

COMMON COURSE NUMBER: PET 2084

COURSE TITLE: Personal Fitness Concepts for Teachers

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion 48

Lab

Other

Contact Hours/Week 3

CATALOG COURSE DESCRIPTION:

Prerequisite: None

Corequisite: None

This course is designed for present and prospective middle and high school health and physical education teachers. It covers the basic principles of exercise, various fitness programs, fitness assessment, nutrition, weight management, cardiovascular health, managing stress, and HIV/AIDS. Lectures will include hands-on activities and demonstrations. This course will not satisfy the General Education Requirements for the A.A. or A.S. degree.

General Education Requirements - Associate of Arts Degree, meets Area(s):

General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES:

1. Introduction to Health and Wellness
2. Assessment and Basic Exercise Principles
3. Cardiovascular Health and Wellness
4. Exercise for Fitness and Leisure
5. Nutrition
6. Weight Management
7. Coping with and Managing Stress
8. HIV/AIDS

I. Course Overview:

Upon successful completion of this course, the students should be able to demonstrate an understanding of the principles of exercise, various fitness programs, fitness assessment, nutrition, weight management, cardiovascular health, managing stress and HIV/AIDS.

II. Units:

Unit 1. **Introduction to Health and Wellness**

General Outcome:

- 1.0 The students should be able to discuss the difference between health and wellness and outline the different areas that contribute to wellness, emphasizing the importance of decision-making in the wellness lifestyle and promoting the value of making positive decisions.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Define health.
- 1.2 Define wellness and compare it to the concept of health.
- 1.3 List and explain the components of wellness.
- 1.4 Describe the importance of personal environment and its effects on wellness.
- 1.5 Define "lifestyle diseases" and list several.
- 1.6 Give specific examples of how making "wellness" decisions can affect lifestyle diseases.
- 1.7 Discuss some of the beneficial results of wellness.
- 1.8 Describe the factors that influence decision making.
- 1.9 Discuss the importance of making positive lifestyle decisions as early in life as possible.

Unit 2. Assessment and Basic Exercise Principles

General Outcome:

- 2.0 The students should be able to assess the present status of their health and design a fitness program suited to their preferences and lifestyles. This unit includes aerobic and anaerobic activities.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Identify their medical/health history.
- 2.2 Discuss methods for assessing fitness.
- 2.3 Discuss and perform various activities that enhance cardiovascular fitness.
- 2.4 Explain methods to find different levels of exercise intensity.
- 2.5 List guidelines that assist individuals to maintain fitness.

Unit 3. Cardiovascular Health and Wellness

General Outcome:

- 3.0 The students should be able to understand cardio-vascular health and the risk factors for coronary heart disease—both changeable and unchangeable.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Define and describe systemic and pulmonary circulation.
- 3.2 Name and categorize the risk factors for cardio-vascular disease.
- 3.3 Discuss the evidence that supports the theory that coronary heart disease has pediatric origins.
- 3.4 List the warning signs of a heart attack and a stroke.
- 3.5 Identify and discuss the causes of a stroke.
- 3.6 Discuss the role of heredity in the development of cardiovascular disease.
- 3.7 Describe strategies that may be employed to lower serum cholesterol levels.
- 3.8 Identify and describe the role of the lipoprotein cholesterol carriers.
- 3.9 Describe the manner in which cigarette smoking and tobacco usage affects the cardiorespiratory system.
- 3.10 Describe the impact of physical inactivity on cardiovascular disease and cancer.
- 3.11 Discuss the role of obesity in the development of cardiovascular disease and cancer.
- 3.12 Describe the role of lifestyle in the prevention and treatment of cardiovascular disease and cancer.
- 3.13 Assess cardiovascular fitness, demonstrate testing procedures, and interpret results.

Unit 4. Exercise for Fitness and Leisure

General Outcome:

- 4.0 The students should be able to understand the physiological and metabolic adaptations to aerobic and anaerobic exercises and guidelines for safely developing the muscular system in a variety of ways.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Identify and describe the physiological changes that occur during the process of physical training.
- 4.2 Describe the physiological adaptations that combine to increase the body's production of energy.
- 4.3 Describe the effect of exercise on cholesterol, blood pressure, cigarette smoking, diabetes, obesity, and stress.
- 4.4 Define and demonstrate examples of isotonic, isokenetic and isometric contractions.
- 4.5 Discuss the effect of anabolic steroids on the human body.
- 4.6 Demonstrate safe strength-building and flexibility exercises.
- 4.7 Describe and differentiate among dynamic, static, and PNF stretching techniques.
- 4.8 Identify and define the principles of conditioning.
- 4.9 Describe and demonstrate the proper warm-up and cool-down techniques.
- 4.10 Assess muscular strength and endurance, demonstrate testing procedures, and interpret the results.

Unit 5. Nutrition

General Outcome:

- 5.0 The students should be able to discuss the nature of nutrients and how the body processes them, including the guidelines for dietary improvements.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 Identify the basic food groups and give examples of each.
- 5.2 Name the major nutrients, list those that supply calories in the diet, and identify the number of calories per gram in each.
- 5.3 Define vitamins and minerals.
- 5.4 Identify the water soluble and fat soluble vitamins.
- 5.5 Define and differentiate among saturated, mono-unsaturated, and polyunsaturated fat.
- 5.6 Describe the health implications associated with a high intake of saturated fat.
- 5.7 Define fiber and identify the two types of fiber.
- 5.8 Define protein and identify the different types.
- 5.9 Define and identify the different types of carbohydrates.
- 5.10 Identify the ingredients that must appear on a food label.
- 5.11 Identify three emerging trends in the eating patterns of American youths.

Unit 6. Weight Management

General Outcome:

- 6.0 The students should be able to define overweight and obesity and examine the role of diet, exercise and behavior in weight management, and devise a plan to gain, lose or maintain ideal weight.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Describe the differences between overweight, under-weight and obese.
- 6.2 Explain the appropriate ranges of body fat for both men and women.
- 6.3 Describe and demonstrate various methods for determining body composition.
- 6.4 Define and describe the "set point theory" of weight control.
- 6.5 Discuss basal metabolism as it fits into a weight loss program.
- 6.6 Define cycle dieting and discuss its effects in long-term weight control.
- 6.7 Discuss various health risks influenced by obesity.
- 6.8 Discuss treatments of obesity including the following:
- 6.8.1 Fad diets
 - 6.8.2 Chemical strategies
 - 6.8.3 Surgical procedures
- 6.9 Identify food substitutions that reduce fat, cholesterol, and calories.
- 6.10 Describe the problem of being overweight and strategies to put on weight.
- 6.11 Compare and contrast anorexia nervosa bulimia.
- 6.12 Discuss a safe plan for gaining weight.

Unit 7. Coping with and Managing Stress

General Outcome:

- 7.0 The students should be able to define stress and understand both the positive and negative aspects. The students will also be able to perform several relaxation techniques and learn other methods of dealing with stress.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 7.1 Define stress.
- 7.2 Identify the different kinds of stress and provide examples.
- 7.3 List positive and negative effects of stress.
- 7.4 Recognize major indicators of distress.
- 7.5 Summarize the physiological responses to stress.
- 7.6 Name some health effects of stress.
- 7.7 State the relationship between self-esteem and stress.
- 7.8 Compare Type A, B and C personalities and how they affect stress.
- 7.9 Name and analyze different ways of coping with stress.
- 7.10 Discuss the various relaxation techniques that can be used to invoke the relaxation response.

Unit 8. HIV/AIDS

General Outcome:

- 8.0 The students should be able to understand HIV/AIDS and behavioral changes necessary to prevent contraction and transmission of HIV.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 8.1 Identify and discuss the following sexually transmitted diseases:
- 8.1.1 Two that may cause death
 - 8.1.2 One that can cause sterilization
- 8.2 Explain the spectrum of HIV disease.
- 8.3 Describe the effect of HIV on the immune system.
- 8.4 List the body fluids which can contain large quantities of HIV and which can effectively transmit HIV.
- 8.5 Describe methods of HIV transmission.
- 8.6 Discuss the myths of HIV transmission.
- 8.7 Explain testing for HIV and the importance of early detection.
- 8.8 Describe precautions that would minimize the risk of HIV transmission.
- 8.9 Explain the media effects of alcohol and drugs on sexual decisions.
- 8.10 Discuss male/female sexuality and dating relationships.
- 8.11 Discuss behavioral changes needed to practice safer sex.
- 8.12 Discuss the proper use of a condom and the type of condom and lubricant to use.
- 8.13 Demonstrate how to approach a partner, date, or potential partner about the use of a condom, other precautions, alternate sexual activity, and abstinence.

Safety Precautions:

1. Watch for traffic while running, jogging or walking.
2. Do not enter the weight room without the instructor or weight room supervisor.
3. Never lift heavy free weights without a spotter.
4. If an injury occurs notify the instructor immediately.
5. Follow any other safety procedures outlined by the instructor during class.

Students should be aware that participation in physical activity carries a degree of risk. Therefore, students are expected to follow instructions and safety precautions given by the HPRD instructor. Also, students must inform the instructor of any existing medical problems.

(NOTE: The College does not carry individual student insurance to cover accidents that occur during college classes. The students are advised to carry their own insurance.)