


**OAKLAND UNIVERSITY
SCHOOL OF HEALTH SCIENCES
WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION PROGRAM**

COURSE: WHP 4000
COURSE TITLE: Assessment and interventions in wellness
COURSE CREDIT: 4 credits
SEMESTER/YEAR: Winter 2018
COURSE LOCATION: 5054 Human Health Building
TIME: Monday – 1:00pm - 4:20pm
INSTRUCTOR: Elise Brown, PhD, CSCS
OFFICE HOURS: Tuesday – 1:00pm - 3:00pm
OFFICE LOCATION: HHB 3168
E-MAIL: elisebrown@oakland.edu
 @elise14b

COURSE DESCRIPTION: This course takes a systems approach to the understanding of functional anatomy, physiology and lifestyle issues in relation to disease prevention and wellness. Together with the co-requisite lab course, WHP4030, students learn health risk appraisal and health-related fitness assessment techniques that lead to the design of intervention strategies for health enhancement and the prevention of disease. The course is writing intensive. *Satisfies the university requirement as a knowledge applications integration course or capstone course, not both. Satisfies the university writing intensive requirements in general education or the major, not both.*

CO-REQUISITE COURSE: WHP4030 must be taken simultaneously in the same semester.

PRE-REQUISITE COURSES: Completion of core WHP courses each with a grade of 2.5
WRT 1060 or equivalent.

COURSE OBJECTIVES: At the conclusion of the course the student will:

(General Education objectives are in bold type).

- 1) Know and understand the structure and function of the human body.
- 2) Understand mechanisms of disease related to major organ systems.
- 3) Know and understand subject terminology.
- 4) Appreciate how health promotion techniques and strategies can be tailored to benefit each organ system.
- 5) Identify the constituent elements of wellness programming for each organ system.
- 6) Know and understand components of fitness, and apply principles of training for each system.
- 7) **Demonstrate: a) How knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications; b) knowledge of the personal, professional, ethical, and societal implications of these applications.**
- 8) **Demonstrate: Knowledge of the advanced elements, writing processes, and organizing strategies for creating analytical and expository prose. Effective rhetorical strategies appropriate to the topic, audience, context, and purpose.**
- 9) **Demonstrate: Appropriate uses of a variety of methods of inquiry and recognition of ethical considerations that arise; the ability to integrate the knowledge learned in general education and its relevance to the student's life and career.**
- 10) **Successfully apply the four cross-cutting generic capacities that are cornerstones of the Oakland University General Education program, namely, critical thinking, social awareness, effective communications, and subject-specific information literacy.**

For important dates please see: http://www.oakland.edu/important_dates

REQUIRED TEXT/READINGS:

- Thibodeau, GA and Patton, KT (2014) *The human body in health and disease*. Sixth Edition. Mosby.
- Aldana, Stephen (2013) *Culture Clash*. Available in hardcopy or as an e-book
- Various articles provided to students via Moodle
- Wellness definitions and assessment website: <http://www.definitionofwellness.com/index.html>

COURSE PROCEDURES: The course will combine lectures, discussion groups, case studies and forum postings. Material covered each week will have a direct bearing on the laboratory procedures covered in WHP4030.

A credit hour is defined by the University as 50 contact minutes plus a minimum of 2 hours of independent study per week for 15 weeks. This translates to about 11-12 hours per week per 4 credit hours, or 33-36 hours per week for 12 credits. Therefore, logically, only 12-14 credits should be taken each semester once upper-level coursework is taken, especially if a student is also working. WHP students are expected to take this information into consideration when planning semester course loads and study plans. This definition should also alert students to the required weekly time commitment expected with university coursework.

EXPECTATIONS OF STUDENTS:

- The courses WHP4000 and WHP4030 are considered critical material for WHP students. WHP majors are expected to achieve a minimum grade of 2.3 for each WHP course. Students who fail to do so will have their progress reviewed by the WHP program director, and may be placed on academic probation within the WHP program.
- **Assigned readings must be completed prior to attendance at each class.**
- **Attendance is expected at all classes.** Absence has to be supported by documentary medical evidence; or, appropriate written explanation/appeal in advance of missing a class. A grade deduction of 1% per missed class, 0.5% per late arrival, or 0.5% per leaving class early will occur. Poor attendance will result in lower grades up to a maximum of 5%, plus review of academic standing within the WHP program.
- **Lap-top and Cell-phone policy:** Lap-tops and cell-phones must be switched off and may not be visible in class or during exams. No web browsing or text messaging is permitted during class. A cell-phone may be used as a calculator during labs. Cell-phone calls during class breaks should be avoided if the call is likely to interfere with return to class at the restart.
- **Two mandatory quizzes must be completed during the semester.**
- **A mandatory mid-term exam must be completed.**
- **Projects, presentations, postings and papers must be completed as scheduled.**
- **Forum postings must occur as scheduled.**
- **A final exam must be completed.**
- **WHP majors should place a clean copy of this syllabus in their portfolio.**
- Students with disabilities who may require special considerations should make an appointment to bring their needs to the attention of the instructor.

ACADEMIC INTEGRITY: The faculty of the School of Health Sciences believes that the conduct of a student taking courses in the School should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the School.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including Handout materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of

academic conduct expected in this course. The Oakland University policy on academic conduct will be strictly followed with no exceptions. See catalog under Academic Policies and Procedures.

See link below for information on academic dishonesty at Oakland University:

<http://wwwp.oakland.edu/studentcodeofconduct/student-code-of-conduct/conduct-regulations/>

TECHNICAL ASSISTANCE: For Moodle technical issues that you cannot resolve on your own, please contact the e-Learning Instructional Support office:

- Phone: (248) 805-1625
- Submit a help ticket: <http://www2.oakland.edu/elis/help.cfm?formname=moodle>

VETERAN SUPPORT SERVICES

The Office of Veteran Support Services (VSS) is the campus office responsible for supporting student veterans and military families. Through VSS, veterans and their dependents can be connected to campus and community resources to help ensure they are receiving the benefits they have earned. Student veterans and military dependents who wish to learn more about the services afforded to them should contact VSS, by visiting 116 North Foundation Hall, emailing VSS@oakland.edu, by phone at 248-370-2010 or visiting their website at <http://wwwp.oakland.edu/veterans/>.

DISABILITY SUPPORT SERVICES

Disability Support Services (DSS) acts as an advocate for students with disabilities and works with 500-600 students per semester. In addition to helping students understand university policies and practices, they assist students in addressing personal and academic concerns. They supply referrals to other university offices when appropriate. Students who wish to learn more about the services afforded to them should contact DSS by visiting North Foundation Hall, Room 103A, emailing DSS@oakland.edu, or by visiting their website at <https://wwwp.oakland.edu/dss/>.

OAKLAND UNIVERSITY WRITING CENTER

The Oakland University Writing Center is open to OU students, faculty, and staff in all disciplines at any stage of the writing process. The center provides writers with an interested and supportive audience of well-trained consultants who help both novice and expert writers explore ideas, revise drafts, and develop the skills to craft polished works. Students who wish to learn more about the services afforded to them should contact the OU Writing Center by visiting Kresge Library, Room 212, emailing ouwc@oakland.edu, or by visiting their website at <https://wwwp.oakland.edu/ouwc/>.

STUDENT TECHNOLOGY CENTER

The Student Technology Center is the headquarters for the promotion, instruction and support of technology literacy. From beginners looking to learn the basics to experts seeking to hone their skills, the STC's training, education and hands-on learning experiences offers on-campus services to meet OU students' ever-increasing technology needs. Students who wish to learn more about the services afforded to them should contact the Student Technology Center by visiting Oakland Center, Room 44, emailing STC@oakland.edu, or by visiting their website at <https://wwwp.oakland.edu/stc/>.

NOTE: FOR EXAM/TEST PURPOSES WHP4000 AND WHP4030 SHOULD BE TREATED AS A SINGLE COURSE. MATERIAL FROM BOTH CLASSES IS HIGHLY INTER-RELATED AND MAY BE EXAMINED IN EITHER COURSE, AS APPROPRIATE.

Grading Scale

Highest	Lowest		Grade
100%	98%	4.0	A
97.99%	96%	3.9	A
95.99%	94%	3.8	A
93.99%	92%	3.7	A-
91.99%	90%	3.6	A-
89.99%	89%	3.5	A-
88.99%	88%	3.4	A-
87.99%	86%	3.3	B+
85.99%	84%	3.2	B+
83.99%	82%	3.1	B+
81.99%	80%	3.0	B
79.99%	79%	2.9	B
78.99%	78%	2.8	B
77.99%	77%	2.7	B-
76.99%	76%	2.6	B-
75.99%	75%	2.5	B-
74.99%	74%	2.4	B-
73.99%	73%	2.3	C+ *
72.99%	72%	2.2	C+
71.99%	71%	2.1	C+
70.99%	70%	2.0	C
69.99%	69%	1.9	C
68.99%	68%	1.8	C
67.99%	67%	1.7	C-
66.99%	66%	1.6	C-
65.99%	65%	1.5	C-
64.99%	64%	1.4	C-
63.99%	63%	1.3	D+
62.99%	62%	1.2	D+
61.99%	61%	1.1	D+
60.99%	60%	1.0	D
59.99%	0%	0.0	F

* Probation-level grade for WHP majors

<u>Evaluation/Grading</u>	<u>% of Grade</u>	<u>Due Dates</u>
Annotated Bibliography	5%	Per schedule
Literature Review	10%	Per schedule
Two Quizzes	20%	Per schedule
Mid-term exam	20%	Per schedule
Presentation	15%	Per schedule
Forum Postings on Moodle	10%	Per schedule
Final examination	20%	Per schedule

NOTE: A grade below 2.3 in any WHP course will result in automatic review of WHP minor/major standing and a student placed on probation.

Failure to submit an assignment by it's due date will result in a 50% mark reduction, and if more than one day late a zero grade for that assignment. Also note that FAILURE TO SUBMIT ALL REQUIRED ASSIGNMENTS FOR BOTH COURSES will result in an incomplete (I) grade until all course expectations are fulfilled. Failure to subsequently fulfill all expectations will result in a failing grade.

In addition, it is an expectation that students pass all individual sections of the evaluation, namely quizzes, the mid-term exam, project, and final examination. Failure to pass all sections may result in failing the course.

Tentative Course Schedule: The combined schedule for both WHP4000 and WHP4030 appears below after the WHP4030 syllabus.

Note: The instructor reserves the right to alter the schedule for either class.

OAKLAND UNIVERSITY
SCHOOL OF HEALTH SCIENCES
WELLNESS, HEALTH PROMOTION, AND INJURY PREVENTION PROGRAM

COURSE:	WHP 4030	
COURSE TITLE:	Assessment and interventions in wellness laboratory	
COURSE CREDIT:	4 credits	
SEMESTER/YEAR:	Winter 2018	
COURSE LOCATION:	5054 Human Health Building	
TIME:	Tuesday 9:00am – 12:20pm	
PROFESSOR:	Elise Brown, PhD, CSCS	
LAB ASSISTANT:	Miranda Pelkey (EXS Candidate)	mmpelkey@oakland.edu
OFFICE HOURS:	Tuesday – 1:00pm - 3:00pm	

COURSE DESCRIPTION: This co-requisite laboratory course complements WHP4000 by preparing students for the rigors of implementing health risk appraisals and health-related fitness assessment techniques. Design of intervention strategies for lifestyle and health enhancement and disease prevention are covered. The course is writing intensive. *Satisfies the university requirement as a knowledge applications integration course or capstone course, not both. Satisfies the university writing intensive requirements in general education or the major, not both*

CO-REQUISITE COURSE: WHP 4000 must be taken simultaneously in the same semester.

PRE-REQUISITE COURSE: Completion of core WHP courses each with a grade of 2.5
 WRT 1060 or equivalent.
 EXS 1000 and EXS 1100 strongly recommended.

COURSE OBJECTIVES: At the conclusion of the course the student will:

(General Education objectives are in bold type).

- 1) Be competent to assess a client's state of wellness.
- 2) Be competent to conduct a health risk appraisal.
- 3) Complete a personal health risk appraisal via testwell.org.
- 4) Be competent to assess and explain health-related fitness using recognized assessment techniques.
- 5) Be competent to prescribe exercise and recommend appropriate complementary lifestyle interventions for health and fitness enhancement.
- 6) Pass a practical assessment examination, and demonstrate appropriate clinical skills.
- 7) **Demonstrate: How knowledge in a field outside of the student's major can be evaluated and applied to solve problems across a range of applications; knowledge of the personal, professional, ethical, and societal implications of these applications.**
- 8) **Demonstrate: Knowledge of the advanced elements, writing processes, and organizing strategies for creating analytical and expository prose.**
- 9) **Demonstrate: Appropriate uses of a variety of methods of inquiry and recognition of ethical considerations that arise; the ability to integrate the knowledge learned in general education and its relevance to the student's life and career.**
- 10) **Successfully apply the four cross-cutting generic capacities that are cornerstones of the Oakland University General Education program, namely, critical thinking, social awareness, effective communications, and subject-specific information literacy.**

REQUIRED TEXT/READINGS:

ACSM's *Health-related physical fitness assessment manual, 4rd Edition* (2014). Lippincott, Williams and Wilkins.

RECOMMENDED:

ACSM's *Resources for the personal trainer, 4nd Edition* (2014). Lippincott, Williams and Wilkins.

ACSM's *Guidelines for Exercise Testing and Prescription, 10th Edition* (2018). Lippincott, Williams and Wilkins.

Exercise instruction and kinesiology website: <http://www.exrx.net/Exercise.html>

Wellness definitions and assessment website: <http://www.definitionofwellness.com/index.html>

COURSE PROCEDURES: The course is a laboratory course to complement WHP 4000. It is designed as a practical course to convey clinical skills necessary to function effectively in the workplace. Most lab sessions will take the format of a brief introduction followed by active involvement by students under instructor guidance.

EXPECTATIONS OF STUDENTS:

- The courses WHP4000 and WHP4030 are considered critical foundational material for WHP students. WHP majors are expected to achieve a minimum grade of 2.3 for each course. Students who fail to do so will have their progress reviewed by the WHP program director, and may be placed on academic probation within the WHP program.
- **Assigned readings must be completed prior to attendance at each class.**
- **Attendance is mandatory for all labs.** Absence has to be supported by documentary medical evidence; or, appropriate written explanation/appeal in advance of missing a class. A grade deduction of 1% per missed class, or 0.5% per late arrival will occur. Poor attendance will result in lower grades up to a maximum of 5%, plus review of academic standing within the WHP program.
- Students are expected to dress appropriately and to take an **active part** in labs. Be prepared for exercise at every lab. Dress should be professional fitness attire, and gym shoes. Inappropriate attire is unprofessional.
- **Informed consent:** Assessment in the field of exercise science/wellness, of necessity, involves close human interaction, personal touch, at times limited states of dress, and a limited, but inherent risk of injury. The instructor undertakes to ensure appropriate professional procedures at all times, in keeping with the *Guidelines of the American College of Sports Medicine* and with due regard for the treatment of human subjects. **Therefore, continuation in this course/WHP program is considered evidence of informed consent and acceptance of conditions stipulated in the course/program.** Concerns should be expressed at the beginning of the semester and if not given a satisfactory explanation by the instructor, students have recourse to the Dean of the School of Health Sciences.
- **Cell-phone and lap-top policy:** As for WHP4000.
- The WHP requirement for all students to have a HRA is satisfied in this course. There are certain minimum expectations of all students to assure compliance with this expectation.
- Short quizzes or practical tests may be administered throughout the semester, covering material from the previous class session. These will be randomly administered.
- **Written laboratory assignments will be required.**
- **A practical project involving a HRA and personal lifestyle prescription must be done.**
- **An observation and written reflection of a fitness assessment experience are required.**
- **A practical examination will be administered.**
- **WHP majors should place a clean copy of this syllabus in their portfolio.**
- Students with disabilities who may require special considerations should make an appointment to bring their needs to the attention of the instructor.

NOTE: FOR EXAM/TEST PURPOSES WHP4000 AND WHP4030 SHOULD BE TREATED AS A SINGLE COURSE. MATERIAL FROM BOTH CLASSES IS HIGHLY INTER-RELATED AND MAY BE EXAMINED IN EITHER COURSE, AS APPROPRIATE.

GRADING SCALE: As for WHP4000.

Evaluation/Grading	% of Grade	Date
Written lab completion (5 at 6% each):	30%	Per schedule
Forum postings and video assignments	5%	Per schedule
Project: Includes Personal HRA and Fitness Assessment; Personal CVF, Strength, Flexibility Rx; Personal Lifestyle Rx	20%	Per schedule
Health/Fitness Assessment Experience and Reflection (Tentatively April 11 th and April 14 th)	15%	Per schedule
Practical Exam	30%	Per schedule

NOTE: Failure to submit an assignment by class time on a due date will result in a 50% mark reduction, and if more than one day late (after class time) a zero grade for that assignment.

Also note that failure to submit ALL REQUIRED ASSIGNMENTS FOR BOTH COURSES will result in an incomplete (I) grade until all course expectations are fulfilled. Failure to subsequently fulfill all expectations will result in a failing grade. In addition, it is an expectation that students pass all individual sections of the evaluation, namely written labs, the project, and final practical examination. Failure to pass all sections may result in failing the course.

HINT: You can improve your final practical exam performance if you ask to have your skills assessed throughout the semester. If the professor is not available, ask the teaching assistant or a competent peer. Practice, practice, practice!

Lab = Laboratory. All lab days are in Italics.

- ** Readings:**
- | | |
|--------------------------------|---|
| 1. ACSM 1: = Assessment Manual | 2. ACSM 2: = Resources for the personal trainer |
| 3. TP = Thibodeau and Patton | 4. C/C: Culture Clash |

A NOTE ABOUT THE SCHEDULE BELOW: Chapters 17, the Digestive System and Chapter 18, Nutrition and Metabolism, are not covered. That material should be covered in EXS 204.

DAY/DATE	TOPICS	TO DO LIST	READING (prior)
January			
M 8	Intro to Wellness & Health Promotion WHP4950 Tutorial with Dr. Dallo Review of the syllabus Global Physical Activity and Inactivity	Review syllabus and article Culture Clash Post View 23 and ½ hours video and post reaction to forum	C/C Preface & ch 1 Link to video on Moodle Article posted on Moodle
<i>T 9 5054HHB</i>	<i>Pre-assessment Screening Wellness Assessment. PAR-Q. Health History Questionnaire. Heart rate; Blood pressure. PART 1 Rest HR & BP</i>	<i>Review Syllabus & Schedule Complete www.realage.com and post reaction</i>	<i>ACSM 1: Chapters 1-3</i>
M 15	MARTIN LUTHER KING JR. DAY	NO CLASS	
<i>T 16 lab 5054HHB</i>	<i>Heart rate; Blood pressure. PART 2 Exercise HR & BP, Height, Weight, Waist Circumference, WHtR</i>	<i>Practice resting HR/BP outside of class Complete AHA My Life Check and post reaction; Review WHP Writing Guidelines</i>	<i>ACSM 1: Chapter 3</i>
M 22	Understanding sedentary behavior and health. How to measure PA levels Understanding fitness Intro to Structure & Function <ul style="list-style-type: none"> • The scientific method • Structural levels of organization • Anatomical position • Anatomical directions 	Culture Clash Post	C/C: ch 2 Articles on Moodle TP Ch 1 ACSM 1: pages 8, 42 – 46

	<ul style="list-style-type: none"> Planes or body sections Body cavities Body regions The balance of body functions <p>Norms, reliability & validity</p>		
<i>T 23 lab 5054HHB</i>	<i>Body Composition Assessment</i>	<u>HR & BP lab due</u> <i>Complete Vitality Compass and post</i>	<i>ACSM 1: Chapter 4</i>
M 29	<p>Organ Systems of the Body</p> <ul style="list-style-type: none"> Skeletal system Muscular system Nervous system Endocrine system Cardiovascular system Respiratory system Integration of body organ system functions <p>Mechanisms of Disease</p> <ul style="list-style-type: none"> Studying disease Pathophysiology Inflammation 	<p>Annotated Bibliography and Literature Review Due (15%) – Submit via Moodle</p> <p>Culture Clash Post</p>	C/C: Ch 3 TP Ch 5 & Ch 6
<i>T 30 5054HHB</i>	<i>Body Comp & HR/BP Skills practice</i>	<u>Body Composition lab due</u>	
February			
M 5	Quiz 1 (10%)	Culture Clash Post Prep for Quiz #1	C/C: ch 4
<i>T 6 lab 5054HHB</i>	<i>Posture and flexibility Assessment Stretching. Yoga.</i>	<i>Forum: Post when and where you will be having a Fitness Assessment</i>	<i>ACSM 1: Chapter 6 ACSM 2: Chapter 16</i>
M 12	<p>Skeletal System</p> <ul style="list-style-type: none"> Functions of the skeletal system Types of bones Microscopic structure of bone and cartilage Bone formation and growth Divisions of the skeleton 	Culture Clash Posts	C/C ch 5 TP Ch 8

	<ul style="list-style-type: none"> Differences between a man's and a woman's skeleton Joints (articulations) <p>Skeletal disorders</p>		
<i>T 13 lab 5054HHB</i>	<i>Muscular Fitness Assessment Part 1 Familiarization session for back squat and bench press</i>	<u>Posture and Flexibility lab due</u> <i>Definition of Wellness Assessment/post</i>	<i>ACSM 1: Chapter 5</i>
M 19	WINTER BREAK	NO CLASS	
<i>T 20 lab 5054HHB</i>	WINTER BREAK	NO CLASS	
M 26	Nervous System <ul style="list-style-type: none"> Organs and divisions of the nervous system Cells of the nervous system Nerves Reflex arcs Nerve impulses The synapse Central nervous system Peripheral nervous system Autonomic nervous system 	Culture Clash Post	C/C ch 6 TP Ch 10
<i>T 27 lab Rec Center</i>	<i>Muscular Fitness Assessment Part 2 5 RM Testing for Back Squat, YMCA Bench, Sorenson Test</i>	<i>Complete Dynamic Muscular Test on your own time.</i>	<i>ACSM 1: Chapter 5 ACSM 2: Chapter 14</i>
March			
M 5	Mid-Term (20%)		
<i>T 6 lab Rec Center</i>	<i>Muscular Fitness Assessment Part 3 1 RM Testing for Back Squat, Flexed Arm Hang, Resistance Training Prescription</i>		<i>ACSM 1: Chapter 5 ACSM 2: Chapter 14</i>
M 12	Muscular system and disorders <ul style="list-style-type: none"> Muscle tissue Structure of skeletal muscle Function of skeletal muscle Role of other body systems in movement Motor unit Muscle stimulus Types of skeletal muscle contraction Effects of exercise on skeletal muscles Movements produced by skeletal muscle contractions Skeletal muscle groups Major muscular disorders 	Culture Clash Post Prep for Mid-term	C/C: ch 7 TP 9

<i>T 13 lab 5054 HHB</i>	<i>Cardiovascular Fitness - Part 1 Astrand 6-minute cycle test</i>	<u>Muscular Fitness lab due</u> <i>Bring BP equipment</i>	<i>ACSM 1: Chapter 7</i>
M 19	Respiratory System <ul style="list-style-type: none"> • Structural plan • Respiratory tract • Respiratory mucosa • Nose • Pharynx • Larynx • Disorders of the upper respiratory tract • Trachea • Bronchi, bronchioles, and alveoli • Lungs and pleura • Respiration • Blood transportation of gases • Regulation of respiration • Breathing patterns Disorders of the lower respiratory tract	Culture Clash Post	C/C: ch 8 TP Ch 17
<i>T 20 Lab Rec Center</i>	<i>Cardiovascular Fitness - Part 2 Rockport 1-Mile Walk Test Step Test.</i>	<i>Complete Metabolic Calculation Practice Problems.</i>	<i>ACSM 1: Chapter 7 ACSM 2: Chapter 15</i>
M 26	Endocrine system <ul style="list-style-type: none"> • Mechanisms of hormone action • Regulation of hormone secretion • Mechanisms of endocrine disease • Prostaglandins • Pituitary gland • Hypothalamus • Thyroid gland • Parathyroid glands • Adrenal glands • Pancreatic islets • Female sex glands • Male sex glands • Thymus • Placenta • Pineal gland • Other endocrine structures 	Culture Clash Post Prep for Quiz #2	C/C: ch 9 TP Ch 12
<i>T 27 lab 5054 HHB Rec Center</i>	<i>Cardiovascular Fitness - Part 3 Cooper 12 minute walk/run test Cardiovascular Fitness Prescription</i>	<i>Forum due: Reflect on your Fitness Assessment Observation Respond to at least 1 classmates post</i>	<i>ACSM 1: Chapters 7 ACSM 2: Chapter 15</i>
April			
M 2	M 19	Quiz #2 (10%)	Culture Clash Post C/C: ch 10

<i>T 3 lab</i>	<i>Skills Review Session; Lab make-up</i>		
M 9	<p>The Heart</p> <ul style="list-style-type: none"> • Location, size, and position of the heart • Anatomy of the heart • Heart sounds • Blood flow through the heart • Coronary circulation and coronary heart disease • Cardiac cycle • Conduction system of the heart • Cardiac output • Heart failure <p>The Circulation of Blood</p> <ul style="list-style-type: none"> • Blood vessels • Disorders of blood vessels • Circulation of blood • Blood pressure • Pulse • Hypertension • Circulatory shock 	Culture Clash Post Older adult article + questions	C/C: ch 11 TP Ch 14 TP Ch 15
T 10 5054 HHB	<i>Student practical examinations</i> <i>Service Learning Assessments</i>	<u>Cardiovascular Fitness lab due</u> <i>Return equipment</i>	
M 16	<p>Lymphatic System & Immunity</p> <ul style="list-style-type: none"> • The lymphatic system • The immune system • Immune system molecules • Immune system cells • Hypersensitivity of the immune system <p>Immune system deficiency</p>	Culture Clash Post Final Culture Clash forum post due (10%)	C/C: ch 12 TP Ch 16
T 17	Complete reflection of fitness assessments	<i>Personal Project due (April 16)</i>	
M 23	WHP400 Final exam 3:30 – 6:30pm		

This schedule and syllabus is subject to change per the Instructor's discretion.