



PHED 160: Stress Management for Healthy Living (2 units)

Spring 2018

Location: THH 215 (Fri 10-11:50am)

Instructor: Gudrun Bara Floyd, MS, ACSM EP-C

Office: PED 109

Office Hours: TBA

Contact Info: gbfloyd@usc.edu, (213) 821-1871

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 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 PROGRAM OBJECTIVES

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.
- 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:

- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

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.

RECOMMENDED TEXT: Hesson, M and Olpin, M. (2008). Stress Management for Life. (Activities Manual). Cengage Learning. *Please reference cengage.com for additional info.

PARTICIPATION / PERFORMANCE:

Each class will be split into lecture (~40min) and exercise (~40min) components. Consistent attendance, punctuality, and participation in ALL classes are extremely important in order to obtain and absorb course material and to improve one's physical and mental fitness. Tardiness will not be tolerated. Please come prepared for class. Prior reading of assigned reading is a great idea. 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. ☺

EXERCISE / ACTIVITY REQUIREMENTS:

Appropriate workout attire is required for ALL CLASSES. Recommendations include: water, athletic shoes, and towel. Lockers are available through the department of Physical Education (PED 108).

EVALUATION CRITERIA:

Grades, course reader, detailed descriptions of your assignments, activity lab instructions and handouts will be posted on Blackboard at: <https://blackboard.usc.edu>

Cognitive: 50%		Psychomotor: 50%	
Top 10 Stressors Assignment	5%	Stress Portfolio / Journals	25%
Presentation (Article, Slides, Presentation)	25%	Class Participation	25%
Final Exam	20%		

1. Assignment: "Top 10 Stressors"
2. Presentation: Outline, Presentation, and Handouts
3. Stress Portfolio: 8 Journal Entries (2.5% each), Self Assessments, and Reflection (5%)
4. Final Exam: Comprehensive, cumulative exam
5. Class Participation: Regular contribution to class discussion, labs, and activities

*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.** Exam make-ups will not be given. Extra credit is not available.*

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

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>.

Support Systems:

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

PHED 160 – Stress Management
Course Outline - (Subject To Change)

FRIDAY	Lecture	Exercise / Activity
Week 1 Jan 12	Chapter 1: Stress Today	Course Introduction / In-Class discussion
Week 2 Jan 19	Chapter 2: Self Assessments Journal Due (Ch.1)	Breath, Fitness & Flexibility Assessments
Week 3 Jan 26	Chapter 10: Relaxation	Yoga and Meditation
FRIDAY, JANUARY 26	LAST DAY TO REGISTER, ADD/DROP CLASS WITHOUT MARK OF “W”, &/OR CHANGE TO P/NP OR AUDIT	
Week 4 Feb 2	Group Project Discussions	Power Walking
Week 5 Feb 9	Chapter 3: The Science of Stress "Top 10 Stressors" Due Journal & Assessments Due (Ch. 2)	Core Strength & Pilates on the Mat
Week 6 Feb 16	Chapter 4: The Mind Body Connection	Strength Lab: Upper Body
Week 7 Feb 23	Chapter 5: Managing Emotions Journal Due (Ch.4)	Strength Lab: Lower Body
Week 8 Mar 2	Chapter 6: Time and Life Management Journal Due (Ch. 5)	Total Body Strength Lab
Week 9 Mar 9	Chapter 7: Money Matters Journal - Time Log - Due (Ch.6)	Power Walking / Intervals
Mar 11-18	SPRING BREAK ☺	SPRING BREAK ☺
Week 10 Mar 23	Chapter 8: Healthy Lifestyles: Exercise Journal - \$\$ Log - Due (Ch.7)	Exercise Rx Power Lab: “Partners in Pain”
Week 11 Mar 30	Chapter 9: Healthy Lifestyles: Nutrition Journal – Food Label & Exercise Prescription - Due (Ch.8 & 9)	Yoga and Meditation
Week 12 Apr 6	EXAM	EXAM
FRIDAY, APRIL 6	LAST DAY TO DROP CLASS WITH MARK OF “W”	
Week 13 Apr 13	“I AM” Film	Group Project Discussions
Week 14 Apr 20	Presentations Journal “I AM” Film- Due	Presentations
Week 15 Apr 27	Presentations	Presentations
Finals Week May 7 th 8-10am	REFLECTION DUE	

