

## **PHED 160 – Stress Management for Healthy Living**

1 unit

FALL 2025 - Tuesday & Thursday 12PM and 1PM

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**Office:** PED 108

**Office Hours:** W 12:00 -12:50, T/Th 2-2:45pm & By Appointment

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### **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 -- <https://dornsife.usc.edu/phed/about/> [Additional Resources](#)

### **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 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 & sources of vitality
- 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 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.

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

### Course Notes

Class is scheduled to meet in the classroom; some classes will require us to meet outdoors, or a another location on campus. Athletic attire is required for several classes due to the physical nature of some activities. Most 2<sup>nd</sup> day of the week classes will be activity days. Please check Brightspace regularly for updates, class notes, and announcements. For each class please have something to take notes on. We will cover content that goes beyond class slides or text book and often engage in group discussion, movement, writing activities, personal reflection, and collaboration.

### 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**  
Item ID: 371566
- Supplemental Readings, Media and Materials – Available on Brightspace

### Additional Course Policies

- **No make ups** are given for absences, missed material, class activities, or late assignments. It is the individuals' responsibility to attend class consistently, check Brightspace, and fulfill course requirements.
- **Communication** – Email ([seggert@usc.edu](mailto:seggert@usc.edu)) is the preferred method of communication outside of class. Emails will be answered within 72 hours, unless following a holiday weekend. **Please use the course number in the subject line (ex. "PHED160 MW 1pm")**

### Participation:

Most class will be split into **Lecture** and **Activity**. This class is an experience-based interactive Physical Education course that requires presence, participation, and interaction with the instructor and peers. Choosing not to participate in class **will impact one's final course grade. Participation is defined as 1) showing up for class 2) Actively, fully participating in class discussion, activities, meditations, breathwork and exercises.** If #2 is not met in class, a note is made on Quickly attendance after each week of class.

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

- Everyone is offered one free absence during the semester. No questions asked, no required communication, no deduction in final attendance points. Students may use this for whatever they like (mental health day, travel, vacation, rest, etc.)
- **Excused absences:** Documented Illness with doctor's note, USC sport/class travel.

- Unexcused absences: weather, personal travel, sore muscles, oversleeping, visiting relatives, teeth whitening, veterinary appointments, etc.
- Absences for illness must be documented by your doctor with a note.
- **Extra credit work and make-up work is not available.**
- Workout attire is required for most activity classes (sent as announcement via BrSp).
- If you have an injury, illness, or medical condition preventing physical activity, please talk to me in advance about how we can modify for your needs.
- **Live-streaming class is not available.** Physical education classes require in-person presence. Activity classes will often be held outside of the classroom.

**If online via Zoom:** Video-On active participation is required. Full participation and attendance is given only when present and **video is turned on.** If online, during class, you will be asked to **join with video**, muted unless for class discussion. Students participate in lecture by speaking, using chat text, and or responding to poll questions, be prepared to engage. **Some classes that are given as asymmetrical learning opportunities will be noted on Brightspace or via email and will often require a short reflection.**

**Experiential Reflections:** Activities during or started in class will include a reflective portion. Any asymmetrical classes will involve this component. Submission timing will be noted on Brightspace.

**Assignments:** All assignments involve *applied* techniques, are experiential in nature and will be discussed during class time and details posted on Brightspace. Points for each assignment are earned with thorough completion of the assignment and timeliness of submission. All assignments must be submitted through Brightspace. Late assignments (within 2 weeks of due date) will receive half credit. Spotify, iTunes, YouTube and other media outlet may be needed for full participation in class or asymmetrical activities and assignments. **Additional creative expressions of assignments always welcome with instructor approval.**

**Semester Vitality Reflection:** At the end of the semester this assignment allows students to reflect on the specific tools that have positively impacted their vitality and influenced their whole health. Each class will offer several tools that students can immediately and consistently *apply* in order to gain mental and physical clarity, vitality, health, and relaxation.

**Exam:** The exam will be comprehensive and consist of multiple choice, short answer, true/false questions. The review sheet is posted on Brightspace by week 4 of the semester. Class slides are posted throughout the semester every 3 weeks.

### Grading Breakdown

Assignment / Exam	Points	% of Grade
Assignments 1-4	40 points (10 points each)	31%
Experiential Reflections	20 points (2-5 pts each)	15%
Vitality Reflection	10 points	8%
Participation	20 points	15%
Final Exam	40 points	31%
<b>TOTAL</b>	<b>130</b>	<b>100%</b>

**Grading Scale:** A = 189-200, A- = 179-188, B+ = 174-178, B = 169-177, B- = 160-168, C+ = 154-159, C = 147-153, C- = 140-146, D+ = 134-139, D = 127-133, D- = 122-125, F = 121 or less.

**COURSE SCHEDULE\***

**Day 1 of the week is lecture; Day 2 of the week is a longer class activity – indoor or outdoor**

<b>Instruction Weeks</b>	<b>Topics/Daily Activities</b>	<b>Readings &amp; Meditations</b>	<b>Due Dates</b>
Week 1	<b>Introduction/Orientation:</b> Vitality vs. Stress <b>In-class Breath Lab Overview</b>	<b>Ch. 1.1 - 1.5</b> 3-5 min Breath Meditation from class	
Week 2	<b>Science of Stress &amp; Chronobiology</b> Vitality Assessment	<b>Ch.1.6 – 1.9, Ch. 3</b> 3-5 min Breath Meditation from class	<b>Begin Meditation Log</b>
Week 3	<b>Technology for Vitality</b> Stress, physiology, and the mind	<b>Ch. 4, 5, 6</b> 3-5 min Breath Meditation from class	
Week 4	<b>Nourishment &amp; Nutrition</b>	<b>Ch. 10 &amp; 11</b> Daily Meditation	<b>Assignment #1 Due</b>
Week 5	<b>Adaptogenic Applications</b> Yoga & Meditation Lab	<b>Ch. 12</b> Daily Meditation	<a href="#">Eat Well USC resources</a>
Week 6	<b>Directing the Mind</b> Meditations for Sleep	<b>Ch. 9</b> Daily Meditation	
Week 7	<b>Healthy Lifestyles &amp; Habits: Sleep</b> Kundalini Techniques for Optimal Health	<b>Ch. 8, 9</b> Daily Meditation & Mantra	<b>Assignment #2 Due</b>
Week 8	<b>Managing Emotions</b> Deep Relaxation	<b>Ch.13 + Meditation</b>	
Week 9	<b>Conscious Communication</b>	<b>Ch. 15</b> Daily Meditation	
Week 10	<b>Healthy Lifestyles &amp; Fitness</b> Circuit workout	<b>Ch. 10, 11</b> Daily Meditation & Mantras	<b>Assignment #3 due</b>
Week 11	<b>Creativity, Flow States and Resilience</b> Relaxation	<b>Ch. 16</b> Daily Meditation	
Week 12	<b>Prosperity - Scarcity vs. Abundance</b> Energetic Finances	Daily Meditation	
Week 13	<b>Assignment Presentations</b>	<b>Ch. 12</b> Daily Meditation	<b>Assignment #4 due</b>
Week 14	<b>Final Exam Review</b>	Daily Meditation	
Final	<b>FINAL EXAM (IN CLASS – LAST WEEK)</b>		<b>Final Exam &amp; Vitality Reflection</b>

**\* If schedule changes, students will be notified in class or via Brightspace.**

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