

PHED 160 | Stress Management for Healthy Living

Units: 2

Section: 49864R

Term: Fall 2024 | MW 11:00-11:50 am

Location: DMC 101

Instructor: Steve Hsu

Pronouns: he/him [What are pronouns?](#)

Office: PED 107

Office Hours: Monday 12:00-1:00 pm; Tuesday 11:30 am -12:00 pm

Contact Info: stevehsu@usc.edu

Brightspace: brightspace.usc.edu

IT Help: USC Information Technology Services Help

Phone: (213) 740-5555

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Physical Education & Mind Body Health (PEMBH)

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.

Acknowledgements

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

[Additional Resources](#)

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 several 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.

PEMBH Policy for the use of AI Generators

This course aims to develop creative, analytical, and critical thinking skills. Therefore, all assignments should be prepared by the student working individually or in groups. Students may not have another person or entity complete any substantive portion of the assignment. Developing strong competencies in these areas will prepare you for a competitive workplace. Therefore, using AI-generated text, code, or other content is prohibited in this course, will be identified as plagiarism and will be reported to the Office of Academic Integrity.

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/>

Course Textbook Reserve (Leavey Library) – **3 Hour Loan**

ItemID: 371566

Supplemental Readings – Available on Brightspace

In-Class Participation (15% = 30 points)

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 class discussions and activity labs are also significant determinants of your final grade. Class participation grading scale:

Full participation = 1 point **Partial participation** = 1/2 point **Absence/No participation** = 0 point
Please come prepared for 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 Criteria

	% Grade	Points
Class Participation	15%	30
Stress Journals (5)	35%	70
Presentation	25%	50
Final Exam	25%	50
Total	100%	200 Points

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%)

Additional Course Policies

- **Extra credit work and make-up work are not available.** You are not permitted to make up absences in another section of PHED 160. Late assignments will not be accepted. It is your responsibility to attend class consistently and fulfill the requirements of this course.
- Email (stevehsu@usc.edu) is the preferred method of communication outside of class.
- This course requires active participation with peers and instructor. Therefore, the abuse of using computer laptops, tablets, cell phones, and other electronic devices during class time for browsing social media, surfing the Internet, shopping online, and doing schoolwork for other classes adversely impact your class participation points and may result in future disciplinary actions.

COVID-19 (Class Guidelines)

USC (COVID-19) Resource Center <https://coronavirus.usc.edu/>

Course Schedule

	MONDAY	WEDNESDAY
<i>Week 1</i> <i>August 26</i>	Course Introduction	Chapter 1: Stress Today
<i>Week 2</i> <i>September 2</i>	Labor Day (No class meeting)	Chapter 2: Self-Assessment
<i>Week 3</i> <i>September 9</i>	Chapter 3: The Science of Stress	Chapter 3: The Science of Stress
<i>Week 4</i> <i>September 16</i>	Chapter 4: The Mind Body Connection Chapter 5: The Power of Perception Chapter 7: Mindfulness	Activity Lab Top 5 Stressors Due
<i>Week 5</i> <i>September 23</i>	Chapter 8: Managing Emotions	Chapter 8: Managing Emotions
<i>Week 6</i> <i>September 30</i>	Chapter 13: Social Support, Relationships, and Communication Fear and Acts of Kindness Due	Chapter 9: The Importance of Values Chapter 10: Spirituality Chapter 11: Time and Life Management
<i>Week 7</i> <i>October 7</i>	Chapter 12: Money Matters 48 Hour Time Log Due	Activity Lab
<i>Week 8</i> <i>October 14</i>	Chapter 12: Money Matters	Chapter 12: Money Matters
<i>Week 9</i> <i>October 21</i>	Chapter 12: Money Matters Spending Log Due	Chapter 15: Healthy Lifestyles
<i>Week 10</i> <i>October 28</i>	Chapter 15: Healthy Lifestyles	Activity Lab – Trader Joe’s
<i>Week 11</i> <i>November 4</i>	Chapter 16, 17, 22: Relaxation, Breathing, Meditation and Yoga Optimizing Restorative Sleep	Chapter 16, 17, 22: Relaxation, Breathing, Meditation and Yoga Activity Lab
<i>Week 12</i> <i>November 11</i>	Presentations	Activity Lab
<i>Week 13</i> <i>November 18</i>	Presentations	Presentations
<i>Week 14</i> <i>November 25</i>	Activity Lab	Thanksgiving Holiday (No class meeting)
<i>Week 15</i> <i>December 2</i>	Final Exam Review	Final Exam (online via Brightspace)

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

Academic Integrity

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the Office of Academic Integrity.

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

Academic dishonesty has a far-reaching impact and is considered a serious offense against the university. Violations will result in a grade penalty, such as a failing grade on the assignment or in the course, and disciplinary action from the university itself, such as suspension or even expulsion.

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.

Statement on University Academic & Support Systems

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

Student Financial Aid & Satisfactory Academic Progress

To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for [undergraduate-](#) and [graduate-level](#) SAP eligibility requirements and the appeals process.

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 consists 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) 740-2500

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.