

Health/Wellness/Fitness Requirement

Course Number and Title: EXMS214 Physiology of Exercise & Healthy Aging

Submitted by: Tina Davis

As a result of taking an approved Health/Wellness/Fitness courses, a student should be able to:	Course Outcome(s) related to the Health/Wellness/Fitness Outcomes
1. Develop and utilize critical thinking skills in relation to the physical, psychological, emotional, intellectual, environmental, occupational and spiritual dimensions of health.	<ul style="list-style-type: none">• L Obj#A. Understand the role of <u>gender, culture, ethnicity and socioeconomic</u> status involved in health disparities (i.e., the difference in incidence, prevalence, mortality and burden of disease and other health conditions among elderly populations)• L Obj#B. Compare and contrast different theories of aging as they apply to the <u>dimensions of health and wellness</u> (i.e., physical, psychological, emotional, intellectual, environmental, occupational and spiritual)
2. Increase knowledge and awareness about human anatomy and the underlying physiological processes that create chronic or acute disease conditions.	<ul style="list-style-type: none">• L Obj#C. Differentiate between the <u>major body systems</u> affected by the aging process (i.e., cardiorespiratory, musculoskeletal, nervous and sensory and digestive systems)• L Obj#E. Recognize how <u>disease prevention</u> and <u>stress management</u> affect the aging process• L Obj#F. Consider adaptability of <u>fitness training</u> to elderly populations focusing on the functional approach, aerobic and non-aerobic fitness and muscular fitness

<p>3. Understand the underlying social constructs of culture/family that lead to one's personal behaviors and how they contribute positively or negatively to individual and community health.</p>	<ul style="list-style-type: none"> • L Obj#A. Understand the role of <u>gender, culture, ethnicity and socioeconomic</u> status involved in health disparities (i.e., the difference in incidence, prevalence, mortality and burden of disease and other health conditions among elderly populations)
<p>4. Demonstrate knowledge and application of preventive health practices, related to specific health areas for both the improvement of self and community.</p>	<ul style="list-style-type: none"> • L Obj#E. Recognize how <u>disease prevention</u> and <u>stress management</u> affect the aging process • L Obj#G. Analyze <u>fitness programming</u> as it applies to elderly populations
<p>5. Increase one's awareness of the benefits of exercise, nutrition, stress reduction and other activities that have been linked to increased community and personal health.</p>	<ul style="list-style-type: none"> • L Obj#D. Understand the relationship between proper <u>nutrition</u> and specific elderly groups • L Obj#E. Recognize how <u>disease prevention</u> and <u>stress management</u> affect aging • L Obj#F. Consider adaptability of <u>fitness training</u> to elderly populations focusing on the functional approach, aerobic and non-aerobic fitness and muscular fitness
<p>6. Use technology to obtain both accurate and varied information about the many dimensions of health to expand one's health literacy.</p>	<ul style="list-style-type: none"> • Course Description: The class is <u>a fully-online class of survey-study of health topics through readings, discussion forums, quizzes, tests and online activities and research</u>

<p>7. Understand diverse perspectives, the concept of pluralism and social realities that can lead to differences in health equity and outcomes.</p>	<ul style="list-style-type: none"> • L Obj#A. Understand the role of <u>gender, culture, ethnicity and socioeconomic</u> status involved in health disparities (i.e., the difference in incidence, prevalence, mortality and burden of disease and other health conditions among elderly populations)
<p>8. Understand the dimensions of successful behavior change strategies.</p>	<ul style="list-style-type: none"> • L Obj#G. Analyze <u>fitness programming</u> as it applies to elderly populations

<p>9. Utilize independent and critical thinking skills along with current best practices when making health-related decisions or evaluating health-related recommendations.</p>	<ul style="list-style-type: none"> • L Obj#A. Understand the role of <u>gender, culture, ethnicity and socioeconomic</u> status involved in health disparities (i.e., the difference in incidence, prevalence, mortality and burden of disease and other health conditions among elderly populations) • L Obj#B. Compare and contrast different theories of aging as they apply to the <u>dimensions of health and wellness</u> (i.e., physical, psychological, emotional, intellectual, environmental, occupational and spiritual) • L Obj#G. Analyze <u>fitness programming</u> as it applies to elderly populations
<p>10. Examine the difference between evidence based and non-evidence based research related to one's personal health.</p>	<ul style="list-style-type: none"> • L Obj#A. Understand the role of <u>gender, culture, ethnicity and socioeconomic</u> status involved in health disparities (i.e., the difference in incidence, prevalence, mortality and burden of disease and other health conditions among elderly populations) • L Obj#D. Understand the relationship between proper <u>nutrition</u> and specific elderly

	<p>groups</p> <ul style="list-style-type: none"> • L Obj#G. Analyze <u>fitness programming</u> as it applies to elderly populations
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Tina Davis 1.16.2013

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Date			