

PHED 160: Stress Management for Healthy Living (2 units)

Spring 2020

Location: GFS 109 (Fri 10-11:50am)

Instructor: Gudrun Bara Floyd, MS, ACSM EP-C

Office: PED 109

Office Hours: TBA

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COURSE DESCRIPTION

Instruction on the effects of stress as it relates to work, sport, 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 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 PROGRAM OBJECTIVES

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.
- 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:

- Apply learned fundamental skills.
- Utilize physical activity as a tool to manage stress.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

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

- Develop an appreciation of physical activity as a lifetime pursuit and a means to better health.

TEXTBOOK:

Stress Management Course Reader will be posted on blackboard.

PARTICIPATION / PERFORMANCE:

Each class will be split into lecture (~40min) and exercise (~40min) components. Consistent attendance, punctuality, and participation in ALL classes are extremely important in order to obtain and absorb course material and to improve one's physical and mental fitness. Consistent **tardiness** to class will negatively affect participation grade. Please come prepared for class. Prior reading of assigned reading is a great idea. 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. ☺

EXERCISE / ACTIVITY REQUIREMENTS:

Appropriate workout attire is required for ALL CLASSES. Recommendations include: water, athletic shoes, and towel. Lockers are available through the department of Physical Education (PED 107).

EVALUATION CRITERIA:

Grades, course reader, detailed descriptions of your assignments, activity lab instructions and handouts will be posted on Blackboard at: <https://blackboard.usc.edu>

Assignments/Exam	Points	% of Grade
Journals/Assignments	25 points (2.5 points each)	25%
Stress Survey	5 points	5%
Attendance & Participation	20 points	20%
Group Project & Presentation	25 points	25%
Final Exam	20 points	20%
Reflection Paper	5 points	5%
TOTAL	100 points	100%

*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.** Exam make-ups will not be given. Extra credit is not available.*

Grading Scale: A (94+pts), A- (90-93pts), B+ (89-87pts), B (86-84pts), B- (80-83pts), C+ (79-77pts), C (76-74pts), C- (70-73pts), D+ (69-67), D (66-64pts), D- (60-63pts), F (59-0pts) Pass (>69 pts), Fail (<60pts)

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, policy.usc.edu/scientific-misconduct.

Support Systems:

Student Health Counseling Services - (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 – 24/7 on call
engemannshc.usc.edu/rsvp

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) | Title IX - (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support - (213) 740-2421
studentaffairs.usc.edu/bias-assessment-response-support

Avenue to report incidents of bias, hate crimes, and microaggressions for appropriate investigation and response.

The Office of Disability Services and Programs - (213) 740-0776
dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710
studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101
diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

PHED 160 – Stress Management
Course Outline - (Subject to Change)

FRIDAY	Lecture	Exercise / Activity
Week 1 Jan 17	Chapter 1: Stress Today	Course Introduction / In-Class discussion
Week 2 Jan 24	Chapter 2: Self Assessments Journal Due (Ch.1)	Breath, Fitness & Flexibility Assessments
Week 3 Jan 31	Chapter 10: Relaxation	Yoga and Meditation
FRIDAY, JANUARY 31	LAST DAY TO REGISTER, ADD/DROP CLASS WITHOUT MARK OF “W”, &/OR CHANGE TO P/NP OR AUDIT	
Week 4 Feb 7	Group Project Discussion	Power Walking
Week 5 Feb 14	Chapter 3: The Science of Stress "Top 10 Stressors" Due Journal & Assessments Due (Ch. 2)	Core Strength & Pilates on the Mat
Week 6 Feb 21	Chapter 4: The Mind Body Connection	Strength Lab: Exercise Bands
Week 7 Feb 28	Chapter 5: Managing Emotions Journal Due (Ch. 4)	Strength Lab: Lower Body
Week 8 Mar 6	Chapter 6: Time and Life Management Journal Due (Ch. 5)	Power Walking / Intervals
Week 9 Mar 13	Chapter 7: Money Matters Journal - Time Log - Due (Ch.6)	Exercise Rx Power Lab: “Partners in Pain”
Mar 15-22	SPRING RECESS ☺	SPRING RECESS ☺
Week 10 Mar 27	Chapter 8: Healthy Lifestyles: Exercise Journal - \$\$ Log - Due (Ch.7)	Yoga and Meditation
Week 11 Apr 3	Chapter 9: Healthy Lifestyles: Nutrition Journal – Food Label & Exercise Prescription - Due (Ch.8 & 9)	Power Walking / Intervals
FRIDAY, APRIL 3	LAST DAY TO DROP CLASS WITH MARK OF “W”	
Week 12 Apr 10	EXAM	EXAM
Week 13 Apr 17	“I AM” Film	Group Project Discussions
Week 14 Apr 24	Journal “I AM” Film-Due Presentations	Presentations
Week 15 May 2	Presentations	Presentations
Finals Week TBA	REFLECTION PAPER DUE	