

ELGIN COMMUNITY COLLEGE SYLLABUS  
PHR 110 770

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\*\*The instructor reserves the right to make changes to the class or syllabus as deemed necessary

**I. Course Title**

PHR 110 770 (2 credits): Active for Life

**II. Class days and times**

On-line instruction

**III. Catalog Description**

Active for Life is an evidence-based course that uses established behavior change models such as the stages of readiness to change and empower people to overcome their barriers to physical activity. Students find ways to fit physical activity into their daily lives and maintain a lifelong habit of physical activity even when difficult situations arise.

**IV. General Course Objectives:**

At the end of this course the student will be able to:

- Assess their personal health by completing the PAR-Q and You questionnaire
- Understand the stage of readiness at which they are starting the program and know how understanding this concept can help them progress toward their physical activity goals
- Identify their patterns of weekday and weekend activity
- Understand the importance of self-monitoring
- Discuss the barriers to being physically active
- Identify reasons (benefits) for wanting to be physically active
- Examine problem-solving strategies that can be used to develop creative solutions to barriers
- Implement problem-solving strategies to help find more time for physical activity
- Correctly identify moderate, hard and very hard activities
- Learn how to estimate caloric expenditure
- Differentiate between intrinsic and extrinsic rewards
- Write short-term and long-term goals with rewards established for achieving the goals
- Discuss the kinds of support needed, who can help, and ways to reward others for providing support
- Distinguish between a lapse, a relapse and a collapse in physical activity
- Identify personal symptoms of stress, including behavioral, emotional, and physical, and various techniques to control stress
- Identify and implement methods necessary to maintain physical activity over time
- Examine how to deal with difficult situations that have the potential to create a relapse

**V. Evaluation and Grading Scale**

Grading will be based upon an accumulation of points. All point values for discussion boards and assignments are as follows:

Weekly discussion boards – Intro + 14 weeks @ 4 points each question = 116 points

Weekly journal assignments – 13 weeks @ 10 points = 130 points possible

Homework assignments – 36 assignments at 5 points each = 180 points possible

Introspective Paper – 25 points

Final Project – 50 points possible

Total points possible: 501

## **VI. Course Text (Required)**

Blair, Steven, et al (2010) Active Living Every Day, (2nd edition). Human Kinetics, Champaign, IL.

## **VII. Weekly Assignments**

Follow the attached course outline and dates provided. Before completing week 1 discussion questions be sure to read the week 1 assignment in the text, and so on. The course grade is based on your active participation in the weekly activities listed in the course outline. Each week of discussion board questions, journal entries, and homework assignments will earn you points toward your total grade. No work will be accepted after the due dates, this includes discussion board postings and homework submissions.

## **VIII. Schedule Time for your Assignments**

Your goal is to complete each assignment by the due date. Points will be deducted for falling behind in your work or working ahead. Focus only on the assignments for the current week so that the skills taught can be practiced and not rushed. The most difficult challenge to you is to budget time in your schedule every day to work on these important life-changing activities. I would recommend that you block out a certain time in your schedule (write it down in your calendar) to do your documentation (activity logs and other journaling activity). Your success in improving your skills to maintain a healthy lifestyle will be influenced by the time, discipline, and effort you put into this learning experience.

## **IX. Discussions**

Students are expected to participate in weekly discussion boards of D2L and will earn up to 8 points per week for exceptional postings and dialogue with classmates. The initial introduction is also worth 4 points. The student is expected to post their response to the discussion board question by Wednesday of each week and then reply to two other student postings by Thursday of each week. No credit will be given for late submissions.

## **X. My Journal of Physical Activity**

Students will fill-in the daily physical activity journal as a means to help them keep track of their physical activity goals, thoughts, plans and achievements.

## **XI. Introspective Paper**

Choose one of the following topics and write a 1 ½ to 2 page introspective paper. The paper should have a title page, be double spaced and use 12 point font. The topic choices include:

- My challenges and successes in becoming more physically active
- Enlisting support: the support I need, difficulties in securing support, who can help or has helped me, how can I offer support to someone else
- The importance of goal setting in my plan to become more physically active
- My reasons for wanting to become more physically active

## **XII. Final Project**

Create a 10 slide power point presentation about the Active For Life concept that made the most impact in helping you achieve your goal of incorporating more physical activity into your daily life. The power point presentation should have a title slide and have a bibliography slide with at least three professional sources. At least three of the slides in your presentation should state scientific evidence to support your statements. As an example: if you feel the concept of incorporating 2 minute walks into your day has made the most impact on you, find supporting evidence that accumulating 30 minutes of activity throughout your day is just as beneficial as doing 30 minutes of continuous exercise.