

Spring 2018

PHED 160: Stress Management for Healthy Living

Tuesday and Thursday 12:00-12:50pm

Instructor: Linda Yaron, M.Ed., RYT 500

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Office Hours: By Appointment

Section: 49869

Location: WPH 101

Course Description: Through this course, we will explore the mental and physiological effects of stress on individuals and society. Working with both a scientific and practical lens, we will learn research-based techniques for building stress resilience. This course includes a combination of lecture/discussion and physical exercise sessions.

Learning Outcomes:

- Develop a scientific and practical understanding of different types of stressors and the impact they may have on the mind and body.
- Gain an understanding of the ways in which exercise, diet, sleep, expression, and mind-body interventions can build stress resilience.
- Learn physiological, behavioral, and cognitive methods and strategies for skillfully working with stress.
- Examine individual relationships with and responses to stress.
- Integrate course material into everyday life to build resilient and thriving approaches to stress.

Prerequisite(s): none

Co-Requisite(s): none

Concurrent Enrollment: none

Recommended Preparation: none

Course Note: Class is scheduled to meet in the classroom, however some classes will meet outside of the classroom for activity. Proper athletic attire and athletic shoes are required for several classes due to the physical nature of some activities. USC Physical Education is not responsible for any lost, stolen or damaged items.

Required Readings and Supplementary Materials: Online course readers are posted on Blackboard (<http://blackboard.usc.edu>). Supplemental handouts posted accordingly to topic. Assignments and handouts will be given only in class.

Lockers: Locker rooms are open from 7:30am-3pm M-TH and closed on Fridays. Sign-up in Room 107 (PE Office). Lockers will need to be cleared out the week of PE Department finals. 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 away during class.

Grades and Tasks: All work is to be typed and submitted to Blackboard. Format: Double-spaced, Times New Roman, 12 point font, 1" margins, MLA citations. Due dates under course outline.

- **Attendance and Participation (60 points).** 2 points each class session. It is your responsibility to sign the sign-in sheet.

- **4 One-Page Tasks (10 points each)**

1. Stress Article Reflection: read, research, and find an article about stress. Write a summary of the general idea of the article, what you thought, and how it relates to you. Be prepared to verbally share your summary in class. Include the link and a copy of the article.
2. Stress Resilience Story: Write your story about an experience that you view as both stressful and a source of growth or meaning. Include the stressful moment, how you dealt with it, what you learned from it, and how it impacted or changed your life from that point onward.
3. Recipe: Write down a healthy recipe and the story that accompanies that recipe. It might be an adaptation of a family recipe, or one that means something to you. Include the ingredients, instructions, recipe story, and a picture of you or your dish. Upload to google docs link on Blackboard assignment.
4. Your Own Stress Article: Write your own blog or article on an area of stress resilience. Include your own experience, research, and recommendations or steps that people can take. Submit to The Daily Trojan, Medium, or another online publication for an extra 5 points.

- **Stress Resilience Building (30 points)**. 1. Choose a topic in stress resilience you're interested in exploring (exercise, nutrition, sleep, expression and connection, or mind-body approaches) with a group by Week 4. 2. Choose a strategy you'd like to try out regularly for 5 weeks (daily or minimum 3x week). While groups will choose a shared topic to explore as a community (mind-body approaches) or self-expression (art, music, journaling), they may all employ different strategies within it (individual meditation practice, app, sitting group, or classes). 3. Organize a group in-class presentation on your stress resilience topic and strategy. Include the research behind it, reflections on how your strategy went, recommendations, or next steps. Each person should plan to speak 5-10 minutes. These presentations must be visually displayed (ie. Video, PowerPoint, Prezy, etc.), and interactive in nature (the class participates in the particular technique). All citations must be properly noted in MLA format.
- **Stress Resilience Building Reflection (12 points)**. A 2-3 page reflection turned in by each student on Blackboard on the day of the Stress Resilience Building presentation. Include how your stress resilience strategy went (including how long you practiced it), any challenges that arose, any benefits you noticed, and your next steps.
- **Behavior Choice Enhancements (30 points)**. Pick something you want to work on enhancing in each of our 5 stress resilience areas (exercise, nutrition, sleep, expression and connection, and mind-body approaches). Spend 10 minutes a day or make one change consistently for one week. You may choose to journal for 10 minutes a day in our expression and connection week, or meditate 10 minutes daily when we study mindfulness. Submit **Thrive Log** to Blackboard with reflection on how it went and next steps.
- **Stress Resilience Toolkit (30 points)**. This is a collection of class handouts, journal entries, and tasks from throughout the semester. Each student is responsible for their organization and full inclusion of all material from class. Toolkit should include a table of contents on first page that lists the date of task, task title, and page of the toolkit it can be found on. Page number each sheet. All papers should be secured (with a staple or binding).
- **Final Exam (50 points)**. Multiple choice and written. Due online by midnight the day of scheduled final.
- **Final Reflection Letter (12 Points)**.

Grading scale. There are 252 total points possible. The overall grading scale is as follows:

A 237 / A- 232 / B+ 225 / B 223 / B- 220 / C+ 210 / C 200 / C- 190 / D 180

Assignment Submission Policy: All assignments must be handed on the due date in class, at the start of class as indicated on the syllabus. Please bring assignments on the Tuesday class date unless otherwise noted. NO LATE ASSIGNMENTS ARE ACCEPTED.

Course Outline: USC Stress Management for Healthy Living - Spring 2018

Schedule is subject to change at any point due to weather or other circumstances.

	Topics/Activities	Reader Readings (Additional given in Class)	Due (Tuesday Class Session)
<i>Week 1</i>	The Science and Practice of our Relationship with Stress	G Ch. 1, 2	
<i>Week 2</i>	Stress, Physiology, and the Mind-Body Connection	G Ch. 3, 4	Bring an Article about Stress
<i>Week 3</i>	Building Stress Resilience		Task 1: Write Your Stress Resilience Story
<i>Week 4*</i>	Fitness for Strength, Flexibility, and Cardio Health	G Ch. 8	Stress Resilience Group and Topic Decided
<i>Week 5*</i>	Nutrition to Thrive	G Ch. 9	Task 2: Healthy Recipe Thrive Log 1: Exercise
<i>Week 6*</i>	Optimizing Restorative Sleep		Thrive Log 2: Nutrition
<i>Week 7*</i>	Expression of Self		Thrive Log 3: Sleep
<i>Week 8*</i>	Mindfulness-Based Stress Reduction; Working with Emotions	G Ch. 5, 10 M p. 1-13	Thrive Log 4: Expression and Connection
<i>Week 9*</i>	Mindfulness in Connection and Communication	M p. 14-24	Thrive Log 5: Mind-Body Approaches
<i>Week 10*</i>	Mindful Decision Making	M p. 24-39	
<i>Week 11</i>	Balancing Times and Priorities; Turning Obstacles into Allies	G Ch. 6	Task 3: Write Your Stress Article
<i>Week 12</i>	Career and Financial Choices in Today's Economy	G Ch. 7	Stress Resilience Toolkit Community Fitness Event Write-Up
<i>Week 13</i>	Stress Resilience Presentations		
<i>Week 14</i>	Stress Resilience Presentations		
<i>Week 15</i>	Stress Resilience Presentations and Review		Final Exam Part 1 Due by 11:59 Friday Week 15
<i>Finals Week</i>			Final Reflection Letter Due by 11:59pm on Scheduled Exam Date

There are two course readers: a general reader (G) and a mindfulness reader (M)

**Thursday Activity Days: Dress for exercise and wear athletic shoes*

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 Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. 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/departement/departement-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.

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

Academic Accommodations:

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.