PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: KINE 2115

Texas Common Course Number (TCCN Matrix): PHED 1164

Course Title: Lifetime Health and Wellness

Course Catalog Description (Copy and paste from online catalog for existing courses):
Lifetime Health and Wellness presents the information and skills needed to adopt a lifestyle of health and wellness. Students will be introduced to the dimensions of Wellness which includes Physical, Emotional, Spiritual, Intellectual, Interpersonal and Social, and Environmental Health.

Course Prerequisites: none

Available Online?
☒ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: 

☐ No

Number of Sections to be Offered per Academic Year: 60

Estimated Enrollment per Section: 70

Course Level (freshman, sophomore): freshman

Designated Contact Person (for follow-up communication purposes): Gary Oden or Bill Hyman

E-Mail Address: hpe_glo@shsu.edu or hpe_vwh@shsu.edu

Phone: 294-1211

Approvals

Department Chair: 

[Signature] 

[Date]

Academic Dean: 

[Signature] 

[Date]

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Select Component Area: VIII. Social and Behavioral Sciences

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area:
How Component Area Addressed: KINE 2115 introduces students to the importance of fitness and wellness throughout the lifespan. It includes a study of how healthy lifestyle choices reduce one’s risk of morbidity and mortality. The application of empirical and scientific methods is germane to every principle and objective taught in KINE 2115. Health behavior theory, the ability to make informed choices throughout the lifespan, and the overall health status of Americans individually and collectively are dependent on data identified using the scientific method. Research in health and wellness promotion addresses interactions between individual, group, community, and global aspects of these topics. Additionally, a study of health indicators naturally includes an exploration of similarities and differences between social groups and cultures.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: At the completion of KINE 2115 – Fitness for Living (Lifetime Health and Wellness), the student will:

O1: Describe the role of empirical research and the scientific method in the investigation of the human condition regarding personal and public health and wellness.

How will the objective be addressed (including strategies and techniques)?
An introductory audio power point will explain the role of epidemiology, health research, and the use of data and health informatics in identifying and disseminating risk factors and protective factors for personal and public health. The power point will include how to be good consumers of research, appropriate methodology, appropriate conclusions, and alternative explanations and solutions for contemporary health issues. The presentation will also explore the primary health research agencies in the United States that address the fitness and wellness issues explored in KINE 2115. Specific examples from KINE 2115 topics will be used, including the relationship of body composition, blood pressure, and blood lipid profiles to morbidity and mortality.
Describe how the objective will be assessed: Several test questions will be included in Exam One which will assess the student's understanding of empirical research, data acquisition and management; and the application of the scientific method and what the research results mean in relation to health choices and lifestyles.

**Objective/SLO 2:** Explain the importance of individual and collective behaviors and the availability of health care services as they relate to the health status of individuals and diverse groups of varied cultures.

How will the objective be addressed (including strategies and techniques)? The same introductory power point will also address the role of health indicators and behaviors (i.e. dietary habits, physical activity patterns, obesity rates, blood pressure, cholesterol levels, and other lifestyle choices) and the availability of health care services in shaping personal and public health. Data pertaining to health care availability, behavioral causes of death (smoking, obesity, alcohol use), preventable premature death, the health care costs of unhealthy behavior, and the health disparities (differences) between sexes, cultural groups, and socio-economic groups will be presented. Additionally, students will be assigned to small groups and participate in discussions concerning individual and collective behavior and health care services availability.

Describe how the objective will be assessed: Several test questions will be included in Exam One which will assess the student's comprehension of why it is important to understand and apply the results of epidemiological research and health/medical research studies to lifestyle choices. Additional questions will be used to assess the student's ability to differentiate health risks among certain groups and cultures and how individuals must take responsibility for their actions and behaviors.

**Objective/SLO 3:** Identify their major risk and protective factors for morbidity and mortality, including behavior and environmental factors.

How will the objective be addressed (including strategies and techniques)? Numerous lectures, readings, and special presentations throughout the course emphasize the risk factors, both modifiable and non-modifiable, for injury, disease, and death including, but not limited to, heart disease, cancer, stroke, diabetes, osteoporosis, obesity, hypertension, sexually transmitted diseases, drug/alcohol problems, and personal safety.

Describe how the objective will be assessed: Students will complete several self-assessments designed to identify personal risk factors: Cardiovascular Disease Risk Assessments, Cancer Risk Assessments, Skin Cancer Risk Assessment, Diabetes Risk Assessment, Stress Vulnerability Questionnaire, Harvard Disease Risk Index, ChooseMyPlate Assessment, and opportunities to determine body composition and blood pressure. Student's will write a reflective summary of the findings of their self-assessments which will be scored using a rubric that includes a synthesis of results, recommendations for areas of concern, and their reaction to the self-assessments.

**Objective/SLO 4:** Explain the economic impact of poor health and lifestyle choices on society.

How will the objective be addressed (including strategies and techniques)?
Lectures and assigned reading will address the cost of health care insurance and health care services. Class lecture and a video presentation provide an opportunity to discuss how lifestyle choices impact the cost of insurance and health care services. Additionally, the positive impact that healthy lifestyle choices can have on these variables and the economy of a society will be discussed.

Describe how the objective will be assessed: Several test questions will be included on the final exam which will assess the student's comprehension of the impact of health and wellness on the economy.
Objective/SLO 5: Describe the different dimensions of wellness and will engage in public discourse as to how those dimensions may be defined and how they contribute to the overall wellness of the individual.

How will the objective be addressed (including strategies and techniques)?
Lectures will present each dimension of wellness and will address how one dimension can impact another. Also presented by lecture, will be the impact of each dimension on individual health and wellness. During these lectures, students will be placed into small groups to express their views of the dimensions of wellness, to analyze the differing views expressed, and to create examples of how the dimensions work together to create holistic wellness.

Describe how the objective will be assessed: Several test questions will be included on the final exam which will assess the student's comprehension of each dimension of wellness. Additional questions will be used to assess students understanding of how the dimensions of wellness interact and impact each other. In addition, each small group will submit a written paper discussing differing views expressed and examples of how the dimensions of wellness work together.

Objective/SLO 6: Analyze the effects of various forces and influences on personal health and wellness - including cultural, social, and personal factors, as well as, gender, ethnicity, socioeconomic status, and global factors.

How will the objective be addressed (including strategies and techniques)?
Incorporated into several lectures throughout the semester will be information explaining how health status has numerous influences - including social, cultural, and global factors. Other lectures and class discussions will focus on agencies such as the Food and Drug Administration (FDA) and the World Health Organization (WHO) and their impact on personal health and wellness. Additionally, several of the risk self-assessments required of the student will yield information as to how these factors can increase or decrease the prevalence of risk factors for disease.

Describe how the objective will be assessed: This objective will be assessed through exam questions over risk factors for the chronic diseases and conditions presented in class. Additionally, the completion of the risk self-assessments will be used to assess student understanding of influencing forces. Additional test questions will be used to assess student’s comprehension of the forces which influence personal health and wellness.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)
1. **Critical Thinking Skills**: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will be required to complete health and lifestyle self-assessments and analyze results. Students will evaluate their lifestyle and will be instructed to think critically as they examine how their lifestyle impacts their health and well-being. Students will be asked to complete a written report addressing how they can change negative health and lifestyle choices. Students will also be given ideas and concepts on how to effectively make changes in personal behavior in order to positively impact their lifestyle. In addition, students will be required to work in small groups and use creative thinking to develop innovative solutions to the rising health care cost and concerns of our society.

2. **Communication Skills**: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will engage in oral, written, and visual communication through the following activities: 1) Students will be required to interview two family members concerning their health history and how their lifestyle has contributed to their current health status. 2) Students will examine their family's lifestyle history and develop a PowerPoint presentation which addresses methods and strategies they can use to "break the cycle" of negative health and lifestyle choices. 3) Students will be selected to orally discuss their interview and discuss items in their family history that inspired them to change their lifestyle behaviors. 4) Students will complete a written report which will discuss their interview.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will complete Laboratory One – The Personal Health Profile, which asks a series of 34 questions pertaining to a healthy lifestyle. A general categorization of health status is determined based on the answers to the questionnaire. The Profile will be followed by Laboratory Two – The Personal Behavior Change Plan, which asks students to identify one or more risks that need improvement based on the results of the Profile. Class lectures and reading will guide students to identify corrective actions, the consequences of failing to take corrective action, and the importance of taking personal responsibility in order to reduce health risks. Laboratory Two guides students through the development of behavior change strategies as they embark on this semester long health improvement assignment. Personal, cultural, and societal ethical decision making will be addressed through class lectures. Specific topics, such as current advertised fad diets that have been scientifically proven to be harmful, and the ethical nature of alcohol and drug use and abuse will be presented to assist the student in understanding the importance of ethical decision making.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)? Students will be introduced to social responsibility through an understanding of the impact that individual behavior choices influence social well-being through presentations from the Alcohol and Drug Abuse Initiative, the University Counseling Center, the Student Health Center, and the University Police Department. Each of these presentations addresses the collective responsibility of students to create a safe and healthy campus environment. Students will be introduced to multi-cultural health issues through various class lectures which address specific disease risk factors that are prevalent for certain ethnic groups. Students will be assigned to groups and each group will write a letter concerning an intercultural health issue to either the Texas Legislature, the Food and Drug Administration, or the World Health Organization.

### PART V – SHSU Core Curriculum Committee Requirements

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>The role of empirical research in investigation personal and public health and wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Taking personal responsibility for your health and wellness</td>
</tr>
<tr>
<td>Week 3</td>
<td>Developing a plan to improve cardiovascular endurance</td>
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<tr>
<td>Week 4</td>
<td>Developing a plan to improve body composition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Developing a plan to improve flexibility, muscle strength and endurance</td>
</tr>
<tr>
<td>Week 6</td>
<td>Principles of Nutrition</td>
</tr>
<tr>
<td>Week 7</td>
<td>Cardiovascular disease risk and prevention</td>
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<tr>
<td>Week 8</td>
<td>Cancer, Diabetes, and Osteoporosis</td>
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<tr>
<td>Week 9</td>
<td>Lifestyle choices and the aging process</td>
</tr>
<tr>
<td>Week 10</td>
<td>Sexual Health and Sexual Transmitted Diseases</td>
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<td>-----------------------------------------------</td>
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<tr>
<td>Week 11</td>
<td>The impact of Health and Wellness on society</td>
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<tr>
<td>Week 12</td>
<td>Health in a diverse society</td>
</tr>
<tr>
<td>Week 13</td>
<td>Stress. Mental disorders and treatment</td>
</tr>
<tr>
<td>Week 14</td>
<td>Alcohol and drugs and their impact on health</td>
</tr>
<tr>
<td>Week 15</td>
<td>Putting your health and wellness plan into action</td>
</tr>
</tbody>
</table>

2. Attachments (Syllabus Required)

Syllabus Attached?  ☑ Yes  ☐ No

Other Attached?  ☐ Yes  ☐ No  If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Communication</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✓</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>✓</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>✓</td>
</tr>
<tr>
<td>American History</td>
<td>✓</td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>✓</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>✓</td>
</tr>
</tbody>
</table>
KINESIOLOGY 2115
FITNESS FOR LIVING
FALL 2012

Instructor: Gary Oden        Office: HKC 211
Phone: 294-1212           E-mail: hpe_glo@shsu.edu
Office hours: SAM Center Monday 8:00 – 11:00
               Tuesday 8:00 – 11:00
               Wednesday 8:00 – 11:00; 3:00 – 5:00
HKC 211 by appointment

Textbook:
Hyman, Oden, Bacharach, and Sebesta. (2011) Fitness for Living, 4th edition,

The WebCom card is required for successful completion of KINE 2115.
Considerable course content is delivered through WebCom, and over forty percent
of the final grade is derived from assignments completed through WebCom. Make
certain that your book comes with the WebCom Access Card.

Course Description:
Fitness for Living presents the information and skills needed to adopt a lifestyle
of health and wellness. Emphasis is placed on the components of physical fitness and the
benefits of a healthy lifestyle, which includes exercise and activity, proper nutrition,
disease prevention behaviors, and safe choices.

Course Objectives:
At the completion of Fitness for Living, the student will:
1. Demonstrate an understanding of physical conditioning in each of the five
dimensions of health related physical fitness:
   a. Aerobic capacity (cardiovascular fitness)
   b. Body composition
   c. Flexibility
   d. Muscular strength
   e. Muscular endurance
2. Describe the prudent steps to following a healthy dietary pattern and choose an
eating plan that provides adequate nutrition and balances calories with physical
activity for the maintenance of a healthy body weight.
3. Explain the risk factors and protective factors for the chronic diseases which make up the
   leading causes of morbidity and mortality in the United States, including
the lifestyle choices which are considered critical to disease prevention.
4. Identify their major sources of stress as they apply to the psychological and
   physiological aspects of the stress model, and develop relaxation skills and a
coping strategy to positively manage stressors.
5. Practice skills and behaviors critical to personal safety.
Course Evaluation:

Exams (3 @ 100 points each) 300
Webcom chapter post tests (10 @ 10 points each) 100
Webcom health assessments (13 @ 10 points each) 130

Total 530 points

Grading Scale:

477 - 530 points 90 – 100 percent A
424 - 476 points 80 – 89 percent B
371 - 423 points 70 – 79 percent C
318 - 370 points 60 – 69 percent D
Less than 318 points less than 60 percent F

Chapter post test due dates:

Each student must complete an on-line post test for chapters 1-10 on Webcom. There are no post tests for chapters 11 and 12. Each post test is worth up to ten points and may be retaken one time. The higher of the two grades will be recorded in your grade book. The chapter post tests make excellent review and preparation for the three major exams, so it is recommended that students take the post test along with the corresponding chapter being studied in class. Any post test not completed by the deadline will be recorded as a zero.

<table>
<thead>
<tr>
<th>Post Test</th>
<th>Chapter and Topic</th>
<th>Value</th>
<th>Open/Close Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Importance of Fitness and Wellness</td>
<td>10</td>
<td>AUG 29 – OCT 5</td>
</tr>
<tr>
<td>2</td>
<td>Cardiorespiratory Endurance</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Body Composition</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Flexibility</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Muscular Strength and Endurance</td>
<td>10</td>
<td>OCT 5 – NOV 5</td>
</tr>
<tr>
<td>6</td>
<td>Nutrition</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Weight Control</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Cardiovascular Disease</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Cancer, Diabetes, and Osteoporosis</td>
<td>10</td>
<td>NOV 5 – DEC 6</td>
</tr>
<tr>
<td>10</td>
<td>Stress Management</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

Total Chapter Quiz Points 100
**Required On-line Health Assessments:**

On-line health assessments provide each student with individual feedback concerning lifestyle risks and protective factors in several areas of wellness. On-line assessments, like chapter post tests, should be taken along with the corresponding chapter being studied in class. **Any assessment not completed by the deadline will be recorded as a zero.** Ten points will be recorded in your grade book upon completion of each assessment. Note the specifics regarding the Cancer Risk Assessment (*) below.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Assessment</th>
<th>Value</th>
<th>Open/Close Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal Health Profile</td>
<td>10</td>
<td>AUG 29 – OCT 5</td>
</tr>
<tr>
<td>1</td>
<td>Personal Behavior Change Plan</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Strength Training Lesson</td>
<td>10</td>
<td>OCT 5 – NOV 5</td>
</tr>
<tr>
<td>6</td>
<td>Nutrition: Myth or Fact</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>MyPyramid.gov Assessment</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Risk Factors for Cardiovascular Disease</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Cancer Risk Assessment *</td>
<td>10</td>
<td>NOV 5 – DEC 6</td>
</tr>
<tr>
<td>9</td>
<td>Skin Cancer Risk Assessment</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Diabetes Risk Assessment</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Life Experiences Survey</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Stress Vulnerability Questionaire</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Harvard Disease Risk Index</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Real Age Test</td>
<td>10</td>
<td></td>
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</tbody>
</table>

* Total Health Assessment Points: 130

* The Cancer Risk Assessment consists of six separate assessments worth two points each. Two extra points are earned for completion of all six. While some are gender specific, all students should complete all six assessments.

**Course Content:**

See attached course schedule and exam dates for your appropriate section.

Exams will be administered only on the specified dates. No make-up exams are administered; however, the professor reserves the right to give a make-up exam because of unforeseen valid emergencies which can be officially documented in writing. Should a make-up exam be given, it will differ in style from the original exam.

It is the student’s responsibility to check their university student email account. It is recommended that the account is checked daily.
**Student absences on religious holy days policy:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

**Students with disabilities policy:**

“Students with a disability which affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired.” The physically impaired may contact the Director of the Counseling Center, 294-1720.

**Webcom website:**

http://www.khwebcom.com/fitnessforliving