

Department of Kinesiology and Sport Management - KIN 3308 Science of a Healthy Lifestyle

Instructor information

- Instructor: Chad Smith, Ph.D.
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- Office: Kinesiology and Sport Management building, Room 144
- Office Hours: Tuesdays & Thursdays 9:30-10:30am or by appointment; face-to-face or virtually via Zoom.
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Catalog Course Description

- In-depth study of the physiological basis for living a healthy lifestyle centered on the importance of participating in physical activity.

Course Prerequisites

- None

Course Overview

- Physical inactivity is one of the leading causes of death worldwide and a major risk factor for chronic diseases like coronary heart disease, type II diabetes, and several cancers. A global hope for change is Exercise in Medicine®. Health care providers know engaging in regular physical activity reduces the mortality risk of breast cancer, all causes of cardiovascular disease, and Alzheimer's disease. Yet, over half of the adults in the United States fail to meet the recommendations for physical activity in the 2008 Physical Activity Guidelines, while one-third of adults are obese. Since knowledge is power, this course teaches the following topics: exercise physiology foundational concepts and principles, psychology of behavior change, stress and stress management, nutrition, physiology of fitness principles, and avoidance of substance abuse.

Text required

- Lochbaum – Connect Get Active 3.0! eBook. You will buy access to all course materials here with a credit card, debit card, or prepaid Visa/MasterCard. Simply copy and paste the link below to find our online text. **If you are in a PFW course, you do not need to pay for the book twice. You can be in multiple PFW courses and this course at the same time.**

Registration link: <https://connect.mheducation.com/class/c-smith-kin-3308-d01-02-fall-2022>

Communication with Instructor

- You are encouraged to email me at chad.w.smith@ttu.edu with all questions. My goal, prompt replies, but please allow 24 hours during the week and 48 hours on the weekend. I spend a lot of time in my office during the week, so feel free to call or drop by if you would like.
- Each student will be required to meet with Dr. Smith face-to-face or via Zoom in the first 2 weeks of the semester as part of their Introduction Post/meeting grade. Dr. Smith will send out emails with the dates for these meetings.

Computer Emergency Plan

- If you have an issue with your computer, you need to email me at the time of the issue. All due times are at 10pm Central on the respective due date, so that we are all able to communicate in a reasonable manner. Certainly, you might be doing an assignment at midnight. I need to know you have a problem before 10pm of a due date, not afterwards. Afterwards (or close to 10pm) means you did not do the assignment as scheduled.

Course Learning Outcomes and Assessment Alignment

By the end of this course, students will be able to:

- Identify and explain wellness dimensions, lifestyle choices, and opportunities that impact wellness and guidelines for effective behavioral health change.
 - Assessed by Introduction post; Self-assessment 1; Goal setting project; Quiz 1; Test 1
- Describe the major body systems, the FITT formula, self-care, and key safety concerns for engagement in physical activity participation.
 - Assessed by Self-assessment 2; Quiz 2; Test 2
- Identify and evaluate dietary sources of energy, food labels, and your current dietary intake.
 - Self-assessment 3; Quiz 3; Test 3
- Describe the physiological impact of your perceived stressors and develop personalized strategies to manage stress.
 - Self-assessment 4; Stress reduction project; Quiz 4; Test 4
- Assess and plan lifestyle steps to combat substance abuse and the major type of chronic disease.
 - Self-assessment 5; Quiz 5; Test 5; Final post; Self-assessment 6; Secondhand smoke Project; Quiz 6; Test 6

Methods for Assessing the Course Objectives/Outcomes

The following will assess the course objectives/outcomes:

- 6 quizzes
- 6 exams
- 6 self-assessments
- A goal-setting project with three parts.
- A stress reduction project with three parts.
- A secondhand smoke project.
- An introduction post in the discussion portion of Blackboard along with meeting with Dr. Smith.
- A final post in the discussion portion of Blackboard.

Grade Information

The following section concerns (1) the points associated with way you earn points, (2) the grading scale, (3) when to expect grade feedback, and (4) the definition of a week.

Points Associated with Graded Materials

- Each test is worth 6.5 points.
- Each quiz is worth 2 points.
- Each self-assessment is worth 5 points.
- The introduction post and meeting is worth 2 points.
- Final post is worth 2 points.
- The goal setting project is worth 6 points
- The stress reduction project is worth 6 points.
- The secondhand smoke project is worth 3 points.

Grading scale

- ≥ 90 points A
- 80.00 to 89.99 B
- 75.00 to 79.99 C
- 70.00 to 74.99 D
- ≤ 69.99 F

Grading Turnaround Time – Quiz and Test scores post per the online mechanism. Written assignments and discussion board posts grades post within 7-10 working days (not including Saturday or Sunday) following the assignment due date and time. I have a lot of students in all of my classes and work to get through all weekly assignments in a timely manner, please be patient. Ask me if you ever have questions.

What is a week? I organized the course mainly from Monday to Friday. Assessments/Posts open on Mondays and are due on Wednesdays (minus our introduction post and secondhand smoke project) and Quizzes and Tests open on Thursdays and are due on Fridays.

Course Schedule Details by Modules

Module 1

Module 1 aligns with Course Objective 1.

Reading – pages 1-21 in text.

Module 1 Objectives

By the completion of this module, students will be able to:

- Differentiate the dimensions of wellness and fitness
- Appraise how (their) lifestyle choices may (their) impact wellness
- Examine how biological, environmental, and structural (accessibility) to health services impact wellness (overall and in their lives)
- Score their current health level
- Apply behavioral health change strategies to their lives

Assignments

- Introduction post [completed in Blackboard Discussion Board] and meeting with Dr. Smith.
- Self-assessment 1 [completed in Blackboard found in Learning Module section]
- Goal-setting project [completed in Blackboard found in Learning Module section]
- Quiz 1 [completed in Connect, Get Active 3.0 eBook]
- Test 1 [completed in Connect, Get Active 3.0 eBook]

Module 2

Module 2 aligns with Course Objective 2.

Reading – pages 22-57 in text.

Module 2 Objectives

By the completion of this module, students will be able to:

- Examine the major body systems involved in physical activity and fitness and how they are affected by training
- Distinguish the health-related and skill-related components of fitness
- Appraise the benefits and recommendations for physical activity
- Apply the principles of physical training and the FITT formula to designing a program to improve physical fitness
- Inspect the strategies for exercise injury prevention, self-care for minor injuries, and guidelines for determining when to seek medical care for an exercise injury
- Examine the key safety concerns for physical activity in hot weather, cold weather, and areas with air quality issues, along with practical strategy to address those concerns

Assignments

- Self-assessment 2 [completed in Blackboard found in Learning Module section]
- Quiz 2 [completed in Connect, Get Active 3.0 eBook]
- Test 2 [completed in Connect, Get Active 3.0 eBook]

Module 3

Module 3 aligns with Course Objective 3.

Reading – pages 96-170 in text.

Module 3 Objectives

By the completion of this module, students will be able to:

- Distinguish among the dietary sources of energy
- Examine the essential nutrients for your health and wellness
- Collect food labels to compare the energy and nutrients in your food choices
- Evaluate areas of concern for you based on your energy and nutrient intake relative to recommended intakes

Assignments

- Self-assessment 3 [completed in Blackboard found in Learning Module section]
- Quiz 3 [completed in Connect, Get Active 3.0 eBook]
- Test 3 [completed in Connect, Get Active 3.0 eBook]

Module 4

Weeks 8-9 – Module 4

Module 4 aligns with Course Objective 4.

Reading – pages 171-203 in text.

Module 4 Objectives

By the completion of this module, students will be able to:

- Examine the physiology of stress and relaxation
- Assess the factors that affect your experience of stress
- Evaluate the effects of stress on your health and performance
- Rate sources of stress in your life
- Propose personalized strategies for managing stress

Assignments

- Self-assessment 4 [completed in Blackboard] found in Learning Module section]
- Stress reduction project [completed in Blackboard] found in Learning Module section]
- Quiz 4 [completed in Connect, Get Active 3.0 eBook]
- Test 4 [completed in Connect, Get Active 3.0 eBook]

Module 5

Module 5 aligns with Course Objective 5.

Reading – pages 204-240 in text.

Module 5 Objectives

By the completion of this module, students will be able to:

- Recognize the major types of cardiovascular disease, cancer, and diabetes
- Appraise the risk factors for these chronic diseases
- Judge the screening, diagnosis, and treatment options
- Plan steps to reduce your risk for these chronic diseases

Assignments

- Self-assessment 5 [completed in Blackboard] found in Learning Module section]
- Quiz 5 [completed in Connect, Get Active 3.0 eBook]
- Test 5 [completed in Connect, Get Active 3.0 eBook]

Module 6

Module 6 aligns with Course Objective 5.

Reading – pages 241-269 in text.

Module 6 Objectives

By the completion of this module, students will be able to:

- Differentiate among addictive behavior, drug abuse, and drug dependence
- Appraise the major types of psychoactive drugs
- Compare the short- and long-term effects of alcohol
- Assess the health impacts of tobacco use
- Estimate the effects of psychoactive drugs on a person's life

Assignments

- Final post [completed in Blackboard with Small Group Discussion]
- Self-assessment 6 [completed in Blackboard found in Learning Module section]
- Secondhand smoke project [completed in Blackboard found in Learning Module section]
- Quiz 6 [completed in Connect, Get Active 3.0 eBook]
- Test 6 [completed in Connect, Get Active 3.0 eBook]

Due Dates and Time - See the expanded schedule document.

Statements on a Variety of Vital Issues

- Texas Tech Policies Concerning Academic Honesty, Special Accommodations for Students with Disabilities, and Student Absences for Observance of Religious Holy Days –

<https://www.depts.ttu.edu/tlpc/RequiredSyllabusStatements.php>

- Additional Texas Tech Policies -

<https://www.depts.ttu.edu/tlpc/RecommendedSyllabusStatements.php>

- KSM Department Academic Integrity Policy - Adherence to the highest standards of academic honesty is required, with academic integrity a requirement. (See <https://www.depts.ttu.edu/studentconduct/academicinteg.php> for TTU's statement of academic integrity.) The faculty member in whose class academic dishonesty allegedly occurs will report the student(s) involved with the act of academic misconduct to the Office of Student Conduct using the Academic Integrity Incident Report Form. All written assignments must be completed independently and individually, unless specified otherwise by the instructor. Any attempt by students to present as their own any work they have not completed themselves is regarded by the faculty as a serious offense and renders the student liable to serious consequences, including possible removal from the program, and possible probation, suspension or expulsion from the University. Upon investigation and adjudication by the Office of Student Conduct, a referred student who is found responsible for a policy violation will be subject to the following outcomes. If plagiarism or another act of academic dishonesty is found to occur in any departmental course, students will receive a zero on that assignment. If a student cheats on an exam or allows another student to cheat from his or her exam or other graded assignment, each student found responsible for academic dishonesty will receive a zero on that exam or other graded assignment. No materials such as a smartphone or smartwatch are allowed during an exam. Any use of a smartphone during an exam (for any reason) is considered a violation. If academic dishonesty occurs a second time in the same course the student will be referred to the Office of Student Conduct for academic dishonesty for further disciplinary action. If the Office of Student Conduct determines the student is responsible for the violation, the student will receive an F in the course.