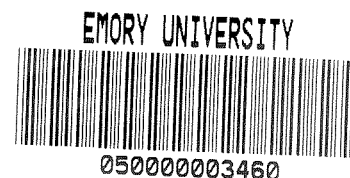


Oxford College of Emory University
PE 102 Health/Wellness
Dr. Shappell
Spring 1998

- I. **Course Description:** This course is designed to foster personal responsibility in regard to one's health and lifestyle. Basic health/wellness concepts will be discussed as well as having the student engage in a less rigorous, regular exercise program.
- II. **Health and Wellness:** (Edlin, Colanty and Brown)
- III. **Dress:** Since regular walking will be engaged in during each class, the student should wear walking shoes, socks and loose fitting, comfortable clothing.
- IV. **Contents:** Achieving wellness, nutrition and exercise, understanding and preventing disease, drug use and abuse, weight control, healthy sexual activity, protecting against sexually transmitted disease, AIDS, infectious disease, cardiovascular disease, cancer and basic health care.
- V. **Cut Policy:** The student will be allowed three absences during the semester. Students missing more than three absences will have fifty (50) points, per absence above three, deducted from their final point total. (Two absences are permitted for students enrolled on Tuesdays and Thursdays).
- VI. **Units of Instruction:**
 - A. **Unit #1**
 - 1. Assessing Wellness/Introduction (6-18)
 - 2. Complete Health/Wellness Inventory (pp. 6-7)
 - 3. Holistic model and taking responsibility for your own health.
 - B. **Unit # 2**
 - 1. Coping with Stress (51-55)
 - 2. Knowing Yourself
 - 3. Nutrition and Weight Management (89-106) (109-126)
 - C. **Unit # 3**
 - 1. Effects of Exercise (129-144)
 - D. **Unit # 4**
 - 1. Sexual Relationships and STD's (147-170) (219-235)
 - E. **Unit # 5**
 - 1. Disease Prevention (239-264)
 - Infectious Diseases
 - 2. Cancer (1\267-286)
 - 3. Cardiovascular Disease (289-309)



VI. Units of Instruction: (continued)

F. Unit # 6

1. Drug Use and Abuse (327-345)
2. Effects of Smoking (347-364)
3. Effects of Alcohol (367-382)

G. Unit # 7

1. Health Care (385-396)
2. Alternative Health Care (399-409)

Students will read, on average, about twenty pages per week. The instructor, aside from reviewing the text material with the class, will elaborate and expand on the material studied.

Instructional objectives will be provided. These objectives state what it is the student should understand, define, list or explain. The ability of the student to demonstrate that he or she has grasped these competencies will be measured by Unit quizzes.

Generally, each class will be divided into two parts. The first half of the class will be devoted to cognitive material (unit discussions) and the second half will be devoted to low impact exercise.

VII. Evaluation:

One thousand points are available in this course. To achieve the following grade(s), the student must achieve the following number of points:

900 - 1000	- A
800 - 899	- B
700 - 799	- C
600 - 699	- D

- A. Regular Exercise: (300 Points). The student will receive 300 points by engaging in a regular (in class) exercise routine. (30%)
- B. Quiz Grades: (600 Points). Seven quizzes will be administered. The best six (6) quiz grades will be summed. Each quiz is worth 100 points. (60%)
- C. Final Exam: (100 Points). The student will be administered a final exam during the last class day of the semester. (10%)

102 HEALTH/WELLNESS

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Instructional Objectives

Unit #1

The student should be able to:

1. List and explain the six dimensions of health and wellness.
2. Explain the philosophy of holistic health.
3. Explain what the holistic approach to wellness emphasizes.
4. Since you are responsible for your own health, describe what the "lifestyle diseases" are and how one can make positive adjustments to prevent them.

Unit #2A

The student should be able to:

1. Describe the difference between "stress" and "stressors".
2. Explain how stress contributes to illness.
3. Explain the effect of stress on the immune system.
4. Describe and explain at least ten (10) ways to cope (manage) stress.

Unit #2B

The student should be able to:

1. List the seven components of food and describe their function as well as the food source(s) from which they come.
2. Explain the amount of these components one should consume daily.
3. Define the terms overweight, underweight and obesity.
4. Explain Set Point Theory.
5. Explain how exercise affects Set Point Theory.
6. Explain the two calorie storing mechanisms and the implications for reducing one of these mechanisms.
7. Describe and explain Anorexia Nervosa and Bulimia.

Unit #3

The student should be able to:

1. List and explain the physiological and psychological benefits of exercise.
2. Describe the difference between aerobic training and strength training.
3. Describe the physiological basis (method) for aerobic training.
4. List and explain the medical benefits of exercise.

Unit #4

The student should be able to:

1. Explain the sexual response cycle.
2. Describe an intimate relationship.
3. Explain the difference between intimacy and sexual activity.
4. List any STD's and be able to give the cause, symptoms and treatment for each.

Unit #5

The student should be able to:

1. Describe what cause infectious diseases.
2. Explain how infectious diseases are fought and explain why antibiotics are becoming less effective.
3. Explain how one should "treat" a cold and relate your explanation to the effect of "over the counter" cold medications.
4. Describe the immune system and the lymphatic system and explain what role they play in disease prevention.
5. Describe how AIDS affects the immune system.
6. Describe what cancer is and the causes and risk factors associated with cancer development.
7. List the Life Style factors which contribute to cancer.
8. Explain how diet affects certain cancers.
9. Describe the cardiovascular disease.
10. Describe arterio and athero sclerosis.
11. Describe a stroke.
12. Describe the risk factors for cardiovascular disease.

Unit #6

The student should be able to:

1. Explain how drugs work and their potential side effects including psychological and physiological addiction.
2. Describe the effects of cocaine, amphetamines, opiates, marijuana, hallucinogens and PCP.
3. Describe the physiological effects of tobacco and alcohol use.
4. Describe the link between smoking and disease.
5. Describe therapies which are most effective in stopping smoking.
6. Describe the composition of alcohol and how alcohol is absorbed, metabolized and excreted.
7. Describe the effects of alcohol abuse on behavior and also describe the long-term physiological effects of alcohol abuse.

Unit #7

The student should be able to:

1. Describe what you used to know to become an intelligent healthcare consumer.
2. Explain why healthcare costs have escalated.