

SYLLABUS

TITLE:	Wellness, life quality, comprehensive health and physical fitness education
CODE:	CFI 105
PREREQUISITE:	N/A
CREDITS:	3 credits 45 hours contact 1 term

DESCRIPTION

In this course we discuss the concepts of wellness, life quality and integral health. The factors that negatively affect people's wellness and quality of life are analyzed. In addition, the tools to maintain an optimal quality of life are presented. It includes the discussion and analysis of the dimensions of integral health: physical, nutritional, emotional and social, as well as the importance of emotional health as a basis for developing and maintaining a better quality of life. Hands-on activities are held in the university's gymnasium, courts, and open spaces.

JUSTIFICATION

You cannot enjoy life to the fullest without health. Improving the quality of life is a personal choice. Lifestyle changes make it possible for the student to acquire and maintain the highest level of their health potential, strengthening her quality of life over the years. It is important that students consider health as a value to which all should aspire.

COMPETENCES

The course develops in the student the following competences:

- **Critical Thinking**
- **Communication**
- **Ethical sense and social justice**

OBJECTIVES

At the end of the course, students will be trained to:

1. Analyze the factors that negatively affect people's wellness and life quality.
2. Analyze the importance of emotional health to develop quality of life.
3. Interpret the concepts of general wellness and physical fitness, their components and benefits, motivational techniques, and behavior changes necessary to initiate and maintain a program for the development of physical fitness and general wellness.
4. Define and self-assess the health-related components of physical fitness.
5. Recognize the existing tools to maintain an optimal quality of life.
6. Carry out exercise programs aimed at developing cardiorespiratory endurance, muscle strength and flexibility, and weight control.
7. Interpret the concept of nutrition and its relationship with health and general wellness.
8. Interpret the concepts of pollution, environmental waste and irresponsible sex and their relationship with health and general wellness.
9. Value the importance of a healthy lifestyle program.
10. Develop teamwork skills (responsibility, discipline, respect for the opinion of others, effective use of time, effective communication, among others).

CONTENT

- I. Physical dimension
 - A. Lifestyle, health and quality of life
 - B. General wellness
 - C. Physical fitness
 1. Benefits, standards and goals 2000
 2. Evaluation: Cardiorespiratory endurance, Muscle strength and endurance, Muscle flexibility and body composition
 - D. Physical activities / exercises
- II. Nutritional dimension
 - A. Nutrition and its relation to general wellness

1. Nutrients, sources and function in the body
 2. Nutritional analysis
 3. Balanced diet
 4. Supplements
 - B. Weight control programs
 - C. Disease prevention
 1. Eating disorders
 2. Cancer
- III. Emotional dimension
- A. Control and stress management in times of crisis
 - B. Behavior modification and goals
 - C. Drug addiction and alcoholism
 - D. Positive self-image
 - E. Overcoming situations and conflicts
 - F. Emotional health and quality of life
- IV. Social dimension
- A. Integration with people
 - B. Tolerance for divergence
 - C. Respect for diversity
 - D. Rules of coexistence
 - E. Fellowship
 - F. Altruistic attitudes
 - G. Consequences of irresponsible sexual activity

METHODOLOGY

The following strategies of the active learning methodology are recommended:

- Conferences
- Topic discussions
- Critical analysis of readings
- Practical gym activities, courts and open spaces
- Cooperative learning: games, exercise routines
- Teamwork: physical activity
- Oral and written presentations

EVALUATION

Participation	30%
Final project or exam	20%
Partial jobs	30%
Oral presentation	<u>20%</u>
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the core activity of the course.

BIBLIOGRAPHY

TEXTBOOK

Tonon, G.H. (2020). Teaching Quality of Life in Different Domains. Springer.

REFERENCES

Breslin, G., Haughey, T.J., Donnelly, P., Kearney, C. & Prentice, G. (2017). Promoting mental health awareness in sport clubs. *Journal of Public Mental Health*, 16(2), 55-62. <https://doi.org/10.1108/JPMH-08-2016-0040>

Darlington, E.J., Violon, N. & Jourdan, D. (2018). Implementation of health promotion programmes in schools: an approach to understand the influence of contextual factors on the process? *BMC Public Health*, 18, 163. <https://doi.org/10.1186/s12889-017-5011-3>

- Dieli-Conwright, C.M., Courneya, K.S., Demark-Wahnefried, W., Sami, N., Lee, K., Sweeney, F.C., Stewart, C., Buchanan, T.A., Spicer, D., Tripathy, D., Bernstein, L., & Mortimer, J.E. (2018). Aerobic and resistance exercise improves physical fitness, bone health, and quality of life in overweight and obese breast cancer survivors: a randomized controlled trial. *Breast Cancer Res*, 20, 124.
<https://doi.org/10.1186/s13058-018-1051-6>
- Esquivel Hernandez, R.I., Martinez Correa, S.M., & Martinez Correa, J.L. (2018). *Nutrición y Salud (4ta Ed.)*, Editorial El Manual Moderno.
- Fletcher, G. (2016). *The philosophy of well-being: An introduction*. New York: Routledge.
- Issner, J.H., Mucka, L.E. & Barnett, D. (2017). Increasing positive health behaviors in adolescents with nutritional goals and exercise. *Journal of Child and Family Studies*, 26, 548–558. <https://doi.org/10.1007/s10826-016-0585-4>
- Karimi, M., Brazier & J. Health. (2016). Health-Related Quality of Life and Quality of Life: What is the Difference? *PharmacoEconomics* 34, 645–649.
<https://doi.org/10.1007/s40273-016-0389-9>
- Panzini, R.G., Mosqueiro, B.P., Zimpel, R.R., Bandeira, D.R., Rocha, N.S. & Fleck, M.P. (2017). Quality-of-life and spirituality. *International Review of Psychiatry*, 29(3), 263-282.
- Slottje, D.J., Scully, G.W., Hirschberg, J.G. & Hayes, K.J. (2019). *Measuring the Quality of Life Across Countries: A Multidimensional Analysis*, Routledge.
- Stephoe, A. & Wardle, J. (2017). Life skills, wealth, health, and wellbeing in later life. *Proceeding of the National Academy of Sciences of the United States of America*, 114(17), 4354-4359.

Tough, H., Siegrist, J. & Fekete, C. (2017). Social relationships, mental health and wellbeing in physical disability: a systematic review. *BMC Public Health* 17, 414.
<https://doi.org/10.1186/s12889-017-4308-6>

Weare, K. (2018). Promoting mental health and wellbeing. What can schools do?
Bhugra, D., Bhui, K., Wong, S.Y.S. & Gilman, S.E.(Eds) *Oxford Textbook of Public Mental Health* (pp. 389-397). Oxford University Press.

Weijers, D., & Morrison, P. (2018). Wellbeing and public policy: Can New Zealand be a leading light for the ‘Wellbeing Approach’? *Public Policy Quarterly*, 14(4), 3–12.

Weijers D. (2020). Teaching Well-Being/Quality of Life from a Philosophical Perspective.
Tonon G. (eds) *Teaching Quality of Life in Different Domains. Social Indicators Research Series*,79, (pp.15-41) Springer.

ELECTRONICS REFERENCES

www.aahperd.org

www.cooperinst.org

www.fitness.gov

Find more information resources related to the course topics on the library page
<http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

To obtain detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC HONESTY, FRAUD AND PLAGIARISM

Any student who misses the policy of honesty, fraud and plagiarism is exposed to the following sanctions: received a grade of zero in the evaluation and/ or repetition of the work in the course, grade of F (*) in the seminar: suspension or expulsion as established in the Academic Honesty Policy document (DAEE 205-001) effective August 2005.

All rights reserved | Sagrado | August, 2020