

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

PASV 505

COURSE TITLE

BODY DYNAMICS/AGING PROCESS-OA

ALTERNATE TITLE (S)

HEALTHY BONES AND JOINTS
STRONG AND TALL
WALK WELL FOR HEALTH
BALANCE AND MOBILITY
TAI CHI/QIGONG FOR HEALTH

TYPE COURSE

NON-FEE

OLDER ADULT

CATALOG COURSE DESCRIPTION

This course provides 55+ students with an understanding of the mind-body relationship to health and wellness during the aging process. Students learn movement activities and strategies for implementing a program to enhance physical, social, mental, nutritional, and emotional health as they age. Specific instruction accommodates varying limitations and levels of health. Activities and information presented are based on the eleven components of physical fitness. Course topics may include, but are not limited to, acute and chronic conditions and diseases that affect all systems of the body during the aging process.

LECTURE/LABORATORY HOURS

180

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Students participate in the course activities at their appropriate level.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication
SDCCE students demonstrate effective communication skills.
3. Critical Thinking
SDCCE students critically process information, make decisions, and solve problems independently and cooperatively.
4. Personal and Professional Development
SDCCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

Students will:

1. Develop a personalized healthy living program to maintain and/or improve current level of wellness based on pre- and post-fitness and health assessments.
2. Develop skills to maintain and/or improve physical health, functional mobility, proper body alignment, and mechanics.
3. Gain knowledge of the benefits of exercise, healthful nutrition, and living habits.
4. Gain awareness of chronic conditions and diseases of all the major systems of the body.
5. Gain knowledge of aspects of daily living affecting one's physical health.
6. Integrate a variety of healthy habits into their lifestyles.

COURSE OBJECTIVES

Upon successful completion of the course, the student will be able to:

1. Demonstrate maintenance or improvement of physical health and skill-related physical health.
2. Develop strategies for accomplishing an exercise regimen outside of class.
3. Demonstrate two or more stress reduction/relaxation techniques.
4. Identify and describe the positive impact of exercise on the normal aging processes.
5. Identify and discuss the importance of managing chronic disease and conditions that may develop during the aging process.
6. Identify and describe the effects of physical and mental exercise, nutritional balance, optimal sleep routines, stress reduction, and social/leisure interactions on the aging process.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction to Physical Health and Well-being
 - 1.1. Benefits of physical health
 - 1.1.1. Physical health considerations for older adults
 - 1.2. Equipment, clothing, and footwear considerations
 - 1.3. Setting attainable goals

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.4. Physical health assessments
 - 1.4.1. Body composition assessments
 - 1.4.2. Strength assessments
 - 1.4.3. Flexibility assessments
 - 1.4.4. Balance assessments
 - 1.4.5. Coordination assessments
 - 1.4.6. Reaction time assessments
 - 1.4.7. Agility assessments
 - 1.4.8. Power assessments
 - 1.4.9. Speed assessments
- 1.5. Monitoring levels of exertion
 - 1.5.1. Pulse rate
 - 1.5.2. Borg Rating of perceived exertion (RPE)
 - 1.5.3. "Talk test"
- 1.6. Signs and symptoms of overexertion and/or over-training
2. Components of a Physical Health Program
 - 2.1. Warm-up
 - 2.2.
 - 2.3. Cool-down
 - 2.4. Cardiovascular endurance
 - 2.4.1. Pre-aerobic
 - 2.4.2. Aerobic
 - 2.4.3. Post-aerobic
3. Muscular and Skeletal Strengthening
 - 3.1. Resistance training
 - 3.1.1. Isometric vs. isotonic
 - 3.1.2. Closed circuit and open circuit
4. Flexibility
 - 4.1. Dynamic
 - 4.2. Static
 - 4.3. Contract-relax
 - 4.4. Joint range of motion
5. Exercise Programs for Specific Concerns and Conditions
 - 5.1. Balance/fall prevention
 - 5.2. Posture/back and spine conditioning
 - 5.3. Motor control and coordination
 - 5.4. Personal care
6. Chronic Conditions and Diseases
 - 6.1. Cardiovascular
 - 6.2. Pulmonary
 - 6.3. Immunological
 - 6.4. Hematological
 - 6.5. Organ failure
 - 6.6. Neuromuscular
 - 6.7. Cognitive/psychological
 - 6.8. Arthritis
 - 6.9. Parkinson's Disease

COURSE CONTENT AND SCOPE (CONTINUED)

7. Relaxation/Stress Reduction
 - 7.1. Controlled breathing exercises
 - 7.2. Visualization/imagery
 - 7.3. Progressive contract/relax techniques
 - 7.4. Mindfulness
8. Effects of Exercise on Aging Body Systems
 - 8.1. Cardiovascular system
 - 8.2. Respiratory system
 - 8.3. Musculoskeletal system
 - 8.4. Digestive system
 - 8.5. Excretory system
 - 8.6. Immune system
 - 8.7. Cognitive system
9. Other Topics Relating to Physical Health and Aging
 - 9.1. Nutrition
 - 9.2. Weight management
 - 9.3. Sleep disorders
 - 9.4. Leisure/social activity
 - 9.5. Mental health

APPROPRIATE READINGS

Readings may include but are not limited to the following:

1. Instructor-prepared materials.
2. Educational videos.
3. Selected websites related to physical, social, emotional, and mental health.
4. Research articles.
5. Government notifications and literature related to healthy aging.

WRITING ASSIGNMENTS

Writing assignments may include but are not limited to the following:

1. Create a list of goals for change or improvement in personal exercise and health habits.
2. Maintain a personal diary of daily exercise activity.
3. Design a personalized fitness program.
4. Contributions to a discussion board, chat box, and/or emails.

OUTSIDE ASSIGNMENTS

Outside assignments may include but are not limited to the following:

1. Incorporate new forms of exercise into daily activities that increase one's ability to attain or maintain established goals.
2. Read, listen, and/or watch articles and videos on health and wellness-related topics.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Students will engage in class activities and group assignments that will enhance their ability to make informed decisions in today's body dynamics and healthy aging processes. These activities may include, but are not limited to, the following:

1. Develop strategies and implement techniques to incorporate information about health-related topics learned in the course to maintain and/or improve health and wellness.
2. Design and continuously re-evaluate a personal healthy living program using strategies learned in the course. This program may include but is not limited to exercise, nutrition, personal care, social and mental health.

EVALUATION

Students will be evaluated based on some or all of the following criteria:

1. Regular attendance and participation in all class activities.
2. Pre- and post- assessments of student level of fitness: health-related and skill-related.
3. Students' development of personal health and wellness goals.
4. Students' implementation of health and wellness programs.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to:

1. Demonstrations and presentations
2. Instructor feedback
3. Classroom discussions
4. Lecture/lab
5. Field trips
6. Guest speakers
7. Audio-visual presentations
8. Individual study
9. Instructor lead

This course is designed with a focus on increasing equity and student success. Instructors adhere to the San Diego College of Continuing Education policies related to encouraging equity in courses in in-person and online learning modalities. Instructors implement the principles of student equity by understanding identity and implicit bias in the classroom. Create engaging home pages, course outlines, course content, learning strategies, transparent assignments and quizzes, which are designed and implemented with equity in mind. Instructors include accessibility options for students with disabilities or others who prefer alternate format materials. Instructors create an inclusive and empowering learning environment for all students, be it online or in-person.

This course or sections of this course may be offered through distance education.

TEXTS AND SUPPLIES

The instructor will provide a copy of the course syllabus and all relevant handouts. Additionally, the teacher will supply links to videos, articles, books and websites and/or Apps for further learning which are appropriate to the course topics. All content will include increased accessibility options. Students will supply equipment as suggested in each *class syllabi*.

The American Dietetic Association's Complete Food and Nutrition Guide, Roberta Larson Duyff, MS, RD, CFCS, Chronimed Publishing, current edition

The Promise of Sleep, William C. Dement, M.D., Ph.D., and Christopher Vaughn, Delacorte Press, current edition

American College of Sports Medicine, Guidelines for Testing and Prescription, Riebe, D., Ehrman, J. K., Liguori, G., & Magal, M. ACSM's guidelines for exercise testing and prescription, (Tenth edition.), Philadelphia: Wolters Kluwer, current edition

Melloni's Illustrated Medical Dictionary, Dox, Melloni, and Eisner, The Williams and Wilkins Publishing Company, current edition

Anatomy and Human Movement - Structure and Function, Palastanga, Field, Soames, and Bogkuk, Heinemann Medical Books, current edition

The Complete Book of Bone Health, Schneider, Prometheus Books, current edition

Fitness for the Pelvic Floor, Carriere, Thieme Publishers, current edition

Human Anatomy and Physiology, Spence and Mason, The Benjamin/Cummings Publishing Company, Inc., current edition

Nutrition Care of the Older Adult, Editors: Niebert and Carlson, Academy of Nutrition and Dietetics, current edition

PREPARED BY: Hill DATE: June, 1982

REVISED BY: Delores L. Crawford DATE: August, 1999

REVISED BY: Instructional Services/SLO's Added DATE: May 7, 2015

REVISED BY: Charlene Schade DATE: October 3, 2018

REVISED BY: C. Schade, J. Bale, C. Phillips, and N. Salmon DATE: April 6, 2022

BODY DYNAMICS/AGING PROCESS

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Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the College of Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog