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| **University of Southern California****Department of Physical Education** |

***PHED 160: Stress Management for Healthy Living***

**Fall 2016**

**Section 49872: MW 2:00 – 2:50pm (WPH 107)**

**Section 49972: Monday 3:00 – 4:50pm (THH 110)**

**Section 49975: Thursday 3:00 – 4:50pm (THH 110)**

**Course = 2 units**

**Instructor: Steve Hsu**

**Office: PED 213**

**Office Hours: Arranged on an as-needed basis**

**Phone: (213) 740-6301**

**Email:** **stevehsu@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 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)

**Physical Education Department Objectives:**

1. **Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:**
* Recognize the physical and mental benefits of increased activity
* Understand anatomy and basic biomechanical principles and terminology
1. **Student will be exposed to a variety of activities providing them the opportunity to:**
* Apply learned fundamental skills
* Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem
* Participate in active learning to stimulate continued inquiry about physical education, health, and fitness
1. **Students will demonstrate proficiency through knowledge and acquired skills enabling them to:**
* Create a safe, progressive, methodical, and efficient activity based plan to enhance improvement and minimize risk of injury
* Develop an appreciation of physical activity as a lifetime pursuit and a means to better health

**Course Reader:**

Online course reader is posted on Blackboard.

**Equipment:**

Appropriate workout attire for activity labs. Recommendations include: water, athletic shoes, and towel. USC Physical Education IS NOT responsible for any lost, stolen or damaged property.

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

Class information will be posted. We will use resources posted on BlackboardTM in addition to the course textbook.

**Participation/Performance:**

Timely and consistent attendance and participation are required in order to obtain and retain course material and to improve one’s physical and mental fitness. Failure to attend class **will impact** your final grade. If you are tardy and/or leave early, you will only receive partial credit for attending class. Participation in activity labs is also a significant determinant of your final grade.

Please come prepared for class, be it lecture or activity. Prior reading of assigned reading is highly recommended. All phones, iPods, and other portable electronics (other than laptops) should be turned OFF. Appropriate use of electronics during activity labs is acceptable. Courtesy, kindness, and respect are expected from all participants.

**Grading Policy and Evaluation Criteria:**

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| 400 Total Points |
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|  **Cognitive** | **50%** | **200 Pts.** | **Psychomotor** | **50%** | **200 Pts.** |
| Final Exam | 20% | 80 Pts. |  Class Performance | 25% | 100 Pts. |
| Presentation | 25% |  100 Pts. |  Stress Portfolio |  25% |  100 Pts. |
| Assignment  |  5% | 20 Pts. |  Final Project |   |  required  |

1. Assignment: “Top 5 Stressors”
2. Presentation: Topic article, presentation, and PowerPoint slides
3. Stress Portfolio: Stress and exercise journal entries, assessments, and in-class assignments
4. Final Exam: Comprehensive, cumulative exam
5. Class Participation: Regular contribution to class discussion, labs, and activities

**Grading Scale:** A (94+%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), C+ (77-79%), C (74-76%), C- (70-73%), D+ (67-69%), D (64-66%), D- (60-63%), F (0-59%)

360 – 400 points = A- to A

320 – 359 points = B- to B+

280 – 319 points = C- to C+ **PASS/NO-PASS** grading status, **Pass = greater or equal to 280 points**

240 – 279 points = D- to D+ \*Plus and minus grades will be issued accordingly

Below 240 points = F for each letter grade range based on grade percentage earned.

 See above grading scale for grade percentage.

*\*****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.*

**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.

**Academic Accomodations:**

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open Monday-Friday, 8:30 am -5:00 pm. The office is in Student Union 301 and the phone number is (213) 740-0776.

**USC Stress Management for Healthy Living - Fall 2016**

**COURSE OUTLINE (MW 2:00 – 2:50pm)\***

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|  | **Monday** | **Wednesday** |
| Week 1August 22, 24 | Course Introduction | Chapter 1: Stress Today |
| Week 2August 29, 31 | Chapter 1: Stress Today | Chapter 2: Self Assessment**Ch. 1 - Stress Journal Due** |
| Week 3September 5, 7 | Chapter 3: The Science of Stress**(No class meeting on 9/5 – Labor Day)** | Chapter 3: The Science of Stress“**Top 5 Stressors” Due** |
| Friday, September 9 | Last Day to Register, ADD/DROP class without mark of “W”, &/or change to P/NP or Audit |
| Week 4September 12, 14 | Chapter 4: The Mind Body ConnectionStress Journal  | Chapter 4: The Mind Body Connection**Ch. 4 - Stress Journal Due** |
| Week 5September 19, 21 | Chapter 8: Managing Emotions |  Chapter 8: Managing Emotions |
| Week 6September 26, 28 | Chapter 11: Time and Life ManagementStress Journal**Ch. 8 – Fear and Acts of Kindness Due**  | Chapter 11: Time and Life Management**Ch. 11 - Stress Journal Due** |
| Week 7October 3, 5 | Chapter 12: Money Matters  | Chapter 12: Money Matters  |
| Week 8October 10, 12 | Chapter 15: Healthy LifestylesStress Journal **Ch. 12 – Spending Log Due** | Chapter 15: Healthy Lifestyles**Ch. 15 - Stress Journal Due** **(THR and Behavior Change Contract)**  |
| Week 9October 17, 19 | Chapter 15: Healthy Lifestyles  | Chapter 15: Healthy LifestylesActivity Lab  |
| Week 10October 24, 26 | Chapter 16: Introduction to RelaxationExercise Journal | Chapter 16: Introduction to RelaxationActivity Lab |
| Week 11October 31, November 2 | Chapter 17, 21, 22: Breathing, Meditation and YogaActivity Lab  | Chapter 17, 21, 22: Breathing, Meditation and YogaActivity Lab |
| Week 12 November 7, 9 |  **Final Review**Exercise Journal  | **Final Exam****Ch. 16, 17, 21, 22 - Exercise Journal Due** |
| Friday, November 11 |  Last Day to DROP class with mark of “W” |
| Week 13November 14, 16 | **Presentations**  | **Presentations**  |
| Week 14November 21 | **Presentations**  | **Thanksgiving Holiday****(No class meeting on 11/23)** |
| Week 15November 28, 30 | **Presentations** **Stress Portfolio Due** | **Final Project** **(Due date TBD)** |

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

**USC Stress Management for Healthy Living - Fall 2016**

**COURSE OUTLINE (Monday and Thursday 3:00 – 4:50pm)\***

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|  | **First Hour** | **Second Hour** |
| **Week 1**August 22 - 25 | Course Introduction | Chapter 1: Stress Today |
| **Week 2**August 29 – September 1 | Chapter 1: Stress Today | Chapter 2: Self-Assessment**Ch. 1 - Stress Journal Due** |
| **Week 3**September 5 – 8  | Chapter 3: The Science of Stress**(No class meeting on 9/5 – Labor Day)** | Chapter 4: The Mind Body Connection“**Top 5 Stressors” Due (5%)** |
| **Week 4**September 12 - 15 | **Monday section will follow Week 3** Chapter 4: The Mind Body Connection  | **Activity Lab for Thursday section** |
| **Week 5**September 19 - 22 | Chapter 8: Managing Emotions**Ch. 4 - Stress Journal Due** | Chapter 8: Managing EmotionsActivity Lab |
| **Week 6**September 26 - 29 | Chapter 11: Time and Life ManagementStress Journal**Ch. 8 – Fear and Acts of Kindness Due** | Activity Lab |
| **Week 7**October 3 - 6 |  Chapter 12: Money Matters**Ch. 11 - Stress Journal Due**   | Chapter 12: Money Matters |
| **Week 8**October 10 - 13 | Chapter 15: Healthy Lifestyles**Spending Log Due** | Chapter 15: Healthy Lifestyles |
| **Week 9**October 17 - 20 | Chapter 15: Healthy Lifestyles**Ch. 15 - Stress Journal Due** **(THR and Behavior Change Contract)**  | Activity Lab |
| **Week 10**October 24 - 27 | Chapter 16: Introduction to Relaxation | Chapter 17, 21, 22: Breathing, Meditation and YogaActivity Lab |
| **Week 11**October 31 – November 3 |  **Final Review** | **Presentations** |
| **Week 12**November 7 - 10 | **Presentations****Ch. 16, 17, 21, 22 - Exercise Journal Due** | **Final Exam**  |
| **Week 13**November 14 - 17 |  **Presentations** | **Presentations****Stress Portfolio Due** |
| **Week 14**November 21 | **Presentations for Monday section****No class meeting for Thursday section – Thanksgiving Holiday** | **Presentations for Monday section****No class meeting for Thursday section – Thanksgiving Holiday** |
| **Week 15**November 28 – December 1 | **Presentations****Return Stress Portfolio****Post Self-Assessment** | Activity Lab**Final Project** **(Due date TBD)** |

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