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**Section 49865 Tues & Thurs 11:00-11:50am**

Instructor: Jennifer Ginter, MA, LMT

Location: CPA 209

Office hours by appointment—PHED 108

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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 Learning Objectives**

- Identify the different types of stressors.
- 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.

### **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 & other lifestyle factors that contribute to 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 wellbeing 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 & means to better health.

### **Textbooks**

Stress Management for Healthy Living course reader: posted under Content on Blackboard.

## **Evaluation Criteria**

If you are absent on a day that an assignment is due, you must still submit your assignment on time. Late assignments are not accepted. Exam make-ups will not be given. No extra credit. Failure to complete your Group Presentation or Final Exam results in auto-deduction of at least one letter grade from final grade.

Assignments	Points	Point/grade-base cutoffs						
Participation	50	A	>	94%	235			
Journals (5)	70	A-	>	90%	225	<	93.99%	235
Stress Resilience Toolkit	20	B+	>	87%	218	<	89.99%	225
Group Presentation	50	B	>	84%	210	<	86.99%	217
Final Exam	50	B-	>	80%	200	<	83.99%	210
<b>Total Points</b>	<b>250</b>	C+	>	77%	193	<	79.99%	200
		C	>	74%	185	<	76.99%	192
		C-	>	70%	175	<	73.99%	185
		D+	>	67%	168	<	69.99%	175
		D	>	64%	160	<	66.99%	167
		D-	>	60%	150	<	63.99%	160
		F				<	59.99%	150

**Participation (50 points):** Your active participation is an integral part of your learning (and grade!) in this course. Each person's ideas and comments help make our class unique and contribute to a safe and inclusive environment. **It is your responsibility to sign in on our iPad each class: otherwise you are counted absent.** Questions are always welcomed & encouraged!

- **Absences for illness must be documented by your doctor.** Consistent tardiness to class will negatively affect participation grade. Extra credit work and make-up work are not available. Appropriate workout attire is required for all Thursday classes, including athletic shoes. Bring water—stay hydrated!
- **Live-streaming class is not available.** Physical education classes require in-person presence. Thursday classes will often be held outside of the classroom.

**Journals (14 points each, 70 points total):** Five journals based on assigned activities. Self-reflection is key: not just what you did, but how you felt before, during, and after. Minimum one paragraph (at least four complete sentences) per entry.

**Group Presentation (50 points):** Throughout the semester students will choose a topic and will be organized in groups to co-create strategies on how to effectively manage those stressors. While groups will choose a shared topic to explore as a community, they may all employ different strategies within it (individual meditation practice, app, sitting group, or classes). You are welcome to explore apps that track progress or enhance your experience.

Include the research behind it (from credible, evidence-based sources), reflections on how your strategy went, recommendations, or next steps. Presentations must be visually displayed (ie. Video, PowerPoint, Prezy, etc.), cooperative with each group member speaking, and interactive in nature (the class participates in the particular technique). All citations must be properly noted in MLA format. Each group should appoint a lead point-person for ease of coordinating.

The final result of this collaboration will be presented to the class in a 10-15 minute in-class presentation. Specific examples from firsthand experienced are just as important (if not more so) than the evidence-based research!

**Stress Resilience Toolkit:** Take the information that you learned from your group project (and/or the semester in general) and put together a toolkit for yourself. This is a collection of:

- 1.) **Final Reflection Letter (10 points):** A letter to yourself (not to me!) highlighting at least 4-5 stress-related facts or suggestions that you found most beneficial, and/or things you'd like to remember to help you manage stress/maintain vitality going forward. Minimum one page.
- 2.) **Resilience Toolkit (10 points):** create a self-care package of 4-5 items that can help you find more balance that don't involve a screen (unless it's calling a friend). May list all items (with photos as possible) on the same page.

**Final Exam (50 points):** Comprehensive, cumulative multiple choice exam.

### **Academic Accommodations**

Students requesting academic accommodations based on disability or significant injury are required to register with the Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS when adequate documentation is filed. Please be sure the letter is delivered to the instructor as early in the semester as possible. OSAS is open Mon-Fri, 8:30am-5:00pm. Located in GFS 120.

## **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 Section 11, <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/>.

## **Support Systems**

**If in doubt, go ahead and reach out!**

**Student Health Counseling Services - (213) 740-7711 – 24/7 on call**

[engemannshc.usc.edu/counseling](http://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](http://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](http://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](http://equity.usc.edu), [titleix.usc.edu](http://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](http://studentaffairs.usc.edu/bias-assessment-response-support)

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

**Office of Student Accessibility Services (OSAS) - (213) 740-0776**

<https://osas.usc.edu/>

Formerly Disability Services and Programs (DSP). Students requesting academic accommodations due to an injury or disability are required to register with the Office of Student Accessibility Services (OSAS) each semester. Services include readers/notetakers/interpreters, accommodations for test taking needs, assistive technology, and support for individual needs. A letter of verification for approved accommodations can be obtained from OSAS when adequate documentation is filed. Please be sure the letter is delivered to the instructor as early in the semester as possible. OSAS is open Mon-Fri, 8:30am-5:00pm. Located in GFS 120.

**USC Support and Advocacy - (213) 821-4710**

[studentaffairs.usc.edu/ssu](http://studentaffairs.usc.edu/ssu)

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](http://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.

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

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://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](http://dps.usc.edu). Non-emergency assistance or information.

COURSE OUTLINE		
Topic	Activity	Assignments Due by Fri @ noon each week
<b>Week 1: Jan 9-12</b>		
Chapter 1: Stress Today	Breathing	
<b>Week 2: Jan 16-20</b>		
Chapter 2: The Science of Stress	Yoga	
<b>Week 3: Jan 23-26</b>		
Chapter 3 & 12: Mind-Body Connection	Walking Meditation	<b>Mindfulness Journal</b>
<b>Last day to change grading options (Letter Grade, P/NP, Audit)</b>		
<b>Week 4: Jan 30-Feb 2</b>		
Chapter 4-5: Resilience & Managing Emotions	Mandala or Zentangle	
<b>Week 5: Feb 6-9</b>		
Chapter 13: Optimizing Sleep	Myofascial Release (Bring clean socks!)	<b>FLOSS Journal</b>
<b>Week 6: Feb 13-16</b>		
Chapter 6: Time Management	Yoga Nidra	
<b>Week 7: Feb 20-23</b>		
Digital Hygiene	Ultimate Frisbee	<b>Digital Detox Journal</b>
<b>Last day to change grading option to pass/no pass or drop without a W</b>		
<b>Week 8: Feb 27-Mar 2</b>		
Midterm Reflection		Sign up for group project
<b>Week 9: Mar 6-9</b>		
Chapter 9: Exercise	Circuit Training	
<b>Spring Break (Mar 12-19)</b>		

<b>Week 10: Mar 20-23</b>		
Chapter 10: Nutrition	TBD	<b>Mindful Fueling Journal</b>
<b>Week 11: Mar 27-30</b>		
Chapter 7: Financial Wellness	Presentation Prep	<b>Budget Calculator</b>
<b>Week 12: Apr 3-6</b>		
<b>PRESENTATIONS (due Tues)</b>		
<b>Week 13: Apr 10-13</b>		
Flow State: How to Get in the Zone	Jeopardy	
<b>Week 14: Apr 17-20</b>		
Conscious Communication		<b>Stress Resilience Toolkit (due Tues)</b>
<b>Week 15: Apr 24-27</b>		
Review & Final Exam		<b>FINAL EXAM</b>