This course of study outlines the sequence of learning activities that have been designed to help you demonstrate competence in the subject area of Health and Fitness. Your competence will be assessed through a proctored objective assessment (IFC1). Depending on your educational background, work experience, and the time you are able to dedicate to your studies, this course of study may take up to five weeks to complete. Following this document sequentially is an important part of your assessment preparation. This tool is also designed to help you become an independent learner by providing multiple learning methods. Consult with your mentor if you wish to accelerate your progress through this course of study.

Introduction

Welcome to the Health and Fitness Course of Study. During your study of health, you will learn more about the different aspects of health, nutrition, mental and emotional health, physical health, substance use and abuse, and fitness.

Did you know that chronic diseases account for seven out of ten deaths in the United States? We can change these statistics by choosing healthy behaviors, such as eating well and exercising daily. As you begin your study of health and fitness, you will find that many of the topics you study will review information with which you are already familiar. Health is a topic studied at many levels, such as elementary, secondary, and post-secondary levels. Your prior knowledge will help you be successful as you work through this domain.

Health is a subject that affects everyone every day. Choices regarding food and exercise directly impact physical health, and habits and overall hygiene can impact a person's susceptibility to infectious and noninfectious diseases. The stressors from work and family life are constant; it is beneficial to know how to manage stress in order to protect the body from its negative consequences, which can lead to exhaustion. Substance use and abuse can influence the way the body functions, so it is important for you to understand how the use and abuse affects the body.

By reviewing the topics of nutrition, mental and emotional health, physical health, substance use and abuse, and fitness, you will be empowered to make healthy choices that will enhance your ability to succeed in your career, your education, your recreational pursuits, and your social life. You will find satisfaction as you learn more about achieving good overall health and about the strategies you can use to help in your daily choices.

Health and Fitness (IFC1) Assessment

The health and fitness (IFC1) assessment is a scheduled, proctored, objective assessment that you will take at a secure testing center. There are multiple forms of this assessment. Each form contains a total of 46 objective items. However, the IBT Prometric server "counts" each matching item as a separate item, meaning that in total it "counts" approximately 87 items.

The test consists of multiple choice, multiple selection, and matching questions on nutrition, emotional health, physical health, substance use and abuse, and fitness. You will have one and a half (1.5) hours to complete the assessment. When you go to the proctored site, do not bring any texts or study materials with you, but do bring some identification. Be sure you are rested, and wear comfortable clothes. You will take the assessment online. Read each question carefully to make sure you understand what you are being asked. Reread the question if needed. To receive a "Pass," you must score 66% or better on the entire test.

This course of study covers the following competencies:

Competency: Nutrition

The graduate identifies and applies the principles of nutrition and recognizes the factors that influence a healthy diet.
Competency: Emotional Health
The graduate identifies factors that can impact emotional health, recognizes strategies to manage stress, and recognizes the emotional impact of aging, grieving, and disease.

Competency: Physical Health
The graduate recognizes how disease, aging, environmental factors, and personal care influence proper functioning of the body; and describes strategies for preventing and treating disease and injuries.

Competency: Substance Use and Abuse
The graduate recognizes and can explain the impact of specified substances on the human body, can recognize common indicators of substance abuse, and can recommend appropriate measures or strategies to prevent substance abuse.

Competency: Fitness
The graduate identifies the interrelationships between fitness and the human body and recognizes the various components of physical fitness: cardiovascular endurance, muscular strength, and flexibility.

Required Learning Resources
Teaching Today's Health is an interactive, online, independent learning resource, which provides access to the following e-text:


E-reserve readings (select chapters):


Preparing for Success
To successfully complete IFC1, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule the time you will devote to your studies.

Topics
Acquire Learning Resources

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you in the use of these materials.

Resources
Take the Student Self-Assessment for the Health and Fitness Domain

URL:
https://web5.wgu.edu/aap/content/StudentSelfAssessmentForHealth%2011%2030%202009.doc

The student self-assessment form is available for you to measure your level of competency in health and fitness before you start your work. This will help you determine which areas you need to concentrate on as you work through the learning resources. You will find the health and fitness
student self-assessment form on your AAP under the IFC1 learning resources tab.

When you have completed the activities in this course of study, you will take a preassessment prior to taking the final IFC1 objective assessment. The preassessment will be explained in more detail in the Conclusion.

Depending on how you score on the self-assessment, you may be able to take the preassessment sooner. This should only be done in consultation with your mentor.

**Take the Preassessment**

You can access the preassessment by following the instructions below.

**To take the preassessment:**

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Preparation" column, click "Preassessment."
5. In the window that pops up, click "Click here to refer for this preassessment." A request will be sent to your mentor for approval.
6. Once your mentor has approved your request, return to the "My AAP" tab and click "Preassessment" in the "Assessment Preparation" column.
7. In the window that pops up, click "Click here to take this preassessment." You will then begin the preassessment.

There are 46 objectives covered on the PAIF. You will have one and a half (1.5) hours to complete the preassessment. A passing score on the preassessment is 66% or better.

**Enroll in Teaching Today's Health**

Teaching Today's Health provides access to e-textbooks as well as additional learning resources. You will enroll in this resource through your AAP. Once you have enrolled, you will receive an e-mail from the Learning Resources Department with specific instructions on how to access the resource. The textbooks included are listed below.


*Note: Please retain all of the e-mails and materials you receive regarding your learning resources. The information contained in these materials is very helpful.*

Electronic versions of the texts that are aligned to this course of study are included in the health and fitness learning resource that you will enroll in through your AAP. If you would like hard copies of the texts, you are encouraged to purchase them at your convenience.

*Note: There are many online bookstores where you can purchase the textbooks. Shop around for
Create a Study Notebook or Journal

Create an area or document (electronic or manual) where you can take notes on the readings, vocabulary, guiding questions, and activities throughout this course of study. For ideas on how to divide this journal into sections, see the message board or contact your course mentor.

The Message Board

If, after using all of these learning resources, you need further assistance, please feel free to post a question on the message board or contact your course mentor.

Nutrition

The first topic of study is nutrition. Nutrition is an important part of wellbeing because it provides the body with the nutrients it needs to perform its daily tasks. The activities associated with this subject will help you to identify the role of nutrients in the proper functioning of the human body, to recognize the USDA's dietary recommendations, and to evaluate the consequences your food choices have on your overall health.

In this section you will specifically learn about the functions of carbohydrates, protein, fats, vitamins, and minerals in the human body and how to use the USDA's MyPyramid Plan and nutrition facts labels to achieve a healthy diet.

Topics

Nutrients

There are many different types of diets on the market to help people lose weight. What are some problems that exist with weight loss plans like the Atkins diet? Your study of nutrients will include learning resources from Teaching Today's Health, which will help you focus on the nutrients that are needed to ensure the proper functioning of the human body. Be sure to utilize these resources, as they provide information on the topics you will need to master to achieve competency in this topic.

Resources

Teaching Today's Health: Nutrition

Read pages 334-346 of chapter 17 ("Nutrition") in your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Define the following terms: carbohydrates, proteins, lipids, fats, oils, minerals, vitamins, organic compounds, inorganic compounds, and cholesterol.
- Describe how minerals, vitamins, and nutrients enable the proper functioning of the human body.
- What is the difference between saturated and unsaturated fats?
- What are antioxidants, and how do they aid in the proper functioning of the human body?

Balanced Diet

Have you seen the new USDA MyPyramid Plan? The old food pyramid has been updated to provide...
a more individualized plan for nutrition. Your study of a balanced diet will include learning resources from Teaching Today's Health and a website visit. Be sure to utilize these resources, as they provide information on the topics you will need to master to achieve competency in this topic.

Resources

Website Visit

URL: http://www.mypyramid.gov

Visit the MyPyramid Plan website and take notes on and address the following:

- What information is included in the MyPyramid Plan?
- Explain how to use the MyPyramid to make proper food choices.

Health and Fitness Learning Community Competence Builder

Go to the Health and Fitness Learning Community and click on the blog post "Nutrition-Module 3 Competence Builder." Post a message that describes something new that you learned about nutrition.

Read through the messages in the Nutrition blog and respond to one message.

Teaching Today's Health: Nutrition

Read chapter 17 ("Nutrition") of your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Explain how economic, personal, and lifestyle factors can influence nutritional habits.
- Keep a log of all the foods you eat for an entire day. Make sure to include calories, fat, cholesterol, sodium, carbohydrates, fiber, protein, vitamins, and minerals. Nutritional labels are a good source for this information. Pay particular attention to serving sizes.
- Analyze your one-day food log. Were you surprised by any of your findings?
- Explain the different types of lipids and why it is important to be aware of the types of fats consumed in a diet.
- Explain how to use the USDA MyPyramid to make proper food choices.
- Describe the factors leading to and the effects of childhood obesity.
- Describe the effects of poor nutrition on various body systems. What habits contribute to poor nutrition?
- Describe the information included on a nutrition facts label, and explain how to use that information when making food choices.

Video Clips: Nutrition

Go to the Teaching Today's Health course, then click on "Week 1." Watch the ABC News lecture launcher video clips on nutrition. Take notes on and address the following:

- Why is it important to pay attention to serving size when reading a nutrition facts label?

Health Nutrition Quiz

Now that you have completed the activities for this subject, go to the Teaching Today's Health course and click on "Week 1." Click on "Nutrition Quiz," answer the quiz questions, submit the quiz for grading, and then check your answers.
Substance Use and Abuse

Now that you have successfully completed the nutrition topic and learned how nutrients affect the human body, you will focus on how drugs affect the body. The activities associated with this subject will help you to identify the reasons for substance use and abuse, to explain the effect of various drugs on the body, and to recognize strategies to help prevent drug abuse. This information will help you make decisions regarding the types of substances you consume.

In this section you will specifically learn about how different types of legal and illegal substances affect the functions of the human body, the problems associated with use and overuse of drugs, and community drug prevention strategies.

Topics

Substance Use

Why do people start using drugs? When does substance use become substance abuse? Your study of substance use will include learning resources from Teaching Today's Health, which will help you identify the causes and consequences of substance use. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

Resources

Teaching Today's Health: Substance Use and Abuse

Read chapter 13 ("Substance Use and Abuse") from your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Describe how legal and illegal substances affect the body.
- Make a list of drugs that are classified as stimulants and drugs that are classified as depressants.
- Explain the appropriate uses and the risks of using over-the-counter drugs.
- Cite examples of drug interactions.

Video Clips: Alcohol and Tobacco

Go to the Teaching Today's Health course, then click on "Week 1." Watch the Discovery Health Channel video clips on alcohol and tobacco. Take notes on and address the following:

- Explain how alcohol and tobacco affect the body.

Substance Abuse and Prevention

Do you know what resources your community provides to help those struggling with substance abuse? Your study of substance abuse and prevention will include learning resources from Teaching Today's Health, which will describe the strategies used in drug prevention programs. Be sure to utilize these resources, as they provide information on the topics you will need to master to achieve competency in this topic.

Resources

Teaching Today's Health: Substance Use and Abuse

Read chapter 13 ("Substance Use and Abuse") from your Teaching Today's Health textbook. Take
Review the reasons for substance abuse. List a healthy alternative to each of the reasons given.

What are the indicators of substance abuse?

If you were to develop a drug prevention program, what would you include in it?

List strategies used in prevention programs. Refer to the list on page 254 in *Teaching Today's Health*.

**Health and Fitness Learning Community Competence Builder**

Go to the Health and Fitness Learning Community and click on the blog post "Substance Abuse Competence Builder." Post a message describing your thoughts on drugs, drug interactions, or drug prevention programs.

Read through the messages in the Substance Abuse blog and respond to one message.

**Substance Use and Abuse Quiz**

Now that you have completed the activities for this subject, go to the Teaching Today's Health course and click on "Week 1." Click on "Substance Use and Abuse Quiz," answer the quiz questions, submit the quiz for grading, and then check your answers.

**Emotional Health**

The activities associated with this subject will help you to examine how stress affects the body and will identify stress relaxation techniques. You will also identify the characteristics of an emotionally well individual and will examine how emotional health changes over time.

In this section you will specifically learn the definition of mental health and how to develop self-esteem to promote emotional health. You will examine the physical consequences of stress, stress management strategies, the stages of grief, and the emotions associated with terminal illnesses.

**Topics**

**Mental and Emotional Health**

What are the components of emotional health? Do you think you are an emotionally healthy individual? Your study of mental and emotional health will include learning resources from Teaching Today's Health and the *Health: The Basics* textbook. These resources will help you identify the characteristics of emotionally healthy individuals. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

**Resources**

**Health: The Basics: Psychosocial Health**

Read pages 45-48 of chapter 2 ("Psychosocial Health") in your *Health: The Basics* textbook. Take notes on and address the following as you complete the reading:

- What are the risks for depression?
- List symptoms of depression.
Teaching Today's Health: Mental Health and Stress Reduction

Read pages 38-39 and 91-105 of chapter 6 ("Mental Health and Stress Reduction") from your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Explain how emotional health may change throughout a person's life.
- Identify the characteristics of an emotionally healthy individual from chapter 6 that you possess. Think of ways to improve on the characteristics that you do not possess.
- What are some ways to recognize depression?
- Explain the characteristics of self-esteem.

Stress

How often do you feel stressed? Do you feel like you manage your stress well? Your study of stress will include learning resources from Teaching Today's Health. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

Resources

Teaching Today's Health: Mental Health and Stress Reduction

Read pages 105-109 of chapter 6 ("Mental Health and Stress Reduction") in your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Create a list of events that produce stress. List the physical symptoms these events produce. Also consider the impact that stress has on those around you.
- What behaviors are indicative of chronic stress?
- Devise a strategy to help in dealing with a stressful situation.
- List various relaxation techniques.

Self-Assessment on "Part I - How Stressed Are You?"

Go to the Teaching Today's Health course, then click on "Week 2." Click on the self-assessment link and complete "Part 1-How Stressed Are You?"

Instead of sending your answers to your course mentor, go to the message board and post a comment about what you learned about your stress levels from taking the self-assessment.

Video Clips: Stress Management

Go to the Teaching Today's Health course, then click on "Week 2." Watch the ABC News lecture launcher video clips on stress management. Take notes on and address the following:

- What is stress fat?
- What are the dangers of stress fat?
- Describe how to avoid accumulating stress fat.

Video Clips: Stress Management (2)

Go to the Teaching Today's Health course, then click on "Week 2." Watch the Discovery Health Channel video clips on stress management. Take notes on and address the following:

- Explain the symptoms of stress.
- Describe how biofeedback can be used in stress management.

**Grief**

Make a list of experiences that cause grief. What are the stages that someone goes through when they encounter one of these experiences? Your study of grief will include learning resources from Teaching Today's Health and the *Health: The Basics* textbook. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

**Resources**

**Website Visit**

Visit the following websites and summarize how to help someone who is grieving.

- Dealing with grief: [http://ccserver4.ad.uiuc.edu/?page_id=175](http://ccserver4.ad.uiuc.edu/?page_id=175)
- Helping others: [http://helpguide.org/mental/helping_grieving.htm](http://helpguide.org/mental/helping_grieving.htm)

**Health and Fitness Learning Community Competence Builder**

Go to the Health and Fitness Learning Community and click on the blog post "Emotional Health Competence Builder." Post a message that describes a strategy or technique that you learned that relates to the grieving process.

Read through the messages in the Emotional Health blog and respond to one message.

**Teaching Today's Health: Aging, Dying, and Death**

Read chapter 23 ("Aging, Dying, and Death") in your *Teaching Today's Health* textbook. Take notes on and address the following as you complete the reading:

- Explain the emotional responses of someone with a terminal illness.
- How does a terminal illness affect the family and friends of the dying person?
- Define grief, bereavement, and mourning.

**Health: The Basics: Life's Transitions**

Read pages 425-428 in chapter 15 ("Life's Transitions") in your *Health: The Basics* textbook. Take notes on and address the following as you complete the reading:

- Explain the stages of dying as outlined by Kubler-Ross.
- Describe Corr's coping approach.
- What are the symptoms that accompany grief?
- What is grief work?
- Describe the stages of grief and the tasks of grieving (Figure 15.2).

**Eating Disorders**

What is the difference between anorexia and bulimia? Your study of eating disorders will include learning resources from Teaching Today's Health and the *Health: The Basics* textbook. It will focus on the causes, symptoms, and consequences of these disorders. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.
Resources

Health: The Basics: Managing Your Weight

Read pages 299-301 of chapter 10 ("Managing Your Weight") in your Health: The Basics textbook. Take notes on and address the following as you complete the reading:

- Compare anorexia, bulimia, and binge eating disorder (BED).
- Describe eating disorder treatments.

Emotional Health Quiz

Now that you have completed the activities for this subject, you are ready to take the emotional health quiz. Go to the Teaching Today's Health course and click on "Week 2." Click on "Emotional Health Quiz," answer the quiz questions, submit the quiz for grading, and then check your answers.

Mental Health Case Study

Go to the Teaching Today's Health course, then click on "Week 2." Click on the "Mental Health Case Study." Read the scenario and answer the questions.

Teaching Today's Health: Nutrition

Read pages 349-352 of chapter 17 ("Nutrition") in your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Describe undernutrition and why it is common in infants, children, and adolescents.
- Explain the causes, symptoms, warning signs, and consequences of anorexia and bulimia.
- Describe how bulimia differs from anorexia.
- What are some of the causes of obesity in children?
- Explain the health risks of obesity.

Physical Health

You have successfully completed your studies of emotional health. The activities associated with physical health will help you to describe the proper functioning of the human body systems, to identify the differences between infectious and noninfectious diseases, to study the proper care of body systems, and to learn first aid techniques. Focusing on good hygiene and good habits will help prevent disease, and your knowledge of first aid techniques can be helpful to yourself and others in an emergency situation.

In this section you will specifically focus on identifying the functions of the various organ systems of the body; on describing how to properly care for eyes, ears, and mouth; on recognizing behaviors that contribute to noninfectious diseases; on identifying symptoms of infectious diseases; and on explaining proper first aid techniques for common injuries.

Topics

Body Systems

Did you know that there are many organ systems working together to enable your body to maintain homeostasis and function properly? Your study of body systems will include learning resources from Teaching Today's Health and the Health: The Basics textbook. It will discuss the various functions of these organ systems. Be sure to utilize these resources, as they provide information on the
concepts you will need to master to achieve competency in this topic.

**Resources**

**Teaching Today's Health: Body Systems**

Read chapter 8 ("Body Systems") and pages 207-209 of chapter 11 ("Sexuality Education") in your *Teaching Today's Health* textbook. Take notes on and address the following as you complete the reading:

- Create a list of all the systems of the body mentioned in chapter 8, and briefly describe the function of each. Also, identify what organs are included in each system.
- Explain how different systems interact to perform functions such as sprinting or playing the piano.

**Teaching Today's Health and Health: The Basics**

Read page 461 of chapter 23 ("Aging, Dying, and Death") in your *Teaching Today's Health* textbook and pages 418-419 of chapter 15 ("Life's Transitions") in your *Health: The Basics* textbook. Take notes on and address the following as you complete the reading:

- List the physical changes that accompany aging.

**Diseases**

Do you think your society is prepared for an outbreak of an unknown infectious disease, such as the H1N1 virus? Your study of diseases will include learning resources from Teaching Today's Health and the *Health: The Basics* textbook. It will examine both infectious and noninfectious diseases and their causes. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

**Resources**

**Health: The Basics: Cancer**

Read pages 366-367 of chapter 13 ("Cancer") in your *Health: The Basics* textbook. Take notes on and address the following as you complete the reading:

- Explain the relationship between tanning and skin cancer.
- Describe the warning signs of melanoma.

**Health: The Basics: Infectious and Noninfectious Conditions**

Read pages 375-388 and 408-409 in chapter 14 ("Infectious and Noninfectious Conditions") in your *Health: The Basics* textbook. Take notes on and address the following as you complete the reading:

- Explain how the body protects against pathogens.
- How do immunizations help in the prevention of disease?
- Describe the following infectious diseases: mad cow disease, severe acute respiratory syndrome (SARS), West Nile virus, Ebola hemorrhagic fever, E. coli, cholera, and hantavirus.
- Summarize the following noninfectious diseases: asthma, Parkinson's disease, multiple sclerosis, diabetes, arthritis, and repetitive stress injuries.

**Website Visit**
Visit the following website and summarize how vaccines aid in fighting disease.

- Vaccines: [http://www.cdc.gov/vaccines/vac-gen/howvpd.htm](http://www.cdc.gov/vaccines/vac-gen/howvpd.htm)

**Health and Fitness Learning Community Competence Builder**

Go to the Health and Fitness Learning Community and click on the blog post "Disease Competence Builder." Post a message that describes something interesting you learned about infectious or noninfectious diseases.

Read through the messages in the Diseases blog and respond to one message.

**Disease and Body Systems Quiz**

Now that you have completed the activities for this subject, go to the Teaching Today's Health course and click on "Week 3." Click on "Disease and Body Systems Quiz," answer the quiz questions, submit the quiz for grading, and then check your answers.

**Video Clips: Cardiovascular Disease**

Go to the Teaching Today's Health course, then click on "Week 4." Watch the Discovery Health Channel video clip on cardiovascular disease. Take notes on and address the following:

- Summarize what happens to the body during a heart attack.

**Teaching Today's Health: Infectious and Noninfectious Conditions**

Read chapter 15 ("Infectious and Noninfectious Conditions") in your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Explain the difference between infectious and noninfectious disease.
- Make a list of disease symptoms and what they may indicate.
- Explain how the body fights disease.
- Describe the causes of cardiovascular disease and what can be done to lessen the likelihood of developing heart disease.
- Describe the habits/activities that can increase the likelihood of chronic diseases.

**Personal Care**

Make a list of the daily activities you engage in that promote good personal hygiene. Your study of personal care will include learning resources from Teaching Today's Health and from websites, and it will review the activities necessary to take care of your physical health. Be sure to utilize each of these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

**Resources**

**Teaching Today's Health: Personal and Environmental Health**

Read chapter 9 ("Personal Health") and page 508 of chapter 25 ("Environmental Health") in your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Summarize how to care for eyes, ears, and teeth.
- What are some health problems associated with eyes, ears, and teeth?
What are the effects of noise pollution?

Website Visit

Visit the following websites, take notes on the following subjects, and complete the following activities.

- Ultraviolet radiation: [http://www.epa.gov/sunwise/uvandhealth.html](http://www.epa.gov/sunwise/uvandhealth.html)
- Explain how ultraviolet radiation damages the skin.
- Effects of ultraviolet radiation: [http://www.nas.nasa.gov/About/Education/Ozone/radiation.html](http://www.nas.nasa.gov/About/Education/Ozone/radiation.html)
- List the effects of ultraviolet radiation on the body.
- Describe ways to prevent repetitive stress injuries.

First Aid

What would you do if you saw someone choking or having a heart attack? Your study of first aid will include learning resources from Teaching Today's Health. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

Resources

**Teaching Today's Health: Appendix**

Read appendices A and B in your *Teaching Today's Health* textbook. Take notes on and address the following as you complete the reading:

- Make a step-by-step outline of how you would deal with an emergency situation.
- Summarize general first aid techniques.

**Personal Health and First Aid Quiz**

Now that you have completed the activities for this subject, go to the Teaching Today's Health course and click on "Week 3." Click on "Personal Care and First Aid Quiz," answer the quiz questions, submit the quiz for grading, and then check your answers.

Fitness

The activities associated with this subject will help you understand the benefits of cardiorespiratory fitness, muscular strength, and joint flexibility.

In this section you will specifically focus on how exercise benefits the various systems of the body, the components that should be included in a fitness plan, and how to implement a fitness program.

**Topics**

**Effects of Exercise**

How often do you exercise? What types of activities do you enjoy engaging in for your daily exercise? Your study of the effects of exercise will include learning resources from the *Health: The Basics* textbook and a website. These resources will review the benefits of exercise in maintaining a healthy body. Be sure to utilize these resources, as they provide information on the concepts you
will need to master to achieve competency in this topic.

**Resources**

**Website Visit**

Visit the following websites, take notes on the following subjects, and complete the following activities.

- List the benefits of exercise on the different body systems.
- Consequences of inactivity: [http://www.maxwellness.org/about.html](http://www.maxwellness.org/about.html)
- How does physical inactivity impact health?

**Health: The Basics: Personal Fitness**

Read pages 306-309 of chapter 11 ("Personal Fitness") in your *Health: The Basics* textbook. Take notes on and address the following as you complete the reading:

- List the benefits of regular exercise on the cardiorespiratory system, skeletal system, and muscular system.
- Explain how regular exercise can decrease cancer risks, improve weight control, prevent diabetes, and improve immunity to disease.

**Fitness Components**

Why is it important to warm up before exercising? How often should you engage in aerobic exercise? Your study of fitness components will include learning resources from Teaching Today's Health and the *Health: The Basics* textbook. These resources will review the components of a fitness program and the importance of warming up, stretching, and using proper equipment in an exercise program. Be sure to utilize these resources, as they provide information on the concepts you will need to master to achieve competency in this topic.

**Resources**

**Health and Fitness Learning Community Competence Builder**

Go to the Health and Fitness Learning Community and click on the blog post "Fitness Competence Builder." Post a message that describes something interesting that you learned about fitness.

Read through the messages in the Fitness blog and respond to one message.

**Video Clips: Personal Fitness and Exercise**

Go to the Teaching Today's Health course, then click on "Week 4." Watch the Discovery Health Channel video clips on personal fitness and exercise. Take notes on the following:

- What should be included in an exercise routine?

**Fitness Quiz**

Now that you have completed the activities for this subject, go to the Teaching Today's Health course and click on "Week 4." Click on "Fitness Practice Quizzes," choose one of the multiple choice quizzes, answer the quiz questions, submit the quiz for grading, and then check your answers.
Health: The Basics: Personal Fitness

Read pages 309 and 324 of chapter 11 ("Personal Fitness") in your Health: The Basics textbook. Take notes on and address the following as you complete the reading:

- Describe strategies to improve cardiovascular fitness.
- Make a list of activities that are considered high intensity (Figure 11.3).
- Explain the importance of aerobic exercise, muscular strength, and flexibility in a fitness program.

Teaching Today's Health: Personal Health

Read pages 155-159 of chapter 9 ("Personal Health") in your Teaching Today's Health textbook. Take notes on and address the following as you complete the reading:

- Make a step-by-step outline of how you would deal with an emergency situation.

Conclusion

Congratulations on completing the Health and Fitness course of study! You are now competent in nutrition, emotional health, physical health, substance abuse, and personal fitness. You have evaluated nutrients, minerals, and vitamins; analyzed how to foster good emotional health; explained various infectious and noninfectious diseases; discussed how to properly care for the body; identified the problems associated with substance use and abuse; and recognized the importance of personal fitness in overall health. Being competent in health and fitness raises your awareness of how your daily behaviors, habits, and choices impact your overall health as well as the health of your family, friends, and peers. A healthy, balanced lifestyle will help you perform well in your chosen career. Reading newspapers, health-related articles in magazines or professional journals, and watching the news will keep you informed on current health information and will reinforce how to maintain good overall health.

Topics

Next Steps: Taking the Preassessment (PAIF) and Assessment (IFC1)

You have successfully completed the content for IFC1. This subject has prepared you to take the IFC1 assessment.

The activities associated with this topic will prepare you for taking the IFC1 assessment.

Resources

Take the PAIF

You can request this through your AAP. To request the PAIF:

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Preparation" column, click "Preassessment."
5. In the window that pops up, click "Click here to refer for this preassessment." A request will be sent to your mentor for approval.
6. Once your mentor has approved your request, return to the "My AAP" tab and click "Preassessment" in the "Assessment Preparation" column.
7. In the window that pops up, click "Click here to take this preassessment." You will then begin the preassessment.

This preassessment can be taken on your computer at home or at any other convenient location. Do not use your notes or texts when taking the preassessment. This will better indicate the areas you will need to review before taking the IFC1 assessment. The preassessment takes approximately one and a half (1.5) hours to complete. Each form contains a total of 46 objective items. However, the IBT Prometric server "counts" each matching item as a separate item, meaning that in total it "counts" approximately 87 items, depending on which form of the assessment you receive. A passing score on the PAIF is 66% or better.

Referring for the IFC1

Once you have obtained a satisfactory score on the preassessment, you are ready to demonstrate your competency in the health and fitness domain by taking the IFC1 objective assessment. During a call with your mentor, you will refer and schedule your IFC1 assessment.

1. Log in to your MyWGU Student Portal.
2. Go to the "My AAP" tab.
3. In the list below "Course Details," find the assessment you are working on.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. In the window that pops up, click "Search."
6. A new window will come up. In this window, you can either select a previously-used site or search for a different site approved by WGU. Select the site(s) by clicking on the box beside the name. This will move your selection(s) to the "Selected Sites" box.
7. Once you have selected at least one site, click "Update."
8. You will be returned to the previous window, and the site information will now be filled in. Click "Continue."
9. Enter three different potential dates with the times you can take the assessment.

   Note: The dates must be at least two weeks from the day you refer for the assessment.

10. Click "Continue" once your potential dates and times are filled in.
11. If there are other considerations you would like to inform the Assessment Delivery Team about, discuss them in the "Other Considerations" box that appears and then click "Continue."
   If not, simply click "Continue."
12. A request will be sent to your mentor for approval.
13. Once your mentor has approved your request, our Assessment Delivery Team will begin scheduling your assessment at the proctor site that you submitted. Once your assessment has been scheduled, you will receive a confirmation e-mail with the date, time, and proctor site. The status on your AAP will then change to "Scheduled."

You will be setting the date for the completion of this exam as your drop date. This is the date that this exam must be completed by or you will receive a "Not Passed" on your first attempt. "Not Passed" will appear on your transcript if it is not removed during the current term. It is very important for you to continually move forward with your degree.

Additional Review

Based on your PAIF scores, additional review may be needed.

- Review the coaching report on your AAP.
- Find the topics you scored low on and review the corresponding sections in this course of study.
- Contact your mentor and your course mentor for additional information.
Preparing to Take the Preassessment

Now that you have done the reading and worked through the Teaching Today's Health quizzes, you are ready to take the preassessment (PAIF) for the IFC1 objective assessment.

Feedback

To provide feedback on this or any other course of study, please use the Course of Study Feedback form.

ADA Requirements
Please review the University ADA policy.