

13-71

App-9/24/13  
Senate Info-10/8/13

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

#### Existing and Special Topics Course

Course: HPED 143 Contemporary Women's Wellness

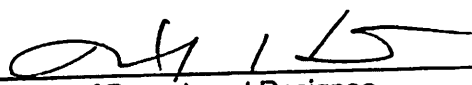
Instructor(s) of Record: Dr. Christine Black

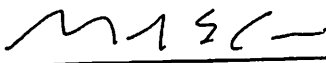
Phone: 724-357-4030 Email: Christine.Black@iup.edu

#### Step Two: Departmental/Dean Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

 09/11/2013  
Signature of Department Designee Date

Endorsed:  9.16.13  
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

#### Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation:  Positive (The objectives of this course can be met via distance education)

Negative

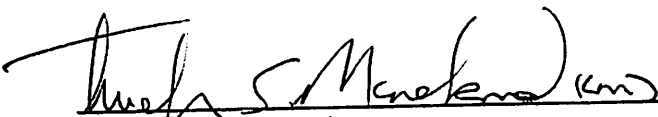
 9/24/13  
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

#### Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

 9/26/13  
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Received  
SEP 18 2013  
Liberal Studies

**Undergraduate Distance Education Review Form**  
**Course: HPED 143 Contemporary Women's Wellness**  
**Instructor: Dr. Christine Black**  
**Phone: 724-357-4030**

**Email: Christine.Black@iup.edu**

**Step One: Proposer**

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Black has taught HPED143 Health and Wellness courses for the past twenty-two years. In addition and specific to this focus of this course, (Contemporary Women's Health) she has team taught college courses relating to women's health issues. She has regularly integrated online assignments and web-based technology in all of the courses she teaches including HPED 142, HPED 143, HPED 325, HPED 450, and HPED 550. She has completed training and has formatted the online components of her classes to D2L and is adept in using this technology. Particularly noteworthy is her previous experience in distance education as a correspondence course developer and instructor at Penn State University.

2. How will each objective in the course be met using distance education technologies?

**Objective 1:**

Describe the interdependent physical, emotional, and social dimensions that comprise wellness.

**Expected Learning Outcome 1:**

Informed Learners

**Rationale:**

Through assigned readings ,power point presentations, and a video presentation, students will develop knowledge of the interrelated components of physical, emotional, and social dimensions of wellness. Learning activities through web-based resources will focus on assessing and analyzing the aforementioned components and how it relates to their overall health. In addition, an online quiz focusing on the dimensions of wellness will be required.

**Objective 2:**

Assess personal strengths and challenges within the physical, emotional, and social dimensions of wellness.

**Expected Learning Outcome 2:**

Informed and Empowered Learners

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## **Narrative Rational Items A1-A5**

**Undergraduate Distance Education Review Form**  
**Course: HPED 143 Contemporary Women's Health**  
**Instructor: Dr. Christine Black**  
**Phone: 724-357-4030**

**Email: [Christine.Black@iup.edu](mailto:Christine.Black@iup.edu)**

**Step One: Proposer**

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Black has taught HPED143 Health and Wellness courses for the past twenty-two years. In addition and specific to this focus of this course, (Contemporary Women's Health) she has team taught college courses relating to women's health issues. She has regularly integrated online assignments and web-based technology in all of the courses she teaches including HPED 142, HPED 143, HPED 325, HPED 450, and HPED 550. She has completed training and has formatted the online components of her classes to D2L and is adept in using this technology. Particularly noteworthy is her previous experience in distance education as a correspondence course developer and instructor at Penn State University.

2. How will each objective in the course be met using distance education technologies?

**Objective 1:**

Describe the interdependent physical, emotional, and social dimensions that comprise wellness.

**Expected Learning Outcome 1:**

Informed Learners

**Rationale:**

Through assigned readings, power point presentations, and a video presentation, students will develop knowledge of the interrelated components of physical, emotional, and social dimensions of wellness. Learning activities through web-based resources will focus on assessing and analyzing the aforementioned components and how it relates to their overall health. In addition, an online quiz focusing on the dimensions of wellness will be required.

**Objective 2:**

Assess personal strengths and challenges within the physical, emotional, and social dimensions of wellness.

**Expected Learning Outcome 2:**

Informed and Empowered Learners

**Rationale:** Students will analyze the results of various web-based assessment measures of their current health status as it relates to physical, emotional, and social dimensions. These activities will evaluate the overall health status and chronic disease risks. Students will submit the results and analysis of their health assessment in a brief 1-2 page paper. Students will be required to post questions and participate in an online discussion and submit a 1-2 page individual response to this group activity.

**Objective 3:**

Develop, implement and evaluate a plan for self-improvement of an identified personal challenge within at least two of the physical, emotional, and social dimensions of wellness.

**Expected Learning Outcome 3:**

Empowered and Responsible Learners

**Rationale:** Using the results of the aforementioned health assessment, students will develop a self-improvement plan. Web-based learning activities, online readings and posted documents designed to evaluate the student's health status in areas such as stress, physical activity, nutrition, prevention practices, etc. will be the basis of a wellness plan that can be implemented during the course and hopefully carry over to healthy lifestyle practices over the lifespan. Students will develop and monitor their progress in a written log as well as online discussion with the instructor.

**Objective 4:**

Analyze the impact of health behaviors upon personal well-being and the impact upon society as a whole.

**Expected Learning Outcome 3:**

Responsible Learners

**Rationale:**

Through assigned readings, web-based resource, videos, and powerpoint presentations, students will analyze the effect of poor health and the issues surrounding legislation for women as well as the gender disparities in health and welfare with a specific emphasis on minority women. Students will be required to post questions and participate in an online discussion as well as submit a 1-2 page individual response. Additionally, an online quiz for assessment of knowledge will be required for this component.

**Objective 5:**

Access and evaluate women's health-related information from reliable internet sources and current literature.

**Expected Learning Outcome 2:**

Empowered Learners

**Rationale:**

Students will access and evaluate women's health information from reliable sources. Learning activities will require students to effectively select reliable sources of information and current research literature comprised of national organizations, hotlines, Web sites, books, articles, and video/audiotapes. These activities will be embedded throughout the course. In addition, students will develop an electronic

resource file with descriptions and links to topics and issues relating to women's health. Another component will consist of selecting a journal article on women's health and submitting a written summary (2-3 pages).

3. How will instructor-student and student-student, if applicable, interaction take place?

D2L applications provides multiple opportunities for students to interact with the instructor and with other students through online chats and discussion boards. Students will also interact with the instructor throughout the course via email if additional questions and/or assistance is needed. Lastly, direct communication via campus phone or office hour visits would be another option for clarification.

4. How will student achievement be evaluated?

This course consists of **14 modules** of instruction including three quizzes ( Modules 1-4 Quiz A; Modules 5-8 Quiz B; Modules 9-14 Quiz C). A final exam consisting of a research paper on a topic relating to women's health issues. In addition a Wellness Modification activity will be required whereby students will assess their current level of health/fitness and develop a plan to modify any existing or personal behavior. Another evaluation component will consist of additional internet-based learning assignments and activities which entail visiting various websites that address specific health and wellness issues and develop a resource file. Students will also be required to participate in at least three online discussions designed to enable students to express personal opinions and to synthesize, think critically, and personally apply course content.

5. How will academic honesty for tests and assignments be addressed?

The university academic integrity policy will be included in the course syllabus and the expectation for academic integrity, as well as penalty for dishonesty, will be emphasized at the beginning of the course. Additionally, the instructor will employ recommended strategies to prevent academic dishonesty, such as random selection of test questions, timed tests, waiting until exam availability time ends for providing exam feedback, and limiting the number of attempts and duration of quizzes.

# **Syllabus of Record**



## **SYLLABUS OF RECORD**

### **I. Catalog Description**

HPED 143 Contemporary Women's Wellness

3 class hours  
0 lab hours  
3 credits  
(3c-01-3cr)

Explores issues relating to the physical, emotional, and social aspects of special significance to women's health across the lifespan. Within the context of contemporary lifestyle and cultural influences, relevant health information affecting women of all ages, races, and ethnicities will be presented. Current trends in the prevention and control of chronic diseases and health disorders as well as practical applications of information and resources to help each student develop a personal wellness plan and the knowledge to become a women's health advocate will be emphasized.

### **II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes - EUSLO)**

#### **Objective 1:**

Describe the interdependent physical, emotional, and social dimensions that comprise wellness.

#### **Expected Learning Outcome 1:**

Informed Learners

#### **Rationale:**

Students will develop knowledge of the interrelated components of physical, emotional, and social dimensions of wellness. Learning activities will focus on assessing and analyzing the aforementioned components and how it relates to their overall health.

#### **Objective 2:**

Assess personal strengths and challenges within the physical, emotional, and social dimensions of wellness.

#### **Expected Learning Outcome 2:**

Informed and Empowered Learners

**Rationale:** Students will analyze the results of various assessment measures of their current health status as it relates to physical, emotional, and social dimensions. These activities will evaluate the overall health status and chronic disease risks.

#### **Objective 3:**

Develop, implement and evaluate a plan for self-improvement of an identified personal challenge within at least two of the physical, emotional, and social dimensions of wellness.

#### **Expected Learning Outcome 3:**

Empowered and Responsible Learners

**Rationale:** Learning activities and assignments designed to evaluate the student's health status in areas such as stress, physical activity, nutrition, prevention practices, etc. will be the basis of

**Rationale:** Learning activities and assignments designed to evaluate the student's health status in areas such as stress, physical activity, nutrition, prevention practices, etc. will be the basis of a wellness plan that can be implemented during the course and carry over to healthy lifestyle practices over the lifespan.

**Objective 4:**

Analyze the impact of health behaviors upon personal well-being and the impact upon society as a whole.

**Expected Learning Outcome 3:**

Responsible Learners

**Rationale:**

Students will analyze the effect of poor health and the issues surrounding legislation for women as well as the gender disparities in health and welfare with a specific emphasis on minority women.

**Objective 5:**

Access and evaluate women's health-related information from reliable internet sources and current literature.

**Expected Learning Outcome 2:**

Empowered Learners

**Rationale:**

Students will access and evaluate women's health information from reliable sources. Learning activities will require students to effectively select reliable sources of information and current research literature comprised of national organizations, hotlines, Web sites, books, articles, and video/audiotapes. These activities will be embedded throughout the course.

**III. Course Outline**

- A. Foundations of Women's Health (3 hours)
  - 1. Historical aspects: the women's health movement
  - 2. Epidemiology: morbidity and mortality
  - 3. The economics of women's health
  - 4. Minority women's health issues
  
- B. Healthy Lifestyles for Women (3 hours)
  - 1. Definitions and descriptions of health and wellness
  - 2. The diversity of women
  - 3. Lifestyle and behavior change
  - 4. Consumer health aspects
  - 5. Your personal wellness plan: assessment and analysis
  - 6. Selecting credible health resources
  
- C. Mental and Emotional Wellness (3 hours)
  - 1. Perspectives on mental health

2. Clinical dimensions of mental illness
3. The impact of stress on women's health
4. Special stressors for women
5. Identifying and managing stress

**D. Sexuality and Relational Wellness (2 hours)**

1. Types of intimate relationships
2. Exploring your sexual being
3. Love and intimacy

**Quiz 1 (1 hour)**

**E. Reproductive Dimensions (6 hours)**

1. Biological basis of sexual health
2. Sexuality across the life-span
3. Family Planning and contraception
4. Preparing for pregnancy and childbirth
5. Infertility
6. Abortion

**F. Reproductive tract infections and HIV/AIDS (2 hours)**

1. Clinical perspectives on STI's
2. HIV disease: special concerns for women across the lifespan

**G. Body Image and Weight Concerns (2 hours)**

1. Sociocultural perspectives on body image
2. Disordered eating
3. Body image and weight management

**H. Nutritional Needs and Healthy Eating (2 hours)**

1. The essential nutrients and their role in promoting health
2. Healthy eating for women
3. Nutrition during pregnancy and breastfeeding
4. Nutritional needs during PMS, menopause, and aging

**Quiz 2 (1 hour)**

**I. Physical Activity for Women (3 hours)**

1. Assessment of healthy body weight and body composition
2. Metabolic and lifestyle influences upon body weight
3. Pregnancy and physical activity
4. Designing a fitness program
5. Physical activity across the lifespan

**J. Chronic Disease: (3 hours)**

1. Cardiovascular Disease among women
2. Cancers affecting women
3. Risk reduction strategies and treatment options for chronic diseases

**K. Other Chronic and Infectious Diseases and Conditions (2 hours)**

1. Epidemiological overview
2. Common infectious diseases
3. Common chronic diseases and conditions

**L. Alcohol and Drug Issues for Women (3 hours)**

1. Women and Addiction
2. Focus on alcohol use and abuse
3. Pregnancy and substance abuse
4. Tobacco usage and effects on women
5. Prescription drugs and dependency

**M. Violence and Sexual Abuse (3 hours)**

1. Perspectives on violence, abuse, and harassment
2. Family and intimate violence
3. Rape and sexual assault
4. Strategies for personal and societal change

**N. Women in the Workforce (2 hours)**

1. Trends and issues
2. Balancing work and family
3. Health and safety in the workplace

**Quiz 3 (1 hour)**

**Final Exam - Research paper submission. (2 hours)**

**IV. Evaluation Methods**

1. **Unit quizzes** Format will be true/false, multiple choice, short answer and essay (25%). This assessment covers objectives 1 and 4.
2. **Plan for a Wellness Modification** semester long activity in a wellness dimension of this student's choice (physical, emotional, and social). Students will complete an analysis of current behaviors and select at least two dimensions of health that they could make improvements in and develop a wellness plan to modify existing unhealthy behaviors (25%). This assessment covers objectives 2 and 3.

3. Internet-Based Learning Assignments and Activities. These online learning activities will involve visiting various websites that address specific health and wellness issues relating to the topics and will enable the student to develop a women's wellness resource file (25%). This assessment covers objective 5.

4. Women's Wellness Research Paper will serve as a final culminating activity. Students will select a women's health topic, issue, or concern that has personal relevancy and conduct research and write a paper (25%). This assessment covers objectives 1, 4, and 5.

## V. Grading Scale

Grading Scale:      A:  $\geq 90\%$       B: 80-89%      C: 70-79%      D: 60-69%      F:  $< 60\%$

## VI. Attendance Policy

The course attendance will be consistent with the university undergraduate attendance included in the Undergraduate Catalog.

## VII. Required Textbooks,

Kolander, C. A., Ballard, D.R., & Chandler, C. K. 2011. *Contemporary Women's Health: Issues for Today and the Future, 4<sup>th</sup> Edition*. McGraw-Hill

### Supplemental Non- Textbook reading

#### Suggested Readings

Love, Susan M. and Alice Domar. 2011. *Live a Little!: Breaking the Rules Won't Break Your Health*. Three Rivers Press.

Rankin, Lissa. 2010. *What's Up Down There?: Questions You'd Only Ask Your Gynecologist If She Was Your Best Friend*. St. Martin's Griffin.

Committee on Prevention Services for Women, Institute of Medicine. 2011. *Clinical Prevention Services for Women: Closing the Gap*. National Academies Press.

Committee on Women's Health Research, Institute of Medicine. 2010. *Women's Health Research: Progress, Pitfalls, and Promise*. National Academies Press.

## **VIII. Special Resource Requirements**

None

## **IX. Bibliography**

Ackerman, Robert J. 1989. *Perfect Daughters*. Health Communications, Inc. ISBN:

Blood, Sylvia. 2005. *Body Work: The Social Construction of Women's Body Image*.  
Routledge.

Boston Women's Health Book Collection and Judy Norsigian. 2005. *Our Bodies, Ourselves: A  
New Edition for a New Era*. Touchstone.

Brian, Kate. 2010. *The Complete Guide to IVF: An Inside View of Fertility Clinics and  
Treatment*. Piatkus Books.

Collins, Catherine F. and Vivian Pinn. 2006. *African American Women's Health and Social  
Issues*. Praeger.

Delavier, Frederic. 2003. *Women's Strength Training Anatomy*. Human Kinetics.

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Women's Press.

Frediani, Paul. 2005. *Powersculpt for Women*. Hatherleigh Press.

Gittleman, Ann L. 2003. *Before the Change: Taking Charge of Your Perimenopause*.  
HarperOne.

Glenville, Marylin. 2001. *Nutritional Health Handbook for Women*. Piatkus Books.

Guillebaund, John and Anne MacGregor. 2009. *The Pill and other forms of Hormonal  
Contraception (The Facts)*. Oxford University Press.

Kaplowitz, Paul. 2004. *Early Puberty in Girls: The Essential Guide to Coping with This  
Common Problem*. Ballantine Books.

Kuh, Diana and Rebecca Hardy. 2003. *A Life Course Approach to Women's Health*. Oxford  
University Press.

Leonard, Linda S. 1982. *The Wounded Woman*. Shambhala Publications, Inc.

- Leonard, Rosemary. 2008. *Seven Ages of Woman: A Lifetime Guide to Feeling Good*. Transworld Publishers.
- Lorber, Judith and Lisa Jean Moore. 2002. *Gender and the Social Construction of Illness*. Altamira Press.
- Love, Susan M. 2010. *Dr. Susan Love's Breast Book, 5th Edition*. DaCapo Books.
- Love, Susan M. and Karen Lindsey. 2003. *Dr. Susan Love's Menopause and Hormone Book: Making Informed Choices*. Three Rivers Press. ISBN: 9780609809969
- McConville, Brigid. 2005. *Women Under the Influence: Alcohol and Its Impact*. Pandora Press.
- Moore, Lynn. 2011. *Girl Lost: Finding Your Voice Through Eating Disorder Recovery*. Lynnsong Publishing.
- Morowitz, Harold and James Trefil. 1992. *The Facts of Life: Science and the Abortion Controversy*. Oxford University Press.
- Ness, Roberta B. and Lewis H. Kuller. 1998. *Health and Disease among Women: Biological and Environmental Influences*. Oxford University Press.
- Nieto, Erin. 2011. *How Much do you Weigh?* Squidbaby.
- Northrup, Christiane. 2010. *Women's Bodies, Women's Wisdom: Creating Physical and Emotional Health and Healing*. Bantam.
- Redmond, Geoffrey. 2006. *It's Your Hormones: The Women's Complete Guide to Soothing PMS, Clearing Acne, Regrowing Hair, Healing PCOS, Feeling Good on the Pill, ...and More!* William Morrow.
- Sherman-Wolin, Judith. 2006. *Muscle Your Way Through Menopause...and Beyond: Get Started on Your Weight-Loss, Anti-Aging Program Today*. DaCapo Press.
- Sloane, Ethel. 2001. *Biology of Women*. Delmar Cengage Learning.
- Stein, Elissa and Susan Kim. 2009. *The Cultural Story of Menstruation*. St. Martin's Griffin.
- Strausz, Ivan. 1996. *Women's Symptoms: A Comprehensive Guide to Common Symptoms and Diseases: Their Causes and Treatments*. Dell.
- Weiss, Marisa and Isabel Friedman. 2008. *Taking Care of Your Girls: A Breast Health Guide for Girls, Teens, and In-Betweens*. Three Rivers Press.

# Online Syllabus



# **Online Syllabus**

## **I. Catalog Description**

**HPED 143 Contemporary Women's Wellness**

**3 class hours**

Explores issues relating to the physical, emotional, and social aspects of special significance to women's health across the lifespan. Within the context of contemporary lifestyle and cultural influences, relevant health information affecting women of all ages, races, and ethnicities will be presented. Current trends in the prevention and control of chronic diseases and health disorders as well as practical applications of information and resources to help each student develop a personal wellness plan and the knowledge to become a women's health advocate will be emphasized.

## **IIa. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes - EUSLO)**

### **Objective 1:**

**Describe the interdependent physical, emotional, and social dimensions that comprise wellness.**

#### **Expected Learning Outcome 1:**

**Informed Learners**

#### **Rationale:**

Through assigned readings, power point presentations, and a video presentation, students will develop knowledge of the interrelated components of physical, emotional, and social dimensions of wellness. Learning activities through web-based resources will focus on assessing and analyzing the aforementioned components and how it relates to their overall health. In addition, an online quiz focusing on the dimensions of wellness will be required.

### **Objective 2:**

**Assess personal strengths and challenges within the physical, emotional, and social dimensions of wellness.**

#### **Expected Learning Outcome 2:**

**Informed and Empowered Learners**

**Rationale:** Students will analyze the results of various web-based assessment measures of their current health status as it relates to physical, emotional, and social dimensions. These activities will evaluate the overall health status and chronic disease risks. Students will submit the results and analysis of their health assessment in a brief 1-2 page paper. Students will be required to post questions and participate in an online discussion and submit a 1-2 page individual response to this group activity.

### **Objective 3:**

**Develop, implement and evaluate a plan for self-improvement of an identified personal**

challenge within at least two of the physical, emotional, and social dimensions of wellness.

**Expected Learning Outcome 3:**

**Empowered and Responsible Learners**

**Rationale:** Using the results of the aforementioned health assessment, students will develop a self-improvement plan. Web-based learning activities, online readings and posted documents designed to evaluate the student's health status in areas such as stress, physical activity, nutrition, prevention practices, etc. will be the basis of a wellness plan that can be implemented during the course and hopefully carry over to healthy lifestyle practices over the lifespan. Students will develop and monitor their progress in a written log as well as online discussion with the instructor.

**Objective 4:**

Analyze the impact of health behaviors upon personal well-being and the impact upon society as a whole.

**Expected Learning Outcome 3:**

**Responsible Learners**

**Rationale:**

Through assigned readings, web-based resource, videos, and powerpoint presentations, students will analyze the effect of poor health and the issues surrounding legislation for women as well as the gender disparities in health and welfare with a specific emphasis on minority women. Students will be required to post questions and participate in an online discussion as well as submit a 1-2 page individual response. Additionally, an online quiz for assessment of knowledge will be required for this component.

**Objective 5:**

Access and evaluate women's health-related information from reliable internet sources and current literature.

**Expected Learning Outcome 2:**

**Empowered Learners**

**Rationale:**

Students will access and evaluate women's health information from reliable sources. Learning activities will require students to effectively select reliable sources of information and current research literature comprised of national organizations, hotlines, Web sites, books, articles, and video/audiotapes. These activities will be embedded throughout the course. In addition, students will develop an electronic

### **III. Course Outline**

- A. Foundations of Women's Health**
  - 1. Historical aspects: the women's health movement
  - 2. Epidemiology: morbidity and mortality
  - 3. The economics of women's health
  - 4. Minority women's health issues
  
- B. Healthy Lifestyles for Women**
  - 1. Definitions and descriptions of health and wellness
  - 2. The diversity of women
  - 3. Lifestyle and behavior change
  - 4. Consumer health aspects
  - 5. Your personal wellness plan: assessment and analysis
  - 6. Selecting credible health resources
  
- C. Mental and Emotional Wellness**
  - 1. Perspectives on mental health
  - 2. Clinical dimensions of mental illness
  - 3. The impact of stress on women's health
  - 4. Special stressors for women
  - 5. Identifying and managing stress
  
- D. Sexuality and Relational Wellness**
  - 1. Types of intimate relationships
  - 2. Exploring your sexual being
  - 3. Love and intimacy

#### **Quiz 1**

- E. Reproductive Dimensions**
  - 1. Biological basis of sexual health
  - 2. Sexuality across the life-span
  - 3. Family Planning and contraception
  - 4. Preparing for pregnancy and childbirth
  - 5. Infertility
  - 6. Abortion
  
- F. Reproductive tract infections and HIV/AIDS**
  - 1. Clinical perspectives on STI's
  - 2. HIV disease: special concerns for women across the lifespan
  
- G. Body Image and Weight Concerns**
  - 1. Sociocultural perspectives on body image

2. **Disordered eating**
3. **Body image and weight management**

#### **H. Nutritional Needs and Healthy Eating**

1. **The essential nutrients and their role in promoting health**
2. **Healthy eating for women**
3. **Nutrition during pregnancy and breastfeeding**
4. **Nutritional needs during PMS, menopause, and aging**

#### **Quiz 2**

#### **I. Physical Activity for Women**

1. **Assessment of healthy body weight and body composition**
2. **Metabolic and lifestyle influences upon body weight**
3. **Pregnancy and physical activity**
4. **Designing a fitness program**
5. **Physical activity across the lifespan**

#### **J. Chronic Disease:**

1. **Cardiovascular Disease among women**
2. **Cancers affecting women**
3. **Risk reduction strategies and treatment options for chronic diseases**

#### **K. Other Chronic and Infectious Diseases and Conditions**

1. **Epidemiological overview**
2. **Common infectious diseases**
3. **Common chronic diseases and conditions**

#### **L. Alcohol and Drug Issues for Women**

1. **Women and Addiction**
2. **Focus on alcohol use and abuse**
3. **Pregnancy and substance abuse**
4. **Tobacco usage and effects on women**
5. **Prescription drugs and dependency**

#### **M. Violence and Sexual Abuse**

1. **Perspectives on violence, abuse, and harassment**
2. **Family and intimate violence**
3. **Rape and sexual assault**
4. **Strategies for personal and societal change**

#### **N. Women in the Workforce**

1. **Trends and issues**

2. Balancing work and family
3. Health and safety in the workplace

Quiz 3

Final Exam - Research paper submission.

**IV. Evaluation Methods**

1. Unit quizzes Format will be true/false, multiple choice, short answer and essay (25%). This assessment covers objectives 1 and 4.
  
2. Plan for a Wellness Modification semester long activity in a wellness dimension of this student's choice (physical, emotional, and social). Students will complete an analysis of current behaviors and select at least two dimensions of health that they could make improvements in and develop a wellness plan to modify existing unhealthy behaviors (25%). This assessment covers objectives 2 and 3.
  
3. Internet-Based Learning Assignments and Activities. These online learning activities will involve visiting various websites that address specific health and wellness issues relating to the topics and will enable the student to develop a women's wellness resource file (25%). This assessment covers objective 5.
  
4. Women's Wellness Research Paper will serve as a final culminating activity. Students will select a women's health topic, issue, or concern that has personal relevancy and conduct research and write a paper (25%). This assessment covers objectives 1, 4, and 5.

Evaluation	Points	Percentage
Unit Quizzes	3 @ 40 pts = 120 pts	20%
Wellness Modification	50 pts	8%
Module Reflections & Guides	14 @ 25 pts = 350 pts	57%
Research Paper	50 pts	8%
Electronic Resource File	25 pts	4%
Online Participation Student-to-Student & Student-to-Instructor	20 pts	3%
Totals	615 Points	100%

## **V. Grading Scale**

Grading Scale:     A:  $\geq 90\%$      B: 80-89%     C: 70-79%     D: 60-69%     F:  $<60\%$

## **VI. Attendance Policy**

The course attendance will be consistent with the university undergraduate attendance included in the Undergraduate Catalog.

## **VII. Required Textbooks,**

Kolander, C. A., Ballard, D.R., & Chandler, C. K. 2011. *Contemporary Women's Health: Issues for Today and the Future, 5<sup>th</sup> Edition*. McGraw-Hill

### **Supplemental Non- Textbook reading**

#### **Suggested Readings**

Love, Susan M. and Alice Domar. 2011. *Live a Little!: Breaking the Rules Won't Break Your Health*. Three Rivers Press.

Rankin, Lissa. 2010. *What's Up Down There?: Questions You'd Only Ask Your Gynecologist If She Was Your Best Friend*. St. Martin's Griffin.

Committee on Prevention Services for Women, Institute of Medicine. 2011. *Clinical Prevention Services for Women: Closing the Gap*. National Academies Press.

Committee on Women's Health Research, Institute of Medicine. 2010. *Women's Health Research: Progress, Pitfalls, and Promise*. National Academies Press.

## **VIII. Special Resource Requirements**

None

## **IX. Bibliography**

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- Additional Information:

**Academic Integrity/Cheating** This class will follow IUP's Academic Integrity Policy and Procedures which is published in the university's Undergraduate Catalog and also available online. This policy is designed to promote a community of honesty, ethical principles, and personal integrity. It provides a process to guide the academic system toward this end and also to identify procedures whereby violations of the policy will be enforced. In accordance with this policy, you are expected to do your own work for this online! Plagiarism or submitting someone



else's work as your own, is not acceptable and will result in zero points for that assignment. The second violation will result in a failing grade for the class.

### Additional Information

Student-to-Student Interaction will be expected during the schedule chat times.

Students will be required to participate in online discussions and give feedback throughout the course. These times will be in the news feed of the D2L homepage for the course.

## Condensed Online Outline Winter Version

Class Date	Topic/Module	Assignment	Due Date
12/19	Foundations of Women's Health	Review syllabus, course evaluation requirements, and due dates for assignments. Read chapter 1-required text* and view PPT #1. <b>Complete the study guide questions.</b>	12/20 Study Guide Chp 1
12/20	Healthy Lifestyles	Chp 3 Read and view PPT 3 Complete the <b>Wellness Modification &amp; Plan and study guide &amp; reflection questions</b>	12/23 Wellness Plan & Study Guide & Reflection Chp 3
12/23	Mental & Emotional Health	Chps 4 & 5 Read and View PPTs 4 & 5. <b>Complete the study guide &amp; reflection questions.</b>	12/24 Study Guide & Reflection Chps 4 & 5
12/24	Sexuality and Relational Wellness  Quiz One	Chp 6 Read and view PPT 6 Complete the <b>study guide &amp; reflections questions</b>	12/26 Study Guide & Reflection Chp 6
12/26	Reproductive Dimensions	Chps 7 & 8 Read and View PPTs 7 & 8. <b>Complete the study guide questions.</b>	12/27 Study Guide & Reflection Chps 7 & 8

<b>Class Date</b>	<b>Topic/Module</b>	<b>Assignment</b>	<b>Due Date</b>
12/27	Reproductive Tract Infections	Chp 14 Read and View PPTs 14 <b>Complete the study guide &amp; reflection questions.</b>	12/30 Study Guide & Reflection Chp 14
12/30	Body Image and Weight Concerns	Assigned Readings	12/31 Reflection questions and article reviews
12/31	Nutritional Needs and Healthy Eating  Quiz Two	Chp 10 Read and View PPTs 10. <b>Complete the study guide &amp; reflection questions.</b>	1/2 Study Guide Chp 10
1/2	Physical Activity for Women	Chp 11 Read and View 11. <b>Complete the study guide &amp; reflection questions.</b>	1/3 Study Guide Chp 11
1/3	Chronic Disease	Chps 15 & 16 Read and View PPTs 15 & 16 <b>Complete the study guide &amp; reflection questions.</b>	1/6 Study Guide Chps 15 & 16
1/6	Other Chronic and Infectious Diseases and Conditions	Assigned Readings	1/7 Reflection questions and article reviews.
1/7	Alcohol and Drug Issues for Women	Chp 12 Read and View PPTs 12. <b>Complete the study guide &amp; reflection questions.</b>	1/8 Study Guide Chp 12
1/8	Violence and Sexual Abuse	Chp 9 Read and View PPTs 4 & 5. <b>Complete the study guide &amp; reflection questions.</b>	1/9 Study Guide Chp 9
1/9	Women in the Workforce	Assigned Readings	1/10 Article Review & Electronic Resource File

<b>Class Date</b>	<b>Topic/Module</b>	<b>Assignment</b>	<b>Due Date</b>
1/10	Quiz Three Course Wrap Up and Final Exam- Research Paper Submission	Class online interaction and closure	1/10 Final Research Paper

**Research Paper Women's Wellness Evaluation Example  
( 100 points)**

Focus of the Topic: Select a women's health topic, issue, or concern that is important to you. It might be an illness or condition that you or a family member is currently experiencing or one which you could be at risk for developing. Conduct your research as if you were preparing an awareness campaign for an individual or group focus. It is generally the case that awareness ( information and options available) can help to alleviate fear and anxiety and promote better personal decision-making and ultimately a form of self-empowerment.

Your paper should include the following:

Criteria	Points	Comments
State the health issue and why you selected that particular topic.	3	
Indicate the typical age at which the health issue appears	2	
Provide a description of the health issue/ concern	5	
Indicate if the condition affects one group of individuals more than another. Indicate the specifics of that population (i.e. gender, ethnicity, geographic region)	10	
Describe the symptoms or other factors of the health concern that helps a person recognize that they might be at risk and to seek medical attention.	5	
List the known or possible contributing factors associated with this health concern with respect to genetic predispositions, environmental and lifestyle risks.	10	
Include self-help guidelines and prevention through lifestyle modifications such as nutrition, routine self-exams, or medical testing.	10	

Criteria	Points	Comments
List the national organizations (government, profit, nonprofit) or associations that conduct research and provide information including web links.	10	
Describe the medical treatment options done including medications (and possible side effects), surgeries, success rate, recovery, and prognosis. Include costs if available.	10	
List any alternative health treatments or remedies available for this condition.	5	
Include any developing or experimental drugs and/or therapies for this condition.	5	
Indicate any quackery, myths, or other misinformation to avoid contracting or developing this condition.	5	
Discuss what changes you might make in your lifestyle behaviors to avoid contracting or developing this condition.	10	
Bibliography of at least ten references.	5	
Correct grammar and spelling	5	
Additional Comments:	100	

## **Sample Module and Supporting Materials**

## Sample Module 9

### Module 9: Physical Activity for Women

#### Objectives:

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

1. Describe the physical, psychological, and social benefits of fitness activities.
2. Analyze the relationships between chronic diseases and physical fitness programs.
3. Identify ways to make fitness programs successful.
4. Identify special considerations for exercise during pregnancy and menstruation.
5. Summarize the advantages of fitness programs for women throughout the life span.
6. Develop a comprehensive fitness program using the four health-related components of fitness.

Assignments and instructions: Each of the documents are listed on the D2L Content complete and submit in the Dropbox during the designated time frame.

1. Read Chapter 11, Keeping Fit, from *Contemporary Women's Health*.
2. Review the powerpoint presentation.
3. Access the website Centers for Disease Control at <http://www.cdc.gov/nccdphp/sgr/women.htm> and complete the **Reflection Questions Part A**.
4. Access the website Office on Women's Health <http://www.womenshealth.gov/fitness-nutrition/how-to-be-active-for-health/type-of-physical-activity.cfm> and complete the **Reflection Questions Part B**.
5. Add these websites to your electronic **Resource File**
6. Complete the **Study Guide for Module 9**

#### **Note: Sample Test Questions from this Chapter for the online Quiz**

1. The Centers for Disease Control determined that almost 45 percent of adults and 29% of children in the United States are either overweight or obese.

FALSE

2. Cardiorespiratory endurance, because it affects the health of the heart, lungs, and arterial system, is considered to be the most essential component of a physical fitness program.

TRUE

3. Research indicates that individuals who exercised less than two to three times per week had less depression, anger, cynical distrust, and stress than individuals who exercised more often.

**FALSE**

4. The range of percentage of body fat for a woman who is considered to be excessively lean is between 8% and 17%.

**FALSE**

5. The purpose of the warm-up phase of a physical activity program is to prepare for a more vigorous workout and reduce the potential for injury.

**TRUE**

6. Women who have normal menstrual periods should abstain from fitness activities during their period, therefore they will not develop abnormal menstrual flow.

**FALSE**

7. A woman whose body fat drops below 10% usually has irregular or absent menstrual periods, called dysmenorrhea.

**FALSE**

8. According to the 2008 Physical Activity Guidelines for American, to achieve maximize health benefits, women should do all but one of the following. Which one?

- A. Exercise two hours and 30 minutes at moderate-intensity each week
- B. At vigorous intensity, exercise 3 hours each week
- C. Exercise 75 minutes at vigorous intensity each week
- D. Engage in two or more days of muscle strengthening

9. Using \_\_\_\_\_ and performing fewer repetitions will build muscle strength whereas using \_\_\_\_\_ but performing a higher number of repetitions will build muscle endurance.

- A. Warm-up phase; cool down phase
- B. Heavier weights; lighter weights
- C. Push-ups; lighter weights
- D. Pilates; heavier weights

10. A woman who is unable to lose weight as a result of engaging in a fitness program probably neglected to include which component in her weight management schedule?

- A. Flexibility changes
- B. Strength training
- C. Endurance training
- D. Warm-up and cool down phases



## Chapter Eleven

### Keeping Fit

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## Benefits of Fitness

- Reduction of certain diseases
  - Examples: Cardiovascular disease, Stroke, Osteoporosis, etc. (see Table 11.1)
- Physiological changes
  - Example: Weight loss
- Psychological profile
  - Examples: stress reduction, improvement of self-confidence and image
- Social benefits
  - Example: establish friendships and personal interactions with others

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## Health-Related Components of Fitness

1. Cardiorespiratory Endurance
2. Flexibility
3. Muscular Strength and Endurance
4. Body Composition

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## Cardiorespiratory Endurance

- Ability of the heart, lungs, and blood vessels to process and transport oxygen over a period of time
- Continuous, repetitive movements
- Aerobic energy production (using oxygen)
- Structural and functional benefits
- Examples: brisk walking, jogging, cycling

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## Principles of Conditioning

- To benefit from participation in cardiorespiratory activities, you need to include the principles of conditioning (FITT):
  - Frequency
  - Intensity
  - Time
  - Type

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## Flexibility

- Ability of joints to function through an intended range of motion
- Failure to maintain flexibility will result in reduced motion/injury
- Four types of stretching techniques
  - *Static*: holding a stretch to tension for a 10-30 seconds (recommended)
  - *Active*: holding a stretch to tension for 1-2 seconds and repeat 8-10 times
  - *Ballistic or Dynamic*: bouncing motions, considered more dangerous towards possible injury of tissues
  - *Proprioceptive Neuromuscular Facilitation (PNF)*: contract muscle then release with a partner

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## Flexibility Training

- Experts recommends stretching the major muscle groups
- 3-7 days/week can improve physical performance
- Should be done when the body has warmed up significantly
- Static stretching is preferred over ballistic stretching
- By using a number of simple stretches for 5-10 minutes, your mind and body can be revitalized and tension can be relieved

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11-7

## Muscular Strength and Endurance

- **Muscular Strength:** ability to contract skeletal muscle to maximal force (force x 1)
- **Muscular Endurance:** ability for muscle group to function over a period of time (force/time)
  - Improves by performing repeated contractions less than maximal levels
  - leads into oxygen debt (anaerobic energy production)
  - cause: quick muscle fatigue (lactic acid production)

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11-8

## Muscular Strength/Endurance

- **3 Classifications of Resistance Exercises**
  - Isometric (*static contractions*)
  - Isotonic (*full range of motion, concentric and eccentric contractions*)
  - Isokinetic (*speed accommodates the movement of the exercises i.e. computerized dynamometers*)

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11-9

## Resistance Training (Muscular Fitness)

- Strength training should be done 2-4 times/week
- Allow a day in-between for recovery
- One set of 8-12 reps will work on both strength and endurance (10-15 reps for women over 50)
- Focus toward fatiguing major muscle groups on different days (i.e. legs, arms, shoulders, chest, back)
- Include a warm up and cool down with every session

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11-10

## Body Composition

- Make up of the body (lean vs. fat tissue)
- Fat tissue is comprised of essential (necessary for normal functioning) and non-essential fat (extra energy storage)
- Measuring body fat % should be included in any fitness program
- Carrying too much fat is negatively associated with one's health status

Table 11.2 classifies percentage of body fat for women

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11-11

## Other Exercise Considerations

1. **Warm-Up** (*slow gradual general aerobic activity 5-10 minutes*)  
 This allows the body to receive sufficient blood and oxygen  
 Prepares the body for more strenuous activities
2. **Cool-Down** (*returning the body to a resting state in 5-10 minutes, after activity session i.e., walking, stretching, etc.*)

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11-12

## Personal Fitness Programming

- CDC recommends focusing on the frequency, not the intensity of physical activity.
- Women should accumulate 30 minutes or more at least 5 days a week of physical activity.
- Fitness Assessments
  - Designed to determine an individual's physical condition as it relates to cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition.

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11-13

## Design Your Personal Fitness Program

- Exercise adherence- keeping the program successful enough to remain involved
- Get started: check with your physician, assess your current fitness level, develop a contract, set personal goals
- Stay Involved: start small, go low tech, have good role models, try something new, find a buddy, prioritize, etc
- Avoid Injuries: warm-up/cool-down stretching routines
  - RICE (rest, ice, compression, elevation)

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11-14

## Special Considerations: Exercise and the Menstrual Cycle

- Menstruation usually presents no problems with women who participate in physical activities
- However, there are conditions to be aware of that may curtail the desire to be physically active
  - Dysmenorrhea (painful menstrual periods)
  - Premenstrual syndrome (PMS)
  - Amenorrhea (cessation of the menstrual cycle)
- If discomfort during the menstrual cycle is a problem, consider doing the following:
  - Reduce frequency, intensity, and duration of the activity
  - Enjoy a relaxing shower, hot tub, afterwards
  - Incorporate other relaxing activities to promote a good night's sleep

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11-15

## Special Considerations: Exercise and Pregnancy

- Positive benefits have been demonstrated of women who exercise during pregnancy
- Women need to prepare themselves for the birthing process (muscles, stamina, immune system)
  - Kegel Exercises: Movements that help strengthen the muscles of the pelvic floor, aiding support of the fetus
- Studies have shown that women who do exercise during pregnancy show major differences after 15 weeks from those who do not exercise

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11-16

## Benefits of Exercising During Pregnancy

- More effective circulation
- Reduces leg and feet swelling
- Controls weight gain
- Reduces back pain
- Promotes a positive self-image
- Improves efficiency of the cardiorespiratory system
- Reduces the onset of hemorrhoids
- Reduces the fatigue factor
- Reduces the chances of varicose vein development

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11-17

## Contraindications of Exercise during Pregnancy

- The American College of Obstetricians and Gynecologists suggests that women should not exercise if they are at risk of hypertension.
- Pregnant women should stop exercising if they feel faint, have chest pains, headaches, uterine contractions, decreased fetal movement, or have fluid leaking from the vagina

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11-18

## Compulsive Exercise

- Compulsive exercising is the need to engage in fitness activities beyond the normal standards of good health and despite potentially negative consequences
- Can be equated with *exercise addiction*
- There is a correlation with poor self-concept, depression, stress, and eating disorder

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11-19

## Managing Weight Through Exercise

- Maintaining proper weight can be achieved by participating in a comprehensive exercise program
- Women need to expend at least the number of calories ingested with food intake
- Building muscle and losing fat can cause loss of inches without losing a pound
- Successful behavioral strategies include:
  - Eating a low fat diet
  - Monitoring own body weight and food intake
  - Engaging in high levels of regular physical activity

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11-20

## Exercise During The Later Years

- Successful aging is largely shaped by individual lifestyle choices
- Evidence continues to mount that regular physical activity contributes to improved quality of life
- Physical exams would be recommended before beginning a program
- Well designed programs should start slow and become gradual over time
- Recognize and follow safety guidelines when exercising

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11-21

## Exercise Guidelines for Older Women

- Engage in endurance, resistance, and flexibility exercises
- Avoid extreme temperatures and drink plenty of water
- Wear appropriate clothing for the weather
- Gradually increase intensity and duration over time and as conditions permit
- Cool down slowly, perform static stretching, and reduce heart rate to below 100 before ending the cool-down routine

Exercise Guidelines for older women can be found @: <http://www.rwjf.org>

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11-22

## Reflection Questions

### **A. Physical Activity and Health for Women** <http://www.cdc.gov/nccdphp/sgr/women.htm>

1. Give an example of a moderate amount of physical activity that can be beneficial and adapted for intensity if desired.
2. What are some of the dangers of excessive amounts of physical activity for women?
3. What is the recommendation for previously sedentary women who begin a physical activity program?
4. What percentage of women in the US are not at all active?
5. List the benefits of physical activity for women
6. Was there anything mentioned that was "new and surprising" from this reading?

**B. Fitness and Nutrition** <http://www.womenshealth.gov/fitness-nutrition/how-to-be-active-for-health/type-of-physical-activity.cfm>

1. Health benefits are gained by adjusting the time and intensity of physical activity each week. Give examples of how this can be obtained.
2. What is the definition of aerobic activity and how is the cardiovascular system affected?
3. Click on the link [General Physical Activities Defined by Level of Intensity](#) and look over the various examples. In general, what types of activities do you do on any given day? Do you do mostly intense or moderate activities?
4. What are some examples of "home made" weights that can make or perform? Does this look like something that you would try at home?

## A Report of the Surgeon General

# Physical Activity and Health

## Women

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### KEY MESSAGES

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- Physical activity need not be strenuous to achieve health benefits.
- Women of all ages benefit from a moderate amount of physical activity, preferably daily. The same moderate amount of activity can be obtained in longer sessions of moderately intense activities (such as 30 minutes of brisk walking) as in shorter sessions of more strenuous activities (such as 15–20 minutes of jogging).
- Additional health benefits can be gained through greater amounts of physical activity. Women who can maintain a regular routine of physical activity that is of longer duration or of greater intensity are likely to derive greater benefit. However, excessive amounts of activity should be avoided, because risk of injury increases with greater amounts of activity, as does the risk of menstrual abnormalities and bone weakening.
- Previously sedentary women who begin physical activity programs should start with short intervals (5–10 minutes) of physical activity and gradually build up to the desired level of activity.
- Women with chronic health problems, such as heart disease, diabetes, or obesity, or who are at high risk for these conditions should first consult a physician before beginning a new program of physical activity. Women over age 50 who plan to begin a new program of vigorous physical activity should first consult a physician to be sure they do not have heart disease or other health problems.
- The emphasis on moderate amounts of physical activity makes it possible to vary activities to meet individual needs, preferences, and life circumstances.

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### FACTS

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- More than 60 percent of U.S. women do not engage in the recommended amount of physical activity.
- More than 25 percent of U.S. women are not active at all.
- Physical inactivity is more common among women than men.
- Social support from family and friends has been consistently and positively related to regular physical activity.



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**BENEFITS OF  
PHYSICAL ACTIVITY**

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- Reduces the risk of dying from coronary heart disease and of developing high blood pressure, colon cancer, and diabetes.
- Helps maintain healthy bones, muscles, and joints.
- Helps control weight, build lean muscle, and reduce body fat.
- Helps control joint swelling and pain associated with arthritis.
- May enhance the effect of estrogen replacement therapy in decreasing bone loss after menopause.
- Reduces symptoms of anxiety and depression and fosters improvements in mood and feelings of well-being.
- Can help reduce blood pressure in some women with hypertension.

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**WHAT COMMUNITIES  
CAN DO**

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- Provide environmental inducements to physical activity, such as safe, accessible, and attractive trails for walking and bicycling, and sidewalks with curb cuts.
- Open schools for community recreation, form neighborhood watch groups to increase safety, and encourage malls and other indoor or protected locations to provide safe places for walking in any weather.
- Encourage employers to provide supportive worksite environments and policies that offer opportunities for employees to incorporate moderate physical activity into their daily lives.
- Provide community-based programs to meet the needs of older women, women with disabilities, women of racial and ethnic minority groups, and women with low incomes. Include child care arrangements to encourage the participation of women with children.
- Encourage health care providers to talk routinely to female patients about incorporating physical activity into their lives.

**For more information contact:**

Centers for Disease Control and Prevention  
National Center for Chronic Disease Prevention and Health Promotion  
Division of Nutrition and Physical Activity, MS K-46  
4770 Buford Highway, NE  
Atlanta, GA 30341-3724  
1-888-CDC-4NRG or 1-888-232-4674 (Toll Free)  
<http://www.cdc.gov>

The President's Council on Physical Fitness and Sports  
Box 5G  
Suite 250  
701 Pennsylvania Avenue, NW  
Washington, DC 20004



# womenshealth.gov

A project of the U.S. Department of Health and Human Services Office on Women's Health

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## Fitness and Nutrition

### Types of physical activity

#### How much physical activity should I do?

Health benefits are gained by doing the following each week:

- 2 hours and 30 minutes of moderate-intensity aerobic physical activity  
**or**
- 1 hour and 15 minutes of vigorous-intensity aerobic physical activity  
**or**
- A combination of moderate and vigorous-intensity aerobic physical activity  
**and**
- Muscle-strengthening activities on 2 or more days

You can gain even more benefits by boosting activity to 5 hours of moderate intensity or 2 hours and 30 minutes of vigorous-intensity aerobic physical activity each week.

### Aerobic activity

Aerobic activity involves moving the large muscles in your arms, legs, and hips over and over again. During aerobic activity, you breathe faster and more deeply, and your heart beats faster. If your breathing and heart rate increase to a moderate degree, your activity is considered moderate intensity. An example would be walking on a level surface at a brisk pace (about 3 to 4 miles per hour). If your breathing increases so much that it is difficult to carry on a conversation, your activity is considered vigorous intensity. An example would be jogging.

Do at least 10 minutes of aerobic activity at a time. It is best to spread it throughout the week. This physical activity should be in addition to your routine activities of daily living, such as cooking or walking a short distance such as from the parking lot to your office.

If you have not been physically active for a long time, you need to start slowly and then work your way up as you become more fit. For example, if you do not feel up to walking for 30 minutes, try

walking for 10 minutes. Then increase your walking time by 5 minutes each week until you reach 30 minutes.

Below are some moderate and vigorous physical activities that you might consider:

### Moderate and vigorous physical activities

	Moderate activities	Vigorous activities
<b>Leisure activities</b>	Walking at a brisk pace, ballroom dancing, leisurely bicycling, roller skating, canoeing	Jogging, running, bicycling fast or uphill, jumping rope, swimming continuous laps
<b>Sports</b>	Golfing, softball, badminton, downhill skiing, Frisbee playing	Singles tennis, beach volleyball on sand, basketball game, soccer, cross-country skiing
<b>Home activities</b>	Pushing a power lawn mower, gardening, raking leaves, shoveling light snow, moderate housework, hand washing/waxing a car, actively playing with children, riding a stationary bike	Pushing a hand mower, heavy or rapid shoveling (more than 10 pounds per minute), carrying items weighing 25 pounds or more up a flight of stairs
<b>Occupational activity</b>	Maid service, waiting tables, feeding or grooming farm animals, manually milking cows, picking fruits or vegetables, walking while carrying a mailbag	Teaching an aerobic dance class, heavy farm work

For more examples of activities that are considered "moderate-intensity" and "vigorous-intensity," check out [General Physical Activities Defined By Level of Intensity \(PDF, 65 KB\)](#).

### Muscle-strengthening activities

Another type of physical activity that you should do on a regular basis is strength training. Muscle-strengthening activities increase the strength and endurance of your muscles. Examples of these activities include working out with weight machines and free weights.

You do not need to invest in a gym membership or buy expensive home gym equipment to do muscle-strengthening activities. Hand, wrist, and ankle weights are less costly options. Also, homemade weights, such as plastic soft drink bottles filled with sand or water, may work just as well. You can also use your own body weight, doing activities such as push-ups, pull-ups, and sit-

ups. You could also buy a resistance band at a sporting-goods store. It looks like a giant rubber band, and stretching it helps build muscle.

You should try to do muscle-strengthening activities on two or more days each week. Allow one day in between sessions to avoid excess strain on your muscles and joints. During each session, repeat each activity 8-12 times.

## **More information on types of physical activity**

### **Explore other publications and websites**

- **2008 Physical Activity Guidelines for Americans** — This publication is the government's official guide for Americans to use to get healthy. It discusses the recommended amount of physical activity that adults and children should do weekly and how this will benefit their health.  
<http://www.health.gov/paguidelines/default.aspx>
- **Catch the Ball (Girls and Women's Fitness Tips)** — Today, more girls are participating in a wider array of physical activities and sports than ever before. This brochure reviews the physical and mental health benefits of involving girls in sports and provides 10 practical tips to get involved in your local community and encourage girls to reach their full potential.  
<http://fitness.gov/catch.html>
- **Choosing a Safe and Successful Weight-loss Program** — This publication provides information on how to design a responsible and safe weight-loss program. It also gives advice on how to make weight control a life-long goal.  
<http://win.niddk.nih.gov/publications/choosing.htm>
- **Physical Activity for Everyone: Videos** — This site features videos that help explain the Physical Activity Guidelines, give you tips on how to meet them, and show you how to do muscle-strengthening exercises properly.  
<http://www.cdc.gov/physicalactivity/everyone/videos/index.html>
- **Strength and Balance Exercises (Copyright © American Heart Association)** — Use the simple movements on this website to help build your strength and balance. Pictures and descriptions of exercises included.  
[http://www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Strength-and-Balance-Exercises\\_UCM\\_307384\\_Article.jsp](http://www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Strength-and-Balance-Exercises_UCM_307384_Article.jsp)
- **Stretching and Flexibility Exercises (Copyright © American Heart Association)** — Use these simple stretches to improve your flexibility. Pictures and descriptions of exercises are included.  
[http://www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Stretching-and-Flexibility-Exercises\\_UCM\\_307383\\_Article.jsp](http://www.heart.org/HEARTORG/Conditions/More/CardiacRehab/Stretching-and-Flexibility-Exercises_UCM_307383_Article.jsp)
- **Walking: A Step in the Right Direction** — This publication offers information about how to start your own walking and exercise program. A sample walking program and guidelines are

provided to help guide you through developing your own program.  
<http://win.niddk.nih.gov/publications/walking.htm>

- **Weight-training and Weight-lifting Safety (Copyright © American Academy of Family Physicians)** — This fact sheet discusses the basics of starting a weight-training routine and outlines injury prevention steps.  
<http://familydoctor.org/online/famdocen/home/healthy/physical/sports/198.html>

### **Connect with other organizations**

- **Aerobics and Fitness Association of America**  
<http://www.afa.com>
- **American Heart Association**  
<http://www.heart.org/HEARTORG/>
- **Let's Move!**  
<http://www.letsmove.gov/>
- **Women's Sports Foundation**  
<http://www.womenssportsfoundation.org/>

Content last updated June 17, 2008.

Resources last updated June 17, 2008.

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## **womenshealth.gov**

A federal government website managed by the Office on Women's Health in the Office of the Assistant Secretary for Health at the U.S.

Department of Health and Human Services.

200 Independence Avenue, S.W. • Washington, DC 20201

## Electronic Resource File

As partial fulfillment of course requirements, you will develop an electronic resource file with links and descriptions of various online resources to topics and issues relating to women's health. Each module will have teacher provided links which you will apply to the e- file as well as three additional links that you will find and describe.

For example:

**Assigned website:**

<http://www.cdc.gov/nccdphp/sgr/women.htm>

Description:

*This website is provided by the National Center for Chronic Disease Prevention and Health Promotion which is affiliated with the CDC ( Centers for Disease Control and Prevention).*

Comments:

*It appears to be a reliable source and provides plenty of useful information. I will probably use this in the future for myself or family health needs*

**Student Selected websites:**

**1. Website:**

Description:

Comments:

**2. Website:**

Descriptions:

Comments:

**3. Website:**

Description:

Comments:

## **Module 9: Study Guide**

- 1. In what ways does a physical fitness program benefit someone in the following wellness dimensions:**

**Physically-**

**Psychologically-**

**Socially-**

- 2. With respect to fitness and disease, what are the benefits of physical activity with respect to:**

**Cardiovascular disease-**

**Stroke-**

**Osteoporosis-**

**Arthritis-**

**Diabetes-**

**Breast Cancer-**

**3. What are some of the methods that can help to make your fitness program successful?**

**4. List some of the strategies for staying involved with your fitness program**

**5. What are the benefits and precautions a woman should consider if she choose to exercise during:**

**Pregnancy-**

**Menstruation-**

**6. List the benefits of exercise/physical activity for women during the later years of life.**

**7. Using the four health-related components of fitness, write a brief summary of the components and discuss your own participation or lack of for each of these important areas if fitness.**

**8. How could you incorporate any or all of the health-related components discussed in the previous question into your existing weekly activities.**

## Module 9 Evaluation Points

Evaluation	Points
Reflection Questions A	6@1pts = 6 points
Reflection Questions B	4@ 1 pts = 4 points
Study Guide	7@ 1 pts 1@ 3 pts = 10 points
Electronic Resource File	5@ 1pts = 5 points

Module 9 is worth 25 points (4%) of a course total of 615 Points.

### Course Evaluation

Evaluation	Points	Percentage
Unit Quizzes	3 @ 40 pts = 120 pts	20%
Wellness Modification	50 pts	8%
Module Reflections & Guides	14 @ 25 pts = 350 pts	57%
Research Paper	50 pts	8%
Electronic Resource File	25 pts	4%
Online Participation Student-to-Student & Student-to-Instructor	20 pts	3%
Totals	615 Points	100%