

BHAN 236 Global Health & Phys Activity Winter Session 2015

Instructor:

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Course description:

This course is offered as part of a study abroad program. Students will have the opportunity to engage in activities that are common or unique in other countries. Course assignments and discussions will focus on how these activities developed in these countries and how they have impacted health and quality of life issues for the population. This course also supports the university's initiative within the global community.

Course Objectives

1. Students will identify the impact one's culture, the environment, and climate can have on health choices people make.
2. Students will become more culturally sensitive and aware of people from a country outside the United States.
3. To examine how physical activity can positively influence one's overall health and quality of life and challenge oneself to try new activities and experience personal growth.
4. To relate the unique nature of activities in New Zealand and how these compare to those done in the United States.
5. To analyze the relationship between physical activity and the environment thereby gaining insight to the needs for sustaining the natural environments.
6. To gain insight and reflect on the behaviors within the group members and examine how cooperation, communication, leadership support, and trust influence the health benefits associated with the activity.

Instructional Methods:

- Class lectures with discussion activities.
- Assigned readings before each experience as outlined.
- Guided reflective journaling assignments.
- Group participation in all planned activities.

Grading Procedures:

- **Journal (100 total points):** The course journal allows each student to develop a record of their experiences in New Zealand. Personal reflection that addresses the goals of the course is required. Each journal entry is graded for the overall response to the outlined questions, the relative comparison made to *intrinsic and extrinsic motivation*, the association to group member responses, and the type of instruction provided for the activity. Journals must demonstrate knowledge gained from assigned readings and those selected by the students, and reflect comparison to experiences to meet *Course Objectives 1,2,3,4,5*.
- **Papers (100 total points):** Three 2-3 page formal papers will be completed by the students as described
 1. An examination of the cultural or health impact physical activity that is common in New Zealand.
Course Objectives 1,2,5.

2. A discussion on the relationship of how sustaining natural environments impact the economy of and influence the health and quality of life for New Zealanders. *Course Objectives 1,3,4,5.*
 3. This final paper topic should be guided by the student's experiences in New Zealand. Please have the topic approved. *Course Objectives that may be addressed in the paper 1,2,3,4,5,6.*
- **Presentation (25 points):** Each student will be select an appropriate article on the individual topic, submit it to the professor for posting on Sakai before class, then lead the class discussion that includes how physical activity impacts one's overall health and quality of life. *Course Objectives 1,2,3,4.*
 - **Discussions (25 total points):** Points will be assigned on the quality of individual participation in class discussions, response to questions, etc. *Course Objectives 1,2,3,4,5,6.*

Course Policies:

1. Course requirements are mandatory. It is expected that students complete assigned activities and readings.
2. All assignments are required for successful completion of this course.
3. All written assignments, including citations and references, must adhere to proper format.
4. Evaluation and grade policies are contained in this syllabus.
5. Plagiarism and academic misconduct will result in failure of the course. Depending upon the severity of the misconduct, students may be dismissed from the program. Please see Student Code of Conduct - <http://www.udel.edu/stuhb/02-03/campuslife/policy1.html#expect>
6. Attendance to all program activities & classes is expected; any unexcused absence results in a course failure.

Grading Scale:

A:	250-232 total points
A-:	231-225
B+:	224-217
B:	216-207
B-:	206-200
C+:	199-192
C:	191-182
C-:	181-175
D+:	174-167
D:	166-157
D-:	156-150

Tentative class schedule: Reflections will be presented in writing in the journal and orally during class discussions. Discussions will be conducted on site as well as periodically in the classroom.

*NOTE: ** - There should also be a reflection on any live match attended***

Jan. 3: Reflection on initial reaction to New Zealand
Compare to what you expected, how it compares to the US, how people dress, how they interact/greet each other, anything you see as being unique or different, etc.

Discussion on benefits of physical activity and impact on quality of life (2 hours)

Reading: <http://www.newzealand.com/int/maori-culture/>
<http://www.kwintessential.co.uk/resources/global-etiquette/new-zealand.html>

Jan. 8: Reflection on surfing
Is surfing more physically demanding than you anticipated? What was the most challenging aspect of surfing? Are there other components of health surfing may impact?

Discussion on surfing (surfing will be 4 hours and 1 hour discussion)

Reading: http://www.surflines.com/surfology/surfology_sschooll_index.cfm
<http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Surfing>

Jan. 10: Reflection on Kaikoura (whale watch and kayaking)
What did you learn about the importance of respecting the environment in regard to providing opportunities for physical activity? Are there other components of health impacted during the whale watch and kayaking? What impact did the leader have on the experience?

Discussion on the impact of the whale watch and kayaking (activities will be 6 hours and discussion for 1 hour)

Reading: <http://www.kaikoura.co.nz/>
<http://www.whalewatch.co.nz/content/who-we-are>

Jan. 11: Journal Due
Class discussion (1 hour)

Jan. 13: Reflection on windsurfing
How did windsurfing compare with your other surfing experience? What muscle groups were more involved than in surfing? How did the quality of instruction impact success? How can you apply this concept to helping others use this to improve their health and quality of life?

Discussion on experience (activity 3 hours and discussion 1 hour)

Reading: <http://www.learn towindsurf.com/>
<http://healthfitnessrevolution.com/fitness-benefits-of-windsurfing/>

Jan. 14: Reflection on Akaroa (swim with dolphins)
What did you learn the relationship indigenous people have with their environment and how is their social structure similar and different than ours? What can we learn from this? Do we have a responsibility to protect these unique environments and animals? How did your clothing impact the experience? How can you apply this to other physical activities? How can you apply this concept to improve your health and quality of life?

Discussion on experience. (activity 3 hours and discussion 1 hour)

Reading: <http://www.akaroa.nz.com/>
<http://www.internationalwildlifelaw.org/dolphin.html>

Jan. 18: Reflection on Franz Josef Glacier Hike
How did the weather impact your experience? What did you learn about the importance of having the proper equipment to enhance your experience. How can you apply this concept to improve your health and quality of life?

Discussion on teamwork, leadership, and how the environment impacts physical activity and quality of life. (activity 5 hours and discussion 1 hour)

Reading: http://en.wikipedia.org/wiki/Franz_Josef_Glacier

Jan. 18: Journal Due

Jan. 19: Reflection on river surfing
How could you better prepare for activities like this in the future? What did you learn about the specificity of exercise principle? How can you apply this concept to improve your health and quality of life?

Discussion on their experience. (activity 3 hours and discussion 1 hour)

Reading: <http://en.wikipedia.org/wiki/Riverboarding>
https://docs.google.com/document/d/1CIV-0wXHdua2TzqLxhttRP1bxdOT-sd0s3B1NLgfm4/edit?hl=en_US&pli=1

Jan. 20: Reflection on whitewater rafting
How did the quality of instruction impact success? What did you learn about the importance of teamwork? What did you learn about the importance of protecting the environment in order to maintain these types of physical activity opportunities? How can you apply this concept to improve your health and quality of life?

Discussion on their experience (activity 5 hours and discussion 1 hour)

Reading: <http://www.malode.com/rafting-reasons/>
<http://cdorafting.wordpress.com/2013/02/27/white-water-rafting-health-facts/>

Jan. 22-24: Reflection on Kepler Track
What did you learn about the importance of teamwork? What did you learn about the importance of protecting the environment in order to maintain these types of physical activity opportunities? How did the weather impact your experience? What did you learn about the importance of having the proper equipment to enhance your experience. How can you apply this concept to improve your health and quality of life?

(Activity 3 full days – discussion each night for 1 hour)

Reading: <http://www.doc.govt.nz/parks-and-recreation/tracks-and-walks/fiordland/eastern-fiordland/kepler-track/>
<http://www.goodhiker.com/2011/05/25/health-benefits-hiking/>

Jan. 26: Reflection on blackwater rafting
How did the quality of instruction impact success? What did you learn about the importance of teamwork? What did you learn about the importance of protecting the environment in order to maintain these types of physical activity opportunities? How can you apply this concept to improve your health and quality of life?

(activity 4 hours and discussion 1 hour)

Reading: <http://www.waitomo.com/black-water-rafting.aspx>
<http://www.hccmis.com/blog/how-to-prepare-for-black-water-rafting/>

Jan. 27: Journal Due

Jan. 28: Reflection on Maori cultural experience and zorbing
What did you learn about the Maroi? How does their role in society differ from the Native Americans in the US? What do you think can be done to help?

Discussion on their experience. (activity 5 hours and discussion 1 hour)

Reading: <http://www.maoriculture.co.nz/>

Jan. 30: Reflection on Abseiling
What did you learn about how challenge impacts your health and self-esteem? How did your confidence

in your friends, guide, and equipment influence your experience?

Discussion on what you learned through this experience. (activity 4 hours and discussion 1 hour)

Reading: <http://en.wikipedia.org/wiki/Abseiling>
http://ezinearticles.com/?expert=Adrian_Barton

Jan. 31: Visit White Island
What did you learn about the lengths people will go to enhance their health?
(Activity 6 hours and discussion 1 hour)

Reading: http://en.wikipedia.org/wiki/Whakaari_-_White_Island

Feb. 1: Journal Due
Final journal entry must include a summary reflection of the entire experience.
What you learned about yourself, New Zealand, and the US. You must also discuss how all of these experiences can influence one's health and quality of life.

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