

PHED 160: Stress Management for Healthy Living

Fall 2018

Instructor: Linda Yaron, M.Ed., E-RYT, CMT

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Office Hours: Monday 1:00-1:45 and by appointment

Sections: 49872 MW 2-2:50; 49972 Tuesday 3-4:50

Location: GFS 222

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

Learning Outcomes:

- Develop a deeper scientific and practical understanding of what stress is, its function, and how to leverage it through building resilient approaches to stress.
- Cultivate healthy living tools, techniques, and habits to enhance lifelong health and well-being.
- Integrate material into daily life to examine the ways in which personal and professional choices can lead to thriving happiness and success.

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
2. 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
3. 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 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 workbook and articles are posted on Blackboard (<http://blackboard.usc.edu>).

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.

Communication: I encourage students to reach out by email and will try to respond as soon as possible, and within 48 hours.

Grades and Tasks: Grades will be recorded on Blackboard. All work is to be typed and submitted to Blackboard on time and on Microsoft Word documents. Format: Double-spaced, Times New Roman, 12 point font, 1" margins, MLA citations. Due dates under course outline. Rubric Criteria: 1. Understand information and evidence-based research; 2. Communicate ideas clearly and effectively in writing and speaking; 3. Analyze course subject matter; 4. Reflect on material and experiences; 5. Apply knowledge to life choices.

- **Attendance and Participation (75 points).** 5 points week. Your active learning and participation is an integral part of your learning in this course. Each person's ideas and comments help make our class unique and contribute to a safe and inclusive environment. It is your responsibility to sign the sign-in sheet each class.
- **Mindfulness Practice (49 points: 7 points/week).** Meditation has been shown to have a powerful impact on the mental and physical manifestation of stress. Through this course, we will develop a daily home meditation practice through the semester that will be reported on a Weekly Meditation Reflection Form and submitted to Blackboard on Sunday evening of weeks 2-8. 5 minutes/day minimum recommended Weeks 1-3, 10 minutes/day Weeks 4-6, 15-20 minutes/day Weeks 7-8 and after. Each Monday will start a new meditation week. You are welcome to use an app, guided meditations, or break up the time through the day.
- **Stress Resilience Project and Presentation (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). You are welcome to explore apps that track progress or enhance your experience.
 3. Organize a group in-class 20-minute presentation (per group) on your stress resilience topic and strategy. Include the research behind it (from credible, evidence-based sources), reflections on how your strategy went, recommendations, or next steps. Presentations must be visually displayed (ie. Video, PowerPoint, Prezy, etc.), cooperative with each group member speaking, and interactive in nature (the class participates in the particular technique). All citations must be properly noted in MLA format. Each group should appoint a lead point-person for ease of coordinating.
- **Stress Resilience Project Reflection (10 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.

- **Stress Resilience Toolkit (30 points).** This is a collection of class handouts, journal entries, and tasks from throughout the semester. It will also include at least two entries from questions in the workbook per section. Please 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. You may submit on blackboard (the library has a scanner) or in class. If turning in a paper copy, all papers should be secured (with a staple or binding). If you took notes in a notebook *solely for this class*, you may turn in the notebook with the above elements included.
- **Summative Exam (40 points).** Online multiple choice and written exam of course material. Due by noon Wednesday of week 14.
- **Final Reflection Letter (18 Points).** Due online by noon the day of scheduled final.

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 first class of the week unless otherwise noted. No late assignments will be accepted.

Reflection and evaluation: Reflection is an integral part of the learning and teaching process. As such, you will complete a series of reflections on your progress through the course. These will be included in your Stress Resilience Portfolios. We will also complete mid-and end-of-course evaluations for the course so that it can best serve the needs of students. Please feel free to also communicate feedback to me through the semester in person or by email.

Course Outline: USC Stress Management for Healthy Living

Week 1 Module 1	The Science and Practice of our Relationship with Stress Begin home meditation practice
Week 2	Stress, Physiology, and the Mind-Body Connection Bring an article about stress
Week 3	Building Stress Resilience Post Traumatic Growth
Week 4* Module 2	Exercise for Strength, Flexibility, and Cardio Health Stress Resilience groups and topics decided
Week 5*	Nutrition to Thrive
Week 6*	Optimizing Restorative Sleep
Week 7*	Expression of Self <i>10/5: Last day to change grading option to pass/no pass or drop without a W</i>
Week 8*	Mindfulness Mid-semester evaluation
Week 9*	Connection and Communication
Week 10* Module 3	Constructing Happiness and Well-Being
Week 11	Balancing Times and Priorities
Week 12	Defining your Most Valuable Currency Professional and Financial Success Stress Resilience Toolkit due

	<i>11/9: Last day to drop with a W</i>
<i>Week 13</i>	Stress Resilience Presentations
<i>Week 14</i>	Stress Resilience Presentations Summative exam due by noon Wednesday
<i>Week 15</i>	Stress Resilience Plans and Next Steps End-of-Semester Evaluation
<i>Finals Week</i>	Final Reflection Letter due by noon on scheduled exam date

Schedule is subject to change at any point due to weather or other circumstances.
** Activity Days: Dress for exercise (MW session: on W; T session: second half of class)*

Academic 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