

Course: PHED 160: Stress Management for Healthy Living

Units: 2.0

Instructor: Stephanie Sweet Eggert, MS, HHC

Office: PED 108

Office Hours: 2:00—2:50pm M-Th

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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

- Identify the different types of stressors & sources of vitality
- Identify the psycho-physiological indicators of stress
- Identify the contributing factors to the stress response
- Create an activity plan used for transforming the effects of stress

Students will be exposed to a variety of activities providing them the opportunity to:

1. Apply learned fundamental skills.
2. Utilize physical activity, meditations, and holistic modalities to manage stress.
3. Create 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. Recognize the benefits of physical activity and other holistic modalities as a lifetime pursuit and a means to better health.

Course Notes

Class is scheduled to meet in the classroom; however some classes will require us to meet outdoors, or over zoom if needed during the course of the semester. **Athletic attire is required for several classes due to the physical nature of some activities.** Most 2nd day of the week classes will be activity days. Please check Blackboard regularly for updates, class notes, and announcements. For each class please have something to take notes on. We will cover content that goes beyond a powerpoint or the course reader and often engage in writing activities for personal reflection, growth and collaboration.

Technological Proficiency Required: Zoom, Social media outlets, PowerPoint or Prezy.

Required Readings and Supplementary Materials

Online course reader is posted on **Blackboard**. Supplemental materials such as The Moon Centers, meditation videos, playlists, and resources will be posted in “Content” of Bb. Reading schedule is posted on the Calendar. **Spotify™** playlists will also be used: USC Mental Health and USC Sleep

Class Meets in-person unless otherwise notified.

Grading Breakdown

Assignment / Exam	Points	% of Grade
Assignments 1-4	40 points (10 pts each)	22%
Experiential Reflections	20 points (1-5 pts each)	11%
Participation	40 points	22%
Semester Vitality Reflection & Meditation	30 points	17%
Final Exam	50 points	28%
TOTAL	180	100%

Grading Scale: A = 93-100, A- = 90-92, B+ = 86-89, B = 83-85, B- = 80-82, C+ = 76-79, C = 73-75, C- = 70-72, D+ = 66-69, D = 63-65, D- = 60-62, F = 60 or less. Pass = >60

Extra credit work and make-up work are not available unless noted by instructor. It is the students responsibility to attend class consistently, check Blackboard, and fulfill the requirements of this course.

Participation (20 pts.):

Most class will be split into **Lecture** and **Activity**. **When online via Zoom:** Video-On active participation is required to integrate course material and to improve one's physical and mental fitness, so be prepared to be there! Full participation and attendance is given only when present and **video is turned on**. In addition, active regular participation is a large component of your final grade. If online, during class, you will be asked to **join with video**, keep your microphone muted until noted, and you will be expected to participate in lecture by speaking, using chat text, and or responding to poll questions, so be prepared to engage in your learning. Those with special circumstances and prior approval from instructor who are unable to participate in the live class setting will be required to complete an alternative assignment asynchronously within 24 hours of class in order to obtain participation points. **Some classes that are given as asymmetrical learning opportunities will be noted on Bb or via email and will often require a short reflection.**

Experiential Reflecons (20 points): Various activities during or started in class will include a reflective portion. Any asymmetrical classes will involve this component. Submission timing will be noted on Blackboard.

Assignments (4 x 10 points each = 40 points total): All assignments are experiential in nature and will be discussed during class time and details posted on Bb. Points for each assignment are earned with thorough completion of the assignment and timeliness of submission. All assignments must be submitted through Turn-it-in via Bb. Late assignments will receive half credit. Spotify, iTunes, YouTube and other media outlet may be needed for full participation in class or asymmetrical activities and assignments. **Additional creative expressions of assignments are always welcome and accepted with instructors approval.**

Semester Vitality Reflection (10 pts): At the end of the semester this assignment allows students to reflect and share the specific tools that have positively impacted their vitality and influenced their whole health. Each class will offer several tools that students can immediately and consistently apply in order to gain mental and physical clarity, vitality, health, and relaxation. A short video of the most consistent stress-relieving breath modality from the course of their semester will also be used.

Exam (50 pts): The exam will consist of 50 questions. Time allotted is 50 minutes and will consist of multiple choice and true/false questions. It will be a comprehensive exam given on-line a week after all lectures have been completed. Once the exam is opened, there are 50 minutes given for completion.

COURSE SCHEDULE			
Day 1 of the week is lecture; Day 2 of the week is typically an activity			
Instruction Weeks	Topics/Daily Activities	Readings & Meditations	Due Dates
Week 1 8/22	Introduction/Orientation: Vitality vs. Stress In-class Breath Lab Overview	Ch. 1 3-5 min Breath Meditation from class	Begin Breath Meditation log
Week 2 8/29	Stress & Chronobiology Creating your Energetic Domain	Ch.2 3-5 min Breath Meditation from class	
Week 3 9/5	Stress, physiology, and the mind Technology for Vitality <i>No class 9/5 – Labor Day</i>	Ch. 3 & 4 3-5 min Breath Meditation from class	
Week 4 9/12	Nourishment: Deep Nutrition for Ultimate Vitality	Ch. 10 & 11 Daily Meditation	Asmnt #1 Due
Week 5 9/19	Adaptogenic Technologies	Ch. 12 Daily Meditation	
Week 6 9/26	Healthy Lifestyles & Habits: Sleep & The Subconscious Landscape	Ch. 9 Daily Meditation	
Week 7 10/3	Managing Emotions	Ch. 6 Daily Meditation	Asmnt #2 Due
Week 8 10/10	The Moon Centers <i>No Class Thursday 10/13 – Fall Break</i>	Ch. 5 + Moon Center Workbook Daily Meditation & Mantras	
Week 9 10/17	Healthy Lifestyles & Fitness	Ch. 7 Daily Meditation & Mantras	Assignment #3 due
Week 10 10/24	Creativity, Flow States and Resilience	Daily Meditation & Mantras	
Week 11 10/31	Conscious Communication	Ch. 8 & 13 Daily Meditation & Mantras	
Week 12 11/7	Lifecycles & Lifestyles	Daily Meditation & Mantras	Assignment #4 due
Week 13 11/14	Motivation and Manifestation	Daily Meditation & Mantras	
Week 14 11/21	Prosperity - Scarcity vs. Abundance <i>No class 11/23 or 11/24 Thanksgiving Break</i>	Daily Meditation & Mantras	
Week 15 11/28	Mastering your Energetic Domain Final Exam Review	Daily Meditation & Mantras	
Week 16	FINAL EXAM Online via Blackboard		Final Exam & Vitality Reflection

* schedule is subject to change or be modified at any point in the semester

When Activated - Zoom Etiquette: “Netiquette” or “internet etiquette” describes the recommended behavior of online communication. Synchronous sessions of class will be recorded. Students are asked to keep their video unmute for class in order to engage in various activities.

Sharing of course materials outside of the learning environment: USC has a policy that prohibits sharing of any synchronous and asynchronous course content outside of the learning environment. *SCampus Section 11.12(B)*

Distribution or use of notes or recordings bases on university classes or lectures without the express permission of instructor for purposes other than individual or group study is a violation of the USC Student Conduct Code. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet or ia any other media. (See Section C.1 Class Notes Policy)

USC Technology Rental Program

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicant in early August and distribute equipment to eligible applicants prior to the start of the fall semester. <https://studentbasicneeds.usc.edu>

USC Software downloads: <https://software.usc.edu>

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.

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:

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