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

Location: DMC 201

Instructor: Jennifer Guintier, MA, LMT

Pronouns: she/her/hers

Office hours: Thurs 1pm-2pm

Friday 12pm-1pm

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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.

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(s): none

Co-requisite(s): none

Recommended preparation: none

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.

PEMBH Learning 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 acquire skills enabling them to develop an appreciation of physical activity as a lifetime pursuit & means to better health.

Course Textbook

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

Equipment

Workout attire is required for many (but not all) Thursday classes. Experiential learning activity and location will be announced at the start of each week.

Evaluation Criteria

1.) In-Class Participation (50 points)

Your active participation is an integral part of your learning (and grade!) in this course. **It is your responsibility to sign in on our iPad each class: otherwise you are counted absent.** If you are tardy and/or leave early, you will not receive full credit for that day. Excused absences are to accommodate for illness, injury, or school-related business only.

Class participation grading scale per class.

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

- Excused absences: respiratory illness, doctor's note, or travel note re: USC sport/class
- Unexcused absences: rain, personal travel, sore muscles, oversleeping, teeth whitening, etc.
- Absences for illness must be documented by your doctor.
- **Extra credit work and make-up work are not available.**
- Workout attire is required for most Thursday classes.
 - If you have an injury, illness, or medical condition preventing physical activity on Thursdays, please talk to me in advance about how we can modify for your needs.
- **Live-streaming class is not available.** Physical education classes require in-person presence. Thursday classes will often be held outside of the classroom.

2.) **Journals (10 points each):** Three journals based on assigned activities. Self-reflection is key: not just what you did, but how you felt before, during, and after.

3.) **Group Presentation (30 points):** Throughout the semester students will choose a previously-covered topic and use SMART goals to further improve on that area of focus in daily life. Students will be organized in groups based on interests (such as sleep, diet, exercise, study habits, etc). You are welcome to explore apps that track progress or enhance your experience, however I will also offer (and encourage!) handwritten journal pages to track progress for students who may find that cell phone usage hinders performance.

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

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) as evidence-based research!

4.) **Quizzes (20 points each):** Multiple choice exams, 10 questions each. Taken at start of class.

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

Assignments	Points
Participation	50
Journals (3)	30
Quizzes (2)	40
Group Presentation	30
Final Exam	50
Total Points	200

<i>A = 95%-100%</i>	<i>A- = 90%-94%</i>	
<i>B+ = 87%-89%</i>	<i>B = 83%-86%</i>	<i>B- = 80%-82%</i>
<i>C+ = 77%-79%</i>	<i>C = 73%-76%</i>	<i>C- = 70%-72%</i>
<i>D+ = 67%-69%</i>	<i>D = 63%-66%</i>	<i>D- = 60%-62%</i>

All assignments must be submitted on Blackboard. Email submissions are not accepted.

Failure to complete your Group Presentation or Final Exam on assigned date results in auto-deduction of at least one letter grade from final grade.

Communication

- **In-person:** I encourage reaching out with questions, comments, or concerns before/after class!
- **Zoom Office Hours:** See top of syllabus for hours; schedule at calendly.com/guintner-1/2023
- **Email:** Please put *PHED 160: Stress Mgmt* in the subject line of any email communication.

I value clear, authentic communication, am truly always happy to talk—especially in-person! However, teaching physical education classes requires lots of physical presence; thus please be aware I am not able to view/respond immediately to emails.

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

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 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.

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

Info about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options. Resources for students, faculty, staff, visitors, & 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, & resources for students.

USC Emergency **(213) 740-4321 – 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 dps.usc.edu. Non-emergency assistance or information.

COURSE OUTLINE

Topic	Activity	Assignments
Week 1: Jan 9		
Course Introduction & Self-Assessments	Rose, Bud, Thorn & Breathwork	
Week 2: Jan 16		
Chapter 1: Stress Today	Walking Meditation	
Week 3: Jan 23		
Chapter 3: The Science of Stress	Yoga	
Fri, Jan 26: Last day to change grading options (Letter Grade, P/NP, Audit)		
Week 4: Jan 30		
Chapters 4 & 7: Mind-Body Connection	Mandala or Zentangle	Quiz 1 Thurs, Feb 1
Week 5: Feb 6		
Chapters 5 & 8: Perception & Managing Emotions	Yoga Nidra	
Sign up for Focus Groups		
Week 6: Feb 13		
Chapter 14 & 16: Optimizing Sleep	Ultimate Frisbee	Mindfulness Journal Due before class Thurs
Week 7: Feb 20		
Chapter 11: Time Management	Myofascial Release (Bring clean socks!)	
Fri, Feb 23: Last day to change grading option to pass/no pass or drop without a W		
Week 8: Feb 27		
Digital Hygiene	The Social Dilemma	Digital Detox Journal Due before class Thurs
Week 9: Mar 5		
Chapter 15: Exercise	Circuit Training	
*** Spring Break ***		

Week 10: Mar 19		
Chapter 15: Nutrition	Grocery & Meal Plan	Quiz 2 Thurs, Mar 21
Week 11: Mar 26		
Chapter 13: Relationships & Communication	Scavenger Hunt	
Week 12: Apr 2		
SOCIAL DILEMMA + PRESENTATIONS		
Fri, Apr 5: Last day to drop class with mark of "W"		
Week 13: Apr 9		
Chapter 12: Financial Wellness	TBD	Budget Calculator Due before class Thurs
Week 14: Apr 16		
Chapter 22: Yoga & Flow State - Psychology of Being "In the Zone"	Yoga	
Week 15: Apr 23		
Review & Final Exam	TBD	FINAL EXAM on Thurs, Apr 25