PELLISSIPPI STATE COMMUNITY COLLEGE
MASTER SYLLABUS

CONCEPTS OF WELLNESS
PHED 1100

Class Hours: 3.0  Credit Hours: 3.0
Laboratory Hours: 0.0  Revised: Fall 2013

Catalog Course Description:

An introduction to individual, optimal well being in a societal context. This course encourages students to examine their wellness-related behaviors, to take responsibility for them, and develop individualized behavior change programs for lifetime fitness and wellness.

Entry Level Standards:

READ and ENGL proficiency minimum at 0810 level.

Prerequisites:

None

Textbook(s) and Other Course Materials:


Bundled with text is the required McGraw-Hill's "Connect" a web-based assignment and assessment platform.

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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<tr>
<td>10</td>
<td>Stress (Chapter 10)</td>
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II. Course Goals*:

The course will

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

B. Discuss the scientific approach wellness professionals use to study the major health problems in society today. Analyze current research and its impact on society. (III.4, III.5, III.6)*

C. Describe how body mass index, body composition, and body fat distribution are measured and assessed. (III.4)*

D. Describe the controllable and uncontrollable risk factors associated with cardiovascular disease. (III.2, III.3, III.4)*

E. List the major effects and benefits of cardio respiratory endurance exercise. (III.5)*

F. Apply the FITT principle to create a safe and successful strength training program. (III.5)*

G. Explain the different types of stretching exercises and how they affect muscles. (III.5)*

H. Explain the steps for putting together a successful personal fitness program. (III.5)*

I. 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)*

J. 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)*

K. Identify techniques for preventing and managing stress. (III.3, III.5)*

L. Identify some of the causes of cancer and how they can be avoided or minimized. (III.3, III.5)*

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

N. 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)*

O. Be familiar with various wellness research findings and be able to take an ethical stand based on those findings. (III.4, III.5, III.6)*

P. Be able to communicate how individual wellness affects local, state, national, and global
Q. 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 career/technical program or university parallel program.

III. Expected Student Learning Outcomes∗:

Students will be able to:

1. Identify medical considerations before participating in a physical fitness program. (A)∗
2. Discuss the dimensions of wellness. (B)∗
3. Develop an individual wellness profile and describe the behaviors that are part of lifetime fitness and wellness. (A, B)∗
4. Explain how much exercise is recommended for developing health and fitness. (A, E, F, G, H)∗
5. Name the components of physical fitness and how each component affects wellness. (B, E, F, G, H)∗
6. Describe the principles involved in designing a well-rounded exercise program. (B, C, E, F, G, H)∗
7. Define Fat-Free mass, essential fat, and nonessential fat and describe their functions in the body. (C)∗
8. Explain how body composition affects overall health and wellness. (C, J)∗
9. Report how body mass index, body composition, and body fat distribution are measured and assessed and explain how to determine recommended body weight and body fat distribution. (C, B)∗
10. Describe the controllable and uncontrollable risk factors associated with cardiovascular disease. (D)∗
11. Discuss the major forms of cardiovascular disease and how they develop and list the steps you can take to lower your personal risk of developing cardiovascular disease. (D, E)∗
12. List the major effects and benefits of cardio respiratory endurance exercise. (E)∗
13. Explain how cardio respiratory endurance is measured and assessed and describe how frequency, intensity, time, and type of exercise affect the development of cardio respiratory endurance. (E, F)∗
14. Define muscular strength and endurance and describe how they relate to wellness and explain how muscular strength and endurance can be assessed. (F)∗
15. Recognize how to safely perform common strength training exercises using free weights.
and weight machines and apply the FITT principle to create a safe and successful strength-training program. (F, H)*

16. Describe the potential benefits of flexibility and stretching exercises, explain the different types of stretching exercises and how they affect muscles, and describe the intensity, duration, and frequency of stretching exercises that will develop the most flexibility with the lowest risk of injury. (G)*

17. Identify the steps for putting together a successful personal fitness program and describe strategies that help maintain a fitness program over the long term. (F, G H)*

18. Evaluate food labels and develop a personal nutrition plan. (I, J)*

19. Explain the health risks associated with overweight and obesity and describe lifestyle factors that contribute to weight gain and loss and design a personal plan for successfully managing body weight. (C, I, J)*

20. List common sources of stress. (K)*

21. List techniques for preventing and managing stress and develop a plan for successfully managing the stress in your life. (A, B, E, H, K)*

22. State some of the types of cancer and how they can be avoided or minimized and describe the signs and symptoms of cancer in its early stages. (L)*

23. Recognize specific actions you can take to lower your risk of cancer. (E, F, G, H, L)*

24. Define and discuss the concepts of addictive behavior, substance abuse, and substance dependence. (M)*

25. Explain the significance of alcohol use on individuals, families and society as a whole and the impact of tobacco use on both the individual and society. (M)*

26. Discuss the symptoms, risks and treatments of STDs and list strategies for protecting yourself from STDs. (N)*

27. List the characteristics, skills and behaviors that support successful relationships and families. (A, B, E, F, H, I, J, K, O)*

28. Describe what individuals can do to promote healthy aging. (A, B, E, F, G, H, I, J)*

29. Discuss strategies for effective self-care and effective uses of the health care system and assess the relationship between global health issues and personal health. (O)*

30. Apply and 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)*

* Capital letters after Expected Student Learning Outcomes reference the course goals listed above.

IV. Evaluation:

A. Testing Procedures 40% of Grade

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<th>Test</th>
<th>Points</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>20</td>
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<tr>
<td>Final</td>
<td>20</td>
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</table>
B. Fitness and Nutritional Journal 20% of Grade

C. Research Project 20% of Grade

D. Laboratory/Instructional Activities 10% of Grade

E. Participation and Attendance 10% of Grade

E. Grading Scale:

A 93-100
B 82-92
C 72-81
D 62-71
F 61 or Less

V. 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:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:
• Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
• Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
• Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one’s own work.
• Taking an exam for another student.
• Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
• Any of the above occurring within the Web or distance learning environment.

Please see the Pellissippi State Policies and Procedures Manual, Policy 04:02:00 Academic/Classroom Conduct and Disciplinary Sanctions for the complete policy.

C. Accommodations for disabilities:

Students that need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students
must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by sending email to disabilityservices@pstcc.edu, or visiting Goins 127, 132, 134, 135, 131. More information is available at 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.