

Physical Education & Mind Body Health (PEMBH) provides a variety of offerings in fitness and activities classes designed to promote health and general fitness based upon individual goals and needs.

Stress Management for Healthy Living

PHED 160

2 units (#49973R)

Spring 2023 – Tuesday 5-6:50 pm

Location: GFS 221

Blackboard (Bb): <https://blackboard.usc.edu>

Instructor: Marcos Briano, *Ph.D./MMFT “DrB”*
he/him/el [Pronouns](#)

Office: PED 107

Office Hours: Wednesday 1 -2 pm or By Appointment

Contact Info: marcos@usc.edu or (213) 740-2242 OFFICE

IT HELP

Bb - USC Information Technology Services Help

Phone: 213.740.5555

Contact Info: <https://itservices.usc.edu/contact>

Physical Education & Mind Body Health (PEMBH) Mission

Physical Education & Mind Body Health (PEMBH) provides a variety of opportunities for students to improve their general health and fitness through fitness related and recreational activities classes. Courses are designed to introduce students to various aspects of health and physical education principles. With this exposure, knowledge, and skill, students are better equipped to make choices regarding a healthy and active lifestyle. All classes stress the importance of exercise and leisure time activity to physical, mental, and social well-being.

Land Acknowledgement

The PEMBH department acknowledges our presence on the ancestral and unceded territory of the Tongva people and their neighbors: (from North to South) the Chumash, Tataviam, Kitanemuk, Serrano, Cahuilla, Payomkawichum, Acjachemen, Ipai-Tipai, Kumeyaay, and Quechan peoples, whose ancestors ruled the region we now call Southern California for at least 9,000 years. Indigenous stewardship and rightful claims to these lands have never been voluntarily relinquished nor legally extinguished. We pay respects to the members and elders of these communities, past and present, who remain stewards, caretakers, and advocates of these lands, river systems, and the waters and islands of the Santa Barbara Channel.

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.

Prerequisite: None

Co-Requisite: None

Recommended Preparation: None

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

PEMBH Objectives

Students will understand the importance of sound health & fitness principles as they relate to better health & will be able to:

- Recognize the physical and mental benefits of increased physical 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 & acquired skills enabling them to:

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

Course Textbook

Olpin, M. & Hesson, M. (2021). *Stress Management for Life: A Research-Based Experiential Approach* (5th ed.). Cengage.

<https://www.cengage.com/c/stress-management-for-life-a-research-based-experiential-approach-5e-olpin/9780357363966PF/>

Supplemental Readings – Available on Blackboard (Bb)

Additional Course Policies

- **No Make-Ups** will be given for any unexcused missed in-class work or late assignments.
- Email (marcos@usc.edu) is the preferred method of communication outside of class. Email will be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday.
Please use: PHED 160 in subject line of email.

Meeting w/ DrB (4% = 8 pts.)

To facilitate interactions with faculty outside of class, 8 points may be earned by scheduling an individual/group (1-3 students) in-person or zoom meeting with DrB outside of class time. Meetings must be completed by Week 12.

In-Class Participation (18% = 36 pts. → 3 pts./class starting Week #2)

Each class will consist of a lecture and activity/exercise components. Consistent attendance, punctuality, and participation in ALL classes are extremely important to obtain and absorb course material and to obtain supplemental information for course assignments/final exam. Consistent tardiness to class will negatively affect participation grade. Please make sure you read assigned readings prior to class and be prepared to learn and engage with your classmates. Failure to participate in class **WILL IMPACT** your final course grade.

Class participation grading scale per class starting Week #2

3 pts. = full participation 2 pts. = partial participation
1 pt. = excused absence 0 pt. = absence/no participation

*Excused absence ONLY – You may earn up to an additional 1 pt.
This must be completed 1 week after excused absence.*

Group Discussion Board (25% = 50 pts.)

Pre-assigned groups will be responsible to lead a class discussion each week, which is intended to bring the concepts from class to life. These discussions are hoped to challenge you and to facilitate discussion amongst the class. You are encouraged to think creatively and critically about engaging your peers in class discussion. Each person in the group should share equal responsibility in leading discussion/activity. You will receive full points for your facilitation and engagement of your group's discussion. Each group should send their discussion/activity to DrB by **Friday at 12 noon**, before your assigned week, for discussion & approval. 25 points may be earned for initial post, 15 points for post responses & 10 points for group member's assessment.

Activities/Exercise Assignments

Various activities and exercise assignments are to provide additional supplemental and experiential reinforcement of course lecture. Activities/exercise assignments will be available on Blackboard and will have various points, based on the amount of time and effort needed to complete each assignment.

Grading Criteria

	% Grade	Points
Meeting w/ “DrB”	4%	8
Class Participation	18%	36
Group Discussion Board	25%	50
Quizzes (2 Quizzes @ 10 pts/each)	10%	20
Final Exam	15%	30
Activities/Exercise Assignments	28%	56
Total	100%	200 Points

A (190 pts. & higher)	A- (180-188 pts.)	B+ (174-178 pts.)	B (166-172 pts.)	B- (160-164 pts.)
C+ (154-158 pts.)	C (146-152 pts.)	C- (140-144 pts.)	PASS (>140 pts.)	
D+ (134-138 pts.)	D (123-132 pts.)	D- (120-124 pts.)	Fail (<118 pts.)	

*A = 95%-100% A- = 90%-94% B+ = 87%-89% B = 83%-86% B- = 80%-82% C+ = 77%-79%
C = 73%-76% C- = 70%-72% D+ = 67%-69% D = 63%-66% D- = 60%-62% F = 59% and below*

Course Schedule

Week 1 January 9	Course Introduction <i>Overview of Stress Management</i>	Course Readings read prior to class
Week 2 January 16	Self-Assessments	Chapters 1 & 2
Week 3 January 23	Relaxation <i>Relaxation Techniques & Mechanisms</i>	Chapter 16
FRIDAY, JANUARY 27	LAST DAY TO: REGISTER & ADD CLASSES, DROP WITHOUT MARK OF "W," CHANGE ENROLLMENT OPTION TO P/NP OR AUDIT & PURCHASE/WAIVE TUITION REFUND INSURANCE	
Week 4 January 30	Relaxation <i>Breath & Progressive Relaxation</i>	Chapters 17 & 19
Week 5 February 6	Science of Stress	Chapter 3
Week 6 February 13	Time & Life Management & Quiz #1	Chapter 11
Week 7 February 20	Managing Emotions	Chapter 8
FRIDAY, FEBRUARY 24	LAST DAY TO: DROP COURSE WITHOUT MARK OF "W" ON TRANSCRIPT & CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE	
Week 8 February 27	Suicide Intervention & Prevention	
Week 9 March 6	Mind/Body Connection	Chapter 4
	Spring Recess March 12-19	Chapters 8 & 14
Week 10 March 20	Social Support, Relationships & Communication	Chapter 13
Week 11 March 27	Relaxation & Quiz #2 <i>Breath & Progressive Relaxation</i>	Chapter 7
Week 12 April 3	Healthy Lifestyles	Chapter 15
FRIDAY, APRIL 7	LAST DAY TO DROP CLASS WITH MARK OF "W"	
Week 13 April 10	Relaxation <i>Guided Imagery & Meditation</i>	Chapters 20 & 21
Week 14 April 17	Final Exam (Review) <i>Overall Course Summary</i>	
Week 15 April 24	Final Exam	

COVID-19 (Class Guidelines)

USC (Covid-19) Resource Center <https://we-are.usc.edu/>

Academic Conduct & Support Systems

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Student & Disability Accommodations

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems

[Counseling and Mental Health](#)

(213) 740-9355 – 24/7 on call

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

[988 Suicide and Crisis Lifeline](#)

988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[Relationship and Sexual Violence Prevention Services \(RSVP\)](#)

(213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[Office for Equity, Equal Opportunity, and Title IX \(EEO-TIX\)](#)

(213) 740-5086

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

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

[The Office of Student Accessibility Services \(OSAS\)](#)

(213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

[USC Campus Support and Intervention](#)

(213) 740-0411

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

[Diversity, Equity, and Inclusion](#)

(213) 740-2101

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

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) 442-1200 – 24/7 on call

Non-emergency assistance or information.

[Office of the Ombuds](#)

(213) 821-9556 (UPC) / (323-442-0382 (HSC)

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.

[Occupational Therapy Faculty Practice](#)

(323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.