

## PE 231- Online Lifetime Health & Fitness

**Instructor:** Richard Gibbs

**Office:** AC 103

**Office Phone:** 541-917-4244 - Best not to call as I am rarely in my office this term

**Office Hours:** None on a regular time. Send a detailed email with any questions. I will try to reply very quickly, except over the weekends.

**E-MAIL:** gibbsr@linnbenton.edu (this is the best way to communicate with me - make sure you share your name, what section (A-D) & that you are in the Online PE 231 class, and a brief description of your question)

**Text:** There is **no text for this class**. You will use various online resources found on the Moodle webpage to complete the class. Many of these are constantly being updated

### Course Description

This class evaluates selected areas of the student's present health and fitness level. The class provides information on each of the seven wellness dimensions as they relate to physical fitness, back care, heart health, stress management, nutrition, weight management, behavior change, and lifestyle choices. It considers work-life balance and self-responsibility. Shows the student how to enter the worksite as a fit and healthy individual and suggests ways to maintain that level of health. Placement in Writing 90 or higher or completion of writing 50 is suggested. Students must be willing to use (not necessarily own), a computer.

### Course Outcomes

- 1) Define wellness and describe its dimensions
- 2) Design individual comprehensive programs for physical fitness, nutrition, and stress management.
- 3) Demonstrate the process for behavior change using the transtheoretical model.
- 4) Evaluate or assess key indicators of health and fitness such as blood pressure, body composition, blood lipids, blood glucose, cardiorespiratory fitness, muscular strength/endurance, and flexibility.

Each area above incorporates hands-on and applicable experiences that will help motivate students to plan for the future and remain healthier throughout their lives. This class ultimately facilitates students to increase their lifespan (how long a person lives), and their health span (how long a person lives healthily).

## Assignments

**All assignments (except the midterm & the final) are open and available to work on starting week 1. Feel free to work on them ahead of the class due dates if you want. Just keep track of the due dates so you don't lose points for turning them in late.**

**Assignments are to be turned in to me by Midnight on the due date, after that, they are late and go down 10% each day. There are no exceptions to this late policy! - unless you talk to me BEFORE an assignment is late and we both agree on an extension.**

**Week 1 Quiz** - A quiz that will review important information about the class. The information comes from the syllabus and the Moodle web page. It is an open note/resource quiz.

**It must be completed in week 1 or you will be dropped from the class!**

**Healthy Lifestyle Plans** - The student will assess and produce an effective plan for change or maintenance in the areas covered in class. You will follow the instructional steps found in the [Moodle Website](#) provided to complete a personal thorough plan to improve the following areas:

**Define wellness and describe its dimensions**

**Behavior Change Plan**

**Exercise Plan**

**Nutrition Plan**

**Stress Mgt. Plan**

**Class Topic Questions** - You will answer specific questions on a number of health topics and post them on [Moodle](#). **The topics will be:**

Wellness & Behavior Change

Heart Health

Exercise

Weight Mgt

Stress

Cancer

**Health Media Assignment (HMA)** - There are topics you will work on. **They are:**

Wellness

Heart Health

Exercise

Weight Mgt

Stress

Cancer

**Assignment details:** You are to search the internet for the best "DIGITAL" sources (a video) that explain, demonstrate, and educate on each assigned health topic.

**You should go online and pick a video** on the topic you are assigned that YOU are interested in.

The source should be a **video clip** (these can be from "Youtube", a professional site i.e. "discovery Health" etc). Just make sure you **pick examples you feel are the best resources on the web**. I am not looking for just a quick search finding the first one that comes up. There is a lot of junk on the web. **Search for the best!** The source must be credible and reliable

**What you submit on Moodle - Answer the following questions in the exact format.**

1. What is the internet **address** of the video?
2. What are the **five main educational points** you found from this video? **Make sure you number each**
3. **Why** was each point **important to you?** (This is where you earn the points – do a good job) My expectation is a **minimum** of a full paragraph **for each point**.
4. In your opinion, **why is this the best** video/digital information on the web for this topic?

**Follow this exact sample to earn all the points when you post this:**

The Internet address is. . . .

My Five points are:

1. List the point, then in **Bold, This is important to me because** (please **bold** this so I can find it easily in your paragraph). . . .then type the why (not bolded)
2. This is the best video on this topic because. . . . .

**Each Health Media evaluation is worth 25 points.**

**Midterm & Final** - There is an open note essay Midterm & Final on the [Moodle Website](#) accessing your overall knowledge and evaluation of your work and the class. Each will cover the material we previously covered.

### **Assignment Point Values**

Week 1 quiz - **20 points - must be completed week 1 or student is dropped**

Define wellness and describe its dimensions **20 points - must be completed week 1 or student is dropped**

Health Topic Questions (7 @ 20 points each) **140 points**

Health Media Assignments (7 @ 25 points each) **175 points**

Behavior Change Plan **25 points**

Exercise Plan **25 points**

Nutrition Plan **20 points**

Stress Mgt. Plan **20 points**

Midterm **40 points**

Final **65 points**

**Assignments Total of 550 Moodle assignment points**

A-F grades will be assigned based on a percentage of the total possible points with 90% and above being an "A". 80% - 89% a "B", etc. For individuals who specifically request Pass/No Pass Grading a "P" grade can be issued for those individuals who earn more than 70% of the possible points for the class.

**Late assignments will decrease in point value by 10% for each day it is late. NO ASSIGNMENT will be accepted one week after the deadline. If you have assignment concerns talk to me BEFORE the week late deadline is over**

**Extra Credit:** You may write a 3-5 page paper on a topic related specifically to our class to be **okayed by the teacher before you begin it.** You are to cite your references (do not just copy something from the internet).

### **The Center for Accessibility Resources**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations, but are not yet registered with CFAR, please go to <http://linnbenton.edu/cfar> for steps on how to apply for services or call 541-917-4789.

### **LBCC Comprehensive Statement of Nondiscrimination**

LBCC prohibits unlawful discrimination based on race, color, religion, ethnicity, use of native language, national origin, sex, sexual orientation, marital status, disability, veteran status, age, or any other status protected under applicable federal, state, or local laws.

(for further information <http://po.linnbenton.edu/BPsandARs/> )

**ADMINISTRATIVE WITHDRAWAL:** Faculty may administratively withdraw a student for non-attendance during the first two weeks of the term. Students who do not attend 50% of the class sessions during the first or second week of classes will be administratively withdrawn.

**COURSE TIMELINE:** Subject to change at the instructor's discretion.

- Introduction, Chapter 1 material
- Chapter 11 Cardiovascular Health
- Chapters 2 - 7 Building & Assessing Physical Fitness, Developing Flexibility & Muscular Fitness, etc.
- Chapter 8 Nutrition
- Chapter 9 Weight Management
- Chapter 10 Stress
- Chapter 12 Cancer - Finalizing assignments & wrap up

### **WARNING OF RISKS**

Participation in any Physical Fitness, Exercise or Weight Training class may involve injury of some type to either yourself or a fellow student. Such injury can include direct physical and possible crippling injury to one's body and the possibility of emotional injury experienced as a result of witnessing or actually accidentally inflicting injury to another. The severity of such injury can range from a minor injury to complete paralysis or even death. Such injury can impair one's general physical and mental health and hinder one's future ability to earn a living and generally to enjoy life.

Injuries in a Physical Fitness, Exercise or Weight Training class can occur and you are encouraged to have a complete physical examination prior to attending class if you have any health problems or considerations due to injury, illness or age or a history of heart disease or high blood pressure, respiratory problems, skeletal or muscular injuries or ailments or are 30 lbs or more over your recommended weight based on a standard weight chart. Risks that may be encountered may include cardiac or respiratory distress; bone or joint injuries; back or muscle injury; slipping, tripping or falling; lifting, twisting, straining, spraining or breaking an appendage; or other trauma or injury. Injuries may result from the correct or incorrect performance of techniques or equipment used in class, from misfitted or worn equipment, from the administration of first aid, from failing to follow training, safety or other rules. This list is non-exhaustive and is provided by way of illustration of risks or injuries that may be incurred.

The purpose of this WARNING is to bring your attention to the existence of potential dangers associated with participation in this class and to aid you in making a voluntary and informed decision as to whether you (or your child or ward) should participate in this class or activity. As a student or a parent/guardian of a student, it is your responsibility to learn about and/or to inquire of teachers, physicians, attorneys or other knowledgeable persons about any concerns that you might have at any time regarding student safety and the safety of this class or club activity. You may seek legal counsel before signing this form. If you decide to participate, by your signature you hereby agree to indemnify and hold harmless Linn-Benton Community College including its officers, employees, and agents against any/all claims, damages, demands, liabilities, and costs incurred including attorney's fees, which might be made by the undersigned or any third party as a result of damage, injury or death suffered. This agreement shall be binding upon the heirs, successors, and assigns of the undersigned. I understand and acknowledge that signing this agreement severely limits my legal rights, and as such, I have been encouraged above to seek legal counsel before signing.

Parental/Legal Guardian (if under 18 years of age): I have read the above warning and I understand that this class may potentially involve risk of injury or death and that by permitting my child/ward to participate in this class they may be subject to the possibility of injury or death. I acknowledge that I do understand the contents of this form and I voluntarily choose to permit my child/ward to participate and by my signature do hereby release, indemnify and hold the college, its officers, employees, and agents harmless from any claims, damages, demands liabilities and costs incurred including attorney's fees. I understand and acknowledge that I have been encouraged to seek legal counsel before signing this document this form I am severely limiting my legal rights. A complete copy of this form will be provided to me upon request.