

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

**Course = 2 units**

**Instructor: Tim Burton**

**Office: PED 207**

**Office Hours: Monday 2pm by appointment/Zoom meeting**

**Email: Tim.Burton@usc.edu**

### **Course Description:**

Instruction on the effects of stress related to work, sport and academics; coping strategies are discussed and applied through physical conditioning activities. 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 Department Objectives:**

- 1. 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
  - Understand anatomy and basic biomechanical principles and terminology
- 2. Student will be exposed to a variety of activities providing them the opportunity to:**
  - Apply learned fundamental skills
  - Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem
  - Participate in active learning to stimulate continued inquiry about physical education, health, and fitness
- 3. Students will demonstrate proficiency through knowledge and acquired skills enabling them to:**
  - Create a safe, progressive, methodical, and efficient activity based plan to enhance improvement and minimize risk of injury
  - Develop an appreciation of physical activity as a lifetime pursuit and a means to better health

### **Course Reader:**

Online course reader is posted on Blackboard.

### **Equipment:**

Appropriate workout attire and equipment as needed.

### **Blackboard:** <http://blackboard.usc.edu>

Class information will be posted. We will use resources posted on Blackboard™ in addition to the course textbook.

### **Participation/Performance:**

Timely and consistent attendance and participation are required in order to obtain and retain course material and to improve one's physical and mental fitness. Failure to attend class **will impact** your final grade. If you are tardy and/or leave early, you will only receive partial credit for attending class. Participation in activity labs is also a significant determinant of your final grade.

\*Please come prepared for Zoom class meetings, be it lecture or activity. Prior reading of assigned reading is highly recommended. Courtesy, kindness, and respect are expected from all class participants.

### **Grading Policy and Evaluation Criteria:**

#### **200 Total Points**

<b>Cognitive</b>			<b>Psychomotor</b>		
	<b>50%</b>	<b>100 Pts.</b>		<b>50%</b>	<b>100 Pts.</b>
Final Exam		50 Pts.	Class Participation		40 Pts.
Presentation		50 Pts.	Assignments		60 Pts.

1. Class Participation: Participation in class discussion and activity labs (Weeks 1-15)
2. Presentation: Stress related topic and expert analysis (Weeks 14-15)
3. Stress Assignments: Includes all worksheets and in class work, stress box.
4. Final Exam: Comprehensive, cumulative exam (Week 13)

**Grading Scale:** A (94+%), A- (90-93%), B+ (87-89%), B (84-86%), B- (80-83%), C+ (77-79%), C (74-76%), C- (70-73%), D+ (67-69%), D (64-66%), D- (60-63%), F (0-59%)

180 – 200 points = A  
160 – 179 points = B  
140 – 159 points = C  
120 – 139 points = D  
Below 120 points = F

**PASS/NO-PASS, Pass = greater or equal to 140 points**

\*Plus and minus grades will be issued accordingly  
for each letter grade range based on grade percentage  
earned.

*\*Extra credit work and make-up work are **not** available. You are **not** permitted to make-up absences in another section. Make-ups **will not** be given for any of the cognitive or psychomotor components. 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. It is your responsibility to attend class consistently and fulfill the requirements of this course.*

## **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](http://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, <http://policy.usc.edu/scientific-misconduct>.

### **Support Systems:**

*Student Counseling Services (SCS)* – (213) 740-7711 – 24/7 on call. Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline* – 1 (800) 273-8255. Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP)* – (213) 740-4900 – 24/7 on call. Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*. For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance* – (213) 740-5086. Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*. Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*. Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy* – (213) 821-4710. Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*. Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*. Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC*: (213) 740-4321 – *HSC*: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

## USC Stress Management for Healthy Living COURSE OUTLINE

	1st Hour	2nd Hour
<b>Week 1</b>	Course Introduction	Chapter 1: Stress Today
<b>Week 2</b>	Chapter 1: Stress Today	Chapter 2: Self-Assessment
<b>Week 3</b>	Chapter 3: The Science of Stress	Chapter 3: The Science of Stress
<b>Week 4</b>	Chapter 4: The Mind Body Connection	Chapter 4: The Mind Body Connection
<b>Week 5</b>	Chapter 5: Managing Emotions	Chapter 5: Managing Emotions
<b>Week 6</b>	Chapter 6: Time and Life Management Stress Journal	Chapter 6: Time and Life Management Stress Journal
<b>Week 7</b>	Chapter 7: Money Matters	Chapter 7: Money Matters
<b>Week 8</b>	Chapter 8 & 9: Healthy Lifestyles	Chapter 8 & 9: Healthy Lifestyles
<b>Week 9</b>	Chapter 8 & 9: Healthy Lifestyles	Chapter 8 & 9: Healthy Lifestyles
<b>Week 10</b>	Chapter 10: Introduction to Relaxation	Chapter 10: Breathing, Meditation and Yoga
<b>Week 11</b>	Chapter 10: Breathing, Meditation and Yoga	Chapter 10: Breathing, Meditation and Yoga
<b>Week 12</b>	<b>Presentations / tbd</b>	<b>Presentations / tbd</b>
<b>Week 13</b>	<b>Presentations / tbd</b>	<b>Final Review</b> <b>Final Exam</b> <b>online via Blackboard</b>

\*Please note this is a tentative outline and may be subject to change. Any changes will be announced in class and/or via email.