	<b>Wednesday 2</b>
<b>1</b>	Course Introduction	Chapter 1: Stress Today
<b>2</b>	Chapter 1: Stress Today	Chapter 2: Self Assessment
<b>3</b>	Chapter 3: The Science of Stress	Chapter 3: The Science of Stress <b>Video: Stress Portrait of a Killer</b>
<b>4</b>	<b>DVD: Stress Portrait of a Killer</b>	Chapter 4: The Mind Body Connection
<b>5</b>	Chapter 5: Power of Perceptions Chp. 6: Thinking/Choosing	Chapter 7: Mindfulness As A Man Thinketh
<b>6</b>	Chapter 8: Managing Emotions	Chapter 11: Time and Life Management
<b>7</b>	Chapter 15: Healthy Lifestyles <b>(Exercise Activities dates TBD)</b>	Chapter 15: Healthy Lifestyles
<b>8</b>	Chapter 15: Healthy Lifestyles	Chapter 15: Healthy Lifestyles
<b>9</b>	Chapter 16: Introduction to Relaxation	Chapter 16: Introduction to Relaxation
<b>10</b>	Chapter 16: Introduction to Relaxation	Chapter 16: Introduction to Relaxation
<b>11</b>	Chapter 17, 21, 22: Breathing, Meditation and Yoga	Chapter 17, 21, 22: Breathing, Meditation and Yoga

<b>12</b>	<b>Exam (25%) Stress Portfolio Due (25%)</b>	<b>Exam Analysis</b>
<b>13</b>	<b>Presentations (25%)</b>	Presentations Day 2
<b>14</b>	Presentations Day 3	Course Wrap Up
<b>15</b>	Final Exam Schedule Date: <b>Final Assignment due.</b> <b><i>Stress Managed</i></b>	

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

### **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](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](mailto: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](http://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.

### **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/departments/departments-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](mailto: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](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.