

# HED R102: FITNESS/NUTRITION/MENTAL WELLNESS

**Originator**

dfrehlich

**Co-Contributor(s)****Name(s)**

Pena, Rebecca (rebecca\_pena1)

**College**

Oxnard College

**Discipline (CB01A)**

HED - Health Education

**Course Number (CB01B)**

R102

**Course Title (CB02)**

Fitness/Nutrition/Mental Wellness

**Banner/Short Title**

Fitness/Nutr/Mental Wellness

**Credit Type**

Credit

**Start Term**

Fall 2021

**Catalog Course Description**

This course explores the principles and concepts that aid individuals in making informed decisions about fitness and nutrition, and how those decisions impact their own mental wellness. The five components of fitness are addressed, along with a self-appraisal of health-related physical fitness; nutrition for physical health and mental wellness; assessment of current personal lifestyle on mental wellness; principles of exercise program design; principles of nutrition program design; stress management techniques; strategies for improving sleep; exercise as a method to reduce symptoms of anxiety and depression; with an emphasis placed on the connection between a healthy body and a healthy mind. Course is offered Pass/No Pass (P/NP) at student's option.

**Taxonomy of Programs (TOP) Code (CB03)**

0837.00 - Health Education

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

Will not be required

**Grading method**

Letter Graded

**Alternate grading methods**

Student Option- Letter/Pass  
Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours****Carnegie Unit Override**

No

**In-Class****Lecture****Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience**

Paid

Unpaid

**Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | Develop a personalized fitness program to meet individual needs.  |
| 2 | Develop a personalized nutrition plan to meet current dietary guidelines.   |
| 3 | Complete a self-assessment on emotional, psychological, and social well-being, to identify areas of mental wellness to improve through diet and exercise. |

**Course Objectives****Upon satisfactory completion of the course, students will be able to:**

- |    |   |
|----|---|
| 1  | Assess current personal lifestyle and develop a plan for optimal lifelong physical and mental wellness              |
| 2  | Identify and explain how the health-related components of physical fitness contribute to mental health and wellness |
| 3  | Develop a personalized fitness program to meet individual needs   |
| 4  | Identify the potential risks as well as the benefits associated with exercise                                       |
| 5  | Explain how nutrition relates to physical health and mental wellness  |
| 6  | Describe the components of healthy diet   |
| 7  | Assess personal eating habits   |
| 8  | Design a individual nutritional program to meet current dietary guidelines  |
| 9  | Describe how one evaluates and distinguishes between good and bad nutrition programs and products                   |
| 10 | Describe how aerobic exercises is able to improve mental wellness   |
| 11 | Explain how managing stress levels and getting adequate sleep improves mental wellness.                             |

- |    |  |
|----|--|
| 12 | Explain how exercise helps to manage stress and enhances sleep quality                     |
| 13 | Describe how a healthy diet and regular exercise decreases ones chances for mental illness |

## Course Content

### Lecture/Course Content

1. Definition and importance of physical fitness components
  - a. Health-related and physical-related physical fitness
  - b. Body composition
  - c. Cardiovascular endurance
  - d. Flexibility
  - e. Muscular endurance
  - f. Muscular strength
2. Skill-related physical fitness
  - a. Agility
  - b. Balance
  - c. Coordination
  - d. Power
  - e. Reaction time
  - f. Speed
3. Health-related physical fitness self appraisal
  - a. Body composition
  - b. Cardiovascular endurance
  - c. Flexibility
  - d. Muscular strength
4. Nutrition for physical health and mental wellness
  - a. Guidelines for basic healthful nutrition
  - b. Physiological and psychological principles of weight management
  - c. Assessment of present individual dietary intake
  - d. Nutritional planning for lifelong mental and physical health
  - e. Nutritional myths and misconceptions
  - f. Nutritional guidelines for special populations
5. Principles of exercise program design
  - a. Workout components: warm up, workout, cool down
  - b. Overload and adaptation
  - c. Specificity
  - d. Progression
  - e. Individual differences
  - f. Frequency, intensity, time and type (FITT)
  - g. Application of basic exercise principles to health-related fitness components
6. Designing an individualized physical fitness program
  - a. Interpret physical fitness appraisal results
  - b. Set realistic goals
  - c. Establish a program based upon the FITT formula (frequency, intensity, and time and type) for each physical fitness component
7. Assessment of current personal lifestyle and risk factors
  - a. Identify and evaluate lifestyle components
  - b. Mental illness risk factors
  - c. Stress levels
  - d. Addictive behaviors (i.e. chemical dependency)
  - e. Stress management including relaxation techniques
  - f. Set goals for lifestyle modification
  - g. Establish the importance of daily recordkeeping
8. Health and fitness consumer awareness and decision making
  - a. Evaluate products and services
  - b. Identify characteristics of qualified experts
  - c. Expose common myths and fallacies
  - d. Examine marketing/media distortions

9. Exercise benefits and potential exercise risks
  - a. Examine physiological benefits
  - b. Examine psychological/emotional benefits
  - c. Examine social benefits
10. Exploration of exercise options
  - a. Compare traditional and non-traditional sports and games
  - b. Compare individual and group activities
11. Mental Wellness
  - a. Achieving mental wellness through diet and exercise
  - b. Exercise-related stress management techniques
  - c. Strategies for improving sleep
  - d. The connection between a healthy body and a healthy mind

### Laboratory or Activity Content

None.

### Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Problem solving exercises  
Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essays  
Group projects  
Individual projects  
Journals  
Objective exams  
Quizzes  
Reports/papers  
Skills demonstrations

### Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Collaborative group work  
Class activities  
Class discussions  
Case studies  
Distance Education  
Demonstrations  
Group discussions  
Guest speakers  
Internet research  
Lecture

**Describe specific examples of the methods the instructor will use:**

1. The instructor provides lectures and presentations supported with visual aids of the major topics of each chapter in the textbook. Such lectures and presentations will enhance a student's ability to discuss and define the physical fitness components.
2. The instructor facilitates class discussions with students on the major topics of each chapter of the textbook. The discussions throughout the semester provide a forum for the students to verbally demonstrate their knowledge of such topics as the exercise program design, nutrition for physical health and mental wellness, health-related physical fitness, and the connection between a healthy body and a healthy mind.
3. The instructor assigns reading assignments for each chapter in the textbook. Over the semester these assignments are directly related to such topics as the physiological and psychological principles of weight management, nutrition planning for lifelong health, developing a physical fitness program that includes development of muscular strength and cardiovascular endurance, stress management through exercise, strategies for improving sleep, and how physical health improves mental health.
4. Instructor will invite guest speakers who will address issues relating mental health and wellness.

5. Instructor will utilize videos to supplement instruction in the area of designing an individualized physical fitness program, exercise benefits and potential exercise risks, and the impact that exercise has on mental health.

## Representative Course Assignments

### Writing Assignments

1. Develop and turn in projects regarding topics, concepts, and issues discussed of the class
2. Personal reflection paper focusing on the six dimensions of wellness

### Critical Thinking Assignments

1. Participate in class and small group discussions debating the extent that diet and exercise has on our mental wellness.
2. Compare and contrast the effect that different methods of exercise have on stress management.

### Reading Assignments

1. Students will be required to read the textbook, assignment guidelines, and do outside readings for research projects
2. Instructor's handouts on mental wellness

### Skills Demonstrations

none

### Other assignments (if applicable)

N/A

## Outside Assignments

### Representative Outside Assignments

1. Reading
  - Students are required to read the assigned textbook chapters
  - Students are required to do outside readings for research papers
  - Students are required to read instructor handouts on mental health topics
2. Writing
  - Develop and turn in papers and projects regarding topics, concepts, and issues discussed in the class such as how the health-related components of physical fitness contribute to mental health and wellness and how nutrition relates to physical health and mental wellness.
  - Personal reflection paper focusing on the relationship between the student's own level of physical activity and their own mental health
  - Reflection and assessment paper on personal eating habits.
3. Projects
  - Design a personal fitness plan to meet individual needs
  - Design a personal nutrition plan to meet current dietary guidelines
  - Complete a self-assessment on emotional, psychological, and social well-being, to identify areas of mental wellness to improve through diet and exercise.

## Articulation

### Comparable Courses within the VCCCD

HED V97 - Fundmntls Nutrition & Fitness

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****E1. Health Education**

Approved

**F. Ethnic Studies/Gender Studies****CSU GE-Breadth****Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****Area D: Social Sciences****Area E: Lifelong Learning and Self-Development****E Lifelong Learning and Self-Development**

Approved

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Fahey, Thomas D.; Insel, Paul M; Roth, Walton T (2021). *Fit and Well* (14th). McGraw Hill.**Resource Type**

Other Instructional Materials

**Description**

PowerPoint.

**Resource Type**

Other Instructional Materials

**Description**

Guest presenters from a variety of health related organizations.

**Resource Type**

Other Instructional Materials

**Description**

DVD's on health related topics.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (51%–99% online)

Hybrid (1%–50% online)

100% online

**Faculty Certifications**

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

**Regular Effective/Substantive Contact****Hybrid (1%–50% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.



Other DE (e.g., recorded lectures)

A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

### Hybrid (51%–99% online) Modality:

#### Method of Instruction

#### Document typical activities or assignments for each method of instruction

Asynchronous Dialog (e.g., discussion board)

Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

E-mail

E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.

Other DE (e.g., recorded lectures)

A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

Synchronous Dialog (e.g., online chat)

A set time each week may be provided when the instructor is available for synchronous chat to answer questions.

### 100% online Modality:

#### Method of Instruction

#### Document typical activities or assignments for each method of instruction

E-mail

E-mail, class announcements and various learning management system tools such as "Message Students Who" and "Assignment Comments", will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email instructor through both the learning management system inbox and district-provided email accounts.

Asynchronous Dialog (e.g., discussion board)

Regular use of asynchronous discussion boards will encourage various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course content. Other discussion boards may be used for Q&A and general class discussion by students and instructor to facilitate student success and strengthen student learning outcomes.

Other DE (e.g., recorded lectures)

A variety of ADA compliant tools and media integrated within the learning management system to help students reach competency. Tools may include: recorded lectures, narrated slides, screencasts, online library resources, 3rd party (publisher-created) tools, websites and blogs, multimedia and streaming platforms like YouTube, Films on Demand, 3CMedia, Khan Academy, etc.

Synchronous Dialog (e.g., online chat)	A set time each week may be provided when the instructor is available for synchronous chat to answer questions.
Video Conferencing	Video tools such as ConferZoom may be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Student-to-student group meetings will also be encouraged.
Face to Face (by student request; cannot be required)	The instructor may hold regularly scheduled office hours either in person or via-web conferencing, for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with faculty member as needed. Faculty may encourage online students to form “study groups” in person or online.

## Examinations

### Hybrid (1%–50% online) Modality

Online

### Hybrid (51%–99% online) Modality

Online

## Primary Minimum Qualification

HEALTH

## Review and Approval Dates

### Department Chair

09/04/2020

### Dean

09/07/2020

### Technical Review

10/14/2020

### Curriculum Committee

10/14/2020

### Curriculum Committee

11/25/2020

### CCCCO

MM/DD/YYYY

### Control Number

CCC000094586

### DOE/accreditation approval date

MM/DD/YYYY