



## PHED 118: Sleep for Peak Performance Course Syllabus

**Fall 2022**

**Units: 2.0**

**Instructor:** Sara Ivanhoe, M.A.

**Email:** sara.ivanhoe@usc.edu

**Office Hours:** By Appointment

**Section/ Room:** Section 50019/ Room CPA 205

### Course Description

This course is designed to introduce you to the value of sleep and its effect on health, performance, and recovery. Throughout this course, you will engage in an in-depth study of sleep systems, sleep disorders, and sleep hygiene techniques. You will study allopathic and holistic treatments, and practice movement, breathing, and meditation modalities to support healthy sleep. This course will especially resonate with you if you have difficulties falling asleep, staying asleep, feeling well rested, recovering from jet lag or shift work, or if you are interested in sleep's impact on schoolwork, relationships, physical and mental health, and overall wellness.

### Learning Objectives

- Develop an increased understanding of sleep science's theory, practice, and research and how to apply that knowledge to individual practice.
- Understand and be able to define basic brain physiology and common sleep disorders.
- Demonstrate an understanding of sleep hygiene and establish a personal routine to enhance sleep quality.
- Observe inconsistencies and patterns affecting personal sleep hygiene by recording sleep habits in a journal.
- Learn the principles and application of yoga, breathing, and meditation for sleep.
- Develop a comprehensive personal sleep strategy.

### Physical Education Department Objectives

- You will understand the importance of sound health and fitness principles related to better health.
- Understand anatomy and basic biomechanical principles and terminology.
- Apply learned fundamental skills.
- Participate in a motivating and nurturing environment resulting in a greater sense of well-being and self-esteem.

### Course Readings

- Required: *The Sleep Revolution: Transforming Your Life, One Night at a Time*, by Arianna Huffington
- Recommended: *Why We Sleep: Unlocking the Power of Sleep and Dreams*, by Dr. Matthew Walker

## Course Notes

You will be asked to participate in physically active yoga sequences, breathing exercises, and meditation techniques, but will not be graded based on your ability to execute these exercises, but rather your understanding of the techniques. Exams, projects, assignments, discussions, and participation will assess proficiency.

Integrating theory and practice, you will use traditional and experiential learning styles to engage with the course material. Class sessions combine lectures, videos, reflections, discussion groups, yoga practice, breathing, and meditation techniques. You will collaborate in small cohorts, working through class material, sharing experiences, discussing assignments, and growing your sleep journey together.

You are responsible for the quality of your engagement with the course material and its related activities. All work is to be typed and submitted to Blackboard. Format: Double-spaced, Times New Roman, 12-point font. The due dates are in the course outline. See Blackboard for updated material.

You will track your sleep, keep a weekly sleep log, participate in class discussions, submit assigned reading reviews, and complete a midterm and final project.

- **15 Points: Sleep Log + Dream Journal+ Reflection on Experiential Learning Practices**

You must keep a nightly sleep log, noting your sleep times, wake times, exercise, diet, and technology consumption to gain perspective on your personal choices. The Sleep Log is for you to record your sleep quality, and reflect on what is working for you, what is not, and what you plan to do differently. Submit it weekly to Blackboard. The sleep log serves as an opportunity to track patterns and determine what sleep hygiene techniques can be improved. Details on the Sleep Log are available on Blackboard.

Even those who don't usually remember their dreams during these uncertain times have more disturbing dreams than usual. The dream journal is a place to record your dreams and fragments. *Sleep for Peak Performance* is not a psychology course; we will not discuss any dream interpretation. But as dreams are a component of the experience of sleep, this will be the place to make any records for your own future purposes. As some don't remember their dreams, simply acknowledge that you had no dreams, and your assignment will be considered complete. You will have an opportunity to share your findings in discussion groups.

Most weeks, we will be doing some form of Experiential Learning. This will most likely take the form of yoga, stretching, breathwork, and meditation. Your assignment is to repeat these practices at least 3 times throughout the week to determine how they resonate with you. Try them in the morning, midday, and nighttime to see how they affect you at different times. After a minimum of 3 practices, reflect on whether these are helpful and how. Are they stress-reducing? Do they help you focus? Begin to determine if these are practices that you will include in your future self-care routine and Comprehensive Sleep Strategy. At least 3-4 sentences each week on your experience of these techniques.

- **15 Points: Book Review**

You will be required to read one book: *The Sleep Revolution: Transforming Your Life, One Night at a Time*, by Arianna Huffington. Submit a 2-page book review highlighting your thoughts and key takeaways from the text, and be prepared to share these insights in class. Please see Blackboard for specific instructions.

- **15 Points: Midterm Project**

The midterm project will be a short presentation highlighting a topic you feel is most pertinent to your own sleep journey. You may want to do further research into the stages of sleep, the effects of excessive blue light, a facet of sleep hygiene, etc. You may also choose to highlight a sleep technique, teach it to a group of students, and reflect on whether it was effective for your group or in your practice. You will present your findings to the class in a 1-minute presentation and submit a 2-3 page paper suggesting your findings.

- **5 Points: Midterm Quiz**

A short midterm quiz will cover basic principles covered in the first quarter of the course material.

- **20 Points: Final Project**

The final project is a report on your personal sleep strategy, what it consists of, and how you came to develop/ refine it. Your individual Sleep Strategy will consist of a 1- minute presentation and a 3-5-page written report. Detailed instructions are available on Blackboard.

- **10 Points: Final Exam**

A short final exam will cover material from the entire semester.

- **20 Points: Participation**

This is an experiential learning class. Your presence and participation are **required**. Most classes will include 10-15 minutes of discussion and reflection. Though only 20 points, remember that this course is offered through the Department of Experiential Learning and, therefore, must be “experienced.” If you believe you cannot participate completely but hope to rely on assignments and tests, please consider another class. This class focuses on in-person engagement.

### **Grades**

Sleep is a complex topic, and grades will combine several components. You will not be graded on your ability to sleep but on your ability to grasp concepts presented in the class and your performance on exams, projects, assignments, and group discussions.

### **Grading Scale**

There are 100 total points possible. The overall grading scale is as follows

A 95 / A- 90 / B+ 87 / B 77 / C 73 / C- 70 / D+ 67 / D 63 / D- 60 / F 59 and below

### **Attendance Expectations**

You are expected to be present for all lectures in real-time. Points will be revoked in the case of an unexcused absence.

### **Participation Expectations**

This is **NOT A HYBRID COURSE**.

Students are expected to be present for all lectures in person, in real time.

Class participation grading scale per class starting Week #2

- 1 pts. = full participation
- 0.75 pts. = partial participation
- 0.5 pt. = excused absence
- 0 pt. = absence/no participation

**This course is offered through the Department of Experiential Learning. Participation is not only attendance but active engagement while IN CLASS. Please consider this. If you are looking for a class that focuses on assignments and tests- please consider another class. This class requires you to be physically present and mentally focused.**

Laptop computers and tablets are acceptable in class for note-taking purposes only. Please, no phones. If you have an emergency and need to check your phone, please communicate this at the beginning of that particular class. If it

appears that devices are being used for non-class purposes, this may change to a NO DEVICE AT ANY TIME policy.

**Assignment Submission Policy**

Assignments are to be submitted to Blackboard before the deadline. There will be a grade deduction of 10% per day an assignment is late. See Blackboard for updates.

**Always see Blackboard for the latest announcements and assignments.**

**Communication**

Please stay current on the course announcements. This is your responsibility. Most of the time, you will simultaneously receive an email update, but staying current on announcements is a course requirement. You are encouraged to reach out by email and expect a response within 48 hours.

**Sleep for Peak Performance - Fall 2023**

| Week                                   | Topic   |
|--|---|
| <p><b>Week 1:</b><br/>August 24</p>    | <p>Lecture: <b>Introduction to Sleep for Peak Performance</b></p> <ul style="list-style-type: none"> <li>● Sleep baseline questionnaire</li> <li>● Sign Waiver</li> <li>● Introductions</li> <li>● Syllabus Overview</li> <li>● Sleep Deprivation Collateral</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Watch: Matthew Walker, see Blackboard</li> <li>● Sleep Log, Dream Journal, and Reflection on Experiential Learning Techniques               <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul> |
| <p><b>Week 2:</b><br/>August 31</p>    | <p>Lecture: <b>Sleep Hygiene</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>● When and how did sleep challenges arise?</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Sleep Log, Dream Journal, and Reflection on Experiential Learning Techniques               <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 3:</b><br/>September 7</p>  | <p>Lecture: <b>Sleep/ Wake Homeostasis, Sleep Drive, and Circadian Rhythm</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>● How have sleep challenges affected family and relationships?</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques               <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 4:</b><br/>September 14</p> | <p>Lecture: <b>Sleep Architecture and Sleep Chronotype</b></p> <p>Practice:</p>   |

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|   | <ul style="list-style-type: none"> <li>• Movement, Breathing, Meditation</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• How have sleep challenges affected schoolwork, job?</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• <b>BOOK REVIEW OF <i>SLEEP REVOLUTION</i> DUE NEXT WEEK, SEPT 20, 8 PM</b></li> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 5:</b><br/>September 21</p>  | <p>Lecture: <b>Sleep Neurophysiology and Neurochemistry</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Movement, Breathing, Meditation</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Discuss <i>Sleep Revolution</i></li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignments to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 6:</b><br/>September 28</p>  | <p>Lecture: <b>Neural Oscillation + Yoga Nidra</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Movement, Breathing, Meditation</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Discuss How have sleep challenges affected your health (mental and physical?)</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul> <p><b>MIDTERM QUIZ NEXT CLASS</b><br/> <b>MIDTERM PAPER DUE OCTOBER 10, 8 PM</b><br/> <b>GIVE MIDTERM PRESENTATION NEXT CLASS</b></p> |
| <p><b>Week 7:</b><br/>October 5</p> <p><b><u>Midterm Quiz</u></b><br/> <b><u>Midterm</u></b><br/> <b><u>Presentations</u></b></p> | <p><b>Midterm Presentations, Midterm Quiz</b></p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Mid-semester check-in. How is your sleep so far? What Sleep Hygiene issues might you be able to adjust in order to enhance your sleep?</li> </ul>   |
| <p><b>Week 8:</b><br/>October 12</p> <p>Fall Recess</p> <p>No Class</p>   | <p><b>No Class</b></p> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 9:</b><br/>October 19</p>  | <p>Lecture: <b>Digital Eye Strain, Bruxism, and Holistic Sleep Solutions (CBT-I, Ayurveda)</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>• Movement, Breathing, Meditation</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• How might you prepare your family/ coworkers for a day when you know you'll be less effective due to sleep deprivation? How can you alter expectations?</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>• Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>                 |

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| <p><b>Week 10:</b><br/>October 26</p>                        | <p>Lecture: <b>Sleep Disorders</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 11:</b><br/>November 2</p>                        | <p>Lecture: <b>Sleep Aids</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>● Is there someone in your life who is experiencing sleep challenges? How might you support them?</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 12:</b><br/>November 9</p>                        | <p>Lecture: <b>Sleep for Athletic Performance and Recovery</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 13:</b><br/>November 16</p>                       | <p>Lecture: <b>How to Thrive While Sleep Deprived and Rest vs. Sleep</b><br/><b>SLEEP EXIT SURVEY</b></p> <p>Practice:</p> <ul style="list-style-type: none"> <li>● Movement, Breathing, Meditation</li> </ul> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignments to Blackboard by Wednesday (before the next <b>in-person class</b>) at 8 pm</li> </ul> </li> </ul> <p><b>FINAL QUIZ NEXT IN-PERSON CLASS</b><br/><b>FINAL PROJECT PRESENTATIONS NEXT IN-PERSON CLASS</b><br/><b>FINAL PAPER DUE BEFORE NEXT IN-PERSON CLASS NOVEMBER 29, 8 PM</b></p> |
| <p><b>Week 14:</b><br/>Thanksgiving<br/>No Class</p>         | <p>Thanksgiving, No Class</p> <p>Assignment:</p> <ul style="list-style-type: none"> <li>● Sleep Log &amp; Dream Journal, and Reflection on Experiential Learning Techniques <ul style="list-style-type: none"> <li>○ Post assignment to Blackboard by Wednesday (before the next class) at 8 pm</li> </ul> </li> </ul>   |
| <p><b>Week 15:</b><br/>November 30<br/><b>LAST CLASS</b></p> | <p><b>Class Evaluation Forms</b><br/><b>Short Final Quiz</b><br/><b>Final Project Presentations</b><br/><b>Final Reflections</b></p>   |
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## Statement on 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](https://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](mailto: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.