



Physical Education

<http://www.usc.edu/dept/LAS/phed>

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**Stress Management for Healthy Living – 49872R
(Monday/Wednesday 2:00-2:50pm)**

Program Objectives:

Students will understand the importance of sound health and fitness principles as they relate to better health and will be able to:

1. Define the various health components of fitness.
2. Recognize the physical and mental benefits of increased activity.
3. Understand anatomy, basic bio mechanical principles and terminology.
4. Determine factors involved with development, fitness levels, and training strategies.
5. 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:

1. Apply learned fundamental skills.
2. Utilize physical activity as a tool to manage stress.
3. Empower themselves by setting and working toward realistic individual goals.
4. Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.
5. Participate in active learning to stimulate continued inquiry about physical education, health, and fitness.

Students will demonstrate proficiency through knowledge and acquired skills enabling them to:

1. Understand and utilize various training methods.
2. Assess individual levels of fitness components.
3. Create a safe, progressive, methodical and efficient activity-based plan to enhance improvement and minimize risk of injury.
4. Identify common health and fitness myths along with trends involved with the evolving nature of physical education.
5. Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

Course Objectives:

At the completion of the course students will:

1. Describe the types of stressors.
2. Identify the psycho-physiological indicators of excessive stress.
3. Analyze the models of stress.
4. Describe the mind-body connection.
5. Identify the contributing factors to the stress response.
6. Compare the differences between stress, anxiety, and arousal.
7. Describe the many types of coping responses to stress.
8. Describe the many somatic, behavioral, and cognitive stress management techniques.
9. Explain the importance of exercise in combating the effects of stress.
10. Actively engage in physiological, behavioral, and cognitive interventions throughout the semester.
11. Apply theoretical concepts to one's own experience to understand stress and its impact on health and our lives (experiential learning).
12. Participate in interactive and dynamic classroom activities (active learning).
13. Accept perspectives and experiences of all students in the class (divergent thinking).

Prerequisites: NONE

Co-Requisite/Concurrent Enrollment: NONE

Recommended/Preparation: NONE

Course Notes:

Grading is by ABC, Pass/No Pass, or Audit for no credit (student preference).

Technological Proficiency and Hardware/ Software Required: NONE

Required Readings and Supplementary Materials:

All required reading will be available in the form of a course reader: **Stress Management for Healthy Living** and will be available via Blackboard under the 'Content' tab.

Blackboard™ <https://blackboard.usc.edu>

Will be used in addition to class handouts. Class information will be posted on Blackboard.

Description and Assessment of Assignments:

Assignments will be discussed in class using lectures and handouts. Students will have one week to complete written assignments. Points will be assigned to each assignment for thorough completion and timeliness submission. Assignments must be typed and use correct grammar and punctuation. Assignments turned in after the due date will lose 10% of grade points.

Participation:

Each week classes will be split into Lecture and or Activity. Regular attendance, punctuality, and regular active participation are required to obtain and absorb course material and to improve one's physical and mental fitness. In addition, active regular participation is a large component of your final grade. Tardiness and/or leaving early will not be tolerated as it disrupts the class and practice. If you are late or leave early, you will only receive partial credit for attending the class. You will be expected to attend the section for which you are enrolled. Make-ups are not allowed except for emergency situations and then only upon approval from the instructor.

To be considered present in class during activity days, students must wear athletic attire and bring water. This means athletic attire that is comfortable and breathable, and athletic shoes. Those who are not able to participate will be marked absent. Students who are not dressed properly will be marked absent. Absences for studying, traffic, interviews, parking problems, etc. will not be excused. All students registering for this class for credit are expected to attend regularly.

**Extra credit work and make-up work are not available unless noted by instructor. You cannot make-up the Exam.*

It is your responsibility to attend class consistently and fulfill the requirements of this course.

Assignments	80 pts.	Active Participation 80 pts.
Exam	100 pts.	Activity Log 40 pts.
Presentation	100 pts.	Total 400 pts.

Grading Scale:

A (376+pts) A- (360 -375 pts)

B+ (348-360 pts), B (336-347 pts), B- (320-335pts)

C+ (308-319 pts), C (296-307 pts), C- (280-295 pts)

D+ (268-279 pts), D (256-267 pts), D- (240-255pts), Pass (>240pts)

Assignment/Worksheet Submission Policy:

Worksheets and other assignments are to be typed only and turned in for credit at the beginning of class the week they are due.

Presentation on a Stress Management Technique

Students will organize into a 4-person group and present a 10 minute (per group) in-class presentation on a specific stress management technique not covered in class. These presentations must be visually displayed (i.e. video, PowerPoint, Prezy) or interactive in nature (class practices this particular technique).

Topics will be discussed on Blackboard by week 13. Groups will be decided and then you will begin the communication and collaboration process with your groups.

A Final Reflection will be turned in on the date of the final exam via Turnitin on Blackboard.

Activity Log

Activity begins week 1. Each in-class activity session and 1 outside of class activity session on your own per week will be recorded. Include the exercise type and stress response. You are required to attend and participate in all activity sessions during the semester. In addition, you are required to choose some type of physical activity/exercise at least once per week as a method of stress reduction on your own. **Comments regarding stress are required for exercise log.** In your exercise log, you will include the following: Indicate the date, day of the week, time of day, duration of activity, type of activity, how you felt before and how you felt after the activity. By the end of the semester you should have recorded a minimum of **9 in class** and **12 outside of class**. This will be due **week 13**.

Important Dates and Deadlines:

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|-------------------|---|
| Jan. 13 | Spring Semester Classes Begin |
| Jan. 20 | Martin Luther King Holiday (University Holiday) |
| Jan. 31 | Last day to register and add classes. Last day to drop a class without a mark of “W”. Last day to change enrollment options to Pass/No Pass or Audit. Last day to purchase or waive tuition refund insurance. |
| Feb. 4 | Last day to drop or add a Monday only class without a mark of “W” and receive a refund or change to Pass/No Pass or Audit |
| Feb. 17 | President’s Day (University Holiday) |
| Feb. 28 | Last day to drop a course without a mark of “W” on the transcript
Please drop any course by the end of week three (or the 20 percent mark of the session in which the course is offered) to avoid tuition charges. Last day to change a Pass/No Pass course to letter grade. |
| Mar. 15-22 | Spring Recess |
| Apr. 3 | Last day to drop a class with a mark of a “W” for session 001. |
| May 1 | Spring semester classes end |

Course Schedule: A Weekly Breakdown

<u>Week #</u>	<u>Monday - Lecture Topic</u>	<u>Wednesday - Assignment & Activity</u>
1	Introduction Ch. 1 What is Stress? <i>Exercise Log Begins This Week</i>	Top 5 Stressors No Activity- Ch. 1 Cont.
2	MARTIN LUTHER KING DAY HOLIDAY	'Portrait of a Killer' Assn. 'Portrait of a Killer' Video
3	Ch. 2 & 3 Stress Assessment & Science of Stress 'Portrait of a Killer' Video	No Activity- Ch. 2 & 3 Cont.
4	Ch. 3 & 4 Science of Stress cont. & Mind Body Connection	1. Activity
5	Ch. 5 Healthy Lifestyles - Nutrition and Stress	2. Activity
6	PRESIDENT'S DAY HOLIDAY	3. Activity
7	Ch. 6 Time and Life Management	Quadrant Planning 4. Activity
8	Ch. 6 Time and Life Management –Cont.	Emotional Intelligence 5. Activity
9	Ch. 7 Managing Emotions	Box your Emotions 6. Activity
	SPRING BREAK	MANY ACTIVITIES
10	Ch. 8 Intro to Relaxation, Meditation, and Mind-fullness	7. Activity
11	Course Review	8. Activity EXAM
12	<i>Work on Presentations</i>	9. Expression Session Work on Presentations
13	EXERCISE LOGS DUE Work on Presentations	Presentations
14	Presentations	Presentations
15	<i>Return Exercise Logs & Presentations</i>	Activity: TBA Course Evaluations
16	10. Final Reflections Due via Turnitin on BlackBoard	

**course outline is subject to change

COURSE REQUIREMENTS:

1. Attend class daily (arrive on time) and participate in both lectures and activities
2. Complete Assignments
3. Complete Exercise Log: Begin log and continue for the entirety of the semester. Students are encouraged to do some form of physical activity or exercise (cardio, resistance, sport, yoga, etc.) total of twice per week.
4. Complete EXAM
5. Complete Group Presentation and Final Reflection

GENERAL CLASS POLICIES:

1. Prior reading of assigned material will be very helpful.
2. Please refer to Blackboard before class for additional information.
3. It is expected that all students will participate entirely in each exercise/activity session. Failure to do so will reduce participation points.
4. Wear appropriate clothing for the activity days.
5. The appropriate use of laptops in the classroom is permitted when specified by the instructor, please keep all other electronic devices off.
6. Courtesy, kindness, and respect are expected from all.
7. If you have any injuries, illnesses, or special concerns that I should know about that would limit your involvement in the course in any way, please let me know. I will keep your information strictly confidential.
8. No make-up exams allowed.
9. Work that is submitted past the week it is due will not be accepted for full-credit.
10. Be open, honest, and committed to the improvement of your spirit, mind, and body.

Lost & Stolen Articles:

USC Physical Education is not responsible for any personal lost, stolen, or damaged property. If students choose to bring valuables to class, it is recommended that they be minimized, locked up, and secured during class.

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30am – 5:00pm, Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html (213) 740-0776 (Phone), (213) 740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Statement on Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. SCampus, the Student Guidebook, (www.usc.edu/scampus or <http://scampus.usc.edu>) contains the University Conduct Code (see University Governance, Section 11.00), while the recommended sanctions are located in Appendix A.

Statement on Academic Conduct and Support Systems

***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/>.*

***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/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.html provides 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.