

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

Fall 2020

Location: SGM 226 (Fri 10-11:50am)

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

Office: PED 109

Office Hours: TBD

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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.

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
- 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)

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:

- 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
8 Journals/Assignments	40 points (5 points each)	20%
Stress Survey	10 points	5%
Attendance & Participation	40 points	20%
Group Project & Presentation	50 points	25%
Final Exam	50 points	25%
Reflection Paper	10 points	5%
TOTAL	200 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 (187+pts), A- (179-186pts), B+ (173-178pts), B (167-172pts), B- (159-166pts), C+ (153-158pts), C (147-152pts), C- (139-146pts), D+ (133-138), D (127-132pts), D- (119-126pts), F (118-0pts) Pass (>118 pts), Fail (<118pts)

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:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.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) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

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

Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298

equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, 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 Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

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.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

PHED 160 – Stress Management

Course Outline - (Subject to Change)

FRIDAY	Lecture	Exercise / Activity
Week 1 Aug 21	Chapter 1: Stress Today	Course Introduction / In-Class discussion
Week 2 Aug 28	Chapter 2: Self Assessments Journal Due (Ch.1)	Breath, Fitness & Flexibility Assessments
Week 3 Sept 4	Chapter 10: Relaxation	Yoga and Meditation
FRIDAY, SEPTEMBER 4	LAST DAY TO REGISTER, ADD/DROP CLASS WITHOUT MARK OF “W”, &/OR CHANGE TO P/NP OR AUDIT	
Week 4 Sept 11	Chapter 3: The Science of Stress "Top 10 Stressors" Due Journal & Assessments Due (Ch. 2)	Core Strength & Pilates on the Mat
Week 5 Sept 18	Chapter 4: The Mind Body Connection Chapter 5: Managing Emotions	Group Project Meetings
Week 6 Sept 25	Chapter 6: Time and Life Management Journal Due (Ch. 4 & 5)	Power Walking
Week 7 Oct 2	Chapter 7: Money Matters Journal - Time Log - Due (Ch.6)	Strength Lab: Lower Body
Week 8 Oct 9	Chapter 8: Healthy Lifestyles: Exercise Journal - \$\$ Log - Due (Ch.7)	Exercise Rx Power Lab: “Partners in Pain”
Week 9 Oct 16	Chapter 9: Healthy Lifestyles: Nutrition Journal – Food Label & Exercise Prescription - Due (Ch.8 & 9)	Power Walking / Intervals
Week 10 Oct 23	“I AM” Film	Review for Exam
Week 11 Oct 30	EXAM	
Week 12 Nov 6	Presentations	
FRIDAY, NOVEMBER 6	LAST DAY TO DROP CLASS WITH MARK OF “W”	
Week 13 Nov 13	Presentations	
Finals Week TBA	REFLECTION PAPER DUE	