



dornsife.usc.edu/phed

PHED 160 | Stress Management for Healthy Living

Units: 2

Section: 49871R

Term: Fall 2024 | Monday 5:30-7:20 pm

Location: DMC 161

Instructor: Marcos Briano, *Ph.D./MMFT* “DrB”

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

Office: PED 107

Office Hours: Tuesday 1:00-2:00 pm or By Appointment

Contact Info: marcos@usc.edu or (213) 740-2242 Office

Brightspace: brightspace.usc.edu

IT Help: USC Information Technology Services Help

Phone: (213) 740-5555

Contact Info: <https://itservices.usc.edu/contact/>

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 pts. → 3 pts./class starting Week #3)

Each class consistent of a lecture and activity/exercise components. Consistent attendance, punctuality, and participation in ALL classes are extremely important to obtain and absorb course material and to obtain supplemental information for course assignments/final exam. Consistent tardiness to class will negatively affect participation grade. Please make sure your read assigned readings prior to class and be prepared to learn and engage with your classmates. Failure to participate in class **WILL IMPACT** your final course grade.

Class participation grading scale per class starting Week #3

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

*Excused absence ONLY – You may earn up to an additional 1 pt.
This must be completed 1 week after excused absence.*

Meeting w/ DrB (8 pts.)

To facilitate interactions with faculty outside of class, 8 points may be earned by scheduling an individual/group (1-3 students) in-person or zoom meeting with DrB outside of class time. Meetings must be completed by Week 12. *NOTE- Meeting with DrB is encouraged and is optional, 8 points would be considered extra credit.*

Group Discussion Board (25% = 50 pts.)

Pre-assigned groups will be responsible to lead a class discussion each week, which is intended to bring the concepts from class to life. These discussions are hoped to challenge you and to facilitate discussion amongst your peers. You are encouraged to think creatively and critically about engaging your peers in the application of course concepts. Each person in the group should share equal responsibility in leading discussion/activity. You will receive full points for your facilitation and engagement of your group's discussion. Each group should send their discussion/activity to DrB by **Friday at 12 noon**, before your assigned week, for approval. 25 points may be earned for initial post, 15 points for post responses & 10 points for group member's assessment.

Activity Assignments (35% = 70 pts.)

Various activities and assignments are to provide additional supplemental and experiential reinforcement of course lecture. Activities/exercise assignments will be available on Blackboard and will have various points, based on the amount of time and effort needed to complete each assignment.

- 16 Personalities (10 pts.)
- Stress Profile (25 pts.)
- Discussion Board Responses (35 pts.)

Grading Criteria

	% Grade	Points
Class Participation	15%	30
Group Discussion Board	25%	50
Quizzes (2 Quizzes @ 10 pts/each)	10%	20
Final Exam	15%	30
Activity Assignments	35%	70
Total	100%	200 Points

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.)
PASS (>140 pts.)			
D+ (134-138 pts.)	D (123-132 pts.)	D- (120-124 pts.)	Fail (<118 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

Additional Course Policies

- **No Make-Ups** will be given for any unexcused missed in-class work.
- Late work will be accepted & penalized by 10% deduction every week it is late unless due to an emergency excused by me. Email me as soon as possible to discuss alternate arrangements due to an emergency.
- Email (marcos@usc.edu) is the preferred method of communication outside of class. Email will be answered within 48 hours & 72 hours over a weekend, and the workday following a holiday. **Please use: PHED 160 in subject line of email.**

COVID-19 (Class Guidelines)

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

Course Schedule

Week 1 August 26	Course Introduction <i>Overview of Stress Management</i>	Course Readings <small>read prior to class</small>
Week 2 September 2	Labor Day University Holiday	
Week 3 September 9	Self-Assessments	Chapters 1 & 2
FRIDAY, SEPTEMBER 13	LAST DAY TO: REGISTER & ADD CLASSES, DROP WITHOUT MARK OF "W," CHANGE ENROLLMENT OPTION TO P/NP OR AUDIT & PURCHASE/WAIVE TUITION REFUND INSURANCE	
Week 4 September 16	Relaxation <i>Relaxation Techniques & Mechanisms</i>	Chapters 16 & 19
Week 5 September 23	Science of Stress	Chapter 3
Week 6 September 30	Time & Life Management & Quiz #1	Chapter 11
Week 7 October 7	Managing Emotions <i>Exercise</i>	Chapter 8
FRIDAY, OCTOBER 11	LAST DAY TO: DROP COURSE WITHOUT MARK OF "W" ON TRANSCRIPT & CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE	
Week 8 October 14	Healthy Lifestyles <i>Nutrition</i> & Guided Imagery	Chapters 15 & 20
Week 9 October 21	Suicide Intervention & Prevention	
Week 10 October 28	Mindy Body Connection & Quiz #2	Chapter 4
Week 11 November 4	Social Support, Relationships & Communication	Chapter 13
Week 12 November 11	Veterans Day University Holiday	
FRIDAY, NOVEMBER 15	LAST DAY TO DROP CLASS WITH MARK OF "W"	
Week 13 November 18	Healthy Lifestyles <i>Nutrition</i> & Guided Imagery	Chapters 15 & 20
Week 14 November 25	What Else Can I Do? & Final Exam (Review)	Chapter 24
	Thanksgiving Break November 27 – December 1	
Week 15 December 2	Final Exam	

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.