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## **PHED 160**

**Stress Management for Healthy Leaving**

2 units- Spring 2024

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**Office:** PED 107

**Office hours:** Tuesday and Thursday 1-2pm

### **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.

### **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.

### **Course 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 Reader:**

**Stress Management for life**, Olpin and Hesson, Cengage Learning, fifth edition

**Brightspace:** brightspace.usc.edu

Stress Management for healthy living summary is posted under content.

We will use it in addition to classroom instruction for class information, review material, and assignments.

**Assignments:**

Assignments will be discussed in class using lectures and handouts. Students will have one week to complete written assignments which will be turned in on Blackboard. Points will be assigned to each assignment for thorough completion and timeliness submission. Students are encouraged to express their ideas using complete sentences. Assignments turned in after the due date will lose 10% of grade points.

**Participation/In- class work:**

Classes will be split into Lecture and Activity/Exercise. Regular attendance and regular active participation are required to obtain and absorb course material and to improve one's physical and mental fitness. In addition, active participation is a large component of your final grade. Absences for illness must be documented by your doctor. The unexcused absence from an exam will result in the lowering of the student's grade on the makeup exam by one letter grade.

**Extra credit work and make-up work are not available unless approved by instructor.** It is your responsibility to attend class consistently and fulfill the requirements of this course.

**Grading Policy and Evaluation Criteria:**

Assignment / Exam	Points
Participation	50 points
Asynchronous activities	20 points
Stress journals (6)	60 points
Final reflection	20 points
Final Exam	50 points
<b>TOTAL</b>	<b>200</b>

Point/grade cut-offs:

A 200

B 180

C 160

D 140

F Below 120

**Pass > 160 points**

Plus and minus grades will be issued accordingly

for each letter grade range based on grade percentage earned.

**Grading Scale**

Course final grades will be determined using the following scale based on percentage range

A 94-100, A- 90-93, 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.

1. Participation: Your active participation in class discussion and activity labs is an integral part of your learning experience in this class. Each person's idea and comments help make our class unique and

contribute to an inclusive environment.

2. **Group Project & Presentation:** Throughout the semester students will choose a topic and will be organized in groups. Each group will create a stress-resilience modality and presentation. The result of this collaboration will be presented to the class in a 10-15 minute in-class presentation. Any creative media modality may be used.

3. **Stress Journals:** Six journals based on self-reflection and assigned activities.

4. **Final reflection:** Based on the assessments, journals, reflections completed during the semester.

5. **Final Exam:** Comprehensive, cumulative exam.

## Course Schedule

(Tentative schedule, subject to change. Changes will be announced in class and via email.)

	Lecture/Topics	Activity/Lab 2 <sup>nd</sup> hour or 2 <sup>nd</sup> day	Homework Assignment
<b>Week 1</b> 1/8	<b>Introduction/Orientation:</b> Chapter 1: Stress Today	In class discussion, breath lab Assessments	
<b>Week 2</b>	Chapter 1: Stress Today Assessments continue	Relaxation response Intro to meditation	3-5 minutes of mindful breathing/day
<b>Week 3</b>	Movie: "STRESS: Portrait of a Killer" Chapter 3: The science of stress Stress, physiology and the mind	Chapter 3: continue	<b>Top 5 stressors</b>
<b>Week 4</b>	Chapter 4: The Mind Body Connection Chapter 5: The power of perception	Yoga	<b>Stress: portrait of a killer worksheet</b>
<b>Week 5</b>	Chapter 7- Mindfulness Chapter 8: Managing emotions	Scavenger hunt	
<b>Week 6</b>	Chapter 8: Managing emotions continues	Mindful USC (asynchronous)	
<b>Week 7</b>	Chapter 15: Healthy Lifestyles Nutrition	Game	<b>Mindfulness reflection due</b>
<b>Week 8</b>	Chapter 15: Sleep	Yoga Nidra	<b>Food log due</b>
<b>Week 9</b>	Chapter 15: Exercise	Mindful walking (asynchronous)	<b>Sleep log due</b>
<b>Week 10</b>	Chapter 11: Time & Life management	Yoga	<b>Mindful walking reflection due</b>
<b>Week 11</b>	Chapter 12: Money Matters	Game	<b>Time logs due (2 PARTS)</b>
<b>Week 12</b>	Chapter 13: Social support Relationships & Communication	TBA	<b>Spending log due</b>
<b>Week 13</b>	Chapter 14: Creating a healing environment More tools	Yoga, PMR Trakata	
<b>Week 14</b>	Final review	Walk- Rose Garden	
<b>Week 15</b>	<b>FINAL EXAM</b>		<b>Final reflection due week 16</b>

## **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 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](http://osas.usc.edu). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto: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](mailto: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.