



Date		Credits	3
Course Title	Total Wellness	Course Number	HLP1081
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Total Fitness & Wellness 6th Edition
 ©2014 | Pearson | Published: 2014
 ISBN-10:0-321-84052-6 | ISBN-13: 978-0-321-84052-3

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.



Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardiness the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardiness, the instructor will contact the University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The purpose of this class is to provide students with the knowledge and awareness to live a balanced life. Wellness is analyzed from different points of view including, physical, emotional, mental and environmental. The students will be expected to think critical and analytical providing feedbacks to the issues presented in class. In addition students will analyze their lifestyles, families and environment in order to create a plan to live a total wellness lifestyle.

Learning Objectives

At the end of this course the student will be able to:

- Understand fitness and wellness.
- Identify behavior change barriers.
- Explain steps for behavior change.
- Identify general principles of exercise for health and fitness.
- Understand the importance for cardio respiratory endurance in daily living.
- Develop an individualized exercise prescription.
- Improve muscular strength and endurance.
- Understand how flexibility works: muscles, joints, and stretching.
- Explain nutrition and health.
- Manage stress.

Topical Outline and Schedule

DATE		WEEK 1
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the course. • Review the syllabus. • Discuss Library Orientation Course, Instructor to verify completion. • Identify wellness and discuss the six components to achieve optimal state of wellness. • Define wellness goals of America. • Assess which exercise and activity is right as it relates to height and age. • Examine the stages of change model and its impact in our health. 	
TOPIC (S)	<ul style="list-style-type: none"> • Discuss what is wellness and the six components to achieve an optimal state of wellness. • Outline the goals for nutrition and health in the U.S. • Define physical activity and the numerous health benefits of physical activity. • Discuss the benefits of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition. • Understand the five stages of change model and its benefits as it relates to behavior change. • Review the benefits of behavior modification and its cues that precede a behavior or consequence to change. • Show an understanding of the application of the seven commonly used behavior modification strategies. 	
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discussion of Syllabus. • Formulate a behavior contract a specific plan and maintain accountability. • Identify wellness issues across the population. • Determine the importance of setting realistic goals for individuals to achieve a balanced diet and lifestyle. 	
HOMEWORK & ASSIGNED READINGS	<p>Review the Syllabus.</p> <p>Complete the Library Orientation Course. Instructor to verify completion.</p> <p>Chapter 1 – Understanding Fitness and Wellness pp. 1-24.</p>	
DATE		WEEK 2

SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the meaning of establishing fitness and how to maintain wellness. • Survey if too much exercise can increase your risk to illness. • Identify the health benefits of physical activity. • Discuss Final Class Project & Presentation.
TOPIC (S)	<ul style="list-style-type: none"> • Evaluate general principles of exercise training to improve physical fitness – overload, progression, specificity, recuperation, and reversibility. • For each principle discuss the key concept, its benefits, and how to maximize the benefits. • Examine the steps required to design an appropriate exercise program. • Discuss the importance of warm up and cool down during a workout routine. • Evaluate health benefits of exercise and how much is enough.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Participate in the discussion and topics. • Discuss the advantages of incorporating a minimum level of physical activity. • Discuss the components of the exercise prescription in order to maximize health benefits.
HOMEWORK & ASSIGNED READINGS	<p>Start thinking about the Final Project topic and tentative bibliography. Discuss among class members possible groups for the Final Project. Review APA style formatting.</p> <p>Chapter 2 – General Principles of Exercise for Health and Fitness pp.25-42.</p>
DATE WEEK 3	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Examine the benefits of aerobic exercise as it relates to cardiorespiratory endurance. • Understand the cardiovascular and respiratory systems as they related to exercise and wellness. • Discuss the different steps involved in developing an individual exercise prescription with all the necessary components.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the need for cardiorespiratory endurance in daily living. • Identify the two systems involved in cardiorespiratory endurance. • Explain how we get energy for exercise and the two systems the body uses – aerobic and anaerobic. • Discuss what happens to the cardiorespiratory system with exercise

	<p>and training.</p> <ul style="list-style-type: none"> • Identify the health benefits of cardiorespiratory endurance. • State the process of designing your own aerobic exercise program. • Define the steps of initial conditioning, improvement and maintenance phase to develop an individualized exercise prescription. • Discuss the training techniques of cross training and interval training.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Read and discuss the importance of incorporating and exercise prescription program. • Explain training techniques for someone with initial low level of cardiorespiratory fitness. • Identify the possible challenged related to starting an exercise program.
HOMEWORK & ASSIGNED READINGS	<p>Work on chosen topic for Final Project. Library Research. Develop Tentative Bibliography.</p> <p>Chapter 3 – Cardiorespiratory Endurance: Assessment and Prescription pp. 43-74.</p>
DATE	WEEK 4
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • DUE: PROJECT TOPIC and TENTATIVE BIBLIOGRAPHY. • Describe the type of muscle action that occurs as muscle lengths. • Summarize the characteristics of slow-twitch, fast-twitch, and intermediate skeletal muscle fibers. • Outline the process of total body resistance training program.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the need for muscular strength and endurance in daily living. • Describe how muscles work in structure and function. • Outline the difference between muscle exercise and muscle actions. • Identify the different types of skeletal muscle fiber and their different speed of action. • Discuss the principles for designing a strength and endurance program. • Explain how the body adapts to strength training. • Outline the types of weight training programs. • Describe the phases of starting and maintaining a weight training program.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Examine the effects of anabolic steroid and the serious side effects.
HOMEWORK	Continue research and work on Final Project

& ASSIGNED READINGS	Chapter 4 – Improving Muscular Strength and Endurance pp. 75-112.
DATE WEEK 5	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the need for flexibility in every day activities. • Identify structural limitations to movement. • Differentiate between passive and active stretching. • Understand the benefits of flexibility.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the need for flexibility in daily living and the benefits on muscles, joints, and stretching. • Identify the five primary anatomical factors that limit movement. • Differentiate between stretching and the stretch reflex. • Outlines the benefits of flexibility and how to evaluate it. • Describe the different stretching techniques – passive and active stretching. • Discuss the application of the FIT principle to motivate and maintain flexibility. • Outline solutions to muscle cramp during sports and exercise.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discuss the five structural and physiological limits to flexibility that shapes the bone. • Devise a sample flexibility program using the FIT program. • Determine the degree of flexibility of an individual.
HOMEWORK & ASSIGNED READINGS	<p>Continue research project and work on Final Project.</p> <p>Chapter 5 – Improving Flexibility pp.113-141.</p>
DATE WEEK 6	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Identify the factors associated with running injuries. • Compare and contrast the difference between strain and sprain. • Describe the proper first-aid response for choking, punctured wounds, swallowing poison and drowning.
TOPIC (S)	<ul style="list-style-type: none"> • Explain the risk and causes of injury from increased physical activity. • Review the risk factors for sports injuries and difference between intrinsic and extrinsic risk factors. • Outline the common conditions and injuries – back pain, acute muscle soreness, delayed on-set muscles soreness, muscle strains, tendonitis, ligament sprains, torn cartilage. • For each of the common injuries describe the causes and prevention

	<p>techniques.</p> <ul style="list-style-type: none"> • Discuss the most common injuries that occur in the lower extremities – patellofemoral pain syndrome, shin splints, and stress fractures. • For each lower extremity injury describe the causes and prevention techniques. • Discuss how to manage injuries. • Define unintentional injuries and how they can be prevented.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Understand the importance of using proper gear to prevent injuries. • Differentiate between the different types of injuries caused during exercise and physical activities. • Outline and discuss the different degrees of muscle strain.
HOMEWORK & ASSIGNED READINGS	<p>Review previous chapters and prepare for Exam 1.</p> <p>Chapter 13 – Preventing Exercise-Related and Unintentional Injuries pp. 323-341.</p>
DATE	WEEK 7
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • EXAM 1 • Describe the different characteristics of body composition. • State how body composition relates to health. • Differentiate between mental and physical health.
TOPIC (S)	<ul style="list-style-type: none"> • Determine what is body composition and what does it tell us. • Discuss how is body composition related to health. • Show the different percent of body fat for men and women and determine the importance of essential body fat. • State the problem of overweight and obesity in the U.S. and the term creeping obesity. • Identify the chronic conditions associated with overweight and obesity. • Recognize the effects of being underweight and how it leads to significant health problems. • Discuss the different methods that exist to assess body composition. • Define and discuss body mass index as a parameter to determine ideal body weight – underweight, normal, overweight or obese.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Identify your body mass index and the formula used to determine it. • Use search engine to identify four great examples to set goals and get regular assessments.

HOMEWORK & ASSIGNED READINGS	Continue working on Final Project – start preparing the draft for the Final Project. Chapter 6 – Body Composition pp.143-167.
DATE	WEEK 8
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Explain the importance of analyzing your diets and its benefits. • Name the measured ratios need to maintain a healthy diet. • Identify the different types of fiber and its importance to health.
TOPIC (S)	<ul style="list-style-type: none"> • Define what is nutrition and why is it important to maintain a healthy body. • Discuss what are nutrients and the classification according to their energy-yielding characteristics. • Identify different foods and the type of nutrient they provide. • Determine the importance of water in the body. • Understand the importance of monitoring the intake of calories, sugar, alcohol, cholesterol and fat as it relates to overweight and obesity. • State the different guidelines for a healthy diet and balanced diet. • Summarize the different types of carbohydrates and their sources • Recognize the importance for special dietary considerations. • Discuss how nutrition affects physical fitness. • Understand the role of supplementation and when to prescribe it. • Show the different types of food safety in the food industry.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Identify relevant information on the news related to nutrition and food. • Design a graph to understand the division between macronutrients and micronutrients. • Read a nutritional label and explain whether the food has a high nutritional value or not.
HOMEWORK & ASSIGNED READINGS	Continue research and work on Final Project. Chapter 8 – Nutrition, Health, and Fitness pp. 191-225.
DATE	WEEK 9
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Outline the importance of optimal body weight and the different factors that can affect weight management. • State the importance of designing a weight management program. • Identify the problems with eating disorders.
TOPIC (S)	<ul style="list-style-type: none"> • Describe the term optimal body weight and formulate the steps to reach

	<p>the goal.</p> <ul style="list-style-type: none"> • Discuss the factors that can affect successful weight management. • Explain the energy balance equation and its relation to maintaining an optimal weight. • Compare and contrast the difference between resting metabolic rate and exercise metabolic rate. • State the necessary steps to design a successful weight-loss program. • Discuss the diet and exercise programs necessary to gain weight. • Describe the different extreme measures for weight loss. • Define what an eating disorder is and the different types that exist.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Review portion sizes and the change they have suffered in the years. • Analyze the different ways in which an individual can gain weight in a healthy way.
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on Final Project.</p> <p>Chapter 9 – Exercise, Diet, and Weight Control pp. 227-251.</p>
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Identify the key to avoiding heat exhaustion or hypothermia when exercising in a extreme weather environments. • Discuss the effect of high altitude exercise and its effect on target levels in the heart. • Define carbon monoxide and ozone and its impact on exercise. • List the guidelines for fluid intake during and after exercise in hot environments.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss the reason environment matter during exercise. • Examine the impact of exercising in a hot environment. • Name the two primary means of heat loss during exercise. • List the type of clothing needed for hot or extreme environments. • Examine the impact of exercising in a cold environment. • Explain the importance of maintaining body temperature in a cold environment. • State the type of clothing needed to exercise in a cold environment. • Describe the effects of altitude on maximal exercise capacity. • Explain the growing problem and effect of exercise and air pollution.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discuss the special considerations needed for fitness during exercise. • Examine the importance and limitation of exercising during older adulthood.

	<ul style="list-style-type: none"> Explain the necessity of maintaining an exercise program during all stages of life.
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on Final Project.</p> <p>Chapter 12 – Exercise: The Environment and Special Population pp. 297-322.</p>
DATE	WEEK 11
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> DUE: DRAFT and TENTATIVE BIBLIOGRAPHY Define stress as physiological and mental response to things in our environment that we perceive as threatening. Discuss the effects of excessive and poorly managed stress. Identify the physical symptoms of stress. Name two steps in managing stress to improve your ability to relax.
TOPIC (S)	<ul style="list-style-type: none"> Describe stress and the term stress response. Define the term stressor and the different types that exist. Discuss the physiological changes of the stress response as it relates to the nervous system and the endocrine system. Explain the flight-or-fight response. Determine the factors that affect stress levels. Describe key factors that may cause or contribute to higher stress levels. Explain the relationship between stress and health. List the different stages of the general adaption syndrome. Discuss different ways in which you can manage stress.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Discuss the concept of eustress and its benefits. Present a sample guideline for the development of a time management program. Understand the importance of managing stress to avoid health problems that may cause illness.
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on Final Project.</p> <p>Chapter 11 – Stress Management pp. 273-296.</p>
DATE	WEEK 12
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> EXAM 2

	<ul style="list-style-type: none"> • State the leading cause of death in the United States. • Discuss the difference between major and contributing risk factors for developing coronary heart disease. • Name the factors that can be modified to prevent cardiovascular disease. • Identify the link between diet and blood cholesterol. • Outline how smoking increases your risk of developing cardiovascular disease.
TOPIC (S)	<ul style="list-style-type: none"> • Define cardiovascular disease and how prevalent is it in the United States. • Discuss the most common types of cardiovascular diseases. • Describe the process of how coronary arteries become blocked and the effects on muscle tissue. • Name the major risk factors associated with coronary heart disease. • Outline the contributory risk factors related with coronary heart disease. • Outlines the possible ways in which you can reduce the incidence of heart disease. • Evaluate the health risk for physical inactivity on the heart. • Name the factors that cannot be modified when it comes to cardiovascular disease. • Illustrate how heart disease can be reduced to maintain a healthy life style.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discuss the sodium content of selected foods and the effects on the body. • Discuss in class the term “good” and “bad” cholesterol and ways to maintain a healthy balance. • Compare and contrast the difference between arteriosclerosis and atherosclerosis.
HOMEWORK & ASSIGNED READINGS	<p>Continue working on Final Project and start preparing the Final Presentation.</p> <p>Chapter 10 – Preventing Cardiovascular Disease pp. 253-272.</p>
DATE	WEEK 13
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Identify common sites of cancer and current available treatment. • Discuss hereditary factors and behavioral risk factors for cancer. • Outline the importance of a healthy diet to minimize the risk of cancer. • Evaluate the benefits of having continues check ups for early detection.

TOPIC (S)	<ul style="list-style-type: none"> • Define cancer and the importance of awareness, early detection, prevention, and treatment methods. • Explain the CAUTION acronym for cancer detection. • Summarize how normal cells become cancerous. • Name the most common types of cancers and how they are developed. • State the most common type of cancer in the general population, among men and among women. • Explain the risk factors associated with cancer development. • Determine the factors that can and cannot be modified in relations to cancer.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Assess the steps needed to prevent cancer development. • Describe the importance of knowing the ABCDE rule to detect early skin cancer.
HOMEWORK & ASSIGNED READINGS	<p>Editing and revision of Final Project.</p> <p>Chapter 14 – Cancer pp.343-363.</p>
DATE WEEK 14	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Determine the most common sexually transmitted infection in the United States. • Compare and contrast between virus and bacteria infections. • Identify if sexually transmitted infections can only be treated with antibiotics. • Summarize how to minimize sexually transmitted infections.
TOPIC (S)	<ul style="list-style-type: none"> • Define sexually transmitted infections and the mode of transmission. • Distinguish between HIV/AIDS. • Describe the stages of infection and progression of HIV. • Explain how HIV can and cannot be transmitted between individuals. • Outline common myths about HIV transmission. • Describe other infections causes by virus – hepatitis B, HPV, genital herpes – and the signs, symptoms and treatment for each. • State infections causes by bacteria – chlamydia, gonorrhea, syphilis – and the signs, symptoms and treatment for each. • Identify ways in which you can reduce the risk of sexually transmitted infections.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Determine if a needle program would be effective to reduce STIs. • Understand the importance of responsible behavior to prevent the transmission of infections.

HOMework & ASSIGNED READINGS	Editing & Revision of Final Project. Chapter 15 – Sexually Transmitted Infections pp. 365-383.
DATE	WEEK 15
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • DUE: FINAL PROJECT and FINAL PRESENTATIONS • List specific drugs and their potential for dependency. • Recognize the different types of addictions that a persona may develop. • Identify ways in which a person can get help if he/she suffers from any sort of addiction.
TOPIC (S)	<ul style="list-style-type: none"> • Define addiction and specific addictive behaviors often associated with reinforcement, loss of control, escalation, and negative outcomes. • Determine the types of addiction that a person may develop – to substances and behaviors. • Explain addictions in relation to physical and psychological dependence. • Compare and contrast between substance uses vs. substance abuse. • Name substances that are commonly used that may lead to addictions. • State the legal drugs that people tend to abuse – alcohol, tobacco, caffeine. • Discuss abusive alcohol consumption and standard drinks for responsible drinking.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Recognize the different between substance use, dependence, and abuse. • Determine the impact of addiction in relation to health and wellness. • Participate in final presentation • Interact with presenters through discussion
HOMework & ASSIGNED READINGS	Study for Final Exam. Chapter 16 – Addiction and Substance Abuse pp. 385-407.

Instructional Methods

In developing methodological strategies, it is best to discuss them between teachers and students in an environment of freedom and mutual agreement in order to ensure that the students make them their own and take responsibility for their execution and for attaining the goals of this course.

The following strategies may be used in this class:

1. A review of the questions at the end of each chapter.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Instructional Materials and References

Understanding Nutrition
by Whitney & Rolfes
Cengage, 2015

Wellness: The Total Package
by Mindy Mayol
Kendall Hunt Publishing, 2014

Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62%	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student’s responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

Homework	15%
Exams I, II, III	30% (10% each)
Final Project	25%
Final Presentation	25%
Participation	5%
Total	100%

Date Syllabus Was Last Reviewed: Date: 05-03-16.