

**Course:** KIN 210  
**Credit Hours:** 3  
**Prerequisite:** 12 hours.

**Course Title:** Healthy Lifestyles: Preventative Approaches  
**Department:** Kinesiology

**General Education Area:**  
PUBLIC AFFAIRS - Public Issues (*GEC 116*)

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*Information submitted by a department representative on 4/8/2021 1:24:39 PM – Compiled by Darren Wienberg, Academic Advising & Transfer Center*

**Typically Offered During:**

Fall Full Semester:	YES	Fall 1 <sup>st</sup> Block:	NO	Fall 2 <sup>nd</sup> Block:	NO
Spring Full Semester:	YES	Spring 1 <sup>st</sup> Block:	NO	Spring 2 <sup>nd</sup> Block:	NO
Summer:	YES				

**Typical Instructional Modality:**

Traditional (seated):	YES	Blended:	NO	Internet:	NO
Online Video:	NO	Web Conference:	NO		

**May Also Count Toward Department Offering:**

Major:	YES	Minor:	NO	Certificate:	NO
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*Please see online published semester class schedule and undergraduate catalog for detailed course offering information.*

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***How do you describe the course to students when they ask “What is this class about?” (Without using the catalog description)?***

The class covers several health related topics from cardiovascular disease, to diabetes, to nutrition, exercise, and stress as well as a few others. The lecture part covers these topics in detail and helps students understand how to design an exercise program and lifestyle behaviors that will reduce their chance of chronic disease in the future. There is also an exercise component with the lab that allows students to have two days per week scheduled into their semester where they will be guided through an exercise routine by their instructor and with their classmates.

***Beyond meeting a General Education requirement, what benefits can students realize from choosing this course?***

Students will receive many benefits from this class related to the most important thing in their life, which is their health whether they know it right now or not. Between the financial strain of having a chronic disease and the mental, emotional, and physical distress that occurs when people are ill, this class brings to light the common misconceptions in nutrition and exercise to help guide the student to make healthy lifestyle changes that will prevent financial, mental, emotion, and physical distress down the road. The lab component will also help them understand where they might be currently lacking in fitness and help them develop a plan for improvement as well as getting them started into a routine of exercising at least two days per week.

***Other than your major/minor/certificate students, what groups of students could find this course relevant to their degree program or career path?***

This is a class that will help them in life, not just for their career path or degree program. Everyone needs to understand the risks involved in unhealthy lifestyle behaviors and how to changes those to positive choices. There is so much misinformation related to nutrition and exercise that students need to have a good understanding of what a healthy lifestyle should look like to avoid all the fad diets and risky exercise programs that are usually expensive and often cause harm in the long run. The habits that students develop in college often continue with them as they leave college and start their careers, so developing healthy lifestyle habits while in college will positively affect them now and in the future.

***Catalog Description (Fall 2022 Undergraduate Catalog)***

This course introduces conceptual and practical information relating to the impact of lifestyle choices on the health and wellness of the individual and society. Students in this course study a variety of fitness-wellness topics while initially and summatively garnering personal fitness-wellness data in both academic and laboratory settings. Collected data are synthesized and critically appraised, resulting in the construction of individualized fitness-wellness programs implemented and periodically re-evaluated over the course of the semester via reflective journal writing; and periodic quizzes and

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examinations that tie lecture theories to laboratory practices in critical thinking-peer teaching contexts. Laboratory activities help the individual discover his/her needs for achieving and maintaining high level wellness.