



Stress Management for Healthy Living
PHED 160 (2 units, #49971R)
Summer 2024 – Tue/Thu 3-4:50 pm
Location: TBA

<https://dornsife.usc.edu/phed/>

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PHYSICAL EDUCATION & MIND BODY HEALTH (PEMBH) MISSION STATEMENT

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.

ACKNOWLEDGEMENT

The PEMBH embraces an inclusive spirit, based on equity, diversity, and inclusion to achieve academic and institutional excellence. For PEMBH's acknowledgements and more information visit our website -- <https://dornsife.usc.edu/phed/about/>

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 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 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 and 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 Brightspace

PARTICIPATION / PERFORMANCE:

Each class will be split into lecture (~40min) and exercise (~40min) components. Consistent attendance, punctuality, and participation in ALL classes are extremely important in order to obtain and absorb course material and to improve one's physical and mental fitness. Consistent **tardiness** to class will negatively affect participation grade. Please come prepared for class. Prior reading of assigned reading is a great idea. Courtesy, kindness, and respect are expected from all participants. ☺

EXERCISE / ACTIVITY REQUIREMENTS:

Appropriate workout attire is required for ALL CLASSES. Recommendations includes water, athletic shoes, and towel.

EVALUATION CRITERIA:

Assignments/Exam	Points	% of Grade
8 Journals/Assignments	40 points (5 points each)	20%
"I Am" Film Questionnaire	5 points	2.5%
Stress Survey	10 points	5%
Class Participation	30 points	15%
Group Project & Presentation	50 points	25%
Final Exam	50 points	25%
Reflection Paper	15 points	7.5%
TOTAL	200 points	100%

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. Exam make-ups will not be given. Extra credit is not available.

Grading Scale: 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.), D+ (134-138 pts.), D (123-132 pts.), D- (120-124 pts.), Fail (<118 pts.) PASS (>140 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 - (Subject to Change)

TUESDAY	Lecture	Exercise / Activity
Week 1 June 27	Chapter 1: Stress Today	Course Introduction / In-Class discussion
Week 2 July 2	Chapter 2: Self Assessments Group Project Discussion	Power Walking
Week 3 July 9	Chapter 16,17,21 &22: Relaxation, Breathing, Meditation & Yoga Journal 1 Due (Ch.1)	Yoga and Meditation
Week 4 July 11	Chapter 3: The Science of Stress "Top 10 Stressors" Due Journal 2 & Assessments Due (Ch. 2)	Core Strength & Pilates on the Mat
Week 5 July 16	Chapter 4: The Mind/Body Connection Chapter 8: Managing Emotions Journal 3 Due (Ch. 4)	Strength Lab: Exercise Bands
Week 6 July 18	Chapter 11: Time and Life Management Journal 4 Due (Ch. 8)	Yoga and Meditation
Week 7 July 23	Chapter 12: Money Matters Journal 5 - Time Log Due (Ch.11)	Power Walking / Intervals
Week 10 July 25	Chapter 15: Healthy Lifestyles: Exercise Chapter 15: Healthy Lifestyles: Nutrition Journal 6 - \$\$ Log Due (Ch.12)	Group Project Discussions
Week 12 July 30	EXAM Journal 7 & 8 – Food Label & Exercise Prescription Due (Ch.15)	
Week 13 Aug 1	"I AM" Film Journal 8 "I AM" Film-Due	
Week 14 Aug 6	Presentations	REFLECTION PAPER DUE

STATEMENT ON ACADEMIC CONDUCT AND 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.

Students and 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.