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



**Units: 2.0**

**Spring 2017**

**Location:** WPH 103 or otherwise noted by instructor

**Instructor: Stephanie Sweet Eggert, MS, HHC**

**Office:** PED 211

**Office Hours:** Tu & Th:1-1:50pm, M-W 4:50-5:15pm

**Contact Info:** [seggert@usc.edu](mailto:seggert@usc.edu)campus phone#: 821-2579

**Course Description**

Instruction on the effects of stress as it relates to work, physical conditioning, 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 TPYED and STAPLED with student NAME on first page, 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 no covered in class. These presentations must be visually displayed (ie. Video, PowerPoint, Prezy, etc.) AND interactive in nature (the class participates in the particular technique).
   1. **Topics will be decided** and communication and collaboration begins prior to week12.
   2. **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.
   3. **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, execise 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%.

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| --- | --- | --- |
| **Assignment / Exam** | **Points** | **% of Grade** |
| Assignments 1-4 | 40 points (10 pts each) | 16% |
| Presentation | 50 points | 20% |
| Attendance & Participation | 60 points | 24% |
| Stress Portfolio | 50 points | 20% |
| Final Exam | 50 points | 10% |
| **TOTAL** | **250** | **100%** |

**Assignment Submission Policy**

Assignments are always submitted IN CLASS or BY THE START OF CLASS TIME electronicially **on the date noted on the syllabus.** Late assignments are not accepted.

**Additional Policies**

ALL ASSIGNMENT MUSC 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.

**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/>.

**Course Schedule: A Weekly Breakdown\***

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|  | **Topics/Daily Activities** | **Readings and Homework** | **Due Dates** |
| Week 1 1/9 | **Introduction/Orientation:**  Stress vs. Vitality, Stress Today  **In-class Breath Lab** | **Ch. 1** |  |
| Week 2 1/16 | **(MLK DAY 1/16 – no Monday class)**  **Intro to Yogic Technology for Vitality**  DAY 2: Outdoor Activity (WEATHER PERMITTING)  **In-class Breath Lab** | Ch.2 |  |
| Week 3 1/23 | Stress, physiology, and the mind  “STRESS: Portrait of a Killer” | **Ch. 3 & 4** | **Asnmnt #1 Due Food & breath log** |
| Week 4 1/30 | **Nutrition: Stress vs. Vitality**  Day 2: Physical Activity (weather permitting) | **Ch. 9** |  |
| Week 5 2/6 | **Healthy Lifestyles & Habits: Sleep**  Day 2: Sleep Lab – practical tools | **Ch. 12** | **Assignment #2 Due** |
| Week 6 2/13 | **Healthy Lifestyles & Fitness**  Day 2: Outdoor Activity | **Ch. 8** |  |
| Week 7 2/20 | **PRESIDENTS DAY – NO CLASS MONDAY**  **Time and Life Management**  Nervous System Overhaul | **Ch. 6** |  |
| Week 8 2/27 | **Mindfulness. Managing Emotions**  Day 2: Addiction & Anger Meditation | **Handout** | **Assignment #3 due (gratitude log)** |
| Week 9 3/6 | **Money Matters**  Outdoor Activity | **Ch. 7** |  |
|  | **SPRING BREAK 3/12-3/19** | **NO CLASS** | ☺ |
| Week 10 3/20 | **Scarcity vs. Abundance**  “I Am” film |  | **Presentation group & topic due** |
| Week 11 3/27 | Managing Emotions + meditation  Lifecycles | **Ch. 5** | **Assignment #4 due** |
| Week 12 4/3 | **Presentation prep**  “Design Your Life” |  |  |
| Week 13 4/10 | **PRESENTATIONS** |  |  |
| Week 14 4/17 | **PRESENTATIONS**  **EXAM REVIEW** |  | **PORTFOLIO & Reflection DUE** |
| WEEK 154/24 | **PRESENTATIONS** | Final Exam– completed & submitted during Finals Week | **Final Exam:**  **Date Noted on Blackboard** |

**\* schedule is subject to change or be modified at any point in the semester due to weather or other circumstances.**

**Statement on Academic Conduct and Support Systems**

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](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>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/*](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.