

**University of Southern California**  
**Physical Education Department**

***PHED 160: Stress Management for Healthy Living***  
**Spring 2020**

**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 by appointment**

**Phone: (213) 740-6301**

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**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 Blackboard course reader.

### **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 class discussions and activity labs are also significant determinants of your final grade.

*\*Please refer to the policy regarding the use of technological devices during class.*

Please come prepared for class, be it lecture or activity. Prior reading of assigned reading is highly recommended. Courtesy, kindness, respect, and cooperation are expected from all participants during class discussions and activity labs.

**Grading Policy and Evaluation Criteria:**

**200 Total Points**

<b>Cognitive</b>	<b>50%</b>	<b>100 Pts.</b>	<b>Psychomotor</b>	<b>50%</b>	<b>100 Pts.</b>
Final Exam		50 Pts.	Class Participation		40 Pts.
Presentation		50 Pts.	Stress Journals (5)		60 Pts.
Final Project		Required	(per activities)		

1. Class Participation: 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 = submission required to maintain total points earned in class

**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%)

180 – 200 points = A- to A  
 160 – 179 points = B- to B+  
 140 – 159 points = C- to C+  
 120 – 139 points = D- to D+  
 Below 120 points = F

**PASS/NO-PASS** grading status, **Pass = greater or equal to 140 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. You will receive a 5 points deduction on your class performance grade each time that you violate this policy.

## 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://dps.usc.edu)

**USC Stress Management for Healthy Living - Spring 2020**  
**COURSE OUTLINE (TTH 2:00 – 2:50pm)\***

	<b>Tuesday</b>	<b>Thursday</b>
Week 1 January 14, 16	Course Introduction	Chapter 1: Stress Today
Week 2 January 21, 23	Chapter 1: Stress Today	Chapter 2: Self-Assessments
Week 3 January 28, 30	Chapter 3: The Science of Stress	Chapter 3: The Science of Stress <b>Top 5 Stressors Due</b>
Week 4 February 4, 6	Chapter 4: The Mind Body Connection Stress Journal	Activity Lab
Week 5 February 11, 13	Chapter 5: Managing Emotions	Chapter 5: Managing Emotions
Week 6 February 18, 20	Chapter 6: Time and Life Management Stress Journal <b>Ch. 5 – Fear and Acts of Kindness Due</b>	Chapter 6: Time and Life Management <b>Ch. 6 – 48 Hour Time Log Due</b>
Week 7 February 25, 27	Chapter 7: Money Matters	Chapter 7: Money Matters
Week 8 March 3, 5	Chapter 7: Money Matters	Chapter 8 & 9: Healthy Lifestyles <b>Ch. 7 – Spending Log Due</b>
Week 9 March 10, 12 <i>Spring Recess 3/15 - 3/22</i>	Chapter 8 & 9: Healthy Lifestyles	Chapter 8 & 9: Healthy Lifestyles Activity Lab
Week 10 March 24, 26	Chapter 10: Introduction to Relaxation Exercise Journal	Chapter 10: Introduction to Relaxation Activity Lab
Week 11 March 31, April 2	Chapter 10: Breathing, Meditation and Yoga Activity Lab	Chapter 10: Breathing, Meditation and Yoga Activity Lab
Week 12 April 7, 9	<b>Final Review</b> Exercise Journal	<b>Final Exam</b>
Week 13 April 14, 16	<b>Presentations</b>	<b>Presentations</b>
Week 14 April 21, 23	<b>Presentations</b>	<b>Presentations</b>
Week 15 April 28, 30	<b>Presentations</b>	<b>Final Project</b> <b>(Due by Final Exam Date &amp; Time as posted on USC Final Exam Schedule)</b>

\*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 - Spring 2020**  
**COURSE OUTLINE (Thursday 3:00 – 4:50pm)\***

	<b>First Hour</b>	<b>Second Hour</b>
<b>Week 1</b> January 16	Course Introduction	Chapter 1: Stress Today
<b>Week 2</b> January 23	Chapter 1: Stress Today	Chapter 2: Self-Assessments
<b>Week 3</b> January 30	Chapter 3: The Science of Stress <b>Top 5 Stressors Due</b>	Chapter 3: The Science of Stress
<b>Week 4</b> February 6	Chapter 4: The Mind Body Connection	Activity Lab
<b>Week 5</b> February 13	Chapter 5: Managing Emotions	Chapter 5: Managing Emotions
<b>Week 6</b> February 20	Chapter 6: Time and Life Management <b>Ch. 5 – Fear and Acts of Kindness Due</b>	Chapter 6: Time and Life Management
<b>Week 7</b> February 27	Chapter 7: Money Matters <b>Ch. 6 – 48 Hour Time Log Due</b>	Chapter 7: Money Matters
<b>Week 8</b> March 5	Chapter 8 & 9: Money Matters	Chapter 8 & 9: Healthy Lifestyles
<b>Week 9</b> March 12 <i>Spring Recess 3/15 – 3/22</i>	Chapter 8 & 9: Healthy Lifestyles <b>Ch. 7 - Spending Log Due</b>	Activity Lab
<b>Week 10</b> March 26	Chapter 10: Introduction to Relaxation	Chapter 10: Breathing, Meditation and Yoga Activity Lab
<b>Week 11</b> April 2	<b>Final Review</b>	Activity Lab
<b>Week 12</b> April 9	<b>Final Exam</b>	Activity Lab
<b>Week 13</b> April 16	<b>Presentations</b>	<b>Presentations</b>
<b>Week 14</b> April 23	<b>Presentations</b>	<b>Presentations</b>
<b>Week 15</b> April 30	<b>Final Project</b> <b>(Due by Final Exam Date &amp; Time as posted on USC Final Exam Schedule)</b>	Activity Lab

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