

# Common Course Outline

## PEFT 101

### Lifetime Fitness and Wellness

3 Semester Hours:

## The Community College of Baltimore County

### Description

**PEFT 101 – 3 credits – Lifetime Fitness and Wellness** explores the principles, concepts, and fundamental relationships that define the dimensions of wellness among groups and individuals. Students are introduced to current and emerging issues in wellness and discuss how these issues manifest themselves in our diverse culture. Lecture and application are utilized to encourage students to define their place on a wellness timeline and to prepare a plan for lifelong wellness. Corequisite: RDNG 052 or LVR 2

### Overall Course Objectives

Upon successfully completing a general education course in interdisciplinary and emerging issues, Lifetime Fitness and Wellness, students will be able to:

1. apply the language of fitness, health and wellness; (I, II, 1,2,6)
2. evaluate fitness and wellness-related information; (III, 1,2,6)
3. identify human diversity as a factor in wellness potential; (III,V, 1,4,6)  
(1,2,3)
4. explain and analyze the ways a variety of cultural and ethnic backgrounds contribute to risks for developing diseases such as cancer, diabetes, and heart disease; (III, V 1,4,6) (1,2,3)
5. differentiate among the six dimensions of wellness; physical, emotional, intellectual, spiritual, interpersonal/social, and environmental or planetary, as they relate to factors such as gender, ethnicity, income, or education; (III, 1,4) (3,4)
6. examine health risk factors as they relate to age, family history, genetic tendencies, behaviors, and environmental influences; (III, V, 2,5)
7. analyze the physiological adaptations that occur as a result of participation in a fitness and wellness program; (III, V, 2,3,6) (2,3)
8. explain the benefits of a proactive and self-directed lifetime wellness program that incorporates individual diversity; (V, VI, 2,5) (1,2)
9. demonstrate effective communication in writing, speaking or signing wellness related information and evaluations; (II, 1)
10. use journaling and collaborative learning experiences in the process of establishing fitness and wellness related goals; (III, 3,5) (2)
11. develop a lifestyle strategy to achieve these goals (III, VI, 4,7)

The major topics presented in this class include recent health and wellness research. A large segment of the research reviewed in this class will have almost universal implications. Individual differences, however, also impact health and wellness. Therefore the research on topics that allow reflection on the effects of gender, educational attainment, socio-economic status, ethnicity, and age will also be examined. Studying the following topics provides students with an opportunity to explore their health and wellness from the perspective of members of different groups as well as from their own unique perspective.

### **Major Topics**

- I. The Six Dimensions of Wellness:
  - a. Physical
  - b. Emotional
  - c. Intellectual
  - d. Spiritual
  - e. Interpersonal and Social
  - f. Environmental or Planetary
- II. Assessments and Personal Profiles
- III. Health Related Components of Fitness
- IV. Cardiovascular Disease
- V. Body Composition
- VI. Strength and Muscle Endurance
- VII. Flexibility
- VIII. Nutrition and Weight Management
- IX. Stress
- X. Cancer
- XI. Populations as related to the Dimensions of Wellness:
  - Aging
  - Obesity
  - Diabetes
  - Women's issues
  - Men's issues
  - Athletes
  - Physical disabilities
  - Eating disorders

### **Course Requirements**

1. A minimum of two written exams
2. A minimum of two reading and writing assignments (e.g diet analysis, survey of literature, contemporary issues, family profiles)
3. A pre and post profile assessment (e.g age, gender, heredity related)

## **Other Course Information**

A survey of literature in health and wellness shows that wellness educators have been emphasizing the need to diversify the approach to teaching health and physical education. In the past, the approach has been oriented toward younger public school students, failing to recognize the diversity of our entire population. According to the authors of our current text,

*“Health-related differences among individuals and groups can be biological—determined genetically—or cultural—acquired as patterns of behavior through daily interactions with our family, community, and society. Many health conditions are a function of biology and culture combined. When we talk about wellness issues as they relate to diverse populations, we face two related dangers. The first is the danger of stereotyping, of talking about people as groups rather than as individuals. The second is that of over-generalizing, of ignoring the extensive biological and cultural diversity that exists among people who may be grouped together because of their gender, socioeconomic status, or ethnicity. Every person is an individual with her or his own unique genetic endowment as well as unique experiences in life. However, many of these influences are shared with others of similar genetic and cultural backgrounds.”*

Fahey, Insel, Roth, (2007) Fit and Well, 7<sup>th</sup> Edition, (McGraw-Hill)

The Community College of Baltimore County is committed to providing a high-quality learning experience which results in growth in knowledge, attitudes, and skills necessary to function successfully as a transfer student, in a career and as a citizen. To accomplish this goal, we maintain high academic standards and expect students to accept responsibility for their individual growth by attending class, completing all homework and other assignments, participating in class activities and preparing for tests.