

PHED 160: Stress Management for Healthy Living (2 units)
Spring Semester 2025

Section 49864: MW 11:00 - 11:50 am ~ **Location:** DMC 158

Instructor: Steve Hsu

Office: PED 209

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

Contact Info: stevehsu@usc.edu or 213.740.2488 PEMBH Office (PED 107)

Brightspace: Brightspace@usc.edu

USC Information Technology Services Help

Phone: 213.740.5555

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

Hours: 24 hours a day, every day

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.

Acknowledgements

Land Acknowledgement: <https://libraries.usc.edu/land-acknowledgement>

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 & 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.

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 Blackboard (Bb)

Equipment

Appropriate workout attire for activity labs. Recommendations include: water, athletic shoes, and towel.

Brightspace: Brightspace@usc.edu

Class information will be posted. We will use resources posted on Brightspace™ in addition to the course textbook.

Participation/Performance

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 Policy and Evaluation Criteria

200 Total Points

Cognitive	50%	100 pts.		Psychomotor	50%	100 pts.
Final Exam	25%	50 pts.		Class Participation	15%	30 pts.
Presentation	25%	50 pts.		Stress Journals (5) (per activities)	35%	70 pts.

1. Class Participation: participation in class discussion and activity labs
2. Presentation: Trader Joe’s one-week meal plan with PowerPoint presentation
3. Stress Journals: five journals based on self-reflection and assigned activities
4. Final Exam: comprehensive, cumulative exam

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%)

180 – 200 points = A- to A

160 – 179 points = B- to B+

140 – 159 points = C- to C+ **PASS/NO-PASS option - Pass = greater or equal to 140 points**

120 – 139 points = D- to D+ *Plus and minus grades will be issued accordingly

Below 120 points = F for each letter grade range based on grade percentage earned.

See above grading scale for grade percentage.

**Extra credit work and make-up work are not available. You are not permitted to make-up absences in another section. Make-ups will not be given for any of the cognitive or psychomotor components. 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. It is your responsibility to attend class consistently and fulfill the requirements of this course.*

Use of Technological Devices During Class:

This course requires active participation with peers and instructor, therefore, the abuse of using computer laptops, tablets, cellphones, and other electronic devices during class time for browsing social media, surfing the Internet, shopping online, and doing schoolwork for other classes, will impact your class participation points and may result in future disciplinary actions. Let’s adhere to qualities of an ideal Trojan – *faithful, scholarly, skillful, courageous, ambitious* – and be respectful of everyone in our classroom.

USC Stress Management for Healthy Living - Spring 2025
COURSE OUTLINE (MW 11:00 – 11:50am)*

	Monday	Wednesday
Week 1 January 13, 15	Course Introduction	Chapter 1: Stress Today
Week 2 January 20, 22	Martin Luther King’s Birthday Holiday (No class meeting)	Chapter 2: Self-Assessment
Week 3 January 27, 29	Chapter 3: The Science of Stress	Chapter 3: The Science of Stress
Week 4 February 3, 5	Chapter 4: The Mind Body Connection Chapter 5: The Power of Perception Chapter 7: Mindfulness	Activity Lab Top 5 Stressors Due
Week 5 February 10, 12	Chapter 8: Managing Emotions Top 5 Stressors Due	Chapter 8: Managing Emotions
Week 6 February 17, 19	President’s Day Holiday (No class meeting)	Chapter 13: Social Support, Relationships, and Communication Fear and Acts of Kindness Due
Week 7 February 24, 26	Chapter 9: The Importance of Values Chapter 10: Spirituality Chapter 11: Time and Life Management	Chapter 9: The Importance of Values Chapter 10: Spirituality Chapter 11: Time and Life Management
Week 8 March 3, 5	Chapter 12: Money Matters 48 Hour Time Log Due	Chapter 12: Money Matters
Week 9 March 10, 12 <i>Spring Recess</i> <i>March 16-23</i>	Chapter 12: Money Matters Spending Log Due	Chapter 15: Healthy Lifestyles
Week 10 March 24, 26	Chapter 15: Healthy Lifestyles	Activity Lab – Trader Joe’s
Week 11 March 31, April 2	Chapter 16, 17, 22: Relaxation, Breathing, Meditation and Yoga Optimizing Restorative Sleep	Chapter 16, 17, 22: Relaxation, Breathing, Meditation and Yoga Activity Lab
Week 12 April 7, 9	Chapter 16, 17, 22: Relaxation, Breathing, Meditation and Yoga	Activity Lab

Week 13 April 14, 16	Presentations	Presentations
Week 14 April 21, 23	Presentations	Activity Lab
Week 15 April 28, 30	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

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

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.