

<p style="text-align: center;">University of Southern California Physical Education Department</p>
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PHED 160: Stress Management for Healthy Living
Fall 2019

Section 49865: TTH 11:00 – 11:50am (THH 217)
Section 49873: TTH 2:00 – 2:50pm (GFS 222)
Section 49975: Thursday 3:00 – 4:50pm (GFS 222)
Course = 2 units

Instructor: Steve Hsu
Office: PED 209
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
- 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 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>

Class information will be posted. We will use resources posted on Blackboard™ 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:

320 Total Points

Cognitive	50%	160 Pts.	Psychomotor	50%	160 Pts.
Final Exam		50 Pts.	Class Performance		100 Pts.
Presentation		100 Pts.	Stress Journals (5)		60 Pts.
Final Project		10 Pts.	(per activities)		

1. Class Performance: participation in class discussion and activity labs
2. Presentation: Trader Joe's one-week meal plan with PowerPoint presentation
3. Stress Journals: five journals based on self-reflection and assigned activities
4. Final Exam: comprehensive, cumulative exam
5. Final Project: self-reflection on this course

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%)

300 – 320 points = A- to A

256 – 299 points = B- to B+

224 – 255 points = C- to C+

192 – 223 points = D- to D+

Below 192 points = F

PASS/NO-PASS grading status, **Pass = greater or equal to 224 points**

*Plus and minus grades will be issued accordingly

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.*

Use of Technological Devices During Class:

Due to the abuse of using computer laptops, tablets, cellphones, and other electronic devices during class time for browsing social media, surfing the Internet, shopping online, and doing schoolwork for other classes, your instructor reserves the right to suspend the use of any of these devices during class.

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

USC Stress Management for Healthy Living - Fall 2019
COURSE OUTLINE (TTH 11:00 – 11:50am and 2:00 – 2:50pm)*

	Tuesday	Thursday
Week 1 August 27, 29	Course Introduction	Chapter 1: Stress Today
Week 2 September 3, 5	Chapter 1: Stress Today	Chapter 2: Self-Assessment
Week 3 September 10, 12	Chapter 3: The Science of Stress	Chapter 3: The Science of Stress Top 5 Stressors Due
Week 4 September 17, 19	Chapter 4: The Mind Body Connection	Activity Lab
Week 5 September 24, 26	Chapter 5: Managing Emotions	Chapter 5: Managing Emotions
Week 6 October 1, 3	Chapter 6: Time and Life Management Stress Journal Ch. 5 – Fear and Acts of Kindness Due	Chapter 6: Time and Life Management Ch. 6 – 48 Hour Time Log Due
Week 7 October 8, 10	Chapter 7: Money Matters	Chapter 7: Money Matters
Week 8 October 15 Fall Recess October 17	Chapter 8 & 9: Healthy Lifestyles Stress Journal Ch. 7 – Spending Log Due	Chapter 8 & 9: Healthy Lifestyles
Week 9 October 22, 24	Chapter 8 & 9: Healthy Lifestyles	Chapter 8 & 9: Healthy Lifestyles Activity Lab
Week 10 October 29, 31	Chapter 10: Introduction to Relaxation	Chapter 10: Introduction to Relaxation Activity Lab
Week 11 November 5, 7	Chapter 10: Breathing, Meditation and Yoga Activity Lab	Chapter 10: Breathing, Meditation and Yoga Activity Lab
Week 12 November 12, 14	Final Review	Final Exam
Week 13 November 19, 21	Presentations	Presentations
Week 14 November 26, 28	Presentations	Thanksgiving Holiday (No class meeting on 11/28)
Week 15 December 3, 5	Presentations	Final Project (Due by Final Exam Date & Time as posted on USC Final Exam Schedule)

*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 2019
COURSE OUTLINE (Thursday 3:00 – 4:50pm)*

	First Hour	Second Hour
Week 1 August 29	Course Introduction	Chapter 1: Stress Today
Week 2 September 5	Chapter 1: Stress Today	Chapter 2: Self-Assessment
Week 3 September 12	Chapter 3: The Science of Stress	Chapter 3: The Science of Stress Top 5 Stressors Due
Week 4 September 19	Chapter 4: The Mind Body Connection	Activity Lab
Week 5 September 26	Chapter 5: Managing Emotions	Chapter 5: Managing Emotions
Week 6 October 3	Chapter 6: Time and Life Management Stress Journal Ch. 5 – Fear and Acts of Kindness Due	Chapter 6: Time and Life Management Stress Journal
Week 7 October 10	Chapter 7: Money Matters Ch. 6 – 48 Hour Time Log Due	Chapter 7: Money Matters
Week 8 October 17 Fall Recess – no class	Chapter 8 & 9: Healthy Lifestyles	Chapter 8 & 9: Healthy Lifestyles
Week 9 October 24	Chapter 8 & 9: Healthy Lifestyles Ch. 7 - Spending Log Due	Activity Lab
Week 10 October 31	Chapter 10: Introduction to Relaxation	Chapter 10: Breathing, Meditation and Yoga Activity Lab
Week 11 November 7	Final Review	Chapter 10: Breathing, Meditation and Yoga Activity Lab
Week 12 November 14	Presentations	Final Exam
Week 13 November 21	Presentations	Presentations
Week 14 November 28	Thanksgiving Holiday (No class meeting on 11/28)	Thanksgiving Holiday (No class meeting on 11/28)
Week 15 December 5	Presentations	Final Project (Due by Final Exam Date & Time as posted on USC Final Exam Schedule)

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