USCDornsife
Physical Education Program

Course: PHED 160: Stress Management for Healthy Living
Units: 2.0   Spring Semester 2020
Location: GFS 222 (M/W) or otherwise noted by instructor
Instructor: David Romero, B.S. Biology; 750hr - CYT
Office: PED 107
Office Hours: By appointment
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Campus Phone#: 323-821-2579

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) & Co-Requisites: 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 submitted via the link in "Assignments" on Blackboard or TYPED and STAPLED with student NAME on the first page, unless otherwise noted in directions. Each assignment is out of 10 points Additional information may be posted on Blackboard.
2. **Group Project & Presentation**: Throughout the semester students will be organized in groups and will create a stress-resilience modality and/or presentation through modern technology and social media. The final result of this collaboration will be presented to the

class in a 10-20 minute in-class presentation. Any creative media modality may be used. A rubric with criteria is up on Bb prior to the start of presentations. A 1-2 page reflection on the process is required by each team member. The main purpose of this assignment is to create something that may help people, through educating, example, providing resource(s), uplifting someone, serving someone, etc.
Example options for creation may be, <u>but are not limited to</u> the following:
    a. Create an App, video game, etc.
    b. Create a Podcast
    c. Create a series of 3+ videos on YouTube
    d. Create an Instagram feed of 20+ posts

3. <u>Vitality Reflection:</u> This is a collection of class worksheets, journal entries, assignments, logs, 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 material from class==. Portfolio is to be handed in via Blackboard or in a flexible bound booklet. **Due week 14**
    a. <u>Items include but are not limited to:</u>
        i. Class flash writing & reflection questions
        ii. Handouts
        iii. Sketches
        iv. Personal Semester Statement/Reflection
        v. Journals
        vi. Meditation, breath, exercise, gratitude logs

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%.

Assignment / Exam	Points	% of Grade
FOOD JOURNAL ASSIGNMENT	40 points	16%
Group Project & Presentation	60 points	24%
Attendance & Participation	50 points	20%
Managing 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 <u>on the date noted on the syllabus.</u> ==Late assignments are not accepted, and will not receive credit.==

Additional Policies

ALL ASSIGNMENT MUST 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*

	Topics/Daily Activities Day 1 & Day 2 Activities are on Day 2 unless announced	Readings and Homework	Due Dates
Week 1 1/13	Introduction/Orientation: Stress vs. Vitality, Stress Today In-class Breath Lab	Ch. 1 3-5 min Breath Meditation from class	Begin Breath Meditation log
Week 2 1/20	Stress & Chronobiology In-class Breath Lab MARTIN LUTHER KING'S BIRTHDAY	Ch.2 3-5 min Breath Meditation from class	
Week 3 1/27	Stress, physiology, and the mind "STRESS: Portrait of a Killer"	Ch. 3 & 4 3-5 min Breath Meditationfrom class	
Week 4 2/3	Nutrition & Adaptation: Nourish & Thrive Day 2: Physical Activity	Ch. 9 Class handouts And Bb content	
Week 5 2/10	Healthy Lifestyles & Habits: Sleep Day 2: Yoga & Meditation Activity	Ch. 12 Meditation	FOOD JOURNAL ASSIGNMENT
Week 6 2/17	Healthy Lifestyles & Fitness Day 2: Outdoor Class "Enough" Practice	Ch. 8 Meditation	
Week 7 2/24	Time and Life Management Day 2: Nervous System Overhaul & Creative Activity	Ch. 6 Meditation	
Week 8 3/2	Managing Emotions Day 2: Addiction & Anger Meditation	Ch. 5 Meditation	
Week 9 3/9	Money Matters Day 2: Meditation & Outdoor Activity	Ch. 7 Meditation	Presentation status due
	SPRING BREAK MARCH 15th-22nd		
Week 10 3/23	Scarcity vs. Abundance Day 2: "I Am" or "Heal" film	Meditation	
Week 11 3/30	Lifecycles & Stress Influences Day 2: Rose Garden Walk	Opt."The Masks We Wear" documentary Meditation	
Week 12 4/6	PRESENTATIONS	Meditation	PORTFOLIO DUE
Week 13 4/13	PRESENTATIONS	Meditation	
Week 14 4/20	EXAM REVIEW	Meditation	
WEEK 15 4/27	FINAL EXAM		

* 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 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.htmlprovides 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/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.