CONCEPTS OF HEALTH AND WELLNESS
PHED 1100

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Fall 04

Catalog Course Description:
An introduction to individual optimal well being, encompassing local and national health concerns, personal health risk factors, lifestyle behaviors, cultural and societal influences and preventive health measures.

Entry Level Standards:
Reading and writing proficiency at DSPW 0800 & DSPR 0800 level

Prerequisites:
None

Textbook(s) and Other Course Materials:

I. Week/Unit/Topic Basis:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Syllabus Review; Introduction to Wellness, Fitness, and Lifestyle Management. (Chapter 1)</td>
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<tr>
<td>2</td>
<td>Basic Principles of Physical Fitness (Chapter 2); Body Composition (Chapter 6)</td>
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<td>3</td>
<td>Cardiovascular Health (Chapter 11)</td>
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<td>4</td>
<td>Cardiorespiratory Endurance (Chapter 3)</td>
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<td>5</td>
<td>Muscular Strength and Endurance (Chapter 4)</td>
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<td>6</td>
<td>Flexibility and Low Back Health (Chapter 5)</td>
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<td>7</td>
<td>Putting Together a Complete Fitness Program (Chapter 7)</td>
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<td>8</td>
<td>Nutrition (Chapter 8)</td>
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<td>9</td>
<td>Weight Management (Chapter 9)</td>
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<td>10</td>
<td>Stress (Chapter 10)</td>
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II. Course Objectives*

A. Identify the components of physical fitness and how each component affects wellness. III.1, III.2, III.3, III.6, III.7

B. Describe how body mass index, body composition, and body fat distribution are measured and assessed. III.4

C. Describe the controllable and uncontrollable risk factors associated with cardiovascular disease. III.2, III.3, III.4

D. List the major effects and benefits of cardio respiratory endurance exercise. III.5

E. Apply the FITT principle to create a safe and successful strength training program. III.5

F. Explain the different types of stretching exercises and how they affect muscles. III.5

G. Explain the steps for putting together a successful personal fitness program. III.5

H. Describe the guidelines that have been developed to help people choose a healthy diet, avoid nutritional deficiencies, and protect themselves from diet-related chronic diseases. III.2, III.3, III.5

I. Describe lifestyle factors that contribute to weight gain and loss, including the role of food choices, exercise, and emotional factors. III.2, III.3, III.4, III.7

J. Identify techniques for preventing and managing stress. III.3, III.5

K. Identify some of the causes of cancer and how they can be avoided or minimized. III.3, III.5

L. Explain the effects of drug use on individuals, families and society as a whole III. 3, III.5, III.6, III.7

M. Explain the transmission, prevention and treatment of sexually transmitted diseases, including the global problems involved with HIV/AIDS. III.2, III.3, III.5, III.6, III.7

N Discuss strategies for developing and maintaining meaningful interpersonal relationships, meeting the challenges of aging, using the health care system intelligently, and understanding environmental health. III.1, III.2, III.3, III.5, III.7

*Roman numerals after course objectives reference goals of the university parallel program.

III. Instructional Processes*:

Students will:
1. Complete the Wellboard quiz to evaluate their health risks and current lifestyle. 
   *Social/Behavioral Sciences Outcome, Natural Sciences Outcome, Technological Literacy Outcome, Active Learning Strategies*

2. Plan and track a fitness program using the daily fitness and nutritional journal. 
   *Social/Behavioral Sciences Outcome, Active Learning Strategies*

3. Develop a wellness profile based on each of the six dimensions of wellness. 
   *Communication Outcome, Social/Behavioral Sciences Outcome*

4. Assess body composition using skin fold measurements and bioimpedance. 
   *Natural Sciences Outcome, Mathematics Outcome, Active Learning Strategies*

5. Identify risk factors for suffering a heart attack or stroke using the CVD (Cardiovascular Disease) risk assessment. 
   *Social/Behavioral Sciences Outcome, Natural Sciences Outcome, Active Learning Strategies*

6. Assess current level of cardio respiratory endurance using the 1 mile walk test. 
   *Transitional Strategies, Active Learning Strategies*

7. Develop a training program based on the facilities at the PSTCC Student Recreation Center. 
   *Transitional Strategies, Active Learning Strategies*

8. Create a strength-training program based on individual goals. 
   *Social/Behavioral Sciences Outcome*

9. Compare your daily diet versus the food guide pyramid. 
   *Natural Sciences Outcome, Technological Literacy Outcome*

10. Identify weight loss goals and ways to meet them by utilizing the negative calorie balance equation. 
    *Social/Behavioral Sciences Outcome, Natural Sciences Outcome, Mathematics Outcome*

11. Identify your stress levels and key stressors using the stress-rating chart. 
    *Social/Behavioral Sciences Outcome, Natural Sciences Outcome, Active Learning Strategies*

12. Specify actions you can take to lower your risk of cancer using the self-assessment lab. 
    *Natural Sciences Outcome, Technological Literacy Outcome, Active Learning Strategies*

13. Identify the information on the consequences of substance use and abuse by taking the behavioral self-assessments. 
    *Social/Behavioral Sciences Outcome, Technological Literacy Outcome, Active Learning Strategies*

14. Assess your personal STD risk and how you can prevent STDs by reviewing and completing the STDs module of health quest CD-ROM. 
    *Social/Behavioral Sciences Outcome, Natural Sciences Outcome, Technological Literacy Outcome, Active Learning Strategies*

15. Retake the well board quiz to compare scores to those received at the start of the semester. 
    *Social/Behavioral Sciences Outcome, Natural Sciences Outcome, Technological Literacy Outcome, Active Learning Strategies*

*Strategies and outcomes listed after instructional processes reference TBR's goals for strengthening general education knowledge and skills, connecting course work to experiences beyond the classroom, and encouraging students to take active and responsible roles in the educational process.*
IV. Expectations for Student Performance*

Upon successful completion of this course, the student should be able to:

1. Understand medical considerations before participating in a physical fitness program. A
2. Develop an individual wellness profile. A B
3. Describe the dimensions of wellness. B
4. Describe the behaviors that are part of a fit and well lifestyle. A B
5. Describe how much exercise is recommended for developing health and fitness. A E F G H
6. Identify the components of physical fitness and how each component affects wellness. B E F G H
7. Describe the principles involved in designing a well-rounded exercise program. B C E F G H
8. Define Fat-Free mass, essential fat, and nonessential fat and describe their functions in the body. C
9. Explain how body composition affects overall health and wellness. C J
10. Describe how body mass index, body composition, and body fat distribution are measured and assessed. C
11. Explain how to determine recommended body weight and body fat distribution. B
12. Describe the controllable and uncontrollable risk factors associated with cardiovascular disease. D
13. Discuss the major forms of cardiovascular disease and how they develop. D
14. List the steps to take to lower personal risk of developing cardiovascular disease. D E
15. List the major effects and benefits of cardio respiratory endurance exercise. E
16. Explain how cardio respiratory endurance is measured and assessed. F
17. Describe how frequency, intensity, time, and type of exercise affect the development of cardio respiratory endurance. E F
18. Define muscular strength and endurance and describe how they relate to wellness. B F G
19. Explain how muscular strength and endurance can be assessed. F
20. Apply the FITT principle to create a safe and successful strength-training program. F
21. Explain how to safely perform common strength training exercises using free weights and weight machines. F H
22. Describe the potential benefits of flexibility and stretching exercises. G
23. Explain the different types of stretching exercises and how they affect muscles. G
24. Describe the intensity, duration, and frequency of stretching exercises that will develop the most flexibility with the lowest risk of injury. G
25. Explain the steps for putting together a successful personal fitness program. F G H
26. Describe strategies that help maintain a fitness program over the long term. H
27. Explain how to use food labels. I
28. Put together a personal nutrition plan. I J
29. Explain the health risks associated with overweight and obesity. C I J
30. Describe lifestyle factors that contribute to weight gain and loss. C I J
33. Describe techniques for preventing and managing stress. A B E H K
34. Put together a plan for successfully managing stress in life. A B E H K
35. Discuss some of the courses of cancer and how they can be avoided or minimized. L
36. Describe the signs and symptoms of cancer in its early stages. L
37. List specific actions to take to lower the risk of cancer. E F G H L
38. Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence. M
39. Explain the significance of alcohol use on individuals, families and society as a whole. M
40. Explain the impact of tobacco use on both the individual and society. M
41. Discuss the symptoms, risks and treatments of STDs. N
42. List strategies for self-protection against STDs.
43. List the characteristics, skills and behaviors that support successful relationships and families. A B E F H I J K O

44. Explain what individuals can do to promote healthy aging. A B E F G H I J

45. Discuss strategies for effective self-care and effective uses of the health care system. O

46. Assess the relationship between global health issues and personal health O

47. List the steps for creating and maintaining an effective behavior change program. A B E F G H I J K L M N O

*Letters after performance expectations reference the course objectives listed above.

V. Evaluation:

A. Testing Procedures:
   
   A. Testing Procedures  40% of Grade
   
   Midterm  20 Points
   Final  20 Points

B. Laboratory Expectations:
   
   20% of Grade

C. Field Work:
   
   Fitness and Nutritional Journal  20% of Grade

D. Other Evaluation Methods:
   
   Participation and Attendance  20% of Grade

E. Grading Scale:
   
   A  93-100
   B  82-92
   C  72-81
   D  62-71
   F  61 or Less

VI. Policies:

A. Attendance Policy:

   Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice
president of Academic Affairs.

B. Academic Dishonesty:

Cheating on exams and assignments will result in a grade of "F" in the course. Cheating in this class means giving or receiving help on an exam, assignment, and plagiarizing papers.

C. Accommodations for disabilities:

If you need accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please inform the instructor immediately. Privately after class or in the instructor's office. To request accommodations students must register with Services for Students with Disabilities: Goins 127 or 131, Phone: (865) 539-7153 or (865) 694-6751 Voice/TDD. http://www.pstcc.edu/sswd/.

D. Other Policies:

Make-up Policies:
1. After one week, students will not be allowed to make up written examinations.
2. With documentation, students will be allowed to make up absences. Make up sessions should be supervised and consist of activities engaged in during the sessions that the student missed.

Injury Policy:
Students injured during class must inform the instructor immediately. An accident/incident report must be filed. This applies to all injuries no matter how minor.