

Course Number and Title: EXS 120 Wellness and Health Promotion

Campus Location:

Wilmington

Effective Date:

2021-51

Prerequisite:

EXS 100, EXS 101, SSC 100 or concurrent

Co-Requisites:

None

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

1.00 lab hours/week

Course Description:

The focus of this course is on personal health management and behavior change techniques used for individual and group populations. Through case studies and small group learning the students will analyze current life styles and propose safe and effective life style modifications to optimize health and wellness.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

Exercise Science Program Manual

Allied Health/Science Department Policy Manual

Schedule Type:

Classroom Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Explain the dimensions of health and wellness. (CCC1, 4; PGC 1, 9, 10)
2. Explain the diverse socio-cultural issues surrounding health. (CCC 1, 4; PGC 1, 9, 10)
3. Analyze personal and social attitudes and beliefs regarding various health and wellness issues. (CCC 2, 6; PGC 1, 2, 7)
4. Discuss the various aspects of health and wellness evaluations. (CCC 2, 6; PGC 1, 2, 7, 8)
5. Describe the major stages and implications of lifestyle modifications. (CCC 6; PGC 1, 2, 7)
6. Analyze current lifestyles, and propose safe and effective lifestyle modifications to optimize health and wellness. (CCC 6; PGC 2, 3, 4)
7. Explain criteria to evaluate reliable versus unreliable sources of health promotion information on the World Wide Web. (CCC 2, 4, 5, 6; PGC 1, 2, 3, 9, 10)
8. Identify and perform the components of professional behaviors as applied in the classroom and lab activities. (CCC 3, 4; PGC 1, 5)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Explain the dimensions of health and wellness.
 1. Describe the dimensions of wellness.
 2. Identify the major health problems in the United States today, and discuss their causes.
 3. Describe the behaviors that are part of a fit and well lifestyle.
 4. Describe the current activity levels of American adults.
 5. Discuss the current state of youth fitness.
 6. Describe strategies for increasing physical activity among individuals.
 7. Describe the American Council on Exercise (ACE) and American College of Sports Medicine (ACSM) codes of ethics.
 8. List the benefits and major effects of cardiorespiratory endurance exercise.
 9. Describe how type, intensity, duration, and frequency of exercise affect the development of cardiorespiratory endurance.
 10. Define muscular strength and endurance, and describe how they relate to wellness.
 11. Describe the potential benefits of flexibility and stretching exercises.
 12. List the factors that affect the flexibility of a joint.
 13. Explain how body composition affects wellness.
 14. Define fat free mass, essential fat, and nonessential fat, and describe their functions in the body.
 15. List the major forms of cardiovascular disease and how they develop.

16. Define cancer and its implications for exercise science.
17. Describe common cancers, including their risk factors, signs and symptoms, treatments and approaches to prevention.
2. Explain the diverse socio-cultural issues surrounding health.
 1. Describe how gender, ethnicity, income, and education can affect health and wellness.
 2. Discuss gender and socio-cultural differences in muscular strength.
 3. Discuss gender and socio-cultural differences in cardiorespiratory performance.
 4. Discuss gender and socio-cultural differences in body composition.
 5. Discuss gender and socio-cultural differences in flexibility and low back health.
 6. Describe the effect that gender and socio-cultural differences have on disease potential.
 7. Describe how various culture and socioeconomic status can influence nutrition.
 8. Explain the factors that may contribute to a weight problem, including genetic, physiological, lifestyle, and psychosocial factors.
 9. Explain the factors that may contribute to stress, including genetic, physiological, lifestyle, and psychosocial factors.
3. Analyze personal and social attitudes and beliefs regarding various health and wellness issues.
 1. Describe common personal concerns and excuses regarding starting an exercise program.
 2. Describe common social attitudes and beliefs regarding starting an exercise program.
 3. Explain how personal and social factors influence stress.
 4. Analyze a pre-exercise questionnaire, and discuss how personal and social attitudes and beliefs may influence adherence to an exercise prescription plan.
4. Discuss the various aspects of health and wellness evaluations.
 1. Describe how cardiorespiratory endurance is measured and assessed.
 2. Explain how muscular strength and endurance can be assessed.
 3. Explain how flexibility can be assessed.
 4. Describe how body composition and body fat distribution are measured and assessed.
 5. Explain how to determine recommended body weight and body fat distribution.
 6. Explain how to evaluate an individual's diet.
 7. Describe the symptoms of eating disorders and the health risks associated with them.
 8. Describe the female athlete triad.
 9. Describe the relationship between stress and disease.
 10. Describe the controllable and uncontrollable risk factors associated with cardiovascular disease.
 11. Describe the signs and symptoms of cancer in its early stages.
5. Explain the major stages and implications of lifestyle modifications.
 1. Explain the steps in creating a behavior management plan to change a wellness-related behavior.
 2. Describe how much exercise is recommended for developing health and wellness.
 3. Identify the components of physical fitness and how each component affects wellness.
 4. Describe the strategies that can be utilized to maintain a fitness program over the long term.
 5. Describe the relationship between stress and disease.
 6. Describe techniques for preventing and managing stress.
 7. Discuss some of the causes of cancer and how they can be avoided or minimized.
6. Analyze current lifestyles, and propose safe and effective lifestyle modifications to optimize health and wellness.
 1. Explain the goal of physical training and the basic principles of training.
 2. Describe the principles involved in designing a well-rounded exercise program.
 3. Discuss the steps taken to make an exercise program safe, effective, and successful.
 4. Explain how strength training exercises affect muscles.
 5. List the type, frequency and number of strength training exercises that make up a successful program.
 6. Explain how to safely perform common strength training exercises using free weights and weight machines.
 7. Analyze the different types of stretching exercises and how they affect muscles.
 8. Describe the type, intensity, duration, and frequency of stretching exercises that will develop the most flexibility with the lowest risk of injury.
 9. List safe stretching exercises for each of the major joints.
 10. Describe how low back pain can be prevented and managed.
 11. Explain the steps required for putting together a complete, successful, personal fitness program.
 12. 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.
 13. Discuss the nutritional guidelines for vegetarians and special population groups.
 14. Explain how food labels and other consumer tools can be used to make informed choices about foods.
 15. Explain how to develop a personal nutrition plan based on affordable foods that promote wellness.
 16. Describe the lifestyle factors that contribute to weight gain and loss, including the role of food choices, exercise, and emotional factors.
 17. Design a plan for successfully managing body weight.
 18. List the steps that can be taken to lower a person's risk of developing cardiovascular disease.
 19. List specific actions that can be taken to lower the risk of cancer.
 20. Describe what people can do to promote healthy aging.
 21. Analyze a pre-exercise questionnaire, and then list the steps involved in creating and maintaining an effective behavior change program.
7. Explain criteria to evaluate reliable versus unreliable sources of health promotion information on the World Wide Web.
 1. Discuss the available sources of wellness information and how to think critically about them.
 2. Discuss how to distinguish reliable versus unreliable sources of information on the World Wide Web.
8. Identify and perform the components of professional behaviors as applied in the classroom and lab activities.
 1. Describe the professional behaviors and attributes of the professional behaviors tool.
 2. Perform a self-assessment on each behavior of the professional behaviors tool at least one time during this course.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Unit Exams (3) equally weighted (summative)	40%
Final Written exam (summative)	10%
Projects (3) equally weighted (summative)	10%
Homework (9) equally weighted (formative)	3%
Professional Behaviors Assessment (formative)	2%
Laboratory Competencies (3) equally weighted (summative)	24%
Laboratory Final Practical (summative)	10%
Laboratory Skill Sets (3) equally weighted (formative)	1%
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Integrate professional behaviors in an ethical, legal, safe, and effective manner within the exercise science delivery system.
2. Perform appropriate measurement and assessment techniques to assist in evaluating a client's status for proper exercise prescription plans.
3. Prescribe and implement or modify a comprehensive exercise prescription plan based upon pre-exercise screenings or re-evaluation of clients.
4. Demonstrate effective written, oral, and nonverbal communication skills with clients, their families, colleagues, health care providers, and the public.
5. Participate in the teaching and explaining of exercise science concepts to clients, colleagues and the public.
6. Recognize the importance of continued development of knowledge and skills through the practice of reading professional literature and attending continuing education activities.
7. Perform clinical practice, as required of an entry-level Certified Exercise Science professional.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.