

PHED 160 | Stress Management for Healthy Living

Units: 2

Term: Fall 2024 | Friday 10am-11:50am PST

Location: THH 113 & SB Room 2

Instructors: Kiel Shaub, Ph.D.; Martin Vitorino, Ph.D.

Pronouns: Kiel - he/him; Martin – he/him *What are pronouns?*

Office Hours: Tuesday 2:30-3:30pm or By Appointment

Contact Info: Kiel - kshaub@usc.edu; Martin - vitorino@usc.edu

IT Help: Bs – USC Information Technology Services Help

Phone: (213) 740-5555

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

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 Media – Available on Brightspace (Bs)

Physical Education & Mind Body Health (PEMBH)

Mission Statement & Acknowledgements

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

The PEMBH department acknowledges our presence on the ancestral and unceded territory of the Tongva people and their neighbors: (from North to South) the Chumash, Tataviam, Kitanemuk, Serrano, Cahuilla, Payomkawichum, Acjachemen, Ipai-Tipai, Kumeyaay, and

Quechan peoples, whose ancestors ruled the region we now call Southern California for at least 9,000 years. Indigenous stewardship and rightful claims to these lands have never been voluntarily relinquished nor legally extinguished. We pay respects to the members and elders of these communities, past and present, who remain stewards, caretakers, and advocates of these lands, river systems, and the waters and islands of the Santa Barbara Channel.

[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

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 Objectives (For Reference)

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.

Mind-Body Studies Learning Objectives (For Reference)

1. Explore the interconnectedness of body and mind across disciplines for a comprehensive approach to mental, physical, social, and collective wellbeing.
2. Build and sustain a personal meditation practice, utilize conscious breathing techniques, and apply healthy living strategies to nutrition, exercise, sleep, and stress resilience.
3. Deepen self-awareness of alignment and body mechanics for increased strength, balance, and flexibility — and self-awareness as a foundation for mental health and emotional literacy.
4. Investigate what it means to practice happiness, resilience, consent, and wellbeing, recognizing diverse bodies, identities, perspectives, and sociocultural experiences.
5. Apply mindful awareness in daily life, including as it relates to:
 - a. decision making and problem solving.
 - b. interpersonal relationships and communication.
 - c. career-readiness, time management, goal setting, and exploring what it means to have a conscious and purposeful relationship with technology.

Experiential Learning Objectives (For Reference)

In every program I design, a consistent focus will be for students to develop the following core habits of mind, methods and practices agnostic of content. Together, they make up the core of a constructive criticism.

1. Mutual respect and openness to diverse views.
2. Become comfortable with the EXL Lab's Core Process (visual ideation, compositional thinking, aesthetic conversation).
3. Treat story, language, and making as the context of meaningful experience.
4. Treat story, language and making as the content of thought.
5. Prioritize questions as much as answers.
6. Prioritize understanding as much as knowledge.
7. Develop facility in narrative & storytelling.
8. Value individual experience as material for making.
9. Pattern recognize and express.

10. Develop individualized methods of ideation.
11. Exact reading, exact writing.
12. Develop facility with the following critical practices:
 - a. Situate a work in its relevant context (e.g., historical, disciplinary, cultural).
 - b. Identify, analyze, and organize characteristics of a work, and use these characteristics to interpret modes of communication.
 - i. Identify, analyze, or organize characteristics to infer or craft possible meanings of a nonfiction work.
 - ii. Identify, analyze, and organize characteristics to infer possible meanings of fiction or poetry.
 - iii. Identify, analyze, and organize characteristics and use them to infer meanings of visual communications.
 - iv. Identify, analyze, and organize characteristics and use them to infer meanings of auditory communications.
 - v. Identify, analyze, and organize characteristics to infer possible meanings in a multimedia work.
 - c. Describe interactions among events or characteristics at different levels of analysis to generate interpretations of phenomena.
 - d. Apply knowledge about the characteristics of a complex system to understand the whole.
 - e. Apply and interpret decompositions of complex systems into constituent parts.
13. Collaborate and cocreate in all aspects of the making process.
14. Present and defend your ideas with the expectation of respectful disagreement and constructive feedback.
15. Exhibit and share your work, becoming comfortable with not getting it right the first time.
16. Contribute what you've learned to the betterment of your community.

Grading Criteria

	% Grade	Points
Class Participation	15%	30
Activity Assignments	10%	20
Group Discussion Board	15%	30
Midterm Exam	10%	20
Final Exam	15%	30

Final Project

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

In-Class Participation (25% = 50 pts. → 5 pts. / class starting Week #2)

Each week will consist of one lecture (Monday) and one activity/exercise (Wednesday). 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 & exams. 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 #2

5 pts. = full participation 4 pts. = partial participation
 3 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.*

Midterm (10%) & Final Exams (15%) (Total = 25% = 50 pts.)

These exams will be used for two specific purposes: 1) to test your knowledge & integration of key terms and concepts in Stress Management (from the textbook); and 2) to communicate the conceptual underpinnings of the experiential components of the course. Exams will be a combination of multiple choice and short answer.

Final Group Project (35% = 70 pts.)

The final group project is the capstone to the experiential learning component of this course. Whereas the exams test your knowledge through the recall of concepts, the final group project tests your knowledge by asking you to make something. In this case, what you'll be doing is designing your own experiential learning session.

Just like those you've already experienced, your EXL session will begin with an integrated combination of a breath-based activity with an aesthetic experience. Then you'll design a learning experience based on a chapter or topic you select as a group. After the experience, we'll conclude the session with a study of key concepts and a discussion of the learning experiences, building connections between the experiences and the concepts from the chapter.

In addition to your session design, your group will submit a self-assessment of 1) what you hoped to accomplish and how your session hoped to accomplish it; 2) How did it go in implementation and what was the response; and 3) what would you change if you had to do it again?

The entire project will occur in consultation with me. Once your group has decided on a topic, reach out to schedule a strategy meeting.

Group Discussion Board (15% = 30 pts.)

After each group's presentation, your group is responsible for posting a response on the discussion board (on Brightspace). Your response should respond to each component of the session design:

1. Music/Art & Breath
2. Learning Experience
3. Discussion

Responses to each component should include:

1. A summary of what was done and your assessment of why it was done (i.e. its intent).
2. Constructive feedback- Did you find the experience and/or discussion effective? Why or why not? Provide one suggestion to develop or improve the experience design.
3. What question(s) about the stress topic came up during the session that you would like the group to address in writing?

Discussion Board Posts are due the Sunday after the presentation to which you are responding (by 11:59pm).

*******Extra Credit***** (Up to 10 pts.)**

1. *Individualized Stress Management Plan*: Schedule 3 zoom or in person meetings with me outside of class time. We'll use this time to discuss and develop an individualized plan for working with your stress. Meetings must be completed by Week 12. *NOTE- Meeting with Kiel is encouraged but optional. Each meeting earns you 3 extra-credit points, with a possible total of 10 points (=3 meetings + 1pt for final write-up).*
2. *Attend an EXL Lab Program*: The EXL Lab has two programs running this spring. The first is a program on the theme of *Acceptance*, where we learn about the transformational power of integrating Acceptance into your life (Website: <https://orsl.usc.edu/programs/exllab/>). The second is a program called *Quest for Sanctuary*, which consists of an experiential speaker series and events workshop that uses the imagined spaces of fairy tales and fantasy fiction as a safe place we can go to process and heal from life's many challenges (Website: <https://orsl.usc.edu/quest-for-sanctuary/>). Each program runs for approximately 5 sessions. Each session you attend will be worth 2 extra credit points.

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 situation excused by me. Email me as soon as possible to discuss alternate arrangements due to an emergency.
- Email (Kiel – kshaub@usc.edu ; Martin - vitorino@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 the subject line of email.***

COVID-19 (Class Guidelines)

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

*******Course Schedule*******

Week 1: Stories of Stress & Calm

Friday, January 12—

Course Introductions, Learning Objectives, and How to Approach this Course
Study Reference: (Syllabus)

Experience: Visual Ideation, Group Communication, & Sharing; Tour of SB Room, Breath, Story

Discussion & Journal Reflection:

Prompts—

1. What image(s) came into your mind when you tried to picture stress & calm?
2. What is stress to you? How would you define it based solely on your own experience?
3. What did you learn from seeing the other students' images? Did anything surprise you?
4. Did you learn anything about yourself during this experience? If so, what?

Week 2: Breath, Music, & Laughter

Friday, January 19—

How the Things You Already Do Impact our Stress
Study Reference: (Chapters 16 – “Take a Breath,” & 24 – “What Else?”)

Experience: Breath, Music, & Laughter; The Origins of Ambient

Discussion & Journal Reflection:

Prompts—

USC Dornsife

*Physical Education
& Mind Body Health*

1. How did the different breathing practices affect your body? Did you have a favorite? How might you consider integrating this practice into your daily life?
2. How do you use music & why?
3. Based on your experience, do music and/or laughter help relieve your stress?

Week 3: What is Stress? And Where does it Live in your Body?

Friday, January 26— (LAST DAY TO REGISTER & ADD CLASSES, DROP WITHOUT MARK OF “W,” CHANGE ENROLLMENT OPTION TO P/NP, OR AUDIT & PURCHASE / WAIVE TUITION REFUND INSURANCE)

Stress in Today’s World & Self Assessments

Study Reference: (Chapters 1 – “Stress in Today’s World,” & 2 – “Self Assesments”)

Experience: Breathing & Music; Body Scan

Discussion & Journal Reflection:

Prompts—

1. Did the definition of stress in chapter 1 change your understanding of what stress is? If so, how? If not, why not?
2. How do your body and mind typically respond to stress? What do you notice physiologically, in terms of your heart rate, breathing, muscle tension, etc.
3. Complete at least 2 Self-Assessments offered in the textbook (ch. 2). Which of the self-assessments do you find most helpful and why?

Week 4: Science of Stress & the Mind/Body Connection

Friday, February 2—

Science of Stress & The Mind/Body Connection (Chapters 3, 4)

Experience: Breath & Music; Acute Stress Response; Mind/Body Experiment

Journal Reflection:

Prompts—

1. Describe the how the acute stress response works, to the best of your knowledge. Focus on the nervous systems involved and which are activated in the process of both activating the stress response and bringing it back to equilibrium.
2. What are the stressors in your life that most easily trigger a stress response? Among these, which is most important for you to work on/manage?
3. Consider how your thoughts and emotions influence your stress levels

Week 5: Mindfulness & The Power of Perception

Friday, February 9—

(Chapter 5)

Experience: Breath & Music; Rose Garden; Cognitive Restructuring/Narrative Therapy

Journal Reflection:

Prompts—

USC Dornsife

*Physical Education
& Mind Body Health*

1. Recall a moment when you felt completely present and aware. Describe this experience in detail—what were you doing, and how did it make you feel?
2. Reflect on activities in your life that you usually do mindfully versus those you do mindlessly. What differences do you notice in your experience of these activities?
3. Identify any challenges you face when trying to be more mindful. Are there certain situations or mindsets that make it harder for you to practice mindfulness?
4. How might you use cognitive restructuring to move beyond these obstacles?
5. Are there other mental obstacles or stressors where cognitive restructuring could positively impact your stress? What are they? Practice by writing out a few ways you could shift your internal narrative around these obstacles and stressors.

Week 6: Managing Emotions & Mental Health Resources

Friday, February 16—

Experience: Journal Reflections

Journal Reflection:

Prompts—

1. Take a moment to identify and describe the emotions you commonly experience during stressful situations. How do these emotions manifest in your body and thoughts?
2. Consider different the different techniques for managing your emotions, such as deep breathing, journaling, mindfulness, or cognitive restructuring. Which of these techniques do you find most helpful in managing your emotional responses to stress?
3. How could expressing emotions in a constructive manner contribute to your overall stress management?

Week 7: Midterm Exam

Friday, February 23— (LAST DAY TO DROP COURSE WITHOUT MARK OF “W” ON TRANSCRIPT & CHANGE ENROLLMENT P/NP COURSE TO A LETTER GRADE)

Week 8: Healthy Lifestyles

Friday, March 1—
(Chapters 11 & 15)

Experience: Breath & Music; Exercise; Food Journal

Journal Reflection:

Prompts—

1. Reflect on a time when physical activity helped alleviate your stress. How does exercise tend to impact your mood and stress levels?
2. Explore the connection between your diet and stress levels. Have you noticed any changes in your mood or stress when consuming certain foods?
3. Complete the food journal for one week. What patterns did you notice?

Week 9: TBD (e.g. Spirituality)

Friday, March 8—

Experience:

Journal Reflection:
Prompts—

Week 10: TBD (e.g. Social Support, Relationships, & Communication)

Friday, March 22—

Experience:

Journal Reflection:
Prompts—

Week 11: Group Project Presentations (TBD) (e.g. Time & Life Management)

Friday, March 29—

Experience:

Journal Reflection:
Prompts—

Week 12: Group Project Presentations (TBD) (e.g. Money Matters)

Friday, April 5—

Experience:

Journal Reflection:
Prompts—

Week 13: Group Project Presentations (TBD) (e.g. Creating a Healing Environment)

Friday, April 12—

Experience:

Journal Reflection:
Prompts—

Week 14: Final Exam

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. 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

USC Dornsife

*Physical Education
& Mind Body Health*

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.