



dornsife.usc.edu/phed

PHED 160 | Stress Management for Healthy Living

Units: 2

Section: 49871

Term: Summer 2025 | Tues, Thurs 10:00-11:50 am

Location: Online, Zoom and Brightspace

Instructor: Tim Burton

Office: PED 107

Office Hours: Monday and Wednesday 1:00-2:00 pm or By Appointment

Contact Info: tim.burton@usc.edu (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/>

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 consists 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 you read assigned readings before 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

3 pts. = full participation 2 pts. = partial participation

1 pt. = excused absence 0 pt. = absence/no participation

Presentations (25% = 50 pts.)

Groups will be formed in class and given topics to choose from to present on. This is to be a stress related topic with an expert analysis. Groups of 4 in 10-minute durations. A rubric will be presented during class.

Assignments (35% = 70 pts.)

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

Final Exam (25% = 50 points)

Exam will be on the last class session and consist of 50 questions.

Grading Criteria

| | % Grade | Points |
|----------------------------|----------------|---------------|
| Class Participation | 15% | 30 |
| Presentation | 25% | 50 |
| Final Exam | 25% | 50 |
| 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 (tim.burton@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

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|--------|---|---|
| Week 1 | Course Introduction <i>Overview of Stress Management</i> | Course Readings <small>read prior to class</small> |
| | | |
| | Self-Assessments | Chapters 1 & 2 |
| | | |
| Week 2 | Relaxation <i>Relaxation Techniques & Mechanisms</i> | Chapters 16 & 19 |
| | Science of Stress | Chapter 3 |
| Week 3 | Time & Life Management & Quiz #1 | Chapter 11 |
| | Managing Emotions <i>Exercise</i> | Chapter 8 |
| Week 4 | Healthy Lifestyles <i>Nutrition</i> & Guided Imagery | Chapters 15 & 20 |
| | Mindy Body Connection & Quiz #2 | Chapter 4 |
| | Social Support, Relationships & Communication | Chapter 13 |
| | Healthy Lifestyles <i>Nutrition</i> & Guided Imagery | Chapters 15 & 20 |
| | | |
| Week 5 | Presentations Group A | |
| | Presentations Group B | |
| Week 6 | Final Exam | |
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****Please note subject to change as needed***

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.