**[](https://dornsife.usc.edu/phed)**

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**Office:** PED 107

**Office Hours:** By appointment

**Units: 2**

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

**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
* 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**1. Students will understand the importance of sound health and fitness principles as theyrelate 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.

2. 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.

3. 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

**COURDE READER**

**Stress Management for healthy living** is posted on Blackboard under content

Recommended: Stress Management for life, Olpin and Hesson, Cengage Learning, fourth edition

**ASSIGNMENTS**

Assignments will be discussed in class using lectures and handouts. Students will have one week to complete written assignments which will be turned in on Blackboard. Points will be assigned to each assignment for thorough completion and timeliness submission. Students are encouraged to express their ideas using complete sentences. Assignments turned in after the due date will lose 10% of grade points.

**PARTICIPATION/ IN-CLASS WORK**

Each class will be split into Lecture and Activity/Exercise. Regular attendance and regular active participation are required to obtain and absorb course material and to improve one's physical and mental fitness. In addition, active participation is a large component of your final grade. Absences for illness must be documented by your doctor. The unexcused absence from an exam will result in the lowering of the student’s grade on the makeup exam by one letter grade.

**Extra credit work and make-up work are not available unless approved by instructor**. It is your responsibility to attend class consistently and fulfill the requirements of this course.

**Grading Policy and Evaluation Criteria:**

|  |  |
| --- | --- |
| **Assignment / Exam** | **Points** |
| Participation | 50 points |
| Asynchronous activities | 20 points |
| Group Project & Presentation | 50 points |
| Stress journals (6) | 60 points |
| Final reflection | 20 points |
| Final Exam | 50 points |
| **TOTAL** | **250** |

Point/grade cut-offs:  
A 225

B 200  
C 175 **Pass > 175 points**

D 150 Plus and minus grades will be issued accordingly

F Below 150 for each letter grade range based on grade percentage earned.

1. Participation: Your active participation in class discussion and activity labs is an integral part of your learning experience in this class. Each person’s idea and comments help make our class unique and contribute to an inclusive environment.

2. Group Project & Presentation: Throughout the semester students will choose a topic and will be organized in groups. Each group will create a stress-resilience modality and presentation. The final result of this collaboration will be presented to the class in a 10-15 minute in-class presentation. Any creative media modality may be used.

3. Stress Journals: Six journals based on self-reflection and assigned activities.

4. Final reflection: Based on the assessments, journals, reflections completed during the semester.

5. Final Exam: Comprehensive, cumulative exam

**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:**

**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

Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to the instructor or TA as early in the semester as possible. DSP is open Monday-Friday, 8:30am-5:00pm. The office is in Student Union 301

Services include assistance in providing readers/notetakers/interpreters, accommodations for test taking needs, 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.

**Course Schedule**

(Tentative schedule, subject to change. Changes will be announced in class and via email.)

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| --- | --- | --- | --- |
|  | **Lecture/Topics** | **Activity/Lab**  **2nd hour or 2nd day** | **Homework**  **Assignment** |
| Week 1 1/19 | **Introduction/Orientation:**  Chapter 1: Stress Today | In class discussion,  breath lab |  |
| Week 2 | Chapter 3: The science of stress  Stress, physiology and the mind | Movie: “STRESS: Portrait of a Killer” | 3-5 minutes of mindful breathing/day |
| Week 3 | Relaxation response  Intro to meditation | Meditation  Yoga | **Stress: portrait of a killer worksheet** |
| Week 4 | Chapter 4: The Mind Body Connection  Chapter 5: Managing emotions  Mindfulness | Mindful USC  (asynchronous) | **Top 5 stressors**  **due** |
| Week 5 | The power of perception | Scavenger hunt | **Mindfulness reflection due** |
| Week 6 | Chapter 15: Healthy Lifestyles:  Nutrition | Game |  |
| Week 7 | Chapter 15: Sleep | Yoga Nidra | **Food log due** |
| Week 8 | Chapter 15: Exercise | Mindful walking (asynchronous) | **Sleep log due** |
| Week 9 | Chapter 11: Time & Life management | Circuit training | **Mindful walking**  **reflection due** |
| Week 10 | Chapter 12: Money Matters | Yoga  PMR | **Time logs due**  **(2 PARTS)** |
| Week 11 | More tools | Walk- Rose Garden | **Spending log due** |
| Week 12 | **PRESENTATIONS** | **PRESENTATIONS** |  |
| Week 13 | **PRESENTATIONS** | Meditation/ visualization |  |
| Week 14 | **Exam review** | Yoga |  |
| Week 15 | **Exam review** | **FINAL EXAM** | **Final reflection due week 16** |